



AGENDA STATE BOARD OF EDUCATION

January 9, 2012

Arkansas Department of Education

Arkansas Department of Education Auditorium, State Education Building

9:00 AM

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Reports

Report-1 Chair's Report

Presenter: Dr. Ben Mays

Report-2 Commissioner's Report

Presenter: Dr. Tom Kimbrell

Report-3 Update on Common Core State Standards and PARCC

This information is provided to keep the State Board of Education apprised of the Department's work activities associated with college and career readiness.

Presenter: Dr. Laura Bednar

Consent Agenda

C-1 Minutes - December 12, 2011

Presenter: Phyllis Stewart

C-2 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

By the Court Order of December 1, 1993, the Arkansas Department of Education (ADE) is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. The January report summarizes the PMT for December.

Presenter: John Hoy and Willie Morris

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating

process.

Presenter: Dr. Karen Cushman and Clemetta Hood

C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 13 school districts covering a total of 22 teaching positions. Eleven school districts requested waivers for 20 long-term substitutes. These requests have been reviewed, either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: Dr. Karen Cushman

C-5 Interim Report for Standards Assurance Unit July 1-December 31, 2011

As required by Arkansas law, the Standards Assurance Unit presents this report to ensure the state's school districts are in compliance with the statute and rules promulgated by the State Board of Education.

Presenter: Johnie Walters

C-6 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of License for Five (5) Years and Fine of \$75 for Case #10-128 – John Michael Jones

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of John Michael Jones for five (5) years with quarterly reporting from building level principal regarding his conduct with regard to Standard 1, and a fine of \$75 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Michael Smith

C-7 Consideration of Recommendation of the Professional Licensure Standards Board for Permanent Revocation of License – Case #11-028 – Russell Darin Eudy

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending permanent revocation of the teaching license of Russell Darin Eudy for violation of Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice and Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Mr. Eudy was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated October 21, 2011, but failed to respond. The timeline for any hearing has now passed.

Presenter: Michael Smith

C-8 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of the Teaching License for Five (5) Years with Stipulations – Case #11-075 – Kristine Ann Hoskins (Worden)

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending suspension of the teaching license of Kristine Hoskins (Worden) for five (5) years and to continue with AA treatment with quarterly reports and a fine of \$75 for violation of Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.

Presenter: Michael Smith

C-9 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of the Teaching License for Three (3) Years and a Fine of \$75 for

Case #11-077 – Bradley Joel Breeding

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Bradley Breeding for three (3) years and a fine of \$75 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Michael Smith

C-10 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of the Teaching License for Two (2) Years and a Fine of \$75 for Case #11-091 – Geoffrey Trisollini

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Geoffrey Trisollini for two (2) years and a fine of \$75 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Trisollini was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated October 24, 2011, but failed to respond. The timeline for any hearing has now passed.

Presenter: Michael Smith

C-11 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of the Teaching License for Two (2) Years and a fine of \$75 for Case #T12-008 – Kristin Elizabeth Rich

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Kristin Rich for two (2) years and a fine of \$75 for violation of Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

Presenter: Michael Smith

Action Agenda

A-1 Hearing of District Conversion Public Charter School Application and ADE Review: Cross County Elementary Technology Academy– Cross County School District

Cross County Elementary Technology Academy is a proposed district conversion public charter school to be located within the Cross County School District in Cherry Valley, Arkansas. The school would serve grades K-6 with a proposed enrollment of 500 students. The proposed facility is located at 21 CR 215, Cherry Valley, Arkansas. The District's School Board approved the proposed district conversion charter application.

Staff members from several sections of the Arkansas Department of Education reviewed the application. Evaluation concerns and comments were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the application, the ADE evaluation and the written response by the applicant have been included for review by the State Board of Education. The applicant is requesting to be granted a district conversion charter from the State Board of Education.

Presenter: Dr. Mary Ann Duncan

A-2 Hearing of District Conversion Public Charter School Application and ADE Review: Elkins ExPLORE Charter School– Elkins School District

Elkins ExPLORE Charter School is a proposed district conversion public charter school to be located within the Elkins School District in Elkins, Arkansas. The school would serve grades K-12 with a proposed enrollment of 500 students. The proposed facility is located at 349 North Center Street, Elkins, Arkansas. The District's School Board approved the proposed district conversion charter application.

Staff members from several sections of the Arkansas Department of Education reviewed the application. Evaluation concerns and comments were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the application, the ADE evaluation and the written response by the applicant have been included for review by the State Board of Education. The applicant is requesting to be granted a district conversion charter from the State Board of Education.

Presenter: Dr. Mary Ann Duncan

**A-3 Hearing of District Conversion Public Charter School Application and ADE Review:
Lincoln High School; New Tech– Lincoln Consolidated School District**

Lincoln High School; New Tech is a proposed district conversion public charter school to be located within the Lincoln Consolidated School District in Lincoln, Arkansas. The school would serve grades 8-12 with a proposed enrollment of 850 students. The proposed facility is located at 117 Boyer Street Suite A, Lincoln, Arkansas. The District's School Board approved the proposed district conversion charter application.

Staff members from several sections of the Arkansas Department of Education reviewed the application. Evaluation concerns and comments were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the application, the ADE evaluation and the written response by the applicant have been included for review by the State Board of Education. The applicant is requesting to be granted a district conversion charter from the State Board of Education.

Presenter: Dr. Mary Ann Duncan

**A-4 Hearing of District Conversion Public Charter School Application and ADE Review:
Osceola STEM Academy– Osceola School District**

Osceola STEM Academy is a proposed district conversion public charter school to be located within the Osceola School District in Osceola, Arkansas. The school would serve grades 5-8 with a proposed enrollment of 450 students. The proposed facility is located at 2750 West Semmes, Osceola, Arkansas. The District's School Board approved the proposed district conversion charter application.

Staff members from several sections of the Arkansas Department of Education reviewed the application. Evaluation concerns and comments were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the application, the ADE evaluation and the written response by the applicant have been included for review by the State Board of Education. The applicant is requesting to be granted a District Conversion Charter from the State Board of Education.

Presenter: Dr. Mary Ann Duncan

**A-5 Hearing of District Conversion Public Charter School Application and ADE Review:
Eastside New Vision Charter School– Warren School District**

Eastside New Vision Charter School is a proposed district conversion public charter school to be located within the Warren School District in Warren, Arkansas. The school would serve grades K-3 with a proposed enrollment of 510 students. The proposed facility is located at 408 Cherry Street, Warren, Arkansas. The District's School Board approved the proposed district conversion charter application.

Staff members from several sections of the Arkansas Department of Education reviewed the application. Evaluation concerns and comments were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the application, the ADE evaluation and the written response by the applicant have

been included for review by the State Board of Education. The applicant is requesting to be granted a district conversion charter from the State Board of Education.

Presenter: Dr. Mary Ann Duncan

A-6 Continuation Hearing of Open Enrollment Charter Application Appeal and ADE Review: Special Training in Remedial Instruction and Vocational Education (STRIVE) Institute of Technology, Marianna, Arkansas

STRIVE Institute of Technology is a proposed open-enrollment public charter school to be located within the Lee County School District in Marianna, Arkansas. The sponsoring entity on the letter of intent and charter application is Strive Incorporated. Grades 9-12 will be served with a maximum enrollment of 200 students. The proposed site for the school is 351 Moton Street, Marianna, Arkansas. The applicant has notified affected districts for this proposed public charter school. Barton-Lexa School District, Brinkley Public Schools, Clarendon School District, Forrest City Public Schools, Hughes Public Schools, Lee County School District, and Palestine-Wheatley School District have notified the Arkansas Department of Education (ADE) of their support to the opening of STRIVE Institute of Technology.

Staff members from several units of the ADE reviewed the application for the STRIVE Institute of Technology. Evaluation concerns were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the appeal letter, documentation from the affected district, the letter of intent, the application, the ADE evaluation and the written response by the applicant have been included for review by the Board. The applicant is requesting to be granted an open-enrollment charter from the State Board of Education.

Presenter: Dr. Mary Ann Duncan

A-7 Consideration of Waiver of National Board for Professional Teaching Standards repayment of State Funds – Melynda Hawkins-Thomas

As ADE continues to close outstanding NBPTS accounts, unresolved balances are being reviewed. These cannot be waived or closed without the approval of the State Board. Melynda Hawkins-Thomas requests that she be considered and granted a repayment waiver due to health and/or extenuating circumstances.

The State Board of Education has the authority to waive repayment of State monies in cases of death, disability, or extenuating circumstances. Ark. Code Ann. § 6-17-413 (b) (4) provides that repayment of moneys contributed by the Department is not required if, due to the death or disability of the teacher or other extenuating circumstances as may be recognized by the State Board of Education, the teacher does not complete the certification process of the National Board for Professional Teaching Standards or does not teach in the Arkansas public school system for two (2) continuous school years after completing the certification process of the National Board for Professional Teaching Standards.

Mrs. Hawkins-Thomas provided a letter of explanation for her request. It is the opinion of the ADE that Ms. Hawkins-Thomas be granted a waiver due to the extenuating circumstances referenced.

Presenter: Dr. Karen Cushman

A-8 Consideration for Final Approval: Proposed Rules Governing Incentives for Teacher Recruitment and Retention in High Priority Districts with an Average Daily Membership of 1,000 or Fewer

These rule revisions implement definitional changes required by Act 1135 of 2011. In addition, two deadlines are being moved back. The deadline for the Arkansas Department of Education to identify high-priority districts is being moved from September 1 to February 15, and the deadline for districts to submit their list of eligible employees is being moved from July 1 to June 1 to allow payment of the incentive bonuses during the same fiscal year when they are earned. A

public hearing was held on December 15, 2011, and only one written comment was received resulting in no changes to the proposed revisions.

The Department requests that the State Board give final approval to these proposed rule revisions.

Presenter: Mark White and Dr. Karen Cushman

A-9 Consideration of Final Approval: Proposed Repeal of Arkansas State Board of Education Policy and Procedures Concerning Teacher Licensure Hearings

The Department proposes to repeal these hearing procedures and replace them with the Proposed Rules Governing Background Checks and Licensure Revocation. A public hearing was held on December 15, 2011, and no oral or written comments have been received. The Arkansas Department of Education respectfully requests that the State Board give final approval to the repeal of these hearing procedures.

Presenter: Mark White and Dr. Karen Cushman

A-10 Consideration of Final Approval: Proposed Repeal of Rules Governing the Requirement of a Criminal Background Check for the Employment of Personnel in School Districts

The Department proposes to repeal these rules and replace them with the Proposed Rules Governing Background Checks and Licensure Revocation. A public hearing was held on December 15, 2011, and no oral or written comments have been received. The Arkansas Department of Education requests that the State Board give final approval to the repeal of these Rules.

Presenter: Mark White and Dr. Karen Cushman

A-11 Consideration of Final Approval: Proposed Repeal of Rules Governing Criminal Background Checks for Substitute Teachers

The Department proposes to repeal these rules and replace them with the Proposed Rules Governing Background Checks and Licensure Revocation. A public hearing was held on December 15, 2011, and no oral or written comments have been received. The Arkansas Department of Education requests that the State Board give final approval to the repeal of these Rules.

Presenter: Mark White and Dr. Karen Cushman

A-12 Consideration of Final Approval: Proposed Rules Governing Background Checks and Licensure Revocation

These proposed rules are intended to replace the existing Rules Governing the Requirement of a Criminal Background Check for the Employment of Personnel in School Districts, the existing Rules Governing Criminal Background Checks for Substitute Teachers, and the existing State Board procedures for teacher licensure hearings. The substantive provisions from the existing rules have been revised in the new rule for clarity and to incorporate legislative changes from the 2009 and 2011 legislative sessions. A public hearing was held December 15, 2011, and only one comment was received. Based on the comment, changes have been made to conform the proposed rule to statute. The Arkansas Department of Education requests that the State Board give final approval to the proposed rules.

Presenter: Mark White and Dr. Karen Cushman

A-13 Consideration of Final Approval: Proposed Rules Governing Eligibility and Financial Incentives for Certified Speech-Language Pathologists

Ark. Code Ann. § 6-17-413 provides for yearly incentive bonuses to be paid to speech-language pathologists who are employed by a school or education service cooperative and are nationally certified. These proposed rule revisions

implement Act 1035 of 2011, which created repayment requirements for pathologists who receive an incentive bonus payment but fail to remain employed with a school or cooperative for at least three years. A public hearing was held December 15, 2011; one oral comment was received supporting the proposed revisions. The Arkansas Department of Education requests that the State Board give final approval to the proposed revisions.

Presenter: Mark White and Dr. Karen Cushman

A-14

Consideration of Final Approval: Proposed Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering from Type 1 Diabetes

Act 1204 of 2011 allows trained volunteer school personnel to administer glucagon in emergency situations to public school students who suffer from Type 1 diabetes. The Act directs the State Board and the Arkansas State Board of Nursing to adopt rules implementing the Act. The State Board approved these rules for public comment on November 14, 2011. A public hearing was held on December 15, 2011, in the ADE Auditorium. The public comment period expired December 22, 2011. Both written and oral comments were received. Minor changes were made to the rule as a result of these comments. Arkansas Department of Education staff respectfully requests that the State Board give final approval to these rules.

Presenter: Jeremy Lasiter

Reports

Report-1 Request to Address the Board: Jamie Willis

Jamie Willis has asked to be placed on the agenda to address the State Board regarding concerns with the Jasper School District.

Presenter: Jamie Willis

Minutes
State Board of Education Meeting
Monday, December 12, 2011

The State Board of Education met Monday, December 12, 2011, in the auditorium of the Department of Education building. Dr. Ben Mays, Chair, called the meeting to order at 9 a.m.

Present: Dr. Ben Mays, Chair; Joe Black; Brenda Gullett (via telephone conference); Sam Ledbetter; Alice Mahony; Toyce Newton; Vicki Saviers; Dr. Tom Kimbrell, Commissioner; and Kathy Powers, Teacher of the Year

Absent: Jim Cooper, Vice Chair; and Mireya Reith

Reports

Chair's Report:

Dr. Mays summarized the first science standards meeting he attended. He expressed appreciation to Dr. Tracy Tucker and her team for the opportunity to participate in a valuable learning experience.

Commissioner's Report

Commissioner Kimbrell stated the five regional meetings conducted throughout the state to gain input for the ESEA flexibility request and teacher evaluation went well. He said a web link for a survey on the topics would be communicated through a Commissioner's Memo and posted on the ADE home page.

Informational Update on Common Core State Standards and PARCC

In an update on Common Core State Standards, Dr. Laura Bednar, Assistant Commissioner of Learning Services, reported the first Common Core Institute was held December 8. The Institute focused on the seven action areas of the CCSS strategic plan. She thanked AETN for their partnership in using technology to deliver the training via CIV, live streaming and recording for later use as an online course.

Dr. Bednar also reported Arkansas had been named a lead state in the development of the Next Generation Science Standards. In addition, she said the Department was just beginning its work with SREB on college readiness transition courses.

Ms. Saviers asked what K-2 teachers were saying about the implementation of Common Core State Standards.

Dr. Bednar said while most of the comments were positive, teachers were expressing a need for more professional development. She indicated it was her desire to capture successful experiences in teaching and learning and share as best practices with teachers.

Consent Agenda

Ms. Mahony asked how the student climate survey (referenced in item C-3) was delivered and what was done with the information collected.

A vote on that item was delayed until further information could be given.

Ms. Mahony moved, seconded by Ms. Saviers, approval of the Consent Agenda with the exception of item C-3. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes of the November 14 and 15, 2011 Board Meetings
- Adoption of State Board of Education Meeting Dates for Calendar Year 2012
- Newly Employed, Promotions and Separations
- Waivers to Educational Agencies for Teachers Teaching Out of Area for Longer than 30 Days
- Review of Loan and Bond Applications—Revolving Loan for Western Yell County--\$75,000 for purchase of school bus; Revolving Loan for Western Yell County--\$99,000 for construction; and Second Lien Bonds for Beebe--\$1,570,000 for construction
- Sanction for Teachers as Recommended by the Professional Licensure Standards Board
 - Robin Elizabeth Carraway

Willie Morris, with the Office of Academic Accountability, reported that as a part of the Desegregation Court Order, the Pulaski County Special School District conducted the pencil/paper climate survey off-site. The results were used as part of the monitoring for compliance with the court order.

Ms. Mahony moved, seconded by Ms. Newton, acceptance of the report and approval of item C-3. The motion carried unanimously.

Action Agenda

(Complete records of the hearings are available in the State Board office.)

Arkansas Better Chance for School Success 2011-12

Paige Cox, ABC Program Administrator, presented a proposal for transferring 38 slots from the Cossatot Community College program to the DeQueen Mena Education Cooperative for the period of December 17, 2011 through June 30, 2012.

Mr. Ledbetter moved, seconded by Ms. Mahony, approval to move the 38 slots to the DeQueen Mena Education Cooperative program. The motion carried unanimously.

Consideration of Classification of District in Fiscal Distress - Cutter-Morning Star

Kathleen Crain, Interim Assistant Commissioner for Fiscal Services, reported the Cutter-Morning Star School District received notice by certified mail as being identified by the Arkansas Department of Education for Fiscal Distress status. The District was informed at that time they could not incur any future debt obligations without prior written approval from ADE.

Ms. Crain presented a recommendation that Cutter-Morning Star School District be classified as being in Fiscal Distress as of December 12, 2011.

Superintendent Lance Robinson made an appeal on behalf of the district and its school board. Mr. Robinson said the district had already started a cost-savings plan for 2011 and had long-range savings measures including adjustments in personnel for the 2012-13 school year.

Mr. Black asked why school districts don't cut expenses when they see enrollment declines. He said the State Board was seeing among financially troubled districts the inability to make the hard decision of reducing personnel costs. He suggested the Department intervene sooner and be more proactive.

Commissioner Kimbrell said the Department worked with as many as 15 districts over the past year on budgeting issues, but found two had not done enough to correct the financial forecast.

Ms. Gullett moved, seconded by Mr. Black, to classify the Cutter Morning Star School District as being in Fiscal Distress as of December 12, 2011. The motion carried unanimously.

Consideration of Classification of District in Fiscal Distress - Hermitage School District

Ms. Crain said the Hermitage School District received notice by certified mail as being identified by the Arkansas Department of Education for Fiscal Distress status. The District was informed at that time they could not incur any future debt obligations without prior written approval from ADE.

The District did not appeal the Fiscal Distress status.

Mr. Ledbetter moved, seconded by Ms. Newton, to classify the Hermitage School District as being in Fiscal Distress as of December 12, 2011. The motion carried unanimously.

Hearing for PLSB Case # 11-034 – Gary Thompson

After an evidentiary hearing, the Professional Licensure Standards Board Ethics Subcommittee found that Gary Thompson, Athletic Director for the Clarksville School District, violated Standard 4 of the Code of Ethics in his failure to follow proper bidding procedures. The Ethics Subcommittee recommended one year's probation of his license and a \$75 fine for violation of Standard 4. Mr. Thompson requested a de novo hearing before the State Board and was represented by legal counsel Mark Burnette.

Mr. Thompson argued he followed instructions given him by Steve Wyatt, his principal and supervisor.

Mr. Wyatt, now assistant superintendent of the district, said he directed Mr. Thompson to get competitive bids but did not tell him where to get them.

Board members expressed concern regarding the school district's guidance and rules.

Ms. Newton moved, seconded by Ms. Gullett, based on the PLSB's failure to provide preponderance of evidence, no negative action be taken against Mr. Thompson. The motion carried unanimously.

Ms. Gullett ended her participation in the meeting after the vote.

Consideration of Recommendation of Suspension of Educators' Licenses for Unpaid PLSB Fines

The following educators have not paid fines ordered by the State Board for violation of the Code of Ethics. In October, the PLSB voted to recommend the State Board suspend the educators' licenses until their fines are paid.

Julie Woods--\$100; Kristen Skaggs--\$75; Joe Bob Wise--\$100; James Kendig, Jr.--\$100; Albert Camp--\$75; Nathan Page--\$100; Robert Almond--\$75; Brenda Taylor--\$50; Cyndi Najar--\$100

Ms. Newton moved, seconded by Ms. Saviers, to suspend the educators' licenses until their fines are paid. The motion carried unanimously.

Consideration of Approval of Revised PE/Health Frameworks

Revisions to the Physical Education and Health Frameworks were submitted for review. The revision includes physical education and health courses and grade-by-grade student learning expectations for K-8 physical education and health as required by the Standards for Accreditation.

Ms. Mahony moved, seconded by Ms. Newton, to approve the revised P.E./Health Frameworks with the exception of the prerequisite P.E. and health course. The motion carried four to two in a roll call vote.

Black-yes
Mays-yes
Mahony-yes
Newton-yes
Ledbetter-no
Saviers-no

After further explanation that the content was contained in the P.E. and health course, Dr. Mays changed his vote and asked for a new motion.

Mr. Ledbetter moved, seconded by Ms. Saviers, approval. The motion carried. Ms. Mahony voted no.

Consideration of Approval for Public Comment: Repeal of Arkansas Department of Education Rules and Regulations Governing Attendance at Instructional Professional Development Sessions Toward Fulfillment of the Five (5) Days of Required Staff Development

These rules were approved by the State Board December 8, 1995, and have not been amended since that time. The rules are based on old law and have been superseded by the Department's Rules Governing Professional Development. Arkansas Department of Education staff requested that the State Board approve and release for public comment the proposed repeal of these rules.

Mr. Ledbetter moved, seconded by Ms. Saviers, to release the repeal of the rules for public comment. The motion carried unanimously.

Consideration of Approval for Public Comment: Revisions to Arkansas Department of Education Rules Governing Professional Development

These rules are revised to incorporate new requirements imposed by Acts 770, 989, 1002, 1146, 1150, 1214, and 1236 of 2011. Arkansas Department of Education staff requested the State Board approve and release the proposed revisions for public comment.

Mr. Ledbetter moved, seconded by Ms. Mahony, to release the revised rules for public comment. The motion carried unanimously.

Consideration of Approval for Public Comment: Revisions to Arkansas Department of Education Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds

These rules govern the distribution of categorical funds to local school districts, including Alternative Learning Environment (ALE), National School Lunch Act (NSLA), English Language Learner (ELL), and Professional Development (PD) funding. The rules are being revised to implement changes made by Acts 879, 993, 1118, and 1220 of 2011.

Department staff requested the State Board to approve and release the proposed rules for public comment.

Ms. Mahony moved, seconded Ms. Newton, to release the rules for public comment. The motion carried unanimously.

Consideration of Approval for Second Public Comment Period: Revisions to Arkansas Department of Education Rules Governing Teacher Licensure by Reciprocity

On September 12, 2011, the State Board approved and released for public comment proposed revisions to these rules to implement the many changes made by Act 1178 of 2011. As a result of comments received during the public comment period, the Department substantially modified the proposed revisions.

The Department requested the proposed rules as modified by approved for a second public comment period.

Ms. Saviers moved, seconded by Mr. Ledbetter, to release the proposed rules for a second public comment period. The motion carried unanimously.

Consideration of Approval for Second Public Comment Period: Revisions to Arkansas Department of Education Rules Governing the Non-Traditional Licensure Program

On September 12, 2011, the State Board approved and released for public comment proposed revisions to these rules to implement the many changes made by Act 1178 of 2011. As a result of comments received during the public comment period, the Department substantially modified the proposed revisions.

The Department requested the proposed rules as modified be approved for a second public comment period.

Mr. Ledbetter moved, seconded by Ms. Saviers, to release the proposed rules for a second public comment period. The motion carried unanimously.

Consideration of Final Approval: Revisions to Rules Governing Public School End-of-Course Assessments and Remediation

Act 989 of 2011 moved the onset of high-stakes EOC assessments for English II from 2013-2014 to 2014-2015. The rule is revised to reflect this change, to remove obsolete data references, and to make grammatical and stylistic corrections.

The State Board approved and released these revisions for public comment October 10, 2011. One comment was received during the public comment period. The only change made corrected a grammatical error in § 5.06. The State Board was requested to give final approval to the proposed revisions.

Ms. Saviers moved, seconded by Ms. Newton, final approval. The motion carried unanimously.

Consideration for Final Approval: Proposed Rules Governing Physical Education Course Credit for Organized Physical Activity Courses

Act 1231 of 2011 amended Arkansas law related to physical education course credit. Additionally, it became necessary to make several technical corrections to the rule, last approved by the State Board of Education (State Board) in July 2005. The State Board released the proposed rules for public comment on October 10, 2011.

Department staff made no revisions to the rule in response to the public comments. The State Board was requested to give final approval to the proposed rules.

Ms. Mahony moved, seconded by Ms. Newton, final approval. The motion carried unanimously.

Consideration for Final Approval: Proposed Rules Governing the Arkansas Department of Education Guidelines for the Development, Review and Revision of School District Student Discipline and School Safety Policies

Acts 613, 835 and 907 of 2011 amended Arkansas law related to student discipline and school safety. Additionally, it became necessary to make several technical corrections to the rule last approved by the State Board of Education (State Board) in May 2007.

The State Board released the proposed rules for public comment October 10, 2011. Department staff made no revisions to the rule in response to the public comments. The State Board was requested to give final approval to the proposed rules.

Ms. Saviers moved, seconded by Ms. Mahony, final approval. The motion carried unanimously.

Consideration for Final Approval: Proposed Rules Governing the Guidelines, Procedures and Enforcement of the Arkansas Opportunity Public School Choice Act

Acts 1124 and 1147 of 2011 amended Arkansas law concerning Opportunity School Choice. Additionally, it became necessary to make several technical corrections to the rule last approved by the State Board of Education in May 2004. The State Board released the proposed rules for public comment September 12, 2011. Arkansas Department Education (ADE) staff received public comments concerning the proposed rules. ADE staff made minor revisions to the rule in response to the public comments.

The State Board was requested to give final approval to the rules.

Ms. Newton moved, seconded by Ms. Saviers, final approval. The motion carried unanimously.

Consideration for Final Approval: Proposed Rules Governing the Issuance of Subpoenas by the Arkansas State Board of Education

Ark. Code Ann. § 6-17-425 provides the State Board of Education (State Board) with the authority to issue subpoenas. The State Board released the proposed rules for public comment October 10, 2011. The Arkansas Department Education (ADE) staff received no public comments to the proposed rules.

The State Board was requested to give final approval to the proposed rules.

Ms. Mahony moved, seconded by Ms. Newton, final approval. The motion carried unanimously.

Consideration for Final Approval: Proposed Rules Governing the School Superintendent Mentoring Program

Act 586 of 2011 created the Superintendent Mentoring Program and required the State Board of Education (State Board) to establish rules to implement the program. The State Board released the proposed rules for public comment September 12, 2011. Arkansas Department Education (ADE) staff received public comments concerning the proposed rules. ADE staff made minor revisions to the rule in response to the public comments.

The State Board was requested to give final approval to the proposed rules.

Ms. Saviers moved, seconded by Ms. Newton, final approval. The motion carried unanimously.

Consideration for Final Approval: Revisions to ADE Rules Governing Required Training for School Board Members

In its meeting of November 14, 2011, the State Board gave final approval to revisions of this rule. Subsequently, the Department's staff discovered that a needed change had been inadvertently omitted -- applications for program approval are now completed online and not in paper. Exhibit "A" to the rule has been revised to reflect the online submission process.

The State Board to give final approval to the rule revisions as modified.

Mr. Black moved, seconded by Ms. Newton, final approval. The motion carried unanimously.

Consideration for Final Approval: Proposed Rules Governing Public Charter Schools

Acts 987, 989 and 993 significantly amended the Arkansas Charter Schools Act. Those statutory amendments, combined with the recent recommendations made to the State Board of Education (State Board) by the National Association of Charter School Authorizers, make it necessary to revise the current public charter school rules. Currently, the Arkansas Department of Education (ADE) maintains two separate public charter school rules. One rule addresses open-enrollment and conversion public charter schools and the other addresses limited public charter schools. The ADE recommends that the current rules be repealed and replaced with the new, proposed rules that address open-enrollment, conversion and limited public charter schools.

The State Board first approved these proposed rules for public comment June 13, 2011. ADE staff made several revisions to the proposed rules based upon comments received during the public comment period and upon corrections ADE staff determined should be made to the proposed rules. Consequently, the State Board released the revised rules for a second public comment period October 10, 2011. No revisions were made to the rule in response to the second round of public comments. The State Board was requested to give final approval to the proposed rules.

Mr. Ledbetter moved, seconded by Ms. Mahony, final approval. The motion carried unanimously.

Consideration for Final Approval: Repeal of Current Arkansas Department of Education Rules Governing Limited Public Charter Schools

Arkansas Department of Education (ADE) staff recommended the current rule pertaining to limited public charter schools be repealed so it could be replaced with a new public charter school rule that includes open-enrollment, conversion and limited public charter schools. The State Board of Education (State Board) approved the proposed repeal for public comment on June 13, 2011. No public comments to the proposed repeal were received.

The State Board was requested to give final approval to the proposed repeal.

Ms. Saviers moved, seconded by Ms. Newton, final approval of the repeal. The motion carried unanimously.

Consideration for Final Approval: Repeal of Current Arkansas Department of Education Rules Governing Public Charter Schools

Arkansas Department of Education (ADE) staff recommends that the current rule pertaining to public charter schools be repealed so that it can be replaced with a new public charter school rule that includes open-enrollment, conversion and limited public charter schools. The State Board of Education (State Board) approved the proposed repeal for public comment June 13, 2011. No public comments to the proposed repeal were received.

The State Board was requested to give final approval to the proposed repeal.

Ms. Newton moved, seconded by Ms. Saviers, final approval of the repeal. The motion carried unanimously.

Consideration for Emergency Adoption: Arkansas Department of Education Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering from Diabetes

The State Board of Education (State Board) approved a version of these rules for public comment during its November 2011 meeting. Based upon a request made by the legislative sponsor of the underlying statute, Arkansas Department of Education (ADE) staff recommends the State Board approve the proposed rule on an emergency basis.

On December 1, 2011, the Arkansas State Board of Nursing adopted its version of the rule on an emergency basis. Adopting the rule on an emergency basis will allow consistent application of the rule and will make it possible for school districts to begin training immediately.

Ms. Mahony moved, seconded by Mr. Ledbetter, approval of the rules on an emergency basis. The motion carried unanimously.

Adjournment

The meeting adjourned at 3:05 p.m.

These minutes were recorded by Phyllis Stewart.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
DECEMBER 31, 2011

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of November 2011.

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

- A. As of November 30, 2011, State Foundation Funding payments paid for FY 11/12 totaled \$22,511,740 to LRSD, \$12,721,336 to NLRSD, and \$15,642,972 to PCSSD.
- B. As of November 30, 2011, the Magnet Operational Charge paid for FY 11/12 totaled \$5,454,927. The allotment for FY 11/12 was \$15,001,049.
- C. As of November 30, 2011, the M-to-M incentive checks paid for FY 11/12 totaled \$1,337,538 to LRSD, \$1,669,455 to NLRSD, and \$2,928,564 to PCSSD.
- D. ADE pays districts three equal installments each year for their transportation budgets.
 - 1. In February 2011, General Finance made the second one-third payment to the Districts for their FY 10/11 transportation budget. As of February 28, 2011, transportation payments for FY 10/11 totaled \$2,708,736.66 to LRSD, \$1,020,436.26 to NLRSD, and \$1,810,218.30 to PCSSD.
 - 2. In December 2011, General Finance made the last one-third payment to the Districts for their FY 10/11 transportation budget. As of December 31, 2011, transportation payments for FY 10/11 totaled \$3,977,759.00 to LRSD, \$1,456,077.37 to NLRSD, and \$2,320,249.40 to PCSSD.
 - 3. In December 2011, General Finance made the first one-third payment to the Districts for their FY 11/12 transportation budget. As of December 31, 2011, transportation payments for FY 11/12 totaled \$1,297,333.34 to LRSD, \$515,623.32 to NLRSD, and \$889,000.35 to PCSSD.
- E. Bids were released in July, 2011 for sixteen Magnet and M-to-M buses. The bid was awarded to Diamond State Bus Sales for a total of \$1,078,790. There were ten 65 passenger buses at \$67,398 per unit, four 47 passenger busses at \$65,835 per unit and two 47 passenger with lift busses at \$70,735 per unit. As of September 30, 2011 all buses have been delivered. Little Rock received 7-65 passenger busses and 1-47 passenger with lift bus. Pulaski County Special received 1-65 passenger bus, 4-47 passenger busses and 1-47 passenger with lift bus. North Little Rock received 2-65 passenger busses.
- F. In July 2011, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY11/12.
- G. In July 2011, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 11/12.

II. Monitoring Compensatory Education

On October 13, 2011, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Mr. Morris also discussed that a monitoring instrument has been developed for use with PCSSD. The instrument has been through the ADE legal department for approval and is currently at the Attorney Generals' Office under review. Once approved, Mr. Morris will take a team of monitors to PCSSD and will utilize the new monitoring instrument in order to help them better address the 9 areas of compliance that were designated non-unitary. Mr. Jeremy Lasiter, ADE General Council for Legal Services, updated the group on his trip to St. Louis where the 8th Circuit Court heard the appeals for LRSD, NLRSD, and PCSSD. No decision was made on the appeals. Mr. Lasiter said Judge Miller really liked the PMT and stressed that it will be very important for us to continue documenting everything this way. Mr. Morris informed the group that Judge Miller has stepped down and Judge Marshall is now presiding over this case. The next Implementation Phase Working Group Meeting is scheduled for January 5, 2012 at 1:30 p.m. in room 201-A at the ADE.

III. A Petition for Election for LRSD will be Supported Should a Millage be Required

Ongoing. All court pleadings are monitored monthly.

IV. Repeal Statutes and Regulations that Impede Desegregation

In June 2011, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 88th Legislative Session, and any new ADE rules or regulations.

V. Commitment to Principles

On December 12, 2011, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of November.

VI. Remediation - Evaluate the impact of the use of resources for technical assistance

On November 30, 2011, Susan Gray, Suzanne Knowles and Questar did a webinar (two sessions) to provide training for the Mid-Year Test. The training was required for school districts testing students at mid-year in the proper administration of the EOC exams. The training took place at the Pulaski Technical College.

On December 8, 2011, Dr. Potter, Dr. Bednar, Dr. Tucker and Debbie Coffman did training on the Common Core Institute I on the Arkansas Strategic Plan. The training took place at the CIV from AETN.

VII. Test Validation

On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.

VIII. In-Service Training

On November 2, 2011, ADE staff provided professional development on Effective Literacy Day 11 Comprehension Strategy Instruction at the Pulaski County Administration Building. The training was for 2nd and third Grade Teachers and Instructional Facilitators. The topics were Understand the role and impact of text complexity in developing student comprehension, identify elements for assessing text complexity and implications for text selection and instruction, plan and develop appropriate minilessons that build on student mastery of sequential learning and utilize a variety of assessments and develop Performance Tasks to measure ongoing student learning and to plan instruction.

On November 7, 2011, ADE made a site visit at Sylvan Hills Elementary in the Pulaski County Special School District to provide professional development for kindergarten and 3rd Grade Teachers. There was classroom observation focused on the literacy block.

On November 14, 2011, ADE made a site visit at Indian Hills Elementary in the North Little Rock School District to provide professional development for teachers. The visit included classroom observation and post conference. The focus was the literacy block.

On November 15, 2011, ADE made a site visit at Lakewood Elementary in the North Little Rock School District to provide professional development for teachers. The visit included classroom observation and post conference. The focus was the literacy block.

On November 16, 2011, ADE made a site visit at Crestwood Elementary in the North Little Rock School District to provide professional development for teachers. The visit included classroom observation and post conference. The focus was the literacy block.

IX. Recruitment of Minority Teachers

In May 2011, the ADE Office of Professional Licensure requested a list of all spring minority graduates from all Arkansas colleges and universities with teacher education programs.

In June 2011, the ADE Office of Professional Licensure sent a request to the three Pulaski County school districts asking for a list of anticipated teacher shortage areas by grade and subject.

In July 2011, ADE Professional Licensure mailed a list of spring 2011 minority teacher graduates from Arkansas colleges and universities to the three Pulaski County school districts and the Fort Smith School District upon their request.

X. Financial Assistance to Minority Teacher Candidates

Ms. Lisa Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2010-2011 on April 11, 2011. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards are as follows:

STAR	Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award
White	13	60,000	61	232,500	74	292,500
Black	1	3,000	9	28,500	10	31,500
Hispanic			1	3,000	1	3,000
Other			2	9,000	2	9,000
Totals	14	63,000	73	273,000	87	336,000

X. *Financial Assistance to Minority Teacher Candidates (Continued)*

MTS Race	Male Count	Male Award	Female Count	Female Award	Total Count	Total Award
Black	3	12,500	7	27,500	10	40,000
Asian			1	5,000	1	5,000
Native Amer			1	5,000	1	5,000
Totals	3	12,500	9	37,500	12	50,000

MMF Race	Male Count	Male Award	Female Count	Female Award	Total Count	Total Award
Black	1	3,750	8	21,250	9	25,000
Totals	1	3,750	8	21,250	9	25,000

XI. *Minority Recruitment of ADE Staff*

The MRC met on October 17, 2011 at the ADE. A report was presented at the meeting that showed ADE employees in grades C121 to C130 by race and section for the quarter ending September 30, 2011. A graph was also presented that showed the percentage of black, white and other employees for the ADE as a whole and by division. During the quarter ending September 30, 2011, the following three groups met the Desegregation Agreement target of 25% black: Central Administration, Academic Accountability, and Research & Technology. The ADE as a whole was 20% black.

XII. *School Construction*

This goal is completed. No additional reporting is required.

XIII. *Assist PCSSD by communicating with local colleges and universities to facilitate lowering the cost of Black History course offerings to its certified staff*

Goal completed as of June 1995.

XIV. *Scattered Site Housing*

This goal is completed. No additional reporting is required.

XV. *Standardized Test Selection to Determine Loan Forgiveness*

Goal completed as of March 2001.

XVI. *Monitor School Improvement Plans - Follow-up and assist schools that have difficulty realizing their school improvement objectives*

On August 25, 2011, ADE staff held an ACSIP meeting at NLRSD. The meeting was held in Kristie Ratliff's office to discuss ACSIP requirements. Diane Gross discussed priorities, interventions, and actions and stressed that actions in the ACSIP plan must be very focused and clear. It was suggested that NLRSD put the budget codes in the action for the Bookkeeper's reference when paying out. The Peer Review Process for approving building plans was discussed. In addition to the ACSIP, discussions were held about Title III and State ELL expenditures and making sure monies are being spent in a way the EL students are being served. The need for spending the dollars in the buildings where the students are located was also pointed out.

XVII. *Data Collection*

The ADE Office of Public School Academic Accountability has released the 2010 Arkansas School Performance Report (Report Card). The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in

Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually produces a school performance report for each individual public school in the state.

XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations

On November 16, 2011 the ADE held a Desegregation Monitoring and Assistance Plan Meeting. Those in attendance were Margie Powell, Willie Morris, Rodney Matheney, Dr. Linda Remele, Dr. Robert Clowers and Dr. Brenda Bowles. During the meeting the following items were discussed:

- Mr. Morris, ADE, provided a monitoring instrument he developed that will be used for monitoring the District's areas of non-compliance as it relates to Plan 2000. He stated that he would be meeting with personnel with Plan 2000 responsibilities to monitor compliance.
- Dr. Bowles inquired if these monitoring responsibilities will be coordinated with ODM to ensure that we are all on the same page. She also inquired, again, about the status of the State providing Professional Development for teachers with atypically high discipline rates. Dr. Bowles asked for a list of State Department personnel to assist with Pathwise training, including the dates/times, so that the training could be scheduled. The District is going through Statewide accreditation, implementing core curriculum, and ensuring that we are complying with desegregation commitments; the District is strained for personnel and time, and assistance is needed.
- Ms. Powell asked if Dr. Bowles had put anything in writing to Dr. Guess requesting additional assistance with Plan 2000 compliance obligations.
- Concerns were expressed that in the State's monitoring tool some of the language was not aligned with Plan 2000 and some items listed had already been complied with, i.e. the building of a school on 145th Street.
- Concerns were expressed about the District's high rates of discipline. Dr. Bowles shared the 1st quarter discipline data from Sylvan Hills High school; discipline rates for this high school were very high, however the imposition of discipline was equitable and the school had implemented additional interventions prior to suspending students. She also shared how time consuming the analysis of discipline data is and that resources were limited.
- Dr. Bowles shared with Mr. Morris that a copy of the State's monitoring tool would be provided to the Superintendent's Cabinet for response and that the responses would be provided to him upon receipt.
- Dr. Bowles shared that the Student Climate Inventory (SCI) survey responses for all 11th and 12th grade black males would be disaggregated and analyzed to work towards compliance with Section F. (4) Discipline. Dr. Bowles also shared how the District was trying to show good faith efforts to meet the requirements contained in that portion of the desegregation plan. She asked the question to ODM and ADE if those efforts would be acceptable; a definitive answer was not established.

The next meeting is tentatively scheduled for **Wednesday, November 30, 2011 at 2:30 p.m.** in the Equity and Pupil Services Conference room.

NEWLY EMPLOYED FOR THE PERIOD OF NOVEMBER 19, 2011– December 16, 2011

Lana Hallmark – Public School Program Advisor, Grade C122, Division of Learning Services, Curriculum and Instruction, effective 11/28/11.

*Cheryl Houston – Administrative Specialist II, Grade C109, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 11/28/11.

Karen Kesselring – Administrative Specialist II, Grade C109, Division of Research and Technology, Data Reporting and Systems, effective 12/12/11.

*Marnika Reedy – Administrative Specialist II, Grade C109, Division of Learning Services, Scholastic Audit, effective 12/12/11.

Michele Snyder – Public School Program Advisor, Grade C122, Division of Learning Services, Curriculum and Instruction, effective 11/28/11.

Robert Toney – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement effective 11/28/11.

PROMOTIONS/LATERAL TRANSFERS FOR THE PERIOD OF NOVEMBER 19, 2011– December 16, 2011

*William Herndon – from Administrative Specialist II, Grade C109, Division of Fiscal and Administrative Services, Child Nutrition, to Computer Support Coordinator, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, effective 11/21/11.

*Arijit Sarkar – from Information Systems Business Analyst, Grade C122, Division of Research and Technology, Data Reporting and Systems, to Information Systems Coordinator, C124, Division of Research and Technology, Data Reporting and Systems, effective 12/12/11.

Star Tippy-Jordan – from Student Applications Specialist, Grade C116, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), to ADE APSCN Field Analyst, C121, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 12/12/11.

Ann Wirth – from Administrative Specialist III, Grade C112, Central Administration, Policy and Legislative Services, to Policy Development Coordinator, Grade C117, Central Administration, Policy and Legislative Services, effective 11/28/11. Transfer/Reclassification

SEPARATIONS FOR THE PERIOD OF NOVEMBER 19, 2011– December 16, 2011

No separations this period.

*Minority

AASIS Codes:

Waivers for Teachers Teaching Out of Area for more than 30 Days
January 2012 Board Agenda

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs	
							ALP	Granted/ Denied
6302	Benton School District	1	Bengston, Carrie	Business Tech; Career Endorsement	412	Career Preparation 7-12	11-12	Granted
0401	Bentonville School District	2	Bishop, Lissa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
				ECE P-4, Middle Childhood Education, Special Education P-12				
			Manus, Rachel		312	Building Administrator P-8	11-12	Granted
4702	Blytheville School District	2	Galbraith, Alice Rae	ECE P-4, 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			Sorrells, Larry	Biology 7-12	169	Physical /Earth Science 7-12	11-12	Granted
			Akers, Lynne	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
	Bost, Inc.	3	Corbitt, Tammy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			Howard, April	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
				ECE P-4, Elem K-6, Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
	Butterfly Learning Center	1	Goodwin Earnstine	Childhood Education	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			Boyd, Renardo	Adult Education	230	Sp Education Instructional Specialist 4-12	11-12	Denied
			Long, Dan	MS Math/Science	4546	Transition to College Math	11-12	Granted
2104	Dumas School District	1	Wollard, Debra	K-8 Math	230	Sp Education Instructional Specialist 4-12	11-12	Denied
			Short, James L.	ECE P-4, MS Math/Science	230	Sp Education Instructional Specialist 4-12	11-12	Granted
1202	Head of the Class	1	Gillespie, Harvey	Speech/Drama, PE, Reading	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			Miller, Cassandra	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted

Waivers for Teachers Teaching Out of Area for more than 30 Days
January 2012 Board Agenda

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
6001	Little Rock School District	3	Jones, Vicel	ECE P-4, MS Language Arts/Social Studies	168	Science/Mathematics 4-8	11-12	Granted
			Kearney, Deidra	ECE P-4, Middle Childhood Education	300	Guidance & Counseling 7-12	11-12	Granted
			Morris, Rachel	ECE P-4	235	Physical Education, Wellness & Leisure P-8	11-12	Granted
	Methodists Day Treatment	2	Dees, Rhonda	Elem 1-6, MS Social Studies	230	Sp Education Instructional Specialist 4-12	10-11, 11-12	Granted
			Dees, Rhonda	Elem 1-6, MS Social Studies	002	English/Language/Social Studies 4-8	10-11, 11-12	Granted
			Adams, Clara	English 7-12	208	Drama/Speech 7-12	10-11, 11-12	Denied
1203	Quitman School District	1	Dugger, Marchelle	Elementary K-6	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
13	Districts Requesting Waivers This Month	22	Waivers Requested This Month					
Total Waivers Granted This Month								19
Total Waivers Denied This Month								3
Total Waivers Requested This Month								22

Long Term Substitutes Requested
January 2012 Board Agenda

LEA	District	# Waivers	Substitute Name	Subject	Teacher of Record	Granted/D enied
4701	Armored School District	1	Edwards, Colby	English 7-12	Meacham, Sondra	Granted
0401	Bentonville School District	1	Potter, Doris	Library Media	Staples, Erin	Granted
2301	Conway School District	1	Fisher, Samantha Jan	Art	Green, Kristy	Granted
0201	Crossett School District	1	Gibson, Macy	Special Education	Stafford, Stacy	Granted
0203	Hamburg School District	1	Hartley, Alicia	Third Grade	Thomas, Marjorie	Granted
6202	Hughes School District	1	Bennett-Owens, Shreyl	Principal K-12	Bruce, Gheric	Granted
4401	Huntsville School District	1	Lindsey, Kelly	Special Education	Shepherd, Wanda	Granted
6001	Little Rock School District	9	Anderson, Deborah	Chemistry	Johnson, John	Granted
			Goodwin, Rachel	Girls P.E.	Jones, Gloria	Granted
			Graves, Curtis	Oral Communication	Milloway, Melinda	Granted
			Harris-Mayberry, Latonia	English	Gaddy, Helen	Granted
			Layne, Tyree	Special Education	Hurst, Pamela	Granted
			Lewis, Larry	Boys P.E.	Harris, Donald	Granted
			Richards, Justin	Art	Deloney, Rex	Granted
			Ware, Eric	Mathematics	Nelson, Damien	Granted
			Vellance, Kenna	English	McDaniel, Dorothy	Granted
			Scowden, Yutonia	Family & Consumer Science	Cater, Patty	Granted
7009	Strong-Huttig School District	1	McHenry, Vickie	Music K-12	Hollis, Lisa	Granted
1803	West Memphis School District	2	Gregory, Wendy	First Grade	Barber, Ginger	Granted
			Stokes, April	Physical Science	Person, James	Granted
11	Districts Requesting Substitutes This Month		Substitutes Requested This Month		Substitute Waivers Granted This Month	20

Arkansas Department of Education
Division of Academic Accountability
Standards Assurance Unit

Interim Report for Fiscal Year 2011-12
July 01, 2011-December 31, 2011

This report is being submitted for compliance with A.C.A. § 6-15-102 (g) (1) and (2). The Standards Assurance Unit is a part of the Division of Academic Accountability under the supervision of Mr. John Hoy, Assistant Commissioner, with the Arkansas Department of Education. The Standards Assurance Unit is responsible for ensuring that Arkansas school districts are in compliance with Arkansas statutes and rules promulgated by the Arkansas State Board of Education that apply to the districts and schools of the State of Arkansas under the Omnibus Education Act. The unit currently has twelve employees. They are:

Johnie Walters – Unit Leader	
Tim Barnes – Area 7	27 Districts/120 Schools
Roy Causbie – Area 6	27 Districts/113 Schools
Derryl Evans – Area 9	14 Districts/117 Schools
Kay Gardner – Educational Liaison	
Shade Gilbert – Area 8	33 Districts/121 Schools
Greg Jones – Area 3	30 Districts/114 Schools
Randall Lawrence – Area 1	21 Districts/126 Schools
Brandon Morrison – Area 4	32 Districts/115 Schools
Mari Beth Nokes – Area 5	36 Districts/124 Schools
David “Nath” Tumilson – Area 2	36 Districts/116 Schools
Rickey Jackson – Administrative Assistant	

Please see attached area map and spreadsheet for more detailed information.

Summary of current activities for the Standards Assurance Unit:

To date for the fiscal year 2011-12, the Standards Assurance Unit (SAU) has participated in the following:

The SAU assisted the ADE Fiscal Distress Unit with a total of eighteen (18) visits to ten (10) school districts to assist with verification that the districts were in compliance with the Rules Governing Standards for Accreditation and to assist districts with methods of coming into compliance if violations were found. These visits were conducted from July 26, 2011 through September 13, 2011.

The SAU provided On-Site Standards –Based technical assistance to six (6) individual school districts, conducted seventeen (17) workshops on various topics at seven (7) different educational service cooperatives across the state and conducted or assisted in four (4) CIV workshops originating at the ADE Technology Center (The Ranch). The unit also participated in workshops or conferences provided by other educational entities, i.e. (Arkansas School Board Association, Arkansas Rural Education Association, Arkansas School Counselor Association, etc.). The unit also participated in or provided Compressed Interactive Video (CIV) workshops regarding training for Arkansas Public School Computer Network (APSCN) Student Information Systems (SIS), Arkansas Comprehensive School Improvement Plan (ACSIP), Standards Assurance On-Site Monitoring Review (OSR) visits. These trainings were conducted from July 01, 2011 through October 14, 2011.

The SAU has conducted Probationary Review Monitoring visits to seven (7) individual districts which had at least one school with an accredited-probationary status for the 2010-11 school year. These visits were to determine if the district and or school had taken the appropriate action(s) to correct the deficiencies from the previous year. These visits were conducted from September 26, 2011 through October 06, 2011.

The SAU has to date conducted On-Site Monitoring Review visits in thirty-eight (38) different school districts containing a total of 169 individual schools compiling 209 individual site visits to date. These visits include four (4) Department of Youth Services (DYS) schools. These visits were conducted from October 18, 2011 through December 15, 2011.

Summary of projected activities for the Standards Assurance Unit:

For the remainder of the 2011-12 fiscal year, we anticipate the following activities for the Standards Assurance Unit:

The SAU will complete scheduled On-Site Monitoring Review visits which will consist of twenty-four (24) districts containing 87 individual schools and two DYS schools. These visits will be conducted from January 10, 2012 through February 15, 2012.

The SAU will complete the annual accreditation process as well as finalize reports and assignment of recommended accreditation status to all schools. This will be done from approximately March 01, 2012 through May 01, 2012.

The SAU will prepare the annual state-wide accreditation report for the State Board of Education. This will be presented at the June State Board Meeting.

From January 04, 2012 through June 30, 2012, while carrying out specific duties addressed above, the SAU will continue to deliver technical assistance to districts and schools, provide and participate in pertinent and necessary workshops as requested by districts and educational cooperatives, assist other educational entities both within and outside the ADE with requested assistance and address other assignments as directed by the Commissioner, Deputy Commissioner and Assistant Commissioners of the Arkansas Department of Education.

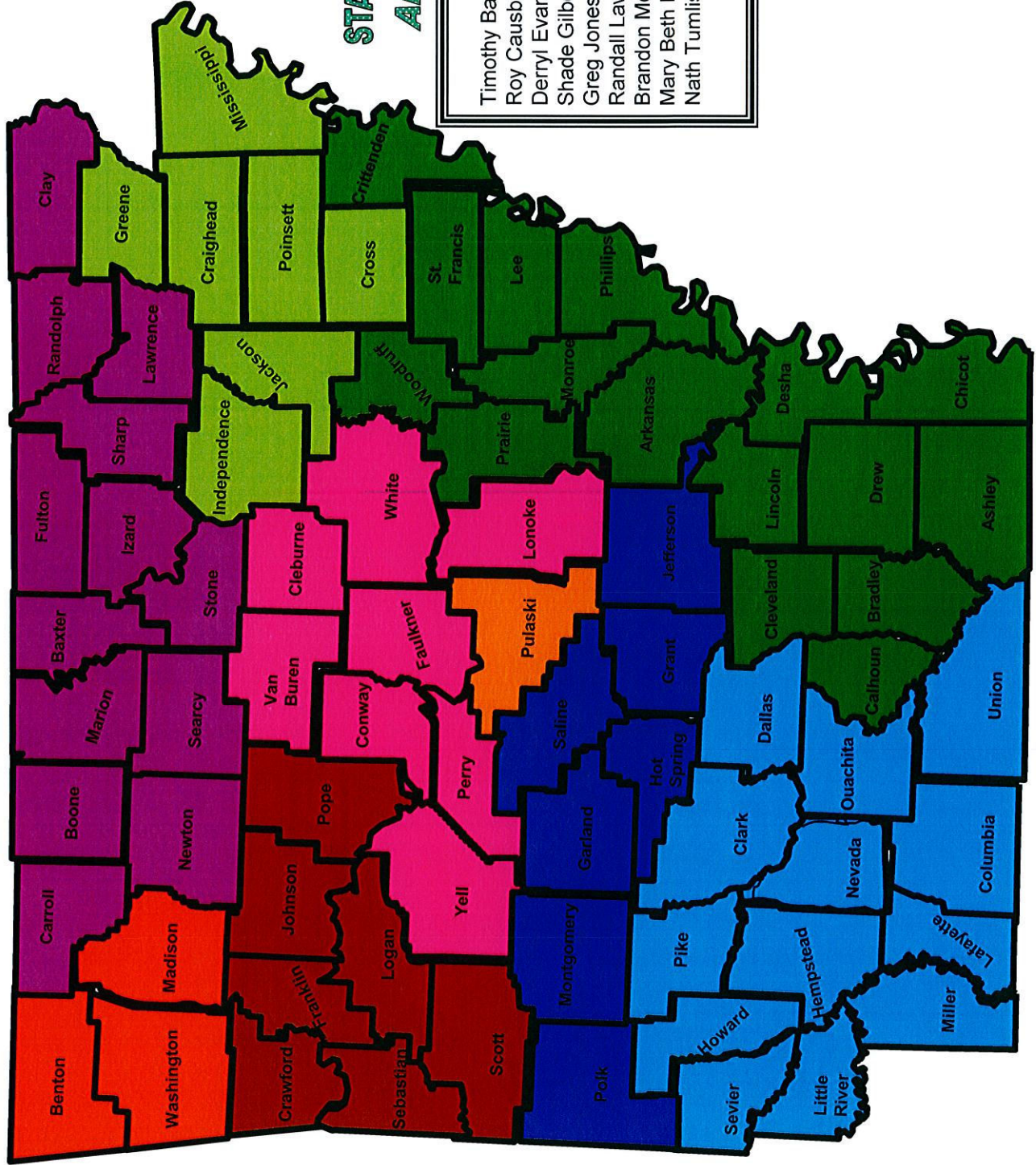
Respectfully submitted:

Johnie Walters
ADE/ Standards Assurance Unit
Unit Leader

Attachments:

State area assignment map
Area assignment spreadsheet

2011-2012 STANDARDS ASSURANCE Area Assignments



Timothy Barnes	Red
Roy Causbie	Blue
Deryl Evans	Orange
Shade Gilbert	Pink
Greg Jones	Green
Randall Lawrence	Light Blue
Brandon Morrison	Dark Blue
Mary Beth Nokes	Light Green
Nath Tumilson	Purple

Area Assignments for the SAU Specialists 2011-2012

County	ADM	area	# of schools	# of districts	Total = D+S	Specialist
BENTON (1)	30421	1	56	9	65	RL
WASHINGTON	30667	1	60	9	69	
MADISON	2424	1	6	1	7	
CHARTERS (OE)		1	2	2	4	
CHARTERS (CONV)			2			
TOTAL	63512		126	21	145	
BAXTER (2)	5055	2	9	3	12	NT
BOONE	6229	2	19	6	25	
CARROLL	3733	2	10	3	13	
CLAY	2686	2	7	3	10	
FULTON	1544	2	6	3	9	
IZARD	1821	2	7	3	10	
LAWRENCE	3082	2	12	4	16	
MARION	1746	2	6	2	8	
NEWTON	1267	2	10	2	12	
RANDOLPH	2327	2	6	2	8	
SEARCY	1769	2	9	2	11	
SHARP	3277	2	8	2	10	
STONE	1701	2	7	1	8	
CHARTERS (OE)						
CHARTERS (CONV)						
TOTAL	36237		116	36	152	
CRAIGHEAD (3)	15751	3	34	8	42	GJ
CROSS	3540	3	7	2	9	
GREENE	6891	3	13	3	16	
INDEPENDENCE	6161	3	16	4	20	
JACKSON	2259	3	7	2	9	
MISSISSIPPI	8878	3	22	6	28	
POINSETT	4466	3	11	4	15	
CHARTERS (OE)						
CHARTERS (CONV)						
TOTAL	47946		110	29	139	
ARKANSAS (4)	3308	4	10	2	12	BM
ASHLEY	3883	4	9	2	11	
BRADLEY	2004	4	7	2	9	
CALHOUN	634	4	2	1	3	
CHICOT	1733	4	7	2	9	
CLEVELAND	1435	4	5	2	7	
CRITTENDEN	10972	4	21	3	24	
DESHA	2742	4	6	2	8	
DREW	3087	4	7	2	9	
LEE	1138	4	4	1	5	
LINCOLN	1696	4	4	1	5	

Area Assignments for the SAU Specialists 2011-2012

County	ADM	area	# of schools	# of districts	Total = D+S	Specialist
MONROE	1349	4	4	2	6	
PHILLIPS	4359	4	10	3	13	
PRAIRIE	1254	4	4	2	6	
ST FRANCIS	4521	4	10	3	13	
WOODRUFF	1119	4	5	2	7	
CHARTERS (OE)						
CHARTERS (CONV)						
TOTAL	45234		115	32	147	
CLARK (5)	3491	5	8	2	10	MN
COLUMBIA	3594	5	8	2	10	
DALLAS	1023	5	3	1	4	
HEMPSTEAD	3674	5	9	3	12	
HOWARD	2920	5	10	3	13	
LAFAYETTE	1137	5	4	2	6	
LITTLE RIVER	2074	5	7	2	9	
MILLER	6316	5	14	3	17	
NEVADA	1455	5	5	2	7	
OUACHITA	4496	5	13	4	17	
PIKE	2344	5	8	3	11	
SEVIER	3370	5	8	2	10	
UNION	7205	5	18	6	24	
DYS SYSTEM SCH	350	5	6	1	7	
CHARTERS (OE)						
CHARTERS (CONV)						
TOTAL	39958		121	36	157	
GARLAND (6)	13282	6	23	6	29	RC
GRANT	4748	6	8	2	10	
HOT SPRING	5261	6	14	5	19	
JEFFERSON	12995	6	27	4	31	
MONTGOMERY	1100	6	4	2	6	
POLK	3770	6	15	4	19	
SALINE	12796	6	22	4	26	
CHARTERS (OE)						
CHARTERS (CONV)						
TOTAL	53952		113	27	140	
CRAWFORD (7)	10971	7	25	5	30	TB
FRANKLIN	3345	7	9	3	12	
JOHNSON	4019	7	10	3	13	
LOGAN	3469	7	10	4	14	
POPE	9527	7	23	5	28	
SCOTT	1645	7	3	1	4	
SEBASTIAN	19068	7	40	6	46	
CHARTERS (OE)						
CHARTERS (CONV)						

Area Assignments for the SAU Specialists 2011-2012

County	ADM	area	# of schools	# of districts	Total = D+S	Specialist
TOTAL	52044		120	27	147	
CLEBURNE (8)	3314	8	10	4	14	SG
CONWAY	3300	8	10	3	13	
FAULKNER	15466	8	28	5	33	
LONOKE	11507	8	22	4	26	
PERRY	1704	8	4	2	6	
VAN BUREN	2384	8	8	3	11	
WHITE	12347	8	26	8	34	
YELL	4278	8	13	4	17	
CHARTERS (OE)						
CHARTERS (CONV)						
TOTAL	54300		121	33	154	
PULASKI - LRSD (9)	21222	9	48	1	49	DE
PULASKI - NLR	8,970	9	19	1	20	
PULASKI - PCSSD	18,779	9	37	1	38	
CHARTERS (OE)		9	14	13	27	
CHARTERS (CONV)		9	2			
TOTAL	48971		120	16	134	

2011-2012 Application Cycle

ADE Hearing Letter

Cross County Elementary School
Cross County School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

December 13, 2011

State Board
of Education

Dr. Ben Mays
Clinton
Chair

Jim Cooper
Melbourne
Vice Chair

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Mr. Stephen Prince
Cross County School District
2622 Highway 42
Cherry Valley, AR 72324

**Re: Notice of State Board Hearing
Cross County Elementary Conversion Charter School Application**

Dear Charter Applicant:

The State Board of Education will consider the above-referenced district conversion public charter school application at its regularly scheduled meeting on **Monday, January 9, 2011**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any personnel and documentation necessary for you to address any questions the State Board of Education may have.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. § 6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools. Enclosed you will find the hearing procedures to be used by the State Board of Education.

Should either party wish to make an electronic presentation to the State Board of Education, a copy must be received in my office **no later than 2:00 p.m. on December 20, 2011**. A hard copy may be faxed to my office at (501) 682-4249, or an electronic copy may be e-mailed to mark.white@arkansas.gov.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

J. Mark White
Staff Attorney

Enclosure

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc (w/encl): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator

CONVERSION CHARTER SCHOOL
STATE BOARD HEARING PROCEDURES

Source: Section 7.00 of the ADE Rules Governing Public Charter Schools

- 1) All persons, with the exception of attorneys, who plan to provide testimony must be sworn in by the court reporter.
- 2) The charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 3) The State Board shall follow the presentation with discussion of the charter application and possible questions to the conversion charter school applicant.
- 4) The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.
- 5) The State Board may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.

2011-2012 Application Cycle

Letter of Intent

Cross County Elementary School
Cross County School District

Cross County School District

Dr. Matt McClure, Superintendent

BOARD MEMBERS:

Joan Ball
President

Ricky Harrison
Vice President

Craig T. Walker
Secretary

Dennis Stevenson

James Matlock

Richard Imboden

Shane Bell

School District: Cross County School District

Contact Person: Carolyn Wilson, Assistant Superintendent
Cross County School District
21 CR 215
Cherry Valley, Arkansas 72324
870-588-3338 (Office) 870-588-3565 (Fax)
carolyn.wilson@crosscountyschools.com

School(s): Cross County Elementary School
Proposed Charter School Name: Cross County Elementary Technology Academy
Location: 2622 Hwy 42, Cherry Valley, AR 72324

Grade Levels: Grades K-6

Charter School Description: Cross County Elementary Technology Academy will be a whole school conversion charter with an enrollment up to 450 Students. It will provide an additional academic choice to parents and students in our area by transforming the classroom environment to one where learning is focused on project, problem, process based learning that is relevant to students and utilizes research-based strategies that engage students at deep levels in hands-on, authentic interactive learning. Each learner in grades K-6 will be equipped with his or her own computer and will include 24/7 access to those devices for students in grades 4-6. A variety of technologies will be used across the curriculum to both enhance and authenticate the learning experience as well as a means to provide students with the opportunity to gain expertise in using a wide variety of the most current technologies available. The charter includes four areas of emphasis including restructuring time, implementing a cross-curricular curriculum, implementing project/problem/process/inquiry based learning, and teaching more than one subject simultaneously. Our vision is to prepare our students for the learning opportunities and environment they will encounter in the Cross County New Tech High School. Essentially, we want to foster a true partnership with the students, parents, business and community.



Dr. Matt McClure,
Superintendent
Cross County School District

RECEIVED
AUG 23 2011

CHARTER SCHOOL OFFICE

Cross County Administrative Offices
Dr. Matt McClure, Superintendent
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3338 ext 3000
870-588-3565 fax

Cross County Elementary School
Stephen Prince, Principal
2622 Hwy 42
P.O. Box 300
Cherry Valley, AR 72324
870-588-3327 ext 3050
870-588-4454 fax

Cross County High School
David Clark, Principal
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3337 ext 3020
870-588-4606 fax

2011-2012 Application Cycle

Application

Cross County Elementary School
Cross County School District



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



Charter School: Cross County Elementary _

Date Submitted: October 31, 2011

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313

**CROSS COUNTY ELEMENTARY SCHOOL
CONVERSION CHARTER APPLICATION
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**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED
PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Cross County Elementary

Grade Level(s) for the School: K-6 Student Enrollment cap:

Name of School District: Cross County School District

Name of Contact Person: Stephen Prince

Address (no P.O. Box please): 2622 Hwy 42 City Cherry Valley zip: 72324

Daytime Phone Number: (870) 588-3327 FAX: (870) 588-4454

E-mail: stephen.prince@crosscountyschools.com

Charter Site Address: 2622 Hwy 42

City: Cherry Valley ZIP Code: 72324

Date of Proposed Opening: August 2012

Name of Superintendent: Dr. Matt McClure

Address: 21 CR 215

City: Cherry Valley Zip Code: 72324

Phone Number: (870) 588-3327 FAX: (870) 588-4454

E-mail: matt.mcclure@crosscountyschools.com

B. GENERAL DESCRIPTION

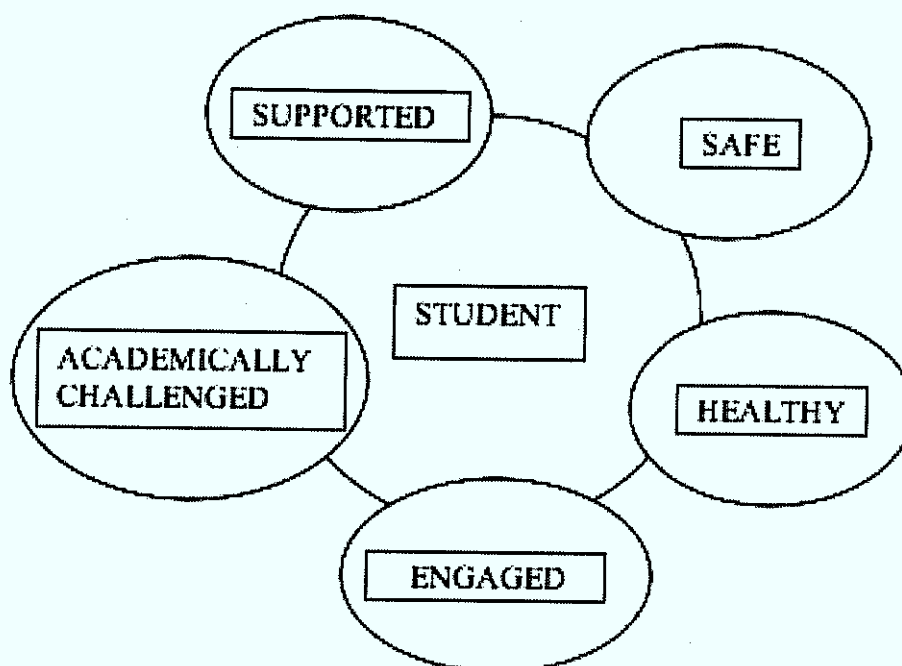
In succinct terms, describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

Cross County School District proposes the conversion of the Cross County Elementary School into a charter conversion school to enable increased innovation, interdisciplinary learning, technology immersion, and project based learning into its education (See Appendix Item A: Project Based Learning timeline). As a charter, the Elementary School will be able to better prepare students to be successful in their transition into the established conversion charter high school, Cross County New Tech High School, which will directly translate into increased success preparing Cross County School District's students to be college or career-ready upon graduation.

This proposed change would encompass the entire elementary school, kindergarten through sixth grade. The current enrollment of Cross County Elementary is 317. This change would most affect the students in the intermediate wing (4th-6th grades) in order to best prepare them for the rigors of our New Tech High School. The Cross County Elementary teachers, a school board member, parents and administrators have made three visits to learn from two Columbia Signature Academies in Columbus, Indiana. These two schools have successfully implemented project-based learning and have modeled their programs after New Tech High Schools in Indiana.

The decision to emphasize project based learning and promote 21st century learning came Cross County School District proposes this change to better prepare our students to be 21st century learners in accordance with the mission statements of Project Based Learning and New Tech. Two years ago, the Cross County School Board committed itself to educating the Whole Child. The Whole Child initiative emphasizes the need children have to be safe, challenged, engaged, supported, and healthy which are all qualities Cross County School District seeks to provide its students through the following means.

THE WHOLE CHILD: A Visual Representation



- (1) **Safety** is promoted through our Positive Behavior Incentive System (PBIS), policies, and increased campus safety precautions, which include Internet safety training for both parents and students. Safety is also promoted through our after school program, which ensures that students engage in productive, supervised activities during after school hours.
- (2) **Academic challenge** occurs through project/problem based learning with an emphasis on analytical skills, higher order thinking, and differentiated to accommodate and enhance all levels of learners, Pre-AP programs offered as early as fourth grade, and real world applications of instructional material.
- (3) Students are **engaged** through after school enrichment opportunities provided by our 21CCLC program, community based projects, cross-curricular instruction, learning stations, campus-wide, cooperative, multi-grade learning, and real world applications of instructional material to make learning relevant to the students.
- (4) Students are **supported** emotionally, physically, and academically through a variety of means. The Coordinated School Health Center, located on the school campus, promotes mental and physical health and is staffed with a doctor, a dentist and an optometrist, as well as certified mental health counselors. The school also has a dedicated focus on academic interventions with individual and small group tutoring provided for struggling learners.

Students are further supported through academic interventions, our mentoring Lunch Buddy program, and the Reading Buddies program which will begin next year.

- (5) **Healthy lifestyles** are encouraged through our fresh fruits and vegetables program, the District's recent integration of peewee sports into its athletic program, and the wellness center dedicated to the overall well-being of not only the District's students, but the entire community.

In focusing on the Whole Child, the Cross County School Board has emphasized that Cross County students should have certain skills to be successful post-graduation. Our graduates should be able to,

- (1) Communicate in a variety of means,
- (2) Collaborate with others,
- (3) Utilize technology,
- (4) Think analytically, and
- (5) Problem solve.

After extensive collaborative research, the District found project based learning to be the most effective way to instill these skills into our students. In order to implement project based learning effectively, Cross County Elementary will be drawing on the strengths of the New Tech Network, which has a formal partnership with Cross County New Tech High School.

The New Tech Model focuses on three key elements of education: "a new instructional approach that engages learners [through project-based learning], a culture that empowers students and teachers [through "trust, respect and responsibility"] and fully applied technology that supports deep learning" (New Tech Network.) Cross County Elementary School plans on modeling their elementary curriculum and instruction to directly align with these New Tech goals to best prepare our students to be productive, prepared, 21st century learners in high school.

Cross County School District has a meaningful partnership with New Tech through the establishment of the Cross County New Tech High School. New Tech Network executives make regular visits to the district and also uses our high school as a model school through which to showcase New Tech's strength. Numerous school district teams have already visited the high school and witnessed our project-based learning and the New Tech system. The request for a conversion charter for the elementary school comes at an opportune time because the New Tech Network is now selecting pilot schools in an initiative to bring the New Tech systems into middle schools (NTN2). New Tech has expressed an interest in starting a "training center" in a second Cross County District

school. This affiliation would undoubtedly increase the attention, focus, and care that New Tech will give Cross County Elementary and would result in a direct influence on student achievement.

With the NTN2 Initiative, the New Tech Network has agreed to extend the benefits of its formal partnership with the High School to the Elementary School. The Network provides vital tools and resources that facilitate the academic excellence that takes place in all eighty-six New Tech schools. One important resource includes the Echo web portal and a New Tech coach. The first, Echo, "is an innovative online learning platform that enables School staff, students and parents to effectively manage the project-based learning environment" (New Tech) (See Appendix Item B: Echo Portal screenshot). Components of NTN Echo include curriculum and gradebook tools designed specifically for the project based learning environment; calendars, group interaction tools; resource sharing and other "education friendly" social functionality; reporting tools; and a robust project library. NTN Echo includes integration with other programs at the discretion of the School at no additional cost" (New Tech). Echo provides a level of transparency between teachers, students, and parents and promotes a level of trust and active involvement beyond anything the school has been able to offer in the past.

The second of these resources is the added support provided to New Tech Schools. Certified trainers from the High School will train the Master Teachers in the Elementary School. The Master Teachers are a part of the School District's Teacher Advancement Program (TAP). This program improves teacher instruction and enhances effectiveness through quality assessment and promoting superior teaching. This is accomplished through applied ongoing professional support including weekly, content specific professional development that provides specific strategies to improve areas of identified weakness, which in turn accelerates student achievement.

Statistically, the Cross County School District serves a region of distinctively high need in several regards. The single campus is located on Highway 42 west of Cherry Valley. It is approximately 35 miles south of Jonesboro and 50 miles west of Memphis. There is no industry within the district boundaries; therefore employment opportunities are scarce. The local grain elevators, Farmer's Supply Association, and the Cross County School District are the area's largest employers. The area relies on farming and farm related jobs, and many of the adults drive to Wynne or Jonesboro for work. The unemployment rate for the county is 7.8%. The median household income of the communities in the district is \$25,045 compared to the county's \$29,362, the state's \$32,182, and the median income in the U.S. of \$41,994. Only 1.5% of the population age twenty-five and older have a Bachelor's degree, and only 42% are high school graduates. This year, the Elementary has a 74% free and reduced lunch rate.

The location of the district coupled with the poverty of its people limits the access and exposure of our students to the opportunities outside the district boundaries. The District has already made great strides in providing a technology rich environment and 21st century skills that many students could not otherwise access. Cross County School District proposes a comprehensive educational plan that is enriched with the strengths of

the New Tech model while remaining deeply rooted in state frameworks. Namely, the School District will emphasize interdisciplinary learning, project/problem/process based learning and technological literacy in order to best instill the skills the School Board has set forth.

STANDARD 1: Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

The public meeting was held on Tuesday, October 18th at 6 PM. There were 21 people in attendance (See Required Item 4: Sign-In Sheet, Newspaper Ad & Proof of Publication). The meeting was advertised in the local newspaper, the Wynne Progress, for three consecutive weeks. It was also advertised through the district website, a radio announcement by Superintendent Dr. Matt McClure and the school's Facebook page.

Dr. McClure began the meeting with a Powerpoint presentation discussing Governor Beebe's educational initiative for half the high schools in Arkansas to move to project based learning (PBL). As Cross County High School is innovatively implementing PBL through its charter school, the school has hosted many visitors seeking to start PBL, increase technology and develop understanding of New Tech. Since the beginning of the year, sixteen districts from across the state, Apple, and the governor's staff have visited. More than ten other districts are in the process of scheduling visits to Cross County.

Dr. McClure discussed the need to educate the Whole Child, so that they are safe, healthy, supported, engaged and challenged. He discussed the grant initiatives the school has undertaken to address the needs of the Whole Child, such as the Fresh Fruits & Vegetables program, the 21CCLC after school program, the School Based Health Center and the Child Wellness Intervention Project. He discussed the six skills that our students need to be successful in life beyond school (problem solving, creativity, analytical thinking, collaboration, communication and utilization of technology) and how the charter school enables us to better instill these skills.

Stephen Prince (Elementary Principal), Jennifer McFarland (District Executive Master Teacher), Candace Edwards (Kindergarten Teacher) and Mindy Searcy (Master Teacher) gave presentations on what a charter school is, what the district goals are within the charter and what grades will focus on which skills.

The feedback from the public meeting was positive from all stakeholders. The Cross County administration anticipated that if the meeting was crowded, that it would

signify unhappiness regarding the charter at the High School and concern about the Elementary School making a similar change.

There were a handful of parents who attended; they were seeking clarification as to what the charter would mean for the school. Participants wrote questions anonymously on notecards to ensure all concerns were addressed.

Below is the information from the question and answer portion of the meeting:

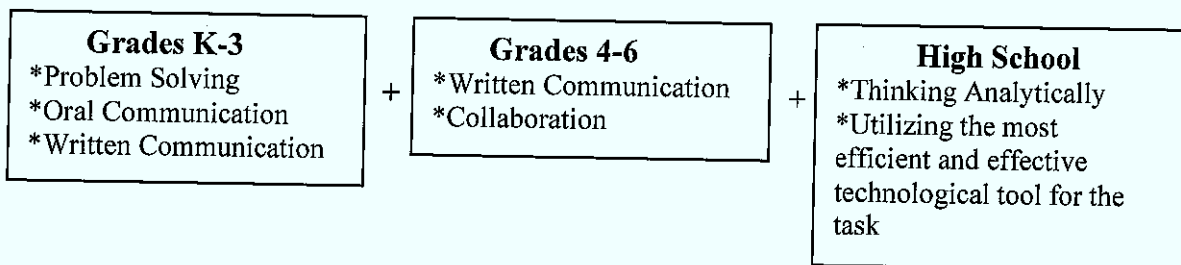
- Is the charter school really all year round?
 - No. We go to school for approximately seven weeks and then there is a weeklong break. We have approximately an eight-week summer.
- Does the implementation of new programs take away money from other areas?
 - No. All initiatives have been funded through grants.
- When a child does fall behind, how will they be helped if a parent cannot help?
 - Students who have academic need get pulled out for additional tutoring. These pullouts are based on test scores or teacher recommendations.
 - There are intervention times and advisory periods to address academic needs.
 - Parents have access to the grading portal to know students' grades.
 - Our teachers are always willing to help students.
- What can we do to be sure students are getting sufficient physical activity?
 - The Elementary School is currently doing double the amount of physical education required by the state. Physical activity will still be above the state requirement.
 -
- When would this be implemented?
 - If the state board approves it, the 2012-13 academic year.

STANDARD 2: Give the mission statement of the proposed district conversion public charter school.

The mission of Cross County Elementary is to prepare students that are proficient in requisite academic content areas and that are deeply versed in 21st century skills, are strong critical thinkers and excellent problem solvers based on the Project Based Learning rubrics. Elementary School students will be on grade-level upon entering the High School.

The above mission statement for Cross County Elementary School is measurable, manageable, and aspirational. The 21st century grading rubrics and portal, both New Tech systems, will also serve as tools to manage and measure student success. The grading rubrics, developed in conjunction with New Tech, are used in courses across the curriculum and measure the skills that the Cross County New Tech the Elementary

School emphasizes (See Appendix C: Rubrics). The following flowchart exemplifies how students will progress through the District's educational program, developing essential 21st century skills along the way in addition to core academic content.



The Echo portal, previously mentioned in the General Description section, is a system for housing grades and making them accessible for students and parents. It provides a distinctively clear snapshot of a student's classroom performance, that is easy to access and track for parents increased investment in their student's academic performance. For example, in a traditional grading system, if a student turned in a project late several points would be deducted. An outside person would not be able to determine the reasoning behind the score. However, with Echo, all communication scores from each project rubric would be combined in the master rubric, as would technology scores, etc. As such, in the portal, a parent/guardian would be able to see the master rubric to understand the reasoning behind grading.

STANDARD 3: Describe the educational need for the school.

Cross County School District has made a commitment through focusing on what is best for its students. Over the past five years, numerous initiatives have been started to improve the learning environment for students, and the District has demonstrated great progress (See Appendix Item D: District Improvement Charts). Cross County has been a fortunate member of leading edge student improvement opportunities, and the District actively seeks and embraces innovative programs and thinking that strengthen the Whole Child Initiative. This has allowed Cross County to better address our short-term goals, namely improving state test scores and content knowledge.

Additionally, Cross County School District seeks to continuously motivate our employees to keep an energetic, positive environment alive for the students. To encourage this initiative most recently, the School District has started the Teacher Advancement Program (TAP). For more information regarding TAP, please see Section B.

However, though the district has focused aligning curriculum with state frameworks, which has led to academic improvement during an impressively short amount of time, and projects continued growth in the future, the District has farther to go to truly impact every student, prepare them for a challenging New Tech High School, and make them college or career ready. In order to grow as a School District, Cross County Elementary School realizes the need to establish a long-term plan to accomplish the

skills-oriented vision the District's School Board set out to develop. The Board's goals are to produce students who:

- (1) Communicate in a variety of means,
- (2) Collaborate with others,
- (3) Utilize technology,
- (4) Think analytically, and
- (5) Problem solve.

Cross County Elementary School will be most effective in achieving these goals, as well as ACTAAP objectives, through establishing itself as a charter conversion school that utilizes the New Tech Network's resources in addition to all other various resources.

STANDARD 4: Describe the educational program to be offered by the district conversion public charter school.

I. Skills-Based Learning

The educational program will be based on developing grade-appropriate competencies and specific skills. In order to ensure that these skills are addressed and taught, the faculty has designed a system in which the primary (K-3) and intermediate (4-6) wings focus on specific skills, with some overlap between both wings. The primary wing will focus on problem solving, oral communication and written communication. The intermediate wing will continue to focus on these competencies while adding a greater emphasis on collaboration. Throughout the school, technology will be a prominent tool in reaching these goals. We are committed to Apple's one-to-one laptop initiatives, and our teachers strive daily to incorporate technology in transformative ways.

II. Project Based Learning (PBL)

As an educational philosophy, Project Based Learning recognizes students' inherent drive to learn and allows for in-depth exploration of authentic and important topics across curricula. Cross County Elementary School will feature project based learning throughout the school, but particularly in grades four through six. Within the PBL model, learning occurs through relevant, thoroughly-planned projects designed to students. All projects require that students use and develop real-world skills: communication, collaboration, technology, analytical thought, and problem solving, thus progressing the District towards its long-term goals. Please find attached a lesson plan that exemplifies what project based learning will look like in an elementary classroom (See Appendix Item E: Lesson Plans).

This is the second year that Cross County School District has utilized the Project Based Learning model. Cross County faculty are becoming increasingly adept with the model and are pleased with the outcomes: increased student engagement, awareness of

connections across the curriculum, an understanding of how their schoolwork connects to their own lives, and a more mature and responsible work ethic.

The Elementary School has several strategies for educational coherence, which are strengthened by New Tech resources. These strategies include:

- (1) Teachers will have common planning periods. These sessions will allow for creative, innovative project planning that contextualize assignments in meaningful ways rather than isolating them within a particular subject matter.
- (2) Teachers will now be accountable for a project plan - what would currently be considered comparable to a lesson plan - which will be reviewed by the Principal. These project plans will be outlined and planned in the aforementioned New Tech Portal, which is accessible to all teachers and administrators.
- (3) The project plan will address which Frameworks are being taught within each project, keeping Cross County Elementary School in line with its continuing short-term goal of increasing Benchmark scores.
- (4) The Portal is an online system created and managed by the New Tech network and serves as the ultimate mechanism for ensuring educational coherence. The Portal serves multiple purposes. Teachers upload their project plans in the Portal and have access to nearly a thousand pre-existing project plans from New Tech teachers across the nation. These projects are available to all teachers, and those who utilize the library renovate the project if needed to meet state Frameworks. The Portal also provides a unique advantage in that teachers will be able to view other project calendars to manage student workload.
- (5) As the transition to Common Core standards occurs, New Tech will assist with ease of the development, implementation and instruction, as they have with their other Network schools nationwide.

IV. Criterion Based Assessment

There are two types of assessments: evaluation of students within the classroom and evaluation of the overall academic program. In terms of student work, New Tech provides a relevant evaluation structure that is criterion based. Its assessment system evaluates performance using criteria similar to those in the work world, thus encouraging accountability, goal setting and improved performance. Teachers will grade students in terms of their demonstrated use of 21st century skills (written and oral communication, problem solving, and collaboration).

Assessing Cross County Elementary School's overall progress will be a process that involves several stakeholders. The School District administration will work in parallel with the Elementary School Leadership Team, which consists of the master and mentor teachers, the executive master teacher, and the principal, to assess progress and areas for growth. Test scores of various types (The Learning Institute, ACTAAP) will demonstrate Cross County Elementary School's growth with the aforementioned short-

term goals of Standard #3. As areas for improvement are identified, master teachers will present specific solutions and strategies in weekly cluster meetings. Cluster meetings, an important foundation of the Teacher Advancement Program, are weekly, in-house professional development led by master teachers. The teachers are divided into three groups based on grade and subject to maximize the relevance of instruction.

V. Technology

The Cross County School District considers technology a foundational strategy for enabling its educational philosophy. As such, technology will remain an integral part of every classroom. In 2008, Cross County School District was named an Apple Exemplary School for its wide ranging and excellent use of and accessibility to technology. Every student, teacher and administrator is provided an Apple computer, and each classroom houses an interactive white board. These factors will remain integral to developing as a successful, innovative school. At Cross County, technology is used in every facet of projects as an efficient means to complete work and problem solve. Technology is also used to help students practice skills, revisit material, and explore the digital arts. This dedication to the relevant use of cutting edge technology will continue to thrive within the proposed charter.

VI. Academic Calendar

During the planning for the New Tech High School last year, a calendar committee was formed following the public meetings due to community interest in continuing the discussion about an alternative calendar. The committee's composition included a wide variety of constituents, including parents, teachers, administrators and School Board members. The proposed school calendar for the 2012-13 year will continue to be shaped in accordance with the work of the committee. Due to the positive feedback regarding the calendar this year, the 2012-13 will have the same format. The 2012-13 has not been finalized, but the attached calendar from this year will guide the format for next year (See Required Item 1: Calendar & Daily Schedule). Because Cross County is a small district, it is imperative that the high school and the elementary school operate with the same calendar. Therefore, the elementary school will adopt the same schedule as the high school.

VII. Learning Stations

The 2012-2013 school day will be divided into two groups for grades 4-6 with each classroom implementing stations to enhance project/problem-based learning that extends the thinking, problem solving, and collaboration skills of our students. Each class will have a blocked-style schedule in grades 4-6 that include two subjects taught in conjunction with each other. Social Studies and English Language Arts will be taught together and Math and Science will be in another class with the students transitioning each day at midday.

The block style scheduling will provide flexibility during interdisciplinary projects for teachers to schedule having a class longer or less if needed based on the instructional needs within the project or unit of study. Embedded in the school day will

include a fresh fruit and vegetable snack to implement within instruction to maximize learning in math and literacy.

Grades K-3:

Students participate in stations during guided reading in K-3 classrooms. Homogeneous groups rotate through stations that reinforce learning. Each group will spend time with the classroom teacher and participate in their guided reading group while the other groups collaborate and problem solve in math, science, word study and writing. Grades K-3 will be a self-contained style classroom environment with modified stations for K-1 from typical centers and added stations at the second and third grade levels.

Grades 4-6:

Students are grouped heterogeneously and rotate through stations that are created to enhance 21st century skills. Students are actively engaged in math, science, word study, reading and writing while incorporating technology. The teacher serves as a facilitator to encourage problem solving while students work collaboratively.

In addition to learning stations that differentiate, the Elementary School also has intensive interventions and tutoring services to meet the academic needs of our students. These interventions emulate the AR Response to Intervention model of fluidity. All instructors leading interventions are trained in strategies for successful interventions.

VIII. Daily Schedule

The 2012-2013 school day will be divided into two groups for grades 4-6 with each classroom implementing stations to enhance project/problem-based learning that extends the thinking, problem solving, and collaboration skills of our students. Each class will have a blocked-style schedule in grades 4-6 that include two subjects taught in conjunction with each other. Social Studies and English Language Arts will be taught together and Math and Science will be in another class with the students transitioning each day at midday. Grades K-3 will be a self-contained style classroom environment with modified stations for K-1 from typical centers and added stations at the second and third grade levels. The block style scheduling will provide flexibility during interdisciplinary projects for teachers to schedule having a class longer or less if needed based on the instructional needs within the project or unit of study. Embedded in the school day will include a fresh fruit and vegetable snack to implement within instruction to maximize learning in math and literacy.

STANDARD 5: List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning 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 schools' initial five (5) year period.

The school uses multiple assessment tools to measure academic achievement. These tools guide district decisions in goal-setting. The tools are addressed and outlined as follows:

I. The number of students labeled as basic and below basic will decrease every year for the next five years.

Tool(s):

ITBS (K-2)
ACTAAP (3-6)

II. Cross County Elementary School Reading, Reading Comprehension, Mathematics and Mathematic Reasoning will increase to meet AYP and individual student growth goals each year for the first five years.

Tool(s):

ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)
NWEA/MAP (Measures of Academic Progress): Grades K-2
TLI (The Learning Institute)

III. There will be 1.5 years of growth on MAP testing (grades K-2) for each individual student each year, regardless of proficiency (Reading, Language Usage, and Math).

Tool(s):

MAP (Measures of Academic Progress)

IV. All classes will have 80% mastery by the end of the school year on each SLE as measured by the TLI assessments.

Tool(s):

TLI (The Learning Institute)

STANDARD 6: Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

Accountability and alignment to Common Core Standards are a foundational part of Cross County Elementary School's educational program. The School District has developed both a rationale plan and timeline for ensuring that the curriculum is synchronized with the Common Core Standards.

Cross County is following the state guidelines for implementation K-2 in regards to math, but opted to implement Common Core K-12 for English and language arts immediately to foster increased student achievement. Grades will be added in regards to state guidelines for Common Core math. The district has had several all-faculty alignment meetings, sent key members to Common Core trainings with ADE, and weekly professional development cluster meetings started as early as 2010 to train staff in

alignment to Common Core. Such cluster trainings continue this year. Additionally, Superintendent Matt McClure is serving on the Arkansas Department of Education's Guiding Coalition for the Successful Implementation of Common Core State Standards.

STANDARD 7: Describe the enrollment criteria and the student selection process. Include a statement of what student selection method will be utilized in the event that more students apply for admission to the district conversion or limited public charter school than can be accommodated under the terms of the charter.

Cross County Elementary School proposes an enrollment system that allows for the maximum number of students in our geographical area to access our educational program—a system that has been lifted up by Governor Beebe as what the future of education should look like in Arkansas. This system should be accessible, with as few barriers as possible, to as many students as possible. As such, Cross County proposes a student selection process that does not fit within the current School Choice model.

The School District does not anticipate that more students apply for admission than can be accommodated. The district will limit the acceptance of new students residing outside the school to 75 students who will be selected by a random anonymous lottery. The enrollment cap for the Elementary School will be 500 students.

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 Principal) Responsibilities:

- *Act as chief executive operating officer of the school and carry out the School and District missions
- *Select, hire and terminate faculty and staff
- *Carry out the annual performance based appraisal by which each staff member will be held accountable
- *Monitor the status of resources in order to fulfill the School and District's missions
- *Ensure building maintenance and safety
- *Oversee the implementation of the curriculum
- *Monitor student academic achievement regularly

Qualifications:

The qualifications of an administrator will be significant, substantive and strong experience in education and an advanced degree in the field of education.

Count: 1

II. Teacher Responsibilities:

- *Conduct classroom instruction

- *Work collaboratively with colleagues to plan and teach courses
- *Maintain an atmosphere conducive to learning
- *Differentiate instruction to reach different levels and kinds of learners
- *Attend workshops and training for professional development
- *Continually teach, assess and modify for each student
- *As a result of TAP (Teacher Assessment Program), teachers meet weekly in clusters according to the subject matter they teach. Selected veteran teachers serve as mentors for new teachers and a master teacher who works with all career teachers.

Qualifications:

All teachers must be highly qualified as indicated by NCLB unless working under a waiver from the state. Count: 24

III. Counselor Responsibilities:

- *Classroom group guidance as specified by the state
- *Small group work for students with common issues
- *Individual guidance as required or requested for students
- *Assisting parents in understanding student assessments and student progress
- *Provide grade appropriate career awareness activities for students

Qualifications:

The counselor qualifications will be Counseling Certification and experience within the field of education.

Count: 1

IV. Director of Operations Responsibilities:

- *Overseeing all functions of the Maintenance and Custodial staff
- *Coordinating all necessary transportation
- *Collaborating with appropriate administrators to prioritize renovation and building projects

Qualifications:

The Director of Operations will be qualified to manage several staffs and have appropriate content knowledge in his/her areas of operations.

Count: 1

V. School Board & Staffing Plan

The Board of Directors, who is responsible for overseeing all functions of the School District, is therefore responsible for the staffing and salary plan. (See Required Item 3: Salary Schedule.)

STANDARD 9: Describe the manner in which the school will make provisions for the following student services. Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public

charter school cannot waive responsibility of providing services for students with disabilities.

(A) Guidance Program

The Cross County Elementary guidance program will continue to be led by a qualified, certified counselor. (S)he will continue with regular in-class group guidance, testing coordination and will serve as a crucial liaison to the district's School Based Health Center opening in 2012. She will continue to identify students in need of special services and will ensure that those needs are met.

(B) Health Services

Cross County School District will be in the unique position to offer a diverse range of health services to students and the community. The School District's full time nurse will be available during the school day. Cross County was also awarded the School Based Health Center grant. This will allow for the district to house a health center on its campus that includes services for medical, mental, dental and vision services.

(C) Media Center

The Elementary Library is the learning center for several important educational initiatives. The Library's focus is to improve and strengthen students' literacy skills, but it is also a center for interventions and learning keyboarding skills. Most academic research is done using online resources. Each student has a laptop in addition to classroom computers. The library collection now focuses less on paper-based research material and more on fiction, research materials which are unavailable online and on stand-alone digital resources. Because we maintain a 1:1 student to computer ratio, the media center does not include a computer lab as is common among many elementary schools.

(D) Transportation

Cross County Elementary will provide excellent transportation services to all eligible students in its wide reaching region and comply with all transportation regulations.

(E) Food Services

Cross County Elementary School will comply with Food Services regulations and offer its approved child nutrition program.

(F) Special Education

Cross County Elementary will continue to provide services to all students with differing educational needs. Certified instructors will continue to lead the school's special education program. Students in need of special education services will continue to work in small groups to enable differentiated instruction and will be pulled out for specialized interventions. Special education instructors will be encouraged to participate co-taught classroom instruction as often as possible in order to promote grade-level and on-track learning. Special education instructors' presence in the classroom will serve as a mechanism for supporting struggling students.

(G) Alternative Education

As an alternative to the regular education program, Cross County Elementary will continue to participate in the district-wide alternative education program implemented last year by the New Tech High School. The alternative education system is a supervised, blended virtual environment including face-to-face contact with teachers, with an increase in the accessibility and availability of distance learning platforms. This system is available to students whose optimal placement requires an alternative learning environment. Cross County's alternative education environment is for all students who would benefit from an alternative education program, and not just for those who qualify based on state standards.

(H) Gifted & Talent

Cross County current Gifted & Talented program already greatly utilizes the Project Based Learning model. Increasing project based learning within the classroom allows for optimal differentiation, which will benefit Gifted & Talented students.

STANDARD 10: Provide a statement that the charter school will participate in the Arkansas Public School Computer Network, as required by state statute or by State Board of Education rule, for reporting education and financial data, including grants or private donations received by the school.

In accordance with state statute and/or State Board of Education rule, Cross County School District will participate fully in reporting education data in the Arkansas Public School Computer Network.

STANDARD 11: Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply 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. 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.

Include a statement that the facility will comply 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. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. 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 1000 feet of the facility.

The Cross County Elementary School facility was dedicated in May 2009. Governor Beebe, the school board and community members attended the opening ceremony. The facility is heralded as an innovative, technologically progressive building, and several other school districts have visited Cross County as a part of their planning

process for their own building projects. The facility does comply with ADA and IDEA as well as all other state and facility laws.

STANDARD 12: List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) Arkansas Department of Education rules, and the Standard for Accreditation of Arkansas Public Schools and School Districts that the district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule or standard requested to be waived by title and section number if applicable. Provide a brief description for each waiver requested.

If the application is for a limited public charter school, the only waivers, which may be requested are those waivers listed in Ark. Code Ann. 6-23-601. This limitation applies only to limited public charter schools.

I. CALENDAR

STATUTE 6.10.106

In establishing Cross County New Tech High School, a calendar committee was formed following the public meetings due to public interest in continuing the discussion about an alternative calendar. The committee benefited from a wide variety of constituents, including parents, teachers, administrators and School Board members. The feedback thus far of the alternative calendar implemented this year has been exceedingly positive. The 2012-13 academic year will begin in early August, and approximately every seven weeks there will be a one-week break. There is an eight-week summer. Attached is the calendar from the 2011-12 year; next year's calendar will follow this format. A Board-approved 2012-13 calendar has not yet been established (See Required Item 1: Calendar).

II. LIBRARY

STATUTE 6-25-103 (b)(1)

The Elementary Library is an epicenter of learning. The librarian is actively engaged in efforts to improve student fluency in keyboarding, reading, technology and study skills. As the current statute mandates, a librarian's time is to be divided into thirds: no less than one-third of the library media specialists time be spent as an informational specialist, allowing time for administrative tasks as ordering books and materials, processing items for usage, planning for finances and accountability, organizing, directing, and evaluating the library media program, and management duties. The Elementary School proposes a division of labor that allows for the librarian to have a maximum impact on student learning, including but not limited to instruction of library courses, keyboarding courses and reading interventions in small groups. The media specialist's instructional focus will be centered around student need based on data analysis.

III. LICENSE FLEXIBILITY

STATUTE 15.03 LICENSURE AND RENEWAL

Cross County Elementary School requests the ability to hire the best teachers regardless of licensure status. Teachers who may be the best candidates may include but

are not limited to: teachers with career experience, outside career certification or licensure in a specific field but extensive education in a different content matter. All core subjects will be taught by instructors that are highly qualified as defined by NCLB standards.

IV. GIFTED AND TALENTED PROGRAM

STATUTE 18.0 XIII, 18.01-18.03

Program approval standards 2009---8.05

At Cross County Elementary, teachers have the optimized ability to identify, differentiate and serve students' abilities. The structure of Project Based Learning allows for increased levels of student challenge when necessary. Students are identified for Pre-AP instruction and differentiation beginning in fourth grade where the gifted education coordinator provides guidance in differentiation and planning. The school will develop procedures for identifying gifted students for Pre-AP in accordance with guidelines established by the Department. The waiver would seek direct instruction of 150 minutes a week occur in the classroom and not as a pullout for grades fourth-sixth.

V. DUTY FREE LUNCH

STATUTE 6.17.111 DUTY FREE LUNCH

Cross County Elementary School requests flexibility in assignments, namely duty free lunch. Under this system, teachers **may choose** to complete their maximum sixty minutes of duty during lunch.

VI. UNIFORM DATES FOR BEGINNING AND END OF SCHOOL YEAR WAIVER

STATUTE: 6-10-106

The School may adopt an alternative calendar that reduces the number of vacation days in the summer and instead implements breaks throughout the year. (See I. Calendar for more information).

VI. SCHOOL CHOICE WAIVER

STATUTE: 6-18-206

The Cross County School District requests a partial waiver of the application of Ark. Code Ann. § 6-18-206 and the Department of Education's Rules Governing the Guidelines, Procedures and Enforcement of the Arkansas School Choice Act (Rules) for its Elementary Conversion Charter School (School). The District will still honor school choice requests in accordance with § 6-18-206 and the corresponding Rules for its high school.

The District notes that the total enrollment cap for the proposed conversion charter school is no more than 500 students. The District will enroll approximately 350 students in its elementary charter school based on students already attending in the District. As a result, the proposed waiver will not likely create an overall impact or shift in academic or demographic populations of any nearby school districts.

The innovative academic opportunities created by the proposed elementary conversion charter school is of such a high priority focus in technology, interdisciplinary

learning and project-based learning as related to the newly required Common Core State Standards. The school is located in a traditionally high-poverty, under-privileged area of the state. This school can well serve the educational and economic policy concerns of creating a controlled laboratory environment to help provide necessary data to guide future state-led economic and educational initiatives statewide as described by the Governor's STEMworks Initiative. The district will limit the acceptance of new students residing outside the school to 75 students who will be selected by a random anonymous lottery. This will allow only those parents and students who choose this innovative pedagogy to apply for acceptance that may not be available in their local district.

There is no prohibition in law or Rules that would prohibit the granting of this partial waiver request.

STANDARD 13: Describe the potential impact of the proposed district conversion public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

The Cross County School District's proposed conversion charter school will not hamper, delay or negatively impact the efforts of any school district to comply with a court order to create and maintain a unitary system of desegregated public schools. The District is not now, nor has it ever been, subject to a federal desegregation court order. The District is contiguous to the following school districts: Harrisburg, Marked Tree, McCrory, Newport and Wynne. Upon information and belief, the District is unaware of any federal desegregation court orders affecting the Harrisburg, McCrory and Newport School Districts. As to the Marked Tree and Wynne School Districts, the District is informed and believes that those districts are currently operating under desegregation plans instituted by the former United States Department of Health, Education and Welfare, though neither of these districts were ever subject to an actual federal court order to desegregate. Furthermore, neither district appears to be under any specific remedial desegregation obligation or order governing interdistrict student assignment and said districts allow student assignments pursuant to state laws currently in effect.

STANDARD 14: Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

Families and guardians will be involved in important ways in the Cross County School District, and particularly the Elementary School.

1. Parents will be contacted in cases of emergency and for informational reasons through School Reach, the District's notification system.
2. The School's Echo software allows for parents to see grades as they are posted in real time, view attendance rosters, access class websites and e-mail contact with teachers.

3. Parents will also have access to the New Tech Echo portal to monitor student performance.
4. Parents have been a fundamental part in deciding to align the Elementary School calendar with the newly chartered High School calendar.
5. A parent representative attended the trip to the Columbus Signature Academy and the Lincoln and Fodrea campuses, which are Project Based Learning Elementary Magnet Schools in Indiana.
6. Community members will be involved in Project Based Learning. Their engagement may be manifested in presentation evaluation and as the source for real world projects.
7. The Cross County Elementary Leadership Team, discussed in the response section "V. Criterion Based Evaluation" of Standard #4, is responsible for gathering input from all constituents, implementing and evaluating the implementation of the Arkansas Comprehensive School Improvement Plan (ACSIP). The Leadership Team, along with other administrators, is also responsible for identifying performance criteria, namely standards based testing (aforementioned in Standard #5: ACTAAP, MAP, TLI).
8. Community members are also invited into these discussions on performance criteria and school improvement through discussions with the School Board. The Cross County School Board creates an annual report to the public, in which a variety of subject matters are discussed, including school performance, progress on the current school improvement plan and ideas for improvements in the future. Inviting community input will benefit both parties, as the feedback will ensure the school is improving in diversified, substantive ways and will build community investment in Cross County Elementary School.
9. Arguably, the most enriching parental involvement will occur organically in ways that the School District cannot yet envision.

Standards 15, 16 & 17 apply only to applications for limited public charter schools.
They do not apply to applications for district conversion public charter schools.

APPENDIX ITEM A

Cross County Elementary Project Based Learning Timeline

Summer 2009: Cross County School District participated in the 21st Century Fluency Project highlighting structure and process for planning and implementing project/problem-based learning.

October 2009: A follow-up with trainers the 21st Century Fluency Project provided additional training and support for Cross County School District.

January 2010: More follow-ups from the 21st Century Fluency Project representatives with support for planning PBL projects with the district.

April 2010: The 21st Century Fluency Project provided final planning support to implement PBL with fidelity.

Fall 2009: Cross County School District formed a consortium with the Greenwood, Lincoln, Bryant, Benton, and Stuttgart School Districts to support each other using technology to drive student achievement.

Summer 2010: Cross County School District participated in project/problem-based learning training with the Buck Institute for Education to enforce the PBL training with the 21st Century Fluency Project.

October 10: Cross County School District participated in additional, targeted PBL training with the Buck Institute for Education.

January 11: The Buck Institute for Education provided more targeted support to Cross County School District in planning PBL projects.

April 2011: A team of four teachers, one administrator, and board members visited Columbus Signature Academy: Fodrea and Lincoln in Indiana to observe problem/project-based learning.

July 2011: The school leadership team attended and presented at Arkansas Schools for Tomorrow Today conference (ASTT).

August 2011: A second team of three teachers, two administrators, and one board member visited Columbus Signature Academy: Fodrea and Lincoln in Indiana to observe problem/project-based learning and observe learning stations at all grade levels.

October 2011: A third team of three teachers, one administrator, one parent, and the school's parent coordinator visited Columbus Signature Academy: Fodrea and Lincoln in Indiana to observe problem/project-based learning and observe learning stations.

Start

Agendas

Projects

Gradebook

Activities

Discussions

Term: 11-12 1st Sem

Class Stats

Enrolled Students

44

Students Below 70%

11

Grades Last Updated

10/27/2011

Social Psych Content (31 activities)

Work Ethic (28 activities)

Written Communications (21 activities)

Oral Communications (1 activity)

Analytical Thinking (29 activities)

Media-Technology (6 activities)

Collaboration (2 activities)

SAMPLE

Cross County Elementary

21st Century Skill Rubric

Grades K-2

Student Name:

	Emerging	Proficient	Advanced
Oral Communication	ORGANIZED THOUGHTS & STRUCTURE <ul style="list-style-type: none"> <input type="checkbox"/> Developing procedures for handling hardware <input type="checkbox"/> Developing the skills of responsible software use <input type="checkbox"/> Developing an understanding of school-wide tech VOCAL EXPRESSION <ul style="list-style-type: none"> <input type="checkbox"/> Learning to project voice to an audience <input type="checkbox"/> Working to speak clearly <input type="checkbox"/> Reads note cards while presenting OVERALL IMPACT <ul style="list-style-type: none"> <input type="checkbox"/> Occasionally makes eye contact with audience <input type="checkbox"/> Uses some visual supports <input type="checkbox"/> Captures audience attention briefly 	ORGANIZED THOUGHTS & STRUCTURE <ul style="list-style-type: none"> <input type="checkbox"/> Following the procedures for handling hardware <input type="checkbox"/> Following the skills of responsible software use <input type="checkbox"/> Following the school-wide tech expectations VOCAL EXPRESSION <ul style="list-style-type: none"> <input type="checkbox"/> Voice projects to entire audience to most of the speech <input type="checkbox"/> Speaks clearly enough for almost all of the speech <input type="checkbox"/> Only refers to notes a few times; speaks to the audience OVERALL IMPACT <ul style="list-style-type: none"> <input type="checkbox"/> Makes eye contact with some audience members <input type="checkbox"/> Uses appropriate visual supports <input type="checkbox"/> Sustains audience attention 	ORGANIZED THOUGHTS & STRUCTURE <ul style="list-style-type: none"> <input type="checkbox"/> Assisting others with handling hardware <input type="checkbox"/> Sharing knowledge of responsible software use <input type="checkbox"/> Teaching others about school-wide tech expectations VOCAL EXPRESSION <ul style="list-style-type: none"> <input type="checkbox"/> Voice projects to entire audience while adding interaction <input type="checkbox"/> Speaks clearly with diction <input type="checkbox"/> Has notes cards for reference; engages audience OVERALL IMPACT <ul style="list-style-type: none"> <input type="checkbox"/> Makes good eye contact with audience <input type="checkbox"/> Uses appropriate, creative & innovative visual supports <input type="checkbox"/> Engages and involves the audience
Technology	USING TECH ETHICALLY & RESPONSIBLY <ul style="list-style-type: none"> <input type="checkbox"/> Developing procedures for handling hardware <input type="checkbox"/> Developing the skills of responsible software use <input type="checkbox"/> Developing an understanding of school-wide tech expectations APPLYING BASIC TECHNOLOGY SKILLS <ul style="list-style-type: none"> <input type="checkbox"/> Turns on computer <input type="checkbox"/> Opens programs <input type="checkbox"/> Knows basic computer parts USING TECH TO CREATE & INNOVATE	USING TECH ETHICALLY & RESPONSIBLY <ul style="list-style-type: none"> <input type="checkbox"/> Following the procedures for handling hardware <input type="checkbox"/> Following the skills of responsible software use <input type="checkbox"/> Following the school-wide tech expectations APPLYING BASIC TECHNOLOGY SKILLS <ul style="list-style-type: none"> <input type="checkbox"/> Turns computer on and off correctly each time <input type="checkbox"/> Opens programs and completes basic functions <input type="checkbox"/> Types while looking at the keys USING TECH TO CREATE & INNOVATE	USING TECH ETHICALLY & RESPONSIBLY <ul style="list-style-type: none"> <input type="checkbox"/> Assisting others with handling hardware <input type="checkbox"/> Sharing knowledge of responsible software use <input type="checkbox"/> Teaching others about school-wide tech expectations APPLYING BASIC TECHNOLOGY SKILLS <ul style="list-style-type: none"> <input type="checkbox"/> Turns computer on and off cleanly at the network <input type="checkbox"/> Operates programs and completes advanced functions <input type="checkbox"/> Types using correct keyboarding skills USING TECH TO CREATE & INNOVATE
Collaboration	CONTRIBUTING TO THE GROUP <ul style="list-style-type: none"> <input type="checkbox"/> With redirection <input type="checkbox"/> Shares ideas when asked <input type="checkbox"/> Contributes to group with help from others BEING POSITIVE WITH OTHERS <ul style="list-style-type: none"> <input type="checkbox"/> Listening skills are developing <input type="checkbox"/> Respects skills still being earned by group <input type="checkbox"/> Complains about other group members SOLVING PROBLEMS <ul style="list-style-type: none"> <input type="checkbox"/> Only wants to get his/her way <input type="checkbox"/> Expectations of the project not fulfilled <input type="checkbox"/> Struggles to share new ideas to solve problem 	CONTRIBUTING TO THE GROUP <ul style="list-style-type: none"> <input type="checkbox"/> Independently stays on task <input type="checkbox"/> Sharing ideas openly <input type="checkbox"/> Being responsible for job completion BEING POSITIVE WITH OTHERS <ul style="list-style-type: none"> <input type="checkbox"/> Works well with others <input type="checkbox"/> Listens to others' ideas and experiences <input type="checkbox"/> Is respectful of others SOLVING PROBLEMS <ul style="list-style-type: none"> <input type="checkbox"/> Follow timeline of the project <input type="checkbox"/> Follow expectations without redirection <input type="checkbox"/> Considers new ideas to solve the problem 	CONTRIBUTING TO THE GROUP <ul style="list-style-type: none"> <input type="checkbox"/> Helps the group stay on task <input type="checkbox"/> Allows everyone to have a voice in the group <input type="checkbox"/> Is responsible for all group tasks BEING POSITIVE WITH OTHERS <ul style="list-style-type: none"> <input type="checkbox"/> Gives the group warm and cool feedback <input type="checkbox"/> Compliments others' ideas and suggestions <input type="checkbox"/> Encourages all to be positive and proactive SOLVING PROBLEMS <ul style="list-style-type: none"> <input type="checkbox"/> Actively leads group members through tasks <input type="checkbox"/> Reminds group of the expectations <input type="checkbox"/> Suggests new ideas to solve problems

21st Century Skill Rubric

Grades 3-4

Student Name: _____

	Emerging	Proficient	Advanced
Oral Communication	ORGANIZED THOUGHTS & STRUCTURE <input type="checkbox"/> Lacks clear introduction, body and conclusion <input type="checkbox"/> Evidence and support do not relate well to the topic <input type="checkbox"/> Lacks transitions between supporting points and evidence VOCAL EXPRESSION <input type="checkbox"/> Voice is dull and quiet <input type="checkbox"/> Speaker mumbles <input type="checkbox"/> Reads from notes OVERALL IMPACT <input type="checkbox"/> Struggles to make eye contact with audience members <input type="checkbox"/> Uses visual supports <input type="checkbox"/> Unaware of audience	ORGANIZED THOUGHTS & STRUCTURE <input type="checkbox"/> Clear introduction, body and conclusion <input type="checkbox"/> Evidence and support relate to the topic <input type="checkbox"/> Uses transitions between supporting points and evidence VOCAL EXPRESSION <input type="checkbox"/> Voice projects to entire audience for most of the speech <input type="checkbox"/> Speaks clearly enough for almost all of the speech <input type="checkbox"/> Only refers to notes a few times; speaks to the audience OVERALL IMPACT <input type="checkbox"/> Makes good eye contact with audience members <input type="checkbox"/> Uses project-appropriate visual supports <input type="checkbox"/> Interacts or connects with audience	ORGANIZED THOUGHTS & STRUCTURE <input type="checkbox"/> Clear and detailed introduction, body and conclusion <input type="checkbox"/> Evidence and support relate to and enhance topic <input type="checkbox"/> Uses a variety of effective transitions to strengthen presentation VOCAL EXPRESSION <input type="checkbox"/> Voice consistently projects <input type="checkbox"/> Speaks clearly and uses expression <input type="checkbox"/> Memorizes speech OVERALL IMPACT <input type="checkbox"/> Maintains good eye contact with audience <input type="checkbox"/> Uses appropriate, creative, & innovative visual supports <input type="checkbox"/> Interacts, connects, and engages with the audience

Technology	USING TECH ETHICALLY & RESPONSIBLY <input type="checkbox"/> Technology procedures need revisited <input type="checkbox"/> Off task when using software <input type="checkbox"/> Uses technology inappropriately APPLYING BASIC TECHNOLOGY SKILLS <input type="checkbox"/> Types less than 40 words per minute using the home row <input type="checkbox"/> Able to use software programs to begin project tasks <input type="checkbox"/> Can create data in software USING TECH TO CREATE & INNOVATE <input type="checkbox"/> Struggles to use tools for project work <input type="checkbox"/> Relies on the help of CSA students to use technology	USING TECH ETHICALLY & RESPONSIBLY <input type="checkbox"/> Follows technology procedures <input type="checkbox"/> On task when using software programs <input type="checkbox"/> Uses technology as an appropriate tool APPLYING BASIC TECHNOLOGY SKILLS <input type="checkbox"/> Types 20-40 words per minute using the home row <input type="checkbox"/> Able to use software programs to complete project tasks <input type="checkbox"/> Can create and store data in software USING TECH TO CREATE & INNOVATE <input type="checkbox"/> Uses available tools for project work <input type="checkbox"/> Independently creates products using technology	USING TECH ETHICALLY & RESPONSIBLY <input type="checkbox"/> Shares technology procedures with others <input type="checkbox"/> Redirects others of proper software use <input type="checkbox"/> Uses technology to enhance project APPLYING BASIC TECHNOLOGY SKILLS <input type="checkbox"/> Types more than 40 words per minute using the home row <input type="checkbox"/> Able to combine multiple programs to complete tasks <input type="checkbox"/> Can create slide, tables, and add in a software USING TECH TO CREATE & INNOVATE <input type="checkbox"/> Searches for new innovative tools for project work <input type="checkbox"/> Creates own and helps other CSA students be creative
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Collaboration	CONTRIBUTING TO THE GROUP <input type="checkbox"/> Staying on task but with many reminders <input type="checkbox"/> Shares openly only some times <input type="checkbox"/> Goals are not completed independently BEING POSITIVE WITH OTHERS <input type="checkbox"/> Listening to everyone remains a challenge <input type="checkbox"/> Feedback is not used effectively <input type="checkbox"/> Works to "get their way" instead of reaching consensus SOLVING PROBLEMS <input type="checkbox"/> Completion of task is not fulfilled <input type="checkbox"/> Expectations of the projects were not met <input type="checkbox"/> Struggles to share new ideas solve problem	CONTRIBUTING TO THE GROUP <input type="checkbox"/> Stays on task <input type="checkbox"/> Brainstorms ideas with group <input type="checkbox"/> Holds him/herself accountable to goals BEING POSITIVE WITH OTHERS <input type="checkbox"/> Listens to all group members ideas openly <input type="checkbox"/> Utilizes warm and cool feedback <input type="checkbox"/> Uses a respectful tone with group members SOLVING PROBLEMS <input type="checkbox"/> Completes individual tasks by deadlines <input type="checkbox"/> Maintains the expectations of the project <input type="checkbox"/> Brings new ideas to the group to solve problem	CONTRIBUTING TO THE GROUP <input type="checkbox"/> Supports other members roles <input type="checkbox"/> Holds group members accountable to goals BEING POSITIVE WITH OTHERS <input type="checkbox"/> Remains open-minded to all members ideas <input type="checkbox"/> Warm and Cool feedback is effective <input type="checkbox"/> Encourages open communication among all SOLVING PROBLEMS <input type="checkbox"/> Reaches consensus with win-win scenarios <input type="checkbox"/> Uses conflict resolution techniques <input type="checkbox"/> Uses multiple options to solve a problem
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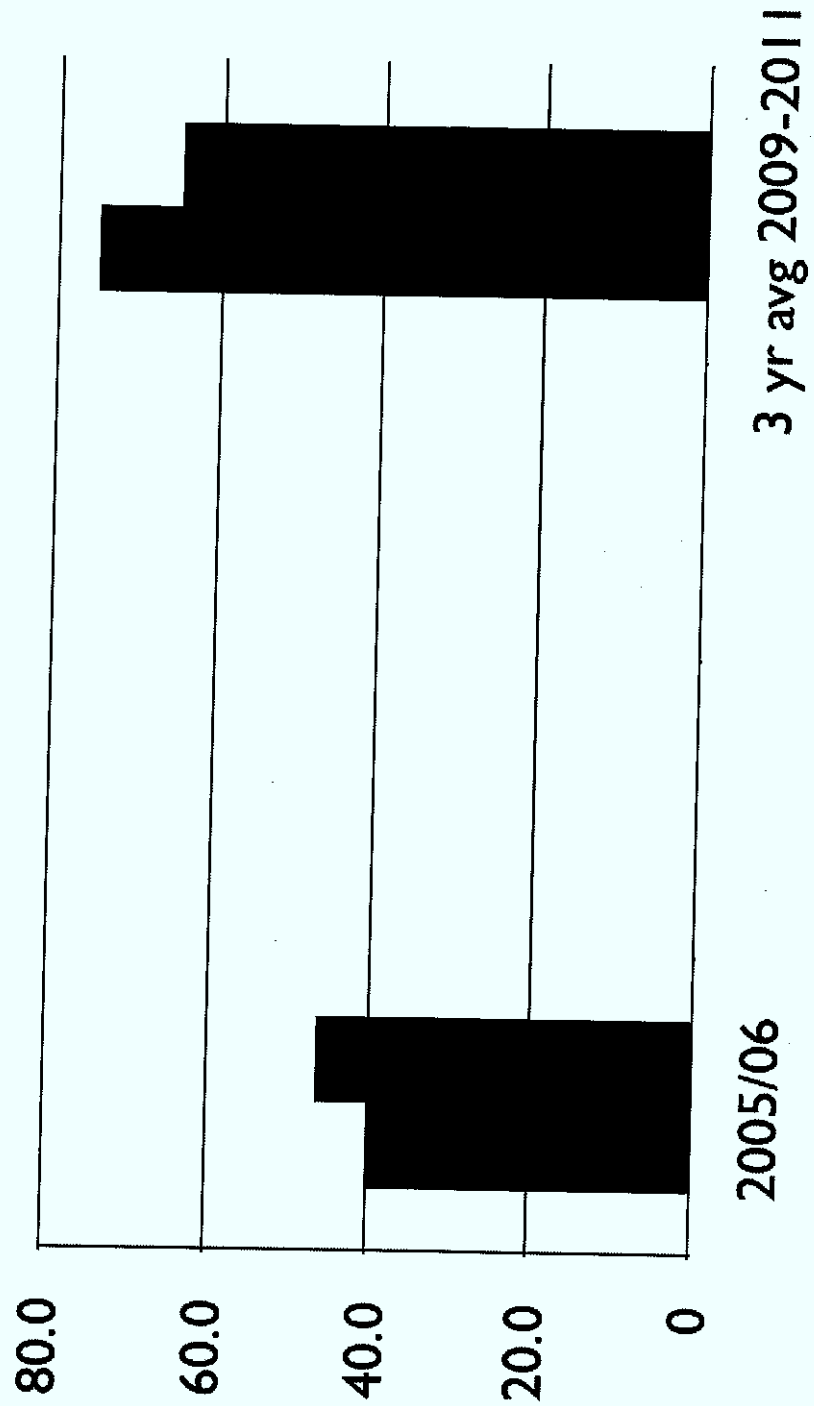
21st Century Skill Rubric

Grades 5-6

Student Name:

Emerging	Proficient	Advanced
ORGANIZED THOUGHTS & STRUCTURE <ul style="list-style-type: none"> No clear statement of purpose, intro or conclusion Evidence & support does not relate well to the topic No transitions between supporting points, evidence VOCAL EXPRESSION <ul style="list-style-type: none"> Voice pitches to flat & the audience throughout the presentation Words are unclear during several points in the presentation Relies on notes while speaking to the audience OVERALL IMPACT <ul style="list-style-type: none"> Has difficulty making eye contact Uses visual supports inappropriately Belonged from content and audience 	ORGANIZED THOUGHTS & STRUCTURE <ul style="list-style-type: none"> States purpose with an introduction Evidence supports the topic well Clear transitions between supporting points, evidence VOCAL EXPRESSION <ul style="list-style-type: none"> Voice pitches to the entire audience throughout the presentation Speaker enunciates clearly throughout the presentation Speaks directly to the audience, rarely referring to notes OVERALL IMPACT <ul style="list-style-type: none"> Makes eye contact with audience Uses visual supports appropriately Emotional connection to the content but not audience 	ORGANIZED THOUGHTS & STRUCTURE <ul style="list-style-type: none"> Clear purpose with both introduction and conclusion Relates to topic and stays focused on subject Seamlessly smooths between supporting points, evidence VOCAL EXPRESSION <ul style="list-style-type: none"> Voice engages the audience throughout the presentation Uses inflection to express ideas and thoughts to the audience Speaks directly to & engages the audience during the presentation OVERALL IMPACT <ul style="list-style-type: none"> Makes good eye contact with many audience members Uses appropriate, creative & innovative visual supports Creates an emotional connection with entire audience
Technology <ul style="list-style-type: none"> USING TECH ETHICALLY & RESPONSIBLY <ul style="list-style-type: none"> Fails to follow procedures for handling hardware Sometimes is off-task using software (ie playing games) Uses tech to violate the school-wide expectations APPLYING BASIC TECHNOLOGY SKILLS <ul style="list-style-type: none"> Uses single software source to complete projects Utilizes basic menus for software Can create, open, edit, and save data in software using a single source USING TECH TO CREATE & INNOVATE <ul style="list-style-type: none"> 	USING TECH ETHICALLY & RESPONSIBLY <ul style="list-style-type: none"> Independently follows procedures for handling hardware Responsibly uses software on a consistent basis Follows technology school-wide expectations APPLYING BASIC TECHNOLOGY SKILLS <ul style="list-style-type: none"> Integrates multiple software programs to complete projects Utilizes full program menus for software Can create, save, delete, and edit data in software using multiple sources USING TECH TO CREATE & INNOVATE <ul style="list-style-type: none"> 	USING TECH ETHICALLY & RESPONSIBLY <ul style="list-style-type: none"> Encourages others to follow procedures for handling hardware Encourages others to use tech responsibly Models respect for technology school-wide expectations APPLYING BASIC TECHNOLOGY SKILLS <ul style="list-style-type: none"> Encourages and facilitates the use of multiple software programs with others Demonstrates the use of program menus for others Demonstrates creating, saving, editing, and deleting data in software to others USING TECH TO CREATE & INNOVATE <ul style="list-style-type: none"> Searches for new, innovative tools for project work Uses tools to create new technologies for projects Helps other 5th/6th students be creative & innovative
Collaboration <ul style="list-style-type: none"> CONTRIBUTING TO THE GROUP <ul style="list-style-type: none"> Needs reminders to stay on task Prevents others from staying on task Interferes with others work BEING POSITIVE WITH OTHERS <ul style="list-style-type: none"> Respecting others' ideas is a challenge Feedback does not suggest new ideas Celebrates only personal achievements SOLVING PROBLEMS <ul style="list-style-type: none"> Compromise is limited Conflict resolution strategies are needed Suggests solutions when prompted 	CONTRIBUTING TO THE GROUP <ul style="list-style-type: none"> Is self-directed and dependable Takes responsibility risks Holds him/herself accountable to goals BEING POSITIVE WITH OTHERS <ul style="list-style-type: none"> Maintaining open-minded to all members' ideas Warm and cool feedback is effective Celebrating the successes of all members SOLVING PROBLEMS <ul style="list-style-type: none"> Reaches consensus with team with suggestions Uses conflict resolution techniques Actively suggests solutions 	CONTRIBUTING TO THE GROUP <ul style="list-style-type: none"> Redirects group focus Encourages others in group to take responsible risks Asks questions to solicit other members involvement BEING POSITIVE WITH OTHERS <ul style="list-style-type: none"> Fosters a trusting environment Promotes opportunities for feedback Compliments others on their contributions SOLVING PROBLEMS <ul style="list-style-type: none"> Assigns roles and re-assigns for each member Acts as a mediator between different ideas in the group Leads group-through problem solving process

Test Scores Elementary



Project Planning Form		
Name of Project:	Healthy Choices	Duration: 2 weeks
Grade Level:	Teacher(s):	Grading Period: 3
Content areas collaborating on this project.	Health, Science, Language Arts, Physical Education Teacher	
Project Idea (What is the issue, problem or theme of this unit?)	Monitoring physical, social, and emotional health.	
Topic(s) addressed: List one or more topics this project addresses.	Physical fitness, nutrition, bullying, peer mediation	
Essential Question (Driving question or challenge)	How can we monitor and improve our physical, emotional and social health?	
Entry Event (What is the hook to launch this project?)	Slideshow of overweight children, obesity data, peer mediation, etc (positive and negative examples to have students identify problems and what we can do to change)	
Content Area Standards (to be Addressed in the project)	Science Standards 3.4.6, 3.4.7, 3.5.8, 3.5.9 Health Standards 3.5.4 -Indicate the possible consequences of each choice when making a health-related decision. 3.5.5- Identify a healthy choice when making a decision. 3.6.1 -Select a personal health goal and track progress.	

		3.7.2 -Identify a healthy practice to maintain personal health and wellness.				
		3.8.1 - Share correct information about a health issue.				
Language Arts						
3.5.8- Research Article Writing						
		T = Teach; P = Practice		T = Teach; P = Practice		T P
Learner Outcomes (21 st Century Skills addressed, taught or practiced)	Written Communication	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Technology Literacy	<input type="checkbox"/>	<input type="checkbox"/>
	Oral Communication	<input type="checkbox"/>	<input type="checkbox"/>	Work Ethic	<input type="checkbox"/>	<input type="checkbox"/>
	Collaboration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Civic Responsibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Critical Thinking	<input type="checkbox"/>	<input type="checkbox"/>	Numeracy	<input type="checkbox"/>	<input type="checkbox"/>
	Information Literacy	<input type="checkbox"/>	<input type="checkbox"/>	Core Content Skills	<input type="checkbox"/>	<input type="checkbox"/>
UDL (Universal Design for Learning) Link to UDL guidelines		Representation: Perception -Powerpoint Entry document				
		Expression: Physical Action- Physical Fitness Activities				
		Engagement: Recruiting Interest- Students pick magazine article topics.				
Habits of Mind: (Indicate 1 or 2 habits of focus in this unit.)	<input type="checkbox"/> Persisting	<input type="checkbox"/> Thinking about thinking	<input type="checkbox"/> Communicating with clarity	<input checked="" type="checkbox"/> Taking responsible risks		
	<input type="checkbox"/> Managing impulsivity	<input type="checkbox"/> Striving for accuracy/precision	<input checked="" type="checkbox"/> Gathering data – all senses	<input type="checkbox"/> Finding humor		
	<input type="checkbox"/> Listening to others	<input type="checkbox"/> Questioning/posing problems	<input type="checkbox"/> Creating, imagining, innovating	<input type="checkbox"/> Thinking interdependently		
	<input type="checkbox"/> Thinking flexibly	<input type="checkbox"/> Applying past knowledge	<input type="checkbox"/> Responding with awe	<input type="checkbox"/> Learning continuously		
Student Production	Group Products: (major types)	Class Health Magazine- published on our website				
	Individual Products: (major types)	Health Journal				
Assessment & Reflection	Rubric(s) used for this project (check all that apply)	<input checked="" type="checkbox"/> Multimedia presentation rubric	<input type="checkbox"/> Other:			
		<input type="checkbox"/> Oral presentation rubric	<input type="checkbox"/> Other:			
		<input type="checkbox"/> ISTEP writing rubrics	<input type="checkbox"/> Other:			
	Assessment type(s) used for this project	<input checked="" type="checkbox"/> School writing rubric	<input type="checkbox"/> Other:			
		<input type="checkbox"/> School learner outcomes rubric	<input type="checkbox"/> Other:			
		<input type="checkbox"/> Quiz:	<input type="checkbox"/> Performance Assessment:			
		<input type="checkbox"/> Test:	<input type="checkbox"/> Notes review:			
		<input checked="" type="checkbox"/> Essay:	<input type="checkbox"/> Checklist:			

	(check all that apply)	<input type="checkbox"/> Online Assessment:	<input type="checkbox"/> Concept Maps:
	Reflection tools	<input type="checkbox"/> Survey	<input type="checkbox"/> Focus Group
	(check all that apply)	<input type="checkbox"/> Discussion	<input type="checkbox"/> Personal Learning Plan
		<input checked="" type="checkbox"/> Journal	<input type="checkbox"/> Student/Teacher Conference
Project Resources	On-site personnel:	3 rd grade teachers, PE teacher	
	Technology:	Word and Web	
	Community resources:	Columbus Regional Hospital	
	Print resources:		
	Online resources:	FoodPyramid for Kids	
Scaffolding & Mini-lessons to support needed skill development	1. Show Powerpoint as hook		
	2. Students identify positive and negative lifestyles regarding physical, emotional and social health.		
	3. Food Pyramid discussion		
	4. Introduce Journals to log nutrition		
	5. Physical Fitness discussion/activities		
	6. Physical Fitness added to journal		
	7. Peer Mediation and Bullying discussion and activities		
	8. Social/Emotional section added to journal		
	9. Magazine article writing about topic of choice on health		
	10. Publish class magazine and post to website		

July 2011						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
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						1
2	3	4	5	6	7	8
9	10	11	12	13		15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Cross County School District

2011-12 School Calendar

Approved November 15, 2010

REQUIRED ITEM 1a

Professional Development and Teacher planning days Teachers Work in Classroom	August 1 & 2
First Day of Classes	August 4
Labor Day Break	September 5
Algebra I Re-Test	September 14-15
Fall Break	Sept 26 - 30
End of First Quarter - 46 Days	October 14
Second Quarter Begins	October 17
Parent Teacher Conference High School	October 18
Parent Teacher Conference Elementary	October 20
Thanksgiving Break	November 21-25
Semester Tests	December
Second Quarter Ends - 42 Days	December 20
Christmas Vacation	Dec. 21-Jan. 2
Professional Development Day	January 3
Third Quarter Begins (Students Return)	January 4
Martin Luther King Day	January 16
Bad Weather Make-Up Days	February 17 & 21
President's Day Holiday	February 20
11th Grade Literacy Exam	March 6-7
End of Third Quarter - 45 Days	March 9
Start of Fourth Quarter	March 12
Parent Teacher Conference Elementary	March 13
Parent Teacher Conference High School	March 15
Alternate Portfolios Due	March 16
Spring Break	March 19-23
Good Friday	April 6
K-2, Grade 9 NRT Testing	April 2-13
Benchmark Exams Grades 3-8	April 9-13
EOC Geometry Exam	April 17-18
Interim Grades	April
EOC Biology Exam	April 24-25
EOC Algebra II Exam	May 2
EOC Algebra I Exam	May 8-9
Bad Weather Make-Up Days	April 19 & 20, May 25
Last Day for Teachers and Students - 45 Days	May 24

Teacher-Student Days	178
Professional Dev. Days	10
Parent/Teacher Conf. Days	2
Total Contract Days	190

Bad Weather Make Up Days
February 17 & 21, April 19 & 20, and May 25

January 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1					6	7
8						14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Parent/Teacher Conferences

Professional Development

Prof. Development

Vacation/Holidays

REQUIRED ITEM 1b

	Monday	Tuesday	Wednesday	Thursday	Friday
Stevenson					
7:50-8:30	Planning	Planning	Planning	Planning	Planning
8:30-9:30	Moore	Moore	Late Start	Moore	Moore
9:35-10:25	May	Planning	Planning	Cullum	Crumpler
10:30-11:20	Nickles	Planning	Planning	Planning	Davis
2:10-2:50	Planning	Planning	Planning	Planning	Planning
Manes					
		7:10-8:00 BIC			
7:50-8:20-	Equip. Prep	Equip. Prep		Equip. Prep	Equip. Prep.
8:20-9:10				Hess	Edwards
9:15-10:05	Cluster	Wheat		Interventions	Peebles
10:10-11:00		Hendrix	Burton	Green	Tucker
11:00-12:15	lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep
2:10-2:50		Clark			

Art

7:50-8:20	Interventions	Interventions	Cluster	Interventions	Interventions
8:20-9:10	Davis	Cullum	Interventions	Interventions	Interventions
9:15-10:05	Crumpler	Nickles	Moore	Interventions	May
10:10-11:00	Burton	Green	Peebles	Interventions	Hess
11:00-11:30	Interventions	Interventions	Interventions	Interventions	Interventions
11:30-12:45	lunch/planning	lunch/planning	lunch/planning	lunch/planning	lunch/planning
12:45-1:35	Interventions	Interventions	Hendrix	Interventions	Wheat
1:40-2:30	Clark	Interventions	Edwards	Tucker	Interventions
2:10-2:50					
2:35-3:20	media prep	media prep	media prep	media prep	media prep

P.E

7:50-8:30	Planning	Planning	Wheat	Planning	Planning
8:30-9:30	Cluster 9:15-10:05	Davis	Planning	Burton	Burton
9:35-10:35	Bath Breaks	Bath Breaks	Green	Edwards	Green
10:40-11:40	Hess	Peebles	Lunch 10:40-11:10	Lunch 10:40-11:10	Moore
11:45-12:15	Lunch	Lunch	Cullum	May	Lunch
12:15-1:15	Hendrix/Tucker	Tucker/Edwards	Nickles/Crump	Nickles/Crump	Hendrix
1:15-2:15	Peebles	Hess	Clark	Wheat	Clark
2:30-3:20	Pre-K	Pre-K	Pre-K	Pre-K	Pre-K

REQUIRED ITEM 1c

[illegible]

Public Charter School Application
Estimated Budget Worksheet, Year One (2011-2012)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students <u>338</u> x <u>\$6,144.00</u> State Foundation Funding		
3			<u>\$2,076,672</u>
4	No. of Students <u>338</u> x <u>\$51.00</u> Professional Development		<u>\$17,238</u>
5	No. of Students <u>244</u> x eligible rate* NSLA Funding		<u>\$242,048</u>
6	Total State Charter School Aid		<u>\$2,335,958 \$0.00</u>
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		<u>\$2,335,958 \$0.00</u>
15			
16	TOTAL REVENUES		<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$0.00</div>
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>1</u>)	<u>\$55,090.00</u>	
21	Fringe Benefits	<u>\$13,498.99</u>	
22	Purchased Services		
23	Supplies and Materials	<u>\$35,000</u>	
24	Equipment	<u>\$5,000</u>	
25	Other (Describe)		<u>\$108,588.99 \$0.00</u>
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>22,89</u>)	<u>\$840,786.13</u>	
29	Fringe Benefits	<u>\$218,809.67</u>	
30	Purchased Services	<u>\$30,000</u>	
31	Supplies and Materials	<u>\$35,000</u>	
32	Equipment	<u>\$25,000</u>	
33	Other (Describe)		<u>\$1,149,595.86 \$0.00</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%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

REQUIRED ITEM 2b

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions <u>6.5</u>)	\$150,060.57	
37	Fringe Benefits	\$ 42,706.11	
38	Purchased Services		
39	Supplies and Materials	\$10,000	
40	Equipment		
41	Other (Describe)		\$202,766.68 \$0.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>.5</u>)		
45	Fringe Benefits		
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		\$0.00
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1</u>)	\$48,982.06	
61	Fringe Benefits	\$12,176.62	
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other (Describe)		\$61,158.68 \$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>.5</u>)	\$14,650.00	
69	Fringe Benefits	\$ 3,957.73	
70	Purchased Services		
71	Supplies and Materials		
72	Equipment		
73	Other (Describe)		\$18,607.73 \$0.00

REQUIRED ITEM22c

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	<u>\$48,984.21</u>	
77	Fringe Benefits	<u>\$12,177.08</u>	
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other (Describe)		
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions <u> </u>)		
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		
90			<u>\$0.00</u>
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u>1</u>)	<u>\$20,834.00</u>	
93	Fringe Benefits	<u>\$ 4,510.56</u>	
94	Purchased Services		
95	(include utilities)		
96	Supplies and Materials		
97	Equipment		
98	Other (Describe)		
99			<u>\$25,344.56 \$0.00</u>
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u> </u>)		
102	Fringe Benefits		
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		
107			<u>\$0.00</u>
108	Food Services:		
109	Salaries: (No. of Positions <u>4.79</u>)	<u>\$54,094.00</u>	
110	Fringe Benefits	<u>\$19,241.23</u>	
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		
			<u>\$73,335.23 \$0.00</u>

REQUIRED ITEM 2d

115	(Budget Continued)			
116	Data Processing:			
117	Salaries: (No. of Positions <u>1</u>)	<u>\$16,364.00</u>		
118	Fringe Benefits	<u>\$ 5,114.81</u>		
119	Purchased Services			
120	Supplies and Materials			
121	Equipment			
122	Other (Describe)		<u>\$21,478.81</u>	<u>\$0.00</u>
123				
124	Substitute Personnel:			
125	Salaries: (No. of Positions <u> </u>)	<u>\$30,000.00</u>		
126	Fringe Benefits	<u>\$ 6,495.00</u>	<u>\$36,495</u>	<u>\$0.00</u>
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)			
		<u>\$100,000</u>		
	If Applicable: Insurance (contract for one			
133	total year including facility upgrades):			
134	If Applicable: Property Insurance	<u>\$30,000</u>		
135	If Applicable: Content Insurance		<u>\$130,000</u>	<u>\$0.00</u>
136				
137	Debt Expenditures:	<u>\$245,012.50</u>	<u>\$245,012.50</u>	<u>\$0.00</u>
138	Other Expenditures:			
139	(Describe)			<u>\$0.00</u>
140				
141	TOTAL EXPENDITURES		\$2,132,545	\$2000

Public Charter School Application
Estimated Budget Worksheet, Year Two (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (338) x \$6,267.00 State Foundation Funding		
3			\$2,118,246
4	No. of Students (338) x \$52.00 Professional Development		\$17,576
5	No. of Students (244) x eligible rate* NSLA Funding		\$242,048
6	Total State Charter School Aid		\$2,377,870 \$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$2,377,870 \$0.00
15			
16	TOTAL REVENUES		\$0.00
17			
<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions 1)	\$55,860.00	
21	Fringe Benefits	\$13,665.69	
22	Purchased Services		
23	Supplies and Materials	\$35,000	
24	Equipment	\$5,000	
25	Other (Describe)		\$109,525.6 \$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 22,8966	\$827,793.54	
29	Fringe Benefits	\$215,210.77	
30	Purchased Services	\$30,000	
31	Supplies and Materials	\$35,000	
32	Equipment	\$25,000	
33	Other (Describe)		\$1,133,004. \$0.00

*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.

REQUIRED ITEM 2f

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions <u>6.5</u>)	<u>\$151,192.57</u>	
37	Fringe Benefits	<u>\$ 42,951.19</u>	
38	Purchased Services		
39	Supplies and Materials	<u>\$10,000</u>	
40	Equipment		
41	Other (Describe)		
42			<u>\$204,143.76 \$0.00</u>
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>.5</u>)	<u>\$21,296.06</u>	
45	Fringe Benefits	<u>\$ 5,396.60</u>	
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		
50			<u>\$26,692.66 \$0.00</u>
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		
58			<u>\$0.00</u>
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1</u>)	<u>\$48,982.06</u>	
61	Fringe Benefits	<u>\$12,176.62</u>	
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other (Describe)		
66			<u>\$61,158.68 \$0.00</u>
67	Health Services:		
68	Salaries: (No. of Positions <u>.5</u>)	<u>\$14,650.00</u>	
69	Fringe Benefits	<u>\$ 3,957.73</u>	
70	Purchased Services		
71	Supplies and Materials		
72	Equipment		
73	Other (Describe)		
			<u>\$18,607.73 \$0.00</u>

REQUIRED ITEM 2g

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	\$48,984.21	
77	Fringe Benefits	\$12,177.08	
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other (Describe)		\$61,161.29 \$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions <u> </u>)		
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u>1</u>)	\$21,086.00	
93	Fringe Benefits	\$ 4,565.12	
94	Purchased Services		
95	(Include utilities)		
96	Supplies and Materials		
97	Equipment		
98	Other (Describe)		\$25,651.12 \$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u> </u>)		
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>4.79</u>)	\$54,352.00	
110	Fringe Benefits	\$19,297.09	
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		\$73,649.09 \$0.00

REQUIRED ITEM 2h

115		(Budget Continued)		
116	Data Processing:			
117	Salaries: (No. of Positions <u>1</u>)	\$16,636.00		
118	Fringe Benefits	\$ 5,173.69		
119	Purchased Services			
120	Supplies and Materials			
121	Equipment			
122	Other (Describe)		\$21,809.69	\$0.00
123				
124	Substitute Personnel:			
125	Salaries: (No. of Positions <u> </u>)	\$30,000.00		
126	Fringe Benefits	\$ 6,495.00	\$36,495.00	\$0.00
127				
128	Facilities:			
	Lease/Purchase (contract for one total			
129	year including facility upgrades)			
130	Please list upgrades:			
131				
	Utilities (contract for one total year			
132	including facility upgrades)	\$100,000		
	Insurance (contract for one total year			
133	including facility upgrades):			
134	Property Insurance	\$30,000		
135	Content Insurance		\$130,000	\$0.00
136				
137	Debt Expenditures:		\$245012.5	\$0.00
138	Other Expenditures:			
139	(Describe)			\$0.00
140				
141	TOTAL EXPENDITURES		\$2,146,911	\$0.00

CROSS COUNTY SCHOOL DISTRICT 2011-2012 CERTIFIED SALARY SCHEDULE

Step	BA	BA15	MA	MA15	SPEC	DOCT	Years
1	\$31,000	\$32,500	\$35,500	\$37,000	\$38,500	\$42,500	0
2	\$31,450	\$33,000	\$36,050	\$37,600	\$39,150	\$43,200	1
3	\$31,900	\$33,500	\$36,600	\$38,200	\$39,800	\$43,900	2
4	\$32,350	\$34,000	\$37,150	\$38,800	\$40,450	\$44,600	3
5	\$32,800	\$34,500	\$37,700	\$39,400	\$41,100	\$45,300	4
6	\$33,250	\$35,000	\$38,250	\$40,000	\$41,750	\$46,000	5
7	\$33,700	\$35,500	\$38,800	\$40,600	\$42,400	\$46,700	6
8	\$34,150	\$36,000	\$39,350	\$41,200	\$43,050	\$47,400	7
9	\$34,600	\$36,500	\$39,900	\$41,800	\$43,700	\$48,100	8
10	\$35,050	\$37,000	\$40,450	\$42,400	\$44,350	\$48,800	9
11	\$35,500	\$37,500	\$41,000	\$43,000	\$45,000	\$49,500	10
12	\$35,950	\$38,000	\$41,550	\$43,600	\$45,650	\$50,200	11
13	\$36,400	\$38,500	\$42,100	\$44,200	\$46,300	\$50,900	12
14	\$36,850	\$39,000	\$42,650	\$44,800	\$46,950	\$51,600	13
15	\$37,300	\$39,500	\$43,200	\$45,400	\$47,600	\$52,300	14
16	\$37,750	\$40,000	\$43,750	\$46,000	\$48,250	\$53,000	15
17	\$38,200	\$40,500	\$44,300	\$46,600	\$48,900	\$53,700	16
18	\$38,650	\$41,000	\$44,850	\$47,200	\$49,550	\$54,400	17
19	\$39,100	\$41,500	\$45,400	\$47,800	\$50,200	\$55,100	18

EXTENDED DAYS

195 Days 1.0263 x schedule
205 Days 1.0789 x schedule
215 Days 1.1316 x schedule
220 Days 1.1579 x schedule
225 Days 1.1842 x schedule
240 Days 1.2631 x schedule

STIPENDS

Head Sr Football
Assistant Football/Basketball
Head Jr Football
Head Sr. Basketball
Head Jr. Basketball
Head Baseball
Head Softball
Tennis
Bowling
Golf

\$4,000
\$1,000
\$2,500
\$4,000
\$2,500
\$1,000
\$1,000
\$500
\$500
\$500

Athletic Director
Sr Cheerleader
Jr Cheerleader
Yearbook
Department Chairs
Student Council Sponsor
ACSIP Chairs
504 Coordinators
Drug Ed Coordinator
Band Director
Parental Involvement Facilitator
Data/Test Coordinator

\$3,000
\$1,700
\$1,300
\$1,300
\$400
\$500
\$800
\$50/Student Max \$500
\$600
\$4,000
\$200 Title IV
\$4,000

Extended Day Positions

195 Days	240 Days	Index
East Lab Facilitator	Assistant Superintendent	1.425
GT Coordinator	Administrative Assistant	1.486
Speech Therapist	Elem. Principal	1.4
	H.S. Principal	1.4286
205 Days	Vocational Agri	1.2631
Elem. Counselor	Superintendent	Negotiable
HS Librarian		
Special Ed Designee		
Elem Librarian		
HS Counselor	220 Days	
	Literacy Coach	
215 Days		
Football Coach		
Basketball Coach		
Band Director		
225 Days		
Head Football		

Approved June 13, 2011:

Joan Ball
Joan Ball, School Board President

Craig Walker
Craig Walker, School Board Secretary

2011-2012


REQUIRED ITEM 3c

\$7,195 This amount includes regular cleaning and washing of the bus.

\$3,000
\$2,500
\$700

**Food Service Director
Medicaid Billing
Café Manager Additional Paperwork
Approved June 13, 2011:**

Joan Ball


Craig Walker, School Board Secretary

Name	Name
Candice Edwards	
Shirley Davis	
Shirley Davis	
DeW. Davis	Progress
Dana Johnson	
Mindy Harkins	
Dana Harkins	
Joan Ball	
Wayne Ball	
Carolyn Wilson	
Elisabeth Coats	
Cat Crompton	
Jodie Hess	
Paula Moore	
Mary Felt	
Cheryl Green	
John Ingham	
Adrian Miller	
Kyla Pitts-Zinn	
Karen Seaberg	
James Matlock	

PROOF OF PUBLICATION

STATE OF ARKANSAS
COUNTY OF CROSS

I, David M. Boger do solemnly swear that I am Publisher of the WYNNE PROGRESS, a weekly newspaper printed in said county, and that I was such Publisher on the dates of publication hereinafter stated, and that said newspaper had a bonafide circulation in said county and in Wynne on said dates, and had been regularly published in said county for the period of twelve months next before the date of the first publication of the advertisement hereto annexed, and that said advertisement was published in said newspaper 1 times for 3 weeks consecutively, the first insertion therein having been made on the

7th day of October, 2011;
2nd insertion 12th day of October, 2011;
3rd insertion 14th day of October, 2011;
4th insertion _____ day of _____, _____;
5th insertion _____ day of _____, _____;
6th insertion _____ day of _____, _____;

SIGNED:

David M. Boger

Sworn to and subscribed before me this _____ day of _____, _____.

Notary Public

My Commission Expires:

Cost of proof\$ 0.00

Fee for printing.....\$ 113.20

TOTAL.....\$ 113.20

Received payment _____, _____.



Holman, Barry House, Isaac Eppes, Matthew Miller, and Karin Weaver. Nathan Standridge will also perform with Lisa Miller, pianist.

Mrs. Miller, accompanist, will direct the Wynne Music Club Chorus and guests in the finale, "A Tribute To The Beatles."

No reservations are required and no admission is charged. A dessert reception will follow the program.

For further information, contact Patricia Duke at 870-238-5566.

re-erected a 152-year-old church bell along with a new church sign.



Sharpes Chapel to celebrate 79th homecoming

CHERRY VALLEY Sharpes Chapel Church of God, 2750 Highway 163, will celebrate its 79th homecoming on Sunday, Oct. 16.

The special speaker for the morning worship service will be Ron Brower of Ironton, Mo. Dinner will be served at noon in the Fellowship Hall.

Special singing will be presented by the Good News Singers from Hayti, Mo. from 2-4 p.m. There will be an evening service.

Everyone is welcome.

For more information, call 870-588-3503.

CORRECTION

The Wynne Progress incorrectly identified an attorney with the Arkansas Municipal League in last Friday's edition.

His name should have been printed as Mark Hayes. The Wynne Progress apologizes for any confusion.

Wynne Church of God hosting Gospel Tent Revival

WYNNE — Wynne Church of God, 808 Highway 64 in Wynne, will host a Gospel Tent Revival from Oct. 16-21 featuring The Gabbards singing and preaching.

Revival services will be held at 6 p.m. Sunday, and 7 p.m. Monday through Friday.

The Gabbards have been involved in the ministry for over 30 years, singing and preaching the message.

For more information, contact Pastor Tim Gabbard at 870-238-8387. 10-14-11

WYNNE PROGRESS

Wynne Progress Office

702 N. Falls Blvd.

Wynne, AR 72396

Office Hours

M-F 8 a.m. - 5 p.m.

PHONE: 238-2375

Fax no. 238-4665

E-mail

Wynneprogress@cablenet.com

THE STAFF

Publisher: David G. Bager

Managing Editor: David Owens

Advertising Mgr.: Brandon Bager

Advertising: David Johnston

Staff Writer: Jay Ball

Legal/Classified: Melissa Watson

Office Mgr.: Andrea Bager Bravner

General Manager: Brandon Bager

Production: Amanda Wallington

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The Wynne Progress is a member of the Arkansas Press Association and the National Press Association.

Cross County School District Public Meeting

What: Public Meeting to Discuss Conversion Charter for Elementary School

When: October 18th, 6pm

Where: Cross County High School Cafeteria



SHAMROCK TURF & CHEMICAL
Chemical fertilization

Programs
No Contracts
Residential and Commercial

Tony Wheat / Jana Shaver

DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of 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 or limited 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 proposed district conversion or limited 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, although the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed district conversion or limited 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 or limited 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 proposed district conversion or limited 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 school not so waived by the approved charter.
6. The proposed district conversion or limited 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 a qualified employee of the school district is covered.
7. The proposed district conversion or limited 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.

REQUIRED ITEM 5b

8. The employees and volunteers of the district conversion or limited 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 or limited 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 charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited 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; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the proposed 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

Matt McClure
Print or type name

Date: 10/28/2011

2011-2012 Application Cycle

ADE Evaluation

Cross County Elementary School
Cross County School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 18, 2011

State Board
Of Education

Stephen Prince
2622 HWY 42
Cherry Valley, AR 72324

Dr. Naccaman Williams
Springdale
Chair

Dear Applicant:

Dr. Ben Mays
Clinton
Vice Chair

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for District Conversion Charter Schools as per the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be in the Charter School Office no later than 12:00 p.m., Monday December 2, 2011.

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Responses should be sent to the following address:

Toyce Newton
Crossett

Vicki Saviers
Little Rock

Dr. Mary Ann Duncan
Charter School Office
Four Capital Mall, Room 302-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

A handwritten signature in black ink, appearing to read "Mary Ann Duncan Ed.D.", written over a horizontal line.

Mary Ann Duncan, Ed.D.
Charter Schools, Program Director

MAD/jf

Enclosure: Public Charter School Application Evaluation Report

Four Capitol Mall
Little Rock, AR
72201-1019
ArkansasEd.org

An Equal Opportunity
Employer

2011-2012
Public Charter School
Application Evaluation Report

**Cross County Elementary, Cross County
School District**



Provided by:
Arkansas Department of Education
Charter School Office

Arkansas Department of Education

District Conversion or Limited Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School: Cross County Elementary

Sponsoring School District: Cross County School District

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
The applicant filed a letter of intent with the ADE on time and included all necessary information.	
Concerns and Additional Questions	Reference
No enrollment cap is listed under the general information requirements section. Please clarify the enrollment cap for the proposed charter school.	Pg. 1

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; and
- A thorough description of the results of the public hearing.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The required notices were not published in the timeframe required by the application. Please clarify the dates the public notice was published in area newspapers.	Pg. 6-8, Attachments

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide additional evidence and documentation of the measurability of the mission statement.	

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide additional valid and reliable data that substantiates the educational needs.	Pg. 8-9
Additional details regarding the description of the educational need that presents a clear option for students is requested.	Pg. 8-9
Further information is needed regarding how the school will meet state educational goals.	Pg. 8-9

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 length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide additional information regarding the curricular and instructional strategies that will be used in the proposed charter school and how they will enhance or expand the current options available.	Pg. 9-12

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 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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
The application meets evaluation criteria.	
Concerns and Additional Questions	Reference

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 transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide evidence regarding the specific plan and timeline for aligning the curriculum with the ADE's content standards, benchmarks and performance data.	Pg. 13-14

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
The letter of intent stated that the enrollment cap for the proposed school would be 450 students. The application states enrollment cap would be 500. Please clarify as to the exact student enrollment cap.		Pg.14
The Applicant states that it will limit the number of non-resident students to 75. This is not acceptable under federal law. Every child, whether living inside or outside the district, must have an equal opportunity to attend the school. If the school's enrollment exceeds the cap, the lottery process must apply to all students seeking enrollment, not just choice students.		Pg. 14

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Application meets evaluation criteria.		
Concerns and Additional Questions		Reference

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Special Education: Clarification is needed regarding the continuum of special education services to be provided according to State and Federal Law.		Pg. 16
There is no mention of Special Education modifications in the New Tech Model. Please address this issue.		Pg. 16
Please ensure that the district will comply with all appropriate Special Education laws.		Pg. 16
ELL: Please describe the services provided to ELL students through the "school's traditional program".		Pg. 16-17

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 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 educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
The application meets evaluation criteria.		
Concerns and Additional Questions		Reference

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Facilities Review Report	
The facilities will be reviewed by the Facilities Division. Upon completion of the review, a report will be provided to the applicant.	

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:

- An explanation of each and every waiver request; and
- A description of how the waiver requests relate to the school's educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal Comments	Reference
<p>1. Requested Waivers:</p> <p>a.) 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.</p> <ul style="list-style-type: none">• 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.

- b.) Ark. Code Ann. § 6-18-206 ("Public school choice"): The Applicant should further clarify what specific portion of the statute it seeks to waive. The Applicant's request to limit the number of school choice students to 75 is problematic, in that it would appear to violate federal law – every child, whether living inside or outside the district, must have an equal opportunity to attend the school. In addition, the restrictions of subsection (f) of the statute may not be waived; a charter school may seek waiver of its own obligations, it may not seek waiver of some other entity's obligations. In addition, Ark. Code Ann. § 6-23-106 prohibits the State Board from taking any action that negatively affects the desegregation efforts of a public school district. Subsection (f)(4) is specifically intended to prevent conflicts with any desegregation order and thus may not be waived.

Concerns and Additional Questions	Reference

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.

Legal Comments	Reference
Concerns and Additional Questions	Reference

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
It is well delineated that parents will be notified of grades and other information but it is not clear how parents will be involved in developing, implementing and evaluating the school improvement plan.	Pg. 20-21
Please clarify how community members will be involved in project based learning.	Pg. 20-21
Please provide a copy of your district parental involvement plan.	Pg. 20-21

ADDITIONAL COMMENTS:

Budget Review:

Strengths:

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

Appendix – required items 3a, 3b, & 3c

Concerns and Additional Questions

The applicant did not submit a budget for 2011-12 and 2012-13. Budget information submitted should be for the years 2012-13 and 2013-2014.

Appendix – required items 2a -2h

The applicant does not include positions or requisite qualifications for all support personnel listed on budget as required by Standard 8. It cannot be determined if budget is accurate to any staffing plan. The applicant should clarify.

Pg. 15

G/T position listed as .5 FTE without salary information for first budget year please clarify

Appendix – required item 2b

Health Services position listed as .5 (appendix – required item 2b & 2f), but referenced as charter using the district nurse (pg. 16). Salary is budgeted for charter as .5 FTE for this position. Please clarify.

The applicant should clarify fringe benefit rates for special education and food service personnel. Budgeted rates are higher than other areas.

Appendix – required item 2b, 2c, 2f, & 2g

The applicant states that the Director of Operations will oversee all functions of the maintenance and custodial staff. Only the Director position is budgeted. Applicant should clarify.

Pg. 15, 2c & 2g

The applicant should clarify calculation for utilities, Property and content insurance.

Appendix – required items 2d & 2h

The applicant should clarify amount used for debt expenditures. No information is presented regarding debt requirements.

Appendix – required items 2d & 2h

2011-2012 Application Cycle

Applicant Response to Evaluation

Cross County Elementary School
Cross County School District

Cross County Elementary
2622 HWY 42
Cherry Valley, AR 72324

RECEIVED
DEC 01 2011

CHARTER SCHOOL OFFICE

Response to Charter Application Evaluation Report

Part 1: Pre-Application materials

No enrollment cap is listed under the general information requirement section.

Response: The student enrollment cap will be 500.

Standards 1 of Application: Public Hearing Results

Concerns and additional questions:

The required notices were not published in the time frame required by the application. Please clarify the dates for public notice was published in area newspaper.

Response: Copies of newsprint proof of verification are attached.

Standard 2 of Application: Mission Statement

Concerns and additional questions:

Please provide additional evidence and documentation of the measurability of the mission statement.

Response: The school will measure the 21st century skills using rubrics that specifically assess written and oral communication, problem solving, and collaboration. Utilizing the NewTech portal (ECHO) will allow tracking of progress for both the school and parents. Parents and students can view assignments, the rubric it will be graded by, the date the assignment was completed (or not completed at all) and the grade the student received for the assignment or test. Transparency of student progress and grades insures there are no surprises and everyone is informed and working toward a common goal. Continued progress to measure grade-level performance will be determined through Dibels progress monitoring in all grades, DRA (Diagnostic Reading Assessment) testing in K-3, and STAR monitoring for 2-6 in Reading and grade-level placement interim assessments in both math and literacy throughout the year while implementing Common Core State Standards in grades K-6 in English Language Arts and state mandates for mathematics (K-8 2012-2013). The school will utilize text correlation to ensure all forms of assessment and monitoring are correlated to grade level expectations. In terms of data disaggregation, it is pivotal that all forms of monitoring display a level of correlation to the respective grade level. In grades K-2, the school will

use map testing to measure growth and determine grade level performance. Map testing will identify areas for growth and remediation in order for continued student growth. All these "checkpoints" throughout the year will measure the effectiveness of preparing our students to be at grade level proficiency in math and literacy.

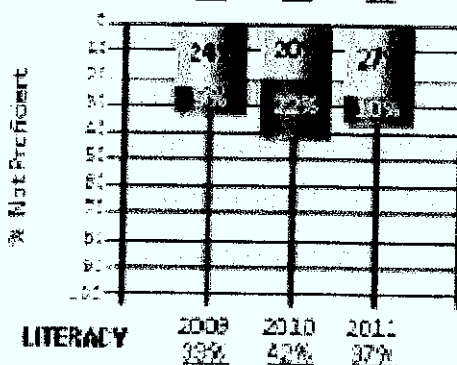
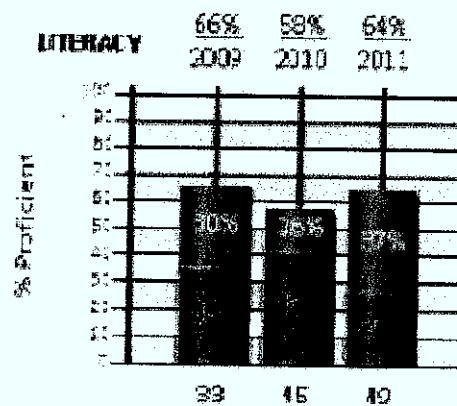
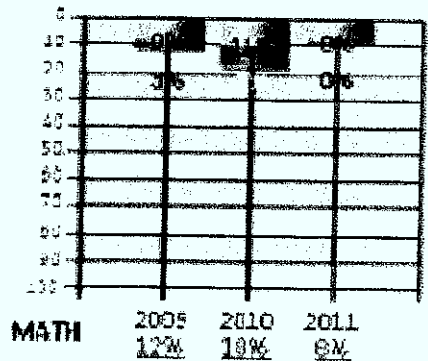
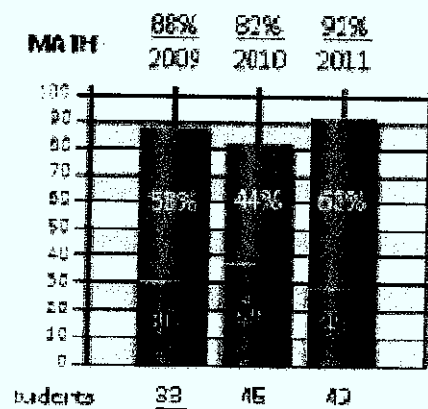
Standard 3 of Application: Educational Need

Concerns and additional questions:

Provide additional valid and reliable data that substantiates the educational needs.

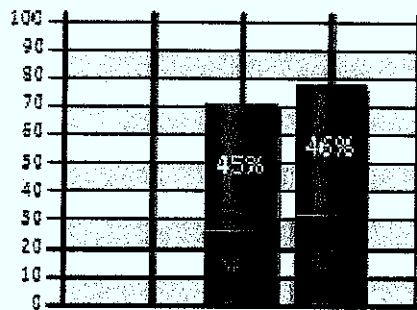
Response: Below are graphs showing three year trend data for Benchmark exams for grades 3-6. The only sub-population for Cross County Elementary School is economically-disadvantaged. Performance levels for economically-disadvantaged students are the same as for the combined population. These AYP charts indicate the school's proficiency levels have virtually flatlined. The last four years of testing reveals proficiency levels for math have ranged from 69% to 72%, and literacy is actually declining from 62% to 58%. Far too many of our students remain below the proficient level.

Third Grade:

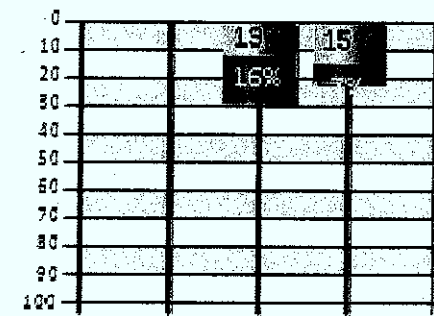


Fourth grade:

MATH 2009 71% 78%
 2010 2011

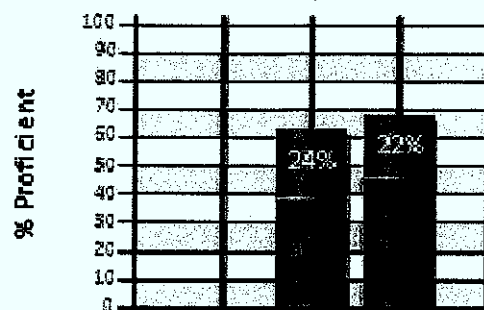


Students 0 38 41

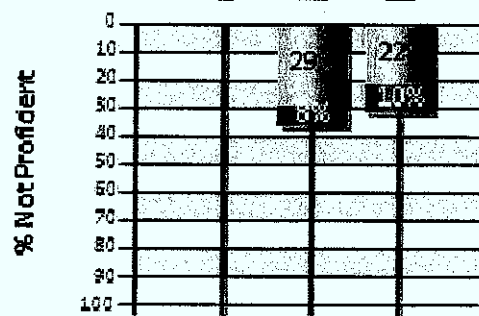


MATH 2009 2010 2011
 29% 22%

LITERACY 2009 63% 68%
 2010 2011

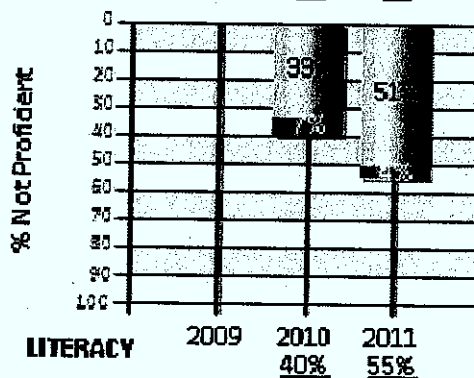
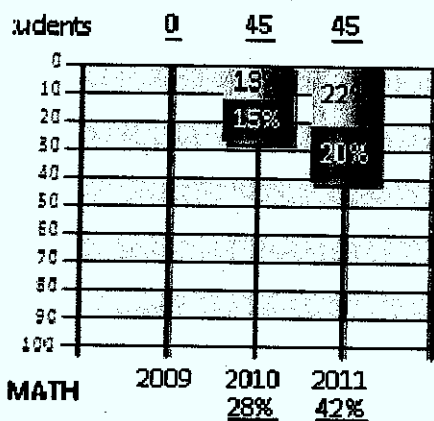
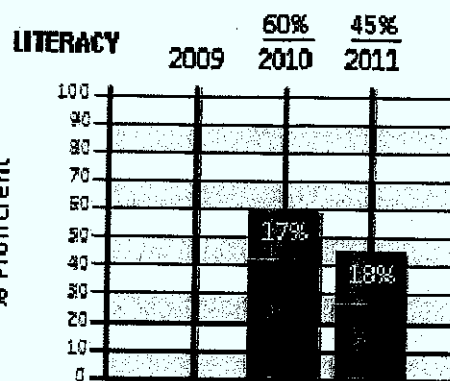
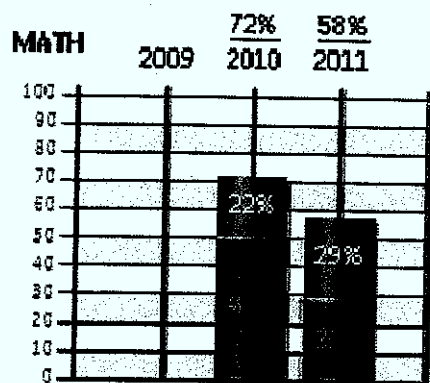


Students 0 38 41

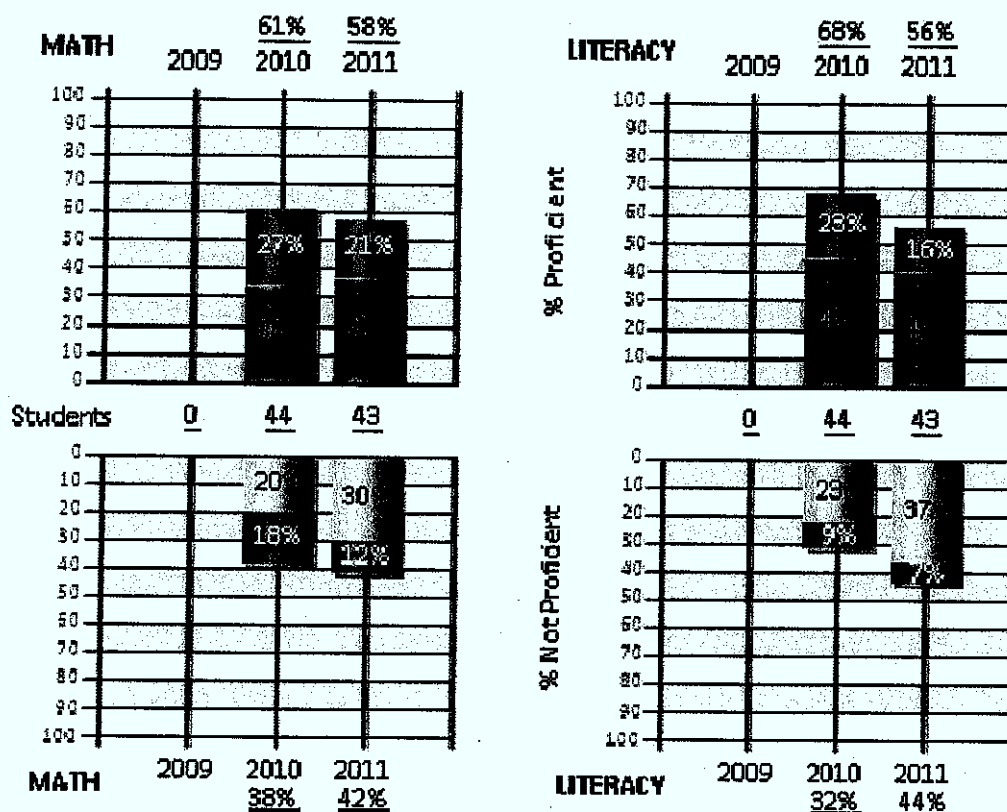


LITERACY 2009 2010 2011
 37% 32%

Fifth grade:



Sixth Grade:

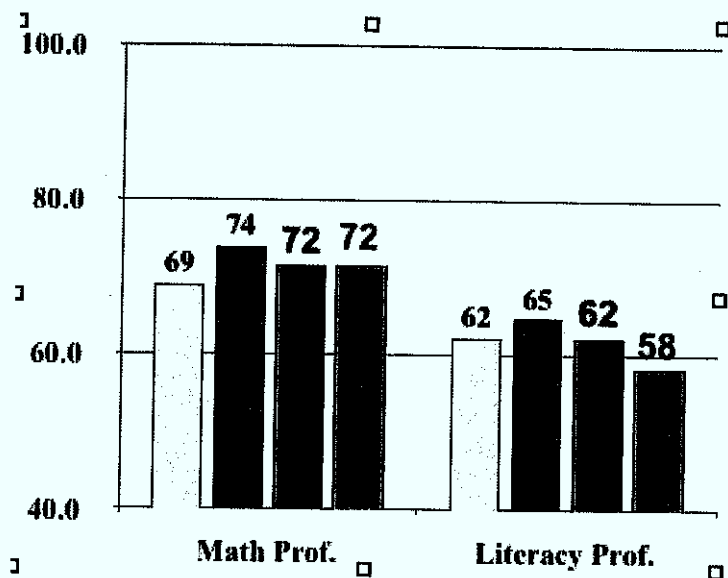


Additional details regarding the description of the educational need that presents a clear option for students is requested.

Response: The following is a detailed description of our AYP status since 2006-2007 is further evidence of the school's need to change and offer another option for our students to succeed. The bar for Adequate Yearly Progress continued to rise, but our performance stayed relatively the same which resulted in School Improvement Year 1 for 2011.

- 2006-07-meeting standards
- 2007-08- meeting standards
- 2008-09- meeting standards
- 2009-10-meeting standards
- 2010-2011- Alert Literacy
- 2011-2012- School Improvement-Year 1 Literacy
- 2011-2012- Alert Math

The table below represents Cross County Elementary School's Benchmark averages for 2008, 2009, 2010, and 2011.



The current methodology used in the classrooms is often not seen as relevant or engaging. The location of the district and the poverty level of the area has limited the exposure of our students to the world outside the district boundaries. Many of the students have not traveled beyond a 50 mile radius of the district. Cross County Elementary will provide a technology rich environment that opens windows to the world. The utilization of project based learning will accelerate the progress of student learning, and provide a successful transition for our students to the New Tech High School. Cross County Elementary School must provide the foundation for continued development of the critical skills that the district has identified as our priority; the skills that students need to succeed in life. Teachers, parents, legislators and the business communities across the country agree that students must be able to problem solve, think analytically, communicate effectively and work collaboratively if they are to be successful in the 21st century.

Concerns and additional questions:

Further information is needed regarding how the school will meet the state educational goals.

Response: We believe by providing project/problem-based lessons that have Common Core standards embedded in the learning that we can meet both the short term and long term goals simultaneously. Through the relevancy of the project and student engagement learning will be driven by the students on a "need to know" basis." This charter will allow Cross County Elementary School to further examine and cultivate ways of preparing our students with both the traditional knowledge and skills, plus the real world skills that will ultimately benefit our students throughout their lives. Project/problem based learning puts all learning into a context that has real meaning to students. Students are authentically engaged in learning as a result of having a personal desire to learn the material. As a result students are better motivated

resulting in better attendance, a lower retention rates, and increased grade level performance.

Additionally project/problem based learning provides greater long-term retention of material. This will allow for less remediation and review and more time spent on new content. Increased retention along with increased student motivation to learn should result in increases in student achievement.

Standard 4 of Application: Educational Program

Please provide additional information regarding the curricular and instructional strategies that will be used in the proposed charter school and how they will enhance or expand current options available.

Response: Project/problem-based learning will provide our students with a more holistic educational experience creating and building student background and experiences. John Dewey stated that students need that experience and schema. Through more PBL learning the teachers can expose our students to more experiences and enhance their schema. PBL implements a community component in projects which in turn provides students with a valuable life skill of reaching out to the community to become involved in project completions and create a larger sense of relevance. We want to instill that giving back to the community is an important life skill. Building presentation skills through oral communication fluency, will give our students an edge in not only education but in the real world. All K-6 classrooms will implement stations, a form of early education learning centers that will foster and embed communication, responsibility, collaboration, and traditional academic skills. Each station will have assignments and rubrics with students in small groups. Teachers will lead some stations while others are student-led. Implementing these stations as a PBL component will create a balanced classroom that embeds traditional academic skills and real-world skills.

Teachers will participate weekly in "cluster" meetings that provide research-based strategies to implement in the classroom identified from academic weaknesses from testing data. Each week valid data is brought to the meeting to track the progress of this strategy and how it is improving student achievement.

Standard 6 of Application: Curriculum Development and Alignment

Please provide evidence regarding the specific plan and timeline for aligning the curriculum with the ADE's content standards, benchmarks, and performance data.

Response: Teachers will continue to implement Common Core State Standards as mandated by the state of Arkansas. Classroom instruction will be mapped with pacing guides developed each summer. The process is guided by the building level administrator and district curriculum coordinator. The standards will be embedded in traditional direct instruction and project/problem-based learning.

Standard 7 of Application: Enrollment Criteria and Procedures

The letter of intent stated that the enrollment cap for the proposed school would be 450. The application states the cap would be 500. Please clarify to the exact student enrollment cap.

Response: The student enrollment cap will be 500 as the High School charter is currently.

The applicant states that it will limit the number of non-resident students to 75. This is not acceptable under federal law. Every child, whether living inside or outside the district, must have an equal opportunity to attend the school. If the school's enrollment exceeds the cap, the lottery process must apply to all students seeking enrollment, not just choice students.

Response: The school is withdrawing this component of Standard 7 in regards to limiting the number of non-resident students to 75 and will comply with State and Federal laws and regulations.

Standard 9 of Application: Student Services

Concerns and additional questions:

Clarification is needed regarding the continuum of special education services to be provided according to State and Federal Law.

Response: As mentioned in the charter application, we are encouraging more opportunity for co-teaching situations with the special education department. All classes will not be co-taught, however, depending on the students need and benefit. We will still continue to provide all services needed for each individual student in accordance to each students' IEP (Individual Education Plan) and comply with all mandates and guidelines under FAPE (Free and Appropriate Education Act) and Section 504.

There is no mention of Special Education modifications in the New Tech Model.

Response: The school will use the New Tech Model to drive project/problem-based learning and utilize the assessment portal, however, we will not be a "New Tech" school. All Special Education modifications will be provided as identified in their IEP or 504 plans. In regards to project/problem-based learning and collaborative activities, each student can contribute to the final product in a meaningful way when group roles account for each students' strengths and weaknesses. Special Education students will be placed according to their needs with a special education teacher. Some students may need to be placed in a more focused environment such as a resource classroom for some subjects. The district will provide a self-contained classroom for students who need or require that setting.

Please ensure that the district will comply with all appropriate Special Education laws.

Response: The school will comply with all appropriate Special Education laws and guidelines to provide all necessary modifications and accommodations to all identified students in the school.

Please provide the services provided for ELL students through the "school's traditional program."

Response: The school currently has no ELL students. Cross County will comply with all state and federal laws and regulations regarding ELL.

Standard 12 of Application: Waivers

Waiver requested for Standard 15.03 in original application.

Response: The school is actually seeking a waiver for statute 6-17-309 in terms of teacher licensure level according to teaching grade or subject matter. The school is seeking the flexibility to assign teachers to a level not within their teaching certification (P-4 or 4-8). An example could include, a P-4 certified classroom teacher with an identified strength in math to teach sixth grade math. The school is also seeking a waiver from statute 6-17-401 that requires a waiver request from the state for teachers teaching out of level. The school requests a waiver for "ADE Rules Governing Parental Notification of an Assignment of a Non-licensed Teacher" because of licensure level. The school is seeking a waiver for Standard 15.03 of the Standards for Accreditation ("Licensure and renewal"). All teachers and school personnel will submit to regulated criminal background checks and central registry checks.

The school is **not** seeking waivers in the following areas:

- All classroom teachers and the school will comply with completing/providing the state mandated 60 hours of professional development. (6-15-1004, "requirement for continued education or professional development for licensure renewal").
- 16-17-302 ("public school principals--Qualifications and responsibilities)
- 16-17-902 ("Arkansas Teachers Salary Law")
- 16-17-919 (a)(1)- "warrants void without valid certification and contract"
- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program Sections 5.02.4 and 5.03.2 requiring standardized assessments be administered by a certified teacher.
- Criminal background checks or central registry checks for all teachers and school personnel.

Arkansas Code Ann 6-18-206 ("Public School Choice") because of the State Board of Education's inability to waive this component. The district is withdrawing this waiver request.

Standard 14 of Application: Parent Involvement

Concerns and additional questions:

How will parents be involved in developing, implementing, and evaluating the school improvement plan.

Response: Cross County will continue to use the ACSIP process. We will continue to involve parents and other community members as part of the school planning team. All parents have the opportunity to serve on the elementary school advisory team which meets three times a year with the building principal and ACSIP coordinator to address concerns and provide a mechanism for parents to have input in the development, implementation and evaluation of the school improvement plan. The leadership team meets weekly throughout the year for planning monitoring progress; they will also participate in the parental advisory meetings.

Please clarify how community members will be involved in project based learning.

Response: Every project culminates with a presentation and an evaluation of that presentation. In as many cases as possible students will present to a panel of people from the community or beyond. If a project involves designing a news letter to inform parents about the school then we will try to have the reporter or editor of the local community paper to serve on the panel.

Multimedia projects will be posted online utilizing the school's YouTube channel. Projects are displayed and implemented in the community.

Please provide a copy of the district's parental involvement plan.

Response: The district's parent involvement plan is attached.

Additional Comments:

Concerns and Additional Questions:

The applicant did not submit a budget for 2011-12 and 2012-13. Budget information should be for the years 2012-13 and 2013-14.

Response: Budgets for 2012-12 and 2013-14 are attached.

The applicant does not include positions or requisite qualifications for all support personnel listed on budget as required by Standard 8. It cannot be determined if budget is accurate to any staffing plan. The applicant should clarify.

Response:

Position: Special Education

Responsibilities:

- Develop and maintain student records and IEP's
- Provide individual educational services for students
- Work with classroom teachers to develop instruction for inclusion students
- Comply with all federal and state laws and regulations

Qualifications:

- Hold a Bachelor's degree and have experience in Education

Count: 2

Position: Food Services

Responsibilities:

- maintain kitchen up to health codes
- prepare and serve lunch and breakfast
- adhere to state nutrition guidelines
- comply with all state and federal laws
- maintain records and reports per state rules and regulations

Count: 4.79

Position: Health Services

Responsibilities:

- maintain student health plans
- check for immunization compliance
- conducts annual required screenings
- maintains accurate and updated student medical records
- complies with all federal and state laws and regulations including HIPPA

Qualifications:

- Licensed/Registered Nurse

Count: 0.5

Position: Data Processing

Responsibilities:

- Maintains accurate student enrollment and attendance records (APSCN)
- maintains integrity of data in student information system (APSCN)
- Maintains financial records for lunch, activity accounts
- Keeps accurate records and receipts for activity accounts
- administers minor first aide to students under the nurse's supervision

Qualifications

- Administrative assistant experience
- experience with word processing and computer applications

Count: 1.0

Media Services (library)

Responsibilities:

- Maintain and update library collections
- Provide academic sessions in library skills, etc.
- Maintains Accelerated Reading and STAR testing
- Provides some interventions to struggling students
- Complies with state and federal regulations regarding Library Media Specialists

Qualifications:

- Bachelor's Degree and Education experience

Count: 1.0

G/T position listed as .5 FTE without salary information for first budget year please clarify. Appendix- required item 2B.

Response: Revised budget attached.

Health Services position listed as .5 (appendix-required item 2b and 2f), but referenced as charter using the district nurse (pg 16) salary is budgeted for charter as .5 for this position please clarify.

Response: Our school nurse is considered a district employee; however APSCN specifications require that the nurse be coded to function 2134 and this function requires the use of a location code. Because of this requirement we are forced to allocate a part of her FTE in APSCN to each building.

The applicant should clarify fringe benefit rates for special education and food service personnel. Budgeted rates are higher than other areas.

Response: The fringe benefits for the salaries on the charter application were figured at 21.65% of the gross salaries plus the allotted FTE times \$1572.00 for health insurance match.

The applicant state that the Director of Operations will oversee all functions of the maintenance and custodial staff. Only the Director position is budgeted. Applicant should clarify.

Response: Budgets are attached.

The applicant should clarify calculations for utilities, property, and content insurance.

Response: Budgets are attached.

The applicant should clarify amount used for debt expenditures. No information is presented regarding debt requirements.

Response: Budgets are attached.

Appendix Items

Appendix 1.....	Proof of Publication
Appendix 2.....	Parent Involvement Plan
Appendix 3.....	Revised 2012-13 Budget
Appendix 4.....	Revised 2013-14 Budget

PROOF OF PUBLICATION

STATE OF ARKANSAS COUNTY OF CROSS

I, David M. Boger do solemnly swear that I am Publisher of the WYNNE PROGRESS, a weekly newspaper printed in said county, and that I was such Publisher on the dates of publication hereinafter stated, and that said newspaper had a bonafide circulation in said county and in Wynne on said dates, and had been regularly published in said county for the period of twelve months next before the date of the first publication of the advertisement hereto annexed, and that said advertisement was published in said newspaper 4 times for 4 weeks consecutively, the first insertion therein having been made on the

28th day of September, 2011;
2nd insertion 7th day of October, 2011;
3rd insertion 12th day of October, 2011;
4th insertion 14th day of October, 2011;
5th insertion _____ day of _____, _____;
6th insertion _____ day of _____, _____;

SIGNED:

David M. Boger 28th
Sworn to and subscribed before me this _____

day of November, 2011.

Melissa K. Watson Notary Public

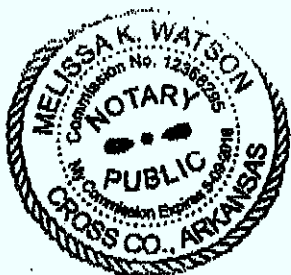
My Commission Expires:

May 9, 2018.

Cost of proof\$ _____

Fee for printing.....\$ 168.00TOTAL.....\$ 168.00

Received payment.....



Title I Cross County School District Parental/Community Involvement Policy

Date Revised: 10/12/09

The Cross County School District's Title I Program understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the school district and those it serves. Therefore, the schools, community, and parents shall jointly develop and distribute a plan to parents. The schools will notify parents about the Title I School Parental Involvement Policy in an understandable and uniform format and will distribute this policy to parents in an understandable language. The schools will make the Title I School Parental Involvement Policy available to the parents and the local community on the district website (<http://www.crosscountyschools.com>). The schools will also adopt a School/Parent/Teacher/Student compact as a part of its Title I School Parental Involvement Policy. The District agrees to be governed by the following statutory definition of parent involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental Involvement means the participation of parents, in regular two-way, and meaningful communication involving student academic learning and other school activities and which ensures:

- That parents play a role in assisting their child's learning;
- That parents are encouraged to be active in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The carrying out of other activities, such as those described in Section 118 of the ESRA.

Therefore, the district shall strive to develop meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the district and the schools shall work to....

1. involve parents and the community in the development of the long range planning of the district Title I Program by working jointly on the schools ACSIP and Title I School Parental Involvement Policy. Parents and community members are also part of the School Guidance Committees, Title I Committees, School Task Force Committee, Handbook Committees, and PTO if one is established. Parent suggestions and input are welcomed and desired.
2. provide the Title I schools in the district the support necessary to enable them to plan and implement effective parental involvement activities by supplying them with personnel such as the parent coordinator and parent facilitators to work jointly with parents, community, and school staff to implement parenting nights. The district has also provided a Title I Parent Center to support parental involvement.
3. have a coordinated Title I Parent Involvement Program that enhances the involvement strategies of other programs such as Head Start, HIPPY, and Cross County ABC Pre-School. Contacts and written notification are given to pre-school programs for entry into Kindergarten. A kindergarten transition/orientation program will be held in May to assist children and families in their transition to the school environment. Programs are presented by the parent coordinator, parent facilitators, and school counselors that enhance parenting skills of the pre-school parents while connecting them to the district's programs.
4. explain to parents and the community the State's content and achievement standards, state and local student assessments, how the district's curriculum is aligned with the assessments, and how parents can work with the district to

improve their child's academic achievement. This will be accomplished in an annual report to patrons, by established school and district task force committees, and by holding parent-teacher conference nights. Parents shall review school handbooks to be informed of student expectations. Parents may use technology to monitor school websites and to communicate with teachers and complete surveys. Parents may attend activities such as open house, Family Math and Literacy Nights, and other school events. Online computer software is available so that parents and students can access and enhance student skills and achievement at home.

5. provide Title I parents with the materials and training they need to be better able to help their child achieve. The Title I staff may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents. The schools will host family literacy. Parents will be informed about the State Parental Involvement Conference, and invited to attend on a first-come basis. Test score materials are given to parents throughout the year at parenting events, sent home with students, and are posted on district websites. Newsletters are placed on the district and teacher web- pages to keep parents informed of student activities. Parents are provided with parenting materials that are secured from state and national websites, the Center for Effective Parenting, Department of Education, Title I Parental Involvement Funds, and local resources. Monthly calendars are available on the schools website and teachers' web pages. The parent coordinator also works with parents/families on an individual bases to provided students/families with practice skill packets to use at home in order to improve students' academic skills. Tutoring and assistance is provided throughout the school year.
6. educate Title I and district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the

school and parents. Staff is educated through involvement seminars and other related professional development programs and activities. Parent suggestions are considered in educating staff regarding communications with parents.

7. keep parents informed about Title I Parental Involvement Programs, meetings, and other activities they may be involved in. Communication shall be, to the extent practicable, in a language the parents can understand. Parents are encouraged to become actively involved in the parent volunteer program, volunteer orientation, the parent center, and to communicate parent and family needs to the parent facilitators and the parent coordinator. Parents are informed of building activities via radio, phone and web-based communication, newspaper, and written notification.
8. find ways to eliminate barriers that work to keep Title I parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences. Title I and District funds are set aside to assist in eliminating barriers to parent involvement. Transportation and childcare may be provided at select times to afford parents the opportunity to participate in school events and activities especially those that effect students' achievement. The parent facilitators, parent coordinator, migrant and homeless liaison will make home visits to keep parents involved in students' education, health and social needs. The district will secure resources and staff for the ELL students and families to eliminate language barriers.
9. find and modify other successful parent and community involvement programs to suit the needs of our Title I parents. The building administrators with the parent facilitators and parent coordinator will visit area and state parent centers to explore exemplar community parent involvement programs.
10. provide reasonable support for other parental involvement activities as

parents may reasonably request. The district staff will provide opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children, as requested by parents, and the district shall respond to any and all suggestions as soon as reasonably possible. The district will entertain all reasonable requests and suggestions by implementing programs to meet the needs of Title I parents.

11. encourage parents to promote the involvement of other parents in school activities and events. The district will seek opportunities to actively involve parents, such as Benchmark Information Nights, Technology Showcase Nights, and Project –based Learning Nights.

12. host an Annual Report to the Public Meeting each fall to inform parents of the school's participation in Title I, its requirements, and parents' right to be involved in Title I and district programs. The district and schools' local curriculum, the state standards, and the district performance on state assessments are also presented.

13. involve parents in the joint development of the School Improvement Plan under section 1116 by informing parents of school improvement status, choices for parents in educating their student, placing parent representatives on school improvement teams, and implementing a task force of parents who will work with staff in the overall education plan for students.

14. provide parents with timely information about our ACSIP, School/Parent/Teacher/Student/Compact, and Title I Meetings by sending home and/or publishing notices to parents pertaining to the districts' plan at the beginning of each school year and throughout the year as needed.

15. review annually the School/Parent/Teacher/Student Compacts by staff, students and parents. The compact outlines how the district shares the responsibility for improved student achievement with parents, staff and students. The Title I compact is signed by students, parents, teachers, and building administrators.

16. ensure the continued improvement of the district's Title I parental/community involvement program, the district will conduct an annual review of its parental involvement policies to examine their affect on promoting higher student achievement. This review will evaluate the content and the effectiveness of the Title I Parent Involvement Policy, assess the change in parental involvement through parent meetings, and determine any barriers to parental participation that need to be addressed. A review will be conducted by a committee consisting of parents and community members, certified and classified staff, and member(s) of the administration. The results and/or changes will be shared with parents and community through written communications.

The Cross County School District's Title I Parent Involvement Policy was adopted by the Parent Involvement Review Committee on October 12, 2009. The district will distribute this policy to all school parents of participating Title I, Part A children and the community in an understandable format.

A handwritten signature in black ink, appearing to read "Matt McClure", is written over a horizontal line.

Matt McClure, Superintendent

Cross County School District

Public Charter School Application
Estimated Budget Worksheet, Year One ~~(2011/2012)~~
2012/13

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students ³³⁸ () x \$6,144.00 State Foundation Funding		
3			\$2,076,672
4	No. of Students (338) x \$51.00 Professional Development		\$17,238
5	No. of Students (244) x eligible rate* NSLA Funding		\$242,048
6	Total State Charter School Aid		\$2,335,958 \$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$2,335,958 \$0.00
15			
16	TOTAL REVENUES		\$0.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>1</u>)	\$55,090	
21	Fringe Benefits	\$13,498	
22	Purchased Services		
23	Supplies and Materials	\$35,000	
24	Equipment	\$5,000	
25	Other (Describe)		\$108,588 \$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>22,89</u>)	\$827,793	
29	Fringe Benefits	\$215,210	
30	Purchased Services	\$30,000	
31	Supplies and Materials	\$35,000	
32	Equipment	\$25,000	
33	Other (Describe)		\$1,133,003 \$0.00

*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%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

34	(Budget Continued)			
35	Special Education:			
36	Salaries: (No. of Positions <u>6.5</u>)	\$150,060		
37	Fringe Benefits	\$ 42,706		
38	Purchased Services			
39	Supplies and Materials	\$10,000		
40	Equipment			
41	Other (Describe)		\$202,766	\$0.00
42				
43	Gifted and Talented Program:			
44	Salaries: (No. of Positions <u>.5</u>)	\$21,296		
45	Fringe Benefits	\$5,396		
46	Purchased Services			
47	Supplies and Materials			
48	Equipment			
49	Other (Describe)		\$26,692	\$0.00
50				
51	Alternative Education Program:			
52	Salaries: (No. of Positions <u> </u>)			
53	Fringe Benefits			
54	Purchased Services			
55	Supplies and Materials			
56	Equipment			
57	Other (Describe)			\$0.00
58				
59	Guidance Services:			
60	Salaries: (No. of Positions <u>.5</u>)	\$48,982		
61	Fringe Benefits	\$12,176		
62	Purchased Services			
63	Supplies and Materials			
64	Equipment			
65	Other (Describe)		\$61,158	\$0.00
66				
67	Health Services:			
68	Salaries: (No. of Positions <u>.5</u>)	\$14,650		
69	Fringe Benefits	\$ 3,957		
70	Purchased Services			
71	Supplies and Materials			
72	Equipment			
73	Other (Describe)		\$18,607	\$0.00

74	(Budget Continued)			
75	Media Services:			
76	Salaries: (No. of Positions <u>1</u>)	\$48,984		
77	Fringe Benefits	\$12,177		
78	Purchased Services			
79	Supplies and Materials			
80	Equipment			
81	Other (Describe)		\$61,161	\$0.00
82				
83	Fiscal Services:			
84	Salaries: (No. of Positions <u> </u>)			
85	Fringe Benefits			
86	Purchased Services			
87	Supplies and Materials			
88	Equipment			
89	Other (Describe)			\$0.00
90				
91	Maintenance and Operation:			
92	Salaries: (No. of Positions <u>1</u>)	\$20,834		
93	Fringe Benefits	\$ 4,510		
94	Purchased Services			
95	(include utilities)			
96	Supplies and Materials			
97	Equipment			
98	Other (Describe)		\$25,344	\$0.00
99				
100	Pupil Transportation:			
101	Salaries: (No. of Positions <u> </u>)			
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>4.79</u>)	\$54,094		
110	Fringe Benefits	\$19,241		
111	Purchased Services			
112	Supplies and Materials			
113	Equipment			
114	Other (Describe)		\$73,335	\$0.00

115	(Budget Continued)			
116	Data Processing:			
117	Salaries: (No. of Positions <u>1</u>)	\$16,364		
118	Fringe Benefits	\$ 5,114		
119	Purchased Services			
120	Supplies and Materials			
121	Equipment			
122	Other (Describe)		\$21,478	\$0.00
123				
124	Substitute Personnel:			
125	Salaries: (No. of Positions <u> </u>)	\$30,000		
126	Fringe Benefits	\$ 6,495	\$36,495	\$0.00
127				
128	If Applicable: Facilities			
129	Lease/Purchase (contract for one total year including facility upgrades)			
130	Please list upgrades:			
131				
132	If Applicable: Utilities (contract for one total year including facility upgrades)	\$51,121		
133	If Applicable: Insurance (contract for one total year including facility upgrades):			
134	If Applicable: Property Insurance	\$9,000		
135	If Applicable: Content Insurance	\$2,250	\$62,371	\$0.00
136				
137	Debt Expenditures:	\$248,070	\$248,070	\$0.00
138	Other Expenditures:			
139	(Describe) Cleaning Contractor	\$18,000	\$18,000	\$0.00
140				
141	TOTAL EXPENDITURES		\$2,097,068	\$0.00

Public Charter School Application
Estimated Budget Worksheet, Year Two (2012-2013)
 2013/14

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (<u>338</u>) x \$ <u>6,267.00</u> State Foundation Funding		
3			<u>\$2,118,246</u>
4	No. of Students (<u>338</u>) x \$ <u>52.00</u> Professional Development		<u>\$17,576</u>
5	No. of Students (<u>244</u>) x eligible rate* NSLA Funding		<u>\$242,048</u>
6	Total State Charter School Aid		<u>\$2,377,870 \$0.00</u>
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		<u>\$2,377,870 \$0.00</u>
15			
16	TOTAL REVENUES		<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$0.00</div>
17			
<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>1</u>)	<u>\$55,090</u>	
21	Fringe Benefits	<u>\$13,498</u>	
22	Purchased Services		
23	Supplies and Materials	<u>\$35,000</u>	
24	Equipment	<u>\$5,000</u>	
25	Other (Describe)		<u>\$108,588 \$0.00</u>
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29	Fringe Benefits	<u>\$215,210</u>	
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31	Supplies and Materials	<u>\$35,000</u>	
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33	Other (Describe)		<u>\$1,133,003 \$0.00</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.

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74	(Budget Continued)			
75	Media Services:			
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86	Purchased Services			
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88	Equipment			
89	Other (Describe)			\$0.00
90				
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92	Salaries: (No. of Positions <u>1</u>)	\$20,834		
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101	Salaries: (No. of Positions <u> </u>)			
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>4</u> .)79	\$54,094		
110	Fringe Benefits	\$19,241		
111	Purchased Services			
112	Supplies and Materials			
113	Equipment			
114	Other (Describe)		\$73,335	\$0.00

115		(Budget Continued)			
116	Data Processing:				
117	Salaries: (No. of Positions <u>1</u>)	\$16,364			
118	Fringe Benefits	\$ 5,114			
119	Purchased Services				
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121	Equipment				
122	Other (Describe)		\$21,478	\$0.00	
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124	Substitute Personnel:				
125	Salaries: (No. of Positions <u> </u>)	\$30,000			
126	Fringe Benefits	\$ 6,495	\$36,495	\$0.00	
127					
128	Facilities:				
129	Lease/Purchase (contract for one total year including facility upgrades)				
130	Please list upgrades:				
131					
132	Utilities (contract for one total year including facility upgrades)	\$51,121			
133	Insurance (contract for one total year including facility upgrades):				
134	Property Insurance	\$9,000			
135	Content Insurance	\$2,250	\$62,371	\$0.00	
136					
137	Debt Expenditures:	\$248,070	\$248,070	\$0.00	
138	Other Expenditures:				
139	(Describe) Contractor Cleaning	\$18,000	\$18,000	\$0.00	
140					
141	TOTAL EXPENDITURES		\$2,097,068	\$0.00	

2011-2012 Application Cycle

Review Council Overview

Cross County Elementary School
Cross County School District



ARKANSAS DEPARTMENT OF EDUCATION

December 16, 2011

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

Dr. Ben Mays
*Clinton
Chair*

Jim Cooper
*Melbourne
Vice Chair*

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Mr. Stephen Prince
Cross County School District
2622 HWY 42
Cherry Valley, Arkansas 72324

Re: Cross County Elementary Public Charter School Application

Dear Mr. Prince:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on December 14, 2011. Enclosed for your review, you will find the following:

- ADE Internal Review Results, November 10, 2011
- ADE Charter Review Council Review Results, December 9, 2011
- ADE Charter Review Council Interview Results, December 14, 2011

Based upon the information currently available, the Charter Review Council can support your application for a district conversion charter school. However, please be advised that the Charter Review Council is purely advisory in nature. Consequently, the position of the Charter Review Council is not binding upon charter applicants or the State Board.

The State Board may approve or disapprove a charter application without regard to the position of the Charter Review Council. On January 9, 2012, the State Board will conduct a complete, full and independent review of your charter application to determine whether it should be approved.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact the Charter Schools Office, at (501) 683-5313.

Respectfully,

Mary Ann Duncan, Ed.D.
Charter Schools, Program Coordinator

Enclosures

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc (w/encls): Ms. Phyllis Stewart, State Board Office
Jeremy C. Lasiter, General Counsel

**Cross County Elementary School
Cross County School District
November 10, 2011 ADE Internal Review Results**

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results		X	
Standard 2: Mission Statement		X	
Standard 3: Educational Need		X	
Standard 4: Educational Program		X	
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment			X
Standard 7: Enrollment Criteria and Procedures		X	
Standard 8: Staffing Plan			X
Standard 9: Student Services		X	
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement		X	
Totals	0	7	7

**Cross County Elementary School
Cross County School District
As of December 9, 2011 Charter Review Council Meeting**

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results		X	
Standard 2: Mission Statement			X
Standard 3: Educational Need			X
Standard 4: Educational Program			X
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment			X
Standard 7: Enrollment Criteria and Procedures			X
Standard 8: Staffing Plan			X
Standard 9: Student Services			X
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement			X
Totals	0	1	14

Cross County Elementary School Cross County School District As of December 14, 2011 Charter Review Council Interviews			
	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results			X
Standard 2: Mission Statement			X
Standard 3: Educational Need			X
Standard 4: Educational Program			X
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment			X
Standard 7: Enrollment Criteria and Procedures			X
Standard 8: Staffing Plan			X
Standard 9: Student Services			X
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement			X
Totals	0	0	14

The Applicant was in error of Standard One. The Public Hearing was published one day short of the three week publication requirement. Overall, the Applicant is in substantial compliance with Standard One.

2011-2012 Application Cycle

Additional Documents

Cross County Elementary School
Cross County School District

Jodie Fairchild (ADE)

From: Mary Ann Duncan (ADE)
Sent: Saturday, December 10, 2011 11:06 PM
To: stephen.prince@crosscounty.com
Cc: Jodie Fairchild (ADE); Diane Gross (ADE); Mark White (ADE); Jeremy Lasiter (ADE)
Subject: Additional Information Needed

Importance: High

Mr. Prince,

After a review of the district conversion application for Cross County Elementary, the Charter Review Council has requested additional information. Please submit a written response to the following at the time of your scheduled interview with the Council on December 14, 2011;

1) Provide documentation on the student capacity for the Cross County Elementary Charter School facility.

Please feel free to contact me in the Charter School Office at (501) 683-5313 should you have any questions.

Thank you,
Mary Ann Duncan

After a review of the district conversion application for Cross County Elementary, the Charter Review Council has requested additional information. Please submit a written response to the following at the time of your scheduled interview with the Council on December 14, 2011;

1) Provide documentation on the student capacity for the Cross County Elementary Charter School facility.

Please feel free to contact me in the Charter School Office at (501) 683-5313 should you have any questions.

Thank you,
Mary Ann Duncan

Cross County Elementary School has experienced moderate student growth over the last 3 years after experiencing a decline in student achievement for almost 15 years. We have recently added portable classrooms to accommodate this growth and have already prepared for additional growth in our ten-year facilities master plan by adding additional classrooms. At some grade levels we have room for additional growth without adding additional classrooms. While we do not anticipate tremendous growth, based on our experiences with our high school charter, we will be prepared for any growth that will help us attain our enrollment cap.

2011-2012 Application Cycle

ADE Hearing Letter

Elkins ExPLORE Charter School
Elkins School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

December 13, 2011

State Board
of Education

Ms. Paula Wheeler
Elkins School District
349 N. Center St.
Elkins, AR 72727

Dr. Ben Mays
Clinton
Chair

**Re: Notice of State Board Hearing
Elkins ExPLORE Conversion Charter School Application**

Jim Cooper
Melbourne
Vice Chair

Dear Charter Applicant:

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

The State Board of Education will consider the above-referenced district conversion public charter school application at its regularly scheduled meeting on **Monday, January 9, 2011**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any personnel and documentation necessary for you to address any questions the State Board of Education may have.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. § 6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools. Enclosed you will find the hearing procedures to be used by the State Board of Education.

Should either party wish to make an electronic presentation to the State Board of Education, a copy must be received in my office **no later than 2:00 p.m. on December 20, 2011**. A hard copy may be faxed to my office at (501) 682-4249, or an electronic copy may be e-mailed to mark.white@arkansas.gov.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

J. Mark White
Staff Attorney

Enclosure

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc (w/encl): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator

CONVERSION CHARTER SCHOOL
STATE BOARD HEARING PROCEDURES

Source: Section 7.00 of the ADE Rules Governing Public Charter Schools

- 1) All persons, with the exception of attorneys, who plan to provide testimony must be sworn in by the court reporter.
- 2) The charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 3) The State Board shall follow the presentation with discussion of the charter application and possible questions to the conversion charter school applicant.
- 4) The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.
- 5) The State Board may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.

2011-2012 Application Cycle

Letter of Intent

Elkins ExPLORE Charter School
Elkins School District

Elkins School District

"Committed to Excellence"

349 N. Center
Elkins, AR 72727
(479) 643-2172
Fax: (479) 643-3605

RECEIVED
AUG 30 2011

August 26, 2011

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

CHARTER SCHOOL OFFICE

Dear Arkansas Department of Education,

Elkins School District would like to formally apply to open a Conversion Charter School. The name of the proposed charter school will be Elkins Charter School. The initial location for the approved conversion charter school will be located in portable buildings adjacent to Elkins High School and Elkins Middle School. The final location will be in conjunction with our anticipated upcoming building project of Elkins High School. Elkins Charter School will serve students in grades K -12 and provide extended learning opportunities for students. The proposed enrollment student cap would be 582 students, based on the current population being served in the area.

The purpose of the Elkins Charter School will be to provide an online hybrid learning system to enhance student learning, offer students the unique opportunity to experience hands-on activities, and offer social settings to expand community skills and involvement.

We are excited about the possibilities that this wonderful addition can bring to our existing educational opportunities for rural students of Washington County. Please contact me with any further questions at 479-643-2172.

Sincerely,

Megan Witonski

Megan S. Witonski
Superintendent
Elkins School District

K-2 Primary Elementary Office: 643-3380 3-6 Elementary Office: 643-3382
Middle School Office: 643-2552 High School Office: 643-3381

2011-2012 Application Cycle

Application

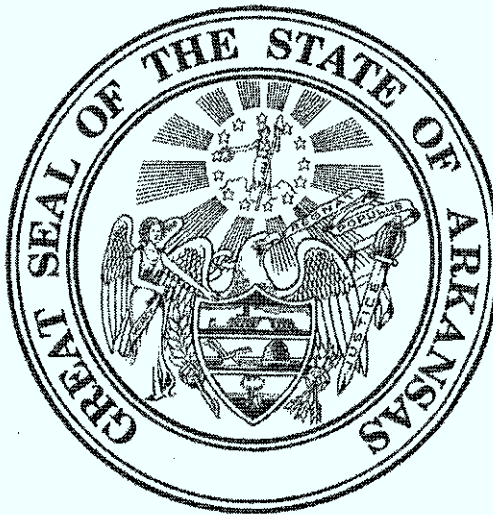
Elkins ExPLORE Charter School
Elkins School District



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



Charter School: EXPLORE

Date Submitted: 10/26/11

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED
PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Elkins ExPLORE Charter School

Grade Level(s) for the School: K-12 Student Enrollment cap: 500

Name of School District: Elkins School District

Name of Contact Person: Paula Wheeler

Address (no P.O. Box please): 349 N. Center Street City: Elkins ZIP: 72727

Daytime Phone Number: (479) 643-2690 FAX: (479) 643-2726

E-mail: pwheeler@elkinsdistrict.org

Charter Site Address: 349 N. Center Street

City: Elkins ZIP Code: 72727

Date of Proposed Opening: August 2012

Name of Superintendent: Megan Witonski

Address: 349 N. Center Street

City: Elkins Zip Code: 72727

Phone Number: (479) 643-2172 FAX: (479) 643-3605

E-mail: witonski@elkinsdistrict.org

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

Elkins Alternative School (iCan), which currently has 13 students enrolled grades 7-12 will be converted to Elkins ExPLORE Charter School. Elkins ExPLORE Charter School will serve student grades K-12 with varying degrees of involvement. ExPLORE will offer a challenging technology embedded academic program to a diverse student population. The focus of ExPLORE is to provide students with Experiences to Pursue Lifework Opportunities through Real-world Education (ExPLORE).

ExPLORE Charter School will have a maximum enrollment of 500 students. During each year of operation, the student cap will increase as the Elkins School District constructs a new high school. The cap will be 80 students for the first year, 160 students for the second year, and approximately 350 for the third year. If the number of students seeking enrollment in the school exceeds capacity, the students will be randomly selected by anonymous lottery. The total number of students enrolled in the school will not exceed 500 without formally amending this charter.

This extended year, extended day school will meet with varying hours Monday through Friday. Each student will have an individualized schedule which will be determined by student and family needs to meet requirements for instructional time. Instructional time will be delivered using a variety of means, including any or all of the following: a traditional school schedule, a flexible schedule, and/or by appointment.

ExPLORE Charter School will strive to be an innovative school to promote deeper knowledge through project based learning, integrated technology, and collaborative school culture. ExPLORE students will be given the opportunity to seek academic educational avenues through a blended instructional educational environment that will seek goals and objectives of a new tech school. Through computer based curriculum and project based learning, ExPLORE students will be able to leverage his/her own learning by accessing the curriculum at school and from home; at the speed he/she needs; and with the guidance of content experts. In addition, students will be afforded the opportunity to participate in internships, apprenticeships, job shadowing, job certification, and real-world applications as they move through the program. Through the blended environment, ExPLORE will provide an opportunity for a meaningful and operative education. This approach will connect schools, families, and the community for a seamless educational system.

Along with academics, ExPLORE students will be able to participate in extra-curricular activities provided by Elkins ExPLORE Charter School, Elkins High School, Elkins Middle School, and/or approved outside sources. Extra-curricular experiences combined with an already enhanced instructional program will promote the development of individuals capable of functioning in today's ever changing society.

D. REQUIRED INFORMATION

The applicant for the proposed district conversion or limited public charter, if approved by the State Board of Education, 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 Arkansas Department of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 30 pages.**

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion or limited public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

Elkins School District has shown a commitment to establishing a charter school for over a year. The school board first adopted the idea of starting a charter school at the October 11, 2010 board meeting in order to provide expanded services for district students (see Attachment A). Then, on December 16, 2010, Elkins School District formally applied for a conversion charter school by sending an application letter to the Arkansas Department of Education (see Attachment B). District support then continued with another letter of application on August 26, 2011 to finalize the initial application process (see Attachment C).

After the first phase of the formal application letter to the Arkansas Department of Education, Elkins School District then began discussing, with the public, charter school possibilities. Public communication began with a letter to announce the Annual Report to the Public and the Public Annual Report notification in the local newspaper on September 15, 2011 (see Attachments D and E). Five days later, on September 20, 2011, the district held the Annual Report to the Public and announced the charter school application, opportunities, and the public charter school public hearing (see Attachment F). Then, during the three week period prior to the public hearing, announcements were sent home to each student and certified employees (see Attachment G) publicizing the meeting along with notices being published in the local newspapers (see Attachments H, I, and J).

Then, a public hearing to gauge the level of community support was held Tuesday, October 25, 2011 at the Elkins High School cafeteria. Attendees included community members and parents of the Elkins School District to be served by the proposed charter school (See Attachment K). After the mission, structure, and curriculum plans were shared, positive comments encouraging the school to pursue the charter school conversion were expressed.

Approximately 20 parents, staff members, administrators, and community members were in attendance. Mrs. Paula Wheeler, current Elkins ALE school Principal, and Mrs. Megan Witonski, Superintendent, presented a comprehensive program overview. The meeting concluded at 6:30 p.m. All attendees were unanimously in favor of establishing the Elkins ExPLORE Charter School. Verification of notice to the public, parents, and certified school personnel is attached to this application.

- Attachment A is board minutes from October 11, 2010 approving conversion charter school
- Attachment B is the application letter to the Arkansas Department of Education dated December 16, 2010
- Attachment C is the application letter to the Arkansas Department of Education dated August 26, 2011
- Attachment D is the letter sent home with all students concerning the Annual Report to the Public on September 15, 2011.
- Attachment E is the Affidavit of publication of the notice for the Annual Report to the Public Meeting that ran in the White River Valley News published in Elkins, Arkansas on September 15, 2011.
- Attachment F is the sign in sheet for the Annual Report to the Public on September 20, 2011.
- Attachment G is the announcement distributed to parents of all students enrolled in the Elkins School District.
- Attachment H is the Affidavit of publication of public notice that ran in the Madison County Record published in Huntsville, Arkansas on October 20, 2011.
- Attachment I is the Affidavit of publication of public notice that ran in the Northwest Arkansas Times published in Fayetteville, Arkansas on October 24, 2011.
- Attachment J is the Affidavit of publication of public notice that ran in the Springdale Morning News published in Springdale, Arkansas on October 24, 2011.
- Attachment K is the sign in sheet for the charter school public hearing held on October 25, 2011.
- Attachments L, M, N and O are letters of support from the Elkins School Board, parent, and community representatives.

2. Give the mission statement of the proposed district conversion or limited public charter school.

The mission of Elkins ExPLORE Charter School, in collaboration with all stakeholders, is to enrich students' lives by providing opportunities to develop academic, social, ethical, and lifework skills to be successful in a changing world.

3. Describe the educational need for the school.

As of October 2011, the Elkins School District's K-12 enrollment is 1,168 students. The district has one high school, one middle school, one elementary school, one primary school, and one alternative learning environment. Elkins is situated in rural, eastern Washington County. Fifty-three percent of the school's students live in poverty as defined by the National School Lunch Act. The elementary school is in year three school improvement, meets standards, for special population scores and the middle school is on academic alert for literacy scores.

Many students face obstacles that are difficult to remove in the traditional school setting. These students often get behind, see no way of catching up, lose hope, and drop out of school. In order to prevent this from happening in our community, the charter school will remove as many of those obstacles as possible by customizing the educational experience through flexible access to curriculum, engaging instruction, mastery learning, addressing the needs of the individual learner, and providing career and college readiness.

4. Describe the educational program to be offered by the district conversion or limited public charter school.

Elkins ExPLORE will be designed to fit the needs of the learner with computer based learning, research based instructional practices, teacher directed instruction, project based learning, and concurrent credit classes. One-on-one, small group, and whole group instruction will be blended with computer based courses such that students will have access to curriculum at home or at school using technology and teachers as resources. Concurrent classes will be offered through partnerships with higher education schools located in the region.

This rigorous core curriculum is designed to develop the intellectual capacity of students attending ExPLORE. All aspects of the educational program will be designed as mastery learning with emphasis on project based learning. ExPLORE instructors will incorporate the components and methodologies that are most advantageous to the students such as authenticity of the problem and the intended product, academic rigor, applied learning in real-world situations, active exploration by students, adult connections, and assessment practices that include the use of clear criteria and structured self assessment.

Computer Based Instruction

Program options may include A+ Anywhere Learning System, K12 software, Odysseyware, and Northwest Evaluation Association (NWEA) assessments. Through these program options, students will have access to highly developed and highly engaging curriculum. These learning experiences will be augmented by ExPLORE teachers to further explanations, projects, and hands-on activities as well as provide additional assistance when needed. Pre-testing, progress monitoring, and student engagement time reporting are features of these computer based instructional programs that will be used to further customize the learning experience for each child. Recent advances in technology make these computer based instructional programs more engaging than ever. Reporting capabilities will provide ExPLORE teachers with the

data needed to make the right decisions about student learning in a timely and manageable manner.

Instructional Time and School Calendar

All students will have direct contact with their instructors at least 20 of the required 30 hours of weekly instruction. Students needing additional support from their instructors, to ensure academic success, will be required to have supplementary direct contact with ExPLORE teachers.

The school will be in session for 178 days during the regular session. Two summer sessions will last 13 school days each. The total number of school days will be 204.

Media Center and Educational Resources

ExPLORE students will have access to a large online library of interactive materials through subscriptions purchased by the school district and through the A+ Anywhere Learning System. Students will also have access to district media centers and the Elkins Public Library.

Standards Based Instruction and Assessment

ExPLORE curriculum is aligned with state standards and the district curriculum guide. Common assessments based on the courses in which they are enrolled will be given to all students. ExPLORE student data will be analyzed by district staff to determine how best to improve student achievement before the state exams. This is one tool utilized for continuous feedback for student achievement.

Extended Learning Opportunities

Extended Learning Objectives:

1. To provide a safe and orderly environment.
2. To focus on the development of the whole child.
3. To provide opportunities for success while being challenged to think.

Extended Learning Activities:

1. Homework assistance
2. Literacy, math, and writing instruction based on state and district standards and benchmark.
3. Accelerated learning for targeted students
4. Enrichment activities that may include fine arts, music, drama, dance, foreign language, computer, and career/workplace readiness.
5. Instruction will blend knowledge and fun.

5. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning 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 schools' initial five (5) year period.

Since this school is new, no baseline data for student achievement are available. Therefore, the measureable goals of this charter school are for the students to meet AYP and Common Core goals for each test for each year, including the first five years.

Reading and mathematics will be assessed using ACTAAP benchmark and end-of-course exam results, Common Core Assessments, Northwest Evaluation Association (NWEA) assessments, and computer based interim assessments. NCLB, Act 35, or any current legislation requirements for students scoring below certain levels as defined in legislation will have treatments as indicated by current legislation.

Students will be tested using NWEA assessments and/or A+ Anywhere assessments to determine their reading comprehension and mathematics reasoning. Each student who does not achieve on grade level will receive extra support and tutoring until individualized goals are reached.

6. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

ExPLORE administration and district staff will work with teachers to develop and align curriculum with the Arkansas Curriculum Frameworks and the Common Core Standards. Common Core Standards will be aligned and implemented in grades K-2 during 2011-2012, grades 3-8 during 2012-2013, and grades 9-12 during 2013-2014 school years. Assessments will also be developed for frequent monitoring to ensure that students are progressing. The assessment resources will be used to provide a rich picture of student learning from multiple sources. Standards, curriculum, and assessment will be aligned with each other and with the school's vision to create a quality educational program. As grade levels move from Arkansas Curriculum Frameworks to Common Core Standards, ExPLORE administration and district staff will work with teachers to develop and align crosswalks between the two curriculums to make a smooth transition. For both Arkansas Curriculum Frameworks and Common Core Standards, instructors will utilize the following steps in the alignment process:

- Instructors will collaborate with colleagues in the same discipline to achieve a higher understanding of the frameworks/standards. They will identify student learning expectations, large scale concepts, units, individual skills, and principles that must be taught each grading period to address the frameworks. Assessments based on curriculum frameworks/standards will be used to evaluate the quality of instruction. District curriculum maps and vertical alignments will be used throughout this process. Teachers will submit unit plans with learning objectives and the frameworks to which they are correlated to ensure that the frameworks/standards are being embedded in the instruction.

- Benchmark assessments and interim assessments will be developed to provide feedback regarding the instruction. These common assessments will be administered to all students. A combination of portfolios, projects, simulations, norm-referenced, criterion referenced, performance series, and other assessments will be used to determine student achievement and the quality of instruction. Students who are not making progress on interim assessments and course work will be identified and interventions will be created to ensure success by the next interim assessment.

7. Describe the enrollment criteria and the student selection process. Include a statement of what student selection method will be utilized in the event that more students apply for admission to the district conversion or limited public charter school than can be accommodated under the terms of the charter.

Elkins ExPLORE Charter School will be open to all students who reside in the Elkins School District. In accordance with all federal and state laws, no student will be denied enrollment in the school based on race, ethnicity, national origin, gender, or disability. A recruitment plan that provides information to parents and students about ExPLORE and the application process will be published annually.

Students who are currently enrolled or reside in the Elkins School District will have first priority for enrollment in the charter school at the time of conversion, second priority will be given to at-risk students, and third priority to home school students.

The cap will be 80 students for the first year, 160 students for the second year, and 350 for the third year. If the number of students seeking enrollment in the school exceeds capacity, the students will be randomly selected by anonymous lottery. The total number of students enrolled in the school will not exceed 500 without formally amending this charter.

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.

School Director / Principal

The principal of Elkins ExPLORE will hold a degree and an administrative license. This person will be highly qualified to serve in this capacity and will model the school's philosophy. The principal's primary responsibility is to spearhead the implementation of all outlined programs and ensure that the school is reaching its goals and mission. The principal will provide instructional leadership for ExPLORE staff. This person will work with teachers and district staff in the areas of curriculum planning, review and implementation, and in professional development. This person is responsible for school administration and the safety and welfare of the students and staff.

Other Duties:

- Establishes, monitors, and revises schedules
- Provides supervision to students

- Supervises extra-curricular and elective activities
- Evaluates instructors
- Provides professional development opportunities for building personnel
- Manages the school budget
- Establishes and meets with the school teams to monitor implementation for the school program
- Implements policies and procedures established in the approved ExPLORE Charter, by the Elkins School Board, and the Arkansas Department of Education
- Develops and maintains a communication plan to build relationships with parents, parent groups, and the community.

Counselor

The counselor will hold a degree, which meets state requirements. The primary responsibilities of the counselors are to advise students with career action planning and the scheduling process; offer a comprehensive guidance program for students; provide and coordinate the support services for students and their families.

In addition to a district school counselors, a school based mental health professional that is a state certified school psychologist will be made available to students at ExPLORE as well.

Literacy Specialist

The district literacy specialist will provide professional development to strengthen instructional strategies in literacy including differentiated instruction; model research-based, best teaching methodologies; monitor student progress in literacy; and ensure students are provided challenge and rigor.

Math Specialist

The district math specialist will provide professional development to strengthen instructional strategies in math including differentiated instruction; model research-based, best teaching methodologies; monitor student progress in math; and ensure students are provided challenge and rigor.

Teachers

The primary responsibility of the teacher is to lead students toward the fulfillment of their potential for intellectual, emotional, and psychological growth and maturation to enhance academic achievement. Other duties and responsibilities include the following:

- Focus on student achievement through quality instruction.
- Assesses the academic progress of students on a regular basis.
- Reports student academic progress to administration, students, and parents.
- Implements policies, rules, and guidelines of the charter, the Elkins School Board, and the Arkansas Department of Education.

- Cooperates with other members of the staff in planning instructional goals, objective, and methods.
- Establishes and maintains communication with students and parents.
- Other duties as assigned.

Special Education Teachers

The primary responsibility of the special education teacher is to ensure that every student is meeting or is on target to meet goals outlined by the Individual Educational Plan (IEP) of each identified student. Monitoring curriculum modifications will be a major responsibility of this instructor along with completing IEPs and conducting the required conferences for each child in order to comply with due process as required by law. All other duties of instructor as outlined above will apply to the special education instructor also.

At maximum student enrollment (500), the staff of Elkins ExPLORE will consist of the following:

- Director/Principal (1.0 FTE)
- Counselor (1.0 FTE)
- Instructors (17.0 FTE)
- Special Education Instructors (based on IEP requirements)
- Technology personnel (1.0 FTE)
- Secretary (1.0 FTE)
- Paraprofessionals (2.0 FTE)

The staff members will be added as student enrollment increases. Until such a time as ExPLORE enrollment dictates, certain positions may be shared with Elkins High School, Elkins Middle School, Elkins Elementary School, and Elkins Primary School. The director/principal and certain teaching positions will be ExPLORE staff from the beginning.

9. Describe the manner in which the school will make provisions for the following student services:

(A) Guidance Program

The maximum number of students attending ExPLORE will require a counseling staff of 1.0 FTE certified personnel and existing Elkins School District counselors. Until student numbers necessitate that another school counselor be hired, the Elkins ExPLORE Charter School will utilize current counselors at Elkins High School, Elkins Middle School, Elkins Elementary School, and Elkins Primary School.

(B) Health Services

ExPLORE's health services will be in compliance with ADE rules and regulations governing school health services.

(C) Media Center

Students enrolled in ExPLORE will have access to a large online library of interactive materials. The literacy specialist will supervise these services. Students will also have access to lending library resources from Elkins High School, Elkins Middle School, Elkins Elementary School, and Elkins Primary School as well as materials from the Elkins Public Library, and the Northwest Arkansas Educational Cooperative.

(D) Transportation

Transportation will be provided to students who attend ExPLORE by the Elkins School District. ExPLORE students will receive the same level of services that other students enrolled in the district receive as defined in school district policies.

(E) Food

Students enrolled in the traditional programs at ExPLORE will be provided food services from the Elkins School District Food Services Department. Breakfast and lunch will be served each day school is in session.

(F) Special Education

Elkins ExPLORE Charter School will receive services provided by the district and the Boston Mountain Educational Cooperative Department of Special Services. All services currently being provided special needs students will be available to ExPLORE students. The charter school will be in full compliance with all federal and state regulations concerning IDEA and 504 at all times.

(G) Alternative Education

The current alternative education program is being converted into Elkins ExPLORE Charter School. Students will receive the services that have been outlined above. Any student who qualifies for the school district's alternative education program will be provided service at Elkins ExPLORE Charter School.

(H) Gifted and Talented Program

ExPLORE will not offer a formal, separate gifted and talented program.

10. Provide a statement affirming that the charter school will participate in the Arkansas Public School Computer Network, as required by state statute or by State Board of Education rule, for reporting education and financial data, including grants or private donations received by the school.

The Elkins School District reports educational data through the Arkansas Public School Computer Network. Elkins ExPLORE, as a conversion charter school in Elkins School District, will report educational data through APSCN.

11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply 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. 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.

The 7-12 facility to be used for Elkins ExPLORE Charter School is currently being used as Elkins Alternative Learning Environment which is located at 349 North Center Street, Elkins, Arkansas. The K-6 facility to be used for Elkins ExPLORE Charter School will be located in the Elkins Primary School building located at 349 North Center Street, Elkins, Arkansas. The Elkins School District is in the process of constructing a new 9-12 high school building to be completed in 2013. Upon completion, the Elkins ExPLORE Charter School will move into one of the existing high school buildings. The building was constructed in 1990 and meets the ADA and IDEA requirements. If students with exceptional needs beyond current modifications enroll, the Elkins School District is committed to making the modifications needed to comply with ADA and IDEA.

There are no alcohol sales within 1,000 feet of this location. Local zoning laws dictate that the area be used for public schools.

12. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), Arkansas Department of Education rules, and the *Standards for Accreditation of Arkansas Public Schools and School Districts* that the district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. Provide a brief description of the need for each waiver requested.

Elkins ExPLORE requests the following waivers from Arkansas Code Annotated, State Board of Education Rules and Regulations, and Standards for Accreditation of Arkansas Public Schools:

State Statute Waivers Requested

6-10-106

Start and End Dates for School Year

Elkins ExPLORE Charter School requests a waiver to have an extended school calendar to accommodate for student opportunities for internships, apprenticeships, and other prospects for student preparation and learning. This waiver will provide students and families flexible scheduling as the needs of the families we serve dictate the scheduling.

6-15-1004

Qualified teachers in every public school classroom

Elkins ExPLORE Charter School requests the flexibility to employ instructors it feels will be the most successful in the program regardless of licensure status. This would give us the flexibility to

hire the staff with the specific skills needed to successfully meet the needs of the students. Every effort will be made to hire the most qualified individuals.

**6-16-102
Calendar**

School Day - Required Time for Instruction and School

Due to program design, Elkins ExPLORE Charter School requests a waiver from **Standard V 10.01.4 and Standard 14.03**. Our planned instructional time will be a minimum of 30 hours per week with a minimum of 20 hours a week of face-to-face teacher/student interaction. Students may receive up to 10 hours of the required 30 hours of instruction each week accessing computer based curriculum away from school. This will provide a greater level of flexibility that will allow the school to meet the needs of every student. We are also requesting a waiver from Carnegie units to competency based/mastery learning.

6-17-111

Duty Free Lunch Period

Elkins ExPLORE will have a few meetings scheduled during lunch times, primarily to address partner needs.

6-17-114

Daily Planning Period

Elkins ExPLORE Charter School will provide teacher planning time but it is not guaranteed to meet the minimum minutes/week. Additionally, Elkins ExPLORE will utilize curriculum experts to develop and update curriculum, assessments, and many of the other teacher required materials for each of the academic content areas to help address the lack of a regular daily planning period.

6-17-401

Teacher's license requirement

ExPLORE program design necessitates the use of contracted services for personnel to instruct specialized topics for a few hours daily or short periods of time; therefore, full compliance with this statute would be restrictive.

6-17-902

Definition of a teacher

ExPLORE program design facilitates the need to utilize contracted services for personnel to instruct specialized topics for a few hours daily or short periods of time; therefore, full compliance with this statute would be restrictive.

6-17-1501

through

6-17-1510

high degree

Teacher Fair Dismissal Act and Public School Fair Hearing Act

Because of the variable needs of the students and the curriculum, a

6-17-1701 through 6-17-1705 of flexibility in staffing is needed. Elkins ExPLORE pledges that all constitutional due process will be followed in all employee dismissal events.

6-17-203 Committee for Each School District
Elkins ExPLORE Charter School requests that the charter school not be subject to review by the Personnel Policies Committee due to the program design.

Standards for Accreditation 10.02 Class Size Ratios & Teaching Load Restrictions
Due to program design, Elkins ExPLORE Charter School requests that this standard be waived. ExPLORE strives to keep the required ratios, but in this educational setting the required ratio would not allow the flexibility needed.

6-25-103 Licensed Library Media Specialists
6-25-104 Elkins ExPLORE Charter School requests a waiver from this standard because media will be available through large online libraries of interactive materials and access to lending library resources from Elkins High School, Elkins Middle School, Elkins Elementary School, Elkins Primary School, Elkins Public Library, and the Northwest Arkansas Educational Cooperative.

6-42-101 Gifted and Talented Programs
et seq. and 6-20-2208(c)(6) The school will provide included services within its school year to meet the needs of students and not have a Gifted and Talented and services.
Standard 18.0

13. Describe the potential impact of the proposed district conversion or limited public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

The school district and Elkins ExPLORE Charter School will adhere to the guidelines established for student transfers by the federal courts and state statutes. The Elkins School District does not expect that the conversion of Elkins Alternative Learning Environment School into a charter school will have an impact on the racial composition of the new charter school. The district does not expect a negative impact on neighboring districts' efforts to create and maintain a unitary system of desegregated schools.

14. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

Parents and core staff will help to determine priorities for the school. Furthermore, parents and core staff will help to develop interventions that will facilitate the improvement of these items. They will also be involved in the evaluation of interventions and help determine if interventions should be modified or replaced and how. The ACSIP process will be used to develop the school improvement process. The ACSIP committee will be comprised of parents and core staff. They will meet periodically to create and review the ACSIP plan.

Elkins ExPLORE Charter School Proposed Calendar

August 13-17	Professional Development
August 20	First Day for Students
September 3	No School
October 26	Professional Development – No School for Students
November 19-20	Professional Development – No School for Students
November 21-23	No School
December 24-Jan 4	No School
March 25-29	No School
May 24	Last Day for Regularly Scheduled Classes
June 5-21	First Summer Session
July 10-26	Second Summer Session

Elkins ExPLORE Charter School Proposed Daily Schedule

Instruction from computer based courses can occur at any time during the school day when students are not participated in a scheduled class such as direct instruction or a course in one of the other schools in the district. Since types of classes are adherent to a daily schedule, the daily schedule for Elkins ExPLORE Charter School will have the same bell schedule during the regular school day as follows:

Extended Learning	7:00-8:00
Period 1	8:00-8:46
Period 2	8:51-9:37
Period 3	9:42-10:28
Period 4	10:33-11:19
Period 5	11:24-12:10
Lunch	12:10-12:45
Period 6	12:50-1:36
Period 7	1:41-2:27
Period 8	2:32-3:18
Extended Learning	3:30-5:30

**Elkins ExPLORE Charter School
2012-2013 Certified Salary Schedule
Elkins School District**

Step *	Years of Experience	BSE	BSE +15	Masters	Masters + 15
1	0	32,767	33,967	35,767	36,967
2	1	33,217	34,442	36,267	37,492
3	2	33,667	34,917	36,767	38,017
4	3	34,117	35,392	37,267	38,542
5	4	34,567	35,867	37,767	39,067
6	5	35,017	36,342	38,267	39,592
7	6	35,467	36,817	38,767	40,117
8	7	35,917	37,292	39,267	40,642
9	8	36,367	37,767	39,767	41,167
10	9	36,817	38,242	40,267	41,692
11	10	37,267	38,717	40,767	42,217
12	11	37,717	39,192	41,267	42,742
13	12	38,167	39,667	41,767	43,267
14	13	38,617	40,142	42,267	43,792
15	14	39,067	40,617	42,767	44,317
16	15	39,517	41,092	43,267	44,842
17	16	39,967	41,567	43,767	45,367
18	17	40,417	42,042	44,267	45,892
19	18	40,867	42,517	44,767	46,417
20	19	41,317	42,992	45,267	46,942
21	20	41,767	43,467	45,767	47,467
22	21	42,217	43,942	46,267	47,992
23	22	42,667	44,417	46,767	48,517
24	23	43,117	44,892	47,267	49,042
25	24	43,567	45,367	47,767	49,567
26	25	44,017	45,842	48,267	50,092
27	26	44,467	46,317	48,767	50,617
28	27	44,917	46,792	49,267	51,142
29	28	45,367	47,267	49,767	51,667
30	29	45,817	47,742	50,267	52,192
31	30	46,267	48,217	50,767	52,717
32	31			53,242	
33	32			53,767	
34	33			54,292	
35	34			54,817	
36	35			55,342	

* The steps and ranges are shown above only because they appear on employees' contracts.

The above salary schedule is based on 190 day contract.

9 ½ Month Contracts (200 days) are:

Salary Schedule 190 Days = Per Day Amount

Per Day Amount x 200 Days = Contract Amount

10 Month Contracts (210 days) are:

Salary Schedule 190 Days = Per Day Amount

Per Day Amount x 210 Days = Contract Amount

11 Month Contracts (230 days) are:

Salary Schedule 190 Days = Per Day Amount

Per Day Amount x 230 Days = Per Day Amount

12 Month Contracts (240 days) are:

Salary Schedule 190 Days = Per Day Amount

Per Day Amount x 240 Days = Per Day Amount

½ Year experience is paid when the experience is with the Elkins School District, resulting from employment beginning at the 2nd semester of the previous year.

This is the salary schedule of the Elkins School District. Elkins ExPLORE Charter School will adhere to the district approved salary schedule.

**Elkins ExPLORE Charter School
2012-2013 Administrative Salary Schedule**

Administrative salaries are reviewed in February of each year. At the current time, Elkins School District does not have an administrative index calculator for salaries. Salaries are assigned by the superintendent based on budget allowances.

Public Charter School Application
Budget Worksheet / Template
Year One

	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (80_) x \$6,144.00 State Foundation Funding	\$491,520.00	
3			
4	No. of Students (_80_) x \$51.00 Professional Development	4,080.00	
5	No. of Students (_80_) x eligible rate* NSLA Funding	40,480.00	
6	Total State Charter School Aid		\$536,080.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	0.00	
10	Federal Grants (List the amount) ALE funding category	39,046.00	
11	Special Grants (List the amount)	0.00	
12	Other (<i>Specifically Describe</i>)	0.00	
13			
14	Total Other Sources of Revenues		\$39,046.00
15			
16	TOTAL REVENUES		\$575,126.00
17			
18	Expenditures		
19	Administration:		
20	Salaries: (<i>No. of Positions</i> _1_)	\$60,000.00	
21	Fringe Benefits	16,800.00	
22	Purchased Services	0.00	
23	Supplies and Materials	560.00	
24	Equipment	3,250.00	
25	Other (<i>Describe</i>)	0.00	
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i> _3_)	\$114,000.00	
29	Fringe Benefits	31,920.00	
30	Purchased Services	0.00	
31	Supplies and Materials	3,500.00	
32	Equipment	21,512.00	
33	Other (<i>Describe</i>)		

34	(Budget Continued)	
35	Special Education:	0.00
36	Salaries: (No. of Positions___)	0.00
37	Fringe Benefits	0.00
38	Purchased Services	0.00
39	Supplies and Materials	3,500.00
40	Equipment	2,900.00
41	Other (Describe)	
42		
43	Gifted and Talented Program:	
44	Salaries: (No. of Positions___)	0.00
45	Fringe Benefits	0.00
46	Purchased Services	0.00
47	Supplies and Materials	0.00
48	Equipment	0.00
49	Other (Describe)	0.00
50		
51	Alternative Education Program:	
52	Salaries: (No. of Positions__1__)	\$38,000.00
53	Fringe Benefits	10,640.00
54	Purchased Services	0.00
55	Supplies and Materials	1,500.00
56	Equipment	2,000.00
57	Other (Describe)	0.00
58		
59	Guidance Services:	
60	Salaries: (No. of Positions___)	0.00
61	Fringe Benefits	0.00
62	Purchased Services	15,000.00
63	Supplies and Materials	2,300.00
64	Equipment	1,500.00
65	Other (Describe)	0.00
66		
67	Health Services:	
68	Salaries: (No. of Positions___)	0.00
69	Fringe Benefits	0.00
70	Purchased Services	0.00
71	Supplies and Materials	2,600.00
72	Equipment	3,500.00
73	Other (Describe)	0.00

74	(Budget Continued)	
75	Media Services:	
76	Salaries: (No. of Positions___)	0.00
77	Fringe Benefits	0.00
78	Purchased Services	0.00
79	Supplies and Materials	15,980.00
80	Equipment	2,300.00
81	Other (Describe)	0.00
82		
83	Fiscal Services:	
84	Salaries: (No. of Positions___)	0.00
85	Fringe Benefits	0.00
86	Purchased Services	0.00
87	Supplies and Materials	0.00
88	Equipment	0.00
89	Other (Describe)	0.00
90		
91	Maintenance and Operation:	
92	Salaries: (No. of Positions___)	0.00
93	Fringe Benefits	0.00
94	Purchased Services	
95	(include utilities)	22,263.00
96	Supplies and Materials	29,781.00
97	Equipment	18,200.00
98	Other (Describe)	0.00
99		
100	Pupil Transportation:	
101	Salaries: (No. of Positions_1___)	24,960.00
102	Fringe Benefits	6,988.00
103	Purchased Services	0.00
104	Supplies and Materials	45,940.00
105	Equipment	3,000.00
106	Other (Describe)	0.00
107		
108	Food Services:	
109	Salaries: (No. of Positions___)	0.00
110	Fringe Benefits	0.00
111	Purchased Services	0.00
112	Supplies and Materials	16,652.00
113	Equipment	3,700.00
114	Other (Describe)	0.00

115	(Budget Continued)	
116	Data Processing:	
117	Salaries: (No. of Positions___)	0.00
118	Fringe Benefits	0.00
119	Purchased Services	0.00
120	Supplies and Materials	8,100.00
121	Equipment	3,500.00
122	Other (Describe)	0.00
123		
124	Substitute Personnel:	
125	Salaries: (No. of Positions_4__)	9,600.00
126	Fringe Benefits	2,688.00
127		
128	If Applicable: Facilities	
129	Lease/Purchase (contract for one total year including facility upgrades)	25,000.00
130	<i>Please list upgrades: if portable building is needed</i>	
131	office upgrades	
132	If Applicable: Utilities (contract for one total year including facility upgrades)	
133	If Applicable: Insurance (contract for one total year including facility upgrades):	
134	If Applicable: Property Insurance	320.00
135	If Applicable: Content Insurance	
136		
137	Debt Expenditures:	
138	Other Expenditures:	1,172.00
139	<i>(Describe) - student accident insurance</i>	
140		
141	TOTAL EXPENDITURES	\$575,126.00

Public Charter School Application
Budget Worksheet / Template
Year Two

	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (160_) x \$6,267.00 State Foundation Funding	\$1,002,720.00	
3			
4	No. of Students (_160_) x \$52.00 Professional Development	8,320.00	
5	No. of Students (_160_) x eligible rate* NSLA Funding	82,720.00	
6	Total State Charter School Aid		\$1,093,760.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	0.00	
10	Federal Grants (List the amount) ALE funding category	39,046.00	
11	Special Grants (List the amount)	0.00	
12	Other (<i>Specifically Describe</i>)	0.00	
13			
14	Total Other Sources of Revenues		\$39,046.00
15			
16	TOTAL REVENUES		\$1,132,806.00
17			
18	Expenditures		
19	Administration:		
20	Salaries: (<i>No. of Positions</i> _1_)	\$60,000.00	
21	Fringe Benefits	16,800.00	
22	Purchased Services	0.00	
23	Supplies and Materials	560.00	
24	Equipment	3,250.00	
25	Other (<i>Describe</i>)	0.00	
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i> _6_)	\$228,000.00	
29	Fringe Benefits	63,840.00	
30	Purchased Services	0.00	
31	Supplies and Materials	7,000.00	
32	Equipment	21,512.00	
33	Other (<i>Describe</i>)		

34 (Budget Continued)

35 Special Education:

36	Salaries: (No. of Positions___)	0.00
37	Fringe Benefits	0.00
38	Purchased Services	0.00
39	Supplies and Materials	0.00
40	Equipment	7,000.00
41	Other (Describe)	2,900.00

43 Gifted and Talented Program:

44	Salaries: (No. of Positions___)	0.00
45	Fringe Benefits	0.00
46	Purchased Services	0.00
47	Supplies and Materials	0.00
48	Equipment	0.00
49	Other (Describe)	0.00

51 Alternative Education Program:

52	Salaries: (No. of Positions (_1_))	\$38,000.00
53	Fringe Benefits	10,640.00
54	Purchased Services	0.00
55	Supplies and Materials	1,500.00
56	Equipment	2,000.00
57	Other (Describe)	0.00

59 Guidance Services:

60	Salaries: (No. of Positions___)	0.00
61	Fringe Benefits	0.00
62	Purchased Services	15,000.00
63	Supplies and Materials	2,300.00
64	Equipment	1,500.00
65	Other (Describe)	0.00

67 Health Services:

68	Salaries: (No. of Positions___)	0.00
69	Fringe Benefits	0.00
70	Purchased Services	0.00
71	Supplies and Materials	3,500.00
72	Equipment	6,500.00
73	Other (Describe)	0.00

74	(Budget Continued)	
75	Media Services:	
76	Salaries: (No. of Positions____)	0.00
77	Fringe Benefits	0.00
78	Purchased Services	21,320.00
79	Supplies and Materials	15,980.00
80	Equipment	2,300.00
81	Other (Describe)	0.00
82		
83	Fiscal Services:	
84	Salaries: (No. of Positions____)	0.00
85	Fringe Benefits	0.00
86	Purchased Services	0.00
87	Supplies and Materials	0.00
88	Equipment	0.00
89	Other (Describe)	0.00
90		
91	Maintenance and Operation:	
92	Salaries: (No. of Positions____)	
93	Fringe Benefits	0.00
94	Purchased Services	
95	(include utilities)	44,526.00
96	Supplies and Materials	59,562.00
97	Equipment	18,200.00
98	Other (Describe)	0.00
99		
100	Pupil Transportation:	
101	Salaries: (No. of Positions (_2_))	49,920.00
102	Fringe Benefits	13,976.00
103	Purchased Services	0.00
104	Supplies and Materials	91,880.00
105	Equipment	6,000.00
106	Other (Describe)	0.00
107		
108	Food Services:	
109	Salaries: (No. of Positions____)	0.00
110	Fringe Benefits	0.00
111	Purchased Services	0.00
112	Supplies and Materials	33,304.00
113	Equipment	7,400.00
114	Other (Describe)	0.00

115	(Budget Continued)	
116	Data Processing:	
117	Salaries: (No. of Positions____)	0.00
118	Fringe Benefits	0.00
119	Purchased Services	0.00
120	Supplies and Materials	8,100.00
121	Equipment	3,500.00
122	Other (Describe)	0.00
123		
124	Substitute Personnel:	
125	Salaries: (No. of Positions (_6_))	14,400.00
126	Fringe Benefits	4,032.00
127		
128	If Applicable: Facilities	
129	Lease/Purchase (contract for one total year including facility upgrades)	152,000.00
130	<i>Please list upgrades: new location</i>	
131		
132	If Applicable: Utilities (contract for one total year including facility upgrades)	91940
133	If Applicable: Insurance (contract for one total year including facility upgrades):	
134	If Applicable: Property Insurance	320.00
135	If Applicable: Content Insurance	
136		
137	Debt Expenditures:	
138	Other Expenditures:	2,344.00
139	<i>(Describe) student accident insurance</i>	
140		
141	TOTAL EXPENDITURES	\$1,132,806.00

DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of 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 or limited 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 proposed district conversion or limited 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, although the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed district conversion or limited 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 or limited 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 proposed district conversion or limited 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 school not so waived by the approved charter.
6. The proposed district conversion or limited 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 a qualified employee of the school district is covered.
7. The proposed district conversion or limited 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 or limited 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 or limited 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 charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited 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; and

(f) Health and safety codes as established by the State Board of Education and local governmental entities.

11. The facilities of the proposed 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.

Megan Witonski
Signature of Superintendent of School District

Date: 10-25-2011

Megan Witonski
Print or type name

Attachment A

MINUTES

Elkins School District #10
Regular Board Meeting
Elkins Primary School Library
October 11, 2010

Bryan Delozier called the Regular Board Meeting to order at 6:00 p.m.

Board members present: Bryan Delozier, Laren Vaught, Carol Heymsfield, Kristal Gano and Bob Warren.

Administrator present: Megan Witonski, Superintendent.

Motion made by Laren Vaught and seconded by Bryan Delozier to approve the September 9, 2010 Regular Board Meeting Minutes. Motion carried. (5-0)

Motion made by Kristal Gano and seconded by Bob Warren to approve the Final Financial Reports for school year 2009-10, previously mailed. Motion carried. (5-0)

Motion made by Laren Vaught and seconded by Bryan Delozier to approve the Financial Reports for Period 3 of 2011. Motion carried. (5-0)

Ms. Witonski opened the floor for nominations for Board Officers for the current school year.

Motion made by Bob Warren and seconded by Laren Vaught to retain the current slate of Officers for the school year 2010-11. Motion carried. (5-0)

Ms. Witonski gave a brief explanation of a Conversion Charter School Grant she recommends the District pursue for the purpose of enabling us to provide expanded services for students, including those in Alternative Learning Environments and home schools.

Motion made by Bob Warren and seconded by Kristal Gano to pursue the receipt of grants for an Arkansas Conversion Charter School within the Elkins School District. Motion carried. (5-0)

Ms. Wheeler presented faculty concerns regarding the current Semester Test Exemption Policy. The Board discussed the concerns as well as their own in this particular matter.

Motion made by Kristal Gano and seconded by Laren Vaught to change the Semester Text Exemption Policy to read: "Students will be exempt from taking semester test if they have no more than three absences from any period, and do not have a grade lower than 75% in any subject...". Motion carried. (5-0)

Attachment B

Elkins School District

"Committed to Excellence"

349 N. Center
Elkins, AR 72727
(479) 643-2172
Fax: (479) 643-3605

December 16, 2010

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

Dear Arkansas Department of Education,

Elkins School District would like to formally apply to open a Conversion Charter School. The name of the proposed charter school will be Elkins Charter School. The initial location for the approved conversion charter school will be located in portable buildings adjacent to Elkins High School and Elkins Middle School. The final location will be in conjunction with our anticipated upcoming building project of Elkins High School. Elkins Charter School will serve students in grades 6 -12 and provide extended learning opportunities for students. The proposed enrollment student cap would be 582 students, based on the current population being served in the area.

The purpose of the Elkins Charter School will be to provide an online hybrid learning system to enhance student learning, offer students the unique opportunity to experience hands-on activities, and offer social settings to expand community skills and involvement.

We are excited about the possibilities that this wonderful addition can bring to our existing educational opportunities for rural students of Washington County. Please contact me with any further questions at 479-643-2172.

Sincerely,

Megan Witonski

Megan S. Witonski
Superintendent
Elkins School District

K-2 Primary Elementary Office: 643-3380 3-6 Elementary Office: 643-3382
Middle School Office: 643-2552 High School Office: 643-3381

Elkins School District

"Committed to Excellence"

349 N. Center
Elkins, AR 72727
(479) 643-2172
Fax: (479) 643-3605

August 26, 2011

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

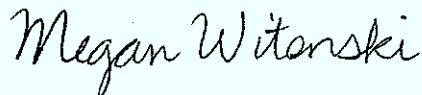
Dear Arkansas Department of Education,

Elkins School District would like to formally apply to open a Conversion Charter School. The name of the proposed charter school will be Elkins Charter School. The initial location for the approved conversion charter school will be located in portable buildings adjacent to Elkins High School and Elkins Middle School. The final location will be in conjunction with our anticipated upcoming building project of Elkins High School. Elkins Charter School will serve students in grades K -12 and provide extended learning opportunities for students. The proposed enrollment student cap would be 582 students, based on the current population being served in the area.

The purpose of the Elkins Charter School will be to provide an online hybrid learning system to enhance student learning, offer students the unique opportunity to experience hands-on activities, and offer social settings to expand community skills and involvement.

We are excited about the possibilities that this wonderful addition can bring to our existing educational opportunities for rural students of Washington County. Please contact me with any further questions at 479-643-2172.

Sincerely,



Megan S. Witoski
Superintendent
Elkins School District

Attachment C

Elkins School District

"Committed to Excellence"

349 N. Center
Elkins, AR 72727
(479) 643-2172
Fax: (479) 643-3605

September 15, 2011

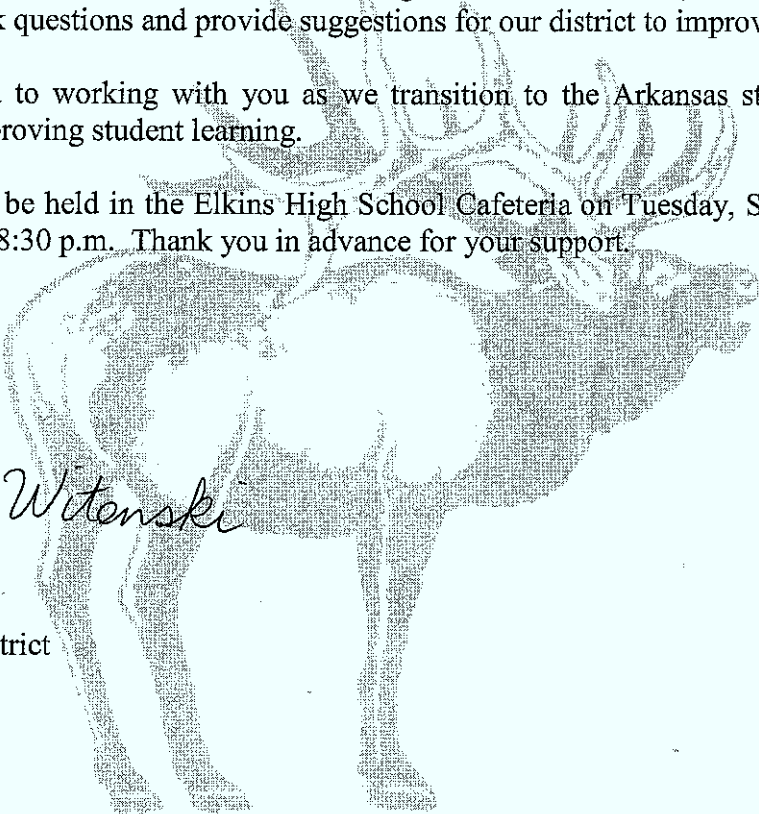
Dear Parents:

Please join us for our Annual Report to the Public on September 20, 2011. This meeting will provide you with valuable information concerning student achievement, future initiatives, and an opportunity to ask questions and provide suggestions for our district to improve.

We look forward to working with you as we transition to the Arkansas state Common Core Standards for improving student learning.

The meeting will be held in the Elkins High School Cafeteria on Tuesday, September 20, 2011 from 7:30 p.m. – 8:30 p.m. Thank you in advance for your support.

Sincerely,



Megan Witonski

Megan Witonski
Superintendent
Elkins School District

Attachment D

K-2 Primary Elementary Office: 643-3380 3-6 Elementary Office: 643-3382
Middle School Office: 643-2552 High School Office: 643-3381

Publication Cost \$ 168.00

Attachment E

Publisher's Affidavit

I, Kyle Moody

do solemnly swear that I am Editor and/or Publisher of WHITE RIVER VALLEY NEWS, a weekly newspaper published at Elkins, Arkansas, and that said newspaper has a bona fide circulation in said county for a period of more than a full year prior to the first insertion of the advertisement hereto attached and said advertisement was published in said newspaper for a

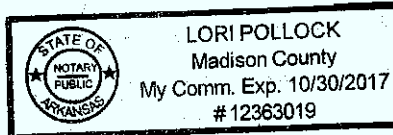
period of 1 weeks, the first publication being

on the 15 day of September, 2011, and the last on

the 15 day of September.

Subscribed and sworn to before me this 11 day of

Oct., 2011.



My commission expires 30 day of Oct., 2017

PINE MOUNTAIN THEATER

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MONEY
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SUPER SEPTEMBER SENIOR SPECIAL!

Eureka Springs, Ark., Best Vacation Offer
3 days/2 nights only \$99 plus tax per person

Includes: 2 nights lodging at one of Eureka Springs best
motels, tickets to The Great Passion Play outdoor drama and
tickets to the Pine Mountain Theater music and comedy
show. Great for family getaway and church groups.

Call toll-free 1-877-504-2092.

www.pinemountaintheater.com



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**\$0
DOWN**

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Kubota's RTV1140CPX gives
between a go-anywhere four-s
with bigger cargo capacity?
verts from one to the other
need it most. With a power
capacity hydraulic cargo bed,
give yourself some space wil

Berryville Equi

Hwy. 62 V
Berryville,
870-423-55

\$0 Down, 0% A.P.R. for 60
\$0 down, 0% A.P.R. financing lockers up
monthly installment repayment term at 0%
is charged. Dealer charge for document pre
of ineligible equipment may result in a big
customer instant rebate (C.I.R.) offers. Fin
apply. Offer expires 9/30/2011. See us f

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go to www.TruckingArkansas.com

Elkins School District
Annual Report to the Public
September 20th, 2011
Sign-in Sheet

Name	Name
Megan Witoski	
Kristal Davis	
Carol Heymager	
Paula Wheeler	
St. Day	
Bryan Polgrig	
Dean Louie	
Debbie Martz	
Bob Warner	
Debbie Drake	
James Wright - Swimmer	
Jim Hallmark	
Gmy Evans	
David Hunt	
Melissa Carter	
Caitlin Quinn	
Kate Holt	

Attachment G

**Elkins School District
Public Conversion Charter School
Informational Meeting
October 25th, 2011
Elkins High School Cafeteria
5:30 - 6:30 pm**

Publication Cost \$ _____

Community Calendar

The Elkins School District will hold a Public Conversion Charter School Informational Meeting on Oct. 25 at the Elkins High School Cafeteria from 5:30-6:30 p.m.

Publisher's Affidavit

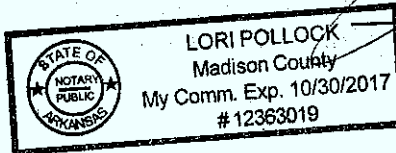
I, Kyle Moaty

Attachment H

do solemnly swear that I am Editor and/or Publisher of THE MADISON COUNTY RECORD, a weekly newspaper published at Huntsville, Arkansas, and that said newspaper has a bona fide circulation in said county for a period of more than a full year prior to the first insertion of the advertisement hereto attached and said advertisement was published in said newspaper for a period of 1 weeks, the first publication being on the 20 day of October, 2011, and the last on the 20 day of October.

Subscribed and sworn to before me this 21 day of

Oct, 2011.



My commission expires 30 day of Oct, 2017

Attachment 1 Attachment J

NORTHWEST ARKANSAS NEWSPAPERS LLC

NORTHWEST ARKANSAS DEMOCRAT-GAZETTE

THE MORNING NEWS OF SPRINGDALE

THE MORNING NEWS OF ROGERS

NORTHWEST ARKANSAS TIMES

BENTON COUNTY DAILY RECORD

212 NORTH EAST AVENUE, FAYETTEVILLE, ARKANSAS 72701 | P.O. BOX 1607, 72702 | 479-442-1700 | WWW.NWANNEWS.COM

AFFIDAVIT OF PUBLICATION

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

ELKINS SCHOOL DISTRICT
Notice of Public Conversion Charter School
Information Meeting

Was inserted in the
The Northwest Arkansas Times
The Springdale Morning News

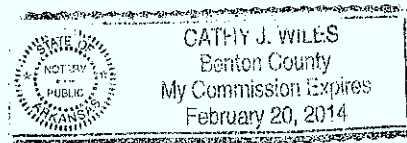
on: October 24, 2011

Publication Charge: \$ 19.50

Karen Caler
Karen Caler

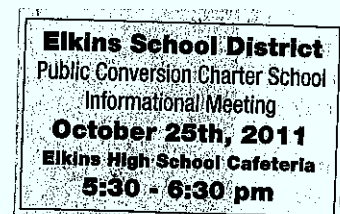
Subscribed and sworn to before me
This 24 day of Oct., 2011.

Cathy Wiles
Notary Public



My Commission Expires: 2/20/2014

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



Attachment K

Elkins School District
Public Conversion Charter School
Informational Meeting
October 25, 2011
5:30 – 6:30 pm

Name	Name
Megan Witencki	Kemah McClan
Emily Martin	Brian Shumak
Tanda Wheeler	Missy Burnett
Dale Hester	
Sara Polanco	
Beth Wiles	
Teresa Mosher	
ADBU	
Dewese Trotter	
Duane Richert	
An J. Win	
Jack & Peck	
Sarah Wheat	
Brandee Thurman	
Carolyn Christie	
Jessa McCormick	
Georgia Gahbard	Sorry I could only drop in look forward to more info

Attachment L

Elkins School District

"Committed to Excellence"

349 N. Center
Elkins, AR 72727
(479) 643-2172
Fax: (479) 643-3605

October 10, 2011

Arkansas Department of Education
Charter School Office
Little Rock, AR 72201

Dear Arkansas Department Board of Education,

It is my pleasure to write you on behalf of the Board of Directors of the Elkins School District to express our enthusiastic support for ExPLORE, the Conversion Charter School our administrators are proposing.

It is the Board's strong desire to serve every student in our District, not just those that learn best in a traditional classroom setting. To that end, we are seeking assistance in reaching students through thought provoking inquiry in a blended setting. Our goal is to challenge students with rigor and relevance through project-based learning. Furthermore, the effort to provide real-world applications will assist students in making lasting connections to their learning. In the process, we expect to spark interest and enthusiasm for current and future careers.

We thank you in advance for your kind consideration of the proposal contained herein and anticipate having the opportunity to shape our learning society in an enriched setting within our District.

Sincerely,



Carol J. Heymsfield
Secretary
Elkins Board of Directors

Attachment M

October 10, 2011

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

Dear Arkansas Department of Education,

I am writing this letter in support of the Elkins School District's application to open a Conversion Charter School. It is a pleasure for me to do so.

Currently, I have three children enrolled in the Elkins School District. My oldest, Allyssa, will graduate this school year, my son, Brenton, is a freshman, and my youngest daughter, Emma, is in the second grade. I am very proud to say that Allyssa has already received a full scholarship to the University of Arkansas Ft. Smith and will graduate with high honors this spring. In addition, Emma is quite the socialite and loves school and everything associated with it. Unfortunately, I can't say the same for Brenton. He is the reason I am asking for your support of Elkins' charter school application.

Brenton is a very bright young man. He seldom needs to study and scores well on both the district and state assessments. In fact, he scored advanced on the benchmark exams he took last year. However, he rarely does his homework and is very unhappy in school. Brenton would prefer to go to the In School Suspension (ISS) room and complete his assignments. There he can work at his own pace and even work ahead if he wants too. Unfortunately, for me, he is quite successful in both the completion of his assignments and the grades that he receives when he is in the ISS room. Plus, he enjoys coming to school in this type of setting.

I want all of my children to be successful in school and to further their education upon completion of high school. I am afraid that Brenton is going to become so frustrated with the traditional school environment that he will do neither. However, he is an excellent candidate for the proposed charter school. Brenton wants to work at his own pace and only seek assistance when he really needs the help. In fact, he has been asking me to home school him.

Please take students like Brenton into consideration when reviewing the Elkins School District's request to open a Conversion Charter School. As you are well aware, the traditional school setting is not for all children. However, they can still be successful in an environment more conducive to their own learning style. Brenton is that student. He has much to offer as an adult and I believe that this charter school will allow him to completely develop his skills.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sheila White', with a stylized, cursive script.

Sheila White

Attachment N

October 24, 2011

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201


To Whom It May Concern:

As a parent, I am please to hear of the projected Charter School in the Elkins School District. A charter school in Elkins would provide a lower student to teacher ratio and would help establish a main concentration in the curriculum, such as technology, arts, or mathematics.

Having a charter school established in Elkins will help students receive an education from both teachers and community members. The charter school can help those students that are home-schooled come and experience a class-room environment. The charter school would also help students who are at risk of low test scores or at risk of not completing high school with a diploma.

A charter school based at Elkins can be the building block of many wonderful things to come to our students and our community.

Thank you,

A handwritten signature in black ink that reads "Beth Wiles". The signature is written in a cursive style with a large, stylized "B" and "W".

Beth Wiles

Attachment 0

M. J. Saunders
P.O. Box 157
St. Paul, AR 72760

October 25, 2011

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

To Whom It May Concern:

I am writing in support of the proposed charter school for the Elkins School District. As a "home school mom", I understand the importance of alternative forms of education. While the traditional classroom setting has served the needs of many children, not all children thrive under this type of learning environment. The charter school will offer the opportunity for them to reach their full potential. Also, not all students desire or should continue on to higher education. For those, it would be of great benefit to have the flexibility of vocational training.

It is apparent that the traditional high school setting is not for all students and we need to consider other options in order for our children to become productive and fully functioning citizens. Thank you for your consideration of this application for the charter school for the Elkins School District.

Sincerely,

Mindy Saunders
Mindy Saunders

2011-2012 Application Cycle

ADE Evaluation

Elkins ExPLORE Charter School
Elkins School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 18, 2011

State Board
Of Education

Paula Wheeler
349 N. Center Street
Elkins, AR 72727

Dr. Naccaman Williams
*Springdale
Chair*

Dear Applicant:

Dr. Ben Mays
*Clinton
Vice Chair*

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for District Conversion Charter Schools as per the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be in the Charter School Office no later than 12:00 p.m., Monday December 2, 2011.

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Responses should be sent to the following address:

Toyce Newton
Crossett

Vicki Saviers
Little Rock

Dr. Mary Ann Duncan
Charter School Office
Four Capital Mall, Room 302-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

A handwritten signature in black ink that reads "Mary Ann Duncan Ed.D.".

Mary Ann Duncan, Ed.D.
Charter Schools, Program Director

MAD/jf

Enclosure: Public Charter School Application Evaluation Report

Four Capitol Mall
Little Rock, AR
72201-1019
ArkansasEd.org

An Equal Opportunity
Employer

2011-2012
Public Charter School
Application Evaluation Report

Elkins ExPLORE Charter School, Elkins
School District



Provided by:
Arkansas Department of Education
Charter School Office

Arkansas Department of Education

District Conversion or Limited Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School: Elkins ExPLORE Charter School

Sponsoring School District: Elkins School District

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation criteria.	
Concerns and Additional Questions	Reference

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; and
- A thorough description of the results of the public hearing.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Provide additional documentation and evidence regarding the public hearing (i.e., minutes, handouts, etc.)	Pg. 3-4

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Provide additional information regarding the manageability and measurability of the mission statement.	Pg. 4

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide additional valid and reliable data that substantiates the educational need.	Pg.5
Additional details regarding the description of the educational need that presents a clear option for students is requested.	Pg. 5
Further information is needed regarding how the school will meet state educational goals.	Pg. 5

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 length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please clarify what is meant as "direct contact" with instructors.	Pg. 5-6
Clarify how the proposed educational program will expand or enhance the current educational options available.	Pg. 5-6
Please provide the foundational educational philosophy for the proposed educational program.	Pg. 5-6

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 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Goals listed are generalized. There are no specific goals listed for achievement accountability during the contractual period of this proposed charter. Please provide additional information.	Pg. 7

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 transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation criteria.	
Concerns and Additional Questions	Reference

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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
<p>It appears from the application that the Applicant intends for this proposed charter school to replace its existing alternative learning environment (ALE). The only students eligible for admission to an ALE are those exhibiting the characteristics and situations identified in section 4.01 of the ADE Rules Governing the Distribution of Student Special Needs Funding. Per section 4.02.1.8 of those Rules, a student's placement in an ALE is determined by a placement team. If this proposed charter school is intended to function as the Applicant's ALE, the Applicant should explain how it can reconcile the open nature of a charter school, and the enrollment policies described in Standard 7, with the limited eligibility and placement requirements of an ALE. Otherwise, the district should explain how it intends to comply with Ark. Code Ann. § 6-48-102 and its requirement that every district offer one or more alternative learning environments in compliance with Department rules.</p> <p>In addition, the Applicant states it will prioritize students seeking enrollment, giving priority to resident students, then at-risk students, and then home-school students. This is not acceptable under federal law. Every child, whether living inside or outside the district, whether at-risk or not, whether home-schooled or not, must have an equal opportunity to enroll in and attend the school.</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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Please provide the staffing plan for the first two years of operations.		Pg. 8-10
No qualifications are listed for literacy and math specialists.		Pg. 8-10

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Please provide letters of support from the public library regarding using them as an outside agency for materials.		Pg. 10-11
Please describe the services provided to ELL students.		Pg. 10-11

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 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 educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Application meets evaluation criteria.		
Concerns and Additional Questions		Reference

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

Facilities Review Report
The facilities will be reviewed by the Facilities Division. Upon completion of the review, a report will be provided to the applicant.

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:

- An explanation of each and every waiver request; and
- A description of how the waiver requests relate to the school's educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Legal Comments	Reference
Concerns and Additional Questions	Reference
<p>1. Requested Waivers</p> <p>a.) Ark. Code Ann. § 6-10-106 ("Uniform dates for beginning and end of school year"): Because the Applicant's proposed calendar reflects starting and ending dates consistent with the statute, the Applicant should explain further why this waiver is necessary and how the Applicant's plan is not consistent with this statute. Unless the Applicant indicates a specific rationale for waiving this statute, no waiver will be granted.</p> <p>b.) Ark. Code Ann. § 6-15-1004 ("Qualified teachers in every public school classroom"): Though the Applicant stated an intent to waive licensure rules, the Applicant failed to request waiver of Ark. Code Ann. § 6-17-309 ("Certification to teach grade or subject matter – Exceptions – Waiver"), ADE Rules Governing Waivers for Substitute Teachers, ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher, and Section 15.03 of the Standards for Accreditation. If no waiver is sought of these statutes and rules, the Applicant's teachers may be required to be licensed.</p> <ul style="list-style-type: none">• 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.

- c.) Ark. Code Ann. § 6-16-102 ("School day") & Standard 10.01.4 of the Standards for Accreditation (regarding required instructional time): The Applicant indicates students will receive a minimum of 30 hours of instructional time per week, which is the amount required by statute and standards. The Applicant should further explain why waiver is necessary, and explain specifically how the Applicant's plan is not consistent with the statute and standards. Unless the Applicant indicates a specific rationale for waiving this statute and standard, no waiver will be granted. In addition, the Applicant should clarify whether the minimum 20 hours of "face-to-face teacher/student interaction" will take place on campus, or off campus via electronic means.
- d.) Standard 10.02 of the Standards for Accreditation ("Class size and teaching load"): The Applicant failed to articulate an alternative maximum class size or teaching load, meaning the school would have no limits should a waiver be granted. The Applicant should identify an alternative maximum class size and teaching load, or

otherwise explain why none should be set.

- e.) Ark. Code Ann. §§ 6-25-103 ("Library media services program") & 104 ("Library media specialist"): Though the Applicant stated an intent to waive the requirement of a licensed library media specialist, the Applicant failed to request waiver of Standard 16.02.3 of the Standards for Accreditation (regarding licensure of media specialists). If no waiver is sought of this standard, the Applicant may still be required to hire a licensed library media specialist. In addition, in light of the Applicant's stated intent to rely on library resources of other schools in the district, the Applicant should clarify whether it will comply with Standards 16.02.1 and 16.02.4 of the Standards for Accreditation, which require a minimum library collection of 3,000 volumes, exclusive of textbooks, along with the expenditure of sufficient resources for the purchase of an "appropriate, current collection".

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.

Legal Comments	Reference
Concerns and Additional Questions	Reference

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide a copy of your district parental involvement plan.	Pg. 15

ADDITIONAL COMMENTS:

Budget Review:

Strengths:

Application contains a copy of the proposed certified.

Pg. 18

Concerns and Additional Questions

Request to convert current ALE school to charter (page 2), but applicant also states that Charter will be open to all students who reside in the district. Please clarify.

No classified salary schedule is provided. Applicant should provide.
The applicant states that the extended school will meet varying hours Monday through Friday.

Please clarify how salaries are budgeted in this manner.

Pg. 2

Applicant appears to be transferring the ALE funding that the district is awarded to the proposed charter for use. Please clarify.

The applicant only provides information of required staffing needs for the maximum (page 10), yet year one and year two are projected at 80 and 160 students respectively. Please clarify. It cannot be determined if budget is accurate for these expenditures. Budget provides for purchased services in some areas and no FTE for certain services. Applicant should provide information to clarify budget.

Budget information submitted should be for the years 2012-13 and 2013-2014.

Pg 20 & 24

The applicant submits a net budget for both years that is zero. Please clarify this is what was intended to be submitted.

Pg. 20-27.

The applicant should clarify and provide information regarding the lease purchase expenditure amount budgeted.

Pg. 23 & 27

2011-2012 Application Cycle

Applicant Response to Evaluation

Elkins ExPLORE Charter School
Elkins School District

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CHARTER SCHOOL OFFICE Elkins ExPLORE Charter School
Application Evaluation Report Response

Standard 1:

Provide additional documentation and evidence regarding the public hearing (i.e., minutes, handouts, etc.)

Please refer to:

- Attachment A – Open Charter School Meeting Agenda
- Attachment B – Open Charter School Meeting Handout

Standard 2:

Provide additional information regarding the manageability and measurability of the mission statement.

The mission of Elkins ExPLORE Charter School, in collaboration with all stakeholders, is to enrich students' lives by meeting student interests and industry demands by integrating strong academics with career and technical studies, in addition to providing for a seamless transition into their future educational field or worksite.

Student interests and industry demands will be determined utilizing information from the state sponsored ArkansasWorks system, interest inventories, and information retrieved from local and regional businesses. Interests and demands will then be utilized in planning a Career Action Plan (CAP) portfolio for each student.

A variety of state-mandated criterion-referenced (Benchmark, 11 Literacy, EOC exams, PARCC, etc.) combined with norm-referenced (SAT 10, Qualls Early Learning Inventory, etc.), developmental (English Language Development Assessment, etc.), and local (NWEA map, A+ Anywhere Curriculum, etc) assessments. will be used to determine student academic placement and annual growth. Industry certification exams, internships, and job placement will be utilized to measure student success in career and technical studies.

After meeting all Elkins ExPLORE graduation requirements, student success will be monitored through the utilization of a placement report. A placement report will be completed for each graduating class to determine student entry into post-secondary education, vocational training, military enlistment, or entrance into the workforce (Attachment C).

Standard 3:

Please provide additional valid and reliable data that substantiates the educational need. Additional details regarding the description of the educational need that presents a clear option for students is requested.

According to the Arkansas Department of Workforce Services, Washington county in Northwest Arkansas is the second most populous county in Arkansas and one of the fastest

growing. Washington county also has a labor force of 100,275 which employs 94,200 people and results in an unemployment rate of 6.1, three points below the 9.1 national average.

In addition, on January 18, 2011, the Northwest Arkansas Council released the Northwest Arkansas Development Strategy, prepared by Market Street Services, a nationally recognized consulting firm. The Greater Northwest Arkansas Development Strategy, is a blueprint designed, over the next few years, to provide opportunities to build jobs and economic opportunities in industries and areas associated with our largest employers; helping to ensure an even better quality of life for our children and future generations. The study currently shows Northwest Arkansas to have a historic job growth sector of Walmart and Suppliers, Food Processing, and Transportation and Distribution in which Northwest Arkansas must continue to work to strengthen and support. However, the strategy also states the need to diversify the economic mix to include several key target growth sectors that can bring significant new dollars into the region and provide the best opportunity to improve the quality of life of most residents. These key target growth sectors include: Professional Services and Regional Offices; Sustainable Technologies and Business Processes; Arts, Entertainment, and Tourism; University-led Technology Development; and Health Care. In order to diversify the economic mix and regional success, the strategy outlined four priority goals that need to be advanced: Infrastructure; Regional Economic Development; Community Vitality; and Educational Excellence. The educational goal of the strategy is to "elevate educational attainment and workforce skills so that Northwest Arkansas can more effectively compete for 21st Century jobs." The strategy also outlines four educational objectives: 1) Continue to improve high school graduation and college matriculation rates; 2) Increase K-12 student exposure to career pathways; 3) Improve college graduation rates; and 4) Strengthen the region's workforce development system.

Arkansas' Governor Mike Beebe also values education and what it will mean to the economy of tomorrow. Governor Beebe in numerous speeches, as well as in Arkansas' Strategic Plan, has stated that "Education and economic development are inseparable". Governor Beebe goes even further in the Strategic Plan to state, "Economic development strategies are ineffective without an educated workforce. Education entities at all levels must be attuned to the workforce needs of businesses and align their missions with those of the AEDC (Arkansas Economic Development Commission). No levels, from Pre-K through college, are immune".

With a large labor force, the implementation of the Greater Northwest Arkansas Development Strategy, and guidance from Governor Beebe, Elkins ExPLORE Charter School seeks to provide the opportunity for students to build jobs and become involved in economic opportunities. Elkins ExPLORE can provide students the opportunity to improve the quality of life by focusing, not only on the historic job growth sectors, but also on the key target growth sectors by providing students more exposure to career pathways, improving high school graduation and matriculation rates, impacting college graduation rates, and strengthening the region's workforce. Elkins ExPLORE seeks to provide a broadened and enriched secondary school curriculum by including technical, career, and industrial education programs that cannot be provided in the local school district. ExPLORE will provide programs for students who wish to

use their acquired skills and knowledge for entry into the labor market immediately upon graduation, or to enhance the education of those students choosing to pursue a post-secondary education.

Currently across the state, various career and technical services, that Elkins ExPLORE charter school wishes to provide, are being provided by the following regional career and technical centers:

Regional Technical Center	Programs of Study
Arkansas Northeastern College's Technical Center	<ul style="list-style-type: none"> • Advanced Manufacturing • Automotive Services Technology • Criminal Justice • Education • Medical Professions • Welding
Northeast Arkansas Career & Technical Center	<ul style="list-style-type: none"> • Advertising And Graphic Design • Automotive Service Technology • Electronics • Horticulture • Precision Manufacturing & Machining • Auto Collision Technology • Culinary Arts/Food Production • Health Science Technology • Travel and Tourism • HVACR
Northwest Arkansas Community College Regional Technical Center	<ul style="list-style-type: none"> • Criminal Justice • Dental Assisting • Food Production Management and Services • Certified Nursing Assistant
SAU Tech Career Academy	<ul style="list-style-type: none"> • Automotive Service Technology • Computer Engineering • Cosmetology Technology • Health Sciences Technology • Radio/Television Broadcast & Production • Welding Technology
Western Arkansas Technical Center (WATC)	<ul style="list-style-type: none"> • Advanced Health Pharmacy Technician • Automotive • CADD • Criminal Justice • Early Childhood Education • Electronics Technology • Emergency Medical Technician • Engineering

	<ul style="list-style-type: none"> • General Health & CNA • Graphic Design • Health Sciences • Information Technology • Medical Office Assistant • Welding Technology
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As you can see from the above table, the Northwest Arkansas Community College Regional Technical Center (NWACC) offers the least amount of opportunity for students to prepare to enter the workforce upon high school graduation and encourage students to continue their education after high school. Since Washington County has such a large labor force and a below average unemployment rate, Elkins School District understands the needs of the regional workforce and through Elkins ExPLORE Charter School would like to provide more opportunities for northwest Arkansas students. According to KUDER Career search with Person Match Aggregate Report for Elkins high school and middle school students, the top five career clusters in ranking order were: 1) Arts, Audio-Video Technology, and Communications; 2) Hospitality and Tourism; 3) Science, Technology, Engineering, and Mathematics; 4) Architecture and Construction; and 5) Health Sciences. Compared to the current NWACC Career and Technical Center offerings, Elkins students would not be able to pursue career pathways in three of the five career areas determined by the KUDER testing results. In addition, since NWACC Regional Technical Center is located an hour from Elkins, it is very difficult for students to attend the courses needed for the programs of study. Currently, courses at NWACC are offered in a block type schedule and due to Elkins' rigid traditional schedule, it has become impossible for students to schedule both core courses at Elkins and concurrent courses at NWACC and still meet state instructional guidelines.

Students need ExPLORE as an opportunity to make an informed career choice by selecting a technical program based on their interests and aptitudes, have workforce experiences to help them to make career choices, and enter the workforce upon high school graduation by obtaining professional certifications, a certificate of proficiency, or a technical certificate which equals marketable job skills. Elkins ExPLORE would also like to encourage students to continue their education after high school by providing flexible scheduling so students can successfully complete classes that are credited at both the high school and college level. Therefore, students can finish their technical program with several hours toward a degree or advanced certification program which in turn will improve high school graduation and matriculation rates, impact college graduation rates, and strengthen the region's workforce.

Further information is needed regarding how the school will meet state educational goals.

Elkins ExPLORE will adhere to Arkansas Law reflecting the required 38 units reflected by the Smart Core Curriculum, requirements set forth by Common Core Curriculum, as well as requirements set forth by Arkansas frameworks. Elkins ExPLORE will also adhere to guidelines set forth by Arkansas Law and Standards for Accreditation in which we do not receive waivers.

SMART CORE CURRICULUM

English – 4 units

English 9th grade
English 10th grade
English 11th grade
English 12th grade

Mathematics – 4 units

Algebra I or Algebra A & B (Grades 7-8 or 8-9)
Geometry or Investigating Geometry or Geometry A & B (Grades 8-9 or 9-10)
Algebra II
Fourth Math Choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III or an Advanced Placement mathematics

(Comparable concurrent credit college courses may be substituted where applicable.)

Natural Science – 3 units with lab experience chosen from:

Physical Science
Biology or Applied Biology/Chemistry
Chemistry
Physics or Principles of Technology I & II or PIC Physics

Social Studies – 3 units

Civics – ½ unit
World History – 1 unit
U.S. History – 1 unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

Standard 4:

Please clarify what is meant as "direct contact" with instructors.

As students master academic and technical skills, Elkins ExPLORE believes face-to-face instruction is a vital part of the mastery process. Elkins ExPLORE will have face-to-face instruction at least 20 of the required 30 hours of weekly instruction. The remaining 10 hours of instruction will be acquired through school approved projects, activities, career focus experiences, career/curriculum day out activities, guest speakers, and assemblies. Students needing additional support from their instructors, to ensure academic success, will be required to have additional supplementary face-to-face instruction, more than 20 hours, with ExPLORE teachers.

Clarify how the proposed educational program will expand or enhance the current educational options available.

Currently, Elkins School District offers a traditional educational model for its students. Through Elkins ExPLORE, Elkins will provide an academic alternative for students who want and need more than the traditional model.

First, compared to a traditional educational model, ExPLORE students will have the opportunity for mastery-based learning instead of Carnegie seat-time learning. Currently, traditional students are required to occupy a seat in a class for 120 hours per semester to receive credit, but may not take an active role in their education. Through Carnegie seat-time learning, traditional students generally begin and end each lesson with or without objective mastery. Elkins ExPLORE students will be involved in a mastery-based learning model which may involve direct teacher instruction, inquiry based instruction, challenge-based learning, or independent learning. This method will require utilizing well-defined learning objectives, organized into smaller, sequentially prepared units. In order to demonstrate mastery, students must be able to clearly show evidence of understanding of the material before moving to the next lesson. Through this model, ExPLORE students will not be required to occupy the 120 seat hours as in a traditional Carnegie setting, but will be able to complete classes once mastery is achieved. The mastery learning instructional strategy does not detract from providing students with the 38 units as required. Through mastering objectives at varied intervals, struggling students will have the opportunity for supplemental face-to-face instruction to ensure mastery success, proficient students will have the opportunity to move from one lesson to the next at a steady pace, and advanced students will be able to move at a faster pace in order to accelerate their educational process. Therefore, education is individualized and not standardized.

Second, Elkins ExPLORE understands the reality of the changing student. Compared to the traditional educational model, ExPLORE understands the school day no longer starts at eight and ends at three o'clock. ExPLORE also understands today's students are around-the-clock learners, who require individualized lessons, opportunities to create instead of consume, and the freedom to work at their own pace, in their own setting, with non-traditional access to their instructors. Through flexible scheduling, mastery based learning, online curriculum, career and tech exploration, and extended school days, Elkins ExPLORE can provide options for students that are not available in the traditional educational setting, such as a student going to school from 8:00-12:00 and then leaving school to have more exposure to career pathways, enter the workforce, or pursue post-secondary opportunities. Since Elkins is located approximately an hour away from post-secondary opportunities and the majority of workforce opportunities in Washington county, flexible scheduling will also give students more possibilities for concurrent credit enrollment as well as on-the-job training or employment options.

Third, students today have instant access to information through technology and the web, manage their own acquisition of knowledge through informal learning, and have progressed beyond consumers of content to become producers and publishers. As a result, traditional teaching and learning methods are becoming less effective at engaging students and motivating them to achieve. Through one-to-one computing, digital age tools, cell phones, new tech, and other electronic devices, Elkins ExPLORE will present students with a challenge that requires them to draw on prior learning, acquire new knowledge, and tap their creativity to develop

solutions. In contrast to traditional teaching and learning methods, ExPLORE will utilize a challenge based learning approach that engages a multidisciplinary approach to teaching and learning that encourages students to leverage the technology they use in their daily lives to solve real-world problems. Challenge based learning is collaborative and hands-on, asking students to work with other students, their teachers, and experts in their communities and around the world to develop deeper knowledge of the subjects students are studying, accept and solve challenges, take action, share their experience, and enter into a global discussion about important issues.

Fourth, Elkins ExPLORE values the importance of career and technical education and the impact it has on our society. In the current traditional setting, Elkins offers courses in business, agriculture, and family and consumer sciences. However, the current traditional courses offer very little to no on-the-job training, as well as a limited number of career pathways. The philosophy of Elkins ExPLORE is to provide instruction and practice based on the belief that applied education is essential for all individuals to pursue and maintain their occupation of choice. Providing students with a broad-based foundation of facts, knowledge, and skills combined with career and tech services will ensure an education for employability and/or entrance into the post-secondary level in the field of their choice. Through this philosophy, ExPLORE will provide students the opportunity for internships, apprenticeships, on-the-job training, concurrent credit courses, and a variety of career and tech pathways provided through the Arkansas Department of Workforce Education. By providing various career and tech pathways, ExPLORE students will acquire real-world skills, both specialized and general, to meet the increasing demands of businesses.

Finally, along with mastery based learning, the biggest difference between Elkins ExPLORE and the traditional school is the opportunity to hire experts in the workforce. With the opportunity for Arkansas Code Ann. 6-15-1004 to be waived, Elkins ExPLORE Charter School will have the flexibility to employ instructors that will offer the most successful experience in the program regardless of licensure status. This would provide Elkins ExPLORE the flexibility to hire the staff with the specific skills needed to successfully meet the needs of the students. With this critical component, Elkins ExPLORE will be able to hire workforce leaders and experts in the field to teach courses related to career pathways, provide on-the-job training, and provide a deeper knowledge of subjects from a real-world perspective. Instead of students learning skills from licensed teachers who have general skills from the scope of the classroom, the students will be able to learn in-depth skills from experts in the field who will be able to provide them with real-world based problems and objectives therefore making the students workforce ready and productive in their career pathway.

Please provide the foundational educational philosophy for the proposed educational program.

The philosophy of Elkins ExPLORE is to provide instruction and practice based on the belief that education is essential for all individuals to pursue and maintain their occupation of choice. Providing students with a broad-based foundation of facts, knowledge, and skills combined

with career and tech services will ensure an education for employability and/or entrance into the post-secondary level in the field of their choice.

Standard 5:

Goals listed are generalized. There are no specific goals listed for achievement accountability during the contractual period of this proposed charter. Please provide additional information.

A variety of state-mandated criterion-referenced (Benchmark, 11 Literacy, EOC exams, PARCC, etc.) combined with norm-referenced (SAT 10, Qualls Early Learning Inventory, etc.), developmental (English Language Development Assessment, etc.), and local (NWEA map, A+ Anywhere Curriculum , etc) assessments. will be used to determine student academic achievement and annual growth.

GOALS:

Reading

- ExPLORE students will read on grade level or higher.
- ExPLORE students will meet individual reading proficiency levels or achieve individual growth according to state-mandated exams.
- ExPLORE students will meet individual reading comprehension proficiency levels or achieve individual growth according to state-mandated exams.

Math

- ExPLORE students will meet individual mathematics proficiency levels or achieve individual growth according to state-mandated exams.
- ExPLORE students will meet individual mathematics reasoning proficiency levels or achieve individual growth according to state-mandated exams.

For reading and math goals, Elkins ExPLORE will desegregate data from state-mandated tests and local exams each year to determine the proficiency levels of each student. If a student does not meet the state mandated proficiency level, school personnel will calculate individual student growth to determine student achievement. Students who do not meet state mandated proficiency levels will have an Academic Improvement Plan to help the student achieve proficiency.

Academic Improvement Plans: Appropriate teachers and/or other school personnel knowledgeable about the student's academic performance shall evaluate students identified as scoring below proficient on the State Criterion Reference (CRT) exams. The student's parents will be contacted for the purpose of working jointly with school personnel in developing an Academic Improvement Plan (AIP). Formative and Summative Assessment Data will be used to create a plan that includes standards-based, supplemental, remedial strategies designed to assist the student in scoring proficient on the next administration of the CRT Exam. A variety of additional resources will also be used to support the student. The AIP will be monitored and adjusted as the student makes progress toward the desired goal.

Along with state mandated exams, Elkins ExPLORE will utilize NWEA map adaptive testing and A+ Anywhere Curriculum testing to set individual baseline results in language arts and math, identify each student's skill needs, guide individualized instruction throughout the year, monitor student progress, create differentiated instruction, and chart student progress.

Standard 6

Met standard.

Standard 7

It appears from the application that the Applicant intends for this proposed charter school to replace its existing alternative learning environment (ALE). The only students eligible for admission to an ALE are those exhibiting the characteristics and situations identified in section 4.01 of the ADE Rules Governing the Distribution of Student Special Needs Funding. Per section 4.02.1.8 of those Rules, a student's placement in an ALE is determined by a placement team. If this proposed charter school is intended to function as the Applicant's ALE, the Applicant should explain how it can reconcile the open nature of a charter school, and the enrollment policies described in Standard 7, with the limited eligibility and placement requirements of an ALE. Otherwise, the district should explain how it intends to comply with Ark. Code Ann. § 6-48-102 and its requirement that every district offer one or more alternative learning environments in compliance with Department rules.

Elkins ExPLORE does not intend to replace the current ALE school, but does intend to incorporate the ALE as a component of the district conversion charter. This is a K-12 application and the charter school will customize the education plan for each child/family based on their needs. The current ALE program is limited and cannot provide the flexibility or opportunities requested in this application. The current ALE program cannot provide services except to those students that qualify for an alternative learning environment, however, Elkins ExPLORE plans to offer flexibility to more students than just those in the ALE program.

In addition, the Applicant states it will prioritize students seeking enrollment, giving priority to resident students, then at-risk students, and then home-school students. This is not acceptable under federal law. Every child, whether living inside or outside the district, whether at -risk or not, whether homeschooled or not, must have an equal opportunity to enroll in and attend the school.

Elkins ExPLORE will offer equal opportunity enrollment to all who want to attend the school. Students will not be prioritized, but a lottery system will be put into place once maximum capacity numbers have been reached. The cap will be 80 students for the first year, 160 students for the second year, and 350 for the third year. If the number of students seeking enrollment in the school exceeds capacity, the students will be randomly selected by an anonymous lottery. The total number of students enrolled in the school will not exceed 500 without formally amending this charter application.

Standard 8

Please provide the staffing plan for the first two years of operations.

Staffing plan for year one 2012-2013 with student enrollment of 80 ExPLORE will consist of the following:

Director/Principal	(1.0 FTE)
Counselor	(utilized by district personnel)
Instructors	(4.0 FTE)
Special Education Instructors	(utilized by district personnel)
Technology personnel	(utilized by district personnel)
Secretary	(utilized by district personnel)
Paraprofessionals	(utilized by district personnel)
Literacy/Math Instructional Facilitators	(utilized by district personnel)

Staffing plan for year two 2013-2014 with student enrollment of 160 ExPLORE will consist of the following:

Director/Principal	(1.0 FTE)
Counselor	(utilized by district personnel)
If enrollment warrants	(.5 FTE)
Instructors	(6.0 FTE)
Special Education Instructors	(utilized by district personnel)
If enrollment warrants	(.5 FTE)
Technology personnel	(utilized by district personnel)
Secretary	(utilized by district personnel)
Paraprofessionals	(utilized by district personnel)
Literacy/Math Instructional Facilitators	(utilized by district personnel)

No qualifications are listed for literacy and math specialists.

Literacy and math support personnel will not be certified specialists. Elkins ExPLORE will utilize current district literacy and math instructional facilitators. Qualifications for Literacy and Math Instructional Facilitators include bachelors degree with teaching experience and district required professional development.

Standard 9

Please provide letters of support from the public library regarding using them as an outside agency for materials.

See Attachment D – Letter from Elkins Public Library

Please describe the services provided to ELL students.

For the English Language Learner (ELL) population, Elkins ExPLORE will provide a comprehensive alternative language program based on scientifically based research on teaching ELL children. The program is designed to enable ELL children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards. Elkins ExPLORE will also assess all new language minority students within the first 30 days of school beginning, and within 20 days of enrollment for students who enroll later in the school year. In addition, Elkins ExPLORE will implement an effective means of outreach to parents of ELL students to involve parents in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging state academic standards as all other children are expected to meet.

Standard 10

Met standard.

Standard 11

Met standard

Standard 12

***a.) Ark. Code Ann. § 6-10-106 ("Uniform dates for beginning and end of school year"):
Because the Applicant's proposed calendar reflects starting and ending dates consistent with the statute, the Applicant should explain further why this waiver is necessary and how the Applicant's plan is not consistent with this statute. Unless the Applicant indicates a specific rationale for waiving this statute, no waiver will be granted.***

Although Elkins ExPLORE does not intend to go outside the perimeters of the statute for year one, Elkins ExPLORE would like the flexibility to customize the educational calendar as student needs deem necessary. Since outside sources such as concurrent credit and workplace training are a vital part of Elkins ExPLORE, the flexibility is necessary to create an educational calendar that can be customized to meet the needs of our students.

***b.) Ark. Code Ann. § 6-15-1004 ("Qualified teachers in every public school classroom"):
Though the Applicant stated an intent to waive licensure rules, the Applicant failed to request waiver of Ark. Code Ann. § 6-17-309 ("Certification to teach grade or subject matter - Exceptions - Waiver"), ADE Rules Governing Waivers for Substitute Teachers, ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher, and Section 15.03 of the Standards for Accreditation. If no waiver is sought of these statutes and rules, the Applicant's teachers may be required to be licensed.***

Elkins ExPLORE is asking to waive 6-15-1004, 6-17-309, and Section 15.03 of the Standards for Accreditation. Ark. Code Ann. 6-17-309 would be necessary for a teacher who is not licensed to teach the grade level or subject for more than thirty (30) consecutive days in the same class during a school year. Section 15.03 of the Standards for Accreditation which states,

"administrative, teaching, and other personnel hold valid Arkansas license", would also be necessary to stay in compliance with accreditation guidelines. Even though Elkins ExPLORE will hire Highly Qualified Teachers in the core subject areas, Elkins ExPLORE requests the flexibility to employ instructors it feels will be the most successful in the program regardless of licensure status. This would give ExPLORE the flexibility to hire the staff with the specific skills needed to successfully meet the needs of the students. Every effort will be made to hire the most qualified individuals.

• 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.

Elkins ExPLORE will hire Highly Qualified Teachers in core academic subject areas and such teachers will meet the requirements of the ADE Rules Governing Highly Qualified Teachers.

• 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.

Elkins ExPLORE will administer standardized assessments according to procedures established by the ADE, which includes certified teachers administer the standardized assessments.

• All teachers and school personnel must submit to the criminal background and central registry checks.

Elkins ExPLORE will adhere to all teachers and school personnel submitting to the criminal background and central registry checks.

c.) Ark. Code Ann. § 6-16-102 ("School day") & Standard 10.01.4 of the Standards for Accreditation (regarding required instructional time): The Applicant indicates students will receive a minimum of 30 hours of instructional time per week, which is the amount required by statute and standards. The Applicant should further explain why waiver is necessary, and explain specifically how the Applicant's plan is not consistent with the statute and standards. Unless the Applicant indicates a specific rationale for waiving this statute and standard, no waiver will be granted. In addition, the Applicant should clarify whether the minimum 20

hours of "face-to-face teacher/ student interaction" will take place on campus, or off campus via electronic means.

Elkins ExPLORE will provide students a minimum of 30 hours of instructional time per week, however, due to flexible scheduling and extended hours, students may receive less than six (6) hours of instructional time during a school day. This waiver is a necessity of the ability to provide flexible schedules to meet student needs. With concurrent credit and workplace training options, students may receive more than six (6) instructional hours during one day of the week and less than six (6) instructional hours another. However, the end result of instructional time will result in thirty (30) hours per week of instructional time. With the granting of this waiver, days in which less than six (6) hours of instructional time are provided will still be counted as a full day of school since ExPLORE will be fulfilling the requirement of thirty (30) hours per week.

Elkins ExPLORE will provide 20 hours of "face-to-face teacher/student interaction" through on campus instructors, off campus instructors, as well as electronic means. Since the needs of each student are diverse and individualized, Elkins ExPLORE believes all three aspects of "face-to-face teacher/student interaction" are vital. Along with on campus instructors, off campus instructors will be vital in receiving concurrent credit, as well as receiving instruction from experts in the field. Electronic means will also be utilized through independent classes, virtual learning courses, course recovery, project based learning, mastery learning, and web based on line learning with help from certified teachers. Instructional strategies and practices will be utilized to ensure the standards of the Arkansas curriculum frameworks are met for students in the charter school. We will customize the curriculum offerings, classes, and support to students and families based on their needs. The goal is to have opportunities for students to be connected 24/7 for more learning and extended learning. Students are more engaged when using technology and mobile learning opportunities, using podcasts, phones, computers, and web-based classes with help from certified teachers.

d.) Standard 10.02 of the Standards for Accreditation ("Class size and teaching load"): The Applicant failed to articulate an alternative maximum class size or teaching load, meaning the school would have no limits should a waiver be granted. The Applicant should identify an alternative maximum class size and teaching load, or otherwise explain why none should be set.

Elkins ExPLORE requests Standard 10.02 be waived due to the nature of the program design. We fully intend to adhere to a ratio of teachers to students that meets standards. However, circumstances may dictate that this ratio be higher due to enrollment and teacher availability.

e.) Ark. Code Ann. §§ 6-25-103 ("Library media services program") & 104 ("Library media specialist"): Though the Applicant stated an intent to waive the requirement of a licensed library media specialist, the Applicant failed to request waiver of Standard 16.02.3 of the Standards for Accreditation (regarding licensure of media specialists). If no waiver is sought of this standard, the Applicant may still be required to hire a licensed library media specialist. In addition, in light of the Applicant's stated intent to rely on library resources of other schools in the district, the Applicant should clarify whether it will comply with Standards 16.02.1 and 16.02.4 of the Standards for Accreditation, which require a minimum library collection of 3,000 volumes, exclusive of textbooks, along with the expenditure of sufficient resources for the purchase of an "appropriate, current collection" .

Along with Ark. Code Ann. 6-25-103, Elkins ExPLORE also requests the waiver of Standards 16.02.1, 16.02.3, and 16.02.4 of Standards for Accreditation. Since Elkins ExPLORE will be in close proximity, walking distance, from existing Elkins School District libraries as well as the Elkins Public Library, the need for an additional licensed library media specialist is not necessary. Currently, the Elkins School District employs three licensed library media specialists and houses three libraries that meet Ark. Code Ann 6-25-103, as well as Standards 16.02.1, 16.02.3, and 16.02.4 of the Standards for Accreditation. Elkins ExPLORE does however understand the importance of sufficient resources and therefore will help maintain and budget for the purchase of "appropriate, current collections."

Standard 13

Not applicable

Standard 14

Please provide a copy of your district parental involvement plan.

See Attachment E – District Parental Involvement Plan

Concerns and Additional Comments

- 1. Request to convert current ALE school to charter (page 2), but applicant also states that Charter will be open to all students who reside in the district. Please clarify.***

Elkins ExPLORE does not intend to replace the current ALE school, but does intend to incorporate the ALE as a component of the district conversion charter. See Standard 7 on page 9 of this response.

2. No classified salary schedule is provided. Applicant should provide.

See Attachment F – Classified Salary Schedules

See Attachment G – Non-Certified Teacher Salary Schedule

3. The applicant states that the extended school will meet varying hours Monday through Friday. Please clarify how salaries are budgeted in this manner. Pg. 2

Salaries will be budgeted on an average work week of 40 hours for 1.0 FTE personnel.

Salaries will be prorated to reflect varying hours based on a 40 hour week.

4. Applicant appears to be transferring the ALE funding that the district is awarded to the proposed charter for use. Please clarify.

Since Elkins ExPLORE will incorporate the ALE as a component of the district conversion charter school, the ALE funding will be incorporated into the proposed charter school budget.

5. The applicant only provides information of required staffing needs for the maximum (page 10), yet year one and year two are projected at 80 and 160 students respectively. Please clarify. It cannot be determined if budget is accurate for these expenditures. Budget provides for purchased services in some areas and no FTE for certain services. Applicant should provide information to clarify budget.

See Standard 8. Budget provides for purchased services in some areas and no FTE for certain services because the district will be utilizing district personnel already employed and paid with district funds.

6. Budget information submitted should be for the years 2012-13 and 2013-2014. Pg 20 & 24

See Attachment H – 2012-2013 Year One Budget

See Attachment I – 2013-2014 Year Two Budget

7. The applicant submits a net budget for both years that is zero. Please clarify this is what was intended to be submitted. Pg.20-27.

Budget has been amended to reflect no potential grants that could be included for revenue. Current revenue allotments include state foundation funding, professional development, NSLA, and ALE. These funds will increase proportionately over the next

five years as enrollment is allowed to increase. The current budget reflects fiscal responsibility and conservative practices.

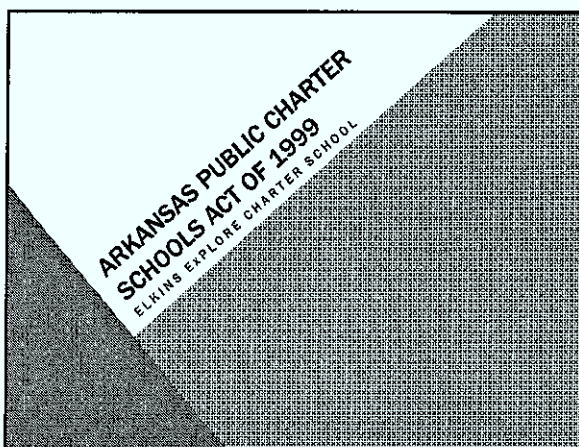
8. The applicant should clarify and provide information regarding the lease purchase expenditure amount budgeted. Pg. 23 & 27

Lease purchase expenditure amount budgeted is to reflect the possibility of needing portable buildings for additional classroom space if the Facilities Division deems it necessary.

Elkins School District
Public Conversion Charter School
Informational Meeting Agenda
October 25th, 2011
Elkins High School Cafeteria
5:30 - 6:30 pm

5:30-5:35	Welcome and Opening Remarks	Megan Witonski, Superintendent
5:35-5:50	PowerPoint – Charter school background information	Megan Witonski, Superintendent
5:50-6:10	PowerPoint – Elkins ExPLORE Charter School Timeline of application process	Paula Wheeler, ALE Principal
6:10-6:30	Questions and Answers	Megan Witonski, Superintendent Paula Wheeler, ALE Principal

Attachment A



LEGISLATIVE INTENT

To provide opportunities for public schools to operate independently from the local school district to accomplish the following:

- Improve student learning
- Increase the use of different and innovative teaching methods
- Provide parents and students with expanded choices in the types of educational opportunities.

DEFINITIONS

The application defines the proposal for obtaining a public charter school.

Charter means a performance-based contract for an initial five-year period between the State Board of Education and an approved applicant.

Conversion public Charter school means a public school that has converted to operating under the terms of a charter approved by the local school board and the state board.

AUTHORIZATION FOR CONVERSION PUBLIC CHARTER SCHOOL STATUS

The State Board may approve any application that:

1. Provides a plan for improvement at the school level for improving student learning.
2. Includes a set of performance-based objectives and student achievement objectives to be measured annually.

AUTHORIZATION CONT.

3. Includes a proposal to directly and substantially involve the parents of students enrolled, as well, as the certified employees and the broader community.
4. Includes an agreement to provide a yearly report to parents, the community, the local school board, and the state board that indicates the progress in meeting the performance objectives.

**ELKINS SCHOOL DISTRICT
ExPLORE CHARTER SCHOOL**

What school are we asking to convert to a charter school?

We are requesting the conversion of our alternative learning environment school, iCAN.

iCAN which currently has 13 students enrolled grades 7-12 will convert to a charter school serving student grades K-12 with varying degrees of involvement.

ExPLORE

Experiences
to
Pursue
Lifework
Opportunities
in
Real-world
Education

WHY A CHARTER SCHOOL?

ExPLORE will offer a challenging technology embedded academic program to a diverse student population.

The focus of ExPLORE is to provide students with Experiences to Pursue Lifework Opportunities through Real-world Education (ExPLORE).

New TECH – Technology Infused Project-based Learning

EXPLORE GENERAL DESCRIPTION

EXPLORE Charter School will have a maximum of 500 students.

The student cap will increase as the Elkins School District constructs a new high school.

Year one - 80 students

Year two - 160 students

Year three - 350 students

DESCRIPTION

EXPLORE will operate on an extended year, extended day schedule, with varying hours Monday through Friday.

Each student will have an individualized schedule determined by student and family needs.

Instruction time will be delivered in a variety of ways: traditional, flexible, and/or by appointment.

DESCRIPTION

Students will seek academic educational avenues through blended instruction.

Computer based learning will allow the student to access the curriculum at home or school, incorporating the speed he/she needs with the guidance of content experts.

Students will be afforded the opportunity to participate in internships, apprenticeships, job-shadowing, job certification, and real-world applications.

DESCRIPTION CONT.

EXPLORE students will be able to participate in extra-curricular activities provided by the district schools and/or approved outside sources.

The utilization of their extra-curricular experiences combined with an already enhanced instructional program will promote the development of individuals capable of functioning in today's ever-changing society.

TIMELINE

- Submit Application October 31, 2011
- Arkansas Department of Education application review
- Arkansas Department of Education fact finding conference
- Arkansas Department of Education approval/denial
- Charter Implementation July 1, 2011/resubmission

QUESTIONS

We welcome your questions and input.

Megan Witonski, Superintendent
479-643-2172

Paula Wheeler, Principal
479-643-2690

Elkins ExPLORE Placement Report

Graduation Year _____

- 1-Further Education
- 2-Employed in the Field of Program Completed
- 3-Employed, not in the Field of Program Completed
- 4-Military
- 5-Unemployed and Not in Education
- 6-Not Found

State ID Number	Student Name	Program	Placement

Elkins Public Library
352 N. Center Street, Elkins, AR 72727

November 29, 2011

Arkansas Department of Education
Charter School Office
Four Capital Mall, Room 302-B
Little Rock, AR 72201

To Whom It May Concern:

This is a letter in support of the Elkins School District's application for the Elkins ExPLORE Charter School. As the director of the Elkins Public Library I can assure you we will happily make our collection and computer resources available its students. We welcome this opportunity to support the Elkins School District and the students it serves.

Sincerely,



Susan Unger
Director
Elkins Public Library

Attachment D

ELKINS SCHOOL DISTRICT PARENTAL/COMMUNITY INVOLVEMENT PLAN

The Elkins School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the district shall work to:

1. Involve parents and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities;
3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement;
5. Provide parents with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
7. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
8. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent and community involvement programs to suit the needs of our district;
10. Train parents to enhance and promote the involvement of other parents;
11. Provide reasonable support for other parental involvement activities as parents may reasonably request.

To ensure the continued improvement of the district's parental/community involvement program, the district will conduct an annual review of its parental involvement policies to examine their affect on promoting higher student achievement. The review shall be done by a committee

Attachment E

consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Legal References: 20 U.S.C. § 6318 (a)(2),(A),(B),(D),(E) (NCBL Act of 2001, Section 1118)
20 U.S.C. § 6318 (e)(1),(2),(3),(4),(5),(6),(8),(9),(10),(11),(13),(14) (NCBL Act of 2001, Section 1118)

Date Adopted: 3-10-1987

Last Revised: 2-22-2011

ACCOUNTING CLERK

Contracted Days: 240
 Hours per Days: 8
 Board Approved: 6/9/2009
 APSCN Schedule Code: 7C2
 "Range" From APSCN Schedule *: 1

Elkins School District #10
 Effective: July 1, 2009

Note: Represents an increase over the prior fiscal year. Days changed 11/10

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	19,562
2	1	20,109
3	2	20,673
4	3	21,253
5	4	21,851
6	5	22,467
7	6	23,351
8	7	24,004
9	8	24,677
10	9	25,370
11	10	26,084
12	11	26,919
13	12	27,576
14	13	28,356
15	14	29,160
16	15	29,987
17	16	31,089
18	17	31,967
19	18	32,872
20	19	33,803
21	20	34,762
22	21	35,750
23	22	36,768
24	23	37,816
25	24	38,896
26	25	40,008

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

Attachment F

BOOKKEEPER

Contracted Days: 240
 Hours per Days: 8
 Board Approved: 4/22/2008
 APSCN Schedule Code: 7DT
 "Range" From APSCN Schedule **: 3

Elkins School District #10
 Effective: May 1, 2008

Note: Contracted Days Change Approved
 11/10

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	33,280
2	1	33,865
3	2	34,450
4	3	35,035
5	4	35,620
6	5	36,205
7	6	36,790
8	7	37,375
9	8	37,960
10	9	38,545
11	10	39,130
12	11	39,715
13	12	40,300
14	13	40,885
15	14	41,470
16	15	42,055
17	16	42,640
18	17	43,225
19	18	43,810
20	19	44,395
21	20	44,980
22	21	45,565
23	22	46,150
24	23	46,735
25	24	47,320
26	25	47,905

** The "Step" and "Range" are referenced above as these are used
 to pull information from the accounting system for payroll and

BUILDING MAINTENANCE

Contracted Days: 247
 Hours per Days: 8
 Board Approved: 8/14/2006
 APSCN Schedule Code: C1
 "Range" From APSCN Schedule *: 1

Elkins School District #10
 Effective: July 1, 2006

Note: Represents an increase in salary over the previous fiscal year.

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	19,760
2	1	20,296
3	2	20,849
4	3	21,418
5	4	22,004
6	5	22,608
7	6	23,479
8	7	24,120
9	8	24,780
10	9	25,459
11	10	26,159
12	11	26,880
13	12	27,622
14	13	28,387
15	14	29,175
16	15	29,986
17	16	31,072
18	17	31,932
19	18	32,819
20	19	33,732
21	20	34,672
22	21	35,641
23	22	36,639
24	23	37,667
25	24	38,725
26	25	39,816

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

BUS DRIVERS

Contracted Days: 178
 Hours per Days: Varies
 Board Approved:
 APSCN Schedule Code:
 "Range" From APSCN Schedule * :

C6
 * 1-5

Elkins School District #10
 Effective: July 1, 2010

Note: Revised to include the \$65 increment addition each year .

<u>STEP *</u>	<u>SHORT ROUTE</u>	<u>MEDIUM ROUTE</u>	<u>LONG ROUTE</u>	<u>EXTRA- LONG RT</u>	<u>SSI- ROUTE</u>
1	9,452	9,683	10,063	10,442	9,400
2	9,517	9,748	10,128	10,507	9,400
3	9,582	9,813	10,193	10,572	9,400
4	9,647	9,878	10,258	10,637	9,400
5	9,712	9,943	10,323	10,702	9,400
6	9,777	10,008	10,388	10,767	9,400
7	9,842	10,073	10,453	10,832	9,400
8	9,907	10,138	10,518	10,897	9,400
9	9,972	10,203	10,583	10,962	9,400
10	10,037	10,268	10,648	11,027	9,400

NOTE: Bus Drivers' salary increases are set at \$65 annually unless a different amount is approved by the School Board. Board approved 8/21/2006
 Extra-Long Route approved on 04/17/2007

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

BUS MECHANIC

Contracted Days: 240
Hours per Days: 8
Board Approved: 8/14/2006

Elkins School District #10
Effective: July 1, 2006

APSCN Schedule Code: 7C1
"Range" From APSCN Schedule *: 2

Note: This represents a raise over the previous school year. Contracted Days change approved 11/10

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	19,760
2	1	20,296
3	2	20,849
4	3	21,418
5	4	22,004
6	5	22,608
7	6	23,479
8	7	24,120
9	8	24,780
10	9	25,459
11	10	26,159
12	11	26,880
13	12	27,622
14	13	28,387
15	14	29,175
16	15	29,986
17	16	31,072
18	17	31,932
19	18	32,819
20	19	33,732
21	20	34,672
22	21	35,641
23	22	36,639
24	23	37,667
25	24	38,725
26	25	39,816

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

COMPUTER TECH - I

Contracted Days: 178

Hours per Days: 7

Board Approved: 8/14/2006

APSCN Schedule Code: 7C8

"Range" From APSCN Schedule *: 1

Elkins School District #10

Effective: July 1, 2006

Note: Reflects an increase over the previous year salary schedule.

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	11,712
2	1	12,034
3	2	12,365
4	3	12,707
5	4	13,059
6	5	13,421
7	6	14,044
8	7	14,428
9	8	14,824
10	9	15,232
11	10	15,652
12	11	16,084
13	12	16,530
14	13	16,989
15	14	17,462
16	15	17,948
17	16	18,700
18	17	19,216
19	18	19,748
20	19	20,296
21	20	20,861
22	21	21,442
23	22	22,041
24	23	22,658
25	24	23,293
26	25	23,947

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

CUSTODIANS

Contracted Days: 240
 Hours per Days: 8
 Board Approved: 8/14/2006
 APSCN Schedule Code: 7C1
 "Range" From APSCN Schedule *: 4

Elkins School District #10
 Effective: July 1, 2006

Note: Represents a raise over the prior fiscal year. Contracted Days Change 11/10.

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	15,314
2	1	15,738
3	2	16,175
4	3	16,624
5	4	17,088
6	5	17,565
7	6	18,306
8	7	18,813
9	8	19,334
10	9	19,871
11	10	20,424
12	11	20,994
13	12	21,581
14	13	22,185
15	14	22,808
16	15	23,449
17	16	24,360
18	17	25,040
19	18	25,741
20	19	26,463
21	20	27,206
22	21	27,972
23	22	28,760
24	23	29,573
25	24	30,409
26	25	31,271

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

HEAD COOK

Contracted Days: 182
 Hours per Days: 8
 Board Approved: 8/14/2006
 APSCN Schedule Code:
 "Range" From APSCN Schedule * :

Elkins School District #10
 Effective: July 1, 2006

Note: Represents a raise over the
 prior year salary schedule

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	13,468
2	1	13,846
3	2	14,235
4	3	14,636
5	4	15,049
6	5	15,475
7	6	16,163
8	7	16,614
9	8	17,079
10	9	17,558
11	10	18,051
12	11	18,559
13	12	19,082
14	13	19,621
15	14	20,176
16	15	20,747
17	16	21,586
18	17	22,193
19	18	22,817
20	19	22,461
21	20	24,123
22	21	24,806

23	22	25,509
24	23	26,233
25	24	26,979
26	25	27,747

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

iCan/iMpact Aide

Contracted Days: 178
 Hours per Days: 7
 Board Approved: 8/14/2006
 APSCN Schedule Code: 7C8
 "Range" From APSCN Schedule * : 1

Elkins School District #10
 Effective: July 1, 2006

Note: Represents a raise over the prior year salary schedule.

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	11,712
2	1	12,034
3	2	12,365
4	3	12,707
5	4	13,059
6	5	13,421
7	6	14,044
8	7	14,428
9	8	14,824
10	9	15,232
11	10	15,652
12	11	16,084
13	12	16,530
14	13	16,989
15	14	17,462
16	15	17,948
17	16	18,700
18	17	19,216
19	18	19,748
20	19	20,296
21	20	20,861
22	21	21,442
23	22	22,041
24	23	22,658
25	24	23,293
26	25	23,947

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

LUNCHROOM SUPERVISOR

Contracted Days: 186
 Hours per Days: 8
 Board Approved: 8/14/2006
 APSCN Schedule Code: 7C7
 "Range" From APSCN Schedule * :

Elkins School District #10
 Effective: July 1, 2006

Note: Represents a raise over the prior year's salary schedule.

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	15,996
2	1	16,426
3	2	16,869
4	3	17,325
5	4	17,795
6	5	18,279
7	6	19,027
8	7	19,541
9	8	20,069
10	9	20,614
11	10	21,175
12	11	21,753
13	12	22,348
14	13	22,961
15	14	23,492
16	15	24,243
17	16	25,163
18	17	25,853
19	18	26,563
20	19	27,295
21	20	28,049
22	21	28,826
23	22	29,626
24	23	30,449
25	24	31,298
26	25	32,172

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

LUNCHROOM WORKER

Contracted Days: 180
 Hours per Days: 7
 Board Approved: 8/14/2006
 APSCN Schedule Code: 7C7
 "Range" From APSCN Schedule *: 1

Elkins School District #10
 Effective: July 1, 2006

Note: Represents an increase over the previous fiscal year salary schedule.

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	9,765
2	1	10,025
3	2	10,284
4	3	10,570
5	4	10,855
6	5	11,138
7	6	11,700
8	7	12,011
9	8	12,331
10	9	12,661
11	10	13,001
12	11	13,351
13	12	13,712
14	13	14,083
15	14	14,466
16	15	14,860
17	16	15,516
18	17	15,934
19	18	16,364
20	19	16,808
21	20	17,264
22	21	17,735
23	22	18,220
24	23	18,719
25	24	19,233
26	25	19,762

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

MAINTENANCE & TRANSPORTATION SUPERVISOR

Contracted Days: 240

Hours per Days: 8

Board Approved: 6/14/2011

APSCN Schedule Code: 7C1

"Range" From APSCN Schedule * : 2

Elkins School District #10

Effective: July 1, 2011

Note: Represents a raise over the prior year salary schedule.

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	27,467
2	1	28,440
3	2	29,413
4	3	30,386
5	4	31,359
6	5	32,332
7	6	33,305
8	7	34,278
9	8	35,251
10	9	36,224
11	10	37,197
12	11	38,170
13	12	39,143
14	13	40,116
15	14	41,089
16	15	42,062
17	16	43,035
18	17	44,008
19	18	44,981
20	19	45,954
21	20	46,927
22	21	47,900
23	22	48,873
24	23	49,846
25	24	50,819
26	25	51,792

* Certifications, Licensing, and Specific Qualifications Required

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

MAINTENANCE HELPER

Contracted Days: 240

Hours per Days: 8

Board Approved: 11/17/2009

APSCN Schedule Code: C1

"Range" From APSCN Schedule * : 1

Elkins School District #10

Effective: November 17, 2009

Note: Represents an increase in salary over the previous fiscal year.

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	14,919
2	1	15,352
3	2	15,797
4	3	16,255
5	4	16,728
6	5	17,215
7	6	17,969
8	7	18,485
9	8	19,017
10	9	19,564
11	10	20,129
12	11	20,710
13	12	21,309
14	13	21,926
15	14	22,561
16	15	23,215
17	16	24,141
18	17	24,834
19	18	25,550
20	19	26,285
21	20	27,044
22	21	27,825
23	22	28,630
24	23	29,458
25	24	30,312
26	25	31,190

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

NURSE - LPN

Contracted Days: 178
 Hours per Days: 7
 Board Approved: 8/14/2006
 APSCN Schedule Code: 7C4
 "Range" From APSCN Schedule *: 1

Elkins School
 Effective:

Note:

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	20,763
2	1	21,371
3	2	21,997
4	3	22,642
5	4	23,306
6	5	23,990
7	6	24,945
8	7	25,671
9	8	26,419
10	9	27,189
11	10	27,982
12	11	28,799
13	12	29,640
14	13	30,507
15	14	31,400
16	15	32,319
17	16	33,516
18	17	34,492
19	18	35,496
20	19	36,531
21	20	37,597
22	21	38,695
23	22	39,826
24	23	40,991
25	24	42,191
26	25	43,426

* The "Step" and "Range" are referenced above a these are used to pull information from the accounting system for payroll and contract pu

NURSE - RN

Contracted Days: 178
 Hours per Days: 7
 Board Approved: 8/14/2006
 APSCN Schedule Code: 7C4
 "Range" From APSCN Schedule *: 2

Elkins School District #10
 Effective: July 1, 2006

Note: Represents a raise over the prior fiscal year.

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	22,428
2	1	23,079
3	2	23,750
4	3	24,441
5	4	25,153
6	5	25,886
7	6	26,891
8	7	27,669
9	8	28,470
10	9	29,295
11	10	30,144
12	11	31,020
13	12	31,921
14	13	32,850
15	14	33,806
16	15	34,791
17	16	36,056
18	17	37,101
19	18	38,178
20	19	39,287
21	20	40,429
22	21	41,605
23	22	42,817
24	23	44,065
25	24	45,350
26	25	46,674

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

PARAPROFESSIONALS

Contracted Days: 178
Hours per Days: 7

Elkins School District #10
Effective: July 1, 2006

Board Approved: 8/14/2006

APSCN Schedule Code: 7C5

"Range" From APSCN Schedule * : 1

Note: This schedule represents an increase over the previous year's salary schedule.

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	10,591
2	1	10,848
3	2	11,114
4	3	11,387
5	4	11,668
6	5	11,958
7	6	12,506
8	7	12,813
9	8	13,130
10	9	13,456
11	10	13,792
12	11	14,138
13	12	14,494
14	13	14,861
15	14	15,239
16	15	15,628
17	16	16,279
18	17	16,692
19	18	17,118
20	19	17,556
21	20	18,007
22	21	18,472
23	22	18,951
24	23	19,444
25	24	19,952
26	25	20,476

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

BUILDING SECRETARIES (REGISTRARS)

Contracted Days: 240
Hours per Days: 8
Board Approved: 8/14/2006

Elkins School District #10
Effective: July 1, 2006

APSCN Schedule Code: 7C2
"Range" From APSCN Schedule *: 3

Note: Represents a raise over the previous year's salary schedule. Contract

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	17,290
2	1	17,767
3	2	18,258
4	3	18,764
5	4	19,286
6	5	19,822
7	6	20,625
8	7	21,195
9	8	21,782
10	9	22,386
11	10	23,008
12	11	23,649
13	12	24,310
14	13	24,990
15	14	25,690
16	15	26,412
17	16	27,405
18	17	28,170
19	18	28,959
20	19	29,771
21	20	30,607
22	21	31,469
23	22	32,356
24	23	33,270
25	24	34,211
26	25	35,181

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

TECHNOLOGY - I

Contracted Days: 200

Hours per Days: 8

Board Approved:

APSCN Schedule Code: C8

"Range" From APSCN Schedule *: 1

Elkins School District #10

Effective: July 1, 2010

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	35,750
2	1	36,250
3	2	36,750
4	3	37,250
5	4	37,750
6	5	38,250
7	6	38,750
8	7	39,250
9	8	39,750
10	9	40,250
11	10	40,750
12	11	41,250
13	12	41,750
14	13	42,250
15	14	42,750
16	15	43,250
17	16	43,750
18	17	44,250
19	18	44,750
20	19	45,250
21	20	45,750
22	21	46,250
23	22	46,750
24	23	47,250
25	24	47,750
26	25	48,250
27	26	48,750
28	27	49,250
29	28	49,750
30	29	50,250
31	30	50,750

TECHNOLOGY - II

Contracted Days: 230
 Hours per Days: 8
 Board Approved: 12/20/2005
 APSCN Schedule Code:
 "Range" From APSCN Schedule * :

Elkins School District #10
 Effective: July 1, 2005

Note: Raise given to Certified and
 Classified employees 12/05

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	19,000
2	1	19,555
3	2	20,127
4	3	20,715
5	4	21,322
6	5	21,947
7	6	22,840
8	7	23,503
9	8	24,185
10	9	24,888
11	10	25,612
12	11	26,358
13	12	27,127
14	13	27,918
15	14	28,733
16	15	29,572
17	16	30,687
18	17	31,578
19	18	32,495
20	19	33,440
21	20	34,413
22	21	35,415
23	22	36,448
24	23	37,511
25	24	38,607
26	25	39,735

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

TRANSPORTATION SECRETARY / SPEC.ED.DRIVER

Contracted Days: 240

Hours per Days: 8

Board Approved: 8/14/2006

APSCN Schedule Code: 7C1

"Range" From APSCN Schedule * :

Elkins School District #10

Effective: July 1, 2006

Note: Represents a salary increase over the previous fiscal year. Contract Days Chg Approved 11/10.

<u>STEP *</u>	<u>YEARS EXPERIENCE</u>	<u>ANNUAL SALARY</u>
1	0	17,290
2	1	17,767
3	2	18,258
4	3	18,764
5	4	19,286
6	5	19,822
7	6	20,625
8	7	21,195
9	8	21,782
10	9	22,386
11	10	23,008
12	11	23,649
13	12	24,310
14	13	24,990
15	14	25,690
16	15	26,412
17	16	27,405
18	17	28,170
19	18	28,959
20	19	29,771
21	20	30,607
22	21	31,469
23	22	32,356
24	23	33,270
25	24	34,211
26	25	35,181

* The "Step" and "Range" are referenced above as these are used to pull information from the accounting system for payroll and contract purposes.

Elkins School District
Non-certified Teacher Salary Schedule*

<u>STEP</u>	<u>Years Experience</u>	<u>Annual Salary</u>
1	0	\$ 27,000.00
2	1	\$ 27,500.00
3	2	\$ 28,000.00
4	3	\$ 28,500.00
5	4	\$ 29,000.00
6	5	\$ 29,500.00
7	6	\$ 30,000.00
8	7	\$ 30,500.00
9	8	\$ 31,000.00
10	9	\$ 31,500.00
11	10	\$ 32,000.00
12	11	\$ 32,500.00
13	12	\$ 33,000.00
14	13	\$ 33,500.00
15	14	\$ 34,000.00
16	15	\$ 34,500.00
17	16	\$ 35,000.00
18	17	\$ 35,500.00
19	18	\$ 36,000.00
20	19	\$ 36,500.00

* Experience will be determined from recorded previous teaching positions in Arkansas public schools.

Attachment G

Public Charter School Application
Budget Worksheet / Template
Year One 2012-2013

Revenues	Amount	Total
1 State Public Charter School Aid:		
2 No. of Students (80_) x \$6,144.00 State Foundation Funding	\$491,520.00	
3		
4 No. of Students (80_) x \$51.00 Professional Development	4,080.00	
5 No. of Students (80_) x eligible rate* NSLA Funding	40,480.00	
6 Total State Charter School Aid		\$536,080.00
7		
8 Other Sources of Revenues:	\$0.00	
9 Private Donations or Gifts	0.00	
10 Federal Grants (List the amount) ALE funding category	39,046.00	
11 Special Grants (List the amount)	0.00	
12 Other (Specifically Describe)	0.00	
13		
14 Total Other Sources of Revenues		\$39,046.00
15		
16 TOTAL REVENUES		\$575,126.00
17		
18 Expenditures		
19 Administration:		
20 Salaries: (No. of Positions__1__)	\$60,000.00	
21 Fringe Benefits	16,800.00	
22 Purchased Services	0.00	
23 Supplies and Materials	560.00	
24 Equipment	2,250.00	
25 Other (Describe)	0.00	
26		
27 Regular Classroom Instruction:		
28 Salaries: (No. of Positions__3__)	\$135,000.00	
29 Fringe Benefits	37,800.00	
30 Purchased Services	0.00	
31 Supplies and Materials	3,500.00	
32 Equipment	27,920.00	
33 Other (Describe) Software	15,500.00	
34		
(Budget Continued)		
35 Special Education:	0.00	Provided by district
36 Salaries: (No. of Positions__)	0.00	
37 Fringe Benefits	0.00	
38 Purchased Services	0.00	
39 Supplies and Materials	2,500.00	
40 Equipment	2,900.00	
41 Other (Describe)	0	
42		
43 Gifted and Talented Program:		Provided by district
44 Salaries: (No. of Positions__)	0.00	
45 Fringe Benefits	0.00	
46 Purchased Services	0.00	
47 Supplies and Materials	0.00	
48 Equipment	0.00	
49 Other (Describe)	0.00	
50		
51 Alternative Education Program:		
52 Salaries: (No. of Positions__1__)	\$38,000.00	
53 Fringe Benefits	10,640.00	
54 Purchased Services	0.00	
55 Supplies and Materials	1,500.00	
56 Equipment	2,000.00	
57 Other (Describe)	0.00	
58		

Attachment H

59	Guidance Services:		Provided by district
60	Salaries: (No. of Positions___)	0.00	
61	Fringe Benefits	0.00	
62	Purchased Services	0.00	
63	Supplies and Materials	1,500.00	
64	Equipment	1,500.00	
65	Other (Describe)	0.00	
66			
67	Health Services:		Provided by district
68	Salaries: (No. of Positions___)	0.00	
69	Fringe Benefits	0.00	
70	Purchased Services	0.00	
71	Supplies and Materials	1,600.00	
72	Equipment	1,500.00	
73	Other (Describe)	0.00	
74	(Budget Continued)		
75	Media Services:		Provided by district
76	Salaries: (No. of Positions___)	0.00	
77	Fringe Benefits	0.00	
78	Purchased Services	0.00	
79	Supplies and Materials	1,500.00	
80	Equipment	2,980.00	
81	Other (Describe)	0.00	
82			
83	Fiscal Services:		Provided by district
84	Salaries: (No. of Positions___)	0.00	
85	Fringe Benefits	0.00	
86	Purchased Services	0.00	
87	Supplies and Materials	0.00	
88	Equipment	0.00	
89	Other (Describe)	0.00	
90			
91	Maintenance and Operation:		Provided by district
92	Salaries: (No. of Positions___)	0.00	
93	Fringe Benefits	0.00	
94	Purchased Services		
95	(include utilities)	22,263.00	
96	Supplies and Materials	12,980.00	
97	Equipment	13,200.00	
98	Other (Describe)	0.00	
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions_1___)	24,960.00	
102	Fringe Benefits	6,988.00	
103	Purchased Services	0.00	
104	Supplies and Materials	15,940.00	
105	Equipment	3,000.00	
106	Other (Describe)	0.00	
107			
108	Food Services:		Provided by district
109	Salaries: (No. of Positions___)	0.00	
110	Fringe Benefits	0.00	
111	Purchased Services	0.00	
112	Supplies and Materials	16,652.00	
113	Equipment	3,700.00	
114	Other (Describe)	0.00	
115	(Budget Continued)		
116	Data Processing:		Provided by district
117	Salaries: (No. of Positions___)	0.00	
118	Fringe Benefits	0.00	
119	Purchased Services	0.00	
120	Supplies and Materials	2,980.00	
121	Equipment	2,500.00	
122	Other (Describe)	0.00	
123			

124	Substitute Personnel:	
125	Salaries: (No. of Positions_4__)	3,600.00
126	Fringe Benefits	2,188.00
127		
128	If Applicable: Facilities	
129	Lease/Purchase (contract for one total year including facility upgrades)	25,000.00
130	<i>Please list upgrades: if portable building is needed</i>	
131	office upgrades	
132	If Applicable: Utilities (contract for one total year including facility upgrades)	
133	If Applicable: Insurance (contract for one total year including facility upgrades):	
134	If Applicable: Property Insurance	320.00
135	If Applicable: Content Insurance	
136		
137	Debt Expenditures:	
138	Other Expenditures:	1,172.00
139	(Describe) - student accident insurance	
140		
141	TOTAL EXPENDITURES	\$524,893.00

Public Charter School Application
Budget Worksheet / Template
Year Two 2013-2014

	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (160_) x \$6,267.00 State Foundation Funding	\$1,002,720.00	
3			
4	No. of Students (_160_) x \$52.00 Professional Development	8,320.00	
5	No. of Students (_160_) x eligible rate* NSLA Funding	82,720.00	
6	Total State Charter School Aid		\$1,093,760.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	0.00	
10	Federal Grants (List the amount) ALE funding category	39,046.00	
11	Special Grants (List the amount)	0.00	
12	Other (Specifically Describe)	0.00	
13			
14	Total Other Sources of Revenues		\$39,046.00
15			
16	TOTAL REVENUES		\$1,132,806.00
17			
18	Expenditures		
19	Administration:		
20	Salaries: (No. of Positions __1__)	\$60,000.00	
21	Fringe Benefits	16,800.00	
22	Purchased Services	0.00	
23	Supplies and Materials	560.00	
24	Equipment	2,250.00	
25	Other (Describe)	0.00	
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions __6__)	\$270,000.00	
29	Fringe Benefits	75,600.00	
30	Purchased Services	0.00	
31	Supplies and Materials	6,000.00	
32	Equipment	27,920.00	
33	Other (Describe)		
34	(Budget Continued)		
35	Special Education:		Provided by district
36	Salaries: (No. of Positions __.5__)	22,500.00	
37	Fringe Benefits	6,300.00	
38	Purchased Services	0.00	
39	Supplies and Materials	2,900.00	
40	Equipment	7,000.00	
41	Other (Describe)	0.00	
42			
43	Gifted and Talented Program:		Provided by district
44	Salaries: (No. of Positions __)	0.00	
45	Fringe Benefits	0.00	
46	Purchased Services	0.00	
47	Supplies and Materials	0.00	
48	Equipment	0.00	
49	Other (Describe)	0.00	
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions __1__)	\$38,000.00	
53	Fringe Benefits	10,640.00	
54	Purchased Services	0.00	
55	Supplies and Materials	1,500.00	
56	Equipment	2,000.00	
57	Other (Describe)	0.00	
58			

Attachment 1

59	Guidance Services:		Provided by district
60	Salaries: (No. of Positions <u>5</u>)	24,000.00	
61	Fringe Benefits	6,720.00	
62	Purchased Services	0.00	
63	Supplies and Materials	2,300.00	
64	Equipment	1,500.00	
65	Other (Describe)	0.00	
66			
67	Health Services:		Provided by district
68	Salaries: (No. of Positions <u> </u>)	0.00	
69	Fringe Benefits	0.00	
70	Purchased Services	0.00	
71	Supplies and Materials	3,500.00	
72	Equipment	2,500.00	
73	Other (Describe)	0.00	
74	(Budget Continued)		
75	Media Services:		Provided by district
76	Salaries: (No. of Positions <u> </u>)	0.00	
77	Fringe Benefits	0.00	
78	Purchased Services	0.00	
79	Supplies and Materials	15,980.00	
80	Equipment	2,300.00	
81	Other (Describe)	0.00	
82			
83	Fiscal Services:		Provided by district
84	Salaries: (No. of Positions <u> </u>)	0.00	
85	Fringe Benefits	0.00	
86	Purchased Services	0.00	
87	Supplies and Materials	0.00	
88	Equipment	0.00	
89	Other (Describe)	0.00	
90			
91	Maintenance and Operation:		Provided by district
92	Salaries: (No. of Positions <u> </u>)		
93	Fringe Benefits	0.00	
94	Purchased Services		
95	(include utilities)	44,526.00	
96	Supplies and Materials	59,562.00	
97	Equipment	18,200.00	
98	Other (Describe)	0.00	
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u>2</u>)	49,920.00	
102	Fringe Benefits	13,976.00	
103	Purchased Services	0.00	
104	Supplies and Materials	7,200.00	
105	Equipment	84,000.00	
106	Other (Describe)	0.00	
107			
108	Food Services:		Provided by district
109	Salaries: (No. of Positions <u> </u>)	0.00	
110	Fringe Benefits	0.00	
111	Purchased Services	0.00	
112	Supplies and Materials	33,304.00	
113	Equipment	7,400.00	
114	Other (Describe)	0.00	
115	(Budget Continued)		
116	Data Processing:		Provided by district
117	Salaries: (No. of Positions <u> </u>)	0.00	
118	Fringe Benefits	0.00	
119	Purchased Services	0.00	
120	Supplies and Materials	8,100.00	
121	Equipment	3,500.00	
122	Other (Describe)	0.00	
123			

124	Substitute Personnel:	
125	Salaries: (No. of Positions (7.5))	6,750.00
126	Fringe Benefits	1,890.00
127		
128	If Applicable: Facilities	
129	Lease/Purchase (contract for one total year including facility upgrades)	32,000.00
130	<i>Please list upgrades: new location</i>	
131		
132	If Applicable: Utilities (contract for one total year including facility upgrades)	91940
133	If Applicable: Insurance (contract for one total year including facility upgrades):	
134	If Applicable: Property Insurance	320.00
135	If Applicable: Content Insurance	
136		
137	Debt Expenditures:	
138	Other Expenditures:	2,344.00
139	<i>(Describe) student accident insurance</i>	
140		
141	TOTAL EXPENDITURES	\$1,073,702.00

2011-2012 Application Cycle

Review Council Overview

Elkins ExPLORE Charter School
Elkins School District



ARKANSAS DEPARTMENT OF EDUCATION

December 16, 2011

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

Dr. Ben Mays
*Clinton
Chair*

Jim Cooper
*Melbourne
Vice Chair*

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Ms. Paula Wheeler
Elkins School District
349 N. Center Street
Elkins, Arkansas 72727

Re: Elkins ExPLORE Public Charter School Application

Dear Ms. Wheeler:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on December 14, 2011. Enclosed for your review, you will find the following:

- ADE Internal Review Results, November 10, 2011
- ADE Charter Review Council Review Results, December 9, 2011
- ADE Charter Review Council Interview Results, December 14, 2011

Based upon the information currently available, the Charter Review Council cannot support your district conversion public charter school application at this time. However, please be advised that the Charter Review Council is purely advisory in nature. Consequently, the position of the Charter Review Council is not binding upon charter applicants or the State Board. The State Board may approve or disapprove a charter application without regard to the position of the Charter Review Council.

The State Board will conduct a complete, full and independent review of your charter application to determine whether it should be approved. In that regard, should you disagree with the position of the Charter Review Council, you will be able to address that issue with the State Board during your hearing scheduled for January 9, 2012.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact the Charter Schools Office, at (501) 683-5313.

Respectfully,

Mary Ann Duncan, Ed.D.
Charter Schools, Program Coordinator

Enclosures

cc (w/encls): Ms. Phyllis Stewart, State Board Office
Jeremy C. Lasiter, General Counsel

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Elkins ExPLORE Charter School
Elkins School District
November 10, 2011 ADE Internal Review Results

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results		X	
Standard 2: Mission Statement		X	
Standard 3: Educational Need	X		
Standard 4: Educational Program		X	
Standard 5: Academic Achievement Goals	X		
Standard 6: Curriculum Development and Alignment			X
Standard 7: Enrollment Criteria and Procedures	X		
Standard 8: Staffing Plan		X	
Standard 9: Student Services			X
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement		X	
Totals	3	5	6

Elkins ExPLORE Charter School
Elkins School District
As of December 9, 2011 Charter Review Council Meeting

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results			X
Standard 2: Mission Statement			X
Standard 3: Educational Need	X		
Standard 4: Educational Program			X
Standard 5: Academic Achievement Goals		X	
Standard 6: Curriculum Development and Alignment			X
Standard 7: Enrollment Criteria and Procedures	X		
Standard 8: Staffing Plan		X	
Standard 9: Student Services			X
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement			X
Totals	2	2	10

Elkins ExPLORE Charter School
Elkins School District
As of December 14, 2011 Charter Review Council Interviews

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results			X
Standard 2: Mission Statement			X
Standard 3: Educational Need	X		
Standard 4: Educational Program			X
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment			X
Standard 7: Enrollment Criteria and Procedures	X		
Standard 8: Staffing Plan		X	
Standard 9: Student Services			X
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement			X
Totals	2	1	11

2011-2012 Application Cycle

Additional Documents

Elkins ExPLORE Charter School
Elkins School District

Duncan

COPY



STATE OF ARKANSAS

House of Representatives

December 2, 2011

RECEIVED
DEC 07 2011
CHARTER SCHOOL OFFICE

REPRESENTATIVE

Johnnie J. Roebuck

MAJORITY LEADER

P. O. Box 533

Arkadelphia, Arkansas 71923-0533

870-403-4382 Business

870-246-8500 Residence

870-246-6974 FAX

johnnie.roebuck@arkansashouse.org

Dr. Tom W. Kimbrell

Commissioner of Education

Arkansas Department of Education

Arch Ford Education Building, #4 Capitol Mall

Little Rock, AR 72201-1071

Dear Dr. Kimbrell:

On behalf of Superintendent Megan Witonski, Ed.S., of the Elkins School District, I am writing this letter to express my full support of their application for the Elkins ExPLORE Charter School. Although, this is not in my district, I have known Superintendent Witonski for many years. I was her professor, and became very much aware of her outstanding leadership skills. I am confident that she would lead these students to develop and grasp the knowledge and confidence needed when preparing for their future careers.

The mission of Elkins ExPLORE Charter School, is to enhance students' lives by meeting students' interest and industry demands. Specifically, their goal is to integrate strong academics with career and technical studies, and provide for a faultless transition into their future educational field or worksite. This type of development present through the Elkins ExPLORE Charter School will not only provide, but, challenge students to draw on prior knowledge in order to obtain new wisdom that will permit them to develop solutions through their own thoughts and creativity. The skills that will be learned by students include critical thinking and problem solving, communication, collaboration, and creativity and innovation. Students will be provided with the skills they need to be successful in today's world.

I fully support the efforts and leadership of Superintendent Wintonski to establish the Elkins ExPLORE Charter School to enhance the education of students in our state. This is a wonderful opportunity for this school to prepare Arkansas students, our future leaders, to achieve great things. Should you have any further questions or if I may be of any assistance to you, please do not hesitate to contact me.

Sincerely,

Johnnie J. Roebuck

Johnnie J. Roebuck
State Representative
District 20

JJR/mlj

RECEIVED
COMMISSIONER'S OFFICE

DEC 07 2011

DEPARTMENT OF EDUCATION

DISTRICT 20

Counties:

Part Clark

Part Nevada

COMMITTEES:

Vice Chairperson,
Education

State Agencies and Governmental
Affairs

Constitutional Issues Subcommittee

Joint Committee on Public
Retirement and Social Security
Programs

Legislative Council

Jodie Fairchild (ADE)

From: Mary Ann Duncan (ADE)
Sent: Saturday, December 10, 2011 11:55 PM
To: pwheeler@elkinsdistrict.org
Cc: Jodie Fairchild (ADE); Diane Gross (ADE); Mark White (ADE); Jeremy Lasiter (ADE)
Subject: Additional Information Needed

Importance: High

Ms. Wheeler,

After a review of the district conversion application for Elkins ExPLORE Charter School, the Charter Review Council has requested additional information. Please submit a written response to the following at the time of your scheduled interview with the Council on December 14, 2011;

Regarding Standard 3:

Provide student achievement data documenting the educational need of the students to be served in the charter school.

Regarding Standard 5:

Clarify how student individual growth will be measured and reported.

Regarding Standard 8:

This standard includes four classroom teachers for the first year while the budget for the same year includes only three. Please clarify.

Regarding Standard 12:

Please provide the specific maximum class size ratio that you will abide by.

Describe how students will access the physical library if they do not live within walking distance or have transportation.

Budget:

Revise the budget to reflect \$6,267 per student in foundation funding for both years.

Please feel free to contact me in the Charter School Office at (501) 683-5313 should you have any questions.

Thank you,
Mary Ann Duncan

Charter Review Council Interviews for District Conversion Public Charter School

Elkins ExPLORE Charter School

Regarding Standard 3:

Provide student achievement data documenting the educational need of the students to be served in the charter school.

One of the populations Elkins ExPLORE would like to target is the homeschool population. At the current time, the Elkins School District has 46 students in grades K-12 being homeschooled. Since each homeschooled parent has chosen from a variety of home school programs, the Elkins School District has no way of regulating the quality of education each homeschooled student is receiving. Also, Elkins School District does not receive achievement data for those students. The Elkins School District would like to provide the opportunity for homeschooled students to select our curriculum and allow us to monitor the quality of their education instead of curriculum programs that Elkins School District cannot regulate.

Another population ExPLORE would like to serve are students who are not attending post secondary education. According to data on the Elkins class of 2011, thirty-one (31) out of a graduating class of eighty-one (81), thirty-eight percent (38%), did not attend post secondary schools. Currently in Elkins High School, students could prepare for various workforce jobs in banking, desktop publishing, family and consumer sciences, or agricultural sciences. However, according to KUDER data, students are interested in: Arts, Audio-Video Technology, and Communications; Hospitality and Tourism; Science, Technology, Engineering, and Mathematics; Architecture and Construction; and Health Sciences. Even though Elkins High School provides a quality education for the students through core subjects, it provides a very limited opportunities for workforce development.

In addition to homeschooled students and workforce students, Elkins ExPLORE would like to target those students who are planning to continue their education at post secondary institutions. With a graduating class of eighty-one (81), fifty (50) students, sixty-two percent (62%), enrolled in post-secondary education. Of the fifty (50) students, twenty-two (22), enrolled in two (2) year colleges. According to statistical data on retention/attrition rates for colleges, half the students who enter a four-year college complete their degree and even fewer community college students graduate. Therefore, at the end of two years, only eleven (11) Elkins students will graduate from the community college, and at the end of four years, only nineteen (19) will graduate from four-year schools. In summary, only 30 of the 81, (37%), students from the class of 2011 will enter the workforce with some type of degree either from a

two year or four year institution. Elkins ExPLORE wants the opportunity to better prepare the students for higher education through flexible scheduling, accelerated learning through mastery-based learning, more opportunities for students to participate in concurrent credit courses, and the opportunity to hire teachers specific to student interest.

Finally, Elkins ExPLORE would like to target those students who need an alternative learning environment (ALE). Currently, Elkins School District serves thirteen (13) students in a 7-12 ALE. This is the first year of existence for the on-site school. However, eleven (11) of the thirteen (13) students entered the program below grade level and failing several courses. To date, all thirteen (13) students have at least a 2.0 grade point and have jointly recovered thirty-five (35) previously failed credits. Also through the ALE program, the number of disciplinary notices for each of the students enrolled has drastically dropped and attendance has increased. By implementing the Elkins ExPLORE Charter School, Elkins would be able to provide successful opportunities to other students in grades K-6 as well as grades 7-12. Elkins School District realizes some students do not fit into the traditional educational model and they need alternative learning environments tailored to their specific needs and interests so they can be successful, productive students.

Regarding Standard 5:

Clarify how student individual growth will be measured and reported.

For reading and math goals, Elkins ExPLORE will desegregate data from state-mandated tests and local exams each year to determine the proficiency levels of each student. If a student does not meet the state mandated proficiency level, school personnel will calculate individual student growth to determine student achievement. Students who do not meet state mandated proficiency levels will have an Academic Improvement Plan to help the student achieve proficiency.

Academic Improvement Plans: Appropriate teachers and/or other school personnel knowledgeable about the student's academic performance shall evaluate students identified as scoring below proficient on the State Criterion Reference (CRT) exams. The student's parents will be contacted for the purpose of working jointly with school personnel in developing an Academic Improvement Plan (AIP). Formative and Summative Assessment Data will be used to create a plan that includes standards-based, supplemental, remedial strategies designed to assist the student in scoring proficient on the next administration of the CRT Exam. A variety of additional resources will also be used to support the student. The AIP will be monitored and adjusted as the student makes progress toward the desired goal.

Along with state mandated exams, Elkins ExPLORE will utilize NWEA map adaptive testing and A+ Anywhere Curriculum testing to set individual baseline results in language arts and math, identify each student's skill needs, guide individualized instruction throughout the year, monitor student progress, create differentiated instruction, and chart student progress. Diagnostic and adaptive testing will continue at various times throughout the year, in correlation with state mandated testing.

All testing data will be reported on individual testing profile forms for each student. The testing profile forms will include data from state mandated tests, as well as local diagnostic testing, to show a student gain in mathematics and literacy. Student testing data will also be reported through the state APSCN reporting system and TRIAND.

Regarding Standard 8:

This standard includes four classroom teachers for the first year while the budget for the same year includes only three. Please clarify.

Standard 8 does reflect four classroom teachers for the first year. The four teachers are made up of three regular classroom teachers and one ALE teacher. The budget also reflects four teachers, three are listed under regular classroom instruction, and one is listed under alternative education program.

Regarding Standard 12:

Please provide the specific maximum class size ratio that you will abide by.

The maximum class size ratio will be 34. According to Dr. William Daggett, he denotes in his efficiency and effectiveness framework that you cannot measure the impact of changing class size on student achievement until class size reaches over four additional students.

Describe how students will access the physical library if they do not live within walking distance or have transportation.

For ExPLORE students who cannot access the physical library, students will have access to a large online library of interactive materials (books, periodicals, newspapers, pamphlets, prints, records, tapes, DVDs) through subscriptions purchased by the school district.

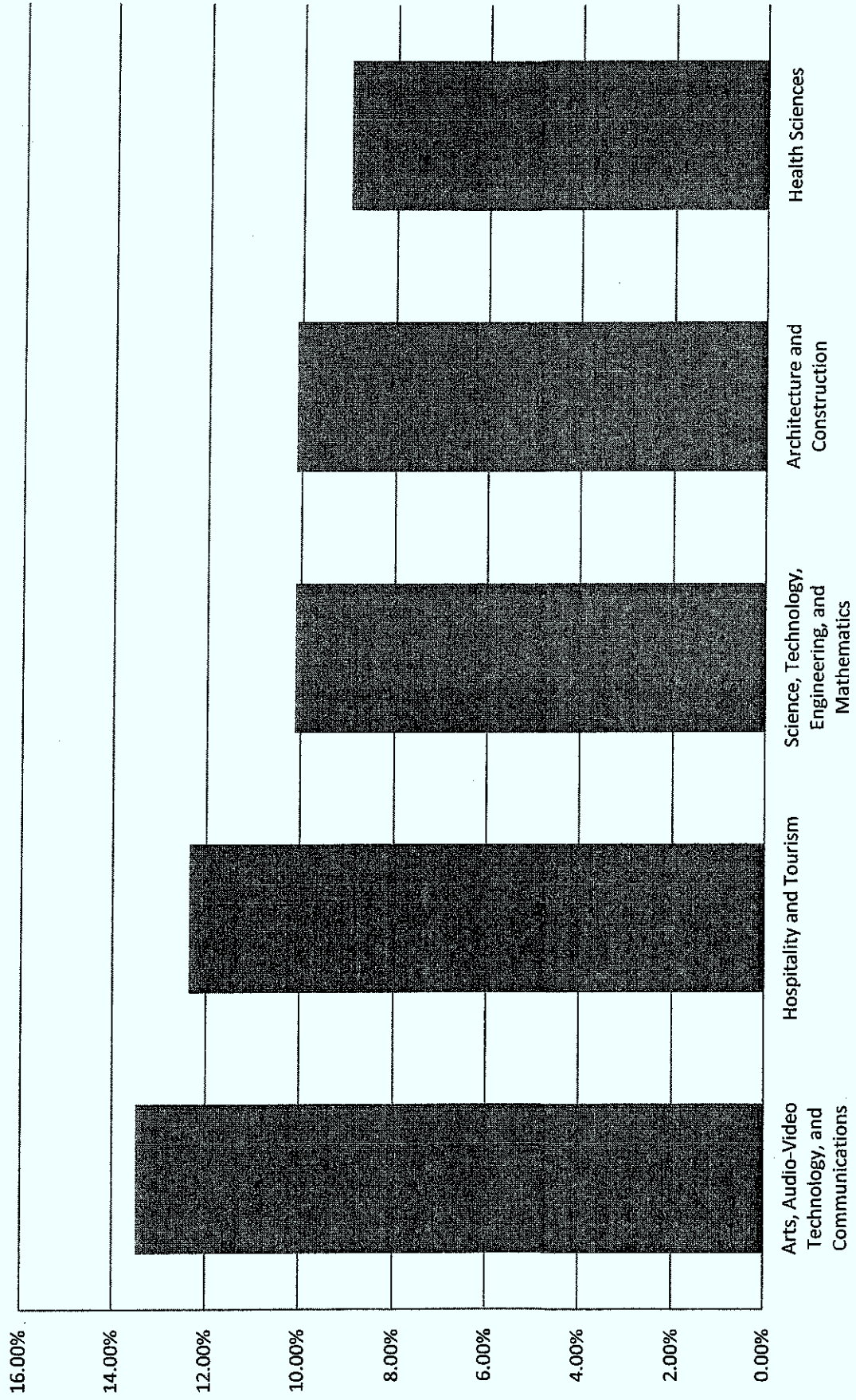
- **Cambridge University Press:** On-line access to academic and professional books.
- **EBSCOhost:** A database of magazine and newspaper articles that are available in full text and printable.
- **Grolier Online:** Database containing an updated version of Encyclopedia Americana and Grolier's Multimedia Encyclopedia and an atlas with full text, printable articles.
- **Gale Discovering Collection:** A database with information on several resources covering science, literature, history, social studies, biographies, world cultures, etc.
- **OCLC Database:** A database of magazine articles, World Almanacs, ERIC, newspapers, websites, books and information
- **United Streaming Video:** A database of videos that may be played on the computer.
- **Other Internet Resources**

Budget:

Revise the budget to reflect \$6,267 per student in foundation funding for both years.

Please see attached Budget Year One and Budget Year Two

KUDER Career Search with Person Match Elkins High School and Elkins Middle School Aggregate Report



Public Charter School Application
Budget Worksheet / Template
Year One 2012-2013

	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (80_) x \$6,267.00 State Foundation Funding	\$501,360.00	
3			
4	No. of Students (_80_) x \$51.00 Professional Development	4,080.00	
5	No. of Students (_80_) x eligible rate* NSLA Funding	40,480.00	
6	Total State Charter School Aid		\$545,920.00
7			
8	Other Sources of Revenues:	\$0.00	
9	Private Donations or Gifts	0.00	
10	Federal Grants (List the amount) ALE funding category	39,046.00	
11	Special Grants (List the amount)	0.00	
12	Other (Specifically Describe)	0.00	
13			
14	Total Other Sources of Revenues		\$39,046.00
15			
16	TOTAL REVENUES		\$584,966.00
17			
18	Expenditures		
19	Administration:		
20	Salaries: (No. of Positions __1__)	\$60,000.00	
21	Fringe Benefits	16,800.00	
22	Purchased Services	0.00	
23	Supplies and Materials	560.00	
24	Equipment	2,250.00	
25	Other (Describe)	0.00	
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions __3__)	\$135,000.00	
29	Fringe Benefits	37,800.00	
30	Purchased Services	0.00	
31	Supplies and Materials	3,500.00	
32	Equipment	27,920.00	
33	Other (Describe) Software	15,500.00	
34	(Budget Continued)		
35	Special Education:	0.00	Provided by district
36	Salaries: (No. of Positions __)	0.00	
37	Fringe Benefits	0.00	
38	Purchased Services	0.00	
39	Supplies and Materials	2,500.00	
40	Equipment	2,900.00	
41	Other (Describe)	0	
42			
43	Gifted and Talented Program:		Provided by district
44	Salaries: (No. of Positions __)	0.00	
45	Fringe Benefits	0.00	
46	Purchased Services	0.00	
47	Supplies and Materials	0.00	
48	Equipment	0.00	
49	Other (Describe)	0.00	
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions __1__)	\$38,000.00	
53	Fringe Benefits	10,640.00	
54	Purchased Services	0.00	
55	Supplies and Materials	1,500.00	
56	Equipment	2,000.00	
57	Other (Describe)	0.00	
58			

59	Guidance Services:		Provided by district
60	Salaries: (No. of Positions___)	0.00	
61	Fringe Benefits	0.00	
62	Purchased Services	0.00	
63	Supplies and Materials	1,500.00	
64	Equipment	1,500.00	
65	Other (Describe)	0.00	
66			
67	Health Services:		Provided by district
68	Salaries: (No. of Positions___)	0.00	
69	Fringe Benefits	0.00	
70	Purchased Services	0.00	
71	Supplies and Materials	1,600.00	
72	Equipment	1,500.00	
73	Other (Describe)	0.00	
74	(Budget Continued)		
75	Media Services:		Provided by district
76	Salaries: (No. of Positions___)	0.00	
77	Fringe Benefits	0.00	
78	Purchased Services	0.00	
79	Supplies and Materials	1,500.00	
80	Equipment	2,980.00	
81	Other (Describe)	0.00	
82			
83	Fiscal Services:		Provided by district
84	Salaries: (No. of Positions___)	0.00	
85	Fringe Benefits	0.00	
86	Purchased Services	0.00	
87	Supplies and Materials	0.00	
88	Equipment	0.00	
89	Other (Describe)	0.00	
90			
91	Maintenance and Operation:		Provided by district
92	Salaries: (No. of Positions___)	0.00	
93	Fringe Benefits	0.00	
94	Purchased Services		
95	(include utilities)	22,263.00	
96	Supplies and Materials	12,980.00	
97	Equipment	13,200.00	
98	Other (Describe)	0.00	
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions_1___)	24,960.00	
102	Fringe Benefits	6,988.00	
103	Purchased Services	0.00	
104	Supplies and Materials	15,940.00	
105	Equipment	3,000.00	
106	Other (Describe)	0.00	
107			
108	Food Services:		Provided by district
109	Salaries: (No. of Positions___)	0.00	
110	Fringe Benefits	0.00	
111	Purchased Services	0.00	
112	Supplies and Materials	16,652.00	
113	Equipment	3,700.00	
114	Other (Describe)	0.00	
115	(Budget Continued)		
116	Data Processing:		Provided by district
117	Salaries: (No. of Positions___)	0.00	
118	Fringe Benefits	0.00	
119	Purchased Services	0.00	
120	Supplies and Materials	2,980.00	
121	Equipment	2,500.00	
122	Other (Describe)	0.00	
123			

124	Substitute Personnel:	
125	Salaries: (No. of Positions_4__)	3,600.00
126	Fringe Benefits	2,188.00
127		
128	If Applicable: Facilities	
129	Lease/Purchase (contract for one total year including facility upgrades)	25,000.00
130	<i>Please list upgrades: if portable building is needed</i>	
131	office upgrades	
132	If Applicable: Utilities (contract for one total year including facility upgrades)	
133	If Applicable: Insurance (contract for one total year including facility upgrades):	
134	If Applicable: Property Insurance	320.00
135	If Applicable: Content Insurance	
136		
137	Debt Expenditures:	
138	Other Expenditures:	1,172.00
139	(Describe) - student accident insurance	
140		
141	TOTAL EXPENDITURES	\$524,893.00

Public Charter School Application
Budget Worksheet / Template
Year Two 2013-2014

	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (160_) x \$6,267.00 State Foundation Funding	\$1,002,720.00	
3			
4	No. of Students (160_) x \$52.00 Professional Development	8,320.00	
5	No. of Students (160_) x eligible rate* NSLA Funding	82,720.00	
6	Total State Charter School Aid		\$1,093,760.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	0.00	
10	Federal Grants (List the amount) ALE funding category	39,046.00	
11	Special Grants (List the amount)	0.00	
12	Other (Specifically Describe)	0.00	
13			
14	Total Other Sources of Revenues		\$39,046.00
15			
16	TOTAL REVENUES		\$1,132,806.00
17			
18	Expenditures		
19	Administration:		
20	Salaries: (No. of Positions __1__)	\$60,000.00	
21	Fringe Benefits	16,800.00	
22	Purchased Services	0.00	
23	Supplies and Materials	560.00	
24	Equipment	2,250.00	
25	Other (Describe)	0.00	
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions __6__)	\$270,000.00	
29	Fringe Benefits	75,600.00	
30	Purchased Services	0.00	
31	Supplies and Materials	6,000.00	
32	Equipment	27,920.00	
33	Other (Describe)		
34	(Budget Continued)		
35	Special Education:		Provided by district
36	Salaries: (No. of Positions __5__)	22,500.00	
37	Fringe Benefits	6,300.00	
38	Purchased Services	0.00	
39	Supplies and Materials	2,900.00	
40	Equipment	7,000.00	
41	Other (Describe)	0.00	
42			
43	Gifted and Talented Program:		Provided by district
44	Salaries: (No. of Positions __)	0.00	
45	Fringe Benefits	0.00	
46	Purchased Services	0.00	
47	Supplies and Materials	0.00	
48	Equipment	0.00	
49	Other (Describe)	0.00	
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions __1__)	\$38,000.00	
53	Fringe Benefits	10,640.00	
54	Purchased Services	0.00	
55	Supplies and Materials	1,500.00	
56	Equipment	2,000.00	
57	Other (Describe)	0.00	
58			

59	Guidance Services:		Provided by district
60	Salaries: (No. of Positions <u>5</u>)	24,000.00	
61	Fringe Benefits	6,720.00	
62	Purchased Services	0.00	
63	Supplies and Materials	2,300.00	
64	Equipment	1,500.00	
65	Other (Describe)	0.00	
66			
67	Health Services:		Provided by district
68	Salaries: (No. of Positions <u> </u>)	0.00	
69	Fringe Benefits	0.00	
70	Purchased Services	0.00	
71	Supplies and Materials	3,500.00	
72	Equipment	2,500.00	
73	Other (Describe)	0.00	
74	(Budget Continued)		
75	Media Services:		Provided by district
76	Salaries: (No. of Positions <u> </u>)	0.00	
77	Fringe Benefits	0.00	
78	Purchased Services	0.00	
79	Supplies and Materials	15,980.00	
80	Equipment	2,300.00	
81	Other (Describe)	0.00	
82			
83	Fiscal Services:		Provided by district
84	Salaries: (No. of Positions <u> </u>)	0.00	
85	Fringe Benefits	0.00	
86	Purchased Services	0.00	
87	Supplies and Materials	0.00	
88	Equipment	0.00	
89	Other (Describe)	0.00	
90			
91	Maintenance and Operation:		Provided by district
92	Salaries: (No. of Positions <u> </u>)		
93	Fringe Benefits	0.00	
94	Purchased Services		
95	(Include utilities)	44,526.00	
96	Supplies and Materials	59,562.00	
97	Equipment	18,200.00	
98	Other (Describe)	0.00	
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u>2</u>)	49,920.00	
102	Fringe Benefits	13,976.00	
103	Purchased Services	0.00	
104	Supplies and Materials	7,200.00	
105	Equipment	84,000.00	
106	Other (Describe)	0.00	
107			
108	Food Services:		Provided by district
109	Salaries: (No. of Positions <u> </u>)	0.00	
110	Fringe Benefits	0.00	
111	Purchased Services	0.00	
112	Supplies and Materials	33,304.00	
113	Equipment	7,400.00	
114	Other (Describe)	0.00	
115	(Budget Continued)		
116	Data Processing:		Provided by district
117	Salaries: (No. of Positions <u> </u>)	0.00	
118	Fringe Benefits	0.00	
119	Purchased Services	0.00	
120	Supplies and Materials	8,100.00	
121	Equipment	3,500.00	
122	Other (Describe)	0.00	
123			

124	Substitute Personnel:	
125	Salaries: (No. of Positions (7.5))	6,750.00
126	Fringe Benefits	1,890.00
127		
128	If Applicable: Facilities	
129	Lease/Purchase (contract for one total year including facility upgrades)	32,000.00
130	Please list upgrades: new location	
131		
132	If Applicable: Utilities (contract for one total year including facility upgrades)	91940
133	If Applicable: Insurance (contract for one total year including facility upgrades):	
134	If Applicable: Property Insurance	320.00
135	If Applicable: Content Insurance	
136		
137	Debt Expenditures:	
138	Other Expenditures:	2,344.00
139	(Describe) student accident insurance	
140		
141	TOTAL EXPENDITURES	\$1,073,702.00

2011-2012 Application Cycle

ADE Hearing Letter

Lincoln High School; New Tech
Lincoln Consolidated School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

December 13, 2011

State Board
of Education

Mr. Clay Hendrix
Lincoln Consolidated School District
117 Boyer St., Ste. A
Lincoln, AR 72744

Dr. Ben Mays
Clinton
Chair

**Re: Notice of State Board Hearing
Lincoln High School; New Tech Conversion Charter School
Application**

Jim Cooper
Melbourne
Vice Chair

Joe Black
Newport

Dear Charter Applicant:

Brenda Gullett
Fayetteville

The State Board of Education will consider the above-referenced district conversion public charter school application at its regularly scheduled meeting on **Monday, January 9, 2011**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any personnel and documentation necessary for you to address any questions the State Board of Education may have.

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. § 6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools. Enclosed you will find the hearing procedures to be used by the State Board of Education.

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Should either party wish to make an electronic presentation to the State Board of Education, a copy must be received in my office **no later than 2:00 p.m. on December 20, 2011**. A hard copy may be faxed to my office at (501) 682-4249, or an electronic copy may be e-mailed to mark.white@arkansas.gov.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

J. Mark White
Staff Attorney

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Enclosure

cc (w/encl): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator

CONVERSION CHARTER SCHOOL
STATE BOARD HEARING PROCEDURES

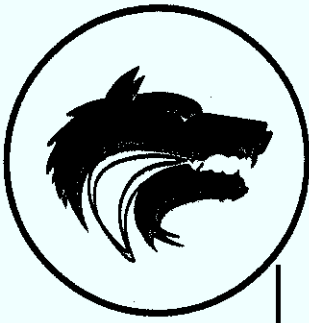
Source: Section 7.00 of the ADE Rules Governing Public Charter Schools

- 1) All persons, with the exception of attorneys, who plan to provide testimony must be sworn in by the court reporter.
- 2) The charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 3) The State Board shall follow the presentation with discussion of the charter application and possible questions to the conversion charter school applicant.
- 4) The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.
- 5) The State Board may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.

2011-2012 Application Cycle

Letter of Intent

Lincoln High School; New Tech
Lincoln Consolidated School District



LINCOLN CONSOLIDATED SCHOOL DISTRICT

"All Belong, All Learn, All Succeed"

Letter of Intent to Apply for a District Conversion Charter School

RECEIVED
JUL 14 2011

Arkansas Department of Education June 24, 2011
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
CHARTER SCHOOL OFFICE

BOARD OF EDUCATION

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Richard Watson
Vice President
Connie Mayer
Secretary
Dax Moreton
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Jim Ayers
Kendra Moore

ADMINISTRATION

117 Boyer Street, Suite A
Post Office Box 1127
479-824-3010 ext. 0
FAX 479-824-3045
Superintendent
Dr. Frank A. Holman
Assistant Superintendent
Clay Hendrix
Federal Programs Coordinator
James Gregory
Registrar
Michelle Flickinger
Special Education Supervisor
Felicia Pasley
Child Nutrition Supervisor
Pam Caldwell
Maintenance Supervisor
Don Rutherford
Transportation Supervisor
Steven Asp-Schussheim

WELLNESS CENTER

Wellness Center Director
Marti Cousar
School Health Coordinator
Rebecca Pugh

The Lincoln Consolidated School District Intends to apply for Conversion Charter School Status for The Lincoln High School. Clay Hendrix, Assistant Superintendent, will be the contact person for this application. His contact information is:

Email: chendrix@lincoln.k12.ar.us

PH: (479) 824-3010 Ext. 3132

Mailing Address: P.O. Box 1127

The name of our proposed charter school will be "**The Lincoln New Tech High School**" and this will be a district conversion charter school. This school will be located in a new building, currently under construction, located at 1392 East Pridemore Drive, Lincoln AR 72744 and will include grades 8-12. The estimated, initial, enrollment for this school will be about 550 students with a student enrollment cap of 850 students.

The Lincoln New Tech High School will have three primary focus areas:

1. Project-based learning (PBL), with a STEM focus - This is the heart of the instructional approach. Teachers facilitate teams of students to use collaborative methods of learning in a real world setting to prepare them for both advanced studies as well as the world of work, (JAG).
2. Trust, Respect, and Responsibility - In this type of cultural environment, students decide how to allocate their time and team roles as opposed a traditional school setting where teachers are more involved in a student's time management.
3. Smart use of Technology - With a one-to-one ratio of computer to student, the New Tech Learning Platform facilitates students and faculty to share projects online, collaborate, communicate, and conduct research.

We look forward to your review, and approval, of our full application.

Respectfully,

Frank A. Holman, Superintendent
Lincoln Consolidated School District

LINCOLN ELEMENTARY SCHOOL

613 County Avenue
479-824-3010 ext. 3014
Fax: 479-824-3012
Marsha Hash, *Principal*
Marsha Thorman, *Asst. Principal*
Sylvia Delaney, *Counselor*
Mary Freeman, *Counselor*

LINCOLN MIDDLE SCHOOL

107 East School Street
479-824-3010 ext. 3019
Fax: 479-824-5566
Michele Price, *Principal*
Marty Stephens, *Counselor*

LINCOLN HIGH SCHOOL

201 East School Street
479-824-3010 ext. 3012
Fax: 479-824-3042
Mary Ann Spears, *Principal*
Cathy Stumbaugh, *Counselor*

LINCOLN ACADEMIC CENTER OF EXCELLENCE

PO Box 1127
479-824-3010 ext. 3132
Fax: 479-824-3057
Becki Griscom, *Principal*
Cathy Stumbaugh, *Counselor*

2011-2012 Application Cycle

Application

Lincoln High School; New Tech
Lincoln Consolidated School District



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



Charter School: Lincoln High School; New Tech

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313

RECEIVED
OCT 31 2011
CHARTER SCHOOL OFFICE

**LINCOLN CONSOLIDATED SCHOOL DISTRICT
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED
PUBLIC CHARTER SCHOOL**

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**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED
PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Lincoln High School; New Tech

Grade Level(s) for the School: 8-12 Student Enrollment cap: 850

Name of School District: Lincoln Consolidated School District

Name of Contact Person: Clay Hendrix
117 Boyer Street,

Address (no P.O. Box please): Suite A City: Lincoln ZIP: 72744

Daytime Phone Number: (479) 824-3010 ext. 3132 FAX: (479) 824-3045

E-mail: chendrix@lincoln.k12.ar.us

Charter Site Address: 1392 East Pridemore Drive

City: Lincoln ZIP Code: 72744

Date of Proposed Opening: August 15, 2012

Name of Superintendent: Dr. Frank A. Holman

Address: 117 Boyer Street, Suite A, P.O. Box 1127

City: Lincoln Zip Code: 72744

Phone Number: (479) 824-3010 ext. 3011 FAX: (479) 824-3045

E-mail: fholman@lincoln.k12.ar.us

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

The Lincoln Consolidated School District proposes the restructuring of its high school into a conversion, charter school; Lincoln High School; New Tech. This school will serve Lincoln students from grades eight through twelve in an academic environment with three primary focus areas:

1. Project Based Learning, (PBL). The heart and soul of the instructional approach will be PBL where teachers facilitate teams of students using collaborative methods of learning with a strong emphasis on STEM competencies.
2. Trust, Respect and Responsibility. The culture of PBL helps students decide how to use their time and assume assigned task as part of a team as opposed to a traditional setting where teachers are the primary force for time management.
3. Smart use of technology. With a one-to-one computer to student ratio, the New Technology platform facilitates students and faculty to share projects online, collaborate, communicate, and conduct research.

The primary reason we are including the eighth grade in the New Technology High School is that the eighth grade is a critical time for many students as they begin to think more seriously about plans for their future. The structure and culture of New Tech will serve as an important and useful tool that will aid these students in their maturation and natural need for greater independence. In addition to this benefit, we also currently introduce algebra and some vocational programs at the 8th grade level and having the eighth grade students included in the new school will allow us to more fully integrate the New Technology concepts within these content areas.

To facilitate the transition to PBL the Lincoln Consolidated School District has joined the New Tech Network, a consortium of eighty four schools that are connected through Echo, , a web-based system that unifies students' learning experiences, enabling them to share projects online, collaborate, communicate, research and create new knowledge" (New Tech Network.)

Additionally, all New Tech schools are partnered with a Coach, who assists schools in transitioning into the Network, optimizing the resources available, aligning with state frameworks as well as providing other tools for success. This network partners with member schools to create, support and sustain this learning environment.

Approximately half of our high school teachers received a week of intensive training from the New Tech Network during this past summer, (2011) and the remaining teachers will be trained during the summer of 2012. Until all of our teachers are trained and during our initial period of converting to the New Tech model, we will create a school within a school; retaining a more traditional instructional model for most courses in grades eleven and twelve and implementing the New Tech model in grades nine and ten and in selected courses in grades eleven and twelve, (see schedule, attachment # 2, page 28). New Tech will be expanded to include all grades, 8th through twelve, in the new high school by the end of the third year.

D. REQUIRED INFORMATION

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion or limited public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

The first public meeting in which the conversion charter application was discussed took place on September 19, 2011 in the Lincoln Elementary School Cafeteria. For three weeks prior to this meeting, (August 31, September 7 and September 14, 2011, a public notice was published in the Washington County Express, a news paper that covers the western part of Washington County Arkansas and the Lincoln Consolidated School District geographical boundaries. In addition to these publications, the school district also used School Messenger, an automated phone system, to contact to inform Lincoln Schools' patrons of this meeting. This system contacted 458 homes through the phone and 320 of 321 email contacts. All certified personnel were informed of this meeting through messages in each employee's district mail box and via email. (See Attachment #5, pages 39-41) A follow up meeting was also held in conjunction with parent/teacher conference and the overall reaction from the public and employees was very positive. 74% of responders indicated they were in favor of applying for charter status, 23% wanted more information and only 4% indicated they were opposed to applying for the charter.

2. Give the mission statement of the proposed district conversion or limited public charter school.

The mission of the Lincoln High School; New Tech, is to prepare students with the personal and academic skills needed to be college and career ready upon graduation and to succeed in the 21st century world.

We will be able to measure this by tracking college remediation rates and by the number of students who graduate with industry recognized certification.

3. Describe the educational need for the school.

Lincoln Consolidated School District covers approximately 174 square miles of West Washington County Arkansas and serves approximately 1300 students in grades K-12. Lincoln High School is located within the city limits of Lincoln, Arkansas, a small rural community with a population of just under 2000 residents living within the city limits. Most of the students live outside of the city and over 53% are transported. The demographic data for the City of Lincoln* reveals that only 43.3% of the population over the age of 25 has a high school diploma, compared to 80.4% for the nation. More striking is the fact that only 4.7% of the population has a Bachelor's Degree or higher compared to a 24.4% national average. This translates into a median, annual income of \$27,639 for the population of Lincoln; much lower than the national average of \$41,994. With this demographic profile it is easy to understand why the Lincoln Consolidated School District has a free/reduced lunch eligibility of over 70%. The Lincoln High School is currently in second year improving status for AYP and although we are improving, the demographics of the learning community create extra difficulties in moving beyond current achievement levels. **Students, who grow up in a culture of poverty and limited educational background within the home, do not always see the need for education in the same way as students who grow up in more privileged environments. In addition, the world is changing rapidly and the skills and knowledge once considered sufficient to prepare a person for life are no longer adequate. These are the primary reasons we are joining the New Tech Network. **Project based learning immediately places the learning in an applied context, making it easier for underprivileged students to see the connection to the real world. Our new instructional model will allow students to learn the challenging content contained within the state and common core curriculum in a setting that is easier to embrace.** The New Tech initiative also places the learning of core subjects within a context that emphasizes the increasingly important skills of collaboration, critical thinking, work ethic, communication, content and IT Literacy.

* U.S. Bureau of Census, Census 2000

**(Reference, Ruby Payne, "A Framework For Understanding Poverty")

4. Describe the educational program to be offered by the district conversion or limited public charter school.

Lincoln High School; New Tech, proposes an educational program with several distinct facets. The School will employ an educational philosophy based on the tenets of project/problem/process based and interdisciplinary learning, with curricular and instructional strategies from the New Tech network. In order to facilitate success in this new system and expand educational options, several changes will be proposed, including course specific changes, a new learning environment and a fresh, relevant set of graduation requirements.

1. Project Based Learning (PBL)

As an educational philosophy, Project Based Learning recognizes students' inherent drive to learn and allows for in-depth exploration of authentic and important topics across the curriculum. Lincoln High School; New Tech, would incorporate Project Based Learning in every classroom. Within the PBL model, all learning occurs through relevant projects that engage students. All projects require that the students use and develop the aforementioned skill set: oral communication, written communication, content literacy, work ethic, real-world relevancy, collaboration and critical thinking. This is the third year that Lincoln School District has utilized the Project Based Learning model. It was originally operating with 30% of the teaching as project/problem/process based by teachers creating a project based unit every semester. Now project/problem based learning is implemented at 50% to 60% of the teaching in the building with over half the classrooms utilizing this style of teaching the majority of the time. Lincoln High School faculty members are becoming increasingly adept with the model and are pleased with the outcomes: increased student engagement and awareness of connections across the curriculum.

II. *Interdisciplinary, or "Integrated Courses"*

The second pillar of the educational philosophy of Lincoln High School; New Tech, is interdisciplinary learning. The Association for Integrative Studies explains the highlights of interdisciplinary learning in this way: "Interdisciplinary combines the insights of knowledge domains to produce a more comprehensive understanding of complex problems, issues, or questions ranging from comparison to fully realized integration." Whereas there would be complete Project Based Learning in Lincoln High School, only select courses will be interdisciplinary in nature as some subjects do not lend themselves to being combined. In a similar vein some content instructors will choose to create and complete cross-curricular projects with teachers who teach other content in order for students to successfully grasp parallel content between the two courses. The number of these interdisciplinary, Integrated Courses, is limited for several reasons. Logistically, (1) the facilities can only accommodate a certain number of larger classrooms, (2) the size of the faculty and (3) collaborative planning times do not allow for unlimited Integrated Courses. Lincoln High School has chosen to initially implement two Integrated Courses in the ninth through tenth grades, one for each grade. In the future Lincoln High School is planning to implement one integrated class per grade level, eighth through twelfth with the possibility of several multi-grade level integrated courses to allow students the flexibility of choice and direction in their studies. This will front-load the richness of the interdisciplinary curriculum, while allowing students to expand their education with electives and other core course choices.

Interdisciplinary, or cross-curricular, education will occur through co-taught courses the scope of which includes more than one core subject. Several studies have evaluated the effectiveness of team teaching, and data and literature support its value but recognize that a multiplicity of styles exist (Anderson and Speck). Though several styles of team teaching have been identified, the proposed model Lincoln would implement is called collaborative teaching. "This academic experience describes a traditional team teaching situation in which the team teachers work together in designing the course and teach the material not by the usual monologue, but rather by exchanging and discussing ideas and theories in front of the learners. Not only do the team teachers work together, but the course itself uses group learning techniques for the learners, such as small-

group work, student-led discussion and joint test-taking" (Goetz and Jacobsen.) The benefits of team teaching are actualized through differences between instructors: difference in disciplines, pedagogies and philosophies.

III. Class Size

The class size for Integrated Courses will increase because multiple classes will be combined during certain periods of given projects. During these combined sessions the majority of class time will be spent with students working within small project groups, which will not only help students to develop and utilize the skills of communication and collaboration, but also enhance the feeling of small group learning. Students working within these groups will also benefit from the collective wisdom of all of the class groups. Even though the size of the class will increase, the student teacher ratio will basically remain the same because multiple teachers will be present during these integrated sessions.

In order to accommodate the increase in class size needed for these Integrated Courses, a new high school facility is being built that will have 9 spaces, (detailed in standard eleven), which will be able to accommodate the larger class sizes. This new facility will house grades eight through twelve.

The Association for Integrative Studies asserts that coherence is an important pillar of quality interdisciplinary education. The New Tech network has several strategies for educational coherence, such as (1) joined planning period sessions between teachers and submission of project plans to the High School Principal. These sessions will allow for creative, innovative project planning that contextualize projects in meaningful ways rather than isolating them within a particular subject matter. (2) Teachers will now be accountable for a project plan, what currently would be considered comparable to a lesson plan, which will be reviewed by the Principal. These project plans will be outlined and planned in the aforementioned New Tech Portal, which is accessible to all teachers and administrators. (3) The project plan will address which Frameworks are being taught within each project, keeping Lincoln High School in line with its continuing short-term goal of increasing Benchmark scores. (4) The Portal is an online system created and managed by the New Tech network and serves as the ultimate mechanism for

ensuring educational coherence. The Portal serves multiple purposes. Teachers upload their project plans in the Portal and have access to nearly a thousand pre-existing project plans from New Tech teachers across the nation. These projects are available to all teachers, and those who utilize the library renovate the project if needed to meet state Frameworks. The Portal also provides a unique advantage in that teachers will be able to view other project calendars to manage student workload. (5) As the transition occurs to the new common core standards, New Tech will assist with ease of the development, implementation and instruction, as they have with their other Network schools nationwide.

IV. Criterion Based Assessment

Successful interdisciplinary education includes assessment as a strategy to improve and as an important, routine function of the process. There are two types of assessment: evaluation of students within the classroom and evaluation of the overall academic program. In terms of student work, New Tech provides a relevant evaluation structure that is criterion based. Its assessment system evaluates performance using criteria similar to those in the work world, thus encouraging accountability, goal setting and improved performance. The two teachers will grade students jointly in terms of their demonstrated use of 21st century skills (oral communication, written communication, content literacy, work ethic, real-world relevancy, collaboration and critical thinking). However, in the case of an interdisciplinary course that combines English and Social Studies, for example, the English teacher will grade the work that is most relevant to English and the Social Studies teacher will do likewise for Social Studies assignments. The students will receive one grade for each integrated course.

Assessing Lincoln High School's overall progress as a New Tech school will be a process that involves several stakeholders. The School District administration will work in parallel with the High School Leadership Team, which consists of five teachers and a handful of at-large members, to assess progress and areas for growth based upon the TAP instructional and evaluation rubrics and the New Tech School Success Rubric. Perhaps most importantly, the New Tech Network's Coach will serve as a resource for support, guidance, evaluation and feedback throughout the year. Lastly, test scores of

various types (The Learning Institute, ACTAAP, NWEA and teacher made) will be demonstrative of Lincoln High School's growth with the aforementioned short-term goals as mentioned in Standard #3.

V. Technology

Technology is considered a foundational strategy for enabling our educational philosophy. As such, technology will remain an integral part of every classroom. In 2010, Lincoln School District moved toward one-to-one computing. Every Middle and High School student, teacher and administrator is provided a 2010 MacBook and each classroom room houses a projector with half the classrooms including a Smartboard. These factors will remain integral to becoming a successful New Tech school. At Lincoln, technology is used in every facet of projects as an efficient means to complete work and problem solve, and not in isolation from projects or used superficially at arbitrary points during projects. This dedication to relevant use of cutting edge technology would continue to thrive within the New Tech model.

VI. Expanding Educational Offerings: Courses Integrated Across Curriculum

There are a number of course-specific changes that will enhance the educational program. First, students will be strong oral communicators as speeches and presentations will be an integral part of each course. As speech skills will be discussed, utilized and evaluated in all Integrated Courses, the Speech & Oral Communications course will not be necessary. This will enhance the educational program through expanding the frequency and depth of skills formerly taught in Speech & Oral Communications.

Second, Integrated Courses will also encourage more students to take agricultural courses which may also carry elective credit. This will increase enrollment in the agricultural sciences, and likely increase the number of science courses in which many students enroll.

Third, Arkansas History will not be taught in isolation, but rather throughout the social

studies content, increasing its relevancy and negating a need for a singular Arkansas History course.

Lastly, the fine arts will be integrated in a substantive and meaningful way into the curriculum, particularly in the eighth grade. The fine arts do not happen in isolation of culture and intellect, but rather one greatly informs the other. This will increase appreciation of the arts across student demographics because it will have a presence across the curriculum. This integrative teaching will occur through Project Based Learning. Collaborative planning time between fine arts faculty and core course teachers will integrate fine arts components into projects that address Frameworks. Fine arts faculty will also have instructional time within these classrooms to address, explain and teach the fine art component of the project.

VII. Graduation Requirements

The educational program will include several additional graduation requirements, such as (1) community service, (2) electronic portfolio, (3) senior project accompanied by a public presentation and (4) an application to post-secondary school, application to the armed forces or industry recognized certification. These requirements will solidify 21st century skills, build civic engagement and clarify students' post-graduation plans.

VIII. School Day

The school daily schedule will be structured to accommodate the Integrated Courses and the Advisor/Advisee Program, before and after school activities and extended learning opportunities via web-based, virtual and blended virtual classes. Because of the ongoing and collaborative nature of projects an extended learning day will be necessary.

VIX. Academic Calendar

Our school calendar will be changed to allow for maximum flexibility in order to match the calendar to the new instructional models. This will allow for extended learning opportunities including summer projects.

5. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning 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 schools' initial five (5) year period.

I. As we transition to Common Core Requirements, Lincoln High School; New Tech, achievement in Reading, Reading Comprehension, Mathematics and Mathematic Reasoning will continue to increase to meet AYP and individual student growth goals each year for the first five years.

Tools:

ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)

II. All students will have 80% mastery by the end of the school year on each SLE as measured by adopted assessments.

Tools: TLI (The Learning Institute) and or NWEA assessment and teacher generated, standards based assessments.

III. Attendance will increase by 1% each year for the first two years and .5% each subsequent three years or until we meet or exceed regional or state average, whichever is higher.

Tools: APSCN Attendance records.

IV. In the second year, the graduation rate will increase by 1%, and will continue to increase by the same increment each subsequent year or until we meet or exceed regional or state average, whichever is higher.

Tools: APSCN or ADE Documentation.

6. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

Accountability and alignment to Arkansas Curriculum Frameworks are a foundational part of Lincoln High School's educational program. The School District has developed both a rational plan and timeline for ensuring that the curriculum is synchronized with Frameworks. This plan will be discussed with faculty in the spring, (2012), reviewed in the summer, (2012) and discussed at the extensive training the faculty will have leading up to becoming a New Tech school.

I. Lincoln School District will continue to use TLI (The Learning Institute) assessment which are standards based and aligned to State Frameworks.

II. Lincoln High School, like schools across the state, will be prepared to re- envision its curriculum as Arkansas moves to adopt the Common Core Standards. New Tech network will provide support to ease in the transition into the Common Core.

III. Teachers will be responsible for ensuring that the Frameworks in their core subject matter are taught within Integrated Courses. They will continue to utilize SLE (Student Learning Expectations) as the basis for deciding which skills students should master.

IV. Projects that are developed will address appropriate frameworks, with all Frameworks being addressed in advance of the Benchmark test. Projects that are utilized from the Project Library within the Portal will be re-tooled if necessary to address Arkansas Frameworks.

V. The Lincoln High School Principal will supervise the process to ensure that state frameworks are being taught.

VI. All project plans will be required to be programmed into the Portal two weeks before they become effective, providing ample opportunity to redress Frameworks issues if necessary.

7. Describe the enrollment criteria and the student selection process. Include a statement of what student selection method will be utilized in the event that more students apply for admission to the district conversion or limited public charter school than can be accommodated under the terms of the charter.

Lincoln High School will publicize its status on the district website, the marquee, an article in the Lincoln Leader newspaper, and through a radio announcement made by Superintendent Dr. Frank Holman. The above publicity plan will allow for all community members to learn about and apply to the school. In each facet of the plan, three items will be clear: (1) All students who reside within the Lincoln Consolidated School District boundaries will be automatically eligible to enroll in the charter school. (2) Students living outside of the Lincoln Consolidated Schools boundaries will be allowed to legally transfer into Lincoln through School Choice; and (3) if Lincoln High School meets its enrollment cap, (850) admittance through choice will be through a lottery process with allowance for a sibling priority.

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 Principal) Responsibilities:

*Act as chief executive operating officer of the school and carry out the School and District missions
*Select, hire and terminate faculty and staff
*Carry out the annual performance based appraisal by which each staff member will be held accountable
*Monitor the status of resources in order to fulfill the School and District's missions
*Prepare an annual budget to be presented to the Board
*Ensure building maintenance and safety
*Oversee the implementation of the curriculum
*Monitor student academic achievement regularly

Qualifications:

The qualifications of an administrator will be significant, substantive and strong experience in education and an advanced terminal degree in the field of education.

II. New Tech Director Responsibilities:

Plans, organizes, directs and is responsible for leadership and all aspects of the educational program for New Tech initiative by focusing on an interdisciplinary project-based learning curriculum and instruction as the primary vehicle for improving student achievement and culture. Duties will include:

- * Implements the New Tech Model with fidelity including student-centered project based learning and infusion of 21st century skill development.
- * Provides leadership to staff in determining objectives and identifying school needs as the basis for developing long and short term plans.
- * Commits to improving school culture.
- * Implements of the New Tech Learning System (ECHO), tools and curriculum.
- * Supervises and evaluates the performance of New Tech personnel.
- * Identifies professional growth opportunities for New Tech staff.
- * Collaborates with higher education and business partnerships to support college courses, internships and community service experiences for students.

Qualifications: Bachelor Degree required. Master Degree preferred. Building Level Administration licensure or completion of program of study within proper timeline leading to Building Level Administration licensure required. Ability to effectively present information and respond to questions from teachers, staff, students, parents, community and business partners. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form. Should have knowledge of curriculum, instruction and assessment best practices. Should have knowledge of Internet, Project Management, spreadsheet and word processing software systems.

III. Teacher Responsibilities:

*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 workshops and training for professional development *Continually teach, assess and modify for each student *As a result of

TAP (Teacher Assessment Program), teachers meet weekly in clusters according to the subject matter they teach. Selected veteran teachers serve as mentors for new teachers and a master teacher who works with all career teachers.

Qualifications:

All teachers, with the exception of instructors teaching career preparedness courses must be highly qualified as according to NCIB. The School District will be empowered to hire the best teachers for career preparedness course instructors despite of licensure status.

IV. Counselor Responsibilities:

*Disseminating and clarifying graduation requirements *Aiding students in understanding, choosing and moving forward with a secondary plan.

Qualifications:

The counselor qualifications will be a Bachelor's degree or state certification and experience within the field of education.

V. Board of Directors & Staffing Plan

The Board of Directors, which is responsible for overseeing all functions of the School District, is responsible for the staffing and salary plan. (See Attachment # 4 for salary schedule.)

9. Describe the manner in which the school will make provisions for the following student services:

- (A) Guidance Program
- (B) Health Services
- (C) Media Center
- (D) Transportation
- (E) Food Services
- (F) Special Education
- (G) Alternative Education
- (H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

Because The Lincoln New Technology Proposal converts the existing high school into a conversion charter school, all of the services specified in section 9 will continue to be met in much the same manner as are currently provided to students in the Lincoln High School. Specifically:

A) Guidance:

The Lincoln High School; New Tech, will employ a full time, certified counselor who will continue to provide the same counseling services to the New Technology High School students as are presently provided to the Lincoln High School students.

In addition, we have added an additional counselor to work with at-risk students, group therapy, and to help co-ordinate our guidance services for all schools. We have contracted with Methodist Services, Ozark Guidance, and others for Mental Health Services. Also we have added a Licensed Clinical Social Worker to better serve students.

B) Health Services

The Lincoln High School; New Tech, will employ a full time, certified nurse.

In addition to the full time nurse the Lincoln Consolidated School District also has a wellness center that can provide additional health services, including vaccinations, to all of our students, including those who will be enrolled in the New Technology High School.

C) Media Center

Lincoln High School; New Tech, will employ a full time media specialist in compliance with state standards.

D) Transportation

The Lincoln Consolidated School District will continue to provide transportation to all eligible students living within the district to all schools in the district.

E) Food Services

The Lincoln High School; New Tech, will have a full food services staff to prepare and serve students enrolled in The New Technology High School and the Alternative school physically located within the same building. The food service staff will be under the supervision of the district Food Service Supervisor.

F) Special Education

The Lincoln High School; New Tech, will continue to provide the same special education support as is currently provided to the Lincoln High School Students and will continue to comply with all existing state and federal guidelines concerning Special Education.

G) Alternative Education

Lincoln Consolidated School District currently has an alternative school that serves all students, in grades K-12. This facility will be relocated within the new high school building and will continue to provide an alternative setting for all students in the district who meet enrollment criteria for alternative placement.

H) Gifted & Talented Program

All programs, curriculum and services of the Gifted and Talented Program currently provided to the Lincoln High School will continue to be provided to the students in the Lincoln High School; New Tech,. We will continue to be in compliance with all GT regulations in place in the state.

10. Provide a statement affirming that the charter school will participate in the Arkansas Public School Computer Network, as required by state statute or by State Board of Education rule, for reporting education and financial data, including grants or private donations received by the school.

In accordance with state statute and/or State Board of Education rule, Lincoln School District will participate fully in reporting education data in the Arkansas Public School Computer Network.

11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply 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. 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.

Include a statement that the facility will comply 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. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. 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 1000 feet of the facility.

The Lincoln High School; New Tech, will be located in a new facility, scheduled to be completed by August 1, 2012. This facility will include nine large rooms which will be over 1500 square feet in size, (three of which will be over 1800 square feet), which will be used to accommodate the Integrated Courses.

This facility has been approved by the Arkansas Department of Education Facilities and Transportation Division and will be in complete compliance with all existing facilities standards, including those applying to the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA), local building and zoning codes and all other state and federal laws. The School will continue to be maintained by district maintenance staff under the supervision of the district maintenance supervisor and will use SchoolDude as recommended by the Arkansas Department of Facilities and Transportation as a preventive maintenance tool. The district will continue providing excellent, safe facilities and transportation through its staffing structure.

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

12. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), Arkansas Department of Education rules, and the *Standards for Accreditation of Arkansas Public Schools and School Districts* that the district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. Provide a brief description of the need for each waiver requested.

**STATUTE 6.10.106 DATES FOR BEGINNING AND END OF SCHOOL YEAR.
STANDARD 10.01 REQUIRED TIME FOR INSTRUCTION AND SCHOOL
CALENDAR.**

I. The Lincoln Consolidated School District is asking for a waiver from this statute and standard in order to provide the flexibility needed to align the school calendar and instructional day with the academic needs of project based instruction. Lincoln High School; New Tech will continue to meet all state requirements concerning minimum days and hours per week of instruction.

STATUTE 6.17.114. Teacher planning time.

II. Lincoln Consolidated School District requests a waiver from the specific requirements of this standard for the new conversion charter school. Lincoln High School; New Tech, will continue to provide adequate planning time for teachers (200 minutes per week), but requests greater flexibility in parceling planning time. This flexibility will allow for larger blocks of time for co-planning and developing large projects which are integral to the success of integrated projects.

STANDARD 9.03.3.11 GRADES 5-8

III. Lincoln Consolidated School District requests that Lincoln High School; New Tech, be allowed to provide an alternative, effective way of teaching Arkansas History. Rather than teaching it as an isolated course, Arkansas history will be addressed in each grade level in a single class each year. By integrating it across the curriculum and into Project Based Learning, students will be more engaged with the subject matter and understand it more comprehensively, thus eliminating the need for a stand-alone Arkansas History course. All Arkansas History frameworks will still be addressed in the curriculum.

STANDARD 9.03.3.12 GRADES 5-8

IV. Lincoln Consolidated School District requests that Lincoln High School; New Tech, be allowed to give credit to eighth graders for courses traditionally completed in High School specifically, Physical Science, CBA and Algebra I. The curriculum Frameworks in these courses will be addressed and taught. This will allow for science, vocational and mathematics frameworks to be introduced under the New Tech model at an earlier grade and still provide students with credit for the academic work they have achieved.

STANDARD 9.03.4.1 CURRICULUM: LANGUAGE ARTS

V. We are asking for a waiver to teach Speech & Oral Communications as an independent class. With a curriculum that is based on the PBL model, students will graduate from Lincoln High School; New Tech, with a deep, meaningful presentation history and with a distinctively strong ability to communicate orally. The proper tools for strong oral communication skills will still be taught and measured uniformly, as all classes will use the same presentation rubric that was written according to the Arkansas frameworks and will later be adapted to fit the Common Core Standards. Lincoln School District proposes that students receive their oral communication credit after successfully completing ninth and tenth grade English, at which point students will have had an ample oral communications background.

STANDARD 10.02 CLASS SIZE

VI. Lincoln Consolidated School District requests that Lincoln High School; New Tech, be given exemption from this standard because the nature of integrated units requires multiple classes to be combined creating larger class sizes than are currently allowed under this standard. The overall student to teacher ratio will not substantially change but may need to exceed current standards in some instances.

STANDARD 10.02.5 CLASS SIZE AND TEACHING LOAD

VII. Lincoln Consolidated School District requests that Lincoln High School; New Tech, increase the number of students a teacher can instruct in one day. As teachers will be a part of interdisciplinary, double blocked courses they have the potential to teach many more students in one day. However, they will be co-teaching these students which will offset the increase in students and the overall student to teacher ratio, or number per content area, will not significantly change.

STANDARD 14.01 GRADUATION REQUIREMENTS

VIII. Lincoln requests exemption from teaching Career Orientation in eighth grade and to begin teaching the course, CT Intro Based Career Orientation, in the seventh grade. The instructor for this integrated course will meet all licensing requirements in business and will be endorsed for Career Orientation. We currently have a one year waiver for this provision so the CT Intro Based Career Orientation is already being taught to our seventh grade students. We are asking for a permanent extension of this waiver in order to provide more flexibility to our New Tech instructional model.

VIX. Lincoln Consolidated School District requests a waiver from the state mandate to teach keyboarding in grades 5-8 but be allowed to move this instruction to the elementary school grades, K-4 under the following conditions: 1. All students will be tested to make sure they are proficient in Keyboarding Skills. 2. All seventh or eighth grade students will complete Computer Business Applications (492129) (CBA). 3. All seventh and eighth grade students enrolled in CBA will be tested along with high school students enrolled in the course when end of course exams are given. Technology will remain an integral part of Lincoln classrooms. These and other important technological

skills will be taught and practiced as a regular part of courses across the curriculum. Technology will be fully implemented in all classrooms.

STANDARD 14.03 UNIT OF CREDIT

X. Lincoln High School; New Tech, requests the ability to teach multiple subjects simultaneously, thus exempting it from Carnegie Units. This would shift the focus to skills acquired and mastery rather than amount of time students spend in a seat. This would be another factor to provide greater flexibility in scheduling. This request only affects how credit is awarded and will not change the number of credits required by the state for graduation or the number of courses to be taught.

STANDARD 15.03 LICENSURE AND RENEWAL

XI. Lincoln High School; New Tech, requests the ability to hire the best teachers regardless of licensure status. Teachers who may be the best candidates may include but are not limited to: teachers with career experience, outside career certification or licensure in a specific field but extensive education in a different content matter. All interdisciplinary classes will be taught with at least one certified instructor and instructors that are highly qualified as defined by NCLB standards will teach all core subjects.

STANDARD 18.01 GIFTED AND TALENTED

XII. The structure of Project Based Learning allows for increased levels of student challenge for students of greater ability. Teachers working collaboratively, while working with students in small groups, also allows for better differentiation of instruction to challenge students who are identified as gifted and talented.

STANDARD 16.01.3 GUIDANCE AND COUNSELING

XIII. The Lincoln High School; New Tech, will continue its Advisor/Advisee Program. All students in grades eight through twelve will participate in this program for twenty minutes every day. Advisors will direct students to successfully complete the graduation requirements and will supervise students' course credits. These advisors will also teach

the importance and necessity of post secondary planning. The advisors will also work with students on self exploration and college/career searches through several means, including Career Action Planning (CAP) conferences and parental involvement.

STANDARD 9.03.3.6 GRADE 8; FINE ARTS

XIV. The fine arts will be integrated in a substantive and meaningful way into the curriculum, particularly in the seventh and eighth grades. The fine arts do not happen in isolation of culture and intellect, but rather one greatly informs the other. This will increase appreciation of the arts across student demographics because it will have a presence across the curriculum. This integrative teaching will occur through Project Based Learning. Collaborative planning time between fine arts faculty and core course teachers will integrate fine arts components into projects that address Frameworks. Fine arts faculty will also have instructional time within these classrooms to address, explain and teach the fine art component of the project. As the fine arts will be addressed throughout the curriculum, Lincoln High School requests exemption from the grade 8 art requirement.

STANDARD 9.03.3.7 HEALTH & SAFETY

XV. In full implementation of Project Based Learning, the content of several subjects will be regularly integrated into the curriculum. Through Integrated Courses and PBL in other classrooms, the content traditionally taught in the Health & Safety course will be taught in other courses. We, therefore, request a waiver from teaching Health and Safety as a standalone course

STANDARD 9.03.3.8 TOOLS FOR LEARNING

XVI. In full implementation of Project Based Learning, the content of several subjects will be regularly integrated into the curriculum. Through Integrated Courses and PBL in other classrooms, the content traditionally taught in Tools for Learning course will be taught in other courses.

STANDARD 9.03.3.9 CAREER AND TECHNICAL EDUCATION

XVII. Lincoln High School; New Tech, provides excellent accessibility and consistent use of technology across the curriculum, through providing MacBooks to every student and an interactive white board in every room. Regular technology skills such as keyboarding, program and software skills are utilized in every classroom. Lincoln requests a waiver from teaching Keyboarding and Computer Technology Introduction as technology will continue to be emphasized in every part of the curriculum.

STANDARD 9.03.4.2 SCIENCE

XVIII. Lincoln High School; New Tech, proposes to provide a 1/2 credit of science elective credit for Plant Science, (or Horticulture/Greenhouse) and Animal Science. This will encourage and affirm students' decision to enroll in agricultural courses, which are already popular among Lincoln students.

13. Describe the potential impact of the proposed district conversion or limited public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Lincoln High School; New Tech, will continue to operate under School Choice and Legal Transfer laws. The School will comply with current standards and monitor enrollment with the utmost discretion. The School District is not currently under any court ordered desegregation.

14. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

Families and guardians will be involved in important ways in the Lincoln School District, and particularly the New Tech High School. (1) Parents will be contacted in cases of

emergency and for informational reasons through School Messenger, the District's notification system. (2) The New Tech Portal allows for parents to see grades as they are posted in real time, access class websites and e-mail contact with teachers. (3) Parents and guardians will be involved in new and exciting ways to celebrate students' successes and also hold them accountable for quality academic work through public presentations.

(4) Community members will be involved in Project Based Learning. Their engagement may be manifested in presentation evaluation and as the source for real world projects.

(5) During the School Advisory course, parents will be invited to career advisory meetings to ensure parental involvement and investment in the post secondary plan.

(6) The Lincoln High School; New Tech, Leadership Team, discussed in the response section "V. Criterion Based Evaluation" of Standard #4, is responsible for gathering input, implementing and evaluating the implementation of the Arkansas Comprehensive School Improvement Plan (ACSIP). The Leadership Team, along with other administrators, is also responsible for identifying performance criteria, namely standards based testing (aforementioned in Standard #5: ACTAAP, TLI).

(7) Community members are also invited into these discussions on performance criteria and school improvement through discussions with the School Board. The Lincoln School Board hosts an annual report to the public, in which a variety of subject matters are discussed, including school performance, progress on the current school improvement plan and ideas for improvements in the future. Inviting community input will benefit both parties, as the feedback will ensure the school is improving in diversified, substantive ways and will build community investment in Lincoln High School.

(8) Arguably, the most enriching parental involvement will occur organically in ways that the School District cannot yet envision.

Required Attachment # 1
Lincoln School Calendar 2010 / 2011

AUGUST

2nd & 5th New Teacher Orientation
8th – 11th Teacher In-Service required
School
15th First Day for Students

SEPTEMBER

5th Labor Day Holiday
22nd Parent/Teacher Conference
School
23rd Teacher In-Service required

OCTOBER

14th End of 1st quarter 43 days

November

23rd – 25th Thanksgiving Holiday

December

19th Semester Test
20th Semester Test End of 2nd quarter 44 days
21st – Jan. 2nd Christmas Holiday
total)

JANUARY

3rd School Resumes
16th Teacher In-Service req. No

FEBRUARY

9th Parent/Teacher Conf.
10th Teacher In-Service req. No

MARCH

9th End of 3rd quarter 47 days
19th – 23rd Spring Break

April

6th Good Friday Holiday

May

17th Semester Test
18th Semester Test
End of 4th Quarter 44 days (178

30th Memorial Day Holiday

May

21st – 25th Five Snow days built in

School begins on the 15th of August and will end on the 18th of May. Days missed due to inclement weather will be added to this calendar until 178 instructional days have been completed. Except for non-instructional in-service days and holidays, all week days during this time period will be considered to be instructional workdays for students and faculty. Unless otherwise noted all In-service Days are also considered workdays.

This is the calendar for the 2011-2012 year. Our PPC has not yet discussed the calendar for the 2012-2013 school year. The 2012-2013 calendar will not be submitted for approval until next spring but will likely contain some modifications to the present calendar to accommodate the anticipated needs for PBL instruction during the 2012-2013 academic year.

Attachment # 2

1	2	3	4	5b lunch a	5a lunch b	6	7	8
AP English	O/Comm	WH	O/Comm	lunch a		O/Comm		
New Tech	New Tech	WH	New Tech	Prep	lunch b	New Tech	PAP Eng 10	New Tech
College English								
English 11	English 11	WH	Drama		lunch b	English 11	PAP English 11	
				Master	lunch b	Eng 10	Master	Master
		WH	PAP Eng 10	Eng 10	lunch b			Journalism
		WH		lunch a				
Master	Master	WH	Master	AP Psyc	lunch b	Master	Master	Master
Am History	Am History	WH			lunch b	PAP Am History	Am History	Pub-145 (YB)
		WH	AP Govt		lunch b			
		WH	WL Hist 10	WL Hist 10	lunch b	PAP WL Hist 10	WL Hist 10	Sr. Boys Ath.
		WH			lunch b			
		WH			lunch b			Sr. Girls Ath.
		WH		lunch a				
		WH	PAP Pre-Cal/Trig	PAP Pre-Cal/Trig	lunch b	AP Calc		
		WH		lunch a				
	AP Bio	WH	Chemistry	Chemistry	lunch b	Chemistry		
		WH	Physics	Physics	lunch b		21 cclc	21 cclc
		WH			lunch b			

The schedule shown above shows the Integrated Courses that are offered next year. They are shown on the schedule as double blocked and in matching colors. For instance, periods one and two show American History and English as integrated courses.

Attachment #3

Public Charter School Application
Estimated Budget Worksheet, Year One (2011-2012)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (475) x \$6,267.00 State Foundation Funding		\$2,976,825
3			
4	No. of Students (475) x \$52.00 Professional Development		\$24,700
5	No. of Students (323) x eligible rate* NSLA Funding		333,659
6	Total State Charter School Aid		\$3,335,184
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	\$92,633 (Title I & Title II-A)	
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$92,633.00
15			
16	TOTAL REVENUES		\$3,427,817.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions____)	\$90,431.00	
21	Fringe Benefits	\$22,291.24	
22	Purchased Services		
23	Supplies and Materials	\$20,000	
24	Equipment		
25	Other (Describe)		\$132,722.24
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions____)	\$621,292.40 (14.10 FTE)	
29	Fringe Benefits	\$153,148.58	
30	Purchased Services	\$27,000	
31	Supplies and Materials	\$46,000	
32	Equipment	\$75,000	
33	Other (Describe) TAP Master/Mentor	\$47,052.94	\$969,493.92

*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%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

Attachment #3

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions____)	\$80,814.64	(2)
37	Fringe Benefits	\$21,211.49	
38	Purchased Services		
39	Supplies and Materials	\$5,000.00	
40	Equipment	\$10,000.00	
41	Other (Describe)		\$117,026.13
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions____)	\$16,153.87	(.333)
45	Fringe Benefits	\$4,206.09	
46	Purchased Services		
47	Supplies and Materials	\$2,000.00	
48	Equipment	\$3,000.00	
49	Other (Describe)		\$25,359.96
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions____)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		
58			
59	Guidance Services:		
60	Salaries: (No. of Positions____)	\$45,855.11	(1)
61	Fringe Benefits	\$10,477.94	
62	Purchased Services		
63	Supplies and Materials	\$6,000.00	
64	Equipment		
65	Other (Describe)		\$62,333.05
66			
67	Health Services:		
68	Salaries: (No. of Positions____)	\$23,800.00	(.5)
69	Fringe Benefits	\$5,431.08	
70	Purchased Services		
71	Supplies and Materials	\$6,500	
72	Equipment		
73	Other (Describe)		\$40,777.94

Attachment #3

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions ____)	\$50,171.32	
77	Fringe Benefits	\$12,996.39	
78	Purchased Services		
79	Supplies and Materials	\$35,000.00	
80	Equipment		
81	Other (Describe)		\$98,167.71
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions ____)	\$36,862 (3. Costs pro-rated)	
85	Fringe Benefits	\$10,321	
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		\$47,183.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions ____)	\$46,588 (2)	
93	Fringe Benefits	\$14,106	
94	Purchased Services		
95	(include utilities)		
96	Supplies and Materials	\$4,500.00	
97	Equipment	\$7,800.00	
98	Other (Describe)		\$69,483.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions ____)	\$80,130.12 (15 pro-rated)	
102	Fringe Benefits	\$27,459.37	
103	Purchased Services	\$7851.72	
104	Supplies and Materials	\$38,717.35	
105	Equipment	\$4,500.00	
106	Other (Describe)		\$158,658.55
107			
108	Food Services:		
109	Salaries: (No. of Positions ____)	\$55,303 (8 shared with Middle School)	
110	Fringe Benefits	\$18,687.55	
111	Purchased Services		
112	Supplies and Materials	\$10,300.00	
113	Equipment	\$25,000.00	
114	Other (Describe)		\$109,290.55

Attachment #3

115	<i>(Budget Continued)</i>	
116	Data Processing:	
117	Salaries: (No. of Positions____)	_____
118	Fringe Benefits	_____
119	Purchased Services	_____
120	Supplies and Materials	_____
121	Equipment	_____
122	Other (Describe)	_____ \$0.00
123		
124	Substitute Personnel:	
125	Salaries: (No. of Positions____)	_____
126	Fringe Benefits	_____ \$0.00
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	TOTAL EXPENDITURES	\$1,830,459.69

Attachment #3

Public Charter School Application
Estimated Budget Worksheet, Year Two (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (500) x \$6,267.00 State Foundation Funding		
3			\$3,133,500.00
4	No. of Students (500) x \$52.00 Professional Development		\$26,000.00
5	No. of Students (340) x eligible rate* NSLA Funding		\$351,220.00
6	Total State Charter School Aid		\$3,510,720.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	\$92,633.00	
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$92,633.00
15			
16	TOTAL REVENUES		\$3,603,353.00
17			
	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>2</u>)	\$104,243.92	
21	Fringe Benefits	\$25,696.13	
22	Purchased Services		
23	Supplies and Materials	\$2,000.00	
24	Equipment		
25	Other (Describe)		\$149,940.05
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u> </u>)	\$633,718.25	(14.1 FTE)
29	Fringe Benefits	\$156,211.55	
30	Purchased Services	\$27,000.00	
31	Supplies and Materials	\$46,000.00	
32	Equipment	\$75,000.00	
33	Other (Describe)		\$984,982.74.00

*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.

Attachment #3

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions <u>2</u>)	\$82,430.93	
37	Fringe Benefits	\$21,635.72	
38	Purchased Services		
39	Supplies and Materials	\$5,000.00	
40	Equipment	\$10,000.00	
41	Other (Describe)		\$119,066.65
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u> </u>)	\$16,476.95	(.333)
45	Fringe Benefits	\$4,290.21	
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		\$25,767.16
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1</u>)	\$46,772.21	
61	Fringe Benefits	\$10,687.50	
62	Purchased Services		
63	Supplies and Materials	\$6,000.00	
64	Equipment		
65	Other (Describe)		\$63,459.71
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>.5</u>)	\$24,276.00	
69	Fringe Benefits	\$10,687.50	
70	Purchased Services		
71	Supplies and Materials		
72	Equipment		
73	Other (Describe)		\$41,463.50

Attachment #3

74	<i>(Budget Continued)</i>		
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	<u>\$51,174.75</u>	
77	Fringe Benefits	<u>\$13,256.32</u>	
78	Purchased Services		
79	Supplies and Materials	<u>\$35,000.00</u>	
80	Equipment		
81	Other (Describe)		<u>\$99,431.06</u>
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions <u>3</u>)	<u>\$37,599.24</u>	(Pro-Rated)
85	Fringe Benefits	<u>\$10,527.42</u>	
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		<u>\$48,126.66</u>
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u>2</u>)	<u>\$47,799.24</u>	
93	Fringe Benefits	<u>\$10,527.42</u>	
94	Purchased Services		
95	(include utilities)		
96	Supplies and Materials	<u>\$4,500.00</u>	
97	Equipment	<u>\$7,800.00</u>	
98	Other (Describe)		<u>\$70,626.66</u>
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u>11</u>)	<u>\$81,737.32</u>	
102	Fringe Benefits	<u>\$28,008.56</u>	
103	Purchased Services	<u>\$7,851.35</u>	
104	Supplies and Materials	<u>\$38,717.35</u>	
105	Equipment	<u>\$4,500.00</u>	
106	Other (Describe)		<u>\$160,809.98</u>
107			
108	Food Services:		
109	Salaries: (No. of Positions <u>8</u>)	<u>\$56,409.06</u>	
110	Fringe Benefits	<u>\$19,061.30</u>	
111	Purchased Services		
112	Supplies and Materials	<u>\$10,300.00</u>	
113	Equipment	<u>\$25,000.00</u>	
114	Other (Describe)		<u>\$110,770.36</u>

Attachment #3

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions____)	_____	
118	Fringe Benefits	_____	
119	Purchased Services	_____	
120	Supplies and Materials	_____	
121	Equipment	_____	
122	Other (Describe)	_____	\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	_____	
126	Fringe Benefits	_____	\$0.00
127			
128	Facilities:		
	Lease/Purchase (contract for one total		
129	year including facility upgrades)	_____	
130	Please list upgrades:	_____	
131		_____	
	Utilities (contract for one total year		
132	including facility upgrades)	_____	
	Insurance (contract for one total year		
133	including facility upgrades):		
134	Property Insurance	_____	
135	Content Insurance	_____	\$0.00
136			
137	Debt Expenditures:	_____	\$0.00
138	Other Expenditures:		
139	(Describe)	_____	\$0.00
140			
141	TOTAL EXPENDITURES		\$1,874,444.53

Required Attachment #4

**2011-2012 Certified Salary Schedule
Lincoln Consolidated School District**

YEARS EXPERIENCE	B. A.	M. A.
0	\$34,000.00	\$37,000.00
1	\$34,450.00	\$37,500.00
2	\$34,900.00	\$38,000.00
3	\$35,350.00	\$38,500.00
4	\$35,800.00	\$39,000.00
5	\$36,250.00	\$39,500.00
6	\$36,700.00	\$40,000.00
7	\$37,150.00	\$40,500.00
8	\$37,600.00	\$41,000.00
9	\$38,050.00	\$41,500.00
10	\$38,500.00	\$42,000.00
11	\$38,950.00	\$42,500.00
12	\$39,400.00	\$43,000.00
13	\$39,850.00	\$43,500.00
14	\$40,300.00	\$44,000.00
15	\$40,750.00	\$44,500.00
16	\$41,200.00	\$45,000.00
17	\$41,650.00	\$45,500.00
18	\$42,100.00	\$46,000.00
19	\$42,550.00	\$46,500.00
20	\$43,000.00	\$47,000.00
21	\$43,450.00	\$47,500.00
22	\$43,900.00	\$48,000.00
23	\$44,350.00	\$48,500.00
24	\$44,800.00	\$49,000.00
25	\$45,250.00	\$49,500.00
26	\$45,700.00	\$50,000.00
27	\$46,150.00	\$50,500.00
28	\$46,600.00	\$51,000.00
29	\$47,050.00	\$51,500.00
30	\$47,500.00	\$52,000.00

Employees with a Bachelor Degree who provide documentation that they have obtained a Master Degree will be advanced to the Masters track upon receipt of this documentation. The new salary will go into effect the next pay period following receipt of documentation.

Required Attachment # 4

ADMINISTRATIVE SALARY SCHEDULE

1. Base = High and low salaries from Schedule divided by 2.
2. Experience 1.6% of base for each year administrative experience + \$500 for each 5 years of administrative experience in the district.
3. index = 16% of Base.

Index is figured for education, supervision and extra assign.

Education:	Supervision:	Extra assign:
Certification = .05	0 - 300 = .05	1 = .05
Masters + 15 = .10	301 - 500 = .10	2 = .10
Masters + 30 = .15	501 - 1000 = .15	3 = .15
Specialist = .20		
Doctor = .25		

Index % is figured by adding multiples for each category and multiplying by index.

4. Administrative level = \$ 800.00 for each level.

(Assistant principal administrative level will be one half that of principal and assistant superintendent will be half of superintendent)

Elementary School Principal = Level 4

Middle School Principal = Level 5

High School Principal = Level 6

District Administration = Level 7

Superintendent = Level 10

Salary is figured by adding base + experience and adjusting for length of contract, then adding administrative level and index. *For pay purposes, the board, at its discretion, may choose to accept all education experience of the superintendent.

5. The salary of the superintendent and assistant superintendent will be figured as above and then multiplied by 1.175

AFFIDAVIT OF PUBLICATION


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

_____ McDonald County Press
___X___ Washington County Enterprise
_____ Bella Vista Weekly Vista
_____ The Times of NE Benton County (Pea Ridge)
_____ Siloam Springs Herald Leader
_____ La Prensa
_____ Westside Eagle Observer
of general and bona fide circulation in
(WASHINGTON COUNTY, ARKANSAS)

LINCOLN SCHOOL DISTRICT
PublicMeetingNotice

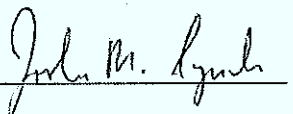
Date of Publication: August 31, Spetember 7, 14, 2011

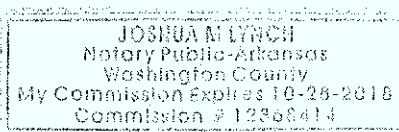
Charge \$32.25


Holly Andrews

Sworn to and subscribed before me

This 15 day of September, 2011.


Notary Public
My Commission Expires: 10-28-2018



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

Public Meeting Notice
A meeting to discuss a proposed Conversion Charter School Application will be held in the Lincoln Elementary School Cafeteria on September 19, 2011 at 6:30 pm. All interested persons are invited to attend.
70437899
Aug 31, Sept 7, 14, 2011

CLASSIFIEDS

Wednesday, Aug. 31, 2011

**Own
IFIED AD***

fast! Go online to
com/classifieds and
button to proceed.

Media
THE SOURCE.

classifieds *Some restrictions apply

Garage Sales 841

**DR
ALE**

**While You
Indoors!**

rie Grove
ONE COMPANY
ryday
ST DAY!

LEGAL NOTICES**Legal Notices 1201****NOTICE OF ANNEXATION
HEARING**

Notice is hereby given that there has been filed in the County Court of Washington County, Arkansas, the petition of Garland R. Spinks and Gentry Spinks, asking for the annexation to the City of Lincoln of the following described lands situated in Washington County, Arkansas, and contiguous to said City, to-wit: A part of the SE 1/4 of the NE 1/4 of S31, T15N, R32W, described as follows, to-wit: Beginning at the NW corner of the said 40 acre tract of land, running thence south 48.35 rods for the beginning place, running thence east 417.12 feet; thence running north 498 feet; thence running west 417.12 feet; thence running south 498 feet to the P.O.B. A map showing said land proposed for annexation is on file with said petition in the Office of the Clerk of said Court, and Gentry Spinks has been named by the petitioners as the person authorized to act for them. The Court has fixed the 12th day of September, 2011 at 9:00 am in the County Judge's Office on the 5th floor of the Washington County Courthouse, as the date and time for a hearing on said petition, and all interested persons are now notified to be present at the time and date so fixed.

Karen Combs Prichard
Washington County Clerk
70379206 Aug. 24, 31, 2011

Probate 1220

IN THE CIRCUIT COURT OF
WASHINGTON COUNTY, ARKAN-
SAS

IN THE MATTER OF THE ES-
TATE OF PAMELA SUE MARTIN,
DECEASED

NO. PR 2011-482-5

NOTICE

Last known address of de-
cedent: 2105 Dogwood Place
Springdale, AR 72762

Date of death: April 23, 2010

An Affidavit for Collection of
Small Estate by Distributee was
filed on August 9, 2011.

Legal description of real prop-
erty:

LOT EIGHTEEN (18) IN BLOCK
THREE (3) OF WOODLAND
HEIGHTS SUBDIVISION NO. 1, TO
THE CITY OF SPRINGDALE, AR-
KANSAS, AS PER PLAT OF SAID
SUBDIVISION ON FILE IN THE OF-
FICE OF THE CIRCUIT CLERK AND
EX-OFFICIO RECORDER OF
WASHINGTON COUNTY, ARKAN-
SAS.

SUBJECT TO EASEMENTS,
RIGHT-OF-WAYS, AND PROTECTIVE
COVENANTS OF RECORD, IF
ANY.

All persons having claims
against the estate must exhibit
them, properly verified, to the un-
dersigned within three (3) months
from the date of the first publica-
tion of this notice, or they shall be
forever barred and precluded
from any benefit in the estate.

This Notice first published the
31st day of August, 2011.
Steve D. Tennant
Attorney at Law
8 E. Main - PO Box 120
Farmington, AR 72730
(479) 267-2060
Attorney for Estate
70421978 Aug. 31, Sept. 7,
2011

IN THE CIRCUIT COURT OF
WASHINGTON COUNTY, ARKAN-

Probate 1220

40 ACRE TRACT 136.27 FEET TO
THE SOUTH ALONG THE WEST
LINE OF SAID 40 ACRE TRACT
136.27 FEET TO THE SOUTH
WEST CORNER THEREOF, THENCE
EAST 167.98 FEET OR TO THE
POINT OF BEGINNING.

All persons having claims
against the estate must exhibit
them, duly verified, to the un-
dersigned within three (3) months
from the date of the first publica-
tion of this notice, or they shall be
forever barred and precluded
from any benefit in the estate.

This notice published on the
24th day of August, 2011 and
again on the 31st day of 2011, in
the Washington County Enter-
prise Leader.

Dwayne Davis, Administrator
c/o Graham H. Nations
Attorney at Law
P.O. Box 979
Prairie Grove, AR 72753
(479) 846-1868
70413644 Aug. 24, 31, 2011

IN THE CIRCUIT COURT OF
WASHINGTON COUNTY, ARKAN-
SAS

PROBATE DIVISION
IN THE MATTER OF THE ES-
TATE OF BETTY MARIE SMITH,
DECEASED

CASE NO. P-2011-396-6
NOTICE OF APPOINTMENT AS
EXECUTOR

Last Known Address of Dece-
dent: 6177 Elm Springs Rd.
Springdale, AR 72762

Date of Death: May 22, 2011

An instrument dated the 19th
day of March, 2004 was on the
10th day of August, 2011 admit-
ted to probate as the Last Will of
the above-named decedent, and
the undersigned has been ap-
pointed personal representative
thereunder. Contest of the prob-
ate-of the Will can be effected
only by filing a Petition within the
time provided by law.

All persons having claims
against the estate of Betty Marie
Smith must exhibit them, duly
verified, to the undersigned with-
in six (6) months from the date of
the first publication of this notice,
or they shall be forever barred
and precluded from any benefit in
the estate.

This notice first published the
31st day of August, 2011.

Send claims to:
Teresa Dunham
C/O LUSKE-RUTLEDGE P.A.

James K. Hatcher, ABA #96200
1458 Plaza Place, Suite 101
Springdale, AR 72764

(479) 750-4444
ATTORNEYS FOR THE ESTATE

70438137
Aug. 31, Sept. 7, 2011

Meetings/Hearings 1230**Public Meeting Notice**

A meeting to discuss a pro-
posed Conversion Charter School
Application will be held in the Lin-
coln Elementary School Cafeteria
on September 19, 2011 at 6:30
pm. All interested persons are in-
vited to attend.

70437899
Aug 31, Sept 7, 14, 2011



**GO CAR
CLIPPING**

on will be held in the City of Prairie
will be submitted to the electors the
00,000 to finance all or a portion of
without limitation, paving, widening,
s, street lighting, utility adjustments
ry and pledge of a 0.75% local sales
at amount of \$1,500,000 to finance
ad improvements to the City's water
cal sales and use tax within the City,
nance all or a portion of the costs of
ewer system and, in order to pay the
he City and for issuing bonds in the
he costs of drainage improvements,
of any necessary facilities or struc-
vry and pledge of a 0.75% local sales

thin the City a new 0.75% sales and
administrative charges of the State of
ad obligations of the City with respect
ne purpose is approved. The 0.75%
is made therefor in accordance with
bonds may be combined into a single

tors may vote separately either for or

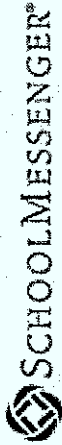
Sept. 6th, 2011 through September

house, 280 N. College Ave.
xt. 13th, 2011 at the following loca-

N. College Ave., Fayetteville, AR
ried at 7 o'clock pm, on September

N. College Ave., Fayetteville, AR
r the polls close at 7:30 pm on Sep-

N. College Ave., Fayetteville, AR
:30 o'clock p.m., on September 13,



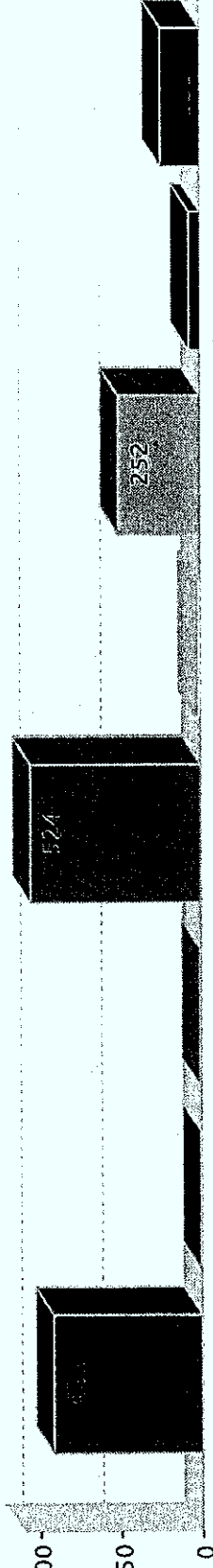
Attachment # 5

Report Name: Charter School/Annual Report to the Account: Lincoln Public Schools
Description: Public
User Name: jyoung
Report Type: Auto Report
First Name: Joel
Creation Date: Sep 16, 2011 5:31 pm
Last Name: Young

# of Jobs: 1		Job Name		Job Type		Submitted by		Scheduled Date		Receptions		No Email	
Charter School/Annual Report to the Public		General		Young		Sep 16, 2011		4:30 PM - 9:00 PM		1366		1357	

Totals	Completed	Remaining	Blocked	Duplicates Removed	No Phone #	No Email	No Email Selected	% Confirmed
321	320	0	3	50	6	1045	0	100.00 %

Jobs	Completed	Remaining	Blocked	Duplicates Removed	No Phone #	No Email	No Email Selected	% Confirmed
1357	1354	0	3	474	6	3	1475	80.68 %



Attempts

■ Answered: 458 ■ Busy: 3 ■ Blocked: 4 ■ Duplicate: 524 ■ Unknown: 12 ■ Machine: 252 ■ No Answer: 34 ■ Disconnect: 121

ID#	First Name	Last Name	Organization	Sequence	Destination	Attempts	Last Attempt	Result*	Resp
16218	DAVID	ADAMS	Lincoln Middle School	Phone 1	(479) 435-4117	0		Duplicate	
16218	DAVID	ADAMS	Lincoln Middle School					No Email	
16218	DAVID	ADAMS	Lincoln Middle School					No SMS	
19311	DUARD	ADAMS	Lincoln Elementary School	Phone 1	(479) 435-4117	0		Duplicate	
19311	DUARD	ADAMS	Lincoln Elementary School					No Email	
19311	DUARD	ADAMS	Lincoln Elementary School					No SMS	
24041	HUNTER	ADAMS	Lincoln Elementary School	Phone 1	(479) 848-0577	0		Duplicate	
24041	HUNTER	ADAMS	Lincoln Elementary School					No Email	
24041	HUNTER	ADAMS	Lincoln Elementary School					No SMS	
23061	JESSICA	ADAMS	Lincoln Elementary School	Phone 1	(479) 848-0577	1	Sep 16 4:40 PM	Answered	
23061	JESSICA	ADAMS	Lincoln Elementary School					No Email	
23061	JESSICA	ADAMS	Lincoln Elementary School					No SMS	
15192	ANGEL	ADCOCK	Lincoln High School	Phone 1	(479) 684-6718	2	Sep 16 4:47 PM	Answered	
15192	ANGEL	ADCOCK	Lincoln High School					No Email	
15192	ANGEL	ADCOCK	Lincoln High School					No SMS	
17196	JOYCE	ADCOCK	Lincoln Middle School	Phone 1	(479) 684-6718	0		Duplicate	
17196	JOYCE	ADCOCK	Lincoln Middle School					No Email	
17196	JOYCE	ADCOCK	Lincoln Middle School					No SMS	
19267	MISTY	ADCOCK	Lincoln Elementary School	Phone 1	(479) 684-6718	0		Duplicate	
19267	MISTY	ADCOCK	Lincoln Elementary School					No Email	
19267	MISTY	ADCOCK	Lincoln Elementary School					No SMS	

* For more information about result statuses, please refer to the online help system.

DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of 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 or limited 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 proposed district conversion or limited 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, although the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed district conversion or limited 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 or limited 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 proposed district conversion or limited 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 school not so waived by the approved charter.
6. The proposed district conversion or limited 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 a qualified employee of the school district is covered.
7. The proposed district conversion or limited 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 or limited 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 or limited 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 charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited 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; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the proposed 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: 10/25/2011

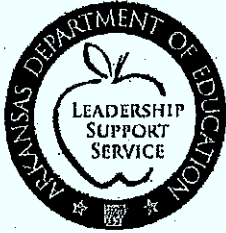
Frank A. Holman

Print or type name

2011-2012 Application Cycle

ADE Evaluation

Lincoln High School; New Tech
Lincoln Consolidated School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 18, 2011

State Board
Of Education

Clay Hendrix
117 Boyer Street, Suite A
Lincoln, AR 72744

Dr. Naccaman Williams
Springdale
Chair

Dear Applicant:

Dr. Ben Mays
Clinton
Vice Chair

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for District Conversion Charter Schools as per the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Vicki Saviers
Little Rock

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be in the Charter School Office no later than 12:00 p.m., Monday December 2, 2011.

Responses should be sent to the following address:

Dr. Mary Ann Duncan
Charter School Office
Four Capital Mall, Room 302-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

A handwritten signature in black ink that reads "Mary Ann Duncan, Ed.D.".

Mary Ann Duncan, Ed.D.
Charter Schools, Program Director

MAD/jf

Enclosure: Public Charter School Application Evaluation Report

Four Capitol Mall
Little Rock, AR
72201-1019
ArkansasEd.org

An Equal Opportunity
Employer

**2011-2012
Public Charter School
Application Evaluation Report**

**Lincoln High School; New Tech, Lincoln
Consolidated School District**



**Provided by:
Arkansas Department of Education
Charter School Office**

Arkansas Department of Education

District Conversion or Limited Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School: Lincoln High School; New Tech

Sponsoring School District: Lincoln Consolidated School District

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation criteria.	
Concerns and Additional Questions	Reference

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; and
- A thorough description of the results of the public hearing.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Provide additional documentation and evidence regarding the public hearing (i.e., sign-in sheets, etc.)	Pg. 4

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation criteria.	
Concerns and Additional Questions	Reference

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Provide valid and reliable student educational achievement data that substantiates the educational need.	Pg. 5

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 length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Clarification is needed as to how interdisciplinary courses will be entered into the Arkansas Public School Computer Network regarding course codes.	Pg. 6-12
Clarification is needed regarding the process of grading team taught classes.	Pg. 6-12
Clarification is needed regarding student to teacher ratio, particularly in the interdisciplinary classes.	Pg. 6-12

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 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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation criteria.	
Concerns and Additional Questions	Reference

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 transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Please provide evidence regarding the specific plan and timeline for aligning the curriculum with the ADE's content standards, benchmarks and performance data.	Pg. 13

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Application meets evaluation criteria.		
Concerns and Additional Questions		Reference
<p>The application states that the enrollment cap is 850; however year two budget is reflective of 500 students. Please clarify the 850 requested enrollment cap.</p> <p>The Applicant states that if it reaches its enrollment cap, it will use a lottery process for students transferring by school choice. This is not acceptable under federal law. Every child, whether living inside or outside the district, must have an equal opportunity to attend the school. If the school's enrollment exceeds the cap, the lottery process must apply to all students seeking enrollment, not just choice students.</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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Please clarify how many staff members will be hired for each position.		Pg. 14-16

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Guidance: Please provide letter of support from Methodist Services and Ozark Guidance and other programs you plan to utilize for Guidance program.		Pg. 17
Food Services: An approved food services plan from the ADE CNU will need to be added to the existing food services plan.		Pg. 18

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 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 educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Application meets evaluation criteria.		
Concerns and Additional Questions		Reference

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Facilities Review Report	
The facilities will be reviewed by the Facilities Division. Upon completion of the review, a report will be provided to the applicant.	

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:

- An explanation of each and every waiver request; and
- A description of how the waiver requests relate to the school's educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal Comments	Reference
<p>1. Requested Waivers:</p> <p>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.</p> <p>b.) Standard 9.03.3.11 of the Standards for Accreditation (regarding Arkansas History): Though the Applicant expressed an intent to waive the requirement of a separate Arkansas History course in grades 5 through 8, the Applicant failed to request waiver of Ark. Code Ann. § 6-16-124 ("Arkansas history -- Required social studies course"). If no waiver is sought of this statute, the Applicant may still be required to offer Arkansas History as a separate course in grades 5 through 8.</p> <p>c.) Standard 9.03.3.12 of the Standards for Accreditation (regarding high school courses offered in grades 5-8): 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.</p>	

- d.) Standards 10.02 and 10.02.5 of the Standards for Accreditation ("Class size and teaching load"): The Applicant failed to articulate an alternative maximum class size or teaching load, meaning the school would have no limits should a waiver be granted. The Applicant should identify an alternative maximum class size and teaching load, or otherwise explain why none should be set.
- e.) Standard 14.01 of the Standards for Accreditation ("Graduation requirements"): The State Board may not waive any law or rule relating to "high school graduation requirements", per Ark. Code Ann. § 6-23-401. However, nothing in Standard 14.01 requires the teaching of Career Orientation or Keyboarding. Any request for waiver of specific vocational education courses must be directed to the Arkansas Department of Career Education, as the State Board lacks the authority to waive rules promulgated by another state agency.
- f.) 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.
- 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.

g.) Standard 18.01 of the Standards for Accreditation (regarding identification of gifted and talented students): The Applicant requested waiver of this Standard, yet in Standard 9(H) of the application, the Applicant stated that it would "continue to be in compliance with all GT regulations in place in the state." 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.

h.) 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 16 of the application, in which the Applicant states that the only requirement for a counselor will be "a bachelor's degree or state certification and experience within the field of education." (emphasis added) However, both of these statements appear to be contradicted by the response

to Standard 9(A), on page 17 of the application, in which the Applicant states that it will employ a "certified" counselor. The Applicant should clarify whether it actually seeks waiver of the requirement of a licensed counselor, and it should specifically explain why such waiver is necessary. Unless the Applicant indicates a specific rationale for waiving this standard, no waiver will be granted.

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.

- i.) 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.

Concerns and Additional Questions	Reference

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.

Legal Comments	Reference
Concerns and Additional Questions	Reference

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
It is well delineated that parents will be notified of grades and other information, but it is not clear how parents will be involved in developing, implementing and evaluating the	Pg. 25-26

school improvement plan.	
Please clarify how community members will be involved in project based learning.	Pg. 25-26
Please provide a copy of your district parental involvement plan.	Pg. 25-26

ADDITIONAL COMMENTS:

Budget Review:

Strengths:

Application contains a copy of the proposed certified salary schedule.
Pgs. 37 - 38

Concerns and Additional Questions:

The applicant did not submit a classified salary schedule and should do so.

The applicant did not submit a budget for 2011-12 and 2012-13. Budget information submitted should be for the years 2012-13 and 2013-2014.
Pgs. 29 - 36

The applicant does not include positions or requisite qualifications for all support personnel listed on budget as required by Standard 8. The applicant does not submit number of positions (FTE) as required in Standard 8 in budgeted year 1. It cannot be determined if budget is accurate to any staffing plan. The applicant should clarify.
Pgs. 14 - 16 & 29-36

The applicant does not mention a board in the staffing plan. Please clarify.
Pgs. 14 - 16

The applicant does not budget for utilities or other possible expenditures under the Maintenance and Operation of facilities category. Please clarify.

The applicant references a new building to be completed in 2012, but does not budget for debt payments. Please clarify.

The applicant references employing a full time nurse in standard 9 but budgets .5 FTE. Please clarify

Health Services is totaled wrong

Pg. 30

Maintenance & Operation is totaled wrong

Pg. 31

The applicant should clarify fringe benefit rates for M & O and food service personnel. Budgeted rates are higher than other areas.

Pgs. 29 - 36

The applicant states that transportation will be provided to students by the district, but has budgeted for positions, purchased services, and other expenditures both years. Please clarify.

Regular Classroom Instruction is totaled wrong

Pg. 33

Salaries for administrative personnel increase a large amount in year two. Clarify calculation. Applicant should clarify how revenue was arrived at for Title I and Title II-A as well as federal grants in budgeted year two.

Gifted and Talented Program is totaled wrong

Pg. 34

Health Services is totaled wrong

Pg. 34

The applicant should clarify fringe benefit rates for Health Services (44%).

Pg. 34

Pupil Transportation is totaled wrong

Pg. 35

It cannot be determined the true net revenue given issues with budgets submitted. Applicant should clarify.

2011-2012 Application Cycle

Applicant Response to Evaluation

Lincoln High School; New Tech
Lincoln Consolidated School District

**Arkansas Department of Education
Conversion Charter School Application Evaluation
Written Responses to Evaluation Rubric**

Name of Proposed School: Lincoln High School; New Tech
Sponsoring School District: Lincoln Consolidated School District

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Part 1: Pre-Application Materials

Meets the Standard

According to the evaluation rubric, the pre-application materials meet the standards.

Part 2: Required Information

Standard 1 of Application: Public Hearing

Partially Meets the Standard

According to the evaluation rubric, additional documentation and evidence should be included regarding the public hearing (p. 1).

Attached to this document are the sign-in sheets, fliers concerning more information about the new tech model, power point slides regarding new tech and the charter application process, and a survey illustrating the public's positive responses towards a charter conversion. See attachment # 1.

Standard 2 of Application: Mission Statement

Meets the Standard

According to the evaluation rubric, standard 2 concerning the mission statement meets the standards.

Standard 3 of Application: Educational Need

Partially Meets the Standard

According to the evaluation rubric, valid and reliable student educational achievement data that substantiates the educational need should be provided (p. 5). Attached to this document is Lincoln School's AYP scores for the past three years, which show that the building met AYP last year in literacy due to safe harbor, and have been struggling to meet AYP the two years before that. See Attachment # 2.

Standard 4 of Application: Educational Program

Partially Meets the Standard

According to the evaluation rubric, clarification is needed as to how interdisciplinary courses will be entered into the Arkansas Public School Computer Network regarding course codes (p. 6-12). Students enrolled in the interdisciplinary courses will be scheduled in APSCN in the course codes for the two separate courses that comprise the interdisciplinary course. Each of the two class periods will have a course code for each content area according to the APSCN course coding system. For example, if the course is an English/World History class during first and second class periods, all students will be enrolled in the English course code first period and the World History course code in the second period.

According to the evaluation rubric, clarification is needed regarding the process of grading team taught classes (p. 6-12). A content grade for each course will be issued and will appear on the student's transcripts to be used for GPA calculation and determination of graduation requirements. For instance, in an interdisciplinary course like English/World History, the English teacher would issue the students' grades for the English course and the World History teacher would issue the students' grades for World History course.

According to the evaluation rubric, clarification is needed regarding student to teacher ratio, particularly in the interdisciplinary classes (p.6-12). Because of the nature of interdisciplinary units there may be times when the student/teacher ratio standard may be exceeded but in instances will the ratio exceed no more than 33 students to one teacher in a class, or a maximum of 165 students per day.

Standard 5 of Application: Academic Achievement

Meets the Standard

According to the evaluation rubric, standard 5 concerning the academic achievement goals of students and the school meets the standards.

Standard 6 of Application: Curriculum Development and Alignment

Partially Meets the Standard

According to the evaluation rubric, evidence should be supplied regarding the specific plan and timeline for aligning the curriculum with the ADE's content standards, benchmarks and performance data (p. 13). Lincoln High School; New Tech will meet the state common core implementation timeline for grades 8-12. In 2012-2013, the 8th grade will implement the common core curriculum and in 2013-2014, 9-12 will implement the common core curriculum. District personnel are continually involved in professional development in the current and new assessments being developed. As a performance based school, the building will develop benchmark scores for growth measures. The building will follow ADE time lines for curriculum and assessments.

Standard 7 of Application: Enrollment Criteria and Procedures

Meets the Standard: Application states 850 enrollment cap; however two year budget reflects 500 students. Please clarify.

The original budget was based on current enrollment numbers while the listed 850 enrollment cap was a maximum capacity for the building. We used the actual enrollment data in the application to reflect a more accurate budget amount and we do not anticipate reaching maximum capacity within the duration of the original charter so the 500 count is more accurate. Application states that if enrollment cap is reached it will use a lottery process for students transferring by school choice. Federal law requires lottery process for all students. We will comply with federal law and use a lottery process for enrolling all students to ensure that all students will have equal opportunity to attend the school. If the school's enrollment exceeds the cap, the lottery process will apply to all students seeking enrollment.

Standard 8 of Application: Staffing Plan

Partially Meets the Standard.

According to the evaluation rubric, clarification should be made concerning how many staff members will be hired for each position (p. 14-16). There will be one principal, assistant principal, New Tech director, counselor, and nurse. Approximately 30-35 educators will work in grades 8-12 to meet the ADE standards. All employees are hired through the action of the school board upon recommendation of the superintendent and salaries and benefits are all budgeted at the district level.

Standard 9 of Application: Student Services

Meets the Standard

According to the evaluation rubric, standard 9 concerning the student services meets the standards.

Attached is a service agreement with Methodist Health and Ozark Guidance Counsel illustrating their willingness to work with Lincoln School (p. 17). Also provided is an example illustration of our food services plan. Our food service plan has been approved and is reviewed monthly for accuracy and appropriateness (p. 18). See Attachment # 3.

Standard 10 of Application: Arkansas Public School Computer Network Assurances

Meets the Standard

According to the evaluation rubric standard 10 concerning APSCN meets the standards.

Standard 11 of Application: Facilities

Meets the Standard

According to the evaluation rubric, standard 11 concerning the anticipated facilities currently meets the standards, and is waiting to be reviewed by the Facilities Division.

Standard 12 of Application: Waivers

Unevaluated

According to the evaluation rubric, standard 12 concerning the waivers for has not been evaluated.

a) Ark. Code Ann. 6-10-106 and Standard 10.01: (Uniform dates for beginning and end of school year (Required time for instruction and school calendar) A waiver from this standard will no longer be considered for a waiver at this time. The Lincoln High School; New Tech will amend the charter at a later date if necessary.

b) Standard 9.03.3.11: (regarding Arkansas History) and Ark. Code Ann. 6-16-124: After further review this waiver will not be necessary and we will withdraw the request for this waiver.

c) Standard 9.03.3.12: (High School Credit in grades 5-8). Since this standard gives us the flexibility we were asking for we have no need to ask for a waiver from this standard and will withdraw this waiver request.

d) Standard 10.02 and 10.02.5: (Class size and teaching load). Because of the nature of interdisciplinary units of instruction, it may be necessary to occasionally exceed the current class size and teacher load maximums so we ask for a waiver to allow for more flexibility. In no cases will the maximum class size exceed 33 students to one teacher in a class, and a maximum student load of 165 students per day for a teacher.

e) Standard 14.01: (Graduation Requirements). The Lincoln Consolidated School District is moving keyboarding to the elementary level. Currently, the district has a one year waiver from Arkansas Department of Career Education and will request a permanent waiver.

f) Standard 15.03: (Licensure and renewal). After further review we believe that this waiver will not be necessary and will withdraw our request for this waiver.

g) Standard 18.01: (GT Requirements). Upon further review we believe that this waiver will not be necessary and will withdraw our request for this waiver.

h) Standard 16.01.3: (Licensed Counselors). Upon further review we believe that this waiver will not be necessary and will withdraw our request for this waiver.

i) Standard 9.03.4.2 (Required 5 units of science to be offered in grades 9-12). We seek a waiver from this standard under the flexibility offered in Standard 9.03.12 which allows courses taught in grades 5-8 to count toward high school graduation. In this regard we will comply with the requirements stipulated in Standard 9.03.3.12 regarding teacher certification and End-of Course examinations.

Standard 13 of Application: Desegregation Assurances Unevaluated

According to the evaluation rubric, standard 13 concerning the applicable statutory and regulatory obligations were reviewed and accepted without further comment.

Standard 14 of Application: Parental Involvement Partially Meets the Standard

According to the evaluation rubric, clarification should be made concerning how parents will be involved in the school improvement plan, project-based learning, and the district parental involvement plan (p. 25-26). Attached is a copy of the team members involved with implementing instruction for the high school building in accordance to the ACSIP plan. Also attached is the building's parental involvement plan. The school will provide several presentations of projects through conferences to different parents and community members including but not limited to the school board, KIWANIS club, the community alliance, and booster club. Community members and parents will be encouraged to work with the school to create projects that will assist the needs of the community. See Attachment # 4.

Budget Response to Charter Application Review
For Lincoln High School; New Tech

Concerns:

(1) Did not submit a classified salary schedule:

a. Classified schedule is included with this response. See budget attachment # 1.

(2) Did not submit budget for 2011-12, etc.

In reviewing the comments concerning our budget information we discovered that some of the information on the budget pages was incorrect due to errors in transferring amounts from a working spreadsheet onto the PDF document. Some of the confusion was created when we at first entered budget amounts for 2011-2012 and 2012-2013 instead for 2012-2013 and 2013-2014 school years. The template actually had the 2011-2012 and 2012-2013 dates on the budget pages so we began with those budget estimates and then went back to change the amounts after finding that those dates were in error. Because PDF files are difficult to change, we simply missed changing the dates on the template.

As for specific errors, our best response is: Virtually all of the costs that are included in the budget are actually costs that are budgeted to the central office in our district. There is NO specific budget for most of these items at the building level. We have only included the budgeted items on this application that were easy to determine or that could be broken out by specific numbers. But, virtually all of these items are budgeted and paid for at the district level and are not building allocations. This is also the reason that debt service and utilities are not included in this budget.

We are returning revised budget sheets that reflect the proper budgeting of requested items and have removed expenses that are budgeted at the district level. See revised budget pages.

(3) Does not include positions or requisite qualifications.....

See revised staffing page.

(4) Does not mention board in staffing plan.

We have updated the descriptions of responsibilities as well as FTE for identified positions and board responsibilities in the revised narrative for section 8 that is also included. Most of the revisions are noted in red. See Budget attachment # 2

(5) Applicant does not budget for utilities or other possible expenditures under M&O. See note under #2.

- (6) Applicant refers to new building but does not budget for debt service. See note under #2.
- (7) Reference to full time nurse but .5 fte in budget. Health services totaled wrong.
This was an error. The full time nurse splits time between middle and high school and will continue to do so with the conversion so the actual FTE is .5. This has been addressed in the corrected narrative and budget. Error in budget calculations as previously described.
- (8) M& O total is wrong:
- (9) Same reason as before. Wrong numbers were transferred from working spreadsheet to the budget PDF template. See note under #2.
- (10) Clarify Fringe benefits for M&O and Food Service
Fringe costs for M&O and Food service are actually higher than for certified staff because these employees tend to use more of the fringe options than the other employees and some of these are fixed costs rather than % costs and due to the relatively low pay for these employees the benefits costs then are higher than certified employees as a % of income. See note under #2.
- (11) Applicant states that Transportation will be provided by the district but yet has budgeted..... Please Explain> See note under #2.
- (12) Regular Instruction is totaled wrong: GT, Health Services, Pupil transportation, etc. totaled wrong.
- (13) As previously stated, these were errors that were created when we changed the budget years and then transferred the numbers from a working spreadsheet to the PDF budget pages. See note under #2.
- (14) Salary for Administrative Staff increase is large amount in year two.
- (15) This was actually an error in information available at the time the plan was due.
The first year assumed a half time position as New Tech director and a full time position in year two. This is actually a full time position for both years the change is noted in the corrected budget pages that are included with this response. See note under #2.
- a. Title I and Title II amounts listed under Federal Grants were determined by the actual building allocation for Title I and for the amount of Title II that is used to support specific TAP costs at the high school. These are listed as Title I and Title II in the margins for Year one and just assumed since the amount and locations

were the same for year two that it would be understood what that amount represented.

(16) Total revenue cannot be determined given issues with budgets submitted.

Applicant should clarify.

We believe that we have addressed the issues in question.

*Budget Attachment #1***2011-2012 Noncertified Salary Schedule**

Adopted 5/15/2006

Last Revised: 10/18/2010

YEARS	ADMIN.	ACCOUNTS	ADMIN.	ADMIN.	LAB	INSTRUCT.	INSTRUCT.	IT System	IT
EXPER.	ASSIST.	PAYABLE	SEC.	SEC.	MNGR.	ASSIST.	ASSIST.	Admin.	Technician
	(245 DAYS)	(245 DAYS)	(245 DAYS)	(205 DAYS)	(185 DAYS)	(185 DAYS)	(178 DAYS)	(245 Days)	(225 Days)
0	\$32,564	\$24,246	\$21,022	\$17,602	\$15,881	\$14,386	\$13,840	\$34,000	\$20,511
1	\$32,864	\$24,546	\$21,287	\$17,823	\$16,081	\$14,586	\$14,032	\$34,450	\$20,711
2	\$33,164	\$24,846	\$21,552	\$18,044	\$16,281	\$14,786	\$14,224	\$34,900	\$20,911
3	\$33,464	\$25,146	\$21,817	\$18,265	\$16,481	\$14,986	\$14,416	\$35,350	\$21,111
4	\$33,764	\$25,446	\$22,082	\$18,486	\$16,681	\$15,186	\$14,608	\$35,800	\$21,311
5	\$34,114	\$25,796	\$22,413	\$18,763	\$16,931	\$15,436	\$14,849	\$36,250	\$21,561
6	\$34,464	\$26,146	\$22,744	\$19,040	\$17,181	\$15,686	\$15,090	\$36,700	\$21,811
7	\$34,814	\$26,496	\$23,075	\$19,317	\$17,431	\$15,936	\$15,331	\$37,150	\$22,061
8	\$35,164	\$26,846	\$23,406	\$19,594	\$17,681	\$16,186	\$15,572	\$37,600	\$22,311
9	\$35,514	\$27,196	\$23,737	\$19,871	\$17,931	\$16,436	\$15,813	\$38,050	\$22,561
10	\$35,914	\$27,596	\$24,134	\$20,203	\$18,231	\$16,736	\$16,102	\$38,500	\$22,861
11	\$36,314	\$27,996	\$24,531	\$20,535	\$18,531	\$17,036	\$16,391	\$38,950	\$23,161
12	\$36,714	\$28,396	\$24,928	\$20,867	\$18,831	\$17,336	\$16,680	\$39,400	\$23,461
13	\$37,114	\$28,796	\$25,325	\$21,199	\$19,131	\$17,636	\$16,969	\$39,850	\$23,761
14	\$37,514	\$29,196	\$25,722	\$21,531	\$19,431	\$17,936	\$17,258	\$40,300	\$24,061
15	\$37,964	\$29,646	\$26,185	\$21,918	\$19,781	\$18,286	\$17,595	\$40,750	\$24,411
16	\$38,414	\$30,096	\$26,648	\$22,305	\$20,131	\$18,636	\$17,932	\$41,200	\$24,761
17	\$38,864	\$30,546	\$27,111	\$22,692	\$20,481	\$18,986	\$18,269	\$41,650	\$25,111
18	\$39,314	\$30,996	\$27,574	\$23,079	\$20,831	\$19,336	\$18,606	\$42,100	\$25,461
19	\$39,764	\$31,446	\$28,037	\$23,466	\$21,181	\$19,686	\$18,943	\$42,550	\$25,811
20	\$40,264	\$31,946	\$28,566	\$23,909	\$21,581	\$20,086	\$19,328	\$43,000	\$26,211
21	\$40,764	\$32,446	\$29,095	\$24,352	\$21,981	\$20,486	\$19,713	\$43,450	\$26,611
22	\$41,264	\$32,946	\$29,624	\$24,795	\$22,381	\$20,886	\$20,098	\$43,900	\$27,011
23	\$41,764	\$33,446	\$30,153	\$25,238	\$22,781	\$21,286	\$20,483	\$44,350	\$27,411
24	\$42,264	\$33,946	\$30,682	\$25,681	\$23,181	\$21,686	\$20,868	\$44,800	\$27,811
25	\$42,814	\$34,496	\$31,277	\$26,179	\$23,631	\$22,136	\$21,301	\$45,250	\$28,261
26	\$43,364	\$35,046	\$31,872	\$26,677	\$24,081	\$22,586	\$21,734	\$45,700	\$28,711
27	\$43,914	\$35,596	\$32,467	\$27,175	\$24,531	\$23,036	\$22,167	\$46,150	\$29,161
28	\$44,464	\$36,146	\$33,062	\$27,673	\$24,981	\$23,486	\$22,600	\$46,600	\$29,611

District IT Technician, salary is based upon a person with no industry certification.

Additional compensation will be provided for recognized certification. This additional compensation will be added to the base salary as follows: A+ Certification = Base + \$1500. CCNA (or equivalent) = Base + \$1500

District Technology Coordinator and Administration will evaluate other technical endorsements to determine value to the district and appropriate compensation will be determined.

(page 1 of 3)

2011-2012 Noncertified Salary Schedule

Adopted 05/15/2006
Last Revised: 10/18/2010

Years	Child Nutrition	Child Nutrition	Child Nutrition	Day Care Supervisor	Day Care Assistant	Nurse	Nurse	Nurse
Experience	Supervisor	Head Cook	Cook	Assistant	Assistant	BSN	RN	LPN
	(195 days)	(181 days)	(181 days)	(245 Days)	(205 days)	(225 days)	(190 DAYS)	(190 days)
0	\$18,723	\$14,777	\$13,988	\$19,052	\$15,942	\$42,039	\$34,000	\$27,288
1	\$18,973	\$14,977	\$14,188	\$19,317	\$16,163	\$42,572	\$34,450	\$27,638
2	\$19,223	\$15,177	\$14,388	\$19,582	\$16,385	\$43,105	\$34,900	\$27,988
3	\$19,473	\$15,377	\$14,588	\$19,847	\$16,607	\$43,638	\$35,350	\$28,338
4	\$19,723	\$15,577	\$14,788	\$20,112	\$16,828	\$44,171	\$35,800	\$28,688
5	\$20,023	\$15,827	\$15,038	\$20,443	\$17,105	\$44,704	\$36,250	\$29,038
6	\$20,323	\$16,077	\$15,288	\$20,774	\$17,382	\$45,237	\$36,700	\$29,388
7	\$20,623	\$16,327	\$15,538	\$21,105	\$17,659	\$45,770	\$37,150	\$29,738
8	\$20,923	\$16,577	\$15,788	\$21,436	\$17,936	\$46,303	\$37,600	\$30,088
9	\$21,223	\$16,827	\$16,038	\$21,767	\$18,213	\$46,836	\$38,050	\$30,438
10	\$21,573	\$17,127	\$16,338	\$22,164	\$18,546	\$47,369	\$38,500	\$30,788
11	\$21,923	\$17,427	\$16,638	\$22,562	\$18,878	\$47,902	\$38,950	\$31,138
12	\$22,273	\$17,727	\$16,938	\$22,959	\$19,211	\$48,435	\$39,400	\$31,488
13	\$22,623	\$18,027	\$17,238	\$23,356	\$19,543	\$48,968	\$39,850	\$31,838
14	\$22,973	\$18,327	\$17,538	\$23,754	\$19,876	\$49,501	\$40,300	\$32,188
15	\$23,373	\$18,677	\$17,888	\$24,217	\$20,263	\$50,034	\$40,750	\$32,538
16	\$23,773	\$19,027	\$18,238	\$24,681	\$20,651	\$50,567	\$41,200	\$32,888
17	\$24,173	\$19,377	\$18,588	\$25,144	\$21,039	\$51,100	\$41,650	\$33,238
18	\$24,573	\$19,727	\$18,938	\$25,608	\$21,427	\$51,633	\$42,100	\$33,588
19	\$24,973	\$20,077	\$19,288	\$26,071	\$21,815	\$52,166	\$42,550	\$33,938
20	\$25,423	\$20,477	\$19,688	\$26,601	\$22,258	\$52,699	\$43,000	\$34,288
21	\$25,873	\$20,877	\$20,088	\$27,131	\$22,701	\$53,232	\$43,450	\$34,638
22	\$26,323	\$21,277	\$20,488	\$27,660	\$23,144	\$53,765	\$43,900	\$34,988
23	\$26,773	\$21,677	\$20,888	\$28,190	\$23,588	\$54,298	\$44,350	\$35,338
24	\$27,223	\$22,077	\$21,288	\$28,720	\$24,031	\$54,831	\$44,800	\$35,688
25	\$27,723	\$22,527	\$21,738	\$29,316	\$24,530	\$55,364	\$45,250	\$36,038
26	\$28,223	\$22,977	\$22,188	\$29,912	\$25,028	\$55,897	\$45,700	\$36,388
27	\$28,723	\$23,427	\$22,638	\$30,508	\$25,527	\$56,430	\$46,150	\$36,738
28	\$29,223	\$23,877	\$23,088	\$31,104	\$26,026	\$56,963	\$46,600	\$37,088

Non Contracted LPN will be paid the daily docking rate for LPN with 0 years experience.

Child Nutrition Substitutes will be paid current minimum wage.

2011-2012 Noncertified Salary Schedule

Adopted 05/15/2006

Last Revised: 10/18/2010

YEARS	MAINT.	MAINT.#1	MAINT.	MAINT.	BUS	BUS	BUS	BUS	BUS
EXPE	Supervisor	Assistant	Assistant	Janitorial	Supervisor	X-LONG	LONG	MEDIUM	SHORT
	(245 Days)	(245 Days)	(245 days)	(245 Days)	(245 Days)	(178 Days)	(178 Days)	(178 Days)	(178 Days)
0	\$26,272	\$25,721	\$20,046	\$18,819	\$26,741	\$10,580	\$9,416	\$9,305	\$8,861
1	\$26,572	\$25,971	\$20,296	\$19,019	\$27,041	\$10,645	\$9,481	\$9,370	\$8,926
2	\$26,872	\$26,221	\$20,546	\$19,219	\$27,341	\$10,710	\$9,546	\$9,435	\$8,991
3	\$27,172	\$26,471	\$20,796	\$19,419	\$27,641	\$10,775	\$9,611	\$9,500	\$9,056
4	\$27,472	\$26,721	\$21,046	\$19,619	\$27,941	\$10,840	\$9,676	\$9,565	\$9,121
5	\$27,822	\$27,021	\$21,346	\$19,869	\$28,291	\$10,905	\$9,741	\$9,630	\$9,186
6	\$28,172	\$27,321	\$21,646	\$20,119	\$28,641	\$10,970	\$9,806	\$9,695	\$9,251
7	\$28,522	\$27,621	\$21,946	\$20,369	\$28,991	\$11,035	\$9,871	\$9,760	\$9,316
8	\$28,872	\$27,921	\$22,246	\$20,619	\$29,341	\$11,100	\$9,936	\$9,825	\$9,381
9	\$29,222	\$28,221	\$22,546	\$20,869	\$29,691	\$11,165	\$10,001	\$9,890	\$9,446
10	\$29,622	\$28,571	\$22,896	\$21,169	\$30,091	\$11,230	\$10,066	\$9,955	\$9,511
11	\$30,022	\$28,921	\$23,246	\$21,469	\$30,491	\$11,295	\$10,131	\$10,020	\$9,576
12	\$30,422	\$29,271	\$23,596	\$21,769	\$30,891	\$11,360	\$10,196	\$10,085	\$9,641
13	\$30,822	\$29,621	\$23,946	\$22,069	\$31,291	\$11,425	\$10,261	\$10,150	\$9,706
14	\$31,222	\$29,971	\$24,296	\$22,369	\$31,691	\$11,490	\$10,326	\$10,215	\$9,771
15	\$31,672	\$30,371	\$24,696	\$22,719	\$32,141	\$11,555	\$10,391	\$10,280	\$9,836
16	\$32,122	\$30,771	\$25,096	\$23,069	\$32,591	\$11,620	\$10,456	\$10,345	\$9,901
17	\$32,572	\$31,171	\$25,496	\$23,419	\$33,041	\$11,685	\$10,521	\$10,410	\$9,966
18	\$33,022	\$31,571	\$25,896	\$23,769	\$33,491	\$11,750	\$10,586	\$10,475	\$10,031
19	\$33,472	\$31,971	\$26,296	\$24,119	\$33,941	\$11,815	\$10,651	\$10,540	\$10,096
20	\$33,972	\$32,421	\$26,746	\$24,519	\$34,441	\$11,880	\$10,716	\$10,605	\$10,161
21	\$34,472	\$32,871	\$27,196	\$24,919	\$34,941	\$11,945	\$10,781	\$10,670	\$10,226
22	\$34,972	\$33,321	\$27,646	\$25,319	\$35,441	\$12,010	\$10,846	\$10,735	\$10,291
23	\$35,472	\$33,771	\$28,096	\$25,719	\$35,941	\$12,075	\$10,911	\$10,800	\$10,356
24	\$35,972	\$34,221	\$28,546	\$26,119	\$36,441	\$12,140	\$10,976	\$10,865	\$10,421
25	\$36,522	\$34,721	\$29,046	\$26,569	\$36,991	\$12,205	\$11,041	\$10,930	\$10,486
26	\$37,072	\$35,221	\$29,546	\$27,019	\$37,541	\$12,270	\$11,106	\$10,995	\$10,551
27	\$37,622	\$35,721	\$30,046	\$27,469	\$38,091	\$12,335	\$11,171	\$11,060	\$10,616
28	\$38,172	\$36,221	\$30,546	\$27,919	\$38,641	\$12,400	\$11,236	\$11,125	\$10,681

Bus drivers will be paid \$8.00 per hour for extra trips. Time will be figured from the time the bus leaves the campus until the bus returns. Substitute bus drivers will be paid at a rate of twenty (20) dollars per trip on daily route trips.

Legal References: A.C.A. § 6-17-2301

Date Adopted: 05/15/2006 Last Revised: 10/18/2010

(page 3 of 3)

**Response to budget item #4 in charter evaluation
Budget Attachment # 2**

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.

All employees will be hired by the Lincoln Consolidated School District Board of Directors. Because we are proposing to convert an existing high school to a conversion school, all staffing presently in place at the high school, including all certified and classified support personnel will continue to remain in place.

I. Administrator (Building Principal) Responsibilities: (FTE of 1)

- *Act as chief executive operating officer of the school and carry out the School and District missions as directed by the school superintendent or designee and under the authorization of the school board.
- *Carry out the annual performance based appraisal by which each staff member will be held accountable
- *Monitor the status of resources in order to fulfill the School and District's missions
- *Prepare an annual budget to be presented to the Board
- *Ensure building maintenance and safety.
- *Oversee the implementation of the curriculum.
- *Monitor student academic achievement regularly

Qualifications:

The qualifications of an administrator will be significant, substantive and strong experience in education and an advanced terminal degree in the field of education.

II. New Tech Director Responsibilities: (FTE of 1)

Plans, organizes, directs and is responsible for leadership and all aspects of the educational program for New Tech initiative by focusing on an interdisciplinary project-based learning curriculum and instruction as the primary vehicle for improving student achievement and culture. Duties will include:

- * Implements the New Tech Model with fidelity including student-centered project based learning and infusion of 21st century skill development.

- * Provides leadership to staff in determining objectives and identifying school needs as the basis for developing long and short term plans.
- * Commits to improving school culture.
- * Implements of the New Tech Learning System (ECHO), tools and curriculum.
- * Supervises and evaluates the performance of New Tech personnel.
- * Identifies professional growth opportunities for New Tech staff.
- * Collaborates with higher education and business partnerships to support college courses, internships and community service experiences for students.

Qualifications: Bachelor Degree required. Master Degree preferred. Building Level Administration licensure or completion of program of study within proper timeline leading to Building Level Administration licensure required. Ability to effectively present information and respond to questions from teachers, staff, students, parents, community and business partners. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form. Should have knowledge of curriculum, instruction and assessment best practices. Should have knowledge of Internet, Project Management, spreadsheet and word processing software systems.

III. Teacher Responsibilities: (Estimated and budgeted FTE of 33)

*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 workshops and training for professional development *Continually teach, assess and modify for each student *As a result of TAP (Teacher Assessment Program), teachers meet weekly in clusters according to the subject matter they teach. Selected veteran teachers serve as mentors for new teachers and a master teacher who works with all career teachers.

Qualifications:

All teachers, with the exception of instructors teaching career preparedness courses must be highly qualified as according to NCIB. The School District will be empowered to

hire the best teachers for career preparedness course instructors despite of licensure status.

IV. Counselor Responsibilities: (FTE of 1)

*Disseminating and clarifying graduation requirements *Aiding students in understanding, choosing and moving forward with a secondary plan.

Qualifications:

The counselor qualifications will be a Bachelor's degree or state certification and experience within the field of education.

V. Board of Directors & Staffing Plan

The Board of Directors, which is responsible for overseeing all functions of the School District, is responsible for the staffing and salary plan. (See Attachment # 4 for salary schedule.)

9. Describe the manner in which the school will make provisions for the following student services:

- (A) Guidance Program
- (B) Health Services
- (C) Media Center
- (D) Transportation
- (E) Food Services
- (F) Special Education
- (G) Alternative Education

- (H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

Qualifications: Certified by ADE as gifted/Talented instructor.

Because The Lincoln New Technology Proposal converts the existing high school into a conversion charter school, all of the services specified in section 9 will continue to be met in much the same manner as are currently provided to students in the Lincoln High School. Specifically:

A) Guidance: (FTE of 1 Counselor)

The Lincoln High School; New Tech, will employ a full time, certified counselor who will continue to provide the same counseling services to the New Technology High School students as are presently provided to the Lincoln High School students.

Qualifications: ADE certification as Counselor.

In addition, we have added an additional counselor to work with at-risk students, group therapy, and to help co-ordinate our guidance services for all schools. We have contracted with Methodist Services, Ozark Guidance, and others for Mental Health Services. Also we have added a Licensed Clinical Social Worker to better serve students.

B) Health Services: (FTE of .5)

The Lincoln High School; New Tech, will employ a full time, certified nurse who will serve both middle school and high school students. The FTE for the New Tech High School will be .5.

Qualifications: Meets Arkansas Standard for school nurse with either a LPN or RN certification.

In addition to the nurse the Lincoln Consolidated School District also has a wellness center that can provide additional health services, including vaccinations, to all of our students, including those who will be enrolled in the New Technology High School.

C) Media Center: (FTE of 1)

Lincoln High School; New Tech, will employ a full time media specialist in compliance with state standards.

Qualifications for Media Specialist: Meets ADE certification requirements.

D) Transportation

The Lincoln Consolidated School District will continue to provide transportation to all eligible students living within the district to all schools in the district. The transportation cost allocated to the New Tech High school is pro-rated by per pupil cost across the district.

E) Food Services: (FTE of 5)

The Lincoln High School; New Tech, will have a full food services staff to prepare and serve students enrolled in The New Technology High School and the Alternative school physically located within the same building. The food service staff will be under the supervision of the district Food Service Supervisor and will consist of 5 food service workers. The cost allocated in the budget is for these five workers only and does not include the cost of the food service supervisor because this cost is charged to the central office.

F) Special Education: (FTE of 3)

The Lincoln High School; New Tech, will continue to provide the same special education support as is currently provided to the Lincoln High School Students and will continue to comply with all existing state and federal guidelines concerning Special Education. Because the nature of special education staffing requirements is fluid and changes to meet the needs of student populations and exact number of employees is not possible to determine so the budgeted amount is for two full time special ed. teachers which is the number currently employed.

G) Alternative Education

Lincoln Consolidated School District currently has an alternative school that serves all students, in grades K-12. This facility will be relocated within the new high school building and will continue to provide an alternative setting for all students in the district who meet enrollment criteria for alternative placement.

H) Gifted & Talented Program (FTE of .333)

All programs, curriculum and services of the Gifted and Talented Program currently provided to the Lincoln High School will continue to be provided to the students in the Lincoln High School; New Tech,. We will continue to be in compliance with all GT regulations in place in the state.

Attachment #3

Public Charter School Application
Estimated Budget Worksheet, Year One (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (475) x \$6,267.00 State Foundation Funding		\$2,976,825
3			
4	No. of Students (475) x \$52.00 Professional Development		\$24,700
5	No. of Students (323) x eligible rate* NSLA Funding		333,659
6	Total State Charter School Aid		\$3,335,184
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	\$92,633 (Title I & Title II-A)	
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$92,633.00
15			
16	TOTAL REVENUES		\$3,427,817.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>2</u>)	Budgeted at the district level	
21	Fringe Benefits	Budgeted at the district level	
22	Purchased Services		
23	Supplies and Materials	\$20,000	
24	Equipment		
25	Other (Describe)		\$20,000
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>33</u>)		
29	Fringe Benefits		
30	Purchased Services	\$27,000	
31	Supplies and Materials	\$46,000	
32	Equipment	\$75,000	
33	Other (Describe) TAP Master/Mentor		\$148,000

*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%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

Attachment #3

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions <u>3</u>)	Budgeted at the district level	
37	Fringe Benefits	Budgeted at the district level	
38	Purchased Services		
39	Supplies and Materials	\$5,000	
40	Equipment	\$10,000	
41	Other (Describe)		\$15,000
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>.3</u>)	Budgeted at the district level	
45	Fringe Benefits	Budgeted at the district level	
46	Purchased Services		
47	Supplies and Materials	Budgeted at the district level.	
48	Equipment	Budgeted at the district level.	
49	Other (Describe)		
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1</u>)	Budgeted at the district level	
61	Fringe Benefits	Budgeted at the district level	
62	Purchased Services		
63	Supplies and Materials	Budgeted at district level	
64	Equipment		
65	Other (Describe)		
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>.5</u>)	Budgeted at the district level	
69	Fringe Benefits	Budgeted at the district level	
70	Purchased Services		
71	Supplies and Materials	Budgeted at district level	
72	Equipment	Budgeted at district level	
73	Other (Describe)		

Attachment #3

(Budget Continued)

	(Budget Continued)	
74		
75	Media Services:	
76	Salaries: (No. of Positions <u> 1 </u>)	Budgeted at the district level
77	Fringe Benefits	Budgeted at the district level
78	Purchased Services	_____
79	Supplies and Materials	\$35,000.00
80	Equipment	_____
81	Other (Describe) _____	\$35,000
82		
83	Fiscal Services:	
84	Salaries: (No. of Positions <u> </u>)	Budgeted at the district level
85	Fringe Benefits	Budgeted at the district level
86	Purchased Services	_____
87	Supplies and Materials	Budgeted at the district level.
88	Equipment	_____
89	Other (Describe) _____	_____
90		
91	Maintenance and Operation:	
92	Salaries: (No. of Positions <u> </u>)	Budgeted at the district level
93	Fringe Benefits	_____
94	Purchased Services	_____
95	(include utilities)	Budgeted at the district level.
96	Supplies and Materials	Budgeted at district level
97	Equipment	Budgeted at district level
98	Other (Describe) _____	_____
99		
100	Pupil Transportation:	
101	Salaries: (No. of Positions <u> </u>)	Budgeted at the district level
102	Fringe Benefits	_____
103	Purchased Services	Budgeted at district level
104	Supplies and Materials	Budgeted at district level
105	Equipment	Budgeted at the district level.
106	Other (Describe) _____	_____
107		
108	Food Services:	
109	Salaries: (No. of Positions <u> </u>)	Budgeted at the district level
110	Fringe Benefits	_____
111	Purchased Services	_____
112	Supplies and Materials	Budgeted at district level
113	Equipment	Budgeted at district level
114	Other (Describe) _____	_____

Attachment #3

115	<i>(Budget Continued)</i>		
116	Data Processing:		
117	Salaries: (No. of Positions____)	<u>Budgeted at the district level</u>	
118	Fringe Benefits	<u>Budgeted at the district level</u>	
119	Purchased Services	_____	
120	Supplies and Materials	_____	
121	Equipment	_____	
122	Other (Describe)	_____	<u>\$0.00</u>
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	<u>Budgeted at the district level</u>	
126	Fringe Benefits	<u>Budgeted at the district level</u>	<u>\$0.00</u>
127			
128	If Applicable: Facilities		
129	Lease/Purchase (contract for one total year including facility upgrades)	_____	
130	Please list upgrades:	_____	
131		_____	
132	If Applicable: Utilities (contract for one total year including facility upgrades)	<u>Budgeted at the district level</u>	
133	If Applicable: Insurance (contract for one total year including facility upgrades):		
134	If Applicable: Property Insurance	<u>Budgeted at the district level</u>	
135	If Applicable: Content Insurance	<u>Budgeted at the district level</u>	<u>\$0.00</u>
136			
137	Debt Expenditures:	<u>Budgeted at the district level</u>	<u>\$0.00</u>
138	Other Expenditures:		
139	(Describe)	_____	<u>\$0.00</u>
140			
141	TOTAL EXPENDITURES		<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$218,000.00</div>

Attachment #3

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

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (500) x \$6,267.00 State Foundation Funding		
3			\$3,133,500.00
4	No. of Students (500) x \$52.00 Professional Development		\$26,000.00
5	No. of Students (340) x eligible rate* NSLA Funding		\$351,220.00
6	Total State Charter School Aid		\$3,510,720.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	\$92,633.00	
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$92,633.00
15			
16	TOTAL REVENUES		\$3,603,353.00
17			
	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>3</u>)	Budgeted at the district level	
21	Fringe Benefits	Budgeted at the district level	
22	Purchased Services		
23	Supplies and Materials	\$20,000.00	
24	Equipment		
25	Other (Describe)		\$20,000
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>33</u>)	Budgeted at the district level	
29	Fringe Benefits	Budgeted at the district level	
30	Purchased Services	\$27,000.00	
31	Supplies and Materials	\$46,000.00	
32	Equipment	\$75,000.00	
33	Other (Describe) Master/Mentor costs		\$148,000.00

*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.

Attachment #3

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions <u>3</u>)	Budgeted at the district level	
37	Fringe Benefits	Budgeted at the district level	
38	Purchased Services		
39	Supplies and Materials	\$5,000.00	
40	Equipment	\$10,000.00	
41	Other (Describe)		\$15,000
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>.33</u>)	Budgeted at the district level	
45	Fringe Benefits	Budgeted at the district level	
46	Purchased Services		
47	Supplies and Materials	Budgeted at the district level.	
48	Equipment	Budgeted at the district level.	
49	Other (Describe)		
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1</u>)	Budgeted at the district level	
61	Fringe Benefits	Budgeted at the district level	
62	Purchased Services		
63	Supplies and Materials	Budgeted at the district level.	
64	Equipment		
65	Other (Describe)		
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>.5</u>)	Budgeted at the district level	
69	Fringe Benefits	Budgeted at the district level	
70	Purchased Services		
71	Supplies and Materials	Budgeted at the district level	
72	Equipment		
73	Other (Describe)		

Attachment #3

(Budget Continued)

	(Budget Continued)	
74		
75	Media Services:	
76	Salaries: (No. of Positions <u> 1 </u>)	Budgeted at the district level
77	Fringe Benefits	Budgeted at the district level
78	Purchased Services	_____
79	Supplies and Materials	\$35 , 000 . 00
80	Equipment	_____
81	Other (Describe)	_____ \$35,000
82		
83	Fiscal Services:	
84	Salaries: (No. of Positions <u> </u>)	Budgeted at the district level
85	Fringe Benefits	Budgeted at the district level
86	Purchased Services	_____
87	Supplies and Materials	Budgeted at the district level.
88	Equipment	_____
89	Other (Describe)	_____
90		
91	Maintenance and Operation:	
92	Salaries: (No. of Positions <u> </u>)	Budgeted at the district level
93	Fringe Benefits	_____
94	Purchased Services	
95	(include utilities)	Budgeted at the district level.
96	Supplies and Materials	Budgeted at the district level.
97	Equipment	Budgeted at the district level.
98	Other (Describe)	_____
99		
100	Pupil Transportation:	
101	Salaries: (No. of Positions <u> </u>)	Budgeted at the district level
102	Fringe Benefits	_____
103	Purchased Services	Budgeted at the district level.
104	Supplies and Materials	Budgeted at the district level.
105	Equipment	Budgeted at the district level.
106	Other (Describe)	_____
107		
108	Food Services:	
109	Salaries: (No. of Positions <u> 5 </u>)	Budgeted at the district level
110	Fringe Benefits	_____
111	Purchased Services	_____
112	Supplies and Materials	Budgeted at the district level.
113	Equipment	Budgeted at the district level.
114	Other (Describe)	_____

Attachment #3

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions____)	Budgeted at the district level.	
118	Fringe Benefits	Budgeted at the district level.	
119	Purchased Services	_____	
120	Supplies and Materials	_____	
121	Equipment	_____	
122	Other (Describe)	_____	\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	Budgeted at the district level	
126	Fringe Benefits	Budgeted at the district level	\$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	_____	
130	Please list upgrades:	_____	
131		_____	
132	Utilities (contract for one total year including facility upgrades)	Budgeted at the district level	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	Budgeted at the district level	
135	Content Insurance	Budgeted at the district level	\$0.00
136			
137	Debt Expenditures:	Budgeted at the district level	\$0.00
138	Other Expenditures:		
139	(Describe)	_____	\$0.00
140			
141	TOTAL EXPENDITURES		\$218,000.00

Attachment #1

Charter Meeting Sign Up - 9/19/11

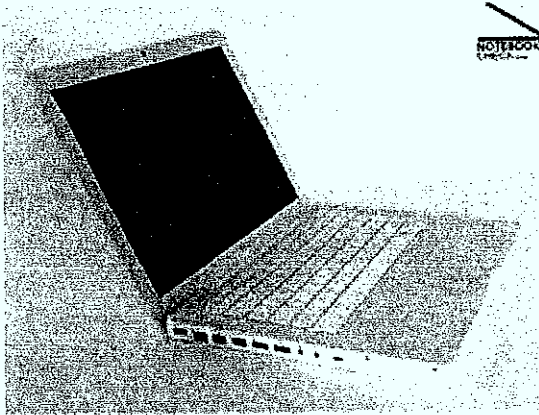
Marsha Schmitt
Amanda Tidwell
Mueli Brewer
Larsonna Dohler
Jessica Webb
Stephanie Betman
Katherine
Rhonda Huhn
Wendy Kiser
M. K. Hill
Shelley Nealey
Angie K. Smith
Carol L. Ellisen
Jason Tapp
Becky Barnum
Alice Gold
Bandy Cunningham
Loree Crowder
E. S. Enn

Steve Faust
Lynn Alseft
Becky Peters
Marta Custio
Alison Albano
D. S. Smith
DeShawna Clark
B. K. Kye
Troy Cook
Dorley Gail
Dina Thomas

!~ NEW TECH~!

Lincoln High School

problem
based
learning



PBL is a new project we are working on, and dealing with new tech.

WHAT IS PBL U ASK?

* a student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems.

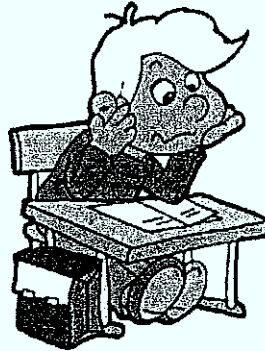
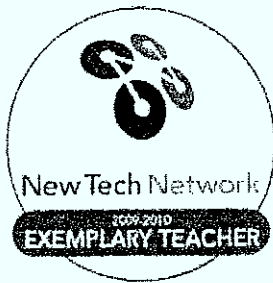
-
- Student centered.
 - Makes a fundamental shift.
 - Originated from a curriculum in the late 1950's.
 - Spread to over 50 medical schools.
 - Generally done by groups of students working together toward a common goal.
 - Diffused into many other professional fields including law.
 - The entire MBA at Ohio University has been using the PBL approach.
 - Most of the learning occurs in small groups rather than in lectures.
 - An approach that challenges students to learn.



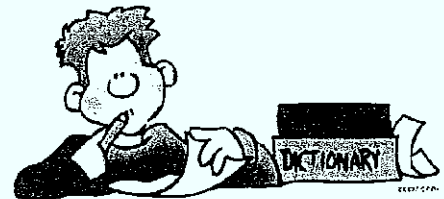
New Beginning...



Lincoln's NewTech program will help us become more focused and successful with their school work. Students will become more active and have work ethics with their work. This is just the thing we need for this school.



© www.ChipProject.info



What is PBL?

PBL means Project Based Learning. Project Based Learning gives students the opportunity to learn more about doing projects faster and with more passion. PBL is a great program that will help our school become a closer and more healthy environment. Projects cover many standards at once without doing endless worksheets.

College* Careers* Education* Computer knowledge*

This program is incredibly useful and will help us...

1. In life
2. In school
3. In college
4. Gain more trust and education

What is School Culture?

School is a place that we have to come to every single day. It should be a friendly, open place that we are happy to come to, not somewhere that we dread. School Culture is the overall attitude of the school.

LINCOLN HIGH SCHOOL

NEW TECH HIGH SCHOOL

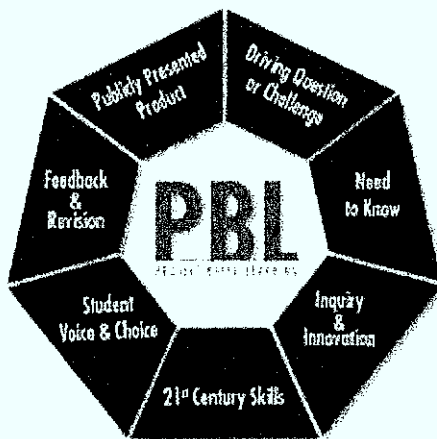


Succeeding In:

New Tech Network

Life – College – Careers of Tomorrow!

PBL – PROJECT BASED LEARNING



1. Student Voice And Choice
2. Driving Question or Challenge
3. 21st Century Skills
4. Publicly Presented Product

NEW CULTURE

Promotes..

- Students In Charge
- Respectful and Truthful Environment
- More Inviting Learning Environment



Students and their notebooks at The Mexican School of Journalism

Project Based Learning + Integrated Technology + Collaborative School Culture = SUCCESS

Annual Report to the Public Agenda

- Introductions
- Presentation of Programs
Recognitions - Information
- Charter School Information
- Questions and Responses



NEW TECH NETWORK

INSTILLING TRUST RESPECT AND RESPONSIBILITY

* **Teaching that Engages**

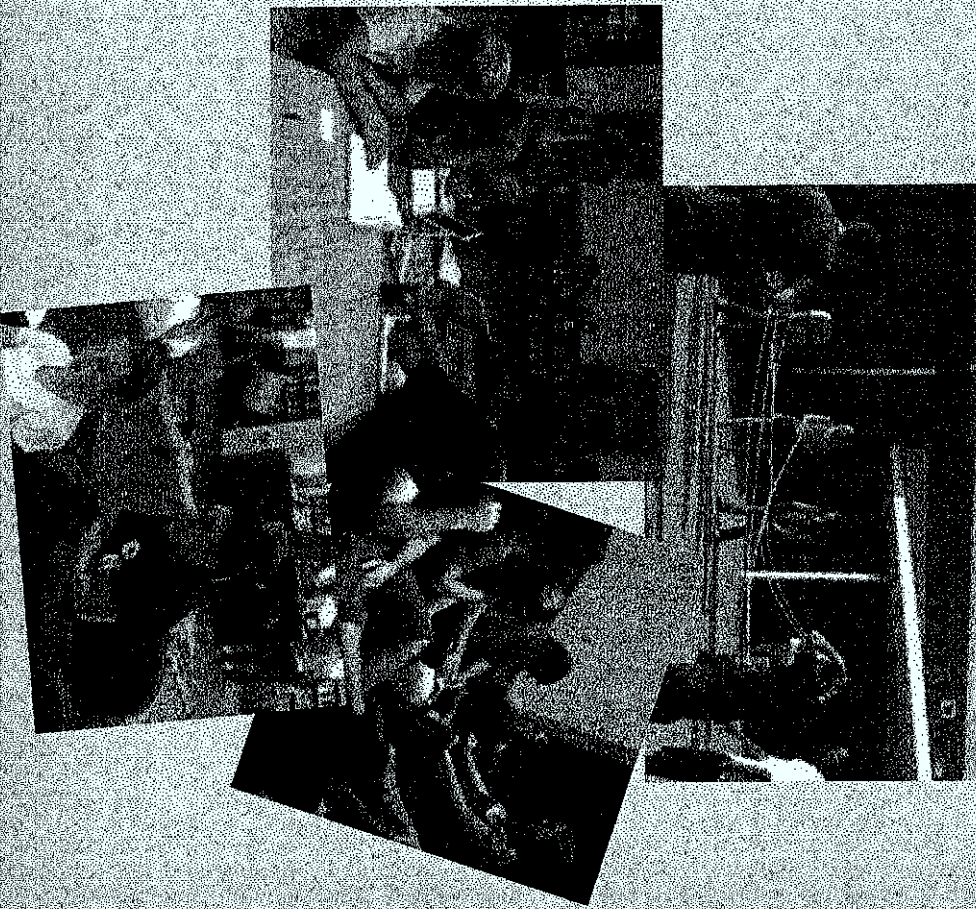
- * Project Based Learning
- * Active, Self-Directed Learners

* **Culture that Empowers**

- * Students and teachers share ownership of learning community
- * Professional working environment

* **Technology that Enables**

- * One-to-one Computing
- * Global Community



Conversion Charter

❖ Conversion Charter for High
School New Tech Initiative

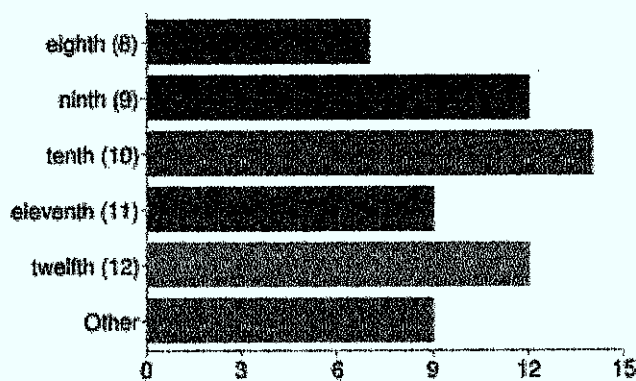
❖ Survey, Please fill out

❖ Public Comments

53 responses

Summary [See complete responses](#)

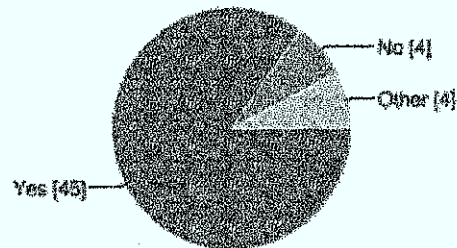
What grade is your child/children attending currently?



eighth (8)	7	13%
ninth (9)	12	23%
tenth (10)	14	27%
eleventh (11)	9	17%
twelfth (12)	12	23%
Other	9	17%

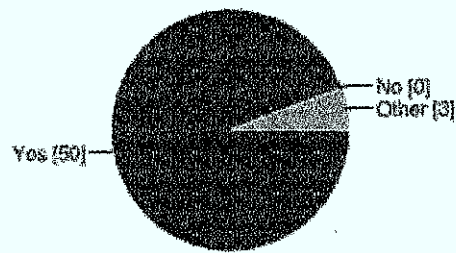
People may select more than one checkbox, so percentages may add up to more than 100%.

Were you informed about the place and time of parent/ teacher conferences?



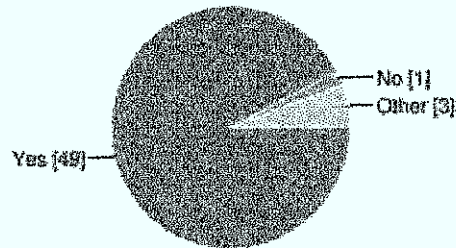
Yes	45	85%
No	4	8%
Other	4	8%

Was parking and access to parent/ teacher conferences adequate?



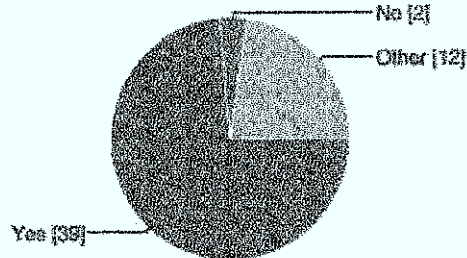
Yes	50	94%
No	0	0%
Other	3	6%

Were you greeted at the conference?



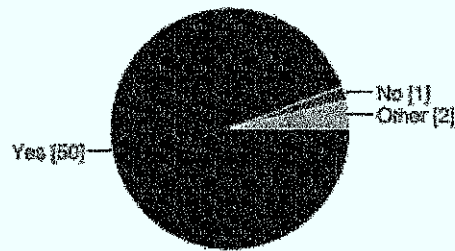
Yes	49	92%
No	1	2%
Other	3	6%

Do you support applying for conversion charter school status?



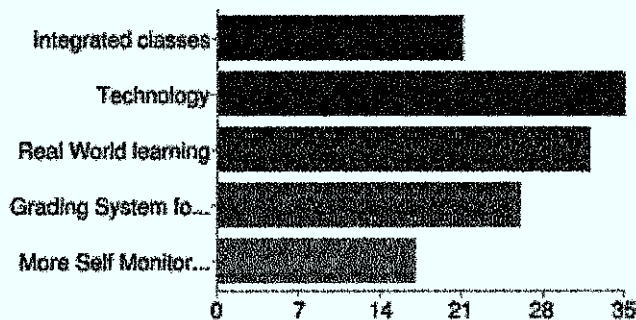
Yes	39	74%
No	2	4%
Other	12	23%

Do you support improving the quality of education by utilizing collaboration, innovation, creativity, and technology.



Yes	50	94%
No	1	2%
Other	2	4%

What interests you about the New Tech Initiative?



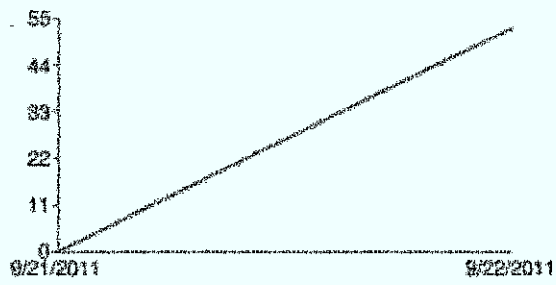
Integrated classes	21	40%
Technology	35	66%
Real World learning	32	60%
Grading System focused on Career skills	26	49%
More Self Monitored Learning	17	32%

People may select more than one checkbox, so percentages may add up to more than 100%.

What concerns or questions do you have about Lincoln High applying for charter status or the New Tech Initiative?

Need to know more about how a charter school works and how it is funded. How it is different from Public school. very good which trades will be offered? Will there be a variety? How much hands on experience will be gained through the technical training? none good Beyond Project Based Learning, what are the major characteristics of the New Tech Initiative? great
 ideal! Students who do not learn well in this setting Timeline - when will you know if it is approved? its great keeping it up with a good work.
 More info - this conference is the first I've heard about it. As usual, your superintendent has don ...

Number of daily responses



2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

Attachment #2

District and School Information

District:	LINCOLN SCHOOL DISTRICT	School:	LINCOLN HIGH SCHOOL
LEA:	7205	LEA:	7205032
Superintendent:	FRANK HOLMAN	Principal:	MARY SPEARS
Address:	PO BOX 1127	Address:	201 EAST SCHOOL STREET
City:	LINCOLN, AR 72744	County:	WASHINGTON
Phone:	479-824-3010	Phone:	479-824-3010

Overall School AYP Information

2011 AYP Status: Targeted Improvement (TI-A-2)

Met Standards for Mathematics:	YES	Overall Math Status:	MS
Met Standards for Literacy:	YES	Overall Literacy Status:	SI_M
Met Standards for Graduation:	YES	Overall Grad Status:	MS

Prior Year AYP Status: Targeted Improvement (TI-2)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	100%
Grade Range:	9 -12	Met Graduation Goal of 85%:	YES	Number of Groups Met AYP:	6
Minimum N*:	40	Qtrs. 1-3 Average ADM:	347.54	Number of Groups \geq 40:	6

Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math		Literacy	
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth		Met Growth
Combined	Yes	Yes	No	Yes		Yes	No		No
African American	NA	NA	NA	NA		NA	NA		NA
Hispanic	NA	NA	NA	NA		NA	NA		NA
Caucasian	Yes	Yes	No	Yes		Yes	No		No
Economically Disadvantaged	Yes	Yes	No	Yes		Yes	No		No
LEP	NA	NA	NA	NA		NA	NA		NA
Students with a Disability	NA	NA	NA	NA		NA	NA		NA

Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	NA	YES	YES	YES	YES	YES
MATH	YES	NA	YES	YES	YES	YES	YES

*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

2011 Arkansas Adequate Yearly Progress: School Improvement Report

LINCOLN SCHOOL DISTRICT Report Completed: 11/03/2011
 LINCOLN HIGH SCHOOL AYP Status: Targeted Improvement (TI-A-2)
 Math AMO: 73.45 Literacy AMO: 75.81

SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
COMBINED POPULATION								
# Proficient	111	47	91	50	96	56	298	153
# Attempted	160	82	131	79	115	77	406	238
% Proficient	69.4	57.3	69.5	63.3	83.5	72.7	73.4	64.3
AYP Status	MS	MS	MS	MS	MS	MS	MS	MS
AFRICAN-AMERICAN POPULATION								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	0	0	0	0	0	0	0	0
% Proficient	NA	NA	NA	NA	NA	NA	NA	NA
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
HISPANIC POPULATION								
# Proficient	9	3	7	3	6	4	22	10
# Attempted	16	5	12	8	9	8	37	21
% Proficient	56.3	60	58.3	37.5	66.7	50	59.5	47.6
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
CAUCASIAN POPULATION								
# Proficient	91	38	78	40	81	49	250	127
# Attempted	132	67	108	59	96	66	336	192
% Proficient	68.9	56.7	72.2	67.8	84.4	74.2	74.4	66.1
AYP Status	MS	A	MS	MS	MS	MS	MS	MS
ECONOMICALLY DISADVANTAGED POPULATION								
# Proficient	65	25	57	24	65	28	187	77
# Attempted	96	48	76	45	78	43	250	136
% Proficient	67.7	52.1	75	53.3	83.3	65.1	74.8	56.6
AYP Status	MS	MS	MS	A	MS	MS	MS	MS
LIMITED ENGLISH PROFICIENT POPULATION								
# Proficient	4	1	4	0	3	2	11	3
# Attempted	11	2	6	4	5	4	22	10
% Proficient	36.4	50	66.7	0	60	50	50	30
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
STUDENTS WITH DISABILITIES								
# Proficient	8	1	12	0	7	2	27	3
# Attempted	23	13	21	13	7	10	51	36
% Proficient	34.8	7.7	57.1	0	100	20	52.9	8.3
AYP Status	NA	NA	NA	NA	NA	NA	MS	NA

2011 Arkansas Adequate Yearly Progress: School Improvement Report

LINCOLN SCHOOL DISTRICT Report Completed: 11/03/2011
 LINCOLN HIGH SCHOOL AYP Status: Targeted Improvement (TI-A-2)
 Math AMO: 73.45 Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:
 Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

COMBINED POPULATION	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	MS (SH)	MS (SH)

AFRICAN-AMERICAN POPULATION		
Percent Tested	NA	NA
Graduation Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

HISPANIC POPULATION		
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

CAUCASIAN POPULATION		
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	MS (SH)	MS (SH)

ECONOMICALLY DISADVANTAGED POPULATION		
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	MS (SH)	MS (SH)

LIMITED ENGLISH PROFICIENT POPULATION		
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(-6.7)	YES
2010-2011 AYP STATUS	NA	NA

STUDENTS WITH DISABILITIES		
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

* (SH) indicates that Safe Harbor has been applied to status determination.

2011 Arkansas Adequate Yearly Progress: School Improvement Report

LINCOLN SCHOOL DISTRICT Report Completed: 11/03/2011
 LINCOLN HIGH SCHOOL AYP Status: Targeted Improvement (TI-A-2)
 Math AMO: 73.45 Literacy AMO: 75.81

SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	115	96	83.5	NA	83.5	Yes
Af.Amer.	0	0	NA	NA	NA	NA
Hispanic	9	6	66.7	NA	66.7	NA
Caucasian	96	81	84.4	NA	84.4	Yes
Econ.Dis.	78	65	83.3	NA	83.3	Yes
LEP	5	3	60	NA	60	NA
Stud.Dis.	7	7	100	NA	100	NA

Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	77	56	72.7	NA	72.7	No
Af.Amer.	0	0	NA	NA	NA	NA
Hispanic	8	4	50	NA	50	NA
Caucasian	66	49	74.2	NA	74.2	No
Econ.Dis.	43	28	65.1	NA	65.1	No
LEP	4	2	50	NA	50	NA
Stud.Dis.	10	2	20	NA	20	NA

*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

**Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

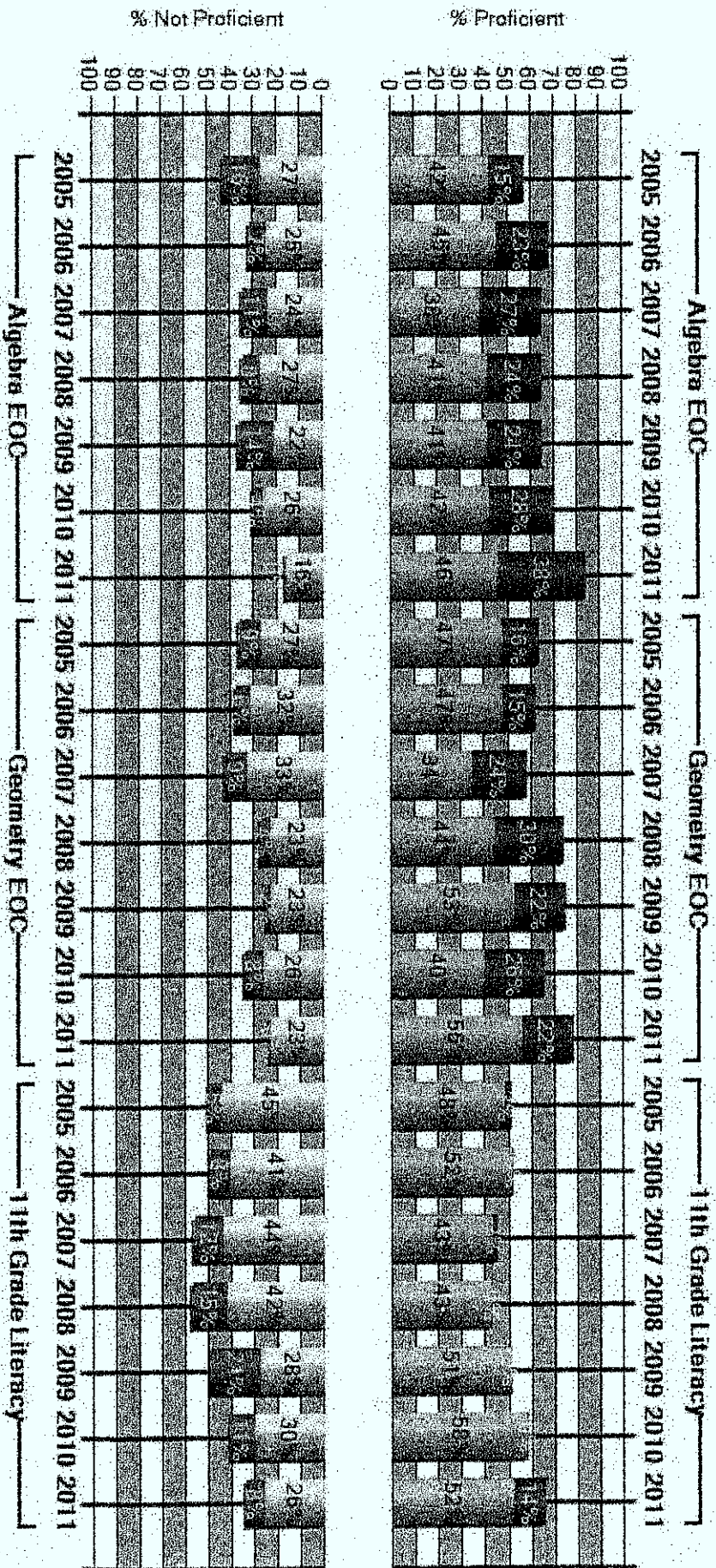
***Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	332.40	319.65	301.92	317.99
Average Daily Membership:	358.70	351.68	332.24	347.54

Lincoln School District

Lincoln School District



Attachment #3

SERVICE AGREEMENT

THIS SERVICE AGREEMENT is entered into this 15th day of August, 2011 (the "Agreement") by and between the METHODIST BEHAVIORAL HOSPITAL (MBH), located at 1601 Murphy Drive, Maumelle, Arkansas 72113 and LINCOLN SCHOOL DISTRICT (the "District"), located in Lincoln, Arkansas.

For and in consideration of the covenants, representations and warranties contained herein, the value of which are hereby acknowledged, the parties agree as follows:

1. Definitions. The following terms shall have the following meanings in this Agreement:
 - a. "Counseling Center" shall mean such furnished space on property owned or leased and paid for by the District. Such space shall specifically include furniture (i.e. desk, chair, file cabinet, etc.), Internet and telephone access; provided however, that MBH shall be responsible for providing computer hardware and software that it deems necessary for providing the Services.
 - b. "Initial Term" shall mean that period of time beginning on the effective date of this Agreement and ending on the last day of August, 2012.
 - c. "Term" means the Initial Term and all subsequent renewal terms.
 - d. "Privacy Rules" shall mean all applicable federal, state and local laws, rules, regulations and ordinances regarding the confidentiality of patient records, including, without limitation, the Health Insurance Portability and Accountability Act of 1996 and the Standards for Privacy of Individually Identifiable Health Information at 45 C.F.R. part 160 and part 164, subparts A and E.
 - e. "Qualified Students" shall mean those District students whose receipt of Services is paid for by Medicaid or a third party private insurance provider within 30 days after reimbursement requests therefore are submitted by MBH.
 - f. "Non-Qualified Students" shall mean those District students whose services will not be paid for by Medicaid or a third party private insurance provider.
 - g. "Services" shall mean any direct school-based mental health service provided in a school setting, to include an area on or off site based on accessibility for the child, or at the home of the child when it is the educational setting for a child enrolled in the Lincoln School District.
2. Agreement Regarding MBH Services. Subject to the terms of this Agreement, MBH agrees to provide the Services to the District's students during the Term without regard to student family Medicaid or insurance enrollment status, race, gender, national origin, religious affiliation or lack thereof, economic status, or other factor prohibited by the District,

subject to MBH's reasonable professional discretion, and the Client agrees to utilize MBH as its primary provider of the Services, and to provide the Counseling Center to MBH during the Initial Term. MBH shall provide the District access to MBH staff at the Counseling Center during regular school hours Monday through Friday and the ability to contact MBH staff 24 hours a day 7 days a week in cases of emergency for in-person consultation within 2 hours of such contact.

3. Term and Termination. This Agreement shall be for the Initial Term. Either party may withdraw from this agreement upon issuance of a 30 day written notice. At the end of the Initial Term, this Agreement shall automatically renew for successive Terms of like term.

4. Indemnification. The District agrees to indemnify, defend and hold harmless MBH from and against any and all claims, actions, losses, damages or liabilities ("Losses") arising out of the actions of MBH while carrying out its obligations under this Agreement; provided, however, that such indemnification shall not be applicable to Losses proven to have arisen out of MBH's own intentional misconduct or negligence. MBH agrees to indemnify, defend and hold harmless the District from all Losses arising out of the actions of MBH while carrying out its obligations under this Agreement if such actions are proven to be intentional or negligent. MBH represents, warrants and covenants to the District that it has, and shall maintain, professional malpractice insurance covering the MBH agents providing the Services and that MBH and its agents will maintain accreditation, licensure or other regulatory requirements.

5. Relationship of the Parties. The relationship created by this Agreement is one between independent contractors and nothing contained herein shall be deemed to create a partnership, agency, and franchise or employment relationship. Neither party hereto shall have the authority to bind the other without separate written consent. It is further understood that the District will not withhold and will not pay income taxes, social security taxes or unemployment taxes with respect to any monies due to MBH. MBH is solely responsible for all individual tax liability.

6. Privacy/ Confidentiality. District acknowledges that Contractor is a Covered Entity as defined by the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"). District further acknowledges that, notwithstanding the Family Educational Rights and Privacy Act general preemption of HIPAA, by contracting with Contractor and receiving from Contractor protected health information related to the performance of Contractor's services hereunder, District is obligated to comply with HIPAA concerning the protection, use, and disclosure of those records. Therefore, throughout the term of this Agreement, District shall comply with the requirements of HIPAA, and all implementing rules and regulations, concerning the use and disclosure of a student's protected health information created pursuant to this contract, including, but not limited to, (1) providing information to students about their privacy rights and how their information will be used; (2) adopting and implementing privacy procedures; (3) training employees to understand and follow privacy procedures; and (4) securing student records containing Individually Identifiable Health Information, as that term is defined in HIPAA, so they are accessible only by those District employees who require them to carry out their duties. Furthermore, District shall enter into a Business Associates Agreement regarding the protecting of health information as regulated by HIPAA and applicable state laws. Subject to the Arkansas Freedom of Information Act and the Privacy Rules, this Agreement and all records created, maintained or delivered (HIPAA) to it are deemed and considered confidential in nature and

shall not be disclosed by any party hereto to any third party for any reason, absent court order. Specifically, all MBH records created in the performance of the Services shall be deemed and considered to be the property of MBH and to be confidential pursuant to the Privacy Rules.

7. Miscellaneous. The District acknowledges, understands and agrees that MBH reserves the right to assign the administration and performance of its rights and obligations under this Agreement to an affiliated management company. This Agreement may be executed in multiple counterparts which, when read together, shall constitute and comprise a single document. Facsimile signatures hereto shall be as enforceable and binding as manual signatures hereto.

IN WITNESS WHEREOF, the parties have executed this Service Agreement on the date set forth in the preface.

MBH:

Methodist Behavioral Hospital System

By: _____

Title: _____

DISTRICT:

Lincoln School District

By:

James Clay Hendrix

Title:

Assistant Superintendent

SERVICES AGREEMENT

THIS AGREEMENT, made and entered into this 6th day of August, 2010 by and between Ozark Guidance Center, Inc., a corporation organized and existing under the laws of the State of Arkansas, with its principal place of business in Springdale, Washington County, Arkansas, hereinafter referred to as "Ozark Guidance," and Lincoln Public Schools located in Lincoln, Washington County, Arkansas hereinafter referred to as "Organization."

FOR AND IN CONSIDERATION OF THE MUTUAL COVENANTS, PROMISES, AND AGREEMENTS CONTAINED HEREIN, the parties hereto agree as follows, to-wit:

1. SERVICES PROVIDED ORGANIZATION

Ozark Guidance has and will provide some or all of the following services to Organization, as well as other requested and necessary services not enumerated, to-wit:

Clinical Services Provided On-Site: (See Service Code Definition Glossary)

- Diagnostic Assessment (MHP Only)
- Individual, Group, and Family Therapy (MHP Only)
- Case Management (On or Off-Site Intervention)
- Crisis Intervention (MHP Only)
- Crisis Stabilization Intervention
- Clinical Consultation (MHP Only)
- Supplementary Clinical Services (Specify): _____

Clinical Services Provided Off-Site: (See Service Code Definition Glossary)

- Psychiatric Consultation and Medication Management
- Psychological Testing

Such services will be provided to students, residents or other persons over whom Organization has an obligation or desire to provide such services.

2. ACCESS GIVEN BY ORGANIZATION

Organization shall provide Ozark Guidance office space and telephone access on Organization's Premises for the rendition of such services, together with access to the following:

None

If no additional access is to be included, insert NONE

3. PAYMENT FOR SERVICES

Payment for services rendered by Ozark Guidance shall be by a third-party reimbursement, either private insurance or state or federal program reimbursement. Organization shall not be obligated to pay for the provision of such services, but shall take all action reasonable and necessary, including providing the necessary information to allow Ozark Guidance to make third-party claims for such services.

4. IMPLEMENTATION OF SERVICES

This Agreement shall be implemented in accordance with the attached program description marked Attachment "A" and incorporated by reference herein.

5. TERM OF AGREEMENT

This Agreement shall be effective on the date first written above and shall extend through the 2010- 2011 school year. If no date is inserted, this Agreement shall continue until terminated or

cancelled by either party upon the giving of thirty (30) days written notification to the other party.

6. CONFIDENTIALITY

During the rendition of services by Ozark Guidance and thereafter, Organization will hold in strictest confidence and not use or disclose to any person, firm or organization any information, work in progress, business, trade secret or any other secret, proprietary or confidential matter relating to Ozark Guidance or clients of Ozark Guidance which are not generally known to the public, except insofar as such disclosures or use may be required in the course of rendering services as requested by Ozark Guidance.

Permitted Uses and Disclosures of Individually Identifiable Health Information by

Organization: Ozark Guidance agrees to provide the services identified above under this Agreement that may require Organization to access health information that directly identifies or could be used (in combination with other available information) to identify clients, past or present, of Ozark Guidance. Organization understands and agrees that the only permissible uses and disclosures of individually identifiable health information are those necessary under the terms and conditions of this Agreement.

Individually Identifiable Health Information is Protected Health Information: Individually identifiable Health Information is legally protected from unauthorized disclosure, whether by Ozark Guidance or by Organization. Such information, by law, is called Protected Health Information and if hereinafter referred to as PHI." PHI is any information about a client or a client's treatment, including, but not limited to, information found in his or her medical records, insurance/payer information, verbal representations, Ozark Guidance's electronic information or any other written documentation compiled or maintained by Ozark Guidance that pertains to and identifies the client. For the purposes of this Agreement, any individually identifiable health information compiled or maintained by Organization is also considered PHI and subject to privacy laws as if it were under the possession and control of Ozark Guidance.

The Organization's Privacy Obligations to Safeguard PHI: The Organization shall safeguard all PHI in a manner that meets legal and ethical privacy standards applicable to Ozark Guidance. Safeguarding shall include, but not be limited to: (1) maintaining and using PHI in a secure, confidential manner that prevents unauthorized access by third parties; (2) using a "need-to-know" standard to limit access to PHI among Organization's employees or other authorized third-parties; (3) documenting by *client account number* and appropriate *date* specific PHI accessed; (4) reporting any inadvertent or unauthorized disclosure of PHI by Organization; (5) protecting from disclosure under subpoena or judicial process unlawful disclosure of PHI under Organization's control; (6) notifying Ozark Guidance's Privacy Officer within one working day of any attempt by a third party to use a subpoena or judicial process to access records of Organization that could include PHI; (7) remedying immediately any known breaches in this Agreement regarding PHI confidentiality by Organization; (8) removing, returning to Ozark Guidance, or otherwise destroying all hardcopy PHI and all electronically stored PHI from hard drives or storage media upon termination of this Agreement or upon sale, disposal or transfer of control to another party not associated with this Agreement, if such event occurs before this Agreement terminates.

Additional Privacy Obligations of Organization: Organization is obligated, upon request of Ozark Guidance, to amend records or make them available for review by Ozark Guidance or its clients. Organization must also mitigate and remedy, at its own expense, any unauthorized use or disclosure, including those of a prospective or contingent nature. In addition, Organization agrees to fully

comply with any audit or investigation by the Secretary of the Department of Health and Human Services or any of the Secretary's assignees.

Questions about Organization's Safeguarding Responsibilities: When necessary, it shall be the Organization's responsibility to seek clarification from Ozark Guidance's Privacy Officer regarding Organization's safeguarding and privacy obligations.

Right to Use Subcontractors or Assign the Agreement: Organization has no right to use subcontractors or assign any rights, privileges or responsibilities under this Agreement to any third-party, without the explicit written prior authorization of Ozark Guidance. Any agreement between Organization and an authorized subcontractor or assignee shall include the privacy provisions and obligations of this Agreement. It is understood that Organization may not limit or shift its privacy obligations or liability for breach of said obligations by use of subcontractors or assignees. For the purposes of this Agreement, any reference herein to Organization shall be construed to be equally applicable to and enforceable against any authorized subcontractor or assignee. A breach by a third-party acting in Organization's behalf shall be deemed a breach by Organization who, thereby, shall be jointly and severally liable for contract breaches with and by subcontractors and assignees.

Liability for Breach of Privacy Obligations: Unauthorized use and disclosure of PHI, or failure to submit in an audit or investigation by the Secretary of Health and Human Services, shall be a material breach of the terms and conditions of this Agreement, and shall subject Organization to the liability for damages or any other remedy provided by law.

Perpetual Duration of this Agreement: The privacy and confidentiality obligations required herein shall remain fully binding on Organization hereafter and shall not be subject to a term of years, nor be diminished in any manner whatsoever at, or following the date, Organization ceases providing services to Ozark Guidance.

7. MERGER AND GOVERNING LAW

This Services Agreement contains the entire understanding of the parties, supercedes all previous agreements, and may not be modified except in a writing signed by the parties. The law of the State of Arkansas shall govern this Agreement.

IN WITNESS WHEREOF, the parties have executed this Services Agreement the day and year reflected below.

By _____

Title _____

Date _____

SCHOOL SUPERINTENDANT
"Organization"

AND

By _____

Title _____

Date _____

SCHOOL BOARD PRESIDENT
"Organization"

By Robert Hester/sds

Title Chief Clinical Officer

Date 8/19/10

CHIEF CLINICAL OFFICER
"Ozark Guidance"

Child Nutrition Plan

School Year 2011-12

For our lunch we use Three Steps to Healthy School Meals. This plan provides and calculates all of the nutrients, calories and fat grams for the week.

We are also applying for the Healthier US School Challenge in which more whole grain, orange vegetables, green leafy vegetables and fresh fruit are provided.

We provide a well balanced breakfast with a Second Breakfast between 1st and 2nd hour classes for the students that don't have time for breakfast first thing in the morning.

We have a team of high school students that are meeting with the Food Service Director, Pamela Caldwell, and the School Health Coordinator, Rebecca Pugh to brainstorm ideas for improvements in the meal program.

ACSIP

Arkansas Consolidated School Improvement Plan

[Home Page](#) | [ACSIP Data Sources](#) | [Work On Your ACSIP](#) | [Reports](#) | [Federal/State Budgets](#) | [FAQ](#) | [Feedback](#) | [Logout](#)

Team

Progress

Mission/Title I

Yes

Team

Yes

Priorities

Yes

Supporting Documents

Allocated Funds

Yes

Budget Rules Compliance

Yes

Ready to Submit

Yes

Submit to District for Review

Add Team Member

[Modify] [Delete] Alison Vowell (Literacy)
 [Modify] [Delete] Audra Savage (Master Teacher)
 [Modify] [Delete] Audra Savage (Literacy)
 [Modify] [Delete] Audra Savage (ACSIP)
 [Modify] [Delete] Audra Savage (Curriculum Development)
 [Modify] [Delete] Becky Ayers (Title I)
 [Modify] [Delete] Brad Harris (Literacy)
 [Modify] [Delete] Cathy Choate (Literacy)
 [Modify] [Delete] Clay Hendrix (Technology Committee)
 [Modify] [Delete] Crystal Beshears (Literacy)
 [Modify] [Delete] Crystal Beshears (AP Program)
 [Modify] [Delete] Crystal Beshears (Master Teacher)
 [Modify] [Delete] Darlene Cheatham (Wellness Committee)
 [Modify] [Delete] Debbie Rich (Literacy)
 [Modify] [Delete] Debbie Rich (Parent Advisory Committee)
 [Modify] [Delete] Deon Birkes (Math)
 [Modify] [Delete] Destiny Copeland (Math)
 [Modify] [Delete] Dona Gregory (Math)
 [Modify] [Delete] Dona Gregory (ELL committee)
 [Modify] [Delete] Elizabeth Gass (Literacy)
 [Modify] [Delete] Farla Steeles (Literacy)
 [Modify] [Delete] Farla Steeles (Title I)
 [Modify] [Delete] Farla Steeles (Title VI)
 [Modify] [Delete] Felicia Pasley (Intervention Team)
 [Modify] [Delete] Frank Holman (Title VI)
 [Modify] [Delete] Frank Holman (Wellness Committee)
 [Modify] [Delete] Gene Kephart (Title I)
 [Modify] [Delete] Gene Kephart (Literacy)
 [Modify] [Delete] Gene Kephart (Title II)
 [Modify] [Delete] Guatha Pitts (Math)
 [Modify] [Delete] Heather Bottoms (ACSIP)
 [Modify] [Delete] Heather Bottoms (Curriculum Development)
 [Modify] [Delete] Heather Bottoms (Wellness Committee)
 [Modify] [Delete] Heather Bottoms (Literacy)
 [Modify] [Delete] Heather Bottoms (TAP Leadership Committee)
 [Modify] [Delete] James Gregory (Federal Programs)
 [Modify] [Delete] James Gregory (Title VI)
 [Modify] [Delete] James Gregory (Title II)
 [Modify] [Delete] James Meyers (Math)
 [Modify] [Delete] James Meyers (Pathwise Mentor)
 [Modify] [Delete] Jana Claybrook (Literacy)
 [Modify] [Delete] Jeffrey O'Connell (Math)
 [Modify] [Delete] Joel Young (Wellness Committee)
 [Modify] [Delete] John O'Berski (Literacy)
 [Modify] [Delete] Jonnie Marshall (Math)
 [Modify] [Delete] Karen Coleman (Pathwise Mentor)

[Modify] [Delete] Karen Coleman (Math)
[Modify] [Delete] Kevin Barenburg (Literacy)
[Modify] [Delete] Lynn Thomas (Math)
[Modify] [Delete] Marion Harris (Math)
[Modify] [Delete] Marion Harris (TAP Leadership Committee)
[Modify] [Delete] Mary Ann Spears (Wellness Committee)
[Modify] [Delete] Mary Ann Spears (Title I)
[Modify] [Delete] Mary Ann Spears (TAP Leadership Committee)
[Modify] [Delete] Mary Ann Spears (Title VI)
[Modify] [Delete] Mary Ann Spears (ACSIP)
[Modify] [Delete] Mary Ann Spears (Curriculum Development)
[Modify] [Delete] Mary Ann Spears (TAP LEADERSHIP)
[Modify] [Delete] Mary Ann Spears (Title II)
[Modify] [Delete] Melissa Guerian (Literacy)
[Modify] [Delete] Michelle Flickinger (Literacy)
[Modify] [Delete] Michelle Morris (Literacy)
[Modify] [Delete] Michelle Morris (Title I)
[Modify] [Delete] Michelle Price (ELL committee)
[Modify] [Delete] Morgan Hunt (Title VI)
[Modify] [Delete] Morgan Hunt (Parent Advisory Committee)
[Modify] [Delete] Morgan Hunt (Title I)
[Modify] [Delete] Morgan Hunt (Math)
[Modify] [Delete] Nicky Morris (Math)
[Modify] [Delete] Oleta Danforth (Technology)
[Modify] [Delete] Quinn Bivens (Math)
[Modify] [Delete] Quinn Bivens (Leadership Committee)
[Modify] [Delete] Reba Moore (Math)
[Modify] [Delete] Ronald Mooney (Math)
[Modify] [Delete] Rosa Killer (Title VI)
[Modify] [Delete] Rosa Killer (Intervention Team)
[Modify] [Delete] Rosa Killer (Intervention Team)
[Modify] [Delete] Rosa Killer (Parental Advisory Committee)
[Modify] [Delete] Rosa Killer (ELL committee)
[Modify] [Delete] Rosa Killer (Math)
[Modify] [Delete] Rosa Killer (TAP Mentor)
[Modify] [Delete] Sarah Simmons (Title I)
[Modify] [Delete] Sarah Simmons (Math)
[Modify] [Delete] Sarah Simmons (Leadership Committee)
[Modify] [Delete] Shana Yang (Literacy)
[Modify] [Delete] Shana Yang (ELL committee)
[Modify] [Delete] Shannon Burks (Math)
[Modify] [Delete] Shelly Cooper (Math)
[Modify] [Delete] Sherry Bell (Literacy)
[Modify] [Delete] Sherry Bell (Curriculum Development Committee)
[Modify] [Delete] Sherry Bell (Pathwise Mentor)
[Modify] [Delete] Steven Asp-Schussheim (Safety/ Transportation committee)
[Modify] [Delete] Tammy Brown (Curriculum Development Committee)
[Modify] [Delete] Tammy Brown (Math)
[Modify] [Delete] Tammy Brown (ACSIP)
[Modify] [Delete] Teresa Gregory (Math)
[Modify] [Delete] Teresa Gregory (21CCLC)
[Modify] [Delete] Tony Lee (Math)
[Modify] [Delete] Vicki Smith (Title I)
[Modify] [Delete] Vicki Smith (Title VI)
[Modify] [Delete] Wes Newby (Math)
[Modify] [Delete] Whitney Bryant (Literacy)

Lincoln High School Parent Involvement Plan

2011 - 2012

**Our belief is that a child's education
is a shared responsibility by the
school, community, and family.**

Vision



- Create a partnership with parents, community, and school at all grade levels in a variety of roles.
- Recognize that communication between home and school should be two-way, regular and meaningful.

Mission Statement

- Recognizing that parents are full partners with schools in the education of children, Lincoln Consolidated School District encourages and expects parent/guardian and grandparent involvement in the school and, in particular, in the education of their own children.
- Keeping those expectations in mind, Lincoln Consolidated School District has developed and implemented the Parental Involvement Plan to actively engage parents, stakeholders, students, teachers and community in a positive, interactive partnership to enhance students success at all grade levels.

Expectations

- **Develop guides to help parents understand the academic expectations.**
- **Progress reports sent home and two parent teacher conferences held each school year.**
- **CAP conferences held each spring.**

Support

- School Counselors
- Coordinated School Health Center
- Ozark Guidance Center Site Counselors
- School Nurses
- Emails, announcements, newsletters, websites
- Letters sent home with students
- Phone calls and phone master

Parent Involvement

Professional Development

- Staff members will receive two hours of professional development each school year to discuss related topics and trends.
- Parents will be given information on how to work with their students at home and volunteers will be guided in how to effectively work with students in the classroom or in small groups.

ESL Students/Parents

- Translators are available for parent notification and conferences.
- Materials are provided to help the ELL student learn to communicate effectively.
- Staff members trained in ESL Education will be available for support.

Public Meetings

- **New Student/Freshman Orientation**
- **State of the School Address by the Superintendent.**
- **Open School Board Meetings**
- **PTO Meetings**
- **Parent Seminars**

Provide Parents Information

Regarding Student Performance Data

- Results are shared at public meetings.
- Results are printed in the local newspapers.
- Student reports are given to each family either at conferences or by the school counselors.

Community Involvement

- School Calendars on websites and marquee boards in front of schools and businesses.
- Newspapers kept informed and given access of events to cover.
- Alumni information on school website.

Parent Involvement

Contacts

- Mary Ann Spears- High School Principal
- Heather Bottoms- New Tech Coordinator
- Rosa Killer- High School Coordinator
 - rosa.killer@lincolnewtech.com
- Morgan Hunt- High School Coordinator
 - morgan.hunt@lincolnewtech.com

2011-2012 Application Cycle

Review Council Overview

Lincoln High School; New Tech
Lincoln Consolidated School District



ARKANSAS DEPARTMENT OF EDUCATION

December 16, 2011

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

Dr. Ben Mays
Clinton
Chair

Jim Cooper
Melbourne
Vice Chair

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Relth
Fayetteville

Vicki Saviers
Little Rock

Mr. Clay Hendrix
Lincoln Consolidated School District
117 Boyer Street, Suite A
Lincoln, Arkansas 72744

Re: Lincoln High School; New Tech Public Charter School Application

Dear Mr. Hendrix:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on December 14, 2011. Enclosed for your review, you will find the following:

- ADE Internal Review Results, November 10, 2011
- ADE Charter Review Council Review Results, December 9, 2011
- ADE Charter Review Council Interview Results, December 14, 2011

Based upon the information currently available, the Charter Review Council can support your application for a district conversion charter school. However, please be advised that the Charter Review Council is purely advisory in nature. Consequently, the position of the Charter Review Council is not binding upon charter applicants or the State Board.

The State Board may approve or disapprove a charter application without regard to the position of the Charter Review Council. On January 9, 2012, the State Board will conduct a complete, full and independent review of your charter application to determine whether it should be approved.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact the Charter Schools Office, at (501) 683-5313.

Respectfully,

Mary Ann Duncan, Ed.D.
Charter Schools, Program Coordinator

Enclosures

cc (w/encls): Ms. Phyllis Stewart, State Board Office
Jeremy C. Lasiter, General Counsel

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

**Lincoln High School; New Tech
Lincoln Consolidated School District
November 10, 2011 ADE Internal Review Results**

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results		X	
Standard 2: Mission Statement			X
Standard 3: Educational Need		X	
Standard 4: Educational Program		X	
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment		X	
Standard 7: Enrollment Criteria and Procedures			X
Standard 8: Staffing Plan		X	
Standard 9: Student Services			X
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement		X	
Totals	0	6	8

**Lincoln High School; New Tech
Lincoln Consolidated School District
As of December 9, 2011 Charter Review Council Meeting**

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results		X	
Standard 2: Mission Statement			X
Standard 3: Educational Need			X
Standard 4: Educational Program			X
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment		X	
Standard 7: Enrollment Criteria and Procedures			X
Standard 8: Staffing Plan			X
Standard 9: Student Services			X
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement		X	
Totals	0	3	11

Lincoln High School; New Tech Lincoln Consolidated School District As of December 14, 2011 Charter Review Council Interviews			
	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results			X
Standard 2: Mission Statement			X
Standard 3: Educational Need			X
Standard 4: Educational Program			X
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment			X
Standard 7: Enrollment Criteria and Procedures			X
Standard 8: Staffing Plan			X
Standard 9: Student Services			X
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement		X	
Totals	0	1	13

The Applicant was in error of Standard One. The Public Hearing was published two days short of the three week publication requirement. Overall, the Applicant is in substantial compliance with Standard One.

2011-2012 Application Cycle

Additional Documents

Lincoln High School; New Tech
Lincoln Consolidated School District

Jodie Fairchild (ADE)

From: Mary Ann Duncan (ADE)
Sent: Saturday, December 10, 2011 11:42 PM
To: chendrix@lincoln.k12.ar.us
Cc: Jodie Fairchild (ADE); Diane Gross (ADE); Mark White (ADE); Jeremy Lasiter (ADE)
Subject: Additional Information Needed

Importance: High

Mr. Hendrix,

After a review of the district conversion application for Lincoln High; New Tech, the Charter Review Council has requested additional information. Please submit a written response to the following at the time of your scheduled interview with the Council on December 14, 2011;

Regarding Standard 4:

Please expand on the positive and negative aspects of student class size to teacher ratio, (i.e.. 33/1).

Please provide a detailed description of the school day/calendar as referenced on page 11 of the application. Include class time and length of blocks in the school day.

Regarding Standard 6:

Provide a copy of the Plan and timeline as referenced in the application in sentence two on page 13.

Regarding Standard 14:

Provide a copy of the district/building Parental Involvement Plan.

Budget:

Provide a detailed budget for each of the first two years of the charter school.

Please feel free to contact me in the Charter School Office at (501) 683-5313 should you have any questions.

Thank you,
Mary Ann Duncan

Regarding Standard 4:

Please expand on the positive and negative aspects of student class size to teacher ratio, (i.e..33/1)

While the research is mixed on student/teacher ratios being positive and showing increased student achievement our ration is 15/1. We are not a large or small district but medium sized district and we are asking for this waiver that would only impact a small number of classes in a year. For this year it was only one class that was over and we had to either hire an additional teacher or exclude students, which we did since we do not have the waiver.

Please provide a detailed description of the school day/calendar as referenced on page 11 of the application. Include class time and length of blocks in the schools day.

We have an eight period day beginning at 7:55 am and ending at 3:18 with 46 minute classes. (Schedule Attached)

Regarding Standard 6:

Provide a copy of the Plan and timeline as referenced in application in sentence two on page 13.

The district will follow the implementation plan as outlined by the Arkansas Department of Education. (Attached)

Regarding Standard 14:

Provide a copy of the district/building Parental Involvement Plan.

(Attached)

Budget:

Provide a detailed budget for each of the first two years of the charter school.

(Attached)

[Home](#)
[Students](#)
[Parents](#)
[Information](#)
[Counseling Center](#)



Lincoln High School

"Where All Belong - All Learn - and All Are Successful"

Contact Information

Mary Ann Spears, Principal
479-824-3010 Ext 3012
mspears@lincoln.k12.ar.us

Heather Bottoms, New Tech Director
479-824-3010 Ext 3160
hbottoms@lincolnnewtech.com

Farla Steele, Counselor
479-824-3010 Ext 3023
fsteele@lincoln.k12.ar.us

Christine Spears, Secretary
479-824-3010 Ext 3012
cspears@lincoln.k12.ar.us

Amara Kidd, Attendance Office
479-824-3010 Ext 3027
akidd@lincoln.k12.ar.us

Quick Links

Select

High School Bell Schedule

0 hour and 21st CCLC	7:05 - 7:50
Period 1	7:55 - 8:41
Second Breakfast	8:41 - 8:51
Period 2	8:51 - 9:37
Period 3 - Wolf Hour	9:42 - 10:28
Period 4	10:33 - 11:19
Period 5	11:24 - 12:10
Lunch	12:10 - 12:45
Period 6	12:50 - 1:36
Period 7	1:41 - 2:27
Period 8	2:32 - 3:18
21st CCLC	3:30 - 5:30

Middle School Bell Schedule

0 hour and 21st CCLC	7:05 - 7:50
Period 1	7:55 - 8:41
Second Breakfast	8:41 - 8:51
Period 2	8:51 - 9:37
Period 3	9:42 - 10:28
Period 4	10:33 - 11:19
Lunch	11:19 - 11:50
Period 5	11:55 - 12:45
Period 6	12:50 - 1:36
Period 7	1:41 - 2:27
Period 8 - Remediation	2:32 - 3:18
21st CCLC	3:30 - 5:30

Lincoln High School

201 East School Street - Lincoln, Arkansas 72744

Phone 479-824-3010 Ext. 3012

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Last Updated October 10, 2011

6. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

Accountability and alignment to Arkansas Curriculum Frameworks are a foundational part of Lincoln High School's educational program. The School District has developed both a rational plan and timeline for ensuring that the curriculum is synchronized with Frameworks. This plan will be discussed with faculty in the spring, (2012), reviewed in the summer, (2012) and discussed at the extensive training the faculty will have leading up to becoming a New Tech school.

I. Lincoln School District will continue to use TLI (The Learning Institute) assessment which are standards based and aligned to State Frameworks.

II. Lincoln High School, like schools across the state, will be prepared to re- envision its curriculum as Arkansas moves to adopt the Common Core Standards. New Tech network will provide support to ease in the transition into the Common Core.

III. Teachers will be responsible for ensuring that the Frameworks in their core subject matter are taught within Integrated Courses. They will continue to utilize SLE (Student Learning Expectations) as the basis for deciding which skills students should master.

IV. Projects that are developed will address appropriate frameworks, with all Frameworks being addressed in advance of the Benchmark test. Projects that are utilized from the Project Library within the Portal will be re-tooled if necessary to address Arkansas Frameworks.

V. The Lincoln High School Principal will supervise the process to ensure that state frameworks are being taught.

VI. All project plans will be required to be programmed into the Portal two weeks before they become effective, providing ample opportunity to redress Frameworks issues if necessary.

Common Core State Standards Implementation Timeline for Arkansas Public Schools

2010-2011 School Year	Districts Develop Transition Plan	ADE Shares Resources and Provides PD	State Assessments Reflect AR Curriculum Frameworks
2011-2012 School Year	Common Core State Standards Grades K-2	ADE Shares Resources and Provides PD	State Assessments Reflect AR Curriculum Frameworks
2012-2013 School Year	Common Core State Standards Grades 3-8	ADE Shares Resources and Provides PD	State Assessments Reflect AR Curriculum Frameworks
2013-2014 School Year	Common Core State Standards Grades 9-12	ADE Shares Resources and Provides PD	Pilot New Assessment System
2014-2015 School Year	Common Core State Standards Grades K-12	Full Implementation of Common Core Standards	Full Implementation of New Assessment System

2010-2011 School Year

- ◆ Districts develop and begin implementing a District Transition Plan, updating as needed.
- ◆ Arkansas Department of Education shares available resources and provides professional development opportunities for teachers and administrators.
- ◆ State assessments reflect the Arkansas Curriculum Frameworks.

2011-2012 School Year

IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS IN GRADES K-2

- ◆ Arkansas Department of Education continues to share available resources and provide professional development opportunities for teachers and administrators.
- ◆ State assessments reflect the Arkansas Curriculum Frameworks.

2012-2013 School Year

IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS IN GRADES 3-8

- ◆ Arkansas Department of Education continues to share available resources and provide professional development opportunities for teachers and administrators.
- ◆ State assessments reflect the Arkansas Curriculum Frameworks.

2013-2014 School Year

IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS IN GRADES 9-12

- ◆ Arkansas Department of Education continues to share available resources and provide professional development opportunities for teachers and administrators.
- ◆ Pilot new assessment system aligned to the Common Core State Standards.

2014-2015 School Year

FULL IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS AND NEW ASSESSMENT SYSTEM IN GRADES K-12

Date	Task	Resources	Person(s) responsible
<i>Implementation Phase 1</i>			
Summer and Fall 2011	Kindergarten, 1 st grade, 2 nd grade: Create curriculum plan for current school year (2011-2012)	Lucy Calkins Common Core: Reading and Writing Workshop; TLI math alignment document (only applicable for some grades)	Audra Savage Jennifer Samuelson (facilitator)
	Kindergarten, 1 st grade, 2 nd grade: Implement curriculum plan as it is created	LES Common Core alignment curriculum documents (Math, Reading, and Writing)	K-2 teachers
<i>Implementation Phase 2</i>			
Spring 2012	3 rd grade, 4 th grade, 5 th grade: Create curriculum plan for 2012-2013 school year	Lucy Calkins Common Core: Reading and Writing Workshop; TLI math alignment document (if applicable); PARCC framework for math and literacy	Audra Savage Jennifer Samuelson (facilitator)
Spring and Summer 2012	K-5 look at vertical alignment to determine the flow of the new Common Core curriculum	LES curriculum documents	Audra Savage Jennifer Samuelson (facilitator)
Summer 2012 (estimated 2-3 days)	6 th grade, 7 th grade, 8 th grade: Create curriculum plan for the 2012-2013 school year	Lucy Calkins Common Core: Reading and Writing Workshop; PARCC framework for math and literacy;	Audra Savage

		curriculum documents from grade 5; (optional) Gates sample units of study for Common Core	
Summer 2012 (estimated 2 days)	(5 th grade) 6 th grade, 7 th grade, 8 th grade look at vertical alignment to determine the flow of the new Common Core curriculum	LMS curriculum documents	Audra Savage
Fall 2012	3 rd grade – 8 th grade: Begin implementation of curriculum plan	LES/LMS curriculum documents	3-8 teachers
Fall 2012	(If necessary) 6 th grade, 7 th grade, 8 th grade: complete the curriculum planning process	Lucy Calkins Common Core: Reading and Writing Workshop; PARCC framework for math and literacy; curriculum documents from grade 5; (optional) Gates sample units of study for Common Core	Audra Savage
Summer/Fall 2012	9 th – 12 th grade introductory workshop (Begin planning for common core)	PARCC framework for math and literacy; (optional) Gates sample units of study for Common Core	Audra Savage
<i>Implementation Phase 3</i>			
Fall 2012 – Spring 2013	9 th grade – 12 th grade: Create curriculum plan for the 2013-2014 school year	PARCC framework for math and literacy; curriculum documents from grade 8; (optional)	Audra Savage

		Gates sample units of study for Common Core	
Spring 2013	8 th grade – 12 th grade look at vertical alignment to determine the flow of the new Common Core curriculum	LHS curriculum documents	Audra Savage
<i>Implementation Phase 4</i>			
Spring 2013	K-4 th grade: Meet to reflect, revisit, revise	LES curriculum documents	Audra Savage
Spring 2013	5 th grade – 7 th grade: Meet to reflect, revisit, revise	LMS curriculum documents	Audra Savage
Spring 2014	8 th grade – 12 th grade: Meet to reflect, revisit, revise	LHS curriculum documents	Audra Savage



Lincoln Consolidated School District

Parent Involvement Plan

Lincoln Consolidated School District Parental Involvement Plan is developed to actively engage parents, stakeholders, students, teachers and community in a positive, interactive partnership to enhance students' success at all grade levels.

Mission

- Lincoln Consolidated School District encourages and expects parent/guardian and grandparent involvement in the education of children and particularly their own children.

Vision

- Create a partnership with parents, community, and school at all grade levels in a variety of roles.
- Recognize that communication between home and school should be two-way, regular and meaningful.

Expectations

- Develop guides to help parents understand the academic expectations.
- Progress reports sent home and two parent teacher conferences held each school year.
- CAP conferences held each spring.

Support

- School Counselors
- Coordinated School Health Center
- Ozark Guidance Center Site Counselors
- School Nurses
- Emails, announcements, newsletters, websites
- Letters sent home with students
- Phone calls and phone master

Parental Involvement Professional Development

- Staff members will receive two hours of professional development each school year to discuss related topics and trends.
- Parents will be given information on how to work with their students at home and volunteers will be guided in how to effectively work with students in the classroom or in small groups.

ESL Students/ Parents

- Translators are available for parent notification and conferences.
- Materials are provided to help the ELL student learn to communicate effectively.
- Staff members trained in ESL Education will be available for support.

Public Meetings for Parents, Students and Community

- New Student/Freshman Orientation
- State of the School Address by the Superintendent.
- Open School Board Meetings
- PTO Meetings
- Parent Seminars

Student Performance Data For Parents

- Results are shared at public meetings.
- Results are printed in the local newspapers.
- Student reports are given to each family either at conferences or by the school counselors.

Community Involvement

- School Calendars on websites and marquee boards in front of schools and businesses.
- Newspapers kept informed and given access of events to cover.
- Alumni information on school website.

<h3>Parent Involvement Contacts</h3>

Mary Ann Spears- High School Principal
Heather Bottoms- New Tech Coordinator
Rosa Killer- High School Coordinator
rosa.killer@lincolnnewtech.com
Morgan Hunt- High School Coordinator
morgan.hunt@lincolnnewtech.com

Lincoln High School ACSIP Plan

Parental Engagement Intervention 6

Intervention 6: PARENTAL ENGAGEMENT. LINCOLN HIGH SCHOOL WILL COMPLY WITH THE REQUIREMENTS OF ACT 307 OF 2007.

- Action 1: PROGRAM EVALUATION : During the 2011 - 2012 school year we plan to use the following protocol in evaluating, and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: analysis of the parent sign-in lists to assess parent participation and analysis of parent satisfaction surveys **EVALUATION RESULTS:** At the conclusion of the 2010-2011 school year we evaluated this intervention/program through analysis of the parent sign-in lists to assess parent participation and analysis of a parent survey given to a randomly chosen population of 80 parents. We determined that this intervention was effective in support of our curriculum, instruction, assessment, and professional development. We believe this evidence shows that it is valid in terms of supporting our efforts to increase student achievement.
- Action 2: SCHOOLWIDE REFORM SRATEGY: Provide all students and parents easy access to teachers' syllabi, assignments, grades, and instructions via the ECHO portal connected to the school's website.
- Action 3: PARENTAL ENGAGEMENT ACTION DESCRIPTIONS: Parental Engagement: The Lincoln High School will comply with the Parental Engagement requirements as outlined in ACT 307, of 207, and Title I-A of No Child Left Behind. The Parental Involvement Plan will include the following activities: Title One School/Parent Compact: There will be an Annual review and update of our Title I School/Parent Compact. The Compact will be distributed to each parent with the student handbook. The parents are required to sign off confirming their receipt of the Handbook and Compact. There will be a meeting, in the fall, to encourage parents to have input into the Title I program. The school will develop and distribute at Open House this compact as a component of its written parental involvement policy. The compact is a written agreement between the school and the parents of children served in the Title One Schoolwide Program that identified the activities that the parents, the entire school staff and the students will undertake to share the responsibility for improving achievement so that students can meet the State's high academic standards. Parents, teachers, and students sign the contract and it is returned to school and kept in designated parent involvement student folders. For those parents who do not attend the Title One Open House meeting, the Parent compact is sent home during the first week of school and parents are asked to sign and return it to school. In order to encourage communication with parents our school will prepare an INFORMATIONAL PACKET to be distributed annually to the parents of each child in the school. These packets will describe: The school's parental involvement program; The recommended role of the parent, student, teacher and school; Ways for parents to become involved in the school and their child's education; A survey for the parent regarding their interests concerning volunteering at the school; A schedule of activities planned throughout the school year to encourage parental involvement; and Procedures to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and principal. Annual title One Meeting: Our school will host an annual meeting to discuss the progress of the Title 1 program and welcome parent input. The meeting will be scheduled during the fall of each year. A sign in sheet will be kept to document attendance. An agenda will be provided that includes: Goals for the program, rights of parents to be involved in the planning, reviewing, and improving of parent programs, school accreditation, coordination of federal programs, the school's academic performance report, overview of the curriculum along with an explanation of the kinds of assessments used. There will be time for dialogue with our parents and they will be encouraged to ask questions.
- Action 4: PARENT INVOLVEMENT POLICY: Our school has worked with our parents in developing a written parental involvement policy. A copy of the Policy is kept on file in our school's parent resource center, posted on the district web page and distributed at our annual Title One Meeting. We have used several strategies to make the policy widely available in our community. For those parents who do not attend our annual meeting we provide a copy to them

during the parent teacher conference that is held with each parent who has children attending our school. During our fall meeting we appoint a committee whose task is to update and revise, as needed, our policy. A sign-in sheet will be kept to document attendance. In addition to our fall annual meeting we schedule two additional meetings at times convenient for our parents to attend and we provide child care during these meetings. The Agenda Topics for each meeting include: A. Rights of parents to be involved in the planning, review and revision of the (Schoolwide) or (Targeted Assistance) Program (including the school parental involvement policy) B. An overview of the Title One Program to include: An explanation of the Curriculum used, forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet and, if requested by parents, opportunities for regular meetings designed to create meaningful partnerships between them and the school. C. School accreditation status and D. A description of how the various funding sources used in the building are coordinated. There will be a time for dialogue with our parents and they will be encouraged to ask questions and offer suggestions as they relate to budgeting of all federal monies. Parents will be encouraged to form a partnership with the school and maintain contact on an on-going basis throughout the year. "On a regular basis we utilize parent input to review policies, procedures and practices that might present barriers to student achievement." (required by Smart Accountability SI)

- Action 5: In order to take advantage of community resources our school will **ENABLE THE FORMATION OF A PARENT TEACHER ASSOCIATION, or ORGANIZATION**, that will foster parental and community involvement within the school.
- Action 6: **PROFESSIONAL DEVELOPMENT**: Teachers will be trained on using the ECHO platform to provide parents with academic information.
- Action 7: **FORMATIVE ASSESSMENT**: Sign-in list will be maintained at all events with parental involvement.
- Action 8: In order to welcome parents our school shall use the volunteer surveys to compile a **VOLUNTEER RESOURCE BOOK** listing the interests and availability of volunteers so that school staff may determine how frequently a volunteer would like to participate; including options for those who are available to help at home and help match school needs with volunteer interests.
- Action 9: We will **SPONSOR SEMINARS TO INFORM THE PARENTS OF HIGH SCHOOL STUDENTS ABOUT HOW TO BE INVOLVED IN DECISIONS** affecting course selection, career planning and preparation for postsecondary opportunities.
- Action 10: In order to encourage parents to participate as a full partner in the decisions that affect their child and family, our school will include in our school's student handbook the **SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS**, including how to define a problem, who to approach first and how to develop solutions.
- Action 11: To help our parents in assisting their children our school shall: Schedule regular **PARENTAL INVOLVEMENT MEETINGS** at which parents are given a report on the state of the school and an overview of: A. What students will be learning. B. How students are assessed. C. What parents should expect for their child's education and D. How a parent can assist and make a difference in their child's education. Parents will be provided training and instructional resources that can be used with their children at home to extend the learning day for their children.
- Action 12: The Principal shall designate one certified staff member who is willing to serve as a **PARENT FACILITATOR** in order to help organize meaningful training for staff and parents; promote and encourage a welcoming atmosphere to foster parental involvement in the school and to undertake efforts to ensure that parental participation is recognized as an asset to the school.
- Action 13: In compliance with contractual obligations for a 190 day teacher contract, and in compliance with state rules and regulations, we will conduct two parent/teacher conferences each year; one in the fall and one in the spring.
- Action 14: **SCHOOL-PARENT COMPACT**: We have worked with our parents in creating a school-parent compact that outlines how our parents, the entire school staff, and our students will share the responsibility for improving student academic achievement and the means by which our school will build and maintain a partnership to help our students achieve proficiency. There will be an Annual review and update of our Title I School/Parent Compact. The Compact will be distributed to each parent who attends one of our three fall meetings or our fall Parent-Teacher Conferences. The compact is a written agreement between the school and the parents of children served in the (Title One Targeted Assistance Program) OR (Title One Schoolwide Program) that

identifies the specific activities that the parents, the entire school staff and the students will undertake to share the responsibility for improving achievement so that students can meet the State's high academic standards. Our Compact Describes the school's responsibility in providing a high quality curriculum and instruction and the ways parents will be responsible for supporting their children's learning and monitoring all aspects of the same including those distractions that would impede that learning. The agreement also encourages parents to participate, with the school, in making decisions relating to the education of their children and positive use of extracurricular time. Our compact addressed the importance of communication between parents and teachers on an on-going basis through, at a minimum, attendance at Parent-Teacher Conferences during which the compact will be discussed as it relates to student achievement. Our school agrees to frequently report to parents on their child's progress and we obligate our staff to make themselves available and accessible to all of our parents and to encourage parents to volunteer and participate in their child's class, as it is appropriate.

- Action 15: PROFESSIONAL DEVELOPMENT: Teachers will be trained parental compliance and community building. \$2000.00

6.11—PARENTAL/COMMUNITY INVOLVEMENT - DISTRICT

The Lincoln Consolidated School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the district shall work to

1. Involve parents and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities;
3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement;
5. Provide parents with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
7. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
8. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent and community involvement programs to suit the needs of our district;
10. Train parents to enhance and promote the involvement of other parents;
11. Provide reasonable support for other parental involvement activities as parents may reasonably request.

To ensure the continued improvement of the district's parental/community involvement program, the district will conduct an annual review of its parental involvement policies to examine their affect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Legal References: 20 U.S.C. § 6318 (a)(2),(A),(B),(D),(E) (NCBL Act of 2001, Section 1118)
20 U.S.C. § 6318 (e)(1),(2),(3),(4),(5),(6),(8),(9),(10),(11),(13),(14) (NCBL Act of 2001, Section 1118)

Date Adopted: 06/11/2007
Last Revised:

6.12—PARENTAL/COMMUNITY INVOLVEMENT - SCHOOL

Lincoln Consolidated School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, Lincoln Consolidated School District shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the school shall work to

1. Involve parents and the community in the development and improvement of Title I programs for the school;
2. Have a coordinated involvement program where the involvement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
3. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the school's curriculum is aligned with the assessments and how parents can work with the school to improve their child's academic achievement;
4. Provide parents with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
5. Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
6. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
7. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
8. Find and modify other successful parent and community involvement programs to suit the needs of our school;
9. Train parents to enhance and promote the involvement of other parents;
10. Provide reasonable support for other parental involvement activities as parents may reasonably request.

To help promote an understanding of each party's role in improving student learning, Lincoln Consolidated School shall develop a compact that outlines the responsibilities of parents, students, and the

school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

Lincoln Consolidated School District shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents of participating students, to inform parents of the school's participation in Title I, its requirements regarding parental involvement, and the parents right to be involved in the education of their child.

Lincoln Consolidated School District shall, at least annually, involve parents in reviewing the school's Title I program and parental involvement policy in order to help ensure their continued improvement.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Legal References: 20 U.S.C. § 6318 (b)(1) (NCBL Act of 2001, Section 1118)
 20 U.S.C. § 6318 (c)(1),(2),(3),(4) (NCBL Act of 2001, Section 1118)
 20 U.S.C. § 6318 (d) (NCBL Act of 2001, Section 1118)
 20 U.S.C. § 6318 (e)(1),(2),(3),(4),(5),(6),(8),(9),(10),(11),(13),(14) (NCBL Act of 2001,
 Section 1118)

Date Adopted: 06/11/2007

Last Revise:

Attachment #3

Public Charter School Application
Estimated Budget Worksheet, Year One (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (475) x \$6,267.00 State Foundation Funding		\$2,976,825
3			
4	No. of Students (475) x \$52.00 Professional Development		\$24,700
5	No. of Students (323) x eligible rate* NSLA Funding		333,659
6	Total State Charter School Aid		\$3,335,184
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	\$92,633 (Title I & Title II-A)	
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$92,633.00
15			
16	TOTAL REVENUES		\$3,427,817.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>2</u>)	\$124,796.00	
21	Fringe Benefits	\$30,762.21.00	
22	Purchased Services		
23	Supplies and Materials	\$20,000	
24	Equipment		
25	Other (Describe)		\$175,558.21
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>33</u>)	\$1,452,000.00	
29	Fringe Benefits	\$357,918.00	
30	Purchased Services	\$27,000.00	
31	Supplies and Materials	\$46,000.00	
32	Equipment	\$75,000.00	
33	Other (Describe) TAP Master/Mentor	\$47,052.94.00	\$2,004,970.94

*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%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

Attachment #3

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions <u>3</u>)	\$80,814.64	
37	Fringe Benefits	\$21,211.49	
38	Purchased Services		
39	Supplies and Materials	\$5,000	
40	Equipment	\$10,000	
41	Other (Describe)		\$117,026.13
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>.3</u>)	\$16,153.87	
45	Fringe Benefits	\$4,206.09	
46	Purchased Services		
47	Supplies and Materials	\$2,000.00	
48	Equipment	\$5,000.00	
49	Other (Describe)		\$25,359.96
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1</u>)	\$45,855.11	
61	Fringe Benefits	\$10,477.94	
62	Purchased Services		
63	Supplies and Materials	\$6,000.00	
64	Equipment		
65	Other (Describe)		\$62,333.05
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>.5</u>)	\$23,800.00	
69	Fringe Benefits	\$5,866.70	
70	Purchased Services		
71	Supplies and Materials	\$6,500.00	
72	Equipment		
73	Other (Describe)		\$36,166.70

Attachment #3

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	\$50,171.32	
77	Fringe Benefits	\$12,996.39	
78	Purchased Services		
79	Supplies and Materials	\$35,000.00	
80	Equipment		
81	Other (Describe)		\$98,167.71
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions <u>3</u>)	\$36,862.00	(Pro-Rated)
85	Fringe Benefits	\$10,321.00	
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		\$47,183.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u>5</u>)	\$48,862.00	(Pro-rated)
93	Fringe Benefits	\$10,321.00	
94	Purchased Services		
95	(include utilities)	Budgeted at district	
96	Supplies and Materials	\$4,500.00	
97	Equipment	\$7,800.00	
98	Other (Describe)		\$69,483.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u>18</u>)	\$81,328.64	(Pro-rated)
102	Fringe Benefits	\$27,870.08	
103	Purchased Services	\$7,851.35	
104	Supplies and Materials	\$11,900.64	
105	Equipment	\$27,395.82	
106	Other (Describe)		\$156,346.53
107			
108	Food Services:		
109	Salaries: (No. of Positions <u>5</u>)	\$69,128.75	(Pro-Rated)
110	Fringe Benefits	\$18,867.55	
111	Purchased Services		
112	Supplies and Materials	\$10,300.00	
113	Equipment	\$25,000.00	
114	Other (Describe)		\$123,116.30

Attachment #3

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions____)	Budgeted at the district level	
118	Fringe Benefits	Budgeted at the district level	
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other (Describe)		\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	Budgeted at the district level	
126	Fringe Benefits	Budgeted at the district level	\$0.00
127			
128	If Applicable: Facilities		
129	Lease/Purchase (contract for one total year including facility upgrades)		
130	Please list upgrades:		
131			
132	If Applicable: Utilities (contract for one total year including facility upgrades)	Budgeted at the district level	
133	If Applicable: Insurance (contract for one total year including facility upgrades):		
134	If Applicable: Property Insurance	Budgeted at the district level	
135	If Applicable: Content Insurance	Budgeted at the district level	\$0.00
136			
137	Debt Expenditures:	Budgeted at the district level	\$0.00
138	Other Expenditures:		
139	(Describe)		\$0.00
140			
141	TOTAL EXPENDITURES		\$2,915,711.53

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

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (500) x \$6,267.00 State Foundation Funding		
3			\$3,133,500.00
4	No. of Students (500) x \$52.00 Professional Development		\$26,000.00
5	No. of Students (340) x eligible rate* NSLA Funding		\$351,220.00
6	Total State Charter School Aid		\$3,510,720.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	\$92,633.00	
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$92,633.00
15			
16	TOTAL REVENUES		\$3,603,353.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>2</u>)	\$127,291.92	
21	Fringe Benefits	\$31,377.46	
22	Purchased Services		
23	Supplies and Materials	\$20,000.00	
24	Equipment		
25	Other (Describe)		\$178,669.38
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>33</u>)	\$1,481,040.00	
29	Fringe Benefits	\$365,076.36	
30	Purchased Services	\$27,000.00	
31	Supplies and Materials	\$46,000.00	
32	Equipment	\$75,000.00	
33	Other (Describe) Master/Mentor costs	\$47,052.94	\$2,041,169.30

*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	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions <u>3</u>)	\$82,430.93	
37	Fringe Benefits	\$21,635.72	
38	Purchased Services		
39	Supplies and Materials	\$5,000.00	
40	Equipment	\$10,000.00	
41	Other (Describe)		\$119,066.65
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>.33</u>)	\$16,476.95	
45	Fringe Benefits	\$4,290.21	
46	Purchased Services		
47	Supplies and Materials	\$2,000.00	
48	Equipment	\$3,000.00	
49	Other (Describe)		\$25,767.16
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1</u>)	\$46,772.21	
61	Fringe Benefits	\$10,687.50	
62	Purchased Services		
63	Supplies and Materials	\$6,000.00	
64	Equipment		
65	Other (Describe)		\$63,459.71
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>.5</u>)	\$24,276.00	
69	Fringe Benefits	\$5,984.03	
70	Purchased Services		
71	Supplies and Materials	\$6,500.00	
72	Equipment		
73	Other (Describe)		\$36,760.03

Attachment #3

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	\$51,174.75	
77	Fringe Benefits	\$13,256.32	
78	Purchased Services		
79	Supplies and Materials	\$35,000.00	
80	Equipment		
81	Other (Describe)		\$99,431.06
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions <u>3</u>)	\$37,599.24	(Pro-Rated)
85	Fringe Benefits	\$10,527.42	
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		\$48,126.66
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u>5</u>)	\$47,799.24	(Pro-Rated)
93	Fringe Benefits	\$10,527.42	
94	Purchased Services		
95	(include utilities)	Budgeted at the district level.	
96	Supplies and Materials	\$4,500.00	
97	Equipment	\$7,800.00	
98	Other (Describe)		\$70,626.66
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u>18</u>)	\$82,955.22	(Pro-Rated)
102	Fringe Benefits	\$28,427.49	
103	Purchased Services	\$7,851.35	
104	Supplies and Materials	\$11,900.64	
105	Equipment	\$27,395.82	
106	Other (Describe)		\$158,530.51
107			
108	Food Services:		
109	Salaries: (No. of Positions <u>5</u>)	\$70,511.33	
110	Fringe Benefits	\$19,061.30	
111	Purchased Services		
112	Supplies and Materials	\$10,300.00	
113	Equipment	\$25,000.00	
114	Other (Describe)		\$124,872.63

Attachment #3

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions____)	Budgeted at the district level.	
118	Fringe Benefits	Budgeted at the district level.	
119	Purchased Services	_____	
120	Supplies and Materials	_____	
121	Equipment	_____	
122	Other (Describe)	_____	\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	Budgeted at the district level	
126	Fringe Benefits	Budgeted at the district level	\$0.00
127			
128	Facilities:		
	Lease/Purchase (contract for one total		
129	year including facility upgrades)	_____	
130	Please list upgrades:	_____	
131		_____	
	Utilities (contract for one total year		
132	including facility upgrades)	Budgeted at the district level	
	Insurance (contract for one total year		
133	including facility upgrades):		
134	Property Insurance	Budgeted at the district level	
135	Content Insurance	Budgeted at the district level	\$0.00
136			
137	Debt Expenditures:	Budgeted at the district level	\$0.00
138	Other Expenditures:		
139	(Describe)	_____	\$0.00
140			
141	TOTAL EXPENDITURES		\$2,966,479.75

2011-2012 Application Cycle

ADE Hearing Letter

Osceola STEM Academy
Osceola School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

December 13, 2011

State Board
of Education

Ms. Shantele Raper
Osceola School District
2750 West Semmes
Osceola, AR 72370

Dr. Ben Mays
Clinton
Chair

**Re: Notice of State Board Hearing
Osceola STEM Academy Conversion Charter School Application**

Jim Cooper
Melbourne
Vice Chair

Dear Charter Applicant:

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

The State Board of Education will consider the above-referenced district conversion public charter school application at its regularly scheduled meeting on **Monday, January 9, 2011**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any personnel and documentation necessary for you to address any questions the State Board of Education may have.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. § 6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools. Enclosed you will find the hearing procedures to be used by the State Board of Education.

Should either party wish to make an electronic presentation to the State Board of Education, a copy must be received in my office **no later than 2:00 p.m. on December 20, 2011**. A hard copy may be faxed to my office at (501) 682-4249, or an electronic copy may be e-mailed to mark.white@arkansas.gov.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

J. Mark White
Staff Attorney

Enclosure

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc (w/encl): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator

CONVERSION CHARTER SCHOOL
STATE BOARD HEARING PROCEDURES

Source: Section 7.00 of the ADE Rules Governing Public Charter Schools

- 1) All persons, with the exception of attorneys, who plan to provide testimony must be sworn in by the court reporter.
- 2) The charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 3) The State Board shall follow the presentation with discussion of the charter application and possible questions to the conversion charter school applicant.
- 4) The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.
- 5) The State Board may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.

2011-2012 Application Cycle

Letter of Intent

Osceola STEM Academy
Osceola School District

Osceola Public Schools

Member North Central Association

Board of Education
Terry Cole, President
Shannon Sullivan, Vice President
Sylvester Belcher, Secretary
James Baker
Randy Carney
Ollie Collins
Carroll Smith

RECEIVED
AUG 30 2011

Michael Cox Supt.
2750 W. Semmes
P.O. Box 528
Osceola, AR 72370
Phone 870 563-2561
Fax 870 563-2181

CHARTER SCHOOL OFFICE

Dear Dr. Duncan,

On behalf of the Osceola School District, I respectfully request an approval to apply for a new charter agreement. The Osceola School District is undergoing intensive progress and the proposed changes will enable our school to continue to progress in a constructive direction.

The Osceola School Board voted to approve this request on August 26, 2011. With the support of our community, the Osceola School District and Osceola School Board wishes to further our efforts to make the charter school a successful component of the district.

As superintendent of Osceola School District, I request that the Arkansas Department of Education approve this request to apply for an open enrollment public charter school. Please contact me personally if you have any questions about this request.

Michael H. Cox

Michael H. Cox
Superintendent

School District:	Osceola School District
Contact Person:	Michael Cox, Superintendent 2750 West Semmes Osceola, AR 72370 phone-870-563-2561 fax-870-563-2181 mcox@osd1.org
School(s):	Osceola Academic Center
Proposed Charter School Name:	Osceola STEM Academy
Location:	112 School Street, Osceola, AR 72370 on the previous Osceola Academic Center campus
Grade Levels:	1 st -8 th Grade
Student Enrollment Cap	450 Students

Purpose/ Special Emphasis: The Osceola STEM Academy will be a 1st-8th grade conversion charter school with an emphasis on project/process/product based learning in the area of Science, Technology, Engineering and Mathematics (STEM). The charter school will provide an academic choice for parents and students in our area by implementing a research based learning environment focused on authentic assessments. Students will be exposed to authentic learning, hands-on projects and interactive simulations. Additional components of the charter include: cross curricular teaching, quarterly required projects and partnerships with the community; this includes: parental agreements, business/industry advisory boards and community service projects. Our goal is to foster an environment which serves as a gateway to prepare students to be College/Career Ready and to utilize 21st Century Transferrable skills while exploring a relevant learning environment that adheres to the high skill and high demand field of STEM.

2011-2012 Application Cycle

Application

Osceola STEM Academy
Osceola School District

Osceola Public Schools

MEMBER NORTH CENTRAL ASSOCIATION

Board of Education

Terry Cole, President
Shannon Sullivan, Vice President
Sylvester Belcher, Secretary
James Baker
Randy Carney
Michael Ephlin
Denise Williams

Michael Cox, Supt.

2750 W. Semmes
P.O. Box 528
Osceola, AR 72370
Phone 870 563-2561
Fax 870 563-2181

October 20, 2011

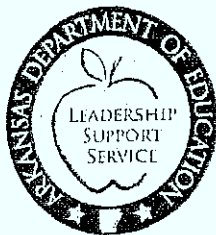
Dear Members of the State Board of Education,

On October 10, 2011 Osceola School Board members met and proposed the idea of a charter school, Osceola STEM Academy. The Osceola School Board approved this application and supports its endeavors.

Sincerely,



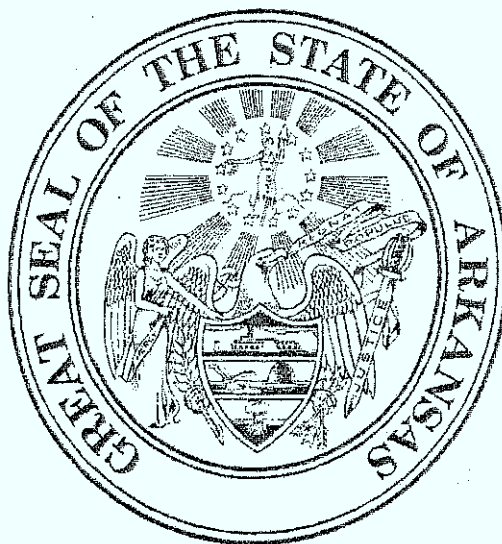
Terry Cole
School Board President



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313

RECEIVED
OCT 31 2011

CHARTER SCHOOL OFFICE

**Arkansas Department of Education
District Conversion or Limited Public Charter Schools**

August 31	Deadline for conversion or limited charter letters of intent to be filed with the ADE.
October 31	Deadline for conversion or limited charter applications to be submitted with letter of support from the school board to the ADE.
January/February	Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)

*Note - All information must be **received** (not postmarked) in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take into consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For A **District Conversion** or **Limited Public School Charter**

Applicants for district conversion or limited public charter schools are required to send a one (1) page "**Letter of Intent to Apply for a District Conversion or Limited Public School Charter**" to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on August 31**, in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Identify the school district which intends to apply for a charter;
3. Include the contact person's name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give the name of the school which intends to apply for a charter
5. Give the name of the proposed charter school;
6. State whether the proposed charter school will be a district conversion public charter school or limited public charter school;
7. Describe the location of the proposed district conversion or limited public charter school;
8. Identify the grade levels of students to be served by the district conversion or limited public charter school;
9. Provide proposed student enrollment cap for district conversion or limited public charter school; and
10. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The superintendent of the school district for the proposed district conversion or limited public charter school should sign the letter.

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED
PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Osceola STEM Academy

Grade Level(s) for the School: 5-8 Student Enrollment cap: 450

Name of School District: Osceola School District

Name of Contact Person: Shantele Raper

Address (no P.O. Box please): 2750 West Semmes City: Osceola ZIP: 72370

Daytime Phone Number: (870) 563-2561 FAX: 870-563-1020

E-mail: sraper@osd1.org

Charter Site Address: 112 School Street

City: Osceola ZIP Code: 72370

Date of Proposed Opening: 08/14/2011

Name of Superintendent: Michael Cox

Address: 2750 West Semmes

City: Osceola Zip Code: 72370

Phone Number: 870-563-2561 FAX: 870-563-2181

E-mail: mcox@osd1.org

B. GENERAL DESCRIPTION

Osceola School District is proposing a conversion charter school, Osceola STEM Academy, as a means to successfully promote a science, technology, engineering, and mathematics curriculum. Osceola STEM Academy will service 5th-8th grade students. After much consideration a decision was made to modify the original 1-8th grade intent due to new construction, community interest and application of curriculum. The academy will be located on the current Osceola Academic Center campus. There will be approximately 250 students.

The Osceola STEM Academy will have an educational focus on science, technology, engineering, and mathematics with an emphasis on project-based learning, problem-based learning, authentic assignments, and authentic assessments. Research shows us that 16 of the 20 occupations with the largest projected growth in the next decade are STEM related, but only 4 of them require an advanced degree. Given these unmet needs for a STEM-capable workforce, the nation's economic future depends on preparing more K-12 students to enter these fields.

An essential objective of the Osceola STEM Academy will be to inspire joy at the prospect of discovery in a student-centered learning climate. This atmosphere will promote exploration and innovation. The school will be equipped with a central discovery center that will serve much like a museum. The Discovery Zone will be set up with individual work-stations with themes such as; Planetarium Play-Time, Techno Art I-Pad Station, Current Events, We Learn With Wii's, Body Basics, etc. The Discovery Zone will be monitored and facilitated by a collaborative team of certified teachers and paraprofessionals. The Discovery Zone time will serve as pull-outs, enrichment, and also as an intervention strategy. Students will be scheduled to rotate through the Discovery Zone at least once a week and the Discovery Zone will be open for teachers to utilize as an extension of their classroom. There will also be a Connections Classroom (math/science/literacy lab) which will provide non-consumable type equipment, such as: math manipulatives, science equipment, and hands-on materials. We will utilize the 21st

century learning environment research as part of the implementation in the set-up of the classrooms, discovery areas and overall atmosphere.

In order to prepare our students as 21st century learners, we must nurture their inquisitive nature by promoting a strong love for math and science. We are certain that the fostering of innovation will transfer to their high school years and ultimately as productive citizens. The Osceola Stem Academy curriculum will strive to include the Four C's; Critical Thinking, Collaboration, Communication, and Creativity. In addition to the Discovery Center, students will be involved in on-going integrated classroom projects which simulate real-world learning. Teachers will be expected to work in collaborative teams to create rigorous and relevant lesson plans (Appendix 21). Foreign Language in correlation with Arkansas Department of Education K-8 Foreign Language Acquisition Curriculum Framework will be provided with an emphasis on languages which promote understanding of math and science concepts.

C. GENERAL INSTRUCTIONS

List of Contents:

The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D. in the prescribed order and numbered accordingly
3. Applicant's attachments (if any) supporting narrative responses
4. A copy of the school's calendar and daily schedule (required)
5. Proposed two-year budget using worksheet provided (required)
6. Proposed salary schedule for both administrative and teaching positions (required)
7. Evidence of parental and community support (required)
8. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. **DO NOT STAPLE THE ORIGINAL APPLICATION PAGES OR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word or Adobe Acrobat PDF file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on October 31. Please make sure that applications being submitted by United States Postal Service are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after this time will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

D. REQUIRED INFORMATION

Application Standards:

STANDARD 1: Public Hearing

A public hearing was held on October 11, 2011 at 5:30-6:30 pm in the cafeteria at 112 School Street, Osceola, AR. Public notice of the meeting took place through, 3 consecutive weeks of advertisement in the Osceola Times newspaper (Appendix 1, 2 & 3), a letter from the superintendent sent with our schools communication procedure on two different occasions (Appendix 4 & 5) and a display on the school marquee. The outcome for the school meeting was average with twenty-nine participants signing in (Appendix 6). We should note that other community activities, such as extracurricular activities and pee-wee football and soccer prevented more participants from attending. Superintendent Michael Cox and Instructional Technology Facilitator, Shantele Raper provided the presentation. All attendees were given note cards to write down questions as they thought of them. Mr. Cox welcomed the participants and discussed the location and grade levels for the Osceola STEM Academy. He shared the school board's approval for his recommendation for a 5-8 focus (Appendix 7). He shared the 5-8 grade levels would allow more room for students who wanted to attend the charter school. Next, Mrs. Raper asked Charter Advisory Board to stand in order to be recognized. Charter Advisory Board (Appendix 18 & 19) members in attendance were, Stefanie Smithey, Osceola Academic Center Principal, Joe Guy, Department of Human Services, Terry Cole, President of the School Board and American Greetings, Frank Richardson, American Greetings, Sherry Bennett, Arkansas Northeastern College, Dickie Kennemore, Mayor of Osceola, Rev. Archie Thomas, Community Liaison, Maci Tate, Paraprofessional. Mrs. Raper began a presentation that outlined the remaining agenda (Appendix 8). The points covered were, Why a Charter School?, Why STEM?, What is different about Osceola STEM Academy?, What can you do to be involved? We then opened the meeting to questions. Questions from the community were: Can we make changes to charter at a later date? Can we expand grade levels? Are we going to continue to provide emphasis at the 1-4 grade level? How do Gifted and Talented and Special Education fit into our plans? Have the teachers been involved in this process?

There was an overwhelming outpour of positive support for the STEM Academy

from parents and the local community (Appendix 9-17). For example, our local community college president encouraged the focus on problem based learning through a letter of support. One parent commented that she applauded the efforts of the committee as her son would benefit from this type of learning atmosphere. Overall, the school has support of the community to pursue the charter application.

STANDARD 2: Mission Statement

The mission of Osceola STEM Academy is to prepare students for the global workforce by engaging them in a learning process that will instill a lifelong pursuit of achievement and promote the necessary work habits, life skills, and knowledge base that prepares students to enter the increasingly competitive technological world.

STANDARD 3: Educational Need

The educational need in our district includes:

1. Osceola School District has a 6% dropout rate.

Osceola School District recognizes a need to increase our graduation rate, as well as our attendance rate. Although our graduation rate has increased tremendously, there is still room for improvement.

	<u>2007/2008</u>	<u>2008/2009</u>	<u>2009/2010</u>
Attendance Rate	93.7%	91.7%	92.9%
Graduation Rate	68.7%	66.5%	80.6%
Dropout Rate	14.3%	8%	6%

Statewide, dropouts from the class of 2008 will cost Arkansas almost \$2.7 billion. African-Americans have a 64% drop-out rate nation-wide which makes the low graduation rates for poor and minority students a particular concern with Osceola School District. Nationally 47% of students say they dropped out because they were not interested in school and 45% felt they were not prepared academically for the challenges of high school.

We feel these statistics mirror our school culture. We know that when students are

engaged in meaningful and relevant learning activities, they "buy-in" to their learning process. Through student survey's high schools students tell us they learn better through projects that exhibit authentic learning activities. We want learning to be fun and engaging while meeting learning expectations with rigor and relevance that will prepare them for high school.

2. A need for comprehension through multiple learning styles.

The Osceola School District is pursuing the charter school status in order to provide alternate facets for students who choose to actively participate in a discovery style learning atmosphere that focuses on math and science with the inclusion of technology. Our goal is to move our high performing students beyond their current plateau and provide a catapult for our low-performing students to demonstrate their strengths through a kinesthetic learning environment. Teachers will be trained in differentiating the learning process to create lessons that embrace a variety of learning styles.

3. A deficiency in math and science

Cohort data for the 2012-2013 5th-8th grade benchmark results for 2011 were:

	<u>Math</u>	<u>Literacy</u>	<u>Science</u>
3rd grade	64%	68%	
4th grade	54%	76%	
5th grade	53%	63%	20%
6th grade	67%	62%	

In analysis of this data, we see adequate scores; however a declining trend seems to take place beginning with junior high and early high school years. For example, less than 10% scored proficient or advanced on EOC Biology. At this point in 11th Grade it is almost too late to lay a foundation for science. Furthermore, the average ACT score shows a decrease from 18.4 to 16.8 (composite) over the past 5 years, with only 21% of our ACT tested students ready for college level Biology and 33% ready for College Algebra. Our goal is to solidify science fluency through intense exposure to the scientific method and theories that will serve as a strong background throughout high school, college and the workforce.

4. A need for better presentation skills including oral communication.

Our competitive work environment requires students to be better communicators and collaborators. Currently our state only requires 1 semester of Oral Communication skills. According to our 2011 Explore Test results, 20% of our students expressed a need for help in public speaking skills. The presentation component in our project-based learning plan will require students to communicate their ideas through a production or presentation at least once a quarter with a goal of students having an opportunity to practice communication skills at least 50 times over their middle school years. This is a relatively low number, but an acquirable goal, in comparison to other schools visited by our Charter Steering Committee whose students present hundreds of times. Our committee recognized the strong communication skills that were evident and expressed the need for more exposure to communication opportunities for our students.

STANDARD 4: Educational Program

The Osceola STEM Academy proposes an educational program that encompasses a learning atmosphere that promotes a love for math and science, an emphasis on authentic learning through project/problem based learning in integrated classes and access to pull-out classes, such as math/science lab and the Discovery Zone.

Educational Philosophy:

As with any teaching method, Project Based Learning (PBL) can be used effectively or ineffectively. At its best, PBL can be the catalyst for an engaging learning experience and create a context for a powerful learning community focused on achievement, self-mastery, and contribution to the community.

Project Based Learning:

When utilizing the PBL model, the majority of the learning will take place through relevant projects that engage students. There is evidence that the instructional strategies and procedures that make up standard aligned Project Based Learning opportunities are effective in building deep content understanding, raising academic achievement and

encouraging student motivation to learn. We know that PBL can:

- be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests.
- be more effective than traditional instruction for teaching mathematics and science.
- be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers.
- be more effective than traditional instruction for preparing students to integrate and explain concepts.
- improve students' mastery of 21st-century skills (Collaboration, Communication, Critical Thinking and Creativity)
- be especially effective with lower-achieving students.

Based on what we know about the PBL model, Osceola STEM Academy will provide opportunities for students in areas such as: classroom projects and activities, Odyssey of the Mind, Industrial Engineering Challenge, Young Entrepreneurship Showcase (YES), Stock Market Game, First Lego League, and/or BESTRobotics.

Collaborative Teaching Environments:

As we looked at several teaching models, we feel the traditional team-teaching style will work better with our learners. Our approach simply pairs, math/science and language arts/social studies teachers to work together in designing the course and teaching the material by exchanging and presenting ideas and theories through discussion and hands-on activities. The benefits of team teaching are demonstrated through strengths and differences between instructors; integration of disciplines, pedagogies and philosophies. This collaborative teaching environment will provide a flexible scheduling option that will be beneficial to our students. Currently, obstacles in scheduling are not always in the best interest of the student. This block style scheduling with collaborative teaching will increase class sizes, but with positive results.

Learning Atmosphere:

We are adamant that pride in our learning atmosphere will be a strong component

of motivating students to want to learn. Through a whole school display that is linked to a STEM theme, students will be exposed to artwork, formulas, posters and other media that encourages creativity and critical thinking. The environment will be high challenge and low stress with rooms that are set-up for true hands on learning. The math/science labs will be equipped with resources that are appropriate, accessible and relevant to student needs. Presentation and displays of student work will be evident throughout the school. Student work will be displayed with rubrics, correlation to student learning expectation (SLE), task analysis and exemplar models. Staff will take on responsibilities for areas of the school such as bulletin boards, hallway displays and honors/award areas. The Osceola STEM Academy will provide the first school Recycling Center to further promote good citizenship. An outdoor learning environment will be built to provide opportunities for students to grow plants, flowers, and vegetation. An expansion of this idea would include an area for small animals, fish and insects. Service learning projects will be evident through displays of pictures of community projects.

Math/Science Lab & Discovery Zone:

An area of discovery, The Discovery Zone, will be provided for students as an extension of the classroom as well as a pull-out class. The Discovery Zone will be team taught with instructors such as, Instructional Media Specialist, Gifted and Talented teachers, para-professionals, music teachers and/or art teachers. The Discovery Zone will exhibit a museum like atmosphere with individual work-stations with interchangeable themes such as; Planetarium Play-Time, Techno Art I-Pad Station, Current Events, We Learn With Wii's, Body Basics, etc. The Discovery Zone pull-out time will serve as enrichment as well as an intervention strategy for struggling learners. Students will be scheduled to rotate through the Discovery Zone at least once a week and the area will be open for teachers to utilize as an extension of their classroom. We will utilize the 21st century learning environment research as part of the implementation in the set-up of the classrooms, discovery areas and overall atmosphere. In addition, a foreign language exploration class will be provided with a focus on Latin.

STANDARD 5: Goals

The Osceola STEM Academy will use data-driven analysis to direct and steer its academic achievement and goal setting for all students. Historical data (criterion and norm referenced) will be used to set goals as well as our remediation and intervention.

The valid and reliable assessment tools and goals for Reading, Reading Comprehension, Mathematics and Mathematic Reasoning are:

1. ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)

Osceola STEM Academy students will meet their individual student growth goals and the school's AYP for each of the first 5 years.

2. TLI (The Learning Institute)

All students will have 80% mastery by the end of the school year on each SLE as measured by the TLI assessments.

3. APSCN

Our attendance rate is currently at 98.5%, although there is room for improvement, we feel this should not be our primary concern. Therefore, emphasis will be placed on student's tardies and early check-outs. Our current tardy rate is 2% and on average, we have 17 students check out early per day. We will increase our attendance rate by .5% each year until our attendance goal is met. We will decrease the amount of tardies by .5% each year until a 0% tardy rate is achieved. We will decrease our early checkouts by 5% each year until we reach a 0 check out early goal.

4. 8th grade Explore

We are currently at a composite score of 11.6 on Explore. Our goal is to increase by one point overall each year on the composite score to meet or exceed the national average.

5. By 2016 by we will have an increase in the graduation rate by 4% each year until we reach our goal of a 95-100% graduation rate. However, the number of dropouts between 9th and 10th grade in 2014 will also serve as an indicator.

STANDARD 6: Process

- Common Core standards will serve as a foundation for all instruction.
- Teachers will participate in cross-curricular review of frameworks in order to create an integrated learning environment.
- Instructional leaders and teachers will ensure that Arkansas' student learning Expectations are the foundation for all instruction.
- Formative assessments such as TLI will be used to monitor instruction.
- Projects that are developed will address appropriate SLE's with all skills being addressed prior to standardized assessment. A project overview plan which is adapted from Buck Institute for Education will be a component of the lesson plan

STANDARD 7: Enrollment criteria and student selection process

The Osceola STEM Academy will publicize its status on the school website, the school marquee, the local newspaper, Parent Communication Forms and a district marketing plan. Parents will apply through the local office located at 112 School Street, Osceola, AR 72370.

The Osceola STEM Academy will be in accordance to applicable law in that it will not discriminate on the basis of sex, national, origin, race, ethnicity, religion, disability, academic or athletic eligibility.

Students will be admitted exclusively through a first come-first serve basis with a total school enrollment being 450 students. Current students and their siblings have the opportunity to apply at the end of their current school year.

STANDARD 8: Job descriptions

Administrator (Building Principal) Responsibilities:

- Acts as chief operating officer of the school and effectively carries out the campus and district missions
- Regularly monitors student achievement and data
- Interviews, hires, and recommends termination of staff members
- Carries out staff evaluation and appraisals
- Ensures building safety
- Oversees the completion of the curriculum/lesson plans
- Effectively communicates expectations to teachers, students, and parents
- Establishes and maintains a positive relationship between the school and the Community

Qualifications: An administrator must have a strong background in education as well as an advanced certification in education

Assistant Principal/Dean of Students Responsibilities:

- Effectively carries out the campus and district missions
- Regularly monitors student behavior
- Assists with interviews and new hires
- Assists with staff evaluation and walk-throughs
- Ensures building safety
- Effectively communicates expectations to teachers, students, and parents
- Establishes and maintains a positive relationship between the school and the Community

Lead Teacher Responsibilities:

- Assists in the development of the curriculum
- Assists in aligning and developing resources for the curriculum
- Assists in the coordination of the program
- Participate and provide professional development activities and disseminate information to their colleagues
- Coordinates communication and planning among their learning community
- Supports and assists in implementing the district vision
- Serves on the campus leadership team

Qualifications: Lead teachers will be highly qualified in their core subject area in accordance to the No Child Left Behind Act. Teachers with graduate degrees and/or National Board of Professional Teachers certification will have first consideration.

Curriculum Coaches Responsibilities:

- Instrumental in designing and implementing curriculum
- Assist with curriculum decisions
- Models effective teaching strategies
- Disseminates data and maintains data walls
- Participate and provide professional development activities and disseminate information to their colleagues
- Supports and assists in implementing the district vision
- Serves on campus and district leadership team

Qualifications: Curriculum coaches will be highly qualified in their core subject area in accordance to the No Child Left Behind Act. Teachers with graduate degrees and/or National Board of Professional Teachers certification will have first consideration.

Teacher Responsibilities:

- Conducts effective classroom instruction to students
- Works collaboratively with peers
- Maintains excellent classroom management skills
- Effectively demonstrates differentiated learning
- Continually makes necessary modifications for individual students

Qualifications: Teachers will be highly qualified in their core subject area in accordance to the No Child Left Behind Act.

Counselor Responsibilities:

- Meets individual needs of students
- Test coordination
- Assists in coordinating assemblies/programs for students
- Makes resources available to students/staff/parents
- Sets up/maintains contact with students by classroom meetings to instill good character

Qualifications: School counselors must have a minimum of a master's degree in accordance to state law. Preference will be given to those with a background in education.

Media Specialist Responsibilities:

- Provides students with resources both inside and outside of the school
- Provides assistance to students with identifying, interpreting, and locating information with the library
- Utilizes new technology to provide enriched learning opportunities
- Facilitates learning activities in the Discovery Zone

Qualifications: Media Specialists must have a minimum of a master's degree in accordance to state law. Preference will be given to those with a background in education.

Paraprofessional Responsibilities:

- Individual/small group intervention with students
- Monitoring classrooms
- Assists teachers in proctoring exams
- Cafeteria/recess monitoring
- Duplicates material

Qualifications: A paraprofessional must have successfully passed the ETS Parapro Assessment or have completed 60 college credit hours.

STANDARD 9: Student Services

- A. Guidance Program**
- B. Health Services**
- C. Media Center**
- D. Transportation**
- E. Food Services**
- F. Special Education**
- G. Alternative Education**
- H. Gifted and Talented Program**

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

A) Guidance: The counselor will be a K-12 certified counselor. The counselor will rotate through classes at least 40 minutes a month based on state requirements. The guidance component will include programs such as, Connect with Character and/or Kuder Galaxy.

The guidance counselor coordinates activities such as Red Ribbon Week, School Bus Safety Week, Fire Safety & Prevention, Bullying, CyberSecurity, and community service projects. With the help of the counselor, the students will develop an electronic portfolio (4 Year Plan, Inventories, resume, etc) through Arkansas Works in 8th grade.

B) Health Services: The school district will have a full-time nurse available during the school day.

C) Media Center: The library will serve as the school's base media center. The library will house an array of technology available to staff and students. This will serve as an extension of their classrooms which will in essence be smaller media centers. Each classroom is equipped with a SmartBoard, computers, and the school has a portable MacLab and iPod station. The library will have a full-time Media Specialist who will be available to staff and students to assist with in media center and making valuable resources available.

D) Transportation: Osceola STEM Academy will provide transportation to its eligible students using the Osceola School District's transportation system. The school will comply with all transportation regulations.

E) Food Services: Osceola STEM Academy will comply with Food Services regulations. All students have access to a free lunch.

F) Special Education: Special Education teachers will work congruently with classroom teachers in a "push-in" approach. Working in this manner will allow the Special Education teacher to assist in differentiated instruction and small group intervention with those students needing added academic support.

G) Alternative Education: Osceola STEM Academy will employ an outside resource for alternative education and to supervise the ISS room.

H) Gifted & Talented Program: Gifted & Talented students will work together in small

groups and exercise project based learning at a greater depth. The Gifted & Talented Program will be stationed in the Media Center to allow GT students immediate access to paramount resources. Osceola STEM Academy also offers pre-AP classes which will benefit all students, including those in the Gifted & Talented Program.

STANDARD 10: Reporting educational and financial data

Osceola STEM Academy will participate fully in reporting education data in the Arkansas Public School Computer Network in accordance with the State Board of Education.

STANDARD 11: Facilities

Osceola Academic Center campus is located at 112 School Street in the town of Osceola. This campus consists of 6 buildings totaling 63,506 sq. ft. with an average classroom size of 970 sq. ft., constructed at various dates with the newest being 2009. All buildings are connected by covered walkways sheltering students from the elements. The campus has housed grades 1 through 8 as part of an academic program over the last 3 years.

This facility has complied and continued to comply with IDEA and ADA under Title II provisions following key concepts of (1) program access (2) in an integrated setting. Auxiliary aids have also been in place on this campus to service those children currently enrolled. The Osceola School District works closely with the Arkansas Department of Facilities and Transportation through its computerized maintenance program establishing a sound preventative maintenance plan allowing for minimum disruption to the learning environment. Recent renovations to the facilities on this campus have focused on the principles of safe, warm and dry while, completing major upgrades to technology infrastructure and equipment. Commitment to facility enhancements is evident in the Osceola School Districts submitted 10 year Master Plan through the states Partnership Program. This location isn't subject to any local zoning authority and there are no alcohol sales within 1000 feet of this facility.

STANDARD 12: Waivers

9.03.3.6 Fine Arts-Fine arts will be integrated in the curriculum instead of in isolated classes in order to provide relevance for fine arts through core classes and project based learning. Fine Arts faculty will have an integral part of project planning and classroom instruction. Therefore, Osceola STEM Academy is asking for a waiver from required Fine Arts.

9.03.3.7 Health and Safety-Health standards will be addressed within the Math and Science curriculum in order to promote a healthy lifestyle while increasing the relevance for the coursework. Therefore, Osceola STEM Academy is asking for a waiver from required Health Science.

9.03.3.8-Tools for Learning-The Tools for Learning frameworks provide excellent research skills which will be embedded in the Discovery Zone and computer lab time. Therefore, Osceola STEM Academy is asking for a waiver from required Tools for Learning.

9.03.3.9-Career and Technical Education-As keyboarding skills are needed sooner in the education process, so Osceola STEM Academy, will integrate keyboarding into the computer labs as well as common core. Therefore, Osceola STEM Academy, is asking for a waiver from required Keyboarding.

15.03-Licensure and Renewal- Osceola STEM Academy, will strive to hire the best teachers, however, we request a waivers in order to hire qualified teachers regardless of licensure status. These teachers may include teachers with qualifications such as: career experience, industry certifications, extensive education in content matter or 7-12th grade certification. Therefore, Osceola STEM Academy, is asking for a waiver from standard licensures.

16.02.3-Media Services-The role of the library media center will take on a more integral part of the core curriculum as it becomes the hub for the Discovery Zone. The media specialists will teach the Tools for Learning standards. Therefore, Osceola STEM Academy, is asking for a waiver from required library and media services.

9.03.3.3-Physical Education-Organized athletics can serve as physical education for students who participate and their coach creates lesson plans that reflect the physical education standards. Therefore, Osceola STEM Academy, is asking for a waiver from required physical education for students who attend organized athletics.

18.0-Gifted and Talented-All teachers will be trained in differentiation. In addition, pre-AP will be provided for grades 5-8. The gifted and talented teacher will team teach all students with the library media specialist in the Discovery Zone. Therefore, Osceola STEM Academy, is asking for a waiver from required Gifted and Talented.

10.02.4 & 10.02.5- Class Size and Teaching Load-Teachers will be teaching collaboratively which increases the number of students shared by two teachers. Although the teacher ratio of 25 students per teacher in 5-6th grade and 30 students per teacher in 7-8th grade. Therefore, Osceola STEM Academy, is asking for a waiver from required class size and teaching load.

Statute 6.17.111 Duty Free Lunch- Osceola STEM Academy requests flexibility for teachers to complete their 60 minutes of duty during lunch if needed.

STANDARD 13: Describe the potential impact of the proposed district conversion or limited public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

The Osceola STEM Academy will comply with all applicable federal and state statutory and regulatory requirements in the maintenance of a desegregated public school.

STANDARD 14: Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

Parental Involvement and community participation will serve as a cornerstone for the Osceola STEM Academy.

A Commitment to Distinction agreement will serve as the guidelines for parental, student, teacher, and principal participation. Parents will be expected to participate in 95-100% of parental activities, including Parent Teachers conferences, service learning projects, math/literacy/science nights and Parent Advisory Committee meetings. Parents will help us to ensure students meet the Commitment of Distinction Agreement (Appendix 20).

Parents will be notified of student progress as well as concerns through email, School Messenger, and phone calls. All parents will have access to GradeSpeed or other grade management systems to view grades and attendance.

Parents will be utilized in the school improvement process (ACSIP).

Parent Advisory Committee will be formed and will meet once a month.

OAC-STEM Charter

2012-2013 Tentative Calendar

August 6, 7, 8, 9, 10, 13	Professional Development (6 days)
August 14	First Day of School
September 3	Labor Day Holiday (no classes)
October 12	End of 1 st Quarter
October 18	Parent/Teacher Conference (3:00-7:30)
October 19	Professional Development (no classes)
November 21-23	Thanksgiving Holiday (no classes)
December 14	End of 2 nd Quarter
December 19	Christmas Holiday Begins
January 2	Professional Development (no classes)
January 3	Beginning of Second Semester
January 21	Dr. Martin Luther King, Jr. Holiday (no classes)
February 18	Presidents' Day Holiday (no classes)
March 8	End of 3 rd Quarter
March 14	Parent/Teacher Conferences (3:00-7:30)
March 15	Professional Development (no classes)
March 18-22	Spring Break
March 29	Good Friday Holiday (no classes)
May 23	End of 4 th Quarter
	End of 2 nd Semester
May 24	Professional Development (no classes)

	7:45-8:00	8:00-9:30			6th Grade	11:00-11:30	11:30-12:00	12:00-12:45	12:45-1:45	1:45-3:15	
LA Teacher	Homeroom	1st	2nd	3rd	4th	5th	Lunch	6th	7th	8th	9th
SS Teacher	LA/SS	LA/SS	LA/SS	LA/SS	Advisory	Lunch	Prep	Lab Time	LA/SS		
Math Teacher	LA/SS	Math/Science	Math/Science	Math/Science	Advisory	Lunch	Prep	Lab Time	Math/Science		
Science Teacher	Math/Science	Math/Science	Math/Science	Advisory	Lunch	Prep	Lab Time	Math/Science			
Math/Lit/Science Lab	Lab	Lab	Lab	Lab	Lab	Lab	Lab	Lab	Lab		
Character Education	12:00-12:45										
P.E.	12:00-12:45										
Fine Arts	12:00-12:45										
P.E.	12:00-12:45										
Project Based Learning	12:00-12:45										
Discovery Zone	12:45-1:45										
Medi	12:45-1:45										
Discovery Zone	12:45-1:45										
Learning Lab	12:45-1:45										
Discovery Zone	12:45-1:45										
Band ?											

	7:45-8:00	8:00-8:30/8:00-8:45	8:45-9:30	9:30-11:30/9:30-10:15	10:15-11:00	11:00-11:30	11:30-1:00/11:30-12:15	12:15-1:00	1:00-2:30/1:00-1:45	1:45-2:30	2:30-3:15
LA Teacher	Homeroom	1st	2nd	3rd	4th	Lunch	5th	6th	7th	8th	9th
SS Teacher	Homeroom	LA/SS 7th (Group 3)		LA/SS 8th (Group 4)		Lunch	LA/SS 7th (Gr. 1)		LA/SS 8th (Gr. 2)		Prep
Math Teacher	Homeroom	LA/SS 7th (Group 3)		LA/SS 8th (Group 4)		Lunch	LA/SS 7th (Gr. 1)		LA/SS 8th (Gr. 2)		Prep
Science Teacher	Homeroom	Math/Science 8th (Group 3)		Math/Science 7th (Group 4)		Lunch	Math/Science 8th (Gr. 1)		Math/Science 7th (Gr. 2)		Prep
Foreign Lang.	Homeroom	Foreign Lang. 7th (Gr. 1)	Foreign Lang. 8th (Gr. 2)	Foreign Lang. 7th (Gr. 2)	Foreign Lang. 8th (Gr. 1)	Lunch	Math/Science 8th (Gr. 1)		Math/Science 7th (Gr. 2)		Prep
Math Dev.	Homeroom	Math Dev. 8th (Gr. 1)	Math Dev. 7th (Gr. 1)	Math Dev. 8th (Gr. 2)	Math Dev. 7th (Gr. 2)	Lunch	Math Dev. 8th (Gr. 3)	Math Dev. 7th (Gr. 4)	Math Dev. 8th (Gr. 4)	Math Dev. 7th (Gr. 3)	Prep
Explore Learning	Homeroom	Explore 7th Gr. 2)	Explore 8th (Gr. 1)	Explore 7th (Gr. 1)	Explore 8th (Gr. 2)	Lunch	Explore 7th (Gr. 4)	Explore 8th (Gr. 3)	Explore 7th (Gr. 3)	Explore	Prep
Arts Visual	Homeroom	Arts Visual 8th (Gr. 2)	Explore 7th (Gr. 2)	Arts Visual 8th (Gr. 1)	Arts Visual 7th (Gr. 1)	Lunch	Arts Visual 8th (Gr. 4)	Arts Visual 7th (Gr. 4)	Arts Visual 8th (Gr. 3)	Arts Visual 7th (Gr. 3)	Prep
Band									Band	Band	Athletics
Athletics											
UT											
Discovery Zone	2:30-3:15										
P.E.	2:30-3:15										
Discovery Zone	2:30-3:15										
P.E.	2:30-3:15										
Discovery Zone	2:30-3:15										
Band ?											
Athletics ?											

	7:45-8:00	8:00-9:00	9:00-9:45	9:45-11:15		11:15-11:30	11:30-12:00	12:00-1:30	1:30-3:15	
A Teacher	Homeroom	1st	2nd	3rd	4th	5th	Lunch	6th	7th	8th
S.S. Teacher	Homeroom	Lab Time	Prep	LA/SS		Advisory	Lunch	LA/SS		LA/SS
Math Teacher	Homeroom	Lab Time	Prep	LA/SS		Advisory	Lunch	LA/SS		LA/SS
Science Teacher	Homeroom	Lab Time	Prep	Math/Science		Advisory	Lunch	Math/Science		Math/Science
Math/Lit/Science Lab	Homeroom	Lab Time	Prep	Math/Science		Advisory	Lunch	Math/Science		Math/Science
Character Education				Lab				Lab		Lab
P.E.	9:00-9:45									
Fine Arts	9:00-9:45									
P.E.	9:00-9:45									
Project Based Learning	9:00-9:45									
Discovery Zone	8:00-9:00									
Left	8:00-9:00									
Discovery Zone	8:00-9:00									
Learning Lab	8:00-9:00									
Discovery Zone	8:00-9:00									

Public Charter School Application
Estimated Budget Worksheet, Year One (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (275) x \$6,267.00 State Foundation Funding		\$1,723,425.00
3			
4	No. of Students (275) x \$42.38 Professional Development		11,654.50
5	No. of Students (275) x eligible rate* NSLA Funding		284,075.00
6	Total State Charter School Aid		\$2,019,154.50
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			\$0.00
14	Total Other Sources of Revenues		
15			
16	TOTAL REVENUES		\$2,019,154.50

	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
18			
19	Administration:		
20	Salaries: (No. of Positions 2)	121,000.00	
21	Fringe Benefits	26,557.00	
22	Purchased Services	1000.00	
23	Supplies and Materials	3000.00	
24	Equipment		
25	Other (Describe)		\$151,557.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 21)	1,007,785.00	
29	Fringe Benefits	221,712.00	
30	Purchased Services	4000.00	
31	Supplies and Materials	39,000.00	
32	Equipment	8,000.00	
33	Other (Describe)		\$1,280,497.50

*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.

(Budget Continued)

34			
35	Special Education:		
36	Salaries: (No. of Positions <u>1</u>)	44,900.00	
37	Fringe Benefits	9,900.00	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other (Describe)		\$54,800.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>1</u>)	41,800.00	
45	Fringe Benefits	9,200.00	
46	Purchased Services		
47	Supplies and Materials	4,000.00	
48	Equipment		
49	Other (Describe)		\$55,000.00
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1</u>)	41,000.00	
61	Fringe Benefits	10,900.00	
62	Purchased Services		
63	Supplies and Materials	500.00	
64	Equipment		
65	Other (Describe)		\$52,400.00
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>.5</u>)	15,500.00	
69	Fringe Benefits	4,400.00	
70	Purchased Services		
71	Supplies and Materials	1,000.00	
72	Equipment		
73	Other (Describe)		\$20,900.00

(Budget Continued)

74			
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	37,500.00	
77	Fringe Benefits	8,100.00	
78	Purchased Services		
79	Supplies and Materials	700.00	
80	Equipment		
81	Other (Describe)		\$46,300.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions <u>1</u>)	18,900.00	
85	Fringe Benefits	4,200.00	
86	Purchased Services		
87	Supplies and Materials	8,000.00	
88	Equipment		
89	Other (Describe)		\$31,100.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u> </u>)		
93	Fringe Benefits		
94	Purchased Services		
95	(include utilities)	\$126,600.00	
96	Supplies and Materials	\$111,500.00	
97	Equipment	\$5,000.00	
98	Other (Describe)		\$243,100.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u> </u>)	35,000.00	
102	Fringe Benefits	7,500.00	
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		\$42,500.00
107			
108	Food Services:		
109	Salaries: (No. of Positions <u> </u>)	9,000.00	
110	Fringe Benefits	2,000.00	
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		\$11,000.00

(Budget Continued)

115

116 Data Processing:

117 Salaries: (No. of Positions _____)

118 Fringe Benefits _____

119 Purchased Services _____

120 Supplies and Materials _____

121 Equipment _____

122 Other (Describe) _____

\$0.00

123

124 Substitute Personnel:

125 Salaries: (No. of Positions _____)

30,000.00

126 Fringe Benefits _____

\$30,000.00

127

128 If Applicable: Facilities

129 Lease/Purchase (contract for one total
year including facility upgrades)

130 Please list upgrades: _____

131

132 If Applicable: Utilities (contract for one total
year including facility upgrades)

133 If Applicable: Insurance (contract for one
total year including facility upgrades):

134 If Applicable: Property Insurance _____

\$0.00

135 If Applicable: Content Insurance _____

136

137 Debt Expenditures: _____

\$0.00

138 Other Expenditures: _____

139 (Describe) _____

\$0.00

140

141 TOTAL EXPENDITURES

\$2,019,154.50

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

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (275) x \$6,267.00 State Foundation Funding		\$1,723,425.00
3			11,654.50
4	No. of Students (275) x \$42.38 Professional Development		284,075.00
5	No. of Students (275) x eligible rate* NSLA Funding		\$2,019,154.50
6	Total State Charter School Aid		
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			\$0.00
14	Total Other Sources of Revenues		
15			\$2,019,154.50
16	TOTAL REVENUES		

	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>2</u>)	122,000.00	
21	Fringe Benefits	26,620.50	
22	Purchased Services	1000.00	
23	Supplies and Materials	3000.00	
24	Equipment		\$152,620.50
25	Other (Describe)		
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>21</u>)	1,016,185.00	
29	Fringe Benefits	223,560.00	
30	Purchased Services	1000.00	
31	Supplies and Materials	36,389.00	
32	Equipment		\$1,277,134.00
33	Other (Describe)		

*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.

(Budget Continued)

34			
35	Special Education:		
36	Salaries: (No. of Positions <u>1</u>)	45,000.00	
37	Fringe Benefits	9,900.00	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other (Describe)		\$54,900.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>1</u>)	42,000.00	
45	Fringe Benefits	9,200.00	
46	Purchased Services		
47	Supplies and Materials	4,000.00	
48	Equipment		
49	Other (Describe)		\$55,200.00
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1</u>)	42,000.00	
61	Fringe Benefits	11,000.00	
62	Purchased Services		
63	Supplies and Materials	1,000.00	
64	Equipment		
65	Other (Describe)		\$54,000.00
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>.5</u>)	16,000.00	
69	Fringe Benefits	4,500.00	
70	Purchased Services		
71	Supplies and Materials	1,000.00	
72	Equipment		
73	Other (Describe)		\$21,500.00

(Budget Continued)

74			
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	38,000.00	
77	Fringe Benefits	8,200.00	
78	Purchased Services		
79	Supplies and Materials	700.00	
80	Equipment		
81	Other (Describe)		\$46,900.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions <u>1</u>)	19,000.00	
85	Fringe Benefits	4,300.00	
86	Purchased Services		
87	Supplies and Materials	5,000.00	
88	Equipment		
89	Other (Describe)		\$28,300.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u> </u>)		
93	Fringe Benefits		
94	Purchased Services		
95	(include utilities)	\$128,600.00	
96	Supplies and Materials	\$111,500.00	
97	Equipment	\$5,000.00	
98	Other (Describe)		\$245,100.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u> </u>)	35,000.00	
102	Fringe Benefits	7,500.00	
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		\$42,500.00
107			
108	Food Services:		
109	Salaries: (No. of Positions <u> </u>)	9,000.00	
110	Fringe Benefits	2,000.00	
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		\$11,000.00

(Budget Continued)

115

116 Data Processing:

117 Salaries: (No. of Positions _____)

118 Fringe Benefits _____

119 Purchased Services _____

120 Supplies and Materials _____

121 Equipment _____

122 Other (Describe) _____

\$0.00

123

124 Substitute Personnel:

125 Salaries: (No. of Positions _____)

30,000.00

\$30,000.00

126 Fringe Benefits _____

127

128 If Applicable: Facilities

129 Lease/Purchase (contract for one total
year including facility upgrades) _____

130 Please list upgrades: _____

131

132 If Applicable: Utilities (contract for one total
year including facility upgrades) _____

133 If Applicable: Insurance (contract for one
total year including facility upgrades): _____

134 If Applicable: Property Insurance _____

\$0.00

135 If Applicable: Content Insurance _____

\$0.00

136

137 Debt Expenditures: _____

138 Other Expenditures: _____

\$0.00

139 (Describe) _____

140

\$2,019,154.50

141 TOTAL EXPENDITURES

OSCEOLA SCHOOL DISTRICT
ADMINISTRATOR SALARY SCHEDULE
2011/2012

POSITION	INDEX	CONTRACTED DAYS
Superintendent	Negotiated	240
Assistant Superintendent	1.24	240
High School Principal	1.35	240
Elementary Principal	1.15	240
Elementary/Middle Principal	1.15	240
Assistant Principal	1.10	210
Dean of Students	1.10	210
Special Ed. Supervisor	1.08	240
Literacy Specialist	1.10	220
Math Specialist	1.10	220
Inst. Technology/Assessment Coord	1.08	240
K Dean Stud./PS Dir/G/T Coord	1.15	200

To calculate administrator salary:

Find correct location on the certified salary schedule according to education and years (based on 190 days); Calculate correct amount for a 240 day contract (location on schedule/190 days X 240 days)

Multiply 240 day amount by index

OSCEOLA SCHOOL DISTRICT
SALARY SCHEDULE 2011/12

YRS OF EXPER	BA	B + 12	BA + 24	MA	MA + 12
0	33,565	33,670	33,785	35,365	35,895
1	34,000	34,130	34,265	35,895	36,425
2	34,435	34,570	34,710	36,425	36,955
3	35,395	35,550	35,700	37,485	38,015
4	35,835	35,990	36,155	38,015	38,550
5	36,375	36,550	36,720	38,550	39,080
6	36,915	37,100	37,285	39,080	39,610
7	37,455	37,650	37,845	39,610	40,140
8	37,995	38,200	38,410	40,140	40,670
9	38,700	38,915	39,130	40,830	41,360
10	39,245	39,470	39,695	41,360	41,890
11	39,785	40,020	40,260	41,890	42,420
12	40,325	40,570	40,825	42,420	42,950
13	40,865	41,130	41,385	42,950	43,480
14	41,405	41,680	41,945	43,480	44,010
15	41,760	42,045	42,320	44,010	44,540
16	42,350	42,645	42,940	44,700	45,230
17	42,710	43,005	43,310	45,230	45,765
18	42,950	43,265	43,575	45,765	46,295
19	43,195	43,515	43,840	46,295	46,825
20	43,440	43,775	44,105	46,825	47,355
21	43,920	44,265	44,615	47,515	48,045
22	44,165	44,520	44,880	48,045	48,575
23	44,410	44,775	45,145	48,575	49,105
24	44,650	45,030	45,410	49,105	49,635
25	44,895	45,285	45,675	49,635	50,165

Salaries for teachers on extended contracts are figured by dividing salary by 190 and multiplying by # of contracted days.

The Osceola School District pays full credit to teachers for experience in other accredited school systems as well as for experience in the Osceola system.

Salary increments for educational qualifications are based on graduate work in a field allied with the teacher's subject or grade level area. Transcripts for the graduate work must be submitted to the office of the Superintendent by September 15th of the ensuing year in order for the teacher to receive the aforementioned increments.

Thursday,
September 22, 2011

OSCEOLA GRADUATED FROM THE
SOUTHWEST DELTA HIGH SCHOOL

PUBLIC HEARING

Thursday,
October 11, 2011
5:30 - 6:30 p.m.
Osceola Academic Center
Cafeteria
112 School Street, Osceola, AR.
You are invited to attend
a meeting to discuss a
proposed charter school,
Osceola STEM Academy.
For questions,
e-mail srafer@osd1.org.

PAT'S PATTERS Church



Pat James

Before introducing Charles Colson, the host of a popular news interview program played a taped telephone message by two Christians who had fallen into sin. It was an attempt to embarrass Colson and make ineffective anything he would say. Knowing this, Colson responded with fervor: "There have been some dreadful mistakes but why judge all Christians by the few who abuse their positions? There are 350,000 churches across America where people's spiritual needs are being met. Thousands of missionaries are living in conditions you and I couldn't. Thousands of volunteers are working in prisons, soup kitchens, and rescue missions. That's the church in action."

Now Doubter, what do you say?

"F.C.C. - Uplifting the Spirit -
Motivating the Soul."



FIRST CHRISTIAN CHURCH
900 W. Ford Street
Osceola

Appendix 1

Mississippi County Health Awareness

The Mississippi County Health Fair will be held from 10 a.m. to 4 p.m. at the Blytheville Intermediate School.

The event will offer free prostate, dental screening, blood pressure, sugar/glucose screening, HIV screening, food and family activities. Health professionals will be available and information booths will be available. Women 40 and older may sign up for mammography.

The event is sponsored by the Missouri Cancer Council, Winthrop P. Rockefeller Cancer Institute (KAM) 939 PM, Mississippi County Area MCAEOC Head Start and Nucor-Ya. For more information, contact 870-762-6007, Priscilla Johnson 870-Ort 870-763-0882.

E.O.C. to offer payment assistance

Mississippi County on the Arkansas, E.O.C. will hold its monthly down payment assistance class from 9 a.m.-3 p.m., Friday, Sept. 23. The class will be held at the MCAEOC office, 1400 N. Division, in Blytheville in the dining room.

The class is designed to assist potential homeowners by providing up to \$3,000 for down payment assistance to purchase a newly constructed home or an existing home that is

Women's program

Grace Temple Church, 451 S. P. hold a Women's Day program Sunday, Sept. 25. Evangelist Gail Spencer of Hope will lead morning worship at 11.

A Fruit of the Spirit Program will be presented by the Rev. Arnie Page.

ANC offers fire

The Department of Continuing Education of Arkansas Northeastern University offers a fire safety class on Saturday, Oct. 1. The class will be held at the Blytheville Intermediate School.

BY STEVE KNOX
Times Staff
The South Mississippi
School District Board of

BY STEVE KNOX
Times Staff
The South Mississippi
School District Board of
Directors held its monthly
meeting Tuesday at River-
crest High School. The
board members heard va-

riety of reports from
perintendent Gary
and took the follow-
ing:

Approved a bi
Cyber Technology
Senatobia, Missis
install Cat 5E wirin
high school, juni
and JROTC buildin
total value of t
awarded was \$215.

Approved chair
the JROTC roof p
by Baldwin and Sh

Accepted a bid from
Osceola Iron & M.
the purchase of s
tired school buses

Tabled until meeting discussion purchase of new buses.

The board also has the following certification requirements for non-certified persons:

*Amanda Miller
Assistant high school
ball coach

Province-Oliver,
education teacher
and Wilson ca

Garrett Barnes, a
business and care
tation; and, Mina

The board proved Debie being designated

being designated
tendance officer
crest High School
The board also

retain Gene B. Board president. Lane as vice-

and Johnny Williams
secretary
The board of

can send me 20
will fill that post
the 2017 school

Tuesday,
October 11, 2011
5:30 - 6:30 p.m.

Osceola Academic Center
Cafeteria
112 School Street, Osceola, AR.

You are invited to attend
a meeting to discuss a
proposed charter school,
Osceola STEM Academy.

For questions,
e-mail craper@osdl.org.

MAIN STREET
NATURAL FOODS MARKET
808 EAST MAIN STREET
SLYTHEVILLE, ARKANSAS 72315

Tel: (870) 762-1212

Fax: (870) 762-1010

e-mail: welnesssystems@sbcglobal.net

UNCLASSIFIED//FOR OFFICIAL USE ONLY

The fish oil that started it all...

—**Warning:** Natural is often the only 100% source cod (skin) liver oil on the market. No fish body oil, or synthetic vitamins or additives are ever used. No other brand can honestly make the same claim.

Osceola Public Schools

Appendix 4

MEMBER NORTH CENTRAL ASSOCIATION

Board of Education

Terry Cole, President
Shannon Sullivan, Vice President
Sylvester Belcher, Secretary
James Baker
Randy Carney
Michael Ephlin
Denise Williams



Michael Cox, Supt

2750 W. Semmes
P. O. Box 528
Osceola, Arkansas 72370
Phone 870-563-2561
Fax 870-563-2181

October 3, 2011

Dear Parent/Guardian,

Osceola School District is proposing a charter school to introduce Osceola STEM Academy. The Osceola STEM Academy will focus on Science, Technology, Engineering, and Mathematics and will be available to all elementary students choosing to attend. There will be a meeting open to the public for discussion on Tuesday, October 11, from 5:30 – 6:30 PM. Parents are encouraged to attend to share any thoughts or ideas for the proposed school.

Sincerely;

Michael H. Cox

Michael H. Cox, Superintendent

Public Meeting Invitation

What: Osceola STEM Academy Meeting

When: October 11, 2011

Time: 5:30 – 6:30 PM

Where: Osceola Academic Center Cafeteria

Public Meeting Invitation

What: Osceola STEM Academy Meeting

When: October 11, 2011

Time: 5:30 – 6:30 PM

Where: Osceola Academic Center Cafeteria

PUBLIC HEARING SIGN-IN SHEET

Osceola STEM Academy Proposal

Tuesday, October 11, 2011

5:30-6:30pm

Appendix 6

Name	Address	Phone Number
1. Anna Cole	115 Gary Lynn Drive Osceola	870.563.3501
2. Jennifer White	112 W Greenbriar Osceola	870-822-0284
3. Joni Arnold	3544 W R 860 Dyess, Ar.	870-622-7231
4. Maci Tate	PO Box 33 Wilson, AR 72395	(574)-653-1000
5. Stefanie Smithy	1901 SCR 421 Osceola, AR 72370	(870)-549-
6. Stefanie J. Smithy	117 Moon Acres Dr., Dec., AR 72370	870-563-4583
7. Demicia Lewis	C. C. Rd	870 563-5507
8. Francis Williams	108 Mocking bird Dec.	870-549-9104
9. Beth Bonnett	104 Colonial Rd Osceola	870-822-0994
10. Debbie Perkins	1116 West Hale Ave	870-822-0438
11. Wendy Bruggersdoff	530 W. Senones Osceola	870 622-5090
12. Terry Cole	115 Gary Lynn Osceola	870-622-4920
13. Melagie Emmert	409 N Hardie Blytheville	870-740-0732
14. Lana Carney	734 West Hale	870 563-5123
15. Randy Carney	"	"
16. Pam Smith	105 W. Shadow	563-2060
17. Mike Cox	Dec. SD.	-
18. Archie Thomas	112 East Alicia Osc	822-0620
19. Joe Guy	101 S. Country Club Rd Osc, AR	563-5507

20	Frank E. Perry, Buchanan	113 East Sharon Lane	Osc.	563-5071
21	Shirley R. Reynolds	A NC		740-1288
22	John C. Reynolds	1117		622-4240
23	Marion + Gwendolyn Dixon	104 E. Alicia, Osceola AR		622-5868
24	James + Fetsch	824 W. Semmes	Osc.	870 919 0766
25	John + Lela	1 Chestnut Cir		870-1622-9964
26	Sharon L. Allen	200 E. Union Ave		870-822-0377
27				
28				
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44				
45				

Osceola Public Schools

MEMBER NORTH CENTRAL ASSOCIATION

Appendix 7

Board of Education

Michael Cox, Supt

Terry Cole, President
Shannon Sullivan, Vice President
Sylvester Belcher, Secretary
James Baker
Randy Carney
Michael Ephlin
Denise Williams



2750 W. Semmes
P. O. Box 528
Osceola, Arkansas 72370
Phone 870-563-2561
Fax 870-563-2181

Projected Enrollment for 2012-2013 School Year (Assuming no losses or gains)

Kindergarten	?
1 st Grade	108
2 nd Grade	96
3 rd Grade	122
4 th Grade	103
5 th Grade	101
6 th Grade	100
7 th Grade	86
8 th Grade	85

(31)

Our new elementary is built for lower elementary students and will house 500 students.
Grades 1 – 4 = 429 students, we can house all students in grades 1 – 4 at the new elementary.

Grades 5 – 8 = 372 students.

If the Charter school is approved, we can have a 5 – 8 charter at Osceola Academic Center and a 5 – 8 non-charter at Middle School.

Keep in mind the Osceola Academic Center campus has approximately 450 students now, we could house all 372 (5th – 8th grades) at the Osceola Academic Center and close the Middle School campus in the future which would result in fewer teachers, employees and less utility costs.

If we continue to lose students, we will be forced to make major cuts in expenditures.
Closing the Middle School campus would result in major savings.

My recommendations for 2012 -2013 school year are:

- *House grades 1 – 4 in the new elementary school.
- *House grades 5 – 8 STEM Charter school at Osceola Academic Center.
- *House grades 5-8 non-charter school students at Osceola Middle school.

Osceola STEM Academy Update

Application due, October 31

Community Meeting, October 11th at OAC Cafeteria, 5:30-6:30 pm

Community Meeting Agenda:

- Why a Charter School?
- Why STEM?
- What is Different about Osceola STEM Academy?
- What can I do to be involved?
- Questions?

Areas of Focus:

Project Based Learning

Discovery Style Atmosphere

Integration of Community

Parental Involvement

Focus on Math and Science with Technology tools

For more research:





OSCEOLA-SOUTH MISSISSIPPI COUNTY
CHAMBER OF COMMERCE

116 North Maple, P O Box 174
Osceola, Arkansas 72370-0174
(p)870-563-2281 (f)870-563-5385
osceolachamber.net
osceolachamber@sbcglobal.net

October 11, 2011

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

Dear Arkansas State Board of Education Members:

The Board of Directors of the Osceola-South Mississippi County Chamber of Commerce wishes to express its wholehearted endorsement of the establishment of a STEM Academy in the Osceola School District. In our view, this proposal is one of the most positive endeavors this community could make to continue its strong support of education and to sustain and improve the district's system.

First and foremost, the Chamber promotes efforts to provide the best quality of life for the citizens of this community. Educational opportunity is a most significant element in this endeavor as well as an obligation we must meet for the benefit of our children. In addition, our membership is well aware of the importance of educational excellence in business and industrial recruitment, the significance of coordinating industry employment needs with academic curricula in area schools, and the positive results which can be experienced through resulting job growth and community development.

Over the years, the Osceola-SMC Chamber of Commerce has been an active advocate for education at every level. Through committee functions and the Arkansas Scholars Program, it has supported the county school districts and is committed to continuing that support. Certainly, we want what is best for the citizens of Osceola and Mississippi County but also for the State of Arkansas, so that all of us can achieve a competitively advantageous position in a world economy.

We perceive the STEM concept as one very important factor in the enhancement and improvement of local efforts in these areas and wholeheartedly support and are eager to cooperate in pursuing these goals to their completion.

Yours truly,

Fred Hendrix, III
President
FH:ad

CITY OFFICIALS:

DICKIE KENNEMORE, MAYOR
MIKE GIBSON, MUNICIPAL JUDGE
DON BETTERTON, CITY ATTORNEY
LYNDA WELLS, CLERK / TREASURER



JOE GUY
OTTIS RAPER
JEANETTE WALKER
LINDA WATSON
HARRY WHITTED

September 29, 2011

Arkansas State Education Commission
Capital Mall
Little Rock, Ark., 72231

Ref: Osceola Public School STEM Charter School

Dear Commissioners,

The City of Osceola has made great strides in job creation, quality of life issues, and many other areas, including a big improvement in our public schools. I commend the present administration, teachers, and the school board for the many improvements that they have achieved in a very short time. We've come a long way but still have a long way to go to get to the first rate educational institution that we want. The STEM Charter application is one more step toward the high standard of education that we want in our public schools. The board has asked a cross section of the community to get involved and help with the success of the charter school, and business, industry, the city, and parents have responded. I am writing this letter to you to pledge my personal support and the support of the city government and ask you to approve this application. This is a unique opportunity for public education in Osceola, because of the total support the community has shown for this project. It will help the city grow, attract and retain students in the district, and most importantly, improve the educational opportunities for our children.

Sincerely


Dickie Kennemore
Mayor

303 West Hale Avenue - P.O. Box 443 - Osceola, AR 72370

(870) 563-5245

COMBINING INDUSTRY WITH AGRICULTURE FOR PROGRESS
AN EQUAL OPPORTUNITY EMPLOYER



Arkansas Depa Human Services Mississippi County

Appendix 11

218 N. 1st Street
Blytheville, AR 72315
Telephone: (870) 763-7093
Fax: (870) 763-2243

437 S. Country Club Road
Osceola, AR 72370
Telephone: (870) 563-5234
Fax: (870) 563-3081

October 10, 2011

To: Members of the Arkansas State Board of Education

I am writing to offer the Mississippi County Department of Human Service's support for Osceola School District STEM Charter application. We believe the Osceola School district has the experience and expertise to carry out this great opportunity to more readily prepare our students for the future.

As a community partner with strong ties to our local school district, we feel the STEM Charter learning module has a proven history of successfully equipping children with strong cognitive skills in Science, Math, and Technology. These high demand work skills are strong employable assets for this community as well as helping our kids compete globally for jobs. Economically, this effort will produce a trained workforce pool for prospective employers. Creating real career opportunities for more of our children increases their chances to be productive citizens in this community.

We look forward to working with our School District and its staff on this significant opportunity to improve the education of our students.

Sincerely,

A handwritten signature in dark ink, appearing to read "Joe A. Guy".

Joe A. Guy DHS County Administrator



AMERICAN GREETINGS ... says it best

P.O. Box 488
1400 Ohlendorf Road
Osceola, AR 72370-0488
(870) 563-5221
Fax (870) 563-1020

October 10, 2011


To: Members of State Board of Education

I am writing to solicit your support for the Osceola School District's application for a STEM Academy in our community. I believe that such a program could motivate our youth by expanding their curriculum opportunities, provide a model for future classes, expand potential job opportunities for a larger group of our youth, maintain the balance of educational equivalence and become the final ingredient making this the community one of choice for our citizens.

A charter education could provide the citizens of this community with choices that fit the needs of their children to further the opportunities for their futures. The charter system could make a tremendous recruiting tool for existing industries and local businesses that could serve to entice more industry into the area, enhancing potential growth in this part of the state.

Your support of this request would not only be greatly appreciated, but could mark the beginning of a better quality of life in South Mississippi County, in the city of Osceola, and certainly the students of our community schools. Quality schools are definitely the integral factor in quality of community life.

Respectfully,


Frank Richardson
American Greetings Corporation



October 12, 2011

Arkansas Department of Education
Charter School Office
4 State Capitol Mall
Little Rock, AR 72201

ADE Board Members,

Arkansas Northeastern College would like to provide this letter of support for the Osceola School District STEM Charter application. The College supports Osceola's intention to expand educational opportunities for students to access accelerated and interdisciplinary content integration within a core framework of Science, Technology, Engineering, and Mathematics.

In addition, Arkansas Northeastern College champions their intention to provide innovative instructional delivery tied to real world application. To encourage development of such connections, ANC commits to collaborate with the district by providing access to College resources, personnel, and professional development to support the STEM Charter's focus on problem based learning. As a collaborative partner with the district, we are committed to working diligently with the school, parents, and local community in order to support this plan for school improvement and school choice.

Sincerely,

Robert Myers, Ed.D.
President

Appendix 14



To: Members of the State Board of Education

The management team and employees of Evonik Cyro Industries located in Osceola wish to express our wholehearted endorsement of the establishment of a STEM Academy in the Osceola School District. This proposal is one of the most positive endeavors the community could make to continue its strong support of education and sustain and improve the district's educational system.

First and foremost, Evonik Cyro Industries promotes efforts to provide the best quality of life for the citizens of this community. Educational opportunity is one of the key elements for success in the future. Educational excellence is critical for business and industry success in this globally competitive environment. Sustaining today's industry in the future rests in the hands of our future leaders. The children in our school system today will become the leaders of tomorrow. The positive results of this endeavor will, I am sure, lead to future job growth and community development.

Over the years, Evonik Cyro has been an active advocate for education at every level. Through our involvement with the Chamber of Commerce committee functions and the Arkansas Scholars Program, Evonik has supported the city and county school districts and is committed to continuing that support. We want what is best for the citizens of Osceola, Mississippi County, and the State of Arkansas, so that we can achieve a competitively advantageous position in the global economy.

We believe the STEM concept is an important factor in the enhancement and improvement of local education. We support and are eager to cooperate in pursuing the goal of establishing a STEM Academy in the Osceola School District.

Yours truly,

James Bunn
Plant Manager

Pamela Y. Smith

October 24, 2011

RECEIVED
OCT 27 11 12 AM
HHS - 1000000000

To Whom It May Concern,

I am pleased to write this letter of support for the Osceola School District STEM School. I am the parent of two students in the Osceola School District. I am excited about the opportunities such a school would provide for my children. I firmly believe that the Project Based learning opportunities afforded through such a school will benefit all children. Realizing that all students' learning styles are different, I feel that the curriculum of the STEM school, addresses all learning styles. I am also excited to see the level of differentiation opportunities within the curriculum. The proposed school offers an emphasis on science, technology, engineering, and math instruction, thus helping meet the needs of higher learning and later to enter the workforce with the skills necessary to compete in a competitive job market.

I applaud the efforts of the Osceola School District administration for being innovative when it comes to the education of our students. I know that our school leaders are capable of maintaining such a school and have teachers who are capable of making the school successful. I as a parent pledge my commitment to this educational endeavor and look forward to being a partner in the education of the students of the Osceola STEM School.

Respectfully Submitted,

Pamela Y. Smith

Pamela Y. Smith

10/24/2011



ARKANSAS STATE
UNIVERSITY
JONESBORO

P.O. Box 300
State University, AR 72467-0300

Phone:
870-680-4126

Fax:
870-972-2013

education.astate.edu/erz/

October 25, 2011

Arkansas Department of Education
Charter School Office
4 Capital Mall
Little Rock, AR 72201

ADE Board Members,

This letter is written in support of our partnership with the Osceola School District and the Arkansas State University Education Renewal Zone (ASU ERZ). We support the efforts of the public schools and work collaboratively to improve education in our region.

We are excited Osceola School District is applying for a STEM Charter Application. The ERZ supports the school's intention to expand educational opportunities for students to access accelerated and interdisciplinary content integration within a core framework of science, technology, engineering and mathematics.

In addition, the ERZ commits to collaborate with the district to access ASU college resources and personal and professional development to support the STEM Charter. Osceola School District and ASU ERZ collaboratively work together to improve student achievement and will work diligently to make the Osceola STEM Charter School a success for the students, parents, and community!

Sincerely,

Kim Horrell Danley
Director



Board Members
Arkansas Department of Education Charter School Office
4 Capitol Mall
Little Rock, Arkansas 72201

P.O. Box 2338
State University, AR 72467-2338

Phone:
870-680-8248

Fax:
870-972-3559

October 25, 2011

Dear Board Members:

<http://dl.astate.edu/neapartnership>

The purpose of this letter is to inform you of the Arkansas State University Rural STEM Education Center's support for the Osceola School District STEM Charter School. As an educational center entirely focused on promoting teacher and student learning, understanding, and skill-development related to science, mathematics, engineering, and technology content and applications, we understand and appreciate the interest in establishing a charter school in NE Arkansas with this focus.

While this letter is a statement of support for this reform prior to a decision being made, we would also like to offer our continued backing for the school administration and faculty once the process of establishing the Academy begins. Our three professional mathematics and science educators on staff at the center are well equipped to provide high quality professional development for the teachers as they build their expertise with facilitating STEM lessons in their classrooms. The Rural STEM Education Center, under the direction of Dr. Julie Grady, is an approved Arkansas Department of Education professional development provider.

Please do not hesitate to call on us if we can be of any assistance during the STEM Academy application process.

Sincerely,

A handwritten signature in cursive script that reads 'Julie R. Grady'.

Julie R. Grady, PhD
Director, ASU Rural STEM Education Center

School Steering Committee
 Tuesday, September 27, 2011
 12:00 pm- Administration Building

1. Frank Richardson
2. Sherri Bennett
3. Duskie Lemmons
4. Mike Cox
5. FRED HENDRIX
6. Joe King
7. Stephanie Smith
8. Jerry Lee
9. Mike Wyatt
10. Archie Thomas livingwood-cogie@yahoo.com
11. Maci Tate
- 12.
- 13.
- 14.

Agenda

- Introduction of participants
- Goals
 - Expectations from community
 - Vision for Osceola STEM
- Important Dates
 - August 31, Deadline for conversion charter letters of intent to be filed with ADE
 - October 14, Letters of support due
 - October 11, Community Meeting
 - October 19, Advisory Meeting
 - October 31, Deadline for conversion charter applications to be submitted with letter of support from the school board to the ADE
 - Tentative date for application submitted to the State Board of Education (Pending Hearing Timelines)

School Steering Committee

Wednesday, October 20, 2011

12:00 Administration Building

1. Shen Bennett
2. Mike Wyatt
3. F. HENDRY
4. Debbie Smith
5. Archie Thomas
6. Joe Long
7. Maci Jale
8. Mike Kemmer
9. Mike Cox
10. _____
11. _____
12. _____

Agenda

- Rationale for grade levels
- Discuss community meeting
- Discuss STEM site visits
- Schedule future advisory meetings
- Important Dates
 - August 31, Deadline for conversion charter letters of intent to be filed with ADE
 - October 14, Letters of support due
 - October 11, Community Meeting
 - October 19, Advisory Meeting
 - October 31, Deadline for conversion charter applications to be submitted with letter of support from the school board to the ADE

Commitment to Distinction Agreement

Mission Statement: The mission of Osceola STEM Academy is to prepare students for the global workforce by engaging them in a learning process that will instill a lifelong pursuit of achievement and promote the necessary work habits, life skills, and knowledge base that prepares students to enter the increasingly competitive technological world.

OSA's commitment:

- Improve the learning experience for students in 5th-8th grade in order to create a love for learning.
- Provide more learning opportunities through project based learning and authentic assignments.
- Encourage different and innovative teaching methods that will help clarify and expand the subjects of Math, Science and Technology.
- Meet the established goals and regulations of the Osceola STEM Academy charter agreement.

Teacher Signature

Principal Signature

Student commitment:

- I will display Academic Honesty
- I will strive to attain perfect or near perfect attendance.
- I will follow the dress code policy at all times.
- I will display an excellent attitude towards all adults and students.
- I will participate in at least one service learning and/or community service project each year.
- I will demonstrate an excellent work ethic by:
 - Participating in projects
 - Collaborating with peers
 - Managing time in a responsible manner
 - Completing all homework
 - Submitting assignments on time
- I will adhere to technology agreement with integrity and honesty.

Student Signature

Parent commitment:

- I agree to uphold the intent and mission of the Osceola STEM Academy.
- I agree my child will comply with the Commitment to Distinction Agreement.
- I will ensure my child is at school on time.
- I will participate with my my child in at least one learning and/or community service project each year.
- I agree my child will stay the entire school day.
- I will assist my child will strive to obtain an excellent work ethic by:
 - Participating in projects
 - Collaborating with peers.
 - Managing time in a responsible manner
 - Completing all homework
 - Submitting assignments on time

Parent Signature

Spotlight Project: Projectile Motion

PROJECT OVERVIEW						page 1
Name of Project:	Projectile motion				Duration:	2 weeks
Subject/Course:	math (Algebra II/Trigonometry)				Grade Level:	11
Other Subject Areas to Be Included:	Physics					
Project Idea Summary of the challenge, investigation, scenario, problem, or issue:	Students work in teams to design and construct a ballistic device that launches an object in a flight path that follows a parabola. They use low cost materials (PVC pipe, plywood, rubber bands, etc.) to build the device, which must be capable of repeated firings. Students use knowledge of quadratic functions in order to hit a target. Each team conducts multiple tests and use the data they record to redesign their device if needed. Students make an oral presentation using PowerPoint slides to summarize their findings.					
Driving Question	How can we build a device to launch a projectile, and calculate its motion in order to hit a target?					
Content and Skills Standards to be addressed:	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Use two-dimensional equations of motion for projectile motion to calculate initial velocity, time in the air, horizontal distance and maximum height. • Use trigonometry to resolve two-dimensional vectors into its vertical and horizontal components <p>• Graph quadratic equation and find x-intercepts, y-intercepts and vertex • Apply factoring, quadratic formula and graphing calculator to find x-intercepts of a quadratic graph</p> <p><u>CA Content Standards</u> - Algebra II: 8.0, 10.0; Trigonometry: 12.0, 19.0; Physics: 11, 12</p>					
21st Century Skills explicitly taught and assessed (T+A) or encouraged by project work, but not taught or assessed (E):	Collaboration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Other: Critical and Creative Thinking; Problem Solving	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Presentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	Critical Thinking:	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Culminating Products & Performances	Group:	Design Proposal Complete Ballistic Device main Test Report		Angles of Elevation Report Oral Presentation	Presentation Audience: <input type="checkbox"/> Class <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Experts <input type="checkbox"/> Web <input type="checkbox"/> Other: _____	
	Individual:					

PROJECT OVERVIEW					page 2
Entry Event to launch inquiry and engage students:	Activity: Paper wad tossing contest (try to hit wastebasket, tossing over students of varying heights) and discussion of parabolas Video: Scenes from last year's project (final tests of projectile launch devices)				
Assessments	Formative Assessments (During Project)	Quizzes/Tests	<input checked="" type="checkbox"/>	Practice Presentations	<input checked="" type="checkbox"/>
		Journal/Learning Log	<input type="checkbox"/>	Notes	<input type="checkbox"/>
		Preliminary Plans/Outlines/Prototypes	<input checked="" type="checkbox"/>	Checklists	<input type="checkbox"/>
		Rough Drafts	<input type="checkbox"/>	Concept Maps	<input type="checkbox"/>
		Online Tests/Exams	<input type="checkbox"/>	Other:	<input type="checkbox"/>
	Summative Assessments (End of Project)	Written Product(s), with rubric:	<input type="checkbox"/>	Other Product(s) or Performance(s), with rubric:	<input type="checkbox"/>
		Oral Presentation, with rubric	<input checked="" type="checkbox"/>	Peer Evaluation	<input checked="" type="checkbox"/>
		Multiple Choice/Short Answer Test	<input checked="" type="checkbox"/>	Self-Evaluation	<input checked="" type="checkbox"/>
		Essay Test	<input type="checkbox"/>	Other:	<input type="checkbox"/>
Resources Needed	On-site people, facilities:	large open area for constructing and firing ballistic devices; other teachers and aides as available to help with construction			
	Equipment:	measuring tape, LCD projector			
	Materials:	low cost materials (PVC pipe, plywood, rubber bands, etc.) which may be provided or that students may collect			
	Community resources:	none			
Reflection Methods	(check all that will be used)	Journal/Learning Log	<input type="checkbox"/>	Focus Group	<input type="checkbox"/>
		Whole-Class Discussion	<input type="checkbox"/>	Fishbowl Discussion	<input type="checkbox"/>
		Survey	<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>

Spotlight Project: Projectile Motion

Spotlight Project Sample: *American Archetypes*

PROJECT TEACHING AND LEARNING GUIDE	
Project: American Archetypes	Course/Semester:
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Business communication	→ Students write resumes and cover letters — instruction, including samples and templates, provided by counselor (peer editing of drafts, final edits by counselor)
Online research skills	→ Evaluating website accuracy activity (online and worksheet). Effective search (engine) techniques activity led by teacher
PowerPoint and Excel	→ Instruction in software use provided by computer applications teacher
marketing tools and techniques	→ Weekly visits by local business partners with expertise in marketing and product development. Students begin email exchanges with experts.
Presentation skills	→ Video review of students presentations mock presentation by instructor Jigsaw activity to learn presentation rubric Peer assessment (using rubric) of practice presentations
Report writing	→ Direct small-group instruction on the features of report writing by instructor. Peer editing of drafts, final drafts by teacher. Direct small-group instruction on MLA Citations (including online bibliography generators). Jigsaw activity to learn report writing rubric
U.S. history content knowledge	→ Textbook review, lectures, research-based worksheets, objective weekly quizzes, online research

Spotlight Project Sample: Design and Attract

PROJECT CALENDAR				
Project: Design and Attract			Start Date: Feb. 2	
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK ONE				
Grabber: memo from Middleburg University Know/Need to Know list Project Teams Announced Discussion of expectations for team work First team meeting: roles, contract, initial task list	Explanation of Project Details, Procedures Explanation of rubrics for major products Review samples of professional products in relation to rubric Team meeting: task list Daily team assessment	Design Software review (taught prior to project) Lesson: Assessing client needs Team work time: begin assessment of client needs Homework: Reading on assessing client needs Daily team assessment	Lesson: Design theory Team work time: continue assessment of client needs; begin brainstorming ideas for materials Homework: complete client needs assessment (due Mon.) Daily team assessment	Checkpoint: Quiz on Design Theory Team work time: begin design of materials Review/Revise Know/Need to Know list Daily team assessment; meeting with team leaders
PROJECT WEEK TWO				
Checkpoint: collect "Client Needs Assessment" Team work time: Continue designing materials Homework: notes on initial ideas due tomorrow. Daily team assessment	Checkpoint: Collect notes on initial ideas for materials Checkpoint: Teams meet with others to critique work in progress Team work time: discuss feedback from critique Daily team assessment	Lesson: Typography review Team work time: Continue creating materials Review/revise Know/Need to Know list Daily team assessment	Checkpoint: Quiz on typography Explanation of rubric for presentation of products Team work time: Continue creating materials Daily team assessment; meeting with team leaders	Checkpoint: Teams meet with others to critique work in progress Team work time: Continue creating materials, planning presentation Daily team assessment Homework: Continue creating materials
PROJECT WEEK THREE				
Team work time: Finish creating materials, planning presentation Checkpoint: Submit materials for teacher review Final review/revision of Know/Need to Know list Daily team assessment	Team work time: Prepare and practice presentation of materials Daily team assessment	Team work time: Prepare and practice presentation of materials Daily team assessment	Presentation Day Self and Peer Assessment Project Debrief and celebration	

DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of 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 or limited 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 proposed district conversion or limited 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, although the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed district conversion or limited 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 or limited 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 proposed district conversion or limited 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 school not so waived by the approved charter.
6. The proposed district conversion or limited 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 a qualified employee of the school district is covered.
7. The proposed district conversion or limited 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 or limited 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 or limited 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 charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited 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; and

(f) Health and safety codes as established by the State Board of Education and local governmental entities.

11. The facilities of the proposed 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.

Michael H. Cox

Signature of Superintendent of School District

Date: 10/27/11

Michael H. Cox

Print or type name

2011-2012 Application Cycle

ADE Evaluation

Osceola STEM Academy
Osceola School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 18, 2011

State Board
Of Education

Shantele Raper
2750 West Semmes
Osceola, AR

Dr. Naccaman Williams
*Springdale
Chair*

Dear Applicant:

Dr. Ben Mays
*Clinton
Vice Chair*

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for District Conversion Charter Schools as per the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 12:00 p.m., Monday December 2, 2011.**

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Responses should be sent to the following address:

Alice Mahony
El Dorado

Toyce Newton
Crossett

Dr. Mary Ann Duncan
Charter School Office
Four Capital Mall, Room 302-B
Little Rock, AR 72201

Vicki Saviers
Little Rock

Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

A handwritten signature in cursive script that reads "Mary Ann Duncan Ed.D.".

Mary Ann Duncan, Ed.D.
Charter Schools, Program Director

MAD/jf

Enclosure: Public Charter School Application Evaluation Report

Four Capitol Mall
Little Rock, AR
72201-1019
ArkansasEd.org

2011-2012
Public Charter School
Application Evaluation Report

**Osceola STEM Academy, Osceola School
District**



Provided by:
Arkansas Department of Education
Charter School Office

Arkansas Department of Education

District Conversion or Limited Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School: Osceola STEM Academy

Sponsoring School District: Osceola School District

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation criteria.	
Concerns and Additional Questions	Reference

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; and
- A thorough description of the results of the public hearing.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The information listed in this section sites that grades 5-8 will be attending the charter school. However, appendix 7 references two separate 5-8 schools. Please clarify if this charter is going to be a "school with in a school" charter.	Pg. 8-9, Appendix 7

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide additional details regarding the measurability of the mission statement.	Pg. 9

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide additional data regarding the educational need of the proposed grades 5-8 students.	Pg. 9-11

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 length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Additional information is needed regarding the organization of the school in terms of length of school day and year.	Pg. 11-15
Please provide additional information regarding how the charter school will enhance or expand the education options currently available to 5-8 students.	Pg. 11-15

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 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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation criteria.	
Concerns and Additional Questions	Reference

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 rational 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 transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Provide evidence that the curriculum aligns with the ADE's content standards, benchmarks and performance standards.	Pg. 15
Please provide additional details regarding the plan and timeline for aligning the curriculum.	Pg. 15

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
The Applicant failed to provide assurances for a random lottery selection process as required by the rubric.		

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Please provide the number of staff needed for each position.		Pg. 16-19
Please provide additional information regarding administrator qualifications.		Pg. 16-19

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Food Services: Please ensure that breakfast will be offered. The application only mentions lunch.		Pg. 20
Please clarify how ALE services will be provided.		Pg. 20

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 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 educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Application meets evaluation criteria.		
Concerns and Additional Questions		Reference

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Facilities Review Report	
The facilities will be reviewed by the Facilities Division. Upon completion of the review, a report will be provided to the applicant.	

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:

- An explanation of each and every waiver request; and
- A description of how the waiver requests relate to the school's educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Legal Comments	Reference
Concerns and Additional Questions	Reference
<p>1. Requested Waivers:</p> <p>a.) Standard 9.03.3.9 of the Standards for Accreditation ("Career and technical education"): This Standard does not require the teaching of Keyboarding. Any request for waiver of specific vocational education courses must be directed to the Arkansas Department of Career Education, as the State Board lacks the authority to waive rules promulgated by another state agency.</p> <p>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.</p> <ul style="list-style-type: none"> • 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.

c.) Standard 16.02.3 of the Standards for Accreditation (requiring licensed media specialists): The Applicant requests waiver of this Standard, yet states in the request they intend to employ a library media specialist. The Applicant states in Standard 9(C) that it intends to employ a full-time media specialist. In Standard 8, the Applicant states the media specialist "must have a minimum of a master's degree in accordance to state law." It is simply unclear what exactly the Applicant seeks waiver from, and the rationale for the waiver. 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.

d.) Standard 9.03.3.3 of the Standards for Accreditation: Presumably this is a typographical error, as 9.03.3.3 concerns science education. Physical education is

<p>required by 9.03.3.5. Physical education standards are required by Ark. Code Ann. §§ 20-7-134 and 135. The State Board lacks the authority to waive any rule arising from a statute outside of Title 6 of the Arkansas Code. Therefore, this waiver may not be granted.</p> <p>e.) Standard 18.0 of the Standards for Accreditation ("Gifted and talented"): Though the Applicant requests waiver of this Standard, in response to Standard 9(H) the Applicant references services to be provided to identified GT students. It is simply unclear what exactly the Applicant seeks waiver from, and the rationale for the waiver. 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.</p> <p>f.) Standards 10.02.4 and 10.02.5 of the Standards for Accreditation ("Class size and teaching load"): The Applicant failed to articulate an alternative maximum class size or teaching load, meaning the school would have no limits should a waiver be granted. The Applicant should identify an alternative maximum class size and teaching load, or otherwise explain why none should be set.</p>	
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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.

Legal Comments	Reference
Concerns and Additional Questions	Reference

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide a copy of the approved parental involvement plan.	Pg. 24

ADDITIONAL COMMENTS:

Budget Review:

Strengths:

Application contains a copy of the proposed certified salary schedule.

Pg. 37

Applicant contains a copy of the Administrator Indexes

Pg. 36

Concerns and Additional Questions

Applicant references a cap of 450 and then references 250 (Pg. 5) and 450 as enrollment

Pg. 15.

It is difficult to determine intended enrollment. Please clarify.

Applicant references 450 and 250 enrollment, but provides a budget for 275. Please clarify

Pg. 29

The applicant did not provide qualifications for Assistant Principal/Dean of Students

Pg. 16

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The applicant references a new building, but does not budget for allocation of debt payments. Please clarify.

Pg. 21

The applicant budgets to end "even" but did not budget for utilities or insurance in year one or year two. Please clarify.

Pgs. 29 - 36

The applicant references that alternative learning services will be provided through an outside source but does not budget a purchased service in this area for year one or year two.

Pgs. 30 & 34

The applicant references high enrollment, but salaries for transportation and food service area looks low. Cannot determine how many positions are budgeted. Please clarify

Pgs. 29 - 36

The applicant should clarify fringe benefit rates for guidance services and health services personnel. Budgeted rates are higher than other areas.

Pgs. 29 - 36

Maintenance services are not referenced but purchased services are budgeted in this area. Applicant should clarify calculations.

Pgs. 29 - 36

The applicant adds small increase to some positions and large increases to other positions in year two. In some areas benefits are adjusted and in others benefits remain the same as year one. Please clarify.

The true net revenue cannot be determined given the budget issues. Please clarify.

2011-2012 Application Cycle

Applicant Response to Evaluation

Osceola STEM Academy
Osceola School District

Osceola School District

Written Response to Evaluation

November 30, 2011

RECEIVED
DEC 02 2011

Pre-Application Material

Met Standard

CHARTER SCHOOL OFFICE

Standard 1

Met Standard

Additional Information: Osceola School District will house two separate 5th-8th grade middle schools. The Osceola STEM Academy will be located at 112 School Street for grades 5th-8th charter only. The Osceola Middle School will be located at 711 West Lee for grades 5th-8th non-charter. The charter will not be a school within a school.

Standard 2

Partially Met Standard

Additional Information: The bolded area of the mission statement has been modified.

The mission of the Osceola STEM Academy is to **work collaboratively with parents and community** to prepare students for the global workforce by engaging them in a learning process that will instill a lifelong pursuit of achievement and promote the necessary work habits, life skills, and knowledge base that prepares students to enter the increasingly competitive workforce.

The mission statement of Osceola STEM Academy is measureable in that:

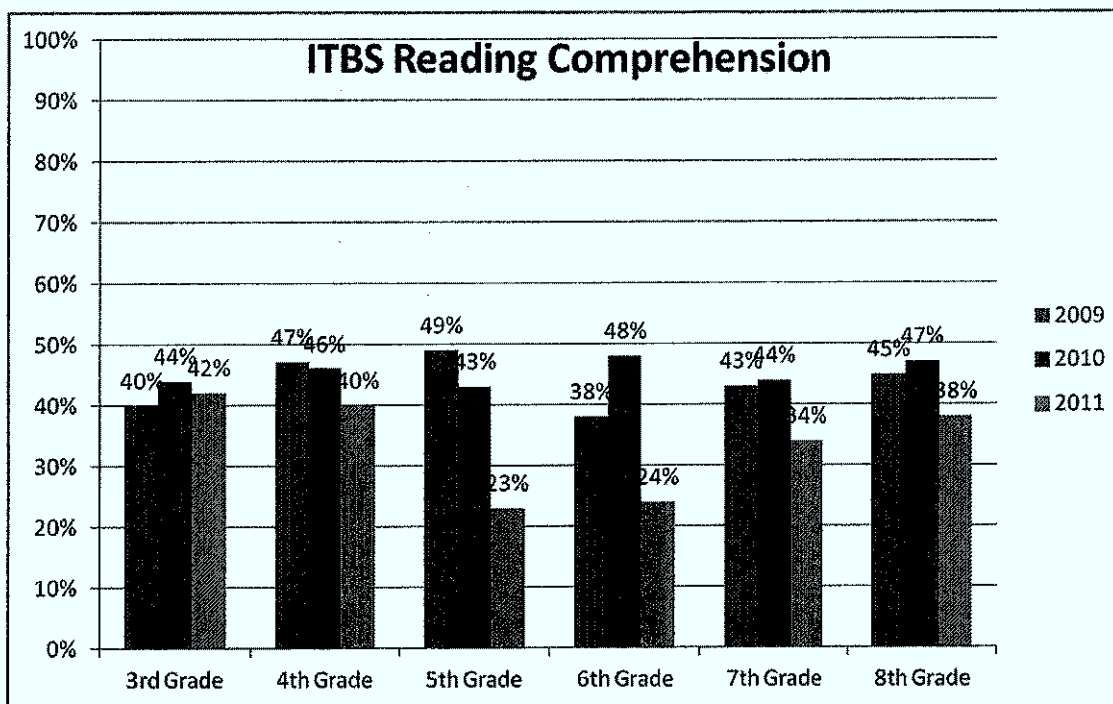
- Higher number of students choosing Smart Core and participating in higher level math and science courses at the high school level.
- We will require teachers to provide ongoing project based learning that will prepare students for the global workforce. Evidence of project based learning as well as confirmation of instruction that includes collaborative work skills, life skills and technology skills will be evident in all lessons. This will be evaluated by the principal through teacher lesson planning guides and principal walk-through/observation.
- The engagement of students in their own learning process will be evaluated through standardized test scores which include, demonstrating growth while taking an active role in their learning. This will be evident through lower absentee rates as well as enrollment in higher level math and science courses as high school students. In addition, higher engagement in classroom projects should result in lower discipline referrals.

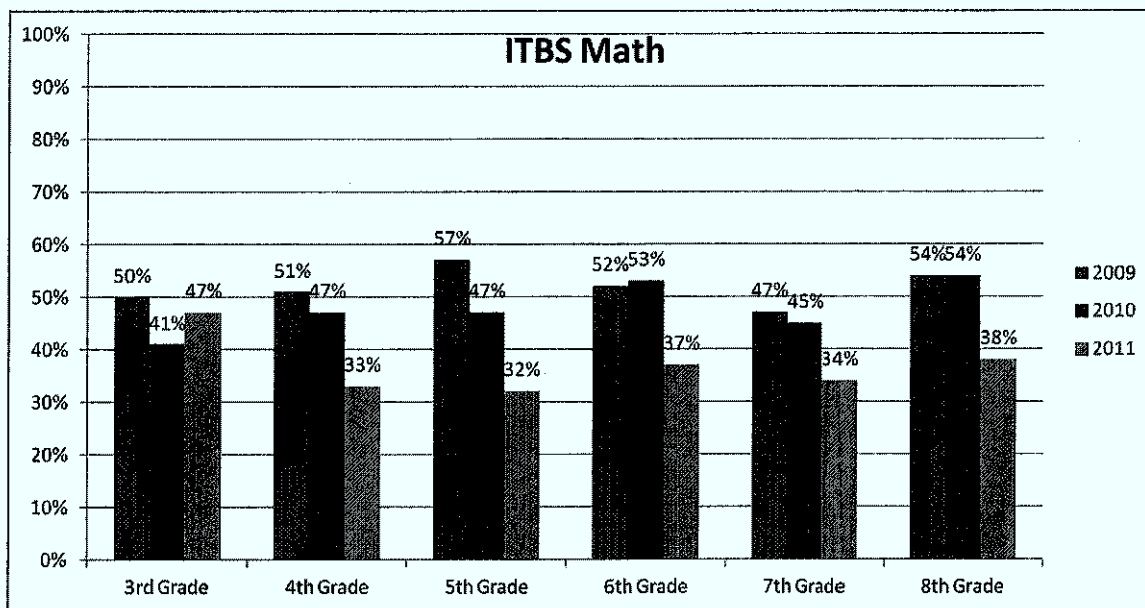
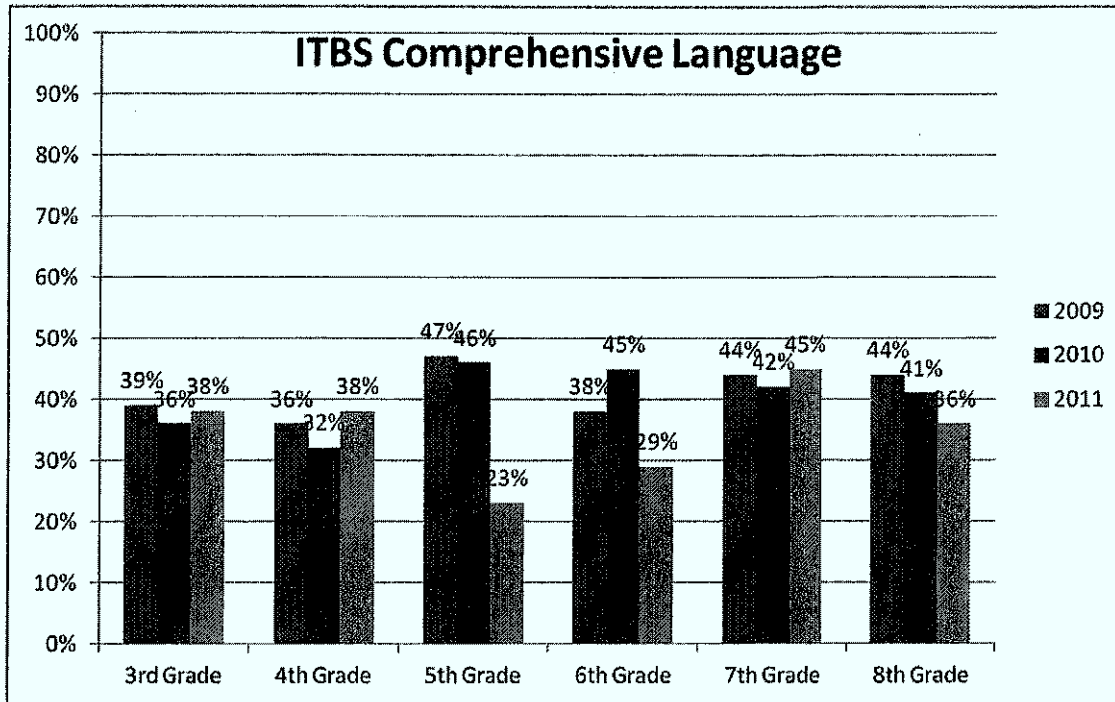
- Parental involvement will be measured by the number of parents signing the parental contract and following the agreement through participation.
- Community involvement will be measured by the participation of stakeholders in school activities such as enrichment projects, guest speakers, mentors, etc.
- Instructional leaders will ensure rigorous curriculum projects are provided that prepare students for the workforce.

Standard 3

Partially Met Standard

Additional Information:

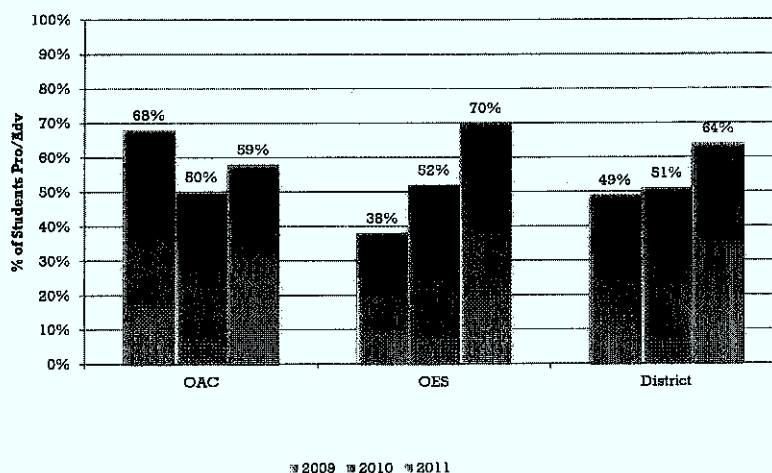




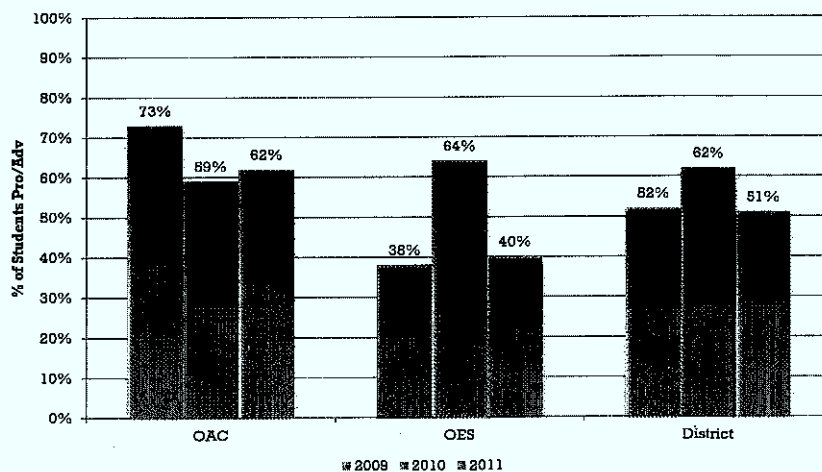
2009-2011 Benchmark Results

5th-8th Grade

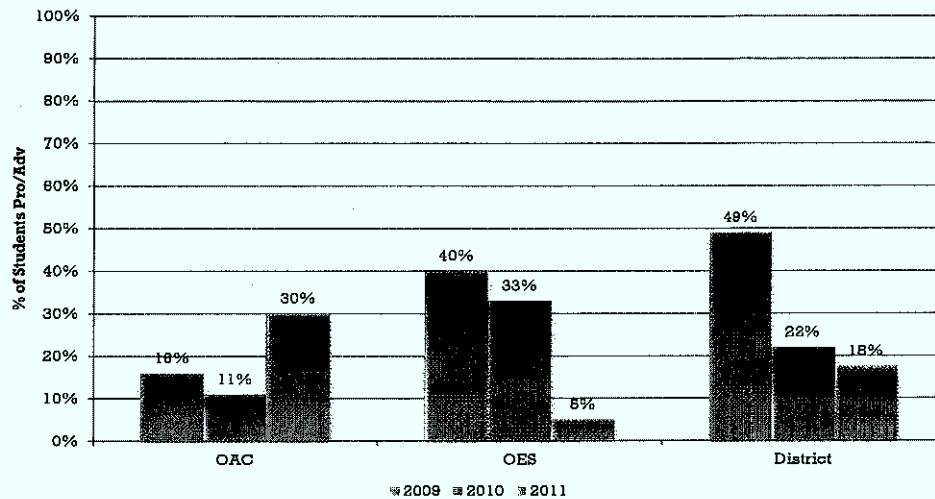
+ 5th Grade-Literacy



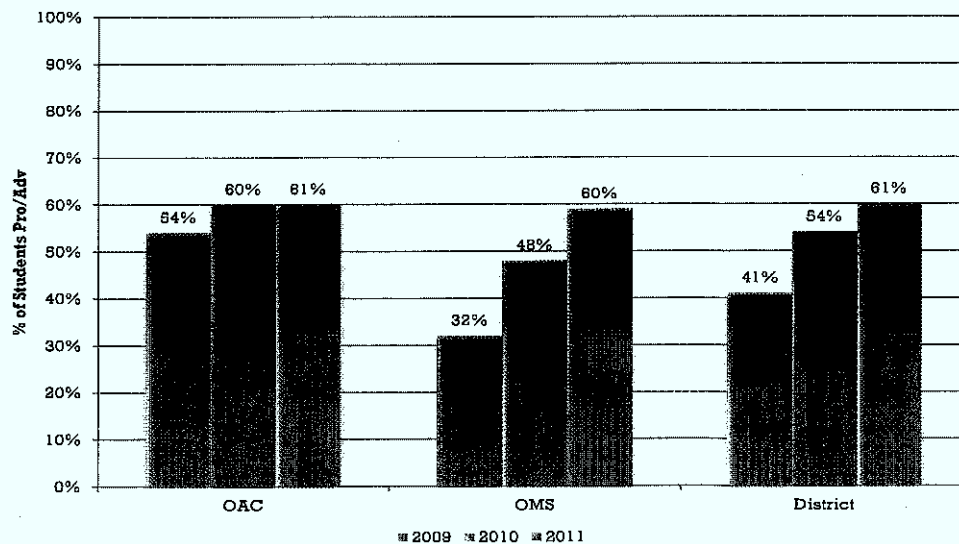
+ 5th Grade-Math



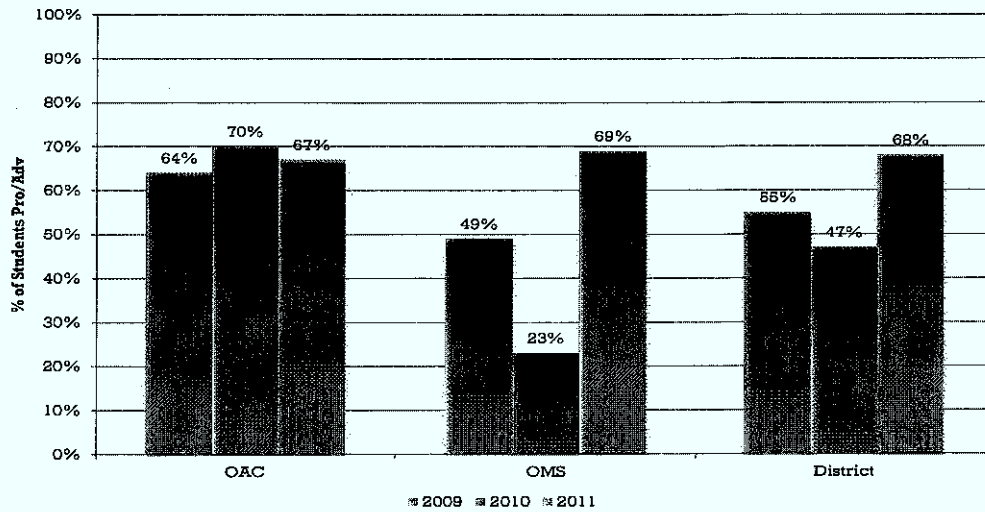
+ 5th Grade Science



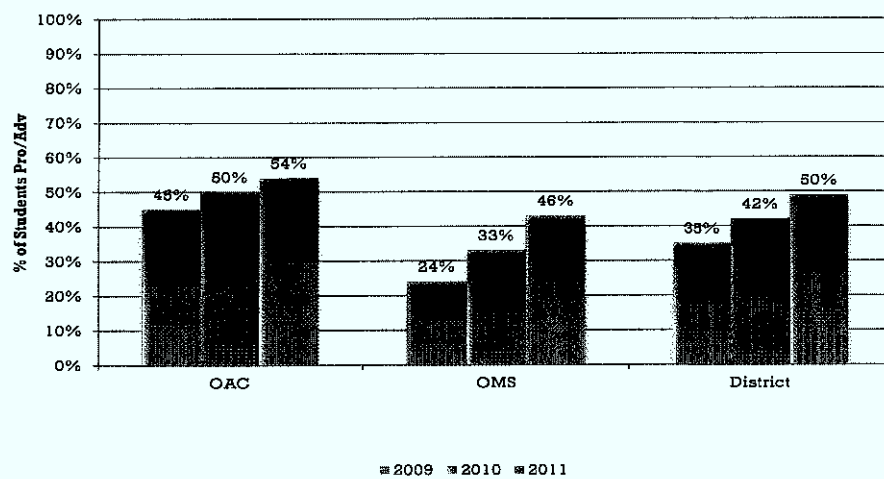
+ 6th Grade-Literacy



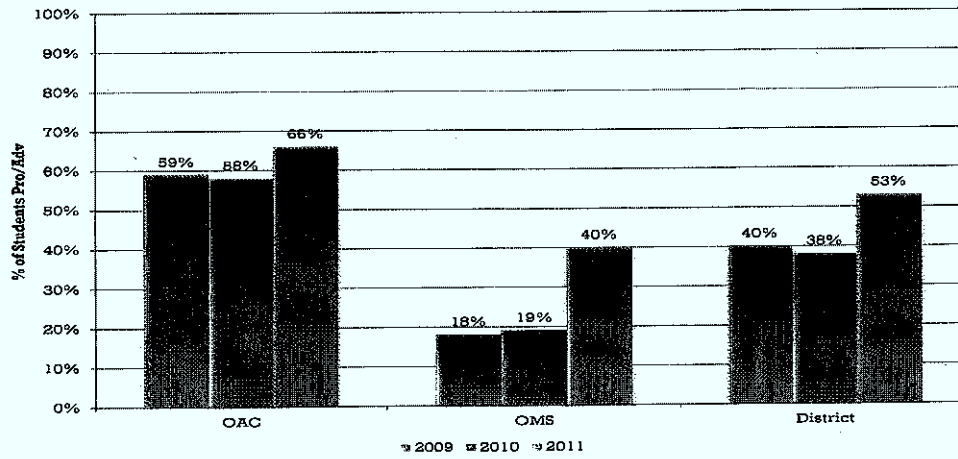
+ 6th Grade-Math



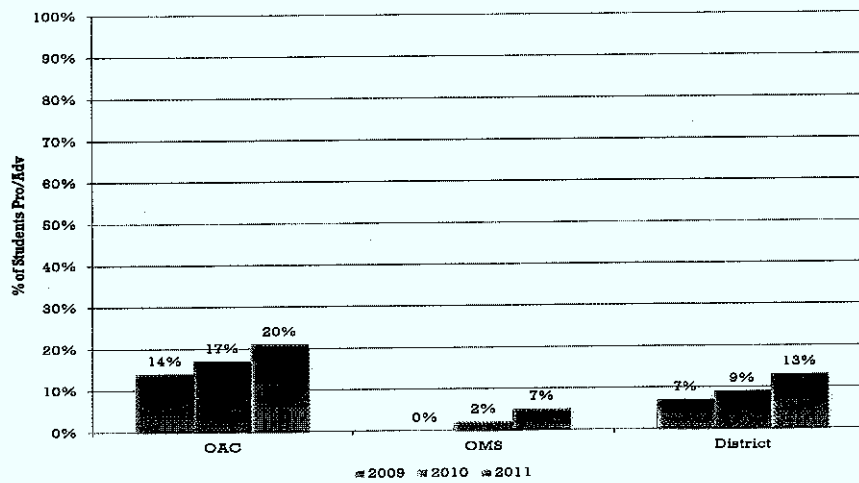
+ 7th Grade-Literacy



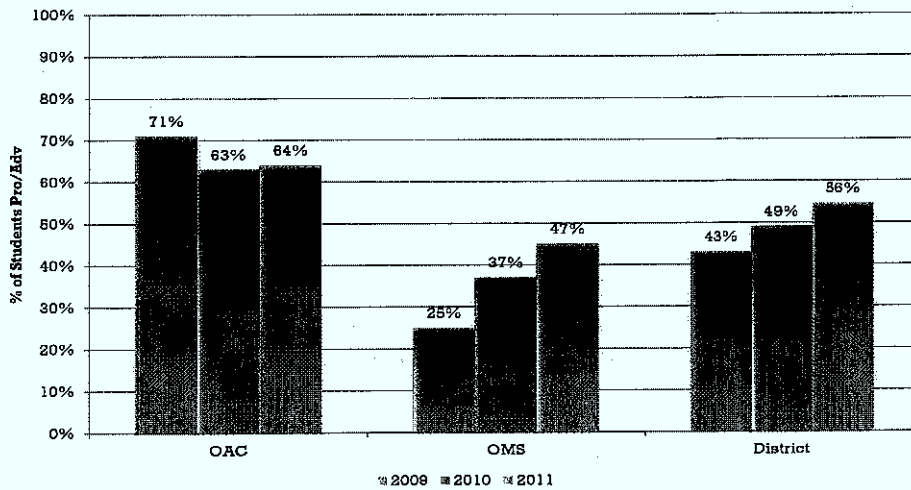
+ 7th Grade-Math



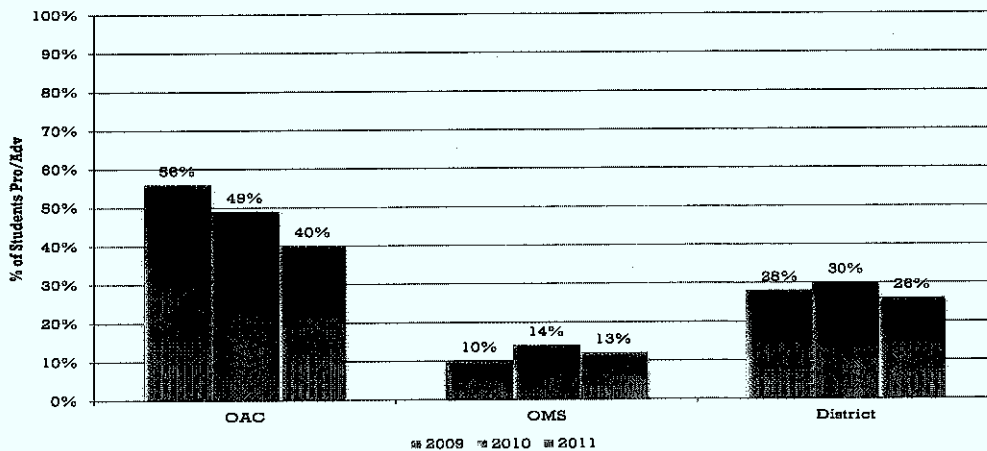
+ 7th Grade Science



+ 8th Grade-Literacy



+ 8th Grade-Math



Clearly, Science is a primary concern for 5th and 7th Grade as already analyzed in the original application. In evaluation of the data we see in 2011, 5th Grade indicates 30% Pro/Adv, with a weakness in MC-Nature of Science and OR-Physical Science.

7th Grade indicates 21% Pro/Adv, with a weakness in MC-Nature of Science and OR-Earth and Space Science.

The Osceola STEM Academy will provide an advanced and different choice for parents choosing a hands-on approach to learning for their children. The data indicates a success as the previous charter; however, with the loss of the charter school, came the loss of students. The scores indicate an area of mediocrity that remains constant. Each year we see small increases, but no immense increases can be seen. The focus of the charter school is to teach students in a way that will help them think about the problem, not simply the test item. Our vision is to move beyond the norm and extend our student achievement levels to a much higher degree.

Standard 4

Partially Met Standard

The Osceola Stem Academy will provide students and parents an additional option other than the traditional school setting. This choice is important in that all students do not learn the same way. Parents want this choice for their children. The charter will promote an expectation of excellence in Math and Science in a different way that is above and beyond the traditional school environment. There will be an agreement between parents, staff/faculty, students and administration in which we will all agree to strive for higher academic learning and engagement through authentic learning opportunities. The charter instructional day will provide students with opportunities to experience hands-on science, math and technology, in integrated classes and in hands-on math, science and reading labs. For example, students will be encouraged to participate in projects with the goal of supporting a student's natural fascination with scientific phenomenon. We will encourage students to become more interested in science and math through real-world situations. The student's will be involved in a school that is "Going Green", equipped with a recycling station that will allow students and the community to bring their recyclables to be picked up by the county's recycling service. The charter will be instrumental in helping to educate the community and students on the benefits and procedures of recycling, through participating in a public awareness campaign. Another part of the curriculum for the Math and Science classes will include a partnership with local industries throughout Mississippi County. Employees of the industries will be coming in to help setup Environmental Based Learning Opportunities and to assist in their implementation. Local industries will be supplying the materials and personnel for this project. The charter will ultimately provide a setting that is inclusive of all subjects being intertwined through block scheduling. For example, all research/projects will be implemented through the curriculum with the classroom teacher providing support and guidance in their classroom and discovery center. The charter will provide real life learning experiences that are available within our community, such as, city council meetings, chamber of commerce meetings, jury selection, conversing with state representatives and industrial visits. All of these endeavors will provide the background knowledge our students need to comprehend and interpret current content knowledge; however, this cannot be accomplished without

the flexibility in our schedules to provide these types of time-consuming options to our students. We teach in the here and now or just in time. Our student's educational need is to envision the relevance for math and science and a realization of the possibilities that are available to them. Our goal is to teach the student how to apply math and science to a real life situation that is relevant to their world in order to promote an appreciation of learning.

The charter will provide real life learning experiences that are available within our community, such as, city council meetings, chamber of commerce meetings, jury selection, conversing with state representatives and industrial visits.

The charter school will improve the education option currently available to 5th-8th grade students by providing a focused environment for mid-level students that is designed for math and science. The current school organization does not provide for a mid-level focused school environment. In addition, the charter waivers will allow the school to provide math and science labs for increased hands-on activities. With the loss of the Academic Center of Excellence, student enrollment counts decreased with students moving to neighboring districts. Osceola STEM Academy will attract students back into our district which will ultimately create a stronger student population.

The length of the school day will correlate very closely with all other schools in the district. Classes will begin at 7:45 am and will dismiss at 3:15 pm. At this time, lack of finances due to loss in enrollment will hinder paying teachers for extended days or extended year.

The length of the school year will follow the calendar submitted with the original charter (Page 25) 178 total Student days and 190 total teacher days.

Standard 5

Met the Standard

Standard 6

Partially Met Standard

Accountability and alignment to Arkansas frameworks are a necessary component of Osceola School Districts educational program. Osceola STEM Academy will follow a rational alignment plan and timeline, with the use of TLI Pacing Guides and Common Core Curriculum Standards to ensure the curriculum is synchronized with the frameworks. Project Based Learning activities will be clearly outlined using the Project Overview lesson plan (Appendix 21 in original application) and reviewed by the principal. Extensive alignment processes and practices are in place and are monitored by the curriculum leaders such as, superintendant, assistant superintendent, math and literacy coaches, principals, and instructional technology coordinator. Teachers will attend professional development and training opportunities through Arkansas Department of Education, Arkansas Public School Resource Center and

local educational Cooperatives to obtain additional content training in CCSS. The timeline listed below will be followed for implementing Common Core Curriculum Standards.

2010-2011 School Year

Districts develop and begin implementing a District Transition Plan, updating as needed.

Arkansas Department of Education shares available resources and provides professional development opportunities for teachers and administrators.

State assessments reflect the Arkansas Curriculum Frameworks.

2011-2012 School Year

IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS IN GRADES K-2

Arkansas Department of Education continues to share available resources and provide professional development opportunities for teachers and administrators.

State assessments reflect the Arkansas Curriculum Frameworks.

2012-2013 School Year

IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS IN GRADES 3-8

Arkansas Department of Education continues to share available resources and provide professional development opportunities for teachers and administrators.

State assessments reflect the Arkansas Curriculum Frameworks.

2013-2014 School Year

IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS IN GRADES 9-12

Arkansas Department of Education continues to share available resources and provide professional development opportunities for teachers and administrators.

Pilot new assessment system aligned to the Common Core State Standards.

2014-2015 School Year

FULL IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS AND NEW ASSESSMENT SYSTEM IN GRADES K-12

Standard 7

Partially Met Standard

The total number of students in grades 5-8 for next year (assuming no gains or losses) will be 372 students for the district. The campus which will house our STEM Charter next year is presently housing 450 students.

We are assuming of the 372 students in grades 5-8, we will have approximately 250-275 students choose the charter school. If all 372 students choose to attend the charter school, we will have space for them. If other students move into the district, they will the option of attending the charter school also. We will not have to turn any students away from the charter school, and still maintain a school for those students who do not choose to attend a charter school. At the end of each school year, students will be asked to confirm their intent to return for the following school year.

Due to additional space we can set a high enrollment for a maximum of 450 students for the charter school. In the event that projected student enrollment exceeds the campus capacity, a random lottery selection process will not occur. After the first 450 students apply, we will then follow a first-come, first-serve basis. Applications will be time and date stamped.

Our present grade configuration (2011-2012 school year) is a follows:

Grades 1-5 at Osceola Elementary School

Grades 1-8 (old Academic Center of Excellence Charter School)

Grades 6-8 at Osceola Middle School

With the addition of the grades 5-8 STEM Charter school our grade configuration will be:

All students in grades 1-4 will be housed in our new elementary school which is scheduled to open in August 2012. Total students in this building will be 423 for a building designed to house 500 students. We will close the Osceola Elementary Campus and the buildings which house 1-4 on the Osceola Academic campus.

We will have two 5-8 grade campuses. Our STEM Charter School will be housed in the present OAC campus, which is housing grades 1-8 for a total student population of 450 students.

The 5-8 grade students who choose not to attend our charter school will be housed at the Osceola Middle School.

Standard 8

Partially Met Standard

Position	Number of Positions
Administrator (Principal)	1
Assistant Principal	1
Curriculum Coach	2 x .5
Teacher	16
Counselor	1
Media Specialist	1
Gifted & Talented	1
Vocational	2 x.5
Music	1
Art	1
Physical Education	1
Paraprofessional (Title I Funds)	4
Special Education	1
Health Services	1 x .5
Fiscal Services	1
Data Processing	1

The administrator will meet all qualifications per ADE. We will not request a waiver for an administrator.

The assistant principal/dean of students will meet all qualifications per ADE.

Additional job descriptions

Data Services/Fiscal Services

- Effectively Communications with students , parents and general public
- Assist in student enrollment and withdrawal
- Updates permanent academic records
- Orders and maintains inventory of office supplies
- Updates employee contact information
- Enters and retrieves computer data
- Maintains attendance records
- Performs bookkeeping duties
- Collects receipts records, receipts and deposits
- Prepares purchase orders

Health Services

- Promotes and protects health status of school age children
- Obtains health histories
- Screens and evaluates hearing, vision and growth of students
- Interprets health status of students to parents and school personnel
- Maintains, evaluates and interprets health data to accommodate individual needs of students

Gifted and Talented Teacher

- Assist building principal and district GT coordinator to identify gifted students
- Serves as a resource person for classroom teachers to provide materials and methods to ensure appropriate educational experiences for gifted students in the regular classroom
- Develop and implement flexible and individualized enriched curriculum appropriate to meeting the individual gifted student needs and nurturing group interaction
- Works collaboratively with media specialist to create enrichment activities in the Discovery Zone
- Through collaboration with media specialist, organizes, creates and updates learning centers in the Discovery Zone

Alternative Learning Environment-(Para-professional)

- Supervises and monitors ALE students
- Assist assistant principal/dean of students in maintaining orderly conduct within the ALE classroom.
- Assist certified teachers in core-subject instruction
- Aides ALE students in practice work and remediation
- Accompanies ALE students to all breaks and lunch

Standard 9

Partially Met Standard

Breakfast will be offered to all students.

There will be an ALE classroom on campus that will be monitored by a paraprofessional. Certified teachers will rotate through the class to provide math, science, language arts and social studies instruction. (See ALE Schedule page 39)

Standard 10

Met the Standard

Standard 11

Met the Standard

Standard 12

Met the Standard

- All requests for vocational waivers will be addressed to Arkansas Career Education.
- Our waiver requests that Highly Qualified teachers may teach outside of their certification area. For example, a certified 7th-12th grade science teacher may teach 5th grade science without a middle level certification. Due to the necessity of content knowledge, it is important to find competent teachers with strong backgrounds in subject level content. We are asking for a waiver for 6-17-309 (Certification to teach grade or subject matter) in order to provide the most effective subject content based on teachers area of specialty not necessarily certification.
 - All standardized tests will be administered by certified teachers.
 - All teachers and school personnel will be submitted to criminal backgrounds and registry checks.
- The library media specialist will meet all certification requirements. The library media specialist will work collaboratively with the gifted and talented teacher in the Discovery Zone. No waiver is necessary since students will be provided above the regular media services requirements.
- Gifted and talented students will be provided gifted and talented services through Advanced Placement classes and during Discovery Zone time. We request a waiver of section 18.02 of the Standards of Accreditation in that we will “provide educational opportunities for students identified as gifted and talented appropriate to their ability”, however, the gifted and talented instruction will be through Advanced Placement classes and in the Discovery Zone with the GT teacher. The waiver is necessary since students will not be provided with an individualized classroom instruction and the GT instructor will be team teaching with the media specialist.
- The maximum class size and teaching load would not exceed the teacher student ratio of 5th-6th grade 1:28 or 7th-8th grade 1:30; however, due to team teaching situations, a class size could be set at a maximum of 45 students.

Standard 13

No desegregation issues.

Standard 14

Met the Standard

Osceola School District Parental Involvement Plan

The Osceola School District understands the importance of involving parents and community in its efforts to promote higher student achievement and positive relationships between the district and those it serves. The district, Osceola Senior High School, Osceola Middle School, Osceola Academic, Osceola Elementary School, and North Elementary have developed Parental Involvement Plans including programs and practices that work to enhance parental involvement and reflect the specific needs of students and their families in each building.

A certified staff member is appointed at each school in the district to serve as a parent facilitator within that school. The parent facilitators serve on the district committee to annually review the district's parental involvement plan and actively engage parents when appropriate. Parents will be informed of what the children are learning, how they are assessed, what the expectations are, and how as a parent they can help.

The district-wide parent coordinator administers the parenting component. She provides support to the Family Solutions Team of the Success for All Reading Program, assists the parent facilitators and social workers at each level and coordinates the District Parent Center.

Each school in the Osceola School District will implement a parental involvement plan including programs to enhance parental involvement and reflect the specific needs of students and their families. The Osceola School District will give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities.

Certified staff members in the Osceola School District will receive no few than two hours of professional development opportunities that are designed to enhance understanding of effective parental involvement strategies. Administrators will receive no fewer than three hours of professional development that are designed to enhance the understanding of effective parental involvement strategies.

The Osceola School District's Parental Involvement Plan includes but is not limited to the following activities:

Communication with Parents:

- Teachers district-wide will maintain regular, two-way communication with parents in a meaningful way. They will do this in the following ways:
 - Parent/Teacher Conferences in the fall and spring
 - District and school websites
 - District and building Tuesday Communication Newsletters
 - Parent/Teacher Communication Forms
 - District-wide Parent Center
 - Building Parent Shelves in each Library
 - Parent Information Packets given at Open Houses
 - Articles printed in Osceola Times
- Parents will be provided with informational packets at Open Houses containing a variety of resources according to grade level. These kits include the following items:
 - School Parental Involvement Plan
 - School Compact with the recommended role of parent, students, teacher and school
 - Opportunities for Involvement
 - Parent/Teacher Communication Forms
 - List of teachers and their planning period times
 - School address, phone number and website
 - School Calendar
 - School Handbook
 - Tips for Parents

Promoting and Supporting Responsible Parenting:

- Parents of all students will be given the opportunity to be involved in a variety of roles including:
 - Volunteers
 - Parent Volunteer Committees
 - Resource people
 - Odyssey of the Mind Coaches

- The district will assist in the following ways:
 - Purchasing parenting books, magazines and other informative material regarding responsible parenting
 - Publicly thanking all parents that attended Parent/Teacher Conferences in the Osceola Times
 - Publicly recognizing those parents that have volunteered in the school at Awards Assemblies
 - Maintaining materials that support effective parenting in the District-wide Parent Center
- The school district will inform parents of the purpose and existence of the Parental Information and Resource Center in the state of Arkansas.

Building Parental Capacity:

- Each school within the district will explain to parents and other community stakeholders the state content and achievement standards, local and state assessment and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement through various activities, such as but not limited to:
 - Evening Open Houses
 - Math Literacy, Science, Technology, and Benchmark Family Nights
 - Step Up Days
 - Parent/Teacher Conferences
- Each school in the district will publish a volunteer resource book to be placed in each school including the parent surveys regarding parent's special interests and times of availability to volunteer.
- The School District will provide training on building effective partnerships with parents through a variety of means including:
 - Parent/Teacher Conferences
 - Strategies for Making Parents Part of the In-Crowd
 - Positive Contacts

Collaborating with Community Stakeholders:

- Community Stakeholders will be invited to collaborate and be involved in the education of students in the school district. Such programs and activities include:

- Closing the Achievement Gap Committee
- Chamber of Commerce Education Committee
- Pastors on the Premises
- Black Out Ryders
- ACTION Group

To ensure the continued improvement of the district's parental involvement program, the district will conduct an annual review of its parental involvement policies to examine their effect on promoting higher student achievement. The review will be done by parents of each school in the district.

ADDITIONAL COMMENTS:

Budget Review:

Concerns and Additional Questions

Applicant references a cap of 450 and then references 250 (Pg. 5) and 450 as enrollment.

It is difficult to determine intended enrollment. Please clarify.

Applicant references 450 and 250 enrollment, but provides a budget for 275. Please clarify

The estimated number of students to attend Osceola STEM Academy is 275. The cap of 450 is in reference to the number of students that can be accommodated on the 112 School Street campus. This was the original number used on the letter of intent, but has since been adjusted to best meet the needs of the district.

The applicant did not provide qualifications for Assistant Principal/Dean of Students

The Assistant Principal/Dean of Students will meet all qualifications per ADE. We will not request a waiver for an administrator.

The applicant did not submit a classified salary schedule and should do so.

See Appendix 1 on Page 22

The applicant does not include positions or requisite qualifications for all support personnel listed on budget as required by Standard 8. The applicant does not submit number of positions (FTE) in the staffing plan as required in Standard 8. It cannot be determined if budget is accurate to any staffing plan given the discrepancy of enrollment and required staff. The applicant should clarify.

See Standard 8 on page 13.

The applicant references a new building, but does not budget for allocation of debt payments. Please clarify.

The new building is at a different location and will not accommodate charter school students, therefore, the new building is not allocated in the budget.

The applicant budgets to end "even" but did not budget for utilities or insurance in year one or year two. Please clarify.

Utilities are included in maintenance and operations and are now referenced as a separate line item under Purchased Services. Insurance is a total cost that is paid at the district level, not broken down by individual schools.

The applicant references that alternative learning services will be provided through an outside source but does not budget a purchased service in this area for year one or year two.

In school suspension services are provided by an outside source, Families Inc. with no cost associated, however, Alternative Learning Environment is provided by a paraprofessional for full-time supervision and certified teachers will rotate through the class in order to provide the required instruction. The salary of the paraprofessional is provided in the budget under alternative education program.

The applicant references high enrollment, but salaries for transportation and food service area looks low. Cannot determine how many positions are budgeted. Please clarify

Transportation and food services have been adjusted to better represent costs associated with enrollment count.

The applicant should clarify fringe benefit rates for guidance services and health services personnel. Budgeted rates are higher than other areas.

Fringe benefits for guidance services and health services are adjusted to represent 22% of the salary listed.

Maintenance services are not referenced but purchased services are budgeted in this area. Applicant should clarify calculations.

Osceola School District contracts maintenance services with GCA, an outside service. The costs are listed under supplies and materials for maintenance and operations.

The applicant adds small increase to some positions and large increases to other positions in year two. In some areas benefits are adjusted and in others benefits remain the same as year one. Please clarify.

Adjustments were made to better represent the yearly incremental increases as listed in the certified salary schedule.

The true net revenue cannot be determined given the budget issues. Please clarify.

The budget represents a \$0 net revenue.

[illegible]

Public Charter School Application
Estimated Budget Worksheet, Year One (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (275) x \$6,267.00 State Foundation Funding		
3			\$1,723,425.00
4	No. of Students (275) x \$42.38 Professional Development		11,654.50
5	No. of Students (275) x eligible rate* NSLA Funding		284,075.00
6	Total State Charter School Aid		\$2,019,154.50
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$2,019,154.50

<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>2</u>)	121,000.00	
21	Fringe Benefits	26,557.00	
22	Purchased Services	1000.00	

23	Supplies and Materials	3000.00	
24	Equipment		
25	Other (Describe)		\$151,557.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>21</u>)	824,920.00	
29	Fringe Benefits	181,490.00	
30	Purchased Services	3000.00	
31	Supplies and Materials	41,000.00	
32	Equipment	56,000.00	
33	Other (Describe)		\$1,106,410.00

**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

(Budget Continued)

35 Special Education:

36	Salaries: (No. of Positions <u>1</u>)	44,900.00	
37	Fringe Benefits	9,900.00	
38	Purchased Services		
39	Supplies and Materials	4,000.00	
40	Equipment		
41	Other (Describe)		\$58,800.00

42

43 Gifted and Talented Program:

44	Salaries: (No. of Positions <u>1</u>)	41,800.00	
45	Fringe Benefits	9,200.00	
46	Purchased Services		
47	Supplies and Materials	4,000.00	
48	Equipment		
49	Other (Describe)		\$55,000.00

50

51 Alternative Education Program:

52	Salaries: (No. of Positions <u>1</u>)	14,500.00	
53	Fringe Benefits	3,190.00	
54	Purchased Services		
55	Supplies and Materials	500	
56	Equipment		
57	Other (Describe)		\$18,190.00

58

59 Guidance Services:

60	Salaries: (No. of Positions <u>1</u>)	41,000.00	
61	Fringe Benefits	9,020.00	
62	Purchased Services		
63	Supplies and Materials	500.00	
64	Equipment		
65	Other (Describe)		\$50,520.00
66			

67 Health Services:

68	Salaries: (No. of Positions <u>5</u>)	15,500.00	
69	Fringe Benefits	3,410.00	
70	Purchased Services		
71	Supplies and Materials	1,000.00	
72	Equipment		
73	Other (Describe)		\$19,910.00

74

(Budget Continued)

75 Media Services:

76	Salaries: (No. of Positions <u>1</u>)	37,500.00	
77	Fringe Benefits	8,250.00	
78	Purchased Services		
79	Supplies and Materials	700.00	
80	Equipment	33,340.50	
81	Other (Describe)		\$79,790.50

82

83 Fiscal Services:

84	Salaries: (No. of Positions <u>1</u>)	18,930.00	
85	Fringe Benefits	4,165.00	
86	Purchased Services		
87	Supplies and Materials	5,000.00	
88	Equipment		
89	Other (Describe)		\$28,095.00

90

91 Maintenance and Operation:

92	Salaries: (No. of Positions <u> </u>)		
93	Fringe Benefits		
94	Purchased Services(GCA Services)	126,600.00	
95	(include utilities)	90,000.00	
96	Supplies and Materials	21,500.00	
97	Equipment	5,000.00	
98	Other (Describe)		\$243,100.00

99

100 Pupil Transportation:

101	Salaries: (No. of Positions___)	43,862.00	
102	Fringe Benefits	9,650.00	
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		\$56,512.00
107			

108 Food Services:

109	Salaries: (No. of Positions__4__)	44,000.00	
110	Fringe Benefits	9,680.00	
111	Purchased Services		
112	Supplies and Materials	10,000.00	
113	Equipment	15,000.00	
114	Other (Describe)		\$78,680.00

115

(Budget Continued)

116 Data Processing:

117	Salaries: (No. of Positions_1__)	18,930.00	
118	Fringe Benefits	4,164.00	
119	Purchased Services (copier)	18,000.00	
120	Supplies and Materials	500.00	
121	Equipment	1,000.00	
122	Other (Describe)		\$42,590.00

123

124 Substitute Personnel:

125	Salaries: (No. of Positions__)	30,000.00	
126	Fringe Benefits		\$30,000.00

127

128 If Applicable: Facilities

129 Lease/Purchase (contract for one total
year including facility upgrades)

130 Please list upgrades:

131

132 If Applicable: Utilities (contract for one total
year including facility upgrades)

133 If Applicable: Insurance (contract for one
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 **TOTAL EXPENDITURES**

\$2,019,154.50

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

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (275) x \$6,267.00 State Foundation Funding		
3			\$1,723,425.00
4	No. of Students (275) x \$42.38 Professional Development		11,654.50
5	No. of Students (275) x eligible rate* NSLA Funding		284,075.00
6	Total State Charter School Aid		\$2,019,154.50
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$2,019,154.50
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>2</u>)	122,000.00	
21	Fringe Benefits	26,620.50	

22	Purchased Services	1000.00	
23	Supplies and Materials	<u>3000.00</u>	
24	Equipment		
25	Other (Describe)		\$152,620.50
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>21</u>)	835,420.00	
29	Fringe Benefits	<u>183,790.00</u>	
30	Purchased Services	<u>1,000.00</u>	
31	Supplies and Materials	<u>41,000.00</u>	
32	Equipment	<u>25,090.00</u>	
33	Other (Describe)		\$1,086,300.00

*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

(Budget Continued)

35 Special Education:

36	Salaries: (No. of Positions <u>1</u>)	45,400.00	
37	Fringe Benefits	10,000.00	
38	Purchased Services		
39	Supplies and Materials	500	
40	Equipment		
41	Other (Describe)		\$55,900.00

42

43 Gifted and Talented Program:

44	Salaries: (No. of Positions <u>1</u>)	42,300.00	
45	Fringe Benefits	9,306.00	
46	Purchased Services		
47	Supplies and Materials	4,000.00	
48	Equipment		
49	Other (Describe)		\$55,606.00

50

51 Alternative Education Program:

52	Salaries: (No. of Positions <u>1</u>)	15,000.00	
53	Fringe Benefits	3,300.00	
54	Purchased Services		
55	Supplies and Materials	500	
56	Equipment		
57	Other (Describe)		\$18,800.00

58

59 Guidance Services:

60	Salaries: (No. of Positions <u>1</u>)	41,500.00	
61	Fringe Benefits	9,130.00	
62	Purchased Services		
63	Supplies and Materials	500.00	
64	Equipment		
65	Other (Describe)		\$51,130.00
66			

67 Health Services:

68	Salaries: (No. of Positions <u>5</u>)	16,000.00	
69	Fringe Benefits	3,520.00	
70	Purchased Services		
71	Supplies and Materials	1,000.00	
72	Equipment		
73	Other (Describe)		\$20,520.00

74

(Budget Continued)

75 Media Services:

76	Salaries: (No. of Positions <u>1</u>)	38,000.00	
77	Fringe Benefits	8,200.00	
78	Purchased Services		
79	Supplies and Materials	700.00	
80	Equipment	16,000.00	
81	Other (Describe)		\$62,900.00

82

83 Fiscal Services:

84	Salaries: (No. of Positions <u>1</u>)	18,930.00	
85	Fringe Benefits	4,160.00	
86	Purchased Services		
87	Supplies and Materials	5,000.00	
88	Equipment		
89	Other (Describe)		\$28,090.00

90

91 Maintenance and Operation:

92	Salaries: (No. of Positions <u> </u>)		
93	Fringe Benefits		
94	Purchased Services(GCA Services)	126,600.00	
95	(include utilities)	92,000.00	
96	Supplies and Materials	36,906.00	
97	Equipment	\$25,000.00	
98	Other (Describe)		\$280,506.00

99

100 Pupil Transportation:

101	Salaries: (No. of Positions___)	43,862.00	
102	Fringe Benefits	9,650.00	
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		\$56,512.00
107			

108 Food Services:

109	Salaries: (No. of Positions_4__)	44,000.00	
110	Fringe Benefits	9,680.00	
111	Purchased Services		
112	Supplies and Materials	10,000.00	
113	Equipment	15,000.00	
114	Other (Describe)		\$78,680.00

115

(Budget Continued)

116 Data Processing:

117	Salaries: (No. of Positions_1__)	18,930.00	
118	Fringe Benefits	4,160.00	
119	Purchased Services (copier)	18,000.00	
120	Supplies and Materials	500	
121	Equipment		
122	Other (Describe)		\$41,590.00

123

124 Substitute Personnel:

125	Salaries: (No. of Positions__)	30,000.00	
126	Fringe Benefits		\$30,000.00

127

128 If Applicable: Facilities

129 Lease/Purchase (contract for one total year including facility upgrades)

130 Please list upgrades:

131

132 If Applicable: Utilities (contract for one total year including facility upgrades)

133 If Applicable: Insurance (contract for one 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 TOTAL EXPENDITURES

\$2,019,154.50

Alternative Learning Environment

Classroom Schedule

<u>7:45/8:00</u>	<u>8:00/9:30</u>	<u>9:30/10:30</u>	<u>10:30/11:00</u>	<u>11:00/11:30</u>	<u>11:30/12:30</u>	<u>12:30/1:30</u>	<u>1:30/2:30</u>	<u>2:30/3:15</u>
<u>Homeroom</u>	<u>1st Period</u>	<u>2nd Period</u>	<u>3rd Period</u>	<u>Lunch</u>	<u>4th Period</u>	<u>5th Period</u>	<u>6th Period</u>	<u>7th Period</u>
<u>Homeroom</u>	<u>LA</u>	<u>SS</u>	<u>Advisory</u>	<u>Lunch</u>	<u>Math</u>	<u>Science</u>	<u>Wheel</u>	<u>Lab Time</u>

2011-2012 Application Cycle

Review Council Overview

Osceola STEM Academy
Osceola School District



ARKANSAS DEPARTMENT OF EDUCATION

December 16, 2011

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

Dr. Ben Mays
*Clinton
Chair*

Jim Cooper
*Melbourne
Vice Chair*

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Ms. Shantele Raper
Osceola School District
2750 West Semmes
Osceola, Arkansas 72370

Re: Osceola STEM Academy Public Charter School Application

Dear Ms. Raper:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on December 14, 2011. Enclosed for your review, you will find the following:

- ADE Internal Review Results, November 10, 2011
- ADE Charter Review Council Review Results, December 9, 2011
- ADE Charter Review Council Interview Results, December 14, 2011

Based upon the information currently available, the Charter Review Council cannot support your district conversion public charter school application at this time. However, please be advised that the Charter Review Council is purely advisory in nature. Consequently, the position of the Charter Review Council is not binding upon charter applicants or the State Board. The State Board may approve or disapprove a charter application without regard to the position of the Charter Review Council.

The State Board will conduct a complete, full and independent review of your charter application to determine whether it should be approved. In that regard, should you disagree with the position of the Charter Review Council, you will be able to address that issue with the State Board during your hearing scheduled for January 9, 2012.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact the Charter Schools Office, at (501) 683-5313.

Respectfully,

Mary Ann Duncan, Ed.D.
Charter Schools, Program Coordinator

Enclosures

cc (w/encls): Ms. Phyllis Stewart, State Board Office
Jeremy C. Lasiter, General Counsel

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

**Osceola STEM Academy
Osceola School District
November 10, 2011 ADE Internal Review Results**

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results			X
Standard 2: Mission Statement		X	
Standard 3: Educational Need		X	
Standard 4: Educational Program		X	
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment		X	
Standard 7: Enrollment Criteria and Procedures		X	
Standard 8: Staffing Plan		X	
Standard 9: Student Services		X	
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement			X
Totals	0	7	7

**Osceola STEM Academy
Osceola School District
As of December 9, 2011 Charter Review Council Meeting**

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results			X
Standard 2: Mission Statement		X	
Standard 3: Educational Need		X	
Standard 4: Educational Program		X	
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment		X	
Standard 7: Enrollment Criteria and Procedures		X	
Standard 8: Staffing Plan			X
Standard 9: Student Services		X	
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement			X
Totals	0	6	8

**Osceola STEM Academy
Osceola School District
As of December 14, 2011 Charter Review Council Interviews**

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results			X
Standard 2: Mission Statement		X	
Standard 3: Educational Need		X	
Standard 4: Educational Program		X	
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment			X
Standard 7: Enrollment Criteria and Procedures		X	
Standard 8: Staffing Plan			X
Standard 9: Student Services		X	
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement			X
Totals	0	5	9

2011-2012 Application Cycle

Additional Documents

Osceola STEM Academy
Osceola School District

Jodie Fairchild (ADE)

From: Mary Ann Duncan (ADE)
Sent: Sunday, December 11, 2011 12:11 AM
To: sraper@osd1.org
Cc: Jodie Fairchild (ADE); Diane Gross (ADE); Mark White (ADE); Jeremy Lasiter (ADE)
Subject: Additional Information Needed

Importance: High

Ms. Raper,

After a review of the district conversion application for Osceola STEM Academy, the Charter Review Council has requested additional information. Please submit a written response to the following at the time of your scheduled interview with the Council on December 14, 2011;

Regarding Standard 2:

Clarify the baselines for the factors identified in the mission statement, (i.e. attendance and discipline).

Regarding Standard 3:

Please clarify the charts included in the Evaluation Response on pages 2 & 3. What do the percentages on these charts signify?

Regarding Standard 4:

How does the charter school day differ from that of the traditional middle school in the district?

Regarding Standard 6:

Provide detailed information regarding the Science, Technology, Engineering, and Mathematics, curriculum for the STEM charter school.

Regarding Standard 7:

It remains unclear as to how students will be selected through a random lottery process that will meet Federal requirements for public charter schools. Please clarify.

Please feel free to contact me in the Charter School Office at (501) 683-5313 should you have any questions.

Thank you,
Mary Ann Duncan

Standard 2 :

Clarify the baselines for the factors identified in the mission statement, (i.e. attendance and discipline)

As of 12/13/2011 there are 189 Discipline Referrals. Our goal is to decrease the number of student referrals by 5% each month. As referred to in Standard 5 we will increase our 98.5 % attendance rate by 0.5 each year. 56% of parents attended Parent/Teacher Conference in Spring 2011, our goal is to increase parental involvement to 95% in year 1 and 100% in year 2.

Standard 3:

Please clarify the charts included in the Evaluation Response on pages 2 & 3. What do the percentages on these charts signify?

The charts are simply an overview of our district test scores. OAC indicates Osceola Academic Center, OES indicates Osceola Elementary School and OMS is Osceola Middle School. The Benchmark scores show slight increases and decreases of test scores. The desire of Osceola School District is to show sustained growth through the use of best practices.

Standard 4:

How does the charter school day differ from that of the traditional middle school in the district?

The traditional non-charter middle school consists of eight 45 minute class periods. This includes 4 core courses along with other state required electives such as fine arts, physical education, health and career ed. The Osceola Stem Academy will differ from that of the traditional middle school by implementing an alternative schedule which will be allowed by use of the waivers. The exemptions from the traditional schedule will include fine arts, Tools for Learning, Media Services and Career and Technical Education. We know all these include important concepts and skills for these students therefore our goal is to insure that students are exposed to these throughout their daily instruction. The Gifted/Talented program will be inclusive of all students through their exposure in the Discovery Zone environment. The OSA though provide an environment that is conducive to more business and industry collaboration between students and staff. Two other differences between the traditional Middle School and the Osceola Stem Academy are that parents will be required to attend all Parent/Teacher Conferences and students will be required to fulfill community volunteer hours as outlined by the student application. OSA students will not be required to meet the state requirements of the Fine Arts based upon the waivers requested. Foreign Language will be offered to all students through a certified foreign language teacher or distance learning. Health standards will be addressed in the Math/Science Curriculum at the OSA whereas now it is offered as a required course at the traditional Middle School. Students will be provided Intense content instruction through highly qualified subject specific certified teachers. Common Core training offered through the State Department of Education will greatly enhance our efforts to

train our teachers for Project Based Learning. These high interest projects will increase student engagement immensely thereby decreasing discipline referrals.

The Osceola School District is unable to make a financial commitment to an extended school day or year due to a decrease in student enrollment.

Standard 6:

Provide detailed information regarding the Science, Technology, Engineering, and Mathematics, curriculum for the STEM charter school.

The curriculum of Osceola STEM Academy will provide additional opportunities for students to explore and investigate through real-world projects while remaining completely imbedded in the Arkansas State Instructional standard. Instructional leaders will continue to work diligently to align our curriculum using the Common Core State Standards as the driving component of disseminating information to students. An important dimension of our curriculum focus is to increase the participation of groups that are underrepresented in sciences, especially our African-American and female students. The type of project based learning promoted through the curriculum will measure student's ability to solve problems and work effectively in teams, in addition to the knowledge and skills measured on state assessments. We will provide specific attention to consistently supplementing our standard curriculum to include rigorous projects that will deepen STEM learning over time.

Lab time will allow us to allocate more time to:

- Collaborative learning
- Environmental learning
- Skype lessons
- Pre-AP
- Duke TIP
- National Junior Honor Society
- Odyssey of the Mind
- U of A-Industrial Engineering Challenge
- Project Lead the Way
- Stock Market Game
- First Lego League
- BEST Robotics
- Service Learning Projects
- More instructional time will be devoted to STEM
- Participation and promotion of Science Fair
- Promotion of Pre-AP courses
- The use of technology integrated across the curriculum

2011-2012 Application Cycle

ADE Hearing Letter

Eastside New Vision Charter School
Warren School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

December 13, 2011

State Board
of Education

Ms. Marilyn Johnson
Warren School District
408 Cherry St.
Warren, AR 71671

Dr. Ben Mays
*Clinton
Chair*

**Re: Notice of State Board Hearing
Eastside New Vision Conversion Charter School Application**

Jim Cooper
*Melbourne
Vice Chair*

Dear Charter Applicant:

Joe Black
Newport

The State Board of Education will consider the above-referenced district conversion public charter school application at its regularly scheduled meeting on **Monday, January 9, 2011**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any personnel and documentation necessary for you to address any questions the State Board of Education may have.

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. § 6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools. Enclosed you will find the hearing procedures to be used by the State Board of Education.

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Should either party wish to make an electronic presentation to the State Board of Education, a copy must be received in my office **no later than 2:00 p.m. on December 20, 2011**. A hard copy may be faxed to my office at (501) 682-4249, or an electronic copy may be e-mailed to mark.white@arkansas.gov.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205.

Should you have any other questions, you may direct them to Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

J. Mark White
Staff Attorney

Enclosure

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc (w/encl): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator

2011-2012 Application Cycle

Letter of Intent

Eastside New Vision Charter School
Warren School District

WARREN PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
408 CHERRY STREET
P. O. BOX 1210
WARREN, ARKANSAS 71671
TELEPHONE (870) 226-6738
FAX (870) 226-8531

FAKED
8/31/11
J. Polk
SUPERINTENDENT OF SCHOOLS

Andrew Tolbert

BOARD OF DIRECTORS

Jerry Daniels
Joel Tolefree
Angela Marshall
Kerry Pennington
Anne Smith
Shannon Gorman
Greg Morman

ORIGINAL

School District: Warren Public School District

Contact Person: Marilyn Johnson, Asst. Superintendent
Warren Public School District
408 Cherry Street - P.O. Box 1210
Warren, AR 71671
870-226-8500 (Office) 870-226-8531 (Fax)
johnsonm@warren.k12.ar.us

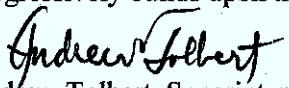
RECEIVED
SEP 06 2011

CHARTER SCHOOL OFFICE

School: Eastside Elementary School
Proposed Charter School Name: Eastside New Vision Charter School
Location: Location will be at the current Eastside Elementary campus at
408 North Bradley Warren, AR 71671

Grade Levels: Kindergarten – 3rd Grade

Charter School Description: Eastside New Vision Charter School will be a whole school conversion charter with a student enrollment cap of 600. The classroom environment will be learner-centered, performance-based with the common core state standards as the framework for the curriculum. Rather than being assigned to a "grade", students will progress through "levels" of instruction and will be held responsible for providing evidence of their learning and of their readiness for moving up to the next level of instruction. Research-based instructional strategies will be utilized to engage the learners in authentic, interactive learning activities in building the foundation for college and career readiness. We will ensure that parents are partners in learning and kept informed of their child's progress by having access to the child's data log which details the goals and progress toward meeting those goals. We will partner with community stake holders by having them meet with students to help them see the connection between learning and life, as well as having them score projects related to real world application. Technologies to be used include the MAP/NWEA assessments, quarterly on-line Target formative assessments at grade three, Compass Learning software, and additional technology integration in the classroom. Areas of emphasis include using *time as the variable*, not the constant in an effort to give students the time and support needed to master concepts and provide evidence of skills learned; *learner-centered focus* in which differentiation of learning style, process, product, and/or environment is considered; *students providing evidence of their learning to progress through levels of instruction* instead of being automatically promoted from one grade to the next; and *preparing students for college and career readiness by establishing a real-world workplace atmosphere* built around trust, cooperation, responsibility, and evidence of progress. In summary, we want to create a school which takes students where they are and progressively builds upon their knowledge and skills to prepare them for life.


Andrew Tolbert, Superintendent
Warren School District

2011-2012 Application Cycle

Application

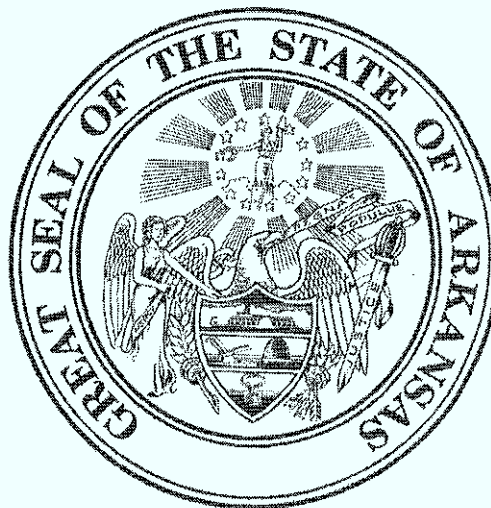
Eastside New Vision Charter School
Warren School District



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



Charter School: Eastside New Vision Charter School

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313

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WARREN PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
408 CHERRY STREET
P. O. BOX 1210
WARREN, ARKANSAS 71671
TELEPHONE (870) 226-6738
FAX (870) 226-8531

BOARD OF DIRECTORS

Jerry Daniels
Joel Tolefree
Angela Marshall
Kerry Pennington
Anne Smith
Shannon Gorman
Greg Morman

SUPERINTENDENT OF SCHOOLS

Andrew Tolbert

October 26, 2011

Arkansas Department of Education

Charter School Office

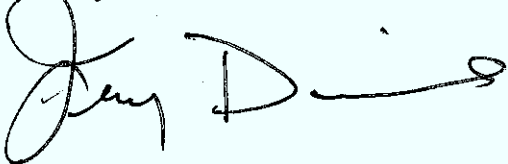
Four Capitol Mall, Room 302-B

Little Rock, AR 72201

To Whom It May Concern:

The Warren School Board has been involved with the Standards-Based Initiative from its inception. Two of our members were on the SBE Task Force and attended the exploratory trip to Adams 50 in Colorado. Since that time, the Board has been kept informed about the progress with the SBE initiative and we fully support the charter application for Eastside New Vision Charter School.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerry Daniels", with a long horizontal flourish extending to the right.

Jerry Daniels,

Warren School Board President

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED
PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Eastside New Vision Charter School

Grade Level(s) for the School: K-3 Student Enrollment cap: 510

Name of School District: Warren School District

Name of Contact Person: Marilyn Johnson, Assistant Superintendent

Address (no P.O. Box please): 408 Cherry St. City: Warren ZIP: 71671

Daytime Phone Number: (870) 226-8500 FAX: (870) 226-8531

E-mail: marilyn.johnson@warrensd.org

Charter Site Address: 408 N. Bradley

City: Warren ZIP Code: 71671

Date of Proposed Opening: August 20, 2012

Name of Superintendent: Andrew Tolbert

Address: 408 Cherry St.

City: Warren Zip Code: 71671

Phone Number: (870) 226-6738 FAX: (870) 226-8531

E-mail: andrew.tolbert@warrensd.org

B. GENERAL DESCRIPTION

In succinct terms, describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

Warren School District proposes the conversion of its K-3 Elementary School into a charter conversion school, so that it can fully implement a modified version of the Reinventing School's (RISC) model of Standards Based Education (SBE). The classroom environment will be learner-centered, performance-based with the common core state standards as the framework for the curriculum. Rather than being assigned to a "grade", students will progress through "levels" of instruction and will be held responsible for providing evidence of their learning and of their readiness for moving up to the next level of instruction. Research-based instructional strategies will be utilized to engage the learners in authentic, interactive learning activities in building the foundation for college and career readiness. Areas of emphasis include using *time as the variable*, not the constant in an effort to give students the time and support needed to master concepts and provide evidence of skills learned; *learner-centered focus* in which differentiation of learning style, process, product, and/or environment is considered; *students providing evidence of their learning to progress through levels of instruction* instead of being automatically promoted from one grade to the next; and *preparing students for college and career readiness by establishing a real-world workplace atmosphere* built around trust, cooperation, responsibility, and evidence of progress. In summary, we want to create a school which takes students where they are and progressively builds upon their knowledge and skills to prepare them for life. The following chart details the significant differences between a traditional setting and our proposed new model.

TRADITIONAL VS. RISC PHILOSOPHY	
Traditional (Old Model)	RISC (New Vision Charter Model)
Movement based on time	Movement based on performance
Students sitting in rows	Controlled chaos
Driven by textbooks	Driven by a shared vision
Commercial bulletin boards	Student boards
Teacher-controlled class	Students are navigators
10% student engagement	100% student engagement
3R's	Global curriculum
Teacher is the judge	Self, peers, business leaders, and teachers judge students' work

This proposed change would be implemented for kindergarten through third grade age students, all of which are currently housed in the K-3 elementary school buildings. There are currently 500 students in kindergarten through third grade. The single campus is located on 408 North Bradley Road.

Eastside is a school-wide Title I School in rural southeast Arkansas, approximately 72 % of the students are eligible for free or reduced lunches. We are becoming a more diverse campus with 48% Caucasian, 30 % African American, 21% Hispanic, and Native American 1%. Industry is limited, with the School District being the largest employer in the county. The economy of the area relies on seasonal farming, poultry farming and the forest industry.

According to the last census, 2,914 people in the community have a high school degree, or 66.1% of the population (compared to the national average of 80.40%). 521 people in Warren also had a Bachelor's degree or higher, which represented 11.8% of the total population (National average is 24.40%).

The median household income in the community at the time of the last survey was \$22,162. The median household income in the U.S. was \$41,994. Per capita income in Warren in the last full census was \$13,453. Per capita income in the U.S. was \$21,587. There were 2,381 in the labor force in Warren at the time of the last complete survey. This represented 46.6 of the total population, compared to the national average of 63.90%. In summary, a majority of the students attending Eastside are from low-income homes with little to no opportunity for social or cultural stimulation. In an ever-changing and increasingly competitive global society, students must be nurtured, challenged, and developed into prepared citizens, and because this is not being modeled for many of our students within their homes, there is a sense of urgency to create such a work-place atmosphere within the school where students apply learning to real-world unpredictable situations.

Eastside New Vision Charter School will be a whole school conversion charter with a student enrollment cap of 600. The school intends to continue its school-wide Title I status. The classroom environment will be learner-centered, performance-based with the common core state standards as the framework for the curriculum. Rather than being assigned to a "grade", students will progress through "levels" of instruction and will be held responsible for providing evidence of their learning and of their readiness for moving up to the next level of instruction. (Please refer to Standard 4) Research-based instructional strategies will be utilized to engage the learners in authentic, interactive learning activities in building the foundation for college and career readiness. We will ensure that parents are partners in learning and kept informed of their child's progress by having access to the child's data log which details the goals and progress toward meeting those goals. We will partner with community stakeholders by inviting them to meet with students to help them see the connection between learning and life, as well as inviting them to serve on a panel to score projects related to real world application. Technologies to be used include the NWEA/MAP assessments, Compass Learning software (which interfaces with NWEA/MAP to create individual learning paths), quarterly on-line Target formative assessments at grade three, and additional technology integration in the classroom, utilizing technologies such as MOBIs, projectors, document readers and iPads. Areas of emphasis include using *time as the variable*, not the constant in an effort to give students the time and support needed to master concepts and provide evidence of skills learned; *learner-centered focus* in which differentiation of learning style, process, product, and/or environment is considered; *students providing*

evidence of their learning to progress through levels of instruction instead of being automatically promoted from one grade to the next; and preparing students for college and career readiness by establishing a real-world workplace atmosphere built around trust, cooperation, responsibility, and evidence of progress. In summary, we want to create a school which takes students where they are and progressively builds upon their knowledge and skills to prepare them for life.

STANDARD 1: Public Hearing Results

We held our public hearing on Tuesday, September 27, 2011. It was advertised three times in the Eagle Democrat (see Appendix item N for proof notice) and once in the Shopper's Guide, a weekly publication that is distributed to all residents of the county. Andrew Tolbert, Superintendent, invited the community to the hearing through a public service announcement on KWRP (see Appendix Item O for proof of notice.) In addition, articles were posted in our District Data Newsletter (which is distributed to all students to take home and copies are available in local businesses), Eastside Update Newsletter (once a month publication for parents), and Eastside Weekly Bulletin. Announcements were made at local football games. Also, students were reminder labels home on the day of the hearing, reminders were sent in weekly orange communication folders on colored paper, and students wrote reminders in their student planners. The superintendent emailed an invitation to all district staff. One hundred and twenty-seven people signed in at the meeting (See Appendix P). Interest in this public hearing exceeded interest in other meetings held in the district such as the Annual Report to the Public.

Superintendent Andrew Tolbert, welcomed the community, Assistant Superintendent Marilyn Johnson defined charter schools, Principal Sara Weaver and Assistant Principal Kathy Cornish answered the Who, What, When, Why, and How and presented a presentation on the comparison of traditional and standards-based education. A panel made up of four lab classroom teachers, Assistant Superintendent Johnson, Principal Sara Weaver and Assistant Principal Kathy Cornish fielded questions from the audience on charter schools and standards-based education.

As a culminating activity, the audience was asked to complete a survey with 3 responses requested. The first question gave the audience an opportunity to write down any questions for which they felt were unanswered or unclear. Questions and concerns listed are being addressed on an individual basis for those who provided their contact information. We are also posting a FAQ document on our website which includes these questions.

The tables below show the results for the other two opportunities for responses on the survey.

“The information presented this evening was sufficient to help me understand the changes that will occur at Eastside if this charter is approved.”

Strongly Agree	Agree	Disagree	Strongly Disagree
26%	69%	5%	0%

“I believe that the changes proposed will benefit the students and I support the concept.”

Strongly Agree	Agree	Disagree	Strongly Disagree
42%	52%	3%	3%

To build public awareness and establish support prior to the September 27, 2011 public hearing, during the Spring of 2011, Principal Sara Weaver and Assistant Principal Kathy Cornish began holding public meetings with parents and civic and community organizations to educate stakeholders on the components of Standards Based Education (SBE) and the possibility of becoming a charter school. During the seven parent meetings held, breakfast, lunch, or an afternoon snack were provided in an informal, informative setting with the principals to discuss traditional vs. standards-based education. Also discussed was the process for becoming a charter and addressing any concerns or questions. Parents were also given the opportunity to sign their child up to be part of a SBE lab classroom for the 2011-2012 school year. As a result, two lab classrooms were established at each grade level K – 3rd. We felt like this was a strong indicator of parental support. In addition, meetings were held in the spring of 2011 with the following civic and community groups with the same agenda as the parent meetings: Rotary, Bradley County Industrial Development Committee (BCIDC), Retired Teachers Organization, Jr. Auxiliary, Warren Woman’s Club, and Warren Women of Today. Additional parent and civic meetings are planned throughout the fall in an effort to educate all stakeholders in small group settings. In addition, monthly SBE Task force meetings have been held for the past 14 months which include lab teachers, Eastside Building Leadership Team, parents, press, board members, and district staff.

STANDARD 2: Mission Statement

The mission of **Warren School District** is to provide every child a safe, positive environment for learning skills necessary to live productively in a global society.

The mission of **Eastside New Vision Charter School** is to foster a community of student and adult learners working collaboratively with parents and the community at large to ensure success for all students through learner-centered standards-based classrooms resulting in increased student achievement as measured by formative and summative assessments. (Additional measures include perceptual surveys, increased attendance at Parent Involvement Team (PIT) Crew meetings, increased school volunteerism of parents and community member as evidenced by sign-in sheets.) Students, staff, and parents were involved in writing our mission statement.

STANDARD 3: Educational Need for the School

Eastside is in year 4 of school improvement (targeted intensive); and even though only one subgroup kept us from meeting Adequate Yearly Progress (AYP) last school year, a look at our trend data (*see appendix A*) reveals inconsistencies from year to year; group to group. In

particular, we are concerned that our students are not performing well on open response items, revealing a need for students to have opportunities for problem solving situations in which a written response or requirement to provide evidence of learning is required. For years, conversations among our A-Team have centered around “what if we had a system in which time is the variable and learning is the constant” and “what if instead of being grouped by age, students are grouped by what they know and are able to do” and “what if students who need more challenging work move to the next level without delay, while those who need extra help get it”.

Through Standards Based Education (SBE) in a charter setting, we will have the ability to create and implement just such a system; one that is truly learner-centered and one in which expectations are consistent from class to class. Another real need is the ability for teachers, families, and students to know what knowledge has been mastered and what still needs to be learned. Our current system of grading does not address this need – a grade of “A” does not define what a student knows or can do, but in a standards-based system, the learning goals are evident to all parties involved.

Our vision includes creating a system in which learners and teachers respond to and reflect on progress in order to build ownership and independence; teachers as well as students become true problem solvers. We see a need for learners to become more independent and take control of their own learning, meet their goals and figure out their own path to success as well as having the opportunity to make choices and demonstrate proficiency.

Because of this need, we have embraced the US Department of Education’s recommendation “Teach students to examine their own data and set learning goals”. In order to create the kind of learning environment that is conducive to establishing the foundation for our students to become college and career ready. We further see a need to establish a learning environment that provides opportunities for learners to apply their knowledge to real-world unpredictable situations built around trust, cooperation, responsibility, and evidence of progress. We want to create a school which takes students where they are and progressively builds upon their knowledge and skills to prepare them for life. Warren School District is pursuing the Charter Conversion Status because we truly believe this is what is best for our students.

Standard 4: Educational Program

Eastside New Vision Charter School proposes an educational model with several distinct components. Eastside will employ an educational philosophy based on the precepts of standards-based learning, with curricular and instructional strategies including differentiated instruction and standards based learner centered practices. In order to facilitate success in this system and expand educational opportunities, several changes are proposed as described below.

I. Educational Foundations

Standards-based education is a comprehensive approach to learning in which the entire educational system is organized around engaging students in developing 21st century skills while having them work at their performance level and advancing through the level only when they have demonstrated proficiency of the required knowledge or skills. Standards-based learning could also be defined as performance-based learning. At the core of this approach, is a deep

commitment to children- that every child will learn, that every child can meet high standards, and that every child can succeed in life. This learner-centered approach, driven by moral purpose and a system that unleashes students' potential, gives every child the opportunity for success in life.

- Students become leaders of their learning process.
- Teachers become facilitators and partners.
- Getting by with very low-level knowledge and skill is not enough. Students must demonstrate a much higher level of mastery.
- The pathway from level to level is transparent to everyone.
- In a traditional system, time is the constant and learning is the variable. In this approach system, the reverse is true: *Learning is the constant and time is the variable*. Students move at their own pace, which honors natural developmental differences.

We will implement a modified version of the RISC (Reinventing Schools Coalition) Approach to Schooling, Mass Customized Learning components, and researched based best practices from Robert Marzano and Associates. The philosophy of the RISC approach is based on four interrelated elements:

- 1) ***Shared Vision: the education community speaking in one voice.*** All stakeholders (students, parents, teachers, administrators, and community members) collaboratively create a vision for the school based on: what skills and knowledge must all students master? What are the purposes of schooling? What are our educational values? What makes a great school, student, teacher and parent?
- 2) ***Standards Based Design: a future focused approach to teaching and learning.*** Standards Based Design is the nuts and bolts based on what students will learn, how they will learn it, how they will be assessed and graded, and how their performance will be reported. Key aspects include:
 - *Transparent curriculum.* The knowledge and skills students must learn as they progress through developmental levels are open and clear to everyone.
 - *Flexibility.* Students are encouraged to move in and out of levels at their own pace.
 - *Student ownership.* Students own, lead, and partner with their teachers in every phase of learning.
 - *Goal setting.*
 - *Tracking progress.*
 - *Student-teacher conferences.*
 - *High standards.* Traditionally, students are considered to have passed a content area with 60% average in quadrant A & B of the rigor and relevance framework (See appendix B). Eastside New Vision Charter School will define proficiency as $\geq 75\%$ in quadrants C & D on the rigor and relevance framework.

The table following contrasts the terms standards-based, standards-referenced, and tracking/ability grouping. **Eastside New Vision is a standards-based model.**

Standards-based	Standards-referenced	Tracking (Ability Grouping)
Students are working at in readiness level in all content areas.	Students are working at grade level across content areas.	Grouped based on a few assessments.
Students own their learning- they have the power.	Teachers control learning.	Teacher is the decision maker.
Porous system- grouped based on performance rather than age, students move in and out as needed.	Grouped by age – student progress in a time-bound system.	Group with limited movement
Individual needs are being met through students' interests, goals, and unique learning styles.	Group needs are being met through grade level standards.	Focus is on the system rather than the learning.
Instruction is balanced; students must understand the information and also be able to apply it in real life situations.	Instruction is driven by prescribed programs and textbook assessments.	Instruction moves forward only when all students are ready.
Progression is based on proficiency.	Progression is based on seat time.	Progression is based on group readiness.
Students, parents, teachers, administrators, support staff and community members know the expectations.	Teachers know the expectations	Teachers control the expectations

- 3) **Leadership** — *the deliberate focus on developing strong leaders at every level.* Many opportunities will exist for all stakeholders to be involved in leadership roles and influence decision making. One of the founding principles of a standards-based approach is that there are high levels of ownership. Many committees and collaborative teams are active in the decision making processes.
- 4) **Continuous Improvement** — *the systemic processes at every level that ensure that improvement is never ending.*
 - Students monitor their progress for continuous improvement through the use of capacity matrices, rubrics and goal setting. Students set individual, group and classroom goals around things such as shared vision, code of conduct and learning targets. Students make the results of their goals transparent by posting results on data walls and our vision is to create digital backpacks.
 - Teachers monitor the achievement of the shared vision, code of conduct, student and classroom goals. Teachers make the results of their goals transparent to all stakeholders through classroom data walls.
 - Key leaders will monitor performance indicators of success for staff and students. Principals will model Plan – Do – Check – Adjust (PDCA) planning and monitor progress toward goals.
 - The RISC evaluation rubric will be used to assess the overall success of the program and whether or not primary goals of the program have been met.

<http://www.reinventingschools.org/resources/self-assessment-tool/>
(see Appendix C)

This future focused approach is supported by research that shows two most important factors about learning are: “all students learn differently and students learn in different time frames”.

II. Non- Graded Levels

A major component of this standards-based approach is “non-graded” classrooms. Traditional grades kindergarten, first, second, third, etc. will be replaced with learning levels. These levels include focus areas of reading, writing, speaking and listening, language, and mathematics based on Common Core State Standards and other essential learnings required as we educate the whole child. The learning targets at each level are developmentally appropriate, are a cumulative learning progression of skills and understandings, and are embedded with College and Career Readiness anchor standards. The learning targets at each level define what students should know and be able to do. The progression chart below details the correlation between traditional grade levels and standards-based levels.

Eastside New Vision Student Progression Chart

(Traditional Grade Levels are listed for comparison purposes.)

	PK	K	1	2	3	4
Math	Math L1	Math L2	Math L3	Math L4	Math L5	Math L5
Literacy	Literacy LR + L1	Literacy L2	Literacy L3	Literacy L4	Literacy L5	Literacy L5

Traditionally, students spend nine months at a certain grade, and the amount of learning varies from student to student. Most of them move on at the end of the year, some with barely passing grades. Students move to a new grade level regardless if they have mastered all the skills for the previous level thus creating an achievement gap. In a standards-based model, students advance as they prove they have met learning targets within a level. They may need more time in some areas but can advance more quickly in others. If a child leaves school at the end of May still needing to master skills at their current level, they will still be on that level when they return in August. An analogy to illustrate our vision is: a child playing a video game must master one level before they are allowed to move to the next higher level. They are highly motivated to succeed and in charge of their own progress. So in the classroom, for example, when a student masters level 3 in math, they move to level 4.

III. Comprehensive Assessment System

Eastside New Vision Charter School will continue to utilize a comprehensive assessment system to guide instructional decision-making, engage students in goal-setting, and evaluate the effectiveness of instructional practices. This comprehensive system incorporates multiple types of assessments (*See Appendix D-1*).

- **Formative Assessment** – inform instruction, involves students and is ongoing throughout the academic year.
- **Interval Assessment** – monitors student progress and occurs several times across the academic year.
- **Summative Assessment** – measures learning outcomes at the end of an instructional period and evaluates content knowledge.

In the traditional school setting, assessments are used primarily for grading purposes and look the same for all students. In the standards based school setting, assessments will be used to customize learning for all students. A model of Eastside New Vision Charter School's comprehensive assessment system is located in Appendix D-2. The following is a summary of our assessment model.

- **Pre-assessments** will continue to be given to determine a learner's readiness level at the beginning of the year or at the beginning of a new learning level or new learning outcome. Beginning of the school year pre-assessments will include, but not be limited to, Kindergarten Diagnostic Instrument (KDI) for incoming kindergarteners, MAP (Measures of Academic Progress) for Primary Grades Assessments, DIBELS, Star Math/Literacy, teacher made assessments, learning styles and interest inventories.
- **Ongoing formative assessments** will continue to be given to guide instruction, set learning goals and determine interventions for learners as needed. This will be in various forms such as teacher observation, student performance task, and assessment results. The learner will have choice and voice in performance task. Assessments will be given at various times depending on student readiness.
- **Interim assessments** will continue to be given during the year to monitor student growth. Assessments to be given at the beginning, middle and end of the year (such as: *DIBELS*, *STAR Math*, *STAR Literacy*, and *NWEA/MAP* assessments.). *NWEA Measures of Academic Progress* (MAP) tests present students with engaging, age-appropriate content. As a student responds to questions, the test adapts, adjusting up or down in difficulty. A wealth of detailed information is provided for teachers, parents and administrators to individualize instruction for each child. MAP results provide grade-level independent analysis of a child's learning which is ideal to support the innovative model of this new school.
- **Summative Assessments** will continue to be given to evaluate proficiency in student performance. Eastside New Vision Charter School will continue to administer the state mandated test as required. A final assessment will be given to students at the end of each learning level to determine proficiency before a student can progress to the next level using assessments such as *NWEA/MAP* assessments, *Compass*, and teacher-made assessments.

Recording and Reporting student progress:

- **Student Portfolio:** The Student Portfolio is a tool the student and teacher will use to monitor progress, store past assessments, student capacity matrix and keep sample work. Our vision includes developing a digital backpack accessible at any time to each student allowing them to access digital learning resources as well as storing evidence of their learning.
- **Data Wall Chart:** This is a visual that shows students, parents, and teachers where a student is located along the continuum in each content area.
- **Parent Conferences:** A minimum of two parent teacher conferences will be held each school year to report student progress.
- **Progress Report:** Each quarter a progress report will be sent home to keep parents informed about their student's progress. MAP progress reports will be sent home on an interim basis. Compass Learning Odyssey progress reports will be available 24/7 for parents, teachers, and students.
- **Personal Learning Plan (PLP):** A Personal Learning Plan is a custom designed document written and used by students, teachers, and parents to best meet the educational needs of the individual student. Goals are identified and tied to standards focusing on student driven performance, implementation, and accountability. (*appendix E*)
- **Standards Based Report Card:** A standards based report card is a customized report communicating 1) The level the student is assigned to in math and in literacy. 2) The student's performance rating for each skill worked on during the quarter. 3) The progression rating of the student (answering the question: "Is the student on the expected trajectory?").

IV. Professional Development

Eastside New Vision Charter School will continue to provide job-embedded professional development to all staff members. Professional development for standards based education will include but is not limited to the following:

In- house Professional Development:

- Unpacking Common Core State Standards
- Book study on Delivering on the Promise
- Book study on Daily 5 and Café
- Daily 5 and Café workshop
- Standards Based Education: Shared Vision, Defining Standards Based Education, Barriers, Concerns, and Questions, Standards Based Report Cards
- State Required Professional Development
- Differentiated Instruction
- Gearing Up for Standards Based Classroom

Outside Consultant Professional Development:

- Bea McGarvey, a private educational consultant and a long-time associate of Dr. Robert Marzano and Dr. Debra Pickering. (Scheduled for January 3 & 4, 2012 and on-going as funding allows.)

- Development of Scope and Sequence
- Backwards Unit Design
- Assessments
- Creating and Using Rubrics
- Goal Setting
- Grouping and Re-grouping students

V. Learner-Centered

Standards-based classrooms are built on several foundational components that create the culture of a learner-centered environment. These components drive student ownership, create a community of learners and provide the necessary tools for the teachers to become a facilitator of learning and students to be the navigators of their own learning.

Shared Vision & Code of Conduct: Students will be involved in the process of creating the vision & code of conduct and must be able to verbalize and explain them. Students will hold themselves and peers accountable to the code of conduct and monitor and provide feedback on their progress.

Learner-Centered Instruction, Learning Styles, Collaborative Groups, Flow-Charts & SBS (Standards Based System) Tools: Students will have voice and choice in their learning within a framework which include choice menus based upon their learning styles, and they can verbalize what they are learning. Students will be engaged in attaining their learning target in whole groups, collaborative small groups, pairs, or individually. Students will be taught to use Flow-Charts which illustrate a road map for their learning for the day and they'll be taught to use standards based system tools including graphic organizers.

Assessment and Data-driven dialogue, Personal Learning Plans, Rubrics, & Student Portfolios: The assessment, PLP, and collection of evidence of learning are cyclical. After being pre-assessed and placed in the initial learning levels, students will be included in the goal setting process. In developing their Personal Learning Plan, teachers will meet with students individually to have data-driven dialogue to discuss what it is they need to know and be able to do and options on showing evidence that they do know or can do it. Rubrics will be provided to guide as well as assess student progress. Students will keep track of their capacity matrix to record and report their progress toward their goal/learning target. The capacity matrix (*See Appendix F*) along with other evidence of student learning will be kept in a student portfolio and in time, we hope to have a digital backpack for storage.

VI. Interventions

The standards-based system is ideal for a child who is struggling to make progress, the average learner, or the child who is excelling. In this system, learning is continuously monitored through various formative assessments, allowing for quick adjustments that could include differentiated instruction, interventions, and personalized learning plans. Eastside New Vision Charter School will continue to provide our RTI (Response to Intervention) strategies for students who need support in their learning. Our RTI model (*See Appendix G*) includes interventions provided by

both certified and classified interventionists who will work with students in small groups and/or one-on-one based upon student need. The intervention will be provided in a push-in and/or pull-out model depending upon student need.

RTI and Standards Based Education:

Intended Audience	Instructional Approaches	Resources Strategies
IEP students with severe/profound needs, some ELL students or students performing 3 or more levels below expected level	Intensive Support: 1 on 1 direct instruction or small group instruction, ELL, progress monitoring	Personal learning plans (including IEP), supplemental researched-based curriculum and instruction, technology enhanced instruction, significant interventionist support, increased paraprofessional support, curriculum modifications and accommodations as needed, occupational, speech, and physical therapy if needed.
IEP students with mild-moderate needs, some ELL students, or students performing 1-2 levels below expected level	Targeted Support: Small group instruction or 1 on 1 direct instruction, progress monitoring	Personal learning plans (including IEP), supplemental researched-based curriculum and instruction, technology enhanced instruction, moderate interventionist support, Para support (foster grandparent, AmeriCorps) if needed, accommodations, behavior interventionist, Mental health services, occupational, speech, and physical therapy if needed, behavior interventionist as needed.
High achievers performing 1-2 years above expected level	Targeted Support: enrichment access, Accelerated learning path, (based upon passion and interests), progress monitoring, small group or 1 on 1 instruction.	Advanced learning plans, supplemental researched based curriculum and instruction, technology enhanced instruction, moderate interventionist support, Para support if needed, behavior interventionist if needed, Mental health services if needed
Highly advanced learners performing 3 or more levels above expected level	Intensive Support: 1 on 1 direct instruction, small group enrichment, strengths-based instruction (passions and interest), independent study overseen by teacher and g.t. coordinator, progress monitoring	Advanced learning plans, supplemental researched based curriculum and instruction, project/problem based learning opportunities, technology-enhanced instruction.

VII. Technology

Information literacy and technology are inherent components of and for student learning. "The current and future health of America's 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy. 21st Century Literacy includes strong academic skills, thinking, reasoning, teamwork skills and proficiency in using technology." (21st Century Workforce). Eastside New Vision Charter School will continue to integrate technology in the curriculum as an instructional tool and for student to use as a tool to produce learning evidence. Eastside New Vision instructional technology tools will include but will not be limited to the following: flip video cameras, computers, iPads, document cameras, Mobi, Clickers, and Mimeo boards, various software/internet sites such as digital storytelling, iTunes, currikki, and wiki pages. Eastside New Vision will continue making learning constantly accessible with Compass Learning Odyssey (or comparable technologies) and our plan in the future: digital backpacks for students. Students will have access to the Worlds of Wonder (WOW) Lab and 3 computer labs for research and for completing projects. The WOW is an interactive learning center that is based on learning through inquiry. This lab immerses students in exciting hands-on science, problem solving, technology and creative design to explore the wonders of science all around them.

VIII. Research

Eastside New Vision Charter School will continue to incorporate strategies and theory using researched based information from the following sources:

Re-inventing Schools Coalition- *Delivering on the Promise: The Education Revolution*, Richard A Delorenzo, Wendy Battino, Rick Schreiber and Barbara Carrio

Marzano Research Laboratory: *Designing and Teaching Learning Goals and Objectives, The Highly Engaged Classroom, Formative Assessment and Standards-Based Grading.*

Inevitable: Mass Customized Learning: Bea McGarvey and Chuck Schwahn

International Center for Leadership in Education: www.LeaderEd.com

STANDARD 5: Goals

- I. Eastside New Vision Elementary School reading, reading comprehension, mathematics and mathematics reasoning will increase to meet AYP each year for the first five years.

Tools:

Augmented Benchmark Assessment (for students eligible for 3rd grade testing 2012-2014)

PARCC Assessment of CCSS (for students eligible for 3rd grade testing 2015-2017)

- II. Eastside will increase the percentage of students in the top two quartiles in literacy and math each year for the first five years.

Tools:

ITBS or other State mandated assessment (for students eligible for K-2 NRT 2012-2014)

CCSS Performance Assessments (for students eligible for K-2 assessments 2015-2017)

- III. Students will meet 60% of their learning goals for the year as identified by individual student needs assessment.

Tools: MAP (Measures of Academic Progress) for Primary Grades

- IV. All students will utilize Compass Odyssey for a minimum of 60 minutes weekly and will show an increase of 5% in their pre and post scores. Another Compass Odyssey success measure is the increase of 10% (year 1) in literacy by students eligible for the 3rd grade benchmark. Goals beyond year 1 will be set annually.
- V. All students will attain expected growth levels on locally administered assessments such as DIBELS, DRA, DSA, STAR MATH, STAR LITERACY

Standard 6: Curriculum Development and Alignment

Eastside Elementary began the process of aligning the current curriculum based upon Arkansas Curriculum Frameworks with the Common Core State Standards during the 2010/2011 school year. Lead staff members attended training concerning the CCSS and returned to campus to train their peers. Professional development days also provided opportunities for teachers to become familiar with the new standards and to begin the work of aligning them both vertically and horizontally. A study of the crosswalk was a resource used to compare the CCSS with the current standards and aided teachers in identifying gaps which must be addressed as we transition to CCSS. Even though only kindergarten, first grade, and second grade CCSS are mandated for the 2011-2012 school year, Eastside has elected to implement these new standards through the third grade.

Additionally, Eastside has chosen during the 2011/2012 school year to begin a transition into a standards-based classroom environment in which students' progress through levels of literacy and math according to each student's individual needs. Each level is based upon the Common Core State Standards. Utilizing the Common Core Standards as the basis of our curriculum, we began the current school year with two lab classrooms per grade level (K-3). These lab classrooms have been established to begin implementing the ideology of student-centered, standards-based education. All classrooms (K-3) will move to this format during the 2012/2013 school year.

Principals and instructional facilitators monitor progress in each class and provide support to teachers as needed. Team meetings are held weekly in each grade level to allow teachers to continue to support each other through the work of the professional learning community. Time is also provided during the year for teachers to meet in vertical team meetings to discuss the learning progressions found in the Common Core Standards. Weekly meetings of principals, counselor, and instructional facilitators ensure continuity of the leadership support to the

staff. Lab teachers also meet weekly to discuss issues that are specific to their classrooms this year, with both principals and instructional facilitators present, lending support and guidance as needed. Additionally, beginning with the 2010/2011 school year, teachers have taken part in professional book studies after school to increase their knowledge of the best teaching practices and most current educational research.

Through the work of the various PLC's and the formal / informal assessments of students, the staff is assured of sufficient time and opportunity to make adjustments in classrooms so that all students can be successful in meeting the requirements of the new Common Core State Standards, which are comprised of nationally validated standards. In preparation for the transition to the CCSS, the staff has developed total instructional alignment (TIA) documents based upon CCSS which include: the standard, student friendly objectives, task analysis, critical vocabulary, resources, assessments, and taxonomy levels.

STANDARD 7: Enrollment Criteria

As the only primary school in the district, Eastside New Vision Charter School is required to educate every eligible child who seeks admission, including children who enroll by means of school choice or legal transfer. With an enrollment cap of 600, it is highly unlikely, based upon historic enrollment figures and community growth figures, that we will exceed the enrollment cap. Should it appear we might exceed the enrollment cap, we would petition the state board to increase the cap due to our legal responsibility to enroll all eligible students as stated above. We will continue to accept students by school choice and legal transfer in accordance with the statutory provisions which govern those areas.

STANDARD 8: Job Descriptions & Staffing Plan

Administrators Responsibilities: (2 Administrators)

- Act as chief executive operating officer of the school and carry out the School and District missions
- Select, recommend for hire, and terminate faculty and staff
- Assist teachers in developing the professional growth plans; approve the plans
- Plan for professional development to meet the needs of adult learners in order to have the greatest impact on student learners
- Carry out the annual performance based evaluation (aligned with Pathwise)
http://www.edline.net/files/_UNKJS_/c0a9f58946e33eda3745a49013852ec4/Warren_School_District_Certified_Evaluation_Plan.7.1.pdf
- Monitor the status of resources in order to fulfill the School and District's missions
- Prepare an annual budget to be presented to the Board
- Ensure building maintenance and safety

- Oversee the implementation of the curriculum and monitor student academic achievement regularly

Qualifications:

A proven leader who has: strong, effective instructional leadership skills, including proven knowledge of curriculum, instruction, and assessment; strong organizational, fiscal management and technological skills; excellent written and oral communication skills with ability to listen to and address staff concerns; honesty, integrity and strength of character that supports an atmosphere of expected excellence; respect for diversity with the ability to make unifying decisions and to foster an atmosphere of trust; appropriate Arkansas licensure required; experience as principal preferred

Teacher Responsibilities: (28 regular classroom teachers)

- Conduct classroom instruction utilizing best practices while maintaining an atmosphere conducive to learning
- Work collaboratively with colleagues to plan and coordinate student learning
- Utilize data to plan learning to address as many different levels and kinds of learners as possible
- Develop professional growth plans aligned with needs
- Stay current with best practices through professional development, professional organizations and professional literature
- Continually teach, assess and modify for each student
- Meet weekly with grade level teachers or in vertical teams when applicable.
- Selected veteran teachers serve as mentors for novice teachers.
- Foster student voice and ownership of learning

Qualifications: Energetic, goal-oriented, educators who have: passion for teaching and learning, ability to inspire students and instruct, and commitment to excellence. The school will make every effort to recruit highly qualified and certified teachers in all content areas. The School District will be empowered to hire the best teachers regardless of licensure status.

Counselor Responsibilities: (1.17 FTE)

- Individual and group counseling and guidance lessons
- Developing positive concept while improving understanding of self and others
- Developing more effective communication skills, improving problem-solving and decision-making skills

- Expanding social skills including cooperation, sharing, and responding appropriately to conflict
- Handling divorce, death, or birth of a new sibling
- Testing coordinator, disseminate data and serve as Parental Involvement Coordinator

Qualifications: Current Arkansas license with counseling endorsement

Instructional Facilitators Responsibilities: (2.8 FTE)

- Supporting staff through coaching, modeling, and feedback from observations
- Coordinating peer observations with reflection
- Data analysis, data wall maintenance and assist in assessment administration
- Facilitating team meetings, provide interventions, assist with professional development plan, planning and locating resources
- Support to substitutes on lesson plans and introducing new learning when warranted
- Maintenance of literacy rooms and WOW lab (Refer to Standard 4)
- Assist with student transitions from pre-school and to Brunson Elementary
- Assist with parent/community involvement/communication by collaborating with district parental involvement coordinator

Qualifications: Energetic, goal-oriented, educators who have appropriate Arkansas certification, passion for teaching and learning, ability to inspire and instruct, commitment to excellence

Certified Interventionists Responsibilities: (2 FTE)

- Interventions, progress monitoring and data mining
- Team leadership and collaborate with classroom teachers to plan the intervention
- Co-teaching when applicable, Pull out/Push in instruction for students needing targeted and/or intensive support and small group intensive support
- Utilize an array of researched based resources and strategies

Qualifications: Energetic, goal-oriented, educators who have appropriate Arkansas certification, passion for teaching and learning, ability to inspire and instruct, commitment to excellence

Behavioral Interventionist Responsibilities: (1 FTE)

- Supervise and monitor the WEBB classroom (We Expect Better Behavior)

- Utilize positive behavioral supports with students by utilizing evidence based intervention strategies
- Assist in writing and executing behavior plans and collaborate with counselor in scaffolding of life skills

Qualifications: Highly qualified. Experience in behavior interventions and/or desire for additional training

Staffing Plan:

2 administrators	3 instructional facilitators	2 counselors (1 FTE; .17 FTE)
1 media specialist	2 special education teachers	28 classroom teachers
1 art teacher (.67 FTE)	1 music teacher (.67 FTE)	3 pe teachers (1.81 FTE)
2 certified interventionists	1 behavior interventionist***	1 occupational therapist**
1 speech therapist (.8 FTE)	1 physical therapist**	1 ELL teacher certified (.25)
1 LPN	4 maintenance/custodial staff	Personal Care aide (.5)
8 Classified Interventionists	2 office aides*	2 secretaries*
5.5 cafeteria workers	.25 migrant aide	.25 school social worker
.25 G/T	3 Special Education paraprofessionals	
1 Media specialist assistant (classified)	1 data entry administrative assistant	
1 web master/public relations/parent/community liaison****		

**2 positions are required due to this school having 2 main buildings with 2 separate offices.*

contracted basis ***if funding is available *a current classified employee will assume this position*

STANDARD 9: Student Services

A) Guidance

Counseling is a confidential relationship which the counselor conducts with students individually and in small groups to help them solve or cope constructively with their problems and developmental concerns. Eastside New Vision Charter will have one full-time and one part-time counselor. Eastside counselors help all students by establishing individual, group, and classroom contacts, collaborating with teachers, consulting with parents, and coordinating with administration, staff, and outside agencies.

Whole class guidance will be provided for all students on a scheduled rotation. Whole class guidance is a planned, developmental program of lessons designed to foster students' academic,

career, and personal/social development. Guidance lessons provided will follow the American Counseling Association National Model.

Small group and individual counseling will be provided for students to promote the development of positive concepts of self and others, improvement of understanding of self and others, development of more effective communication skills, improvement of problem solving and decision making skills, expansion of social skills to include cooperation, sharing, and responding to conflict appropriately, and handling issues of such as divorce, birth of new sibling, or death. Counseling must be more than just a provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs.

The counselors will also work with parents, teachers, administrators, social workers, medical professionals, and community health personnel in order to plan and implement strategies to help students be successful in school. The counselors will also assist parents in obtaining needed services for their children.

B) Health Services

The School District's full time registered nurse will be available to provide assistance as needed to the full time licensed practical nurse who is housed on campus to provide needed health services.

C) Media Center

The purpose of the school's media center is to supplement and enrich curriculum and instruction. Building the foundation for our students in college and career readiness necessitates providing a broad range of materials and technology. In the selection of the materials and resources to be available in the media center, consideration will be given to age appropriateness, reading levels, interests, and learning styles; making sure there is a broad range of lexile and text complexity which would meet the needs of the students.

D) Transportation

Warren School District will provide transportation services to all students who reside in the attendance area of the district and will comply with all transportation regulations.

E) Food Services

Breakfast and lunch will be served at Eastside New Vision Charter School. All students may make application for free or reduced meals. Eastside New Vision will comply with Food Services regulations through its approved child nutrition program.

F) Special Education

Eastside New Vision anticipates a Special Education program operating with two classes. One class will operate as a resource room where the teacher will work with students in small groups and one-on-one in meeting the requirements of the IEP. The resource teacher will also do push-ins to provide general support in the regular classroom. The second class will operate as a self-contained classroom with a ratio of one teacher and one paraprofessional to ten students.

G) WEBB Classroom (We Expect Better Behavior)

Eastside New Vision proposes the creation of a class for students who need immediate, corrective behavioral care under the direction of a behavioral interventionist. Students will be assigned to the WEBB classroom as an intervention for behavior that is repetitively disrupting the learning process in the classroom or behavior that prohibits the interaction with other students. The WEBB classroom will be guided by a behavioral interventionist and utilize TeachTown: Social Skills curriculum. TeachTown combines television-quality animations with teacher-driven lessons, homework activities, and assessment tools to teach social skills to young children. This curriculum was developed by an experienced team of clinicians and artist using development social norms, researched-based teaching techniques, and input from educators. It is aimed at providing teachers the ability to focus on academic instruction in their classrooms while minimizing inappropriate student behaviors. By learning and using meaningful social skills, young children function more effectively in school, at home, and in the community. The effectiveness of video modeling is supported by decades of empirical research. TeachTown's engaging animated characters provide young children with motivation to learn and practice important social skills.

H) Gifted and Talented Program

Currently, all students in the Warren School District K-3 are served through weekly enrichment lessons using the Talents Unlimited Curriculum. The Talents Unlimited Lessons are provided by the Gifted Coordinator/Teacher Rhonda Williams Code 305/306 once a month through a pullout lab for those students on the gifted watch-list and by the classroom teachers the other weeks of the month for all students K-3. Although we plan to continue the monthly lessons provided by the G/T Coordinator, we are asking a waiver from the requirement for regular classroom teachers to provide the Talents lessons. Our rationale is based upon the type of instruction provided on a daily basis with performance based, differentiated instruction for all students.

STANDARD 11: Present Use of Facility, ADA & IDEA Accessibility, Zoning

Eastside New Vision Charter School will be located at the current site of Eastside Elementary School which is located on North Bradley Street in the city of Warren. The school site consists of several buildings that will continue to be the location of the charter school. The current 2nd and 3rd grade building was constructed in 1956; the current Kindergarten and 1st grade building was constructed in 1963. Our computer lab and self-contained special needs classroom is located in a two room building constructed in 1993. Our Physical Education building was constructed in 1993. In 2004, a building was constructed for our media center and health office. In 2008, HVAC systems were updated in all the buildings. In 2010, a building was constructed for our counselor's and HIPPPY offices and renovations were made to the computer lab/self-contained and Physical Education buildings. The roofs were replaced for the 2/3 and K/1 buildings in 2010. Currently, the 2/3 and K/1 buildings are undergoing renovations of our electrical distribution and installations of a new fire alarm warning system. Eastside will comply with all the accessibility regulations in accordance with the ADA and IDEA before the charter school opens to students. As a sound plan for continued operation, maintenance, and repair of the facility, the School will continue to use SchoolDude as recommended by the Arkansas

Department of Facilities and Transportation and will continue providing excellent, safe facilities and transportation. The District understands there will be facilities costs, and plans to fund these cost out of its operating budget. There are no alcohol sales within 1,000 feet of the facility. The location is not subject to any local zoning authority.

STANDARD 12: Waivers

1. Arkansas Department of Education Rules (ADE Rules) Governing Waivers for Substitute Teachers, and ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher and Ark. Code Ann. § 6-15-1004 (Qualified teachers in every public school classroom), § 6-17-309 (Certification to teach grade or subject matter – exceptions – Waiver), § 6-17-401 et seq., (Teacher license requirement), § 6-17-902 (Definitions) and § 6-17-919 (Warrants void valid certificate and contract) and Sections 15.03.2 and 15.03.3 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (Standards Rule):

Eastside Elementary requests a waiver from the above-referenced Rules and statutes concerning teacher licensure for the limited purpose of permitting teachers who are licensed at the P-4 level to teach students who have reached Level 6+ (traditionally 5th grade and above).

2. Sections 10.02.2 and 10.02.3, Standards Rules, concerning class size:

Eastside Elementary requests a waiver of the class size standards so in the event that in placing students in the appropriate learning level, the number exceeds the current allowable student-teacher ratio; homeroom classes will continue to meet class size requirements. While our interest is to keep class sizes as small as possible, should the need arise, our Math and Literacy blocks will not exceed current Standards by more than five (5) students.

3. Ark. Code Ann. § 6-15-902 and the ADE Rules Governing the Uniform Grading Scale:

To the extent that a waiver is necessary from the above statute and Rules, given that the use of the Uniform Grading Scale is permissive at the elementary school level, Eastside Elementary requests this waiver due to its planned use of rubric and checklist scoring. The method of rubric and checklist scoring to be utilized by Eastside Elementary will be more rigorous than the standard Uniform Grading Scale. Traditionally, students are considered to have passed a content area with 60% average in quadrant A & B of the rigor and relevance framework (See appendix B). Eastside New Vision Charter school will define proficiency as $\geq 75\%$ in quadrants C & D on the rigor and relevance framework.

4. Ark. Code Ann. § 6-11-128 and the ADE Rules Governing the Processes to Ensure the Quality, Security, Validation and Timeliness of Public School Data in the Arkansas Public School Computer Network (APSCN):

Eastside Elementary request a waiver of the procedures concerning student coding in APSCN, only as to Math and Literacy, as student assignments in the New Vision program are not made to grade levels (i.e., Kindergarten, First Grade, etc.), but are made to learning levels based on individual need. All students will be coded and entered into APSCN in the usual manner by homeroom.

5. Ark. Code Ann. § 6-20-2208(e)(6) (Monitoring of expenditures) and § 6-42-101 et seq., Section 18.0 of the ADE Standards Rules and the ADE Rules Governing Gifted and Talented Program Approval Standards:

Eastside Elementary requests a waiver from the whole group Talents Unlimited instruction and identification of gifted students due to the type of instruction we will provide on a daily basis which includes differentiation and performance-based learning.

6. Section 12.05, ADE Standards Rules:

Eastside Elementary requests a waiver from the requirement to place a student into the same grade level the student would have been in had the student remained at his/her former school. Eastside New Vision will assess all students to determine the appropriate learning level.

7. Section 11.04, ADE Standards Rules:

Eastside Elementary requests a waiver from this section in order to be allowed to evaluate any six (6) year old who waived out of Kindergarten to determine his/her appropriate learning level.

8. Ark. Code Ann. § 6-17-111, concerning the provision of a duty-free lunch to certified personnel:

Eastside Elementary requests a waiver from this statute to provide it with flexibility in making assignments for duty-free lunches. Although we will continue to provide 150 minutes of duty-free lunch per week, we request greater flexibility in planning the lunch time on a daily basis.

9. Ark. Code Ann. § 6-17-117, concerning limitations on certified non-instructional duty time:

Eastside Elementary requests flexibility in assignments for non-instructional duty. The above statute limits the maximum time for such duty to sixty (60) minutes per week. We request greater flexibility in scheduling the duty time based upon an average of two hundred forty (240) minutes per four (4) week period.

10. Ark. Code Ann. § 6-16-130, and Section 9.03.2.6 of the ADE Standards Rules, concerning the provision of Art and Music Instruction:

Eastside Elementary requests a waiver from the above statutes and Rules, for the sole purpose of providing flexibility in the amount of time scheduled for Art and Music Instruction. We are fully committed to providing Art and Music Instruction to our students, but we wish to have the flexibility to provide the instruction as both a pull-out class and within the classroom units of study.

11. Ark. Code Ann. § 6-17-114, concerning teacher planning time:

Eastside Elementary requests flexibility in providing teacher planning time. We will meet the minimum of two hundred (200) minutes weekly, but request the flexibility to not give the planning time in the minimum forty (40) minute increments required by the statute.

12. Section 5.0, ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program:

Eastside Elementary requests flexibility on the age/readiness level in which students are tested. As our students will not be assigned to a "grade level," we are requesting permission to allow our students to take state standardized tests when they are in "Level 4" regardless of their age. The exception to this would be a student who is ten (10) years old and has not yet progressed to "Level 4." We are crafting a policy where students will move to Thomas C. Brunson Elementary School (Warren's fourth and fifth grade campus) if they have not progressed to Level 4 but have reached age ten (10). Such a student would then take the appropriate state required assessment at Eastside in the year they reach ten (10) years of age.

STANDARD 13: Desegregation Orders

Warren School District and Eastside New Vision Charter School will continue to operate in compliance with all applicable Arkansas laws, and will continue to operate in such a manner so as to maintain a desegregated school district, and not impede on any school district's ability to maintain a desegregated school district. The Warren School District is not under any court orders concerning the desegregation of its schools.

STANDARD 14: Parental Involvement

Parents and community members will be involved in developing, implementing and evaluating the school improvement plan through several opportunities including PIT (Parental Involvement Team) meetings and events, Closing the Achievement Gap meetings, ACSIP Peer Review and Evaluation sessions, SBE Task Force meetings, parent/teacher/student conferences to review individual learning plans, and handbook committee. To keep parents and guardians notified of school events and student progress, the following will be used: weekly communication folders, daily planners, progress reports, capacity matrices, Edline parental notification system, District Data Newsletter, Eastside Update Newsletter, school marquee, as well as, teacher availability during planning times to meet with parents as needed. Opportunities for parents, guardians and community members to be involved include: SLAM (Science, Literacy, and Math) Nights,

Family Reading Nights, Watch DOGS (Dads of Great Students) Program, and CHIPS (Community Help in Public Schools). The District Technology Center is open and available to students, parents, and community members each Monday evening. The District's Jacks Family Connection Center is open to parents and students daily with day-time and evening hours available. Community members and parents will be invited to be involved in performance-based learning activities. Their engagement may be manifested in presentation evaluation, as a source for real-world projects and to help students make connections to real-world application of knowledge and the importance of learning.

2011 Arkansas Adequate Yearly Progress: School Improvement Report

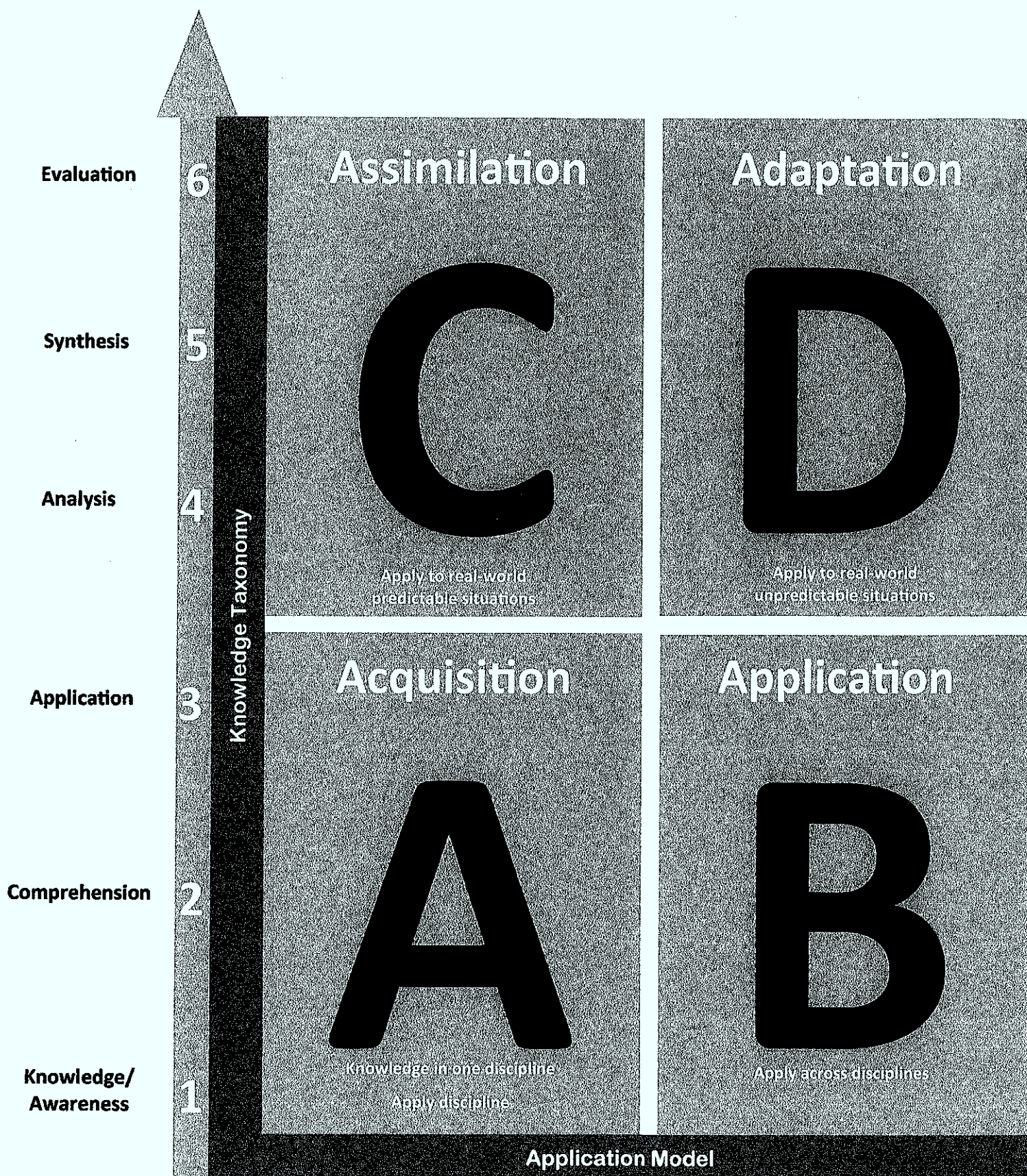
WARREN SCHOOL DISTRICT
EASTSIDE PRIMARY SCHOOL
Math AMO: 77.50

Report Completed: 08/17/2011
AYP Status: Targeted Intensive Improvement (TII-4)
Literacy AMO: 78.40

SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year	
	Math	Lit	Math	Lit	Math	Lit	2008-2011	
							Math	Lit
COMBINED POPULATION								
# Proficient	100	84	84	66	97	76	281	226
# Attempted	126	126	115	115	120	120	361	361
% Proficient	79.4	66.7	73	57.4	80.8	63.3	77.8	62.6
AYP Status	MS	MS	MS	A	MS	MS	MS	MS
AFRICAN-AMERICAN POPULATION								
# Proficient	28	17	23	15	29	25	80	57
# Attempted	37	37	37	37	41	41	115	115
% Proficient	75.7	45.9	62.2	40.5	70.7	61	69.6	49.6
AYP Status	NA	NA	NA	NA	MS	MS	MS	MS
HISPANIC POPULATION								
# Proficient	24	21	16	10	23	15	63	46
# Attempted	34	34	19	19	27	27	80	80
% Proficient	70.6	61.8	84.2	52.6	85.2	55.6	78.8	57.5
AYP Status	NA	NA	NA	NA	NA	NA	MS	A
CAUCASIAN POPULATION								
# Proficient	48	46	45	41	44	35	137	122
# Attempted	55	55	59	59	51	51	165	165
% Proficient	87.3	83.6	76.3	69.5	86.3	68.6	83	73.9
AYP Status	MS	MS	MS	A	MS	SI_1	MS	SI_1
ECONOMICALLY DISADVANTAGED POPULATION								
# Proficient	72	56	59	42	72	55	203	153
# Attempted	94	94	83	83	93	93	270	270
% Proficient	76.6	59.6	71.1	50.6	77.4	59.1	75.2	56.7
AYP Status	MS	SI_M	MS	A	MS	MS	MS	MS
LIMITED ENGLISH PROFICIENT POPULATION								
# Proficient	4	3	3	2	2	0	9	5
# Attempted	6	6	4	4	4	4	14	14
% Proficient	66.7	50	75	50	50	0	64.3	35.7
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
STUDENTS WITH DISABILITIES								
# Proficient	5	1	3	0	4	2	12	3
# Attempted	11	11	9	9	9	9	29	29
% Proficient	45.5	9.1	33.3	0	44.4	22.2	41.4	10.3
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA

Rigor/Relevance Framework





RSM Check-up Survey

The purpose of the tool is to guide reflection on your current practices aligned to the Re-Inventing Schools Model. The 6 indicators listed below are used to describe a continuum of implementation. Indicate your organization's current level of performance by selecting the indicator that best describes your organization today.

AWARENESS: The organization is interested in pursuing or believe that there is a need for these practices and processes.

UNDERSTANDING: The organization has begun researching and planning to formally address these practices and processes.

1st IMPLEMENTATION: The organization is working purposefully to formalize these practices and processes.

ROUTINE: The organization regularly uses these practices and process as part of routine throughout the organization.

REFINEMENT: The organization has established cycle times, processes and has data to demonstrate positive growth trends for 3 or more years.

REPLICATION: The organization possesses the capacity and experience to assist other organizations with these practices and processes.

Traits						
	Awareness	Understanding	1st Implementation	Routine	Refinement	Replication
Leadership	Moral Purpose	The organization is courageous, confronts the brutal truth and is willing to reinvent the organization for future opportunities.				
	Relationships	The organization has a systematic process to promote positive relationships between all stakeholders that positively impacts student learning and school culture.				
	Vision	The organization designs, delivers and communicates stakeholder shared vision including; systemic leadership development, performance-based systems, and continuous improvement.				
	Change Adept	The organization embraces the change process and promotes from their values and beliefs new innovations that inspire lively discussions about high performing systems.				
	Results	The organization understands and applies processes for continuous improvement (PDSA) using the shared vision focus areas as the driving force for improvement.				
Shared Vision	Input and Communication	Organization has prioritized and communicated the input into focus areas, local standards reflect stakeholder input.				
	Strategic Planning	The organization begins implementation of a well developed strategic plan aligned to the focus areas containing related KPIs and supporting action plans.				
	Performance	Organization implements action plans and KPIs for the focus area objectives. Staff begin to use the focus areas in the action planning process (i.e., budget, curriculum, inservice schedule, committee work, school year schedule, class schedule, etc.).				
Continuous Improvement	Systemic and Systematic	Organization implements systemic continuous improvement strategies to increase performance in focus area KPIs throughout the organization. Processes are becoming automatic or habitual.				
	Evaluation Criteria	Organization has begun to use evaluation criteria in strategic planning and daily work.				
	Cycle Times	Organization establishes cycle times for key processes aligned to focus area KPIs.				
	Results	Organization implements plans to document results aligned to focus area KPIs, Leadership, Shared Vision, and Standards-Based Design.				

For the entire tool go to:

<http://www.reinventionschools.org/resources/self-assessment-tool>

ASSESSMENT MODEL for EASTSIDE NEW VISION ELEMENTARY SCHOOL

INFORMAL ASSESSMENTS

Structured

- Student work samples
- Journals
- Checklists
- Antidotal records
- CGI (cognitively guided instruction)
- 5 A Days
- Student Projects
- Cloze test
- Criterion Referenced Questions
- Teacher created tests
- Odyssey Compass Learning
- Qualls
- KDI (Kindergarten Diagnostic Indicators)
- Student conferences/interviews
- Student portfolios

Unstructured

- Exit tickets
- Teacher observation
- Student reflection
- Reflection journal

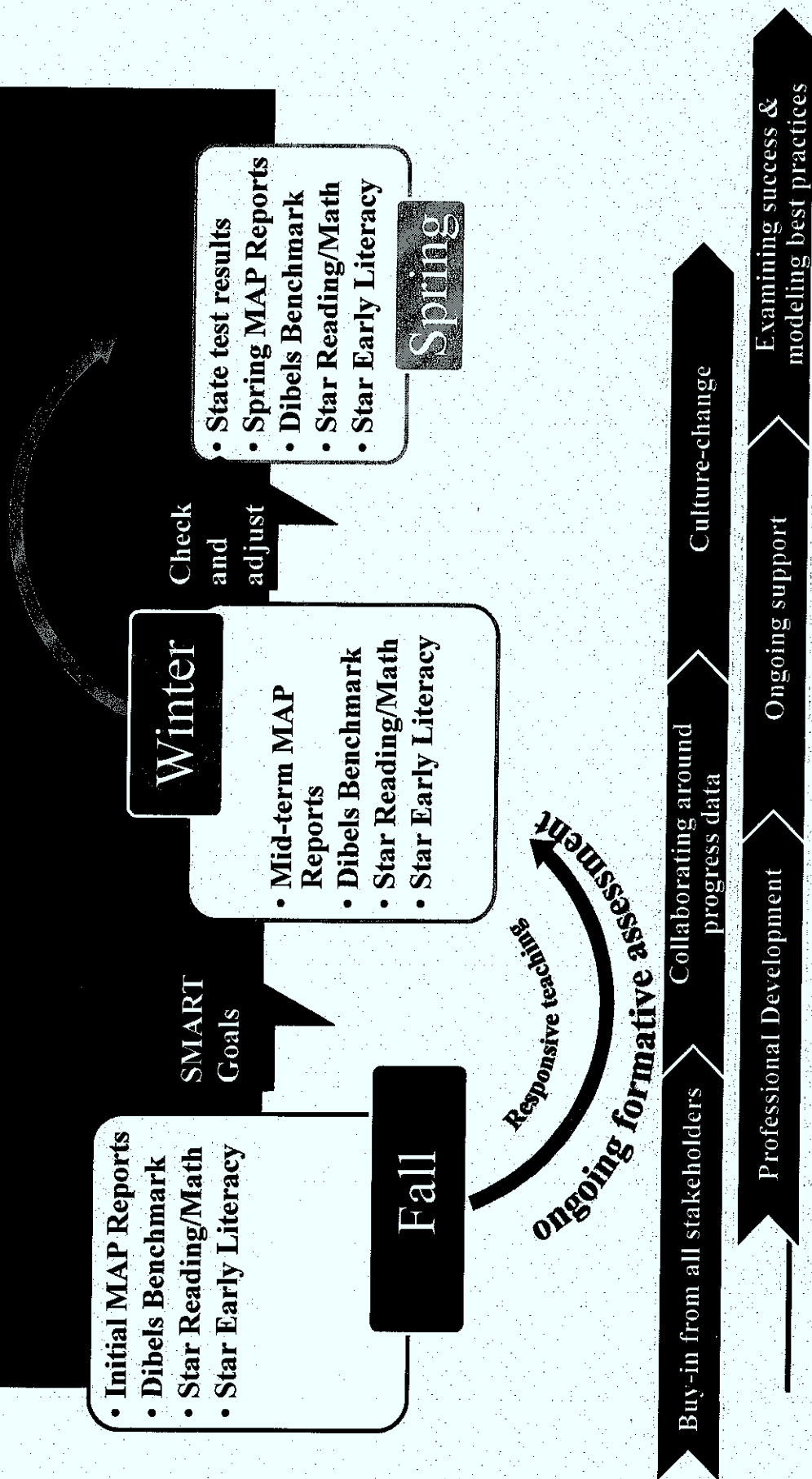
INTERIM/BENCHMARK ASSESSMENTS

- MAP (Measures of Academic Progress)
- Target test
- Dibels
- Checkpoints
- STAR Early Literacy

SUMMATIVE ASSESSMENTS

- STAR Math, Literacy and Early Literacy
- State NRT and CRT
- DRA
- DSA
- MAP

Eastside Comprehensive Assessment Model



Personal Learning Plan
Sample

Name Adriana Today's Date 9/26/11

Math Learning goal: I will be able to round
to the nearest 10s and 100s

My Plan: (Check at least 3)

- ☒ Make up test questions, with answers, about the math topic. (10 questions)
- ☐ Write a math story that includes information about your math topic.
- ☒ Build something that shows what you learned in math today. Use your math toolbox and paper.
- ☐ Make up a math mystery about your math topic. Write several clues to help someone solve your math mystery.
- ☐ Draw a picture about your math topic.
- ☐ Draw a cartoon about your math topic.
- ☐ Make up a game that uses the math you learned today. Don't forget the rules and supplies needed to play the game.
- ☐ Write a song, chant, rap, or cheer about the math you learned today.
- ☐ Write a math mini-lesson about your topic.
- ☒ Make a teaching poster about how to do your math topic.
- ☒ Complete a worksheet made by the teacher about your math topic.
- ☐ Make a book cover about your math topic.
- ☐ Find a partner and interview them about what they know about your math topic (write down the questions and answers).
- ☐ Make a news story about your math topic.
- ☐ Make a jigsaw puzzle about your math topic.
- ☐ (other) tell what it is _____

When will you complete the Lesson plan? 9/29/11 10/5/11

When will you be ready to test on your Lesson topic? 10/3/11 10/6/11

After the Test:





What are your next steps?

- ☐ Move on to a new topic
- ☐ Try to do something different. Explain what: _____
- _____
- _____
- _____

Capacity Matrix

NAME: _____

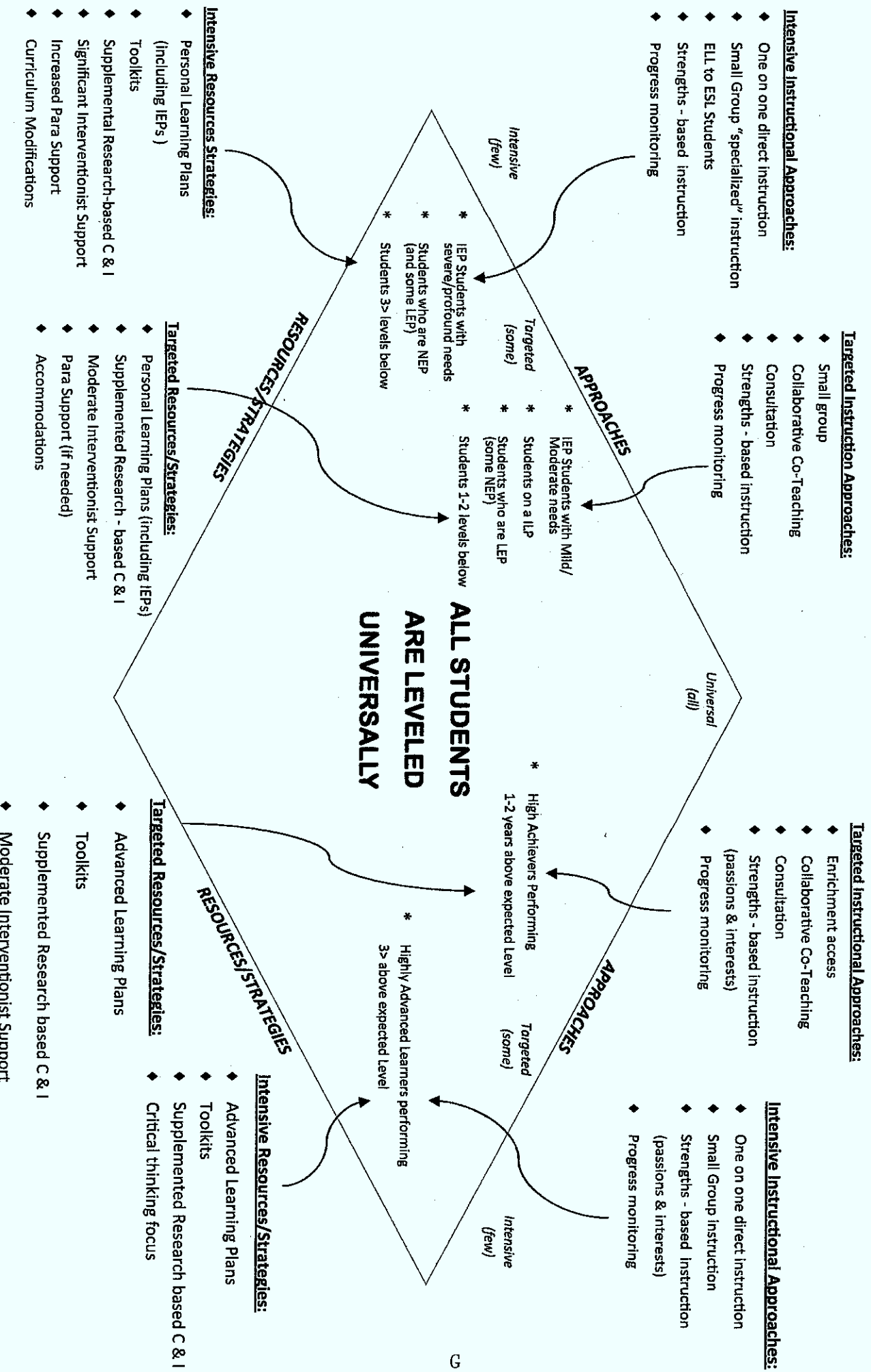
DATE STARTED: _____ DATE ENDED: _____

<u>Core Standard:</u>	Emerging	Partially Proficient	Proficient	Advanced	What is my evidence?
RL. 1.1 (Literature) Ask and answer questions about key details in text.	I need help. 	I learned the simple parts. 	I learned the simple & complex parts. 	I can go beyond by showing it in a new way. 	
Demonstrate an understanding of how to ask and answer a question.					
Ask questions that require an answer that can be justified from text and/or personal experience.					
Identify the details about character, setting and problem.					
Ask and answer questions about key details in text.					
Score 4 -					

Goal: _____

RESPONSE TO INTERVENTION & STANDARDS BASED EDUCATION

EASTSIDE NEW VISION CHARTER SCHOOL



2012-2013 Warren School District Calendar

	Window for Kindergarten Screener (QUALLS)	
Aug. 13-16	Staff Development	
Aug. 20	First Day of School	
Sept. 3	Labor Day	
	Algebra Retest Opportunity	
	Grades 3,4,5,7,8 Writing Field Test	
Oct. 15-19	9 weeks tests	
Oct. 19	End of First Quarter	44 days
	Homecoming	
Oct. 22	Parent-Teacher Conferences	
Oct. 23	Parent-Teacher Conferences	
	Window for Algebra I Strand Analysis Remediation	
Nov. 2 ?	Staff Dev/AEA Fall Conference	
	Window for Online Alternative Test for Algebra I	
Nov. 21-23	Thanksgiving Break	
Dec 13, 14, 17-19	Semester Tests	
Dec. 19	End of 2 nd Quarter	Wed 40 days
Dec 20 - Jan 2	Christmas Break for Teachers	
Dec. 20 - Jan 4	Christmas Break for Students	
Jan. 3,4	Staff Development	
Jan. 7	Students Return	
	Mid-year Algebra II Exam	
Jan. 21	Martin Luther King Day	Mon.
	Mid-year EOC Algebra I Exam (and Algebra I Retest Opportunity)	
	Mid-year EOC Geometry Exam	
	Mid-year End-of-Course Biology Exam	(Tues.-Wed.)
Feb 11	Parent-Teacher Conference	Tues 3:00-7:00
Feb 14	Parent-Teacher Conference	Thur 3:00-7:00
Feb, 15	Staff Development	Friday
Feb. 18	President's Day Holiday	Mon.
	Window for Algebra I Strand Analysis Remediation	
	Grade 11 Literacy Exam 11 th	
March 11-15	9 weeks test	Mon.-Fri.
March 15	End of Third Quarter	48 days
	Alternate Portfolio due date	
March 18-22	Spring Break	Mon.-Fri.
	Window for English Language Development Assessment for LEP students k-12	
	Window for Online Alternative Test for Algebra I	
	Window for Grades K-2 and Grade 9 NRT Testing	
March 29	Good Friday	
April 1	Staff Development	
	Augmented Benchmark Exams Grades 3-8 (mon.-Fri)	
	EOC Geometry Exam	
	EOC Biology Exam	
	Algebra II Exam	
	End of Course Algebra I Exam (and Algebra I Retest Opportunity)	Tues.-Wed.
May 22-24, 28,29	Semester Tests	
May 24	Graduation	Fri.
May 27	Memorial Day Holiday	Mon.
May 29	Last day of school	46 days
May 30, 31 June 1,2,3	Make-up days, if needed	

Total student Teacher Interaction days	Total	178	5 makeup days are included in the calendar.
Parent-Teacher Conference days	Total Staff	2	
Development Days		10	(9 Staff Dev. Days provided by district-1 on your own)
Total Contract Days		190	*Nothing except emergency sick leave is granted for Staff Development days

EASTSIDE NEW VISION: SAMPLE SCHEDULE

Discovery Drive -- Level R & 1

(traditional model -- Kindergarten)

7:45-7:55 Homeroom
 7:55-9:55 Lit/Math Block
 9:55-10:05 Recess
 10:05-11:15 Instructional Block
 11:15-11:45 HR/Enrchmt/Intrvtn/Cmpt
 11:45-12:05 Lunch
 12:05-12:25 Lunch Recess
 12:25-2:55 Lit/Math Block
 2:55 -- 3:05 HR -- Process the Day
 KG pull-out 12:55 or 1:45

Learning Lane - Level 2

(traditional model -- 1st Grade)

7:45-7:55 Homeroom
 7:55-9:55 Lit/Math Block
 9:55-10:45 Pull-outs
 10:45-11:15 Instructional Block
 11:15-11:35 Lunch
 11:35-11:55 Lunch Recess
 11:55-12:45 HR/Enrchmt/Intrvtn/Cmpt
 12:45-1:40 Instructional Block
 1:40-1:50 Recess
 12:55-2:55 Lit/Math Block
 2:55 -- 3:05 HR -- Process the Day

 Jill, 6 year old, (traditional model -- 1st grader) Jill is working in level 4 in literacy and level 3 in math.

Achievement Avenue -- Level 3


(traditional model -- 2nd Grade)

7:45-7:55 Homeroom
 7:55-9:55 Lit/Math Block (Math)
 9:55-10:45 Instructional Block (until 10:05)
 10:45-11:35 Pull-out
 11:35-11:45 Recess
 11:45-12:05 Lunch
 12:05-12:25 Lunch Recess
 12:25-12:55 HR/Enrchmt/Intrvtn/Cmpt
 12:55- 2:55 Lit/Math Block (Math)
 2:55 -- 3:05 HR -- Process the Day

Productive Parkway -- Level 4+

(traditional model -- 3rd Grade)

7:45-7:55 Homeroom
 7:55-9:55 Lit/Math Block (Lit)
 9:55-10:05 Recess
 10:05-11:15 HR/Enrchmt/Intrvtn/Cmpt
 11:15-11:35 Lunch
 11:35-11:55 Lunch Recess
 11:55-12:05 Transition/Social Skills
 12:05-12:55 Pull-outs
 12:55-2:55 Lit/Math Block (Lit)
 2:55 -- 3:05 HR -- Process the Day

 Jack, 8 year old, (traditional model -- 3rd grader). Jack is working in level 4 for literacy and level 3 for math.

Public Charter School Application
Estimated Budget Worksheet, Year One (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students () x \$6,144.00 State Foundation Funding		
3	510		3,133,440
4	No. of Students (510) x \$51.00 Professional Development		26,010
5	No. of Students (510) x eligible rate* NSLA Funding		516,120
6	Total State Charter School Aid		3,675,570
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		
15			
16	TOTAL REVENUES		3,675,570
17			
	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
18			
19	Administration:		
20	Salaries: (No. of Positions <u>2</u>)	119,638	
21	Fringe Benefits	30,570	
22	Purchased Services	3,650	
23	Supplies and Materials	3,800	
24	Equipment		
25	Other (Describe)		157,658
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>24</u>)	938,769	
29	Fringe Benefits	259,259	
30	Purchased Services	72,600	
31	Supplies and Materials	57,090	
32	Equipment		
33	Other (Describe)		1,327,718

*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%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions <u>2</u>)	83,417	
37	Fringe Benefits	22,728	
38	Purchased Services		
39	Supplies and Materials	1,000	
40	Equipment		
41	Other (Describe)		107,145
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>25</u>)	11,015	
45	Fringe Benefits	2,969	
46	Purchased Services	3,667	
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		17,651
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)	n/a	
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1.17</u>)	59,836	
61	Fringe Benefits	15,685	
62	Purchased Services		
63	Supplies and Materials	950	
64	Equipment		
65	Other (Describe)		76,471
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>1</u>)	26,800	
69	Fringe Benefits	8,065	
70	Purchased Services	100	
71	Supplies and Materials	500	
72	Equipment		
73	Other (Describe)		35,465

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	<u>45,243</u>	
77	Fringe Benefits	<u>12,129</u>	
78	Purchased Services	<u>500</u>	
79	Supplies and Materials	<u>6,175</u>	
80	Equipment		
81	Other (Describe)		<u>64,047</u>
82			
83	Fiscal Services District		
84	Salaries: (No. of Positions <u> </u>)		
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		<u>\$0.00</u>
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u>3</u>)	<u>57,783</u>	
93	Fringe Benefits	<u>19,299</u>	
94	Purchased Services		
95	(include utilities)	<u>70,050</u>	
96	Supplies and Materials	<u>6,850</u>	
97	Equipment		
98	Other (Describe)		<u>153,982</u>
99			
100	Pupil Transportation: District		
101	Salaries: (No. of Positions <u> </u>)		
102	Fringe Benefits		
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		<u>\$0.00</u>
107			
108	Food Services:		
109	Salaries: (No. of Positions <u>5.5</u>)	<u>69,630</u>	
110	Fringe Benefits	<u>27,522</u>	
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		<u>97,152</u>

115 (Budget Continued)

116 Data Processing:

117	Salaries: (No. of Positions <u>1</u>)	<u>26,229</u>	
118	Fringe Benefits	<u>7,942</u>	
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other (Describe)		<u>34,171</u>

123

124 Substitute Personnel:

125	Salaries: (No. of Positions <u> </u>)	<u>60,000</u>	
126	Fringe Benefits	<u>13,000</u>	<u>73,000</u>

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 TOTAL EXPENDITURES

2,144,460

Attachments + 986,369

Total Expenditures 3,130,829

Total FTE"s 69.07

2012-13

Regular Classroom Instruction (Paid from Federal Funds)						Total
	Salaries (No. of Positions)		1		36,760	
	Fringe Benefits				10,293	
	Purchased Services					
	Supplies and Materials					
	Equipment					
	Other (Describe)					
						47,053
Music/Art/Physical Education (Paid from Teacher Salary)						
	Salaries (No. of Positions)		3.15		131,985	
	Fringe Benefits				35,928	
	Purchased Services					
	Supplies and Materials				5,637	
	Equipment					
	Other (Describe)					
						173,550
Reading Specialist (Paid from NSLA)						
	Salaries (No. of Positions)		1		47,248	
	Fringe Benefits				12,563	
	Purchased Services					
	Supplies and Materials				2,000	
	Equipment					
	Other (Describe)					
						61,811
Reading Specialist (Paid from Federal Funds)						
	Salaries (No. of Positions)		1		38,328	
	Fringe Benefits				10,632	
	Purchased Services					
	Supplies and Materials					
	Equipment					
	Other (Describe)					
						48,960
Instructional Facilitators (Paid from NSLA)						
	Salaries (No. of Positions)		1		51,826	
	Fringe Benefits				13,554	
	Purchased Services				6,330	
	Supplies and Materials				21,500	
	Equipment					
	Other (Describe)					
						93,210

2012-13

Instructional Facilitators (Paid from Federal Funds)							
	Salaries (No. of Positions)		2			97,669	
	Fringe Benefits					25,813	
	Purchased Services						
	Supplies and Materials						
	Equipment						
	Other (Describe)						
							123,482
Speech Therapist (Paid from Federal Funds)							
	Salaries (No. of Positions)		0.25			13,501	
	Fringe Benefits					3,857	
	Purchased Services					1,300	
	Supplies and Materials						
	Equipment						
	Other (Describe)						
							18,658
Interventionists/Teacher Aides (Paid from NSLA)							
	Salaries (No. of Positions)		7			97,331	
	Fringe Benefits					36,913	
	Purchased Services						
	Supplies and Materials						
	Equipment						
	Other (Describe)						
							134,244
Interventionists/Teacher Aides (paid from Federal Funds)							
	Salaries (No. of Positions)		7.5			103,670	
	Fringe Benefits					39,418	
	Purchased Services					7,648	
	Supplies and Materials					4,500	
	Equipment						
	Other (Describe)						
							155,236
Interventionists/Teacher Aides (Paid from Operating Funds)							
	Salaries (No. of Positions)		2			31,928	
	Fringe Benefits					11,438	
	Purchased Services						
	Supplies and Materials						
	Equipment						
	Other (Describe)						
							43,366

2012-13

Administrative Assistants (Paid from Operating Funds)							
	Salaries (No. of Positions)		2			47,362	
	Fringe Benefits					14,780	
	Purchased Services						
	Supplies and Materials						
	Equipment						
	Other (Describe)						
							62,142
Parental Involvement Coordinator (Paid from NSLA)							
	Salaries (No. of Positions)		0.25			4,366	
	Fringe Benefits					1,511	
	Purchased Services					11,255	
	Supplies and Materials					7,525	
	Equipment						
	Other (Describe)						
							24,657

Public Charter School Application
Estimated Budget Worksheet, Year Two (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>510</u>) x <u>\$6,267.00</u> State Foundation Funding		
3			<u>3,196,170</u>
4	No. of Students (<u>510</u>) x <u>\$52.00</u> Professional Development		<u>26,520</u>
5	No. of Students (<u>510</u>) x eligible rate* NSLA Funding		<u>526,830</u>
6	Total State Charter School Aid		<u>3,749,520</u>
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (<i>Specifically Describe</i>)		
13			
14	Total Other Sources of Revenues		<u>\$0.00</u>
15			
16	TOTAL REVENUES		<u>3,749,520</u>

<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
18			
19	Administration:		
20	Salaries: (No. of Positions <u>2</u>)	<u>121,227</u>	
21	Fringe Benefits	<u>30,914</u>	
22	Purchased Services	<u>3,700</u>	
23	Supplies and Materials	<u>3,900</u>	
24	Equipment		
25	Other (<i>Describe</i>)		
26			<u>159,741</u>
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>2</u>)	<u>945,594</u>	
29	Fringe Benefits	<u>260,737</u>	
30	Purchased Services	<u>73,000</u>	
31	Supplies and Materials	<u>57,500</u>	
32	Equipment		
33	Other (<i>Describe</i>)		
			<u>1,336,831</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	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions <u>2</u>)	83,892	
37	Fringe Benefits	22,831	
38	Purchased Services		
39	Supplies and Materials	1,000	
40	Equipment		
41	Other (Describe)		107,723
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>25</u>)	11,156	
45	Fringe Benefits	2,999	
46	Purchased Services	3,700	
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		17,855
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)	n/a	
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1.17</u>)	59,836	
61	Fringe Benefits	15,685	
62	Purchased Services		
63	Supplies and Materials	1,000	
64	Equipment		
65	Other (Describe)		76,521
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>1</u>)	27,250	
69	Fringe Benefits	8,163	
70	Purchased Services	100	
71	Supplies and Materials	500	
72	Equipment		
73	Other (Describe)		36,013

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	45,790	
77	Fringe Benefits	12,248	
78	Purchased Services	500	
79	Supplies and Materials	6,200	
80	Equipment		
81	Other (Describe)		64,738
82			
83	Fiscal Services: District		
84	Salaries: (No. of Positions <u> </u>)		
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u>3</u>)	59,031	
93	Fringe Benefits	19,569	
94	Purchased Services		
95	(include utilities)	72,000	
96	Supplies and Materials	7,000	
97	Equipment		
98	Other (Describe)		157,600
99			
100	Pupil Transportation: District		
101	Salaries: (No. of Positions <u> </u>)		
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>5, 5</u>)	70,391	
110	Fringe Benefits	27,687	
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		98,078

115	(Budget Continued)	
116	Data Processing:	
117	Salaries: (No. of Positions <u>1</u>)	<u>26,853</u>
118	Fringe Benefits	<u>8,077</u>
119	Purchased Services	<u> </u>
120	Supplies and Materials	<u> </u>
121	Equipment	<u> </u>
122	Other (Describe)	<u>34,930</u>
123		
124	Substitute Personnel:	
125	Salaries: (No. of Positions <u> </u>)	<u>60,000</u>
126	Fringe Benefits	<u>13,000</u> <u>73,000</u>
127		
128	Facilities:	
129	Lease/Purchase (contract for one total year including facility upgrades)	<u> </u>
130	Please list upgrades:	<u> </u>
131		<u> </u>
132	Utilities (contract for one total year including facility upgrades)	<u> </u>
133	Insurance (contract for one total year including facility upgrades):	<u> </u>
134	Property Insurance	<u> </u>
135	Content Insurance	<u> </u> <u>\$0.00</u>
136		
137	Debt Expenditures:	<u> </u> <u>\$0.00</u>
138	Other Expenditures:	<u> </u>
139	(Describe)	<u> </u> <u>\$0.00</u>
140		
141	TOTAL EXPENDITURES	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">\$0.00</div>

attachments	2,163,030
total expenditures +	<u>997,336</u>
	3,160,366

Total- 69.07 (FTE's)

2013-14

Regular Classroom Instruction (Paid from Federal Funds)						Total
Salaries (No. of Positions)		1			37,210	
Fringe Benefits					10,390	
Purchased Services						
Supplies and Materials						
Equipment						
Other (Describe)						
						47,600
Music/Art/Physical Education (Paid from Teacher Salary)						
Salaries (No. of Positions)		3.15			133,286	
Fringe Benefits					36,209	
Purchased Services						
Supplies and Materials					5,650	
Equipment						
Other (Describe)						
						175,145
Reading Specialist (Paid from NSLA)						
Salaries (No. of Positions)		1			47,248	
Fringe Benefits					12,563	
Purchased Services						
Supplies and Materials					2,000	
Equipment						
Other (Describe)						
						61,811
Reading Specialist (Paid from Federal Funds)						
Salaries (No. of Positions)		1			38,828	
Fringe Benefits					10,740	
Purchased Services						
Supplies and Materials						
Equipment						
Other (Describe)						
						49,568
Instructional Facilitators (Paid from NSLA)						
Salaries (No. of Positions)		1			51,826	
Fringe Benefits					13,554	
Purchased Services					6,400	
Supplies and Materials					22,000	
Equipment						
Other (Describe)						
						93,780

2013-14

Instructional Facilitators (Paid from Federal Funds)							
	Salaries (No. of Positions)		2			98,261	
	Fringe Benefits					25,941	
	Purchased Services						
	Supplies and Materials						
	Equipment						
	Other (Describe)						
							124,202
Speech Therapist (Paid from Federal Funds)							
	Salaries (No. of Positions)		0.25			13,501	
	Fringe Benefits					3,857	
	Purchased Services					1,500	
	Supplies and Materials						
	Equipment						
	Other (Describe)						
							18,858
Interventionists/Teacher Aides (Paid from NSLA)							
	Salaries (No. of Positions)		7			98,681	
	Fringe Benefits					37,205	
	Purchased Services						
	Supplies and Materials						
	Equipment						
	Other (Describe)						
							135,886
Interventionists/Teacher Aides (paid from Federal Funds)							
	Salaries (No. of Positions)		7.5			105,743	
	Fringe Benefits					39,866	
	Purchased Services					7,800	
	Supplies and Materials					4,700	
	Equipment						
	Other (Describe)						
							158,109
Interventionists/Teacher Aides (Paid from Operating Funds)							
	Salaries (No. of Positions)		2			32,351	
	Fringe Benefits					11,530	
	Purchased Services						
	Supplies and Materials						
	Equipment						
	Other (Describe)						
							43,881

2013-14

Administrative Assistants (Paid from Operating Funds)							
	Salaries (No. of Positions)		2			48,298	
	Fringe Benefits					14,983	
	Purchased Services						
	Supplies and Materials						
	Equipment						
	Other (Describe)						
							63,281
Parental Involvement Coordinator (Paid from NSLA)							
	Salaries (No. of Positions)		0.25			4,479	
	Fringe Benefits					1,536	
	Purchased Services					11,500	
	Supplies and Materials					7,700	
	Equipment						
	Other (Describe)						
							25,215

	Name	Fund	2012-13	2013-14	12-13 MATCH	13-14 MATCH	FRINGE	12-13 TOTAL	13-14 TOTAL
2	17 Alexander, Glenda	2000	17052	17052	3692	3692	2263	5955	5955
2	6 Barnes, Peggy	2000	26800	27250	5802	5900	2263	8065	8163
2	9 Beard, Debbie	8000	12818	13015	2775	2818	2263	5038	5081
1	2 Bennett, Felecia	1000	46828	46828	10138	10138	2334	12472	12472
1	15 Bridwell, Sharon	6501	52906	52906	11454	11454	2334	13788	13788
2	18 Broome, Paula	2281	12972	13184	2808	2854	2263	5071	5117
2	18 Brown, Alexandria	2281	11515	11713	2493	2536	2263	4756	4799
1	13 Burnett, Kim	6501	38328	38828	8298	8406	2334	10632	10740
1	2 Callaway, Jo	1000	43764	43764	9475	9475	2334	11809	11809
1	5 Callaway, Terri	1000	51238	51238	11093	11093	2334	13427	13427
1	2 Carl, Leann	1000	37920	38420	8210	8318	2334	10544	10652
1	2 Carroll, Sherrie	1000	42024	42549	9098	9212	2334	11432	11546
1	2 Cearley, Tina	1000	38828	39328	8406	8515	2334	10740	10849
2	16 Childs, Shirley	2000	25397	26021	5498	5634	2263	7761	7897
1	2 Clark, Brigitte	1000	31450	31900	6809	6906	2334	9143	9240
2	8 Coleman, Freddie	2000	20197	20821	4373	4508	2263	6636	6771
1	1 Cornish, Kathryn	1000	54422	55182	11782	11947	2334	14116	14281
2	19 Curry, Wendy	6784	11109	11313	2405	2449	2263	4668	4712
1	2 Davis, Misty	1000	36239	36239	7846	7846	2334	10180	10180
2	20 Ellis, Patricia (.25)	2281	4366	4479	945	970	566	1511	1536
1	15 Grice, Tammy	6501	44763	45355	9691	9819	2334	12025	12153
1	2 Hairston, Donna	1000	43944	43944	9514	9514	2334	11848	11848
1	15 Harton, Linda	1281	51826	51826	11220	11220	2334	13554	13554
1	7 Hartsfield, Tammi	1000	45243	45790	9795	9914	2334	12129	12248
2	8 Hegler, Randy	2000	19261	19573	4170	4238	2263	6433	6501
1	11 Hickmott, Chelsea (.67)	1000	21373	21675	4627	4693	1564	6191	6257
1	2 Hooper, Jeanette	1000	44664	44664	9670	9670	2334	12004	12004
2	19 Howsen, Tommie	6702	16319	16770	3533	3631	2263	5796	5894
1	2 Jackson, Joy	1000	41300	41300	8941	8941	2334	11275	11275
2	8 Lawson, Charles	2000	18325	18637	3967	4035	2263	6230	6298
1	2 Ledbetter, Krista	1000	31900	32350	6906	7004	2334	9240	9338
1	2 Lewis, Amanda	1000	33700	34150	7296	7393	2334	9630	9727
1	2 Marsh, Ladonna	1000	42714	43239	9248	9361	2334	11582	11695

2	9	Matthews, Jannett	8000	6851	6964	1483	1508	2263	3746	3771
2	18	May, Jane	2281	12949	13153	2803	2848	2263	5066	5111
2	19	McClain, Lory	6501	13395	13607	2900	2946	2263	5163	5209
2	18	McDiarmid, Linda	2281	15463	15463	3348	3348	2263	5611	5611
2	19	McHenry, Bridget (.50)	6784	6919	7032	1498	1522	1132	2630	2654
2	9	McHenry, Bridget (.50)	8000	6964	7077	1508	1532	1132	2640	2664
1	2	McKinney, Elizabeth	1000	34150	34600	7393	7491	2334	9727	9825
2	9	Miller, Hollis	8000	11969	12307	2591	2664	2263	4854	4927
1	13	Miller, Susie	1281	47248	47248	10229	10229	2334	12563	12563
1	2	Miller, Rose	1000	43479	44004	9413	9527	2334	11747	11861
2	19	Miller, Toni	6702	13623	13842	2949	2997	2263	5212	5260
1	2	Morgan, Samantha	1000	32800	33250	7101	7199	2334	9435	9533
1	11	Moring, Cheryl (.67)	1000	25326	25661	5483	5556	1564	7047	7120
1	2	Moring, Judy	1000	46563	46563	10081	10081	2334	12415	12415
2	18	Myers, Laura	2281	13386	13612	2898	2947	2263	5161	5210
2	9	Newman, Lou	8000	14065	14065	3045	3045	2263	5308	5308
1	2	Pennington, Christi	1000	41828	42378	9056	9175	2334	11390	11509
2	19	Prince, Debra	6784	13503	13700	2923	2966	2263	5186	5229
1	2	Quoss, Becky	1000	35764	36239	7743	7846	2334	10077	10180
1	5	Raines, Donna (.17)	1000	8598	8598	1861	1861	397	2258	2258
2	9	Rainey, Rose	8000	16963	16963	3672	3672	2263	5935	5935
1	2	Rauls, Ginger	1000	47428	47428	10268	10268	2334	12602	12602
1	11	Reddick, Janice (.49)	1000	26316	26637	5697	5767	1144	6841	6911
1	2	Roberson, Kellie	1000	38328	38828	8298	8406	2334	10632	10740
1	14	Sanders, Tammy (.25)	6702	13501	13501	2923	2923	934	3857	3857
1	11	Sawyer, Jimmy (.68)	1000	34673	34673	7507	7507	1587	9094	9094
2	10	Slaughter, Terri	2000	26229	26853	5679	5814	2263	7942	8077
2	19	Smith, Joyce	6702	14514	14965	3142	3240	2263	5405	5503
2	18	Smith, Kathy	2281	11910	12108	2579	2621	2263	4842	4884
2	19	Spraggins, Carolyn	6502	14288	14514	3093	3142	2263	5356	5405
1	2	Spraggins, Allison	1000	34404	34879	7448	7551	2334	9782	9885
1	3	Stedman, Phyllis	1000	46228	46228	10008	10008	2334	12342	12342
2	18	Taylor, Martha Ann	2281	19136	19448	4143	4210	2263	6406	6473
2	17	Thompson, Linda	2000	14876	15299	3221	3312	2263	5484	5575

1	12	Tolefree, Barbara	6756	36760	37210	7959	8056	2334	10293	10390
1	11	Vincent, Dwight (.64)	1000	24297	24640	5260	5335	1494	6754	6829
2	16	Walsh, Becky	2000	21965	22277	4755	4823	2263	7018	7086
1	1	Weaver, Sara	1000	65216	66045	14119	14299	2334	16453	16633
1	3	Weeks, Barbara	1000	37189	37664	8051	8154	2334	10385	10488
1	2	West, Mandi	1000	36400	36850	7881	7978	2334	10215	10312
1	4	Williams, Rhonda (.25)	1000	11015	11156	2385	2415	584	2969	2999
1	2	Young, Leslie	1000	32350	31900	7004	6906	2334	9338	9240
				2140334	2160732	463382	467798	159486	622868	627284

2011-2012 WARREN SCHOOL DISTRICT CERTIFIED SALARY SCHEDULE

	9 MONTHS 180 DAYS				9 1/2 MONTHS 195 DAYS				10 MONTHS 205 DAYS				11 MONTHS 225 DAYS				12 MONTHS 245 DAYS			
	BA	BA+15	MA	MA	BA	BA+15	MA	MA	BA	BA+15	MA	MA	BA	BA+15	MA	MA	BA	BA+15	MA	MA
0	31000	32914	34828	0	31816	33780	35745	0	33447	35412	37377	0	36711	38677	40642	0	39974	41940	43905	0
1	31450	33364	35278	1	32278	34243	36208	1	33933	35898	37863	1	37243	39208	41173	1	40594	42559	44524	1
2	31900	33814	35728	2	32728	34693	36658	2	34418	36383	38348	2	37693	39658	41623	2	41044	43009	44974	2
3	32350	34264	36178	3	33178	35143	37108	3	34868	36833	38798	3	38143	40108	42073	3	41494	43459	45424	3
4	32800	34714	36628	4	33628	35593	37558	4	35318	37283	39248	4	38593	40558	42523	4	41944	43909	45874	4
5	33250	35164	37078	5	34078	36043	38008	5	35768	37733	39698	5	39043	41008	42973	5	42394	44359	46324	5
6	33700	35614	37528	6	34528	36493	38458	6	36218	38183	40148	6	39493	41458	43423	6	42844	44809	46774	6
7	34150	36064	37978	7	34978	36943	38908	7	36668	38633	40598	7	39943	41908	43873	7	43294	45259	47224	7
8	34600	36514	38428	8	35428	37393	39358	8	37118	39083	41048	8	40393	42358	44323	8	43744	45709	47674	8
9	35050	36964	38878	9	35878	37843	39808	9	37568	39533	41498	9	40793	42758	44723	9	44194	46159	48124	9
10	35500	37414	39328	10	36328	38293	40258	10	38018	39983	41948	10	41243	43208	45173	10	44644	46609	48574	10
11	35950	37864	39778	11	36778	38743	40708	11	38468	40433	42398	11	41693	43658	45623	11	45094	47059	49024	11
12	36400	38314	40228	12	37228	39193	41158	12	38918	40883	42848	12	42143	44108	46073	12	45544	47509	49474	12
13	36850	38764	40678	13	37678	39643	41608	13	39368	41333	43298	13	42593	44558	46523	13	45994	47959	49924	13
14	37300	39214	41128	14	38128	40093	42058	14	39818	41783	43748	14	43043	45008	46973	14	46444	48409	50374	14
15	37750	39664	41578	15	38578	40543	42508	15	40268	42233	44198	15	43493	45458	47423	15	46894	48859	50824	15
16	38200	40114	42028	16	39028	41093	42958	16	40718	42683	44648	16	43943	45908	47873	16	47344	49309	51274	16
17	38650	40564	42478	17	39478	41443	43408	17	41168	43133	45098	17	44393	46358	48323	17	47794	49759	51724	17
18	39100	41014	42928	18	40028	41893	43858	18	41618	43583	45548	18	44843	46808	48773	18	48244	50209	52174	18
19	39550	41464	43378	19	40478	42343	44308	19	42068	44033	45998	19	45293	47258	49223	19	48694	50659	52624	19
20	40000	41914	43828	20	40928	42793	44758	20	42518	44483	46448	20	45743	47708	49673	20	49144	51109	53074	20
21	40450	42364	44278	21	41378	43243	45158	21	42968	44933	46898	21	46193	48158	50123	21	49594	51559	53524	21
22	40900	42814	44728	22	41828	43693	45578	22	43418	45383	47348	22	46643	48608	50573	22	50044	52009	53974	22

The exception to this schedule will be additional increments for extra duty and special teachers. Administrators, supervisors, and teachers are figured by degree and experience. No administrators, supervisors or teacher's salary is figured beyond MS/MA level. Masters degree level is attained if masters degree is granted from an accredited college/university. Coaches are on the salary schedule with supplements for coaching assignments. Severance pay will be paid to retired certified personnel at the rate of \$50.00 per year of certified service to the Warren School District. Accumulative sick leave above 90 days will be paid to employees at a rate of substitute pay. Upon retirement, the employee will be paid for unused leave up to 90 days plus the sick leave days not used during the last year of employment at substitute rate. A certified employee will have worked a "year" if he/she works 75 percent of his/her contract days.


President Warren School Board

**Warren School District
Administrative Salary Schedule
2011-12**

<u>Position</u>	<u>Position Index</u>	<u>0 Yrs. Exp.</u>	<u>23 Yrs. Exp.</u>
Asst. Superintendent	1.500	\$67,365	\$90,479
WHS Principal	1.375	\$61,751	\$82,939
WHS Asst. Principal	1.210	\$54,341	\$72,986
WMS Principal	1.300	\$58,383	\$78,416
WMS Asst. Principal	1.238	\$55,599	\$74,675
Brunson Principal	1.248	\$56,048	\$75,278
Eastside Principal	1.286	\$57,754	\$77,570
Eastside Asst. Principal	1.178	\$52,904	\$71,056
SEACBEC Director	1.340	\$60,179	\$80,827
Special Ed Supervisor	1.283	\$57,620	\$77,389

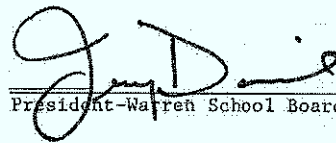
Salary Calculation: Position Index X Years of Administrative Experience in the
12 month Masters Degree Column of Teacher Salary Schedule

Superintendent's Salary is set by the Warren School Board.

Administrators's Benefits are the same as those provided to all certified
personnel, with the exception of the Superintendent.

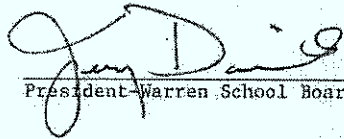
Additional benefits provided for the Superintendent:

Disability Policy
Use of School Car
Annual Physical
Professional Dues


President-Warren School Board

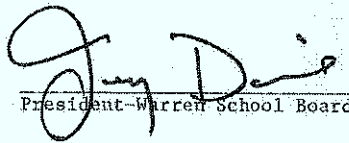
**Miscellaneous Certified Salary Schedule
2011-12**

<u>Position</u>	<u>Salary</u>
Adult Ed Teachers (Parttime)	\$ 25.00 hourly
ROTC Instructors	Set by Army
Speech Therapist	\$ 51.00 hourly, including benefits


President Warren School Board

**Warren School District
Nurse Salary Schedule
2011-12**


<u>Exp</u>	<u>LPN</u>	<u>RN</u>	<u>RN/BSN</u>
0	25000	29000	31000
1	25450	29450	31450
2	25900	29900	31900
3	26350	30350	32350
4	26800	30800	32800
5	27250	31250	33250
6	27700	31700	33700
7	28150	32150	34150
8	28600	32600	34600
9	29050	33050	35050
10	29500	33500	35500
11	29950	33950	35950
12	30400	34400	36400
13	30850	34850	36850
14	31300	35300	37300
15	31800	35800	37800
16	32300	36300	38300
17	32800	36800	38800
18	33300	37300	39300
19	33800	37800	39800
20	34300	38300	40300
21	34800	38800	40800
22	35300	39300	41300


President - Warren School Board

**WARREN SCHOOL DISTRICT
CLASSIFIED SALARY SCHEDULE
2011-12**

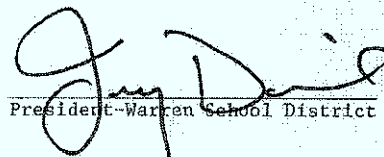
<u>STEP</u>	<u>SECRETARIES</u>	<u>AIDES</u>	<u>FOOD SERVICE/ CUSTODIANS/ DAYCARE</u>	<u>EASTSIDE FOOD SERVICE MANAGERS</u>	<u>BR/MS/HS FOOD SERVICE MANAGERS</u>	<u>BUS MECHANICS</u>
0	9.06	8.00	7.76	9.14	9.59	10.49
1	9.21	8.15	7.91	9.29	9.74	10.64
2	9.36	8.30	8.06	9.44	9.89	10.79
3	9.51	8.45	8.21	9.59	10.04	10.94
4	9.66	8.60	8.36	9.74	10.19	11.09
5	9.81	8.75	8.51	9.89	10.34	11.24
6	9.96	8.90	8.66	10.04	10.49	11.39
7	10.11	9.05	8.81	10.19	10.64	11.54
8	10.26	9.20	8.96	10.34	10.79	11.69
9	10.41	9.35	9.11	10.49	10.94	11.84
10	10.56	9.50	9.26	10.64	11.09	11.99
11	10.71	9.65	9.41	10.79	11.24	12.14
12	11.01	9.95	9.71	11.09	11.54	12.44
13	11.31	10.25	10.01	11.39	11.84	12.74
14	11.61	10.55	10.31	11.69	12.14	13.04
15	11.91	10.85	10.61	11.99	12.44	13.34
16	12.21	11.15	10.91	12.29	12.74	13.64
17	12.51	11.45	11.21	12.59	13.04	13.94
18	12.81	11.75	11.51	12.89	13.34	14.24

Each full-time employee is provided \$30,000 worth of term life insurance, individual dental insurance coverage, and individual vision insurance coverage. District pays \$150 per month of health insurance premium for those employees who elect coverage through the Arkansas Public School Employees' group.


President, Warren School Board

**Warren School District
Classified Supervisor Salary Schedule
2011-12**

Step	Child Nutrition Asst Director	Child Nutrition Director	Maintenance Director	Transportation Director	District Treasurer
0	23097	35000	40000	39446	42000
1	23447	35350	40350	39796	42350
2	23797	35700	40700	40146	42700
3	24147	36050	41050	40496	43050
4	24497	36400	41400	40846	43400
5	24847	36750	41750	41196	43750
6	25197	37100	42100	41546	44100
7	25547	37450	42450	41896	44450
8	25897	37800	42800	42246	44800
9	26247	38150	43150	42596	45150
10	26597	38500	43500	42946	45500
11	26947	38850	43850	43296	45850
12	27347	39250	44250	43696	46250
13	27747	39650	44650	44096	46650
14	28147	40050	45050	44496	47050
15	28547	40450	45450	44896	47450
16	28947	40850	45850	45296	47850
17	29347	41250	46250	45696	48250
18	29747	41650	46650	46096	48650


President-Warren School District

**Miscellaneous
Classified Salary Schedule
2011-12**

<u>Position</u>	<u>Salary</u>
Adult Ed Paraprofessional	Set by Program
Career Connections Coordinator	Set by Program
Career Connections Counselor/Instructor	Set by Program
SEACBEC Maintenance	\$15.00 per hour


President—Warren School Board

EVIDENCE OF PARENTAL AND COMMUNITY SUPPORT

AS EVIDENCED BY RESULTS FROM THE SEPTEMBER 27, 2011 PUBLIC HEARING

A total of 127 people attended the public meeting and we were pleased with the diversity represented in the audience which included parents, grandparents, educators from our district and surrounding districts, community members, student interns, dean of education from UAM, and the ERZ director.

As a culminating activity, the audience was asked to complete a survey with 3 responses requested. The first question gave the audience an opportunity to write down any questions for which they felt were unanswered or unclear. Questions and concerns written here are being addressed on an individual basis for those who listed their contact information. We are also posting a FAQ document on our website which includes these questions.

The tables below show the results for the other two opportunities for responses on the survey.

"The information presented this evening was sufficient to help me understand the changes that will occur at Eastside if this charter is approved."

Strongly Agree	Agree	Disagree	Strongly Disagree
26%	69%	5%	0%

"I believe that the changes proposed will benefit the students and I support the concept."

Strongly Agree	Agree	Disagree	Strongly Disagree
42%	52%	3%	3%

Although our crowd was not as large as we would have liked, we have held several meetings since last spring with parent groups and civic groups. In addition, monthly SBE Task force meetings have been held for the past several months which include lab teachers, Eastside Building Leadership Team, parents, press, and district staff. We will continue meeting with both civic groups and parent groups to explain the initiative and to get input.

September 28, 2011

To Whom It May Concern:

This letter is in regard to the charter application submitted by Warren School District for Eastside Elementary School. The P.I.T (parent involvement team) Crew strongly supports the charter application. The P.I.T crew supports teachers and students by hosting fundraisers, Christmas store, and establishing an outdoor classroom. We have been, and will continue to be, an important asset to encourage learning in our school.

Partners in Learning,

Eastside P.I.T Crew

George

Jenna Miller

Don Richey

Gail Martin

Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name	Title
Christine Cunningham	Teacher
Colleen Watkins	Pre K Coordinator
Jana Cleary	Teacher
Maryann Mobley	Teacher
Kim Langford	parent
Leann Carl	teacher
Joe Carl	parent
Joanette Hooper	Teacher
Stephanie	Parent
Barbara Delgado	teacher
Angie Wynne	Teacher
Riz Buckley	Parent
David Richey	Parent
Jessica Scraper	Parent
Anne O'Neill	Teacher/Parent
Diana Figueroa	Parent
Alma Velazquez	Parent
Bob Haygood	GRANDPARENT
Dana Haygood	" "
Marilyn Johnson	Asst. Superintendent

Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name

Title

Deborah Simpson	parent
Elizabeth Brown	intern
Rita Martin	Teacher
Devin McQuinn	teacher/parent
Amie Weaver	parent
Gayla McWhorter	parent
Karen Jantz	grandparent
Glenn Jr	UAMERZ Director
Stephanie A. Bynum	WMS Principal
Verna Hunter	Teacher
Danny McQuinn	Grandparent
Hlicia Bickel	Parent
Terri Slaughter	grandparent/Apsen/Bookkeeper
Michelle George	parents
Allison Ashcroft	Parent
Monday Gray	Parent
Ruff Sullivan	parent
Ruth Leplin	District Staff
Kimberly Grancy	parent
Robert K. K. K.	ETAN-FK K.

Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name	Title
Linda Hanta	Instructional Initiator
Krista Redbetter	2 nd grade teacher
Allison Spraggins	teacher
Linda Thompson	aide
Kathus Cornsle	Asst. principal
Wendy Curry	aide
Becky Walsh	Secretary
Whitney Sisson	Parent
Anna McKenney	Tech
Ellen Callaway	Teacher
Gary & John Latta	Parents
Shirley Childs	Secretary
Amahda Lewis	Teacher
Phyllis Stedman	Grandmother/Teacher
Rhonda De	LEW Supervisor
Jan Sanders	Speech Pathologist
Linda McStearmel	Interventist
Ray Ray	Salmerino, Chronicle, com
Justin Woodard	Parent
Keyla Andrews	Parent

Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name

Title

Jessie J. Bowie	
Oranlyne Bowie	
Jim McEsha	
Gina Woodard	
Sarah Simdoun	
Zack Plain	
Becki Guess	
Tammie Horsfield	
Tony Pauls	
Sandy Gavin	
Bob Miller	
Kathona Mauer	teacher
Amy Orbright	teacher
Shana Budwell	
Jelca Foster	teacher
Anna Hutton	
Selena McDougald	Teacher
Kristin Walles	Teacher / parent
Christy Duggert	Parent
Leslie Young	teacher

Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name	Title
Andrew Folbert	Supt.
Tammy Linn	Math/Science T.F.
Martha Taylor	Office aide
Sara Weaver	Principal
Gudy Morris	Kg. Teacher
Angie Russell	Preschool Teacher
Katie Grice	
Christina Stanley	
Regina Scroggins	Brunson Principal
Melissa Giddens	Preschool Teacher
Anne Smith	grandparent
Harvey P. Furlough	Parent
Brandy Garner	parent
MATT T. ROBERSON	ASP
Delecia Bennett	Kg Teacher
Mandy Gresham	Parent
Debbi Hargrave	District Treasurer
Peggy Boss	UAM Dean of Education
Misty Davis	3rd grade Teacher
Kellie Roberson	" " "

Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name

Title

Janice Leddick	teacher
Stephanie Daugherty	Parent
Elizabeth McKinney	teacher
Bohannan Ed McKinney	Parent
Bryette Clark	teacher
Tendy Kepp	parent
Dea McBay	ms teacher + parent
Linckey Crawford	Parent
Phil Mc	SW / Parent
Soraya Davis	Parent
Bill Jones	

Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name	Title
Therrie Carroll	Teacher
Emily Harton	Teacher / parent
Brooke Hatch	parent
Deputy White	parent
Robert Gisostano	parent
Michael Crawford	parent
Wang Owens	parent
DeShe Owens	parent
Susanne Herring	parent
Tracy Glover	parent
Lauren Russell	Intern II
Cecilia Whitham	Teacher / Facilitator
Yolanda Linares	Parent

Public Hearing on Conversion Charter Proposal

Tuesday September 27, 2011

Name	Title
Debra Morris	Teacher
Terri Callaway	Counselor
Joy Jackson	teacher

Response to Questions Posed at Conversion Charter Public Hearing

Sept. 27, 2011

***What is the plan if the system doesn't work?**

We will continue to use best and next teaching practices. Best practices are based on research conducted on already existing practices, next practices are future focused.

***When we finish the five years is there a probability of losing the status of charter?**

Yes. We will have to make application again. Every five years we will have to apply for renewal of our charter.

***Will we bottleneck low functioning students?**

This might be a problem to begin with, but as we meet students where they are and start filling the gaps, along with teachers fostering the students' learning pace it should improve.

***The buy in of the community- What can I do to help?**

Attend our task force meetings and keep parents you work with informed. If you have students who attend Eastside, share the positive things that are happening/changing with your child's education. We also have pamphlets available at the Eastside office which could help you to inform family, friends, and colleagues. Volunteer at the school.

***What happens to class rank/GPA/Valedictorian ?**

There is a conversion table for GPA. We are researching the status of valedictorian and its impact on higher education.

***Will parents/community members be updated throughout the process of standards based education/conversion charter school implementation?**

Yes. We will continue to put updates in the district data and Eastside update. There will also be feature articles in the newspaper with updates on our progress. We also have a tab on our school web site.

***Will there be additional funding to increase staff salaries under the conversion? No.**

***Do regular "traditional" teachers not already plan for students at different levels? Special Ed., 504. Etc. or below basic, basic, proficient, advanced?**

Yes, but under our current system students do not have the option of moving to another level within a school year and students who have not met standards at the end of the 178 learning days could be retained or socially promoted.

***Does a standards-based teacher ever teach whole class or does that teacher only facilitate individual student?**

In a standards-based classroom whole class, small group and individual instruction will take place. If a majority or all of the students in the classroom are needing instruction in the same skill, the teacher may choose to have a short lesson with the entire class. If only a few are needing instruction, the teacher would pull those students together in a small group setting for instruction. If only one student is needing support in mastering a skill, the teacher would meet with the individual student.

***How do they create the lessons?**

Lessons are based on assessment data. By correlating the assessment data with the state academic standards (Common Core State Standards), the teacher is able to target the instruction for each student to their individual needs while following the guidelines of the state standards.

***What will happen to my child when they enter JR./High school and they are not on "grade" level?**

Intervention will be provided.

***Will there be no more 'honor roll'?**

Yes.

***Are all of your teachers on board?**

99% last poll, we will conduct another poll later in the year.

***How will the children be affected when the teacher is absent?**

Learning should not be interrupted. We are training our students to navigate their own learning. Because students are now involved in the process of setting their own academic goals, they will know each day the tasks that he or she must accomplish in order to meet those goals. This will be true whether the teacher is absent or not. The teacher is no longer the "sage on the stage", but rather the "guide on the side", providing the tailored support students need in order to master each academic standard. If the teacher is absent, learning will continue. The level of support and feedback that the teacher normally provides the students will be the variable in her absence.

***Will the substitute teacher still be needed and will there still be lesson plans left for them to go by?**

Teachers will still leave lesson plans.

***How will this affect the standard testing the children do?**

Students will still take state tests.

***Are there students at all levels in a classroom?**

No. We have tried to limit levels to two or three.

***Are kindergarten students pretested using MAP?**

Yes.

***Why do SBE if it doesn't translate to higher education?**

We believe students will be better prepared for college and career.

DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of 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 or limited 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 proposed district conversion or limited 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, although the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed district conversion or limited 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 or limited 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 proposed district conversion or limited 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 school not so waived by the approved charter.
6. The proposed district conversion or limited 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 a qualified employee of the school district is covered.
7. The proposed district conversion or limited 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 or limited 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 or limited 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 charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited 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; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the proposed 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: 10-26-11

Andrew Tolbert

Print or type name

EASTSIDE ELEMENTARY SCHOOL PUBLIC MEETING

For discussion of a proposed
Conversion Charter School
Application

September 27
Warren Cultural Center
6:00 p.m.

Proof of Publication

STATE OF ARKANSAS,
County of Bradley

} ss

I, Tina Rarey
bookkeeper

do solemnly swear that I am
of THE EAGLE DEMOCRAT, that said EAG
DEMOCRAT is a weekly newspaper printed and published in Bradley County, State of A
ansas; that I was so related to this publication at and during the publication of the above
legal advertisement in the case of School Meeting

pending in the
of the several publications of said advertisement hereinafter stated, and that during said
periods and at said dates, said newspaper was printed and published and had a bona fide
circulation in said County, that said newspaper had been regularly printed and published in
said County, and had had a bona fide circulation therein for the period of one month before
the date of the first publication of said advertisements; and that said advertisement was
published in the regularly weekly issues of said newspaper for three
consecutive times, was made as follows:

Sept 7, 2011, Sept 21, 2011
Sept 26, 2011

Fees for Printing, \$102.50

Cost of Prod, \$0

Total \$102.50

1-78-300 E-22503

Subscribed and sworn to before me this
11 day of September 2011

BRADLEY COUNTY, ARKANSAS
Notary Public
[Signature]

PINES BROADCASTING

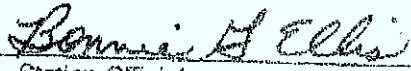
KWRF
1255 North Myrtle
Warren, Arkansas 71671

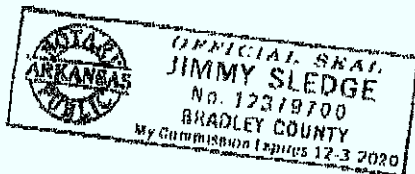
October 14, 2011

September 16 through September 27, 2011 radio station KWRF 105.5 broadcast a commercial for the Warren School District concerning a Public Hearing for a Charter School. The commercial was broadcast 60 times during this period.

Subscribed and sworn before me this 14th day of October, 2011.


Notary Public
Jimmy Sledge


Station Official
Bonnie G. Ellis



2011-2012 Application Cycle

ADE Evaluation

Eastside New Vision Charter School
Warren School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 18, 2011

State Board
Of Education

Marilyn Johnson
408 Cherry Street
Warren, AR 71671

Dr. Naccaman Williams
*Springdale
Chair*

Dear Applicant:

Dr. Ben Mays
*Clinton
Vice Chair*

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for District Conversion Charter Schools as per the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be in the Charter School Office no later than 12:00 p.m., Monday December 2, 2011.

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Responses should be sent to the following address:

Vicki Saviers
Little Rock

Dr. Mary Ann Duncan
Charter School Office
Four Capital Mall, Room 302-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

A handwritten signature in cursive script, appearing to read "Mary Ann Duncan, Ed.D.", written in dark ink.

Mary Ann Duncan, Ed.D.
Charter Schools, Program Director

MAD/jf

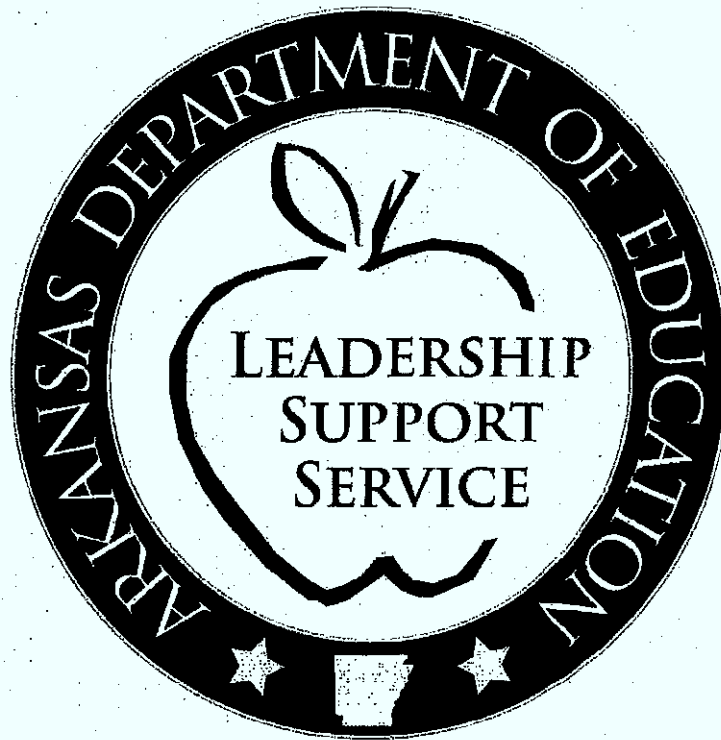
Enclosure: Public Charter School Application Evaluation Report

Four Capitol Mall
Little Rock, AR
72201-1019
ArkansasEd.org

An Equal Opportunity
Employer

2011-2012
Public Charter School
Application Evaluation Report

Eastside New Vision Charter School,
Warren School District



Provided by:

Arkansas Department of Education

District Conversion or Limited Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School: Eastside New Vision Charter School

Sponsoring School District: Warren Public Schools

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation criteria.	
Concerns and Additional Questions	Reference

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; and
- A thorough description of the results of the public hearing.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation criteria.	
Concerns and Additional Questions	Reference

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation criteria.	
Concerns and Additional Questions	Reference

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation requirements	
Concerns and Additional Questions	Reference

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 length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Provide additional information regarding the organization of the school in terms of length of school day and year.	Attachments H and I
Please clarify that attachments H and I correspond with Standard 4	Attachments H and I

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 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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
What are the expected growth levels for DIBELS, DRA, DSA, STAR MATH, STAR LITERACY?	Pg. 13-14
Please give an example of how students' goals beyond year one will be set annually.	Pg. 13-14

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 transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Application meets evaluation criteria.	
Concerns and Additional Questions	Reference

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Please clarify if the requested enrollment cap is 510 or 600 for this proposed school.		Pg. 15
The Applicant failed to provide assurances for a random lottery selection process as required by the rubric should there be more student applications than can be accommodated under the terms of the charter.		

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Application meets evaluation criteria.		
Concerns and Additional Questions		Reference

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Special Education: Clarification is needed regarding the continuum of special education services to be provided according to State and Federal Law. Please provide additional information regarding the services that will be provided to the ELL population.		Pg. 19 Pg. 18-20

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 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 educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="checked" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Please ensure that the charter school will comply with all state statutory requirements regarding the APSCN education data reporting system.		No Standard 10 in application

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Facilities Review Report	
The facilities will be reviewed by the Facilities Division. Upon completion of the review, a report will be provided to the applicant.	

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:

- An explanation of each and every waiver request; and
- A description of how the waiver requests relate to the school's educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Legal Comments	Reference
<p>1. Requested Waivers:</p> <p>a.) Ark. Code Ann. § 6-11-128 ("Arkansas Public School Computer Network") and ADE Rules Governing the Processes to Ensure the Quality, Security, Validation and Timeliness of Public School Data in the Arkansas Public School Computer Network: This waiver request should be reviewed by the Department's Student Assessment Unit, Curriculum and Instruction Unit, and APSCN Student Applications Unit so that the State Board may be apprised of any Departmental issues or concerns.</p> <p>b.) ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program, Section 5.0: The State Board may not waive any law or rule relating to "public school accountability", per Ark. Code Ann. § 6-23-401. The State Board must determine whether this waiver constitutes a waiver of public school accountability requirements. This waiver request should be reviewed by the Department's Student Assessment Unit so that the State Board may be apprised of any Departmental issues or concerns.</p>	
<p>2. Waivers Not Requested:</p> <p>a.) It is recommended that the Applicant also request waiver of Ark. Code Ann. § 6-15-903 and Standards 12.02 ("Grading") and 12.04 ("School reporting of students' performance") of the Standards for Accreditation to the extent necessary to accommodate the Applicant's proposal.</p>	

Concerns and Additional Questions	Reference

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.

Legal Comments	Reference
Concerns and Additional Questions	Reference

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Please provide a copy of the parental involvement plan.	Pg. 23-24

ADDITIONAL COMMENTS:

Budget:

Strengths:

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

Appendix – K-1

Concerns and Additional Questions

The applicant should clarify interventionist positions. It cannot be determined if budget is accurate to the staffing plan. The applicant should clarify.

Pgs. 18, J-6, & J-13

The applicant should clarify fringe benefit rates for Health Services, Maintenance and Operation, food service, and Data processing personnel. Budgeted rates are higher than other areas.

Pgs. J-1 – J4 & J8 – 11

The applicant should clarify calculation for utilities/purchased services under Maintenance and Operation

Pgs. J-3 & J10

The applicant should clarify amount for Maintenance and Operations staff. Plan lists 4 FTEs, but 3 positions are budgeted in both years.

Pgs. J-3 & J10

2011-2012 Application Cycle

Applicant Response to Evaluation

Eastside New Vision Charter School
Warren School District

BOARD OF DIRECTORS

Jerry Daniels
Joel Tolefree
Angela Marshall
Kerry Pennington
Memory Frazer
Shannon Gorman

WARREN PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT

408 Cherry Street
P.O. Box 1210
Warren, AR 71671
Telephone (870) 226-6738
Fax (870) 226-8531

SUPERINTENDENT OF SCHOOLS

ANDREW TOLBERT

December 2, 2011

Dr. Mary Ann Duncan

Charter School Office

Four Capital Mall, Room 302-B

Little Rock, AR 72201

RECEIVED
DEC 03 2011

CHARTER SCHOOL OFFICE

Dear Dr. Duncan,

In accordance with Charter School rules, our written response to the charter evaluation is attached. As required, a written response was submitted electronically by the deadline of Friday, December 2, 2011, and as stated in that email, we are providing hard copies with original signatures.

We thank you for the opportunity to respond and welcome any additional questions and any technical assistance you feel that we need.

We are looking forward to the opportunity to discuss our application with the ADE committee on December 14 and to a January date to defend it before the state board.

Sincerely yours,



Marilyn Johnson, Assistant Superintendent

Warren School District

Cc

Andrew Tolbert, Superintendent

Sara Weaver, Principal

RECEIVED
DEC 03 2011

Standard 4 of Application: Educational Program

CHARTER SCHOOL OFFICE

Concerns and Additional Questions:

Provide additional information regarding organization of the school in terms of length of school day and year.

Response: The instructional day of Eastside New Vision Charter School will begin at 7:55 a.m. and will end at 3:10 p.m. providing six hours and twenty five minutes of instruction plus an additional 50 minutes for lunch and recess. The instructional day will be above what is required by state standards. (See attachment I in the appendix.) The school year will be 178 student – teacher interaction days; 2 parent – teacher conference days; 9 professional development days provided by the district; 1 on-you-own professional development day for a total of 190 contract days. The school year meets state requirements.

Please clarify that attachments H and I correspond with Standard 4.

Response:

Attachment H is the school calendar which does correspond with Standard 4 as it indicates our school year as described above. Attachment I is a sample daily schedule which corresponds with Standard 4 in that it indicates the length of the school day as described above.

Standard 5 of Application: Academic Achievement Goals

CONCERNS AND ADDITIONAL QUESTIONS:

- A. What are the expected growth levels for DIBELS, DSA, DRA, STAR Math, STAR Literacy?
- B. Please give an example of how students goals beyond year one will be set annually?

RESPONSE A:

DIBELS:

Oral Reading Fluency Proficiency	Beginning Year	Mid Year	End Year
ORF L1	n/a	n/a	n/a
ORF L2	n/a	21 or above	41 or above
ORF L3	45 or above	69 or above	91 or above
ORF L4	78 or above	93 or above	111 or above

Letter Naming Fluency Proficiency	Beginning Year	Mid Year	End Year
LNF L1	9 or above	28 or above	41 or above
LNFL2	38 or above	n/a	n/a

Phonemic Segmentation Fluency Proficiency	Beginning Year	Mid Year	End Year
PSF L1	n/a	19 or above	36 or above*
PSF L2	36 or above*	36 or above*	36 or above*

*max score

Nonsense Word Fluency Proficiency	Beginning Year	Mid Year	End Year
NWF L3	50 or above*	50 or above*	50 or above*

*max score

DSA:

- L1
 - At or above benchmark 7 or above
 - Approaching benchmark 5 – 6
 - Below benchmark Below 5
- L2
 - At or above benchmark 20 or above
 - Approaching benchmark 15 – 19
 - Below benchmark Below 15
- L3

- At or above benchmark 35 or above
- Approaching benchmark 30 – 34
- Below benchmark Below 30
- L4
 - At or above benchmark 45 or above
 - Approaching benchmark 40 – 45
 - Below benchmark Below 40

DRA:

DRA Proficiency Levels	Beginning	End
L1	A and below	4
L2	4	18
L3	18	28
L4	28	38

STAR Math:

Individual goals will be set for each student. A pretest will be given which will determine starting points. The program software will set goals for each student or teachers can create a customized goal. After the goal is set, the software plots progress toward that goal on the Student Progress Monitoring Report.

STAR Literacy:

Individual goals will be set for each student. A pretest will be given which determines the child's Zone of Proximal Development (ZPD). The individual goal is set based at the top end of the ZPD. After the goal is set, the software plots progress toward that goal on the Student Progress Monitoring Report.

RESPONSE B:

Goals will be set annually based upon pre-assessment scores with an expected increase of at least 5% on Compass Odyssey post test scores. Other goal setting procedures are described above.

Standard 7 of Application: Enrollment Criteria and Procedures

CONCERN AND ADDITIONAL QUESTIONS:

- A.** Please clarify if the requested enrollment count is 600 or 510 for this proposed school.
- B.** The applicant failed to provide assurances for a random lottery selection process as required by the rubric should there be more student applications than can be accommodated under the terms of the charter.

RESPONSE (A):

The requested enrollment cap is 600. We figured the budget based upon 510 because that is aligned with our current number of students and because we were advised from the ADE Charter Office to figure the budget based upon current enrollment as that is a closer approximation of our projected numbers.

RESPONSE (B):

With an enrollment cap of 600, it is highly unlikely based upon historic enrollment figures and community growth figures that we will exceed the enrollment cap. Should it appear we might exceed the enrollment cap, we would petition the state board to increase the enrollment cap due to our legal responsibility to enroll all eligible students as we are the only primary school in Warren. If our petition is turned down, we will use the Random Number Generator computerized lottery method (<http://stattrek.com/Tables/Random.aspx>) to determine a simple random sampling. Priority will be given to siblings.

Standard 9 of Application: Student Services

CONCERN AND ADDITIONAL QUESTIONS:

- A.** Clarification is needed regarding the continuum of special education services to be provided according to state and federal law.
- B.** Please provide additional information regarding the services that will be provided to the ELL population.

RESPONSE (A):

Continuum of Special Education Services:

- 1. Support Prior to Student Intervention Team or Special Education Referral:**
 - Targeted instruction in the regular classroom (i.e. individual, small group, whole group, computerized- classroom teacher and interventionist)
 - Consultation with Specialized Staff: special education, speech, ELL, OT, PT, Nurse, certified Interventionist, Instructional Facilitator, admins.
 - Consultation/Collaboration with Parents (AIP/IRI, behavior plan, etc.)
- 2. Student Intervention Team (SIT) Convened**
 - The SIT is comprised of admins, classroom teacher, counselor, nurse, resource teacher, ELL teacher, instructional facilitator, etc. and as needed. Parent input is also requested.
 - Data is reviewed
 - Remediation plan established (behavior and/or academic).
 - The plan is put into place and if acceptable progress is not made in 6-9 weeks, a special education referral is made.
- 3. Special Education Referral & Due Process as required by state and federal law**
- 4. Special Education Services**
 - Options
 - Pull out in resource room setting or related services setting (ie speech, OT, PT etc.)
 - Push in by resource teacher
 - Combination of both
 - Indirect Services
 - Self-Contained Serviced

RESPONSE (B):

Students are selected for assessment for ELL based upon a home language survey that is part of the enrollment packet. Qualifying students based upon the LPAC assessment receive services from a highly qualified ELL instructor in a pull-out setting.

Standard 10 of Application: Arkansas Public School Computer Network Assurances

CONCERN AND ADDITIONAL QUESTIONS:

Please ensure the charter school will comply with all state statutory requirements regarding the APSCN education data reporting system.

RESPONSE:

Eastside New Vision Charter School will comply with state statutory requirements regarding the APSCN education data reporting system. Please see waivers*.

*Ark. Code Ann. § 6-11-128 and

* ADE Rules Governing the Processes to Ensure the Quality, Security, Validation and Timeliness of Public School Data in the Arkansas Public School Computer Network (APSCN):

Standard 12 of Application: Waivers

CONCERN AND ADDITIONAL QUESTIONS:

1. Requested Waivers:

- a.) Ark. Code Ann. § 6-11-128 ("Arkansas Public School Computer Network") and ADE Rules Governing the Processes to Ensure the Quality, Security, Validation and Timeliness of Public School Data in the Arkansas Public School Computer Network: This waiver request should be reviewed by the Department's Student Assessment Unit, Curriculum and Instruction Unit, and APSCN Student Applications Unit so that the State Board may be apprised of any Departmental issues or concerns.
- b.) ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program, Section 5.0: The State Board may not waive any law or rule relating to "public school accountability", per Ark. Code Ann. § 6-23-401. The State Board must determine whether this waiver constitutes a waiver of public school accountability requirements. This waiver request should be reviewed by the Department's Student Assessment Unit so that the State Board may be apprised of any Departmental issues or concerns.

2. Waivers Not Requested:

- a.) It is recommended that the Applicant also request waiver of Ark. Code Ann. § 6-15-903 and Standards 12.02 ("Grading") and 12.04 ("School reporting of students' performance") of the Standards for Accreditation to the extent necessary to accommodate the Applicant's proposal.

RESPONSES:

- 1a. We request that we have the opportunity to receive copies of the review(s) done by the Department's Student Assessment Unit, Curriculum and Instruction Unit, and APSCN Student Applications Unit. We are very interested in working cooperatively with the Department to address any areas of concern in this area; to that end, we request

technical assistance from the Department to help us resolve any coding or tracking issues.

We also wish to clarify that we are not asking for a waiver from the use of the Arkansas Public School Computer Network.

- 1b. To clarify, we are not requesting a waiver of state testing at any level. We propose for students to be tested when they are working at a level in which state testing is mandated. We request that we have the opportunity to receive copies of the review done by the Department's Student Assessment Unit. We are very interested in working cooperatively with the Department to address any areas of concern in this area; to that end, we request technical assistance from the Department to help us resolve any such areas.
- 2a. To help ensure the maximum amount of permissible educational viability and flexibility in our application, we wish to clarify our original waiver requests, in accordance with the Department's evaluation comments, to also request waivers of Ark. Code Ann. §6-15-903 and Sections 12.02 ("Grading") and 12.04 ("School reporting of students' performance") of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

Standard 14 of Application: Parental Involvement

CONCERN AND ADDITIONAL QUESTIONS:

Please provide a copy of the parental involvement plan.

RESPONSE:

Arkansas

School Parent Involvement Policy

EASTSIDE PRIMARY SCHOOL

408 N. Bradley

WARREN, AR 71671

870-226-6761

Are you Title I Schoolwide?

Yes

Percent of free and reduced lunch

71 percent

Parent Involvement Committee Members:

David Richey, Parent

Dr. Dichelle George, Parent

Tonya Rawls, Parent

Gail Martin, Parent

Suzanne Herring, Parent

Jan Gorman, Parent

Sonya Davis, Parent

Wendy Curry, Parent

Tammy Poole, Parent

Sara Weaver, Principal

Kathy Cornish, Assistant Principal

Tammy Grice, Math/Science Instructional
Facilitator

Terri Callaway, Parent Facilitator

Becki Quoss, Teacher

Linda Harton, Literacy Instructional Facilitator

1. List various communication strategies used in your school to provide additional information to parents and to increase parental involvement in supporting classroom instruction.

* Each teacher will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and send it back to school. Sara Weaver, Principal. Aug. 15, 2011 - May 28, 2012.

* Communicate curriculum by providing Arkansas Department of Education website to all stakeholders. Sara Weaver, Principal. 226-6761. Aug. 2011.

* Parents are invited to Open House (Aug. 11, 2011) to meet with child's teacher. Informational packets sharing school and class goals, objectives, and expectations for the year are presented. This information is also shared with parents of new students who enroll after the first day of school. Sara Weaver, Principal. 226-6761. Aug. 2011 - May 2012.

* School messenger service is provided to communicate with parents. Sara Weaver, Principal. 226-6761. Aug. 15, 2010 - May 28, 2012.

* Provide student handbooks and school-parent communication in English and Spanish. Sara Weaver, Principal. 226-6761. Aug. 15, 2011 - May 28, 2012.

* Eastside Update containing information for parents about upcoming events will be sent in orange communication folders each month. Kathy Cornish, Assistant Principal. 226-6761. Aug. 2011 - May 2012. School website information is made available to all parents. Tammi Hartsfield, Media Specialist, 226-6761. Aug. 15, 2011 - May 28, 2012.

2. List the proposed parent meeting, conferences and activities regularly throughout this year and the dates providing flexible meeting times that you have planned to increase parental involvement and build staff and parent capacity to engage in these types of efforts. (Must include the 2 state mandated parent/teacher conferences each year.)

* Teachers will host at least two conferences (scheduled for Oct. 25, 2011 and Feb. 9, 2012) individually with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. New Standards Based Report Cards will be explained. Sara Weaver, Principal. 226-6761. Aug. 15, 2011 - May 28, 2012.

* Parent night meetings will include a series of Extended Day Programs (SLAM nights-Nov. 21, 2011, Family Reading nights-Oct. 11, 2011, Nov. 8, 2011, Dec. 13, 2011, Jan. 7, 2012, Feb. 21, 2012, March 13, 2012, April 18, 2012, and May 8, 2012, Kindergarten Orientation-May 2012, and Watch Dog Dad nights- Sept. 29, 2011) that provide an opportunity for parent and their child to experience the school situation in a positive and helpful manner while school staff may provide any needed assistance or encouragement. Sara Weaver, Principal, Tammi Hartsfield, Media Specialist, Tammy Grice, Linda Harton, and Sharon Bridwell, Instructional facilitators, Terri Callaway, Counselor. 226-6761. Aug. 15, 2011 - May 28, 2012.

3. How will your school provide information to parents about volunteer opportunities (must include state mandated parent training)?

* The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during Open House, Aug. 11, 2011. Parents will be encouraged to participate in the CHIPS (Community Helpers in Public School) program. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions utilizing Volunteer resource book will be conducted the first time a parent/community member comes to volunteer providing them with the information they need to participate as school volunteers. Becky Walsh, Secretary. 226-6761. Aug. 15, 2011 - May 28, 2012.

* STATE REQUIREMENT - Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education. Parent Facilitator will be available in media center to help parents during Family Reading Night events (Oct. 11, 2011, Nov. 8, 2011, Dec. 13, 2011, Jan. 7, 2012, Feb. 21, 2012, March 13, 2012, April 18, 2012, and May 8, 2012.) and available to schedule appointment date and time. Terri Callaway, Parent Facilitator. 226-8514. Aug. 15, 2011 - May 28, 2012..

* STATE REQUIREMENT (Staff Development) The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understand of effective parental involvement strategies. No fewer that three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Sara Weaver, Principal. 226-6761. Aug. 15, 2011 - May 28, 2012.

4. How will your school work with parents to create a School-Parent-Compact?

* School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact during open house on Aug. 11, 2011. New students entering the district will have a parent packet delivered at time of enrollment. Sara Weaver, Principal. 226-6761. Aug. 11, 2011 - May 28, 2012.

5. How will your school provide opportunities for parents to be involved in the development, implementation and evaluation of the school wide school improvement plan, and the Annual Title I Meeting to engage them in the decision-making processes regarding the school's Title I, Part A Program?

* The school will ask parents to serve on curricular and instructional review committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way. The school will engage parents in decision making about the allocation of its Title I, Part A funds for parental involvement. Kathy Cornish, Assistant Principal. 226-6761. Aug. 15, 2011 – May 28, 2012..

* STATE REQUIREMENT – To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement. Sara Weaver, Principal. 226-6761. Aug. 15, 2011 – May 28, 2012.

* STATE REQUIREMENT - The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school. Terri Callaway, Parent Facilitator. 226-8514. Aug. 15, 2011 – May 28, 2012..

* Parents will be invited to participate in the Parent Involvement Team (PIT Crew). Kathy Cornish, Assistant Principal. 226-6761. Aug. 15, 2011 – May 28, 2012.

6. How will your school provide resources for parents?

* Parents may check out materials, use the computer to check grades, and visit educational Web sites. Parents will be encouraged to view the Title I Plan located in the parent resource center or media center. A suggestion sheet will also be available for parental input. The school will open the resource center at hours that are convenient to parents. Patricia Ellis, Parent Center Coordinator. 226-3494. Aug. 15, 2011 – May 28, 2012.

* STATE REQUIREMENT - The school will distribute Informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/ teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mail...). Sara Weaver, Principal. 226-6761. Aug. 2011 – May 2012.

* STATE REQUIREMENT - To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review. Terri Callaway, Parent Facilitator. 226-8514. Aug. 2011 – May 2012.

Create a parent center located in school's media center. Terri Callaway, Parent Facilitator. 226-8514. Aug. 2011 – May 2012..

* STATE REQUIREMENT – Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions. Sara Weaver, Principal. 226-6761. Aug. 2011 – May 2012.

* **STATE REQUIREMENT** – The principal of each school in a school district shall designate (1) certified staff member who is willing to serve as a parent facilitator. Terri Callaway, Parent Facilitator, 226-8514. Aug. 15, 2011 – May 28, 2012.

* All parents are provided with information about TASSELTIME web-site that provides information and tools for helping parents and students. Terri Callaway, Parent Facilitator, 226-8514. Aug. 15, 2011 - May 28, 2012.

7. How will your school engage parents in the evaluation of your parental involvement efforts?

* The school will engage parents in the annual evaluation of the Title I, Part A Program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents and school staff. The Title I committee, made up of teachers, parents and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental involvement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth. Sara Weaver, Principal 226-6761. May 2012.

8. How will your school use the parent interest surveys to select, plan and implement parental involvement activities that will be offered throughout the year?

* The school will ask parents to fill out a parent interest survey during the school year to get information from parents concerning the activities they feel will be most beneficial in the efforts to support their child academically. Terri Callaway, Parent Facilitator, 226-8514. Aug. 2011 - Dec. 2011.

* The school will use the results of the parent interest survey to plan the parental involvement activities for the year. Sara Weaver, Principal, 226-6761. Aug. 2011 - Dec. 2011.

* The school will evaluate the activities that were suggested by the parents at the end of the year as part of the annual parental involvement plan evaluation. Sara Weaver, Principal, 226-6761. May 2012.

* **STATE REQUIREMENT** – Sponsor seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities. Elementary parents are informed about Smart Core during Open House orientations. Sara Weaver, Principal. 226-6761. Aug. 2011.

9. When will your school plan the Annual Title I Meeting that must be conducted separately? (It CANNOT be held in conjunction with any other meetings or activities.)

* The school will conduct an Annual Title I Meeting for parents of the students who participate in the Title I, Part A Program. Marilyn Johnson, Assistant Superintendent, May 2012.

* The school will hold their annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. Marilyn Johnson, Assistant Superintendent, May 2012.

* For each Title I, Part A School, an Annual Title I Meeting must be conducted. The agenda, the sign-in sheet and the minutes for this meeting must be generated separately from any other events and kept on file in the school's office. Marilyn Johnson, Assistant Superintendent, May 2012.

Budget:**CONCERN AND ADDITIONAL QUESTIONS:**

- A. The applicant should clarify interventionist positions. It cannot be determined if budget is accurate to the staffing plan. The applicant should clarify.
- B. The applicant should clarify fringe benefits rates for Health Services, Maintenance and Operation, food service, and Data process personnel. Budget rates are higher than other areas.
- C. The applicant should clarify calculation for utilities/purchased services under Maintenance and Operation.
- D. The applicant should clarify amount for Maintenance and Operation staff. Plan lists 4 FTEs, but 3 positions are budgeted in both years.

RESPONSE A:

In the staffing plan, we inadvertently listed 8 classified interventionists and we should have listed 7.

RESPONSE B:

Fringe benefits for classified employees in the Warren School District include \$1800 match for health insurance and approximately \$250 for dental and approximately \$110 for vision. Since classified salaries are lower, this would explain the reason the percentage of their benefits is higher.

RESPONSE C:

The calculation for utilities/purchase services under Maintenance and Operation was based upon prior year expenses. For the second year of the budget, we increased the amount by approximately 1.5% to cover increases in costs.

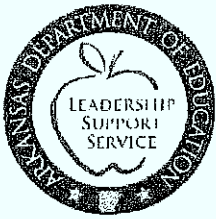
RESPONSE D:

In our staffing plan we planned based on the 600 enrollment cap, but we budgeted based upon 510 as advised by the ADE Charter Office.

2011-2012 Application Cycle

Review Council Overview

Eastside New Vision Charter School
Warren School District



ARKANSAS DEPARTMENT OF EDUCATION

December 16, 2011

Dr. Tom W. Kimbrell
Commissioner

Ms. Marilyn Johnson
Warren School District
408 Cherry Street
Warren, Arkansas 71671

State Board
of Education

Dr. Ben Mays
Clinton
Chair

Jim Cooper
Melbourne
Vice Chair

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Re: Eastside New Vision Public Charter School Application

Dear Ms. Johnson:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on December 14, 2011. Enclosed for your review, you will find the following:

- ADE Internal Review Results, November 10, 2011
- ADE Charter Review Council Review Results, December 9, 2011
- ADE Charter Review Council Interview Results, December 14, 2011

Based upon the information currently available, the Charter Review Council can support your application for a district conversion charter school. However, please be advised that the Charter Review Council is purely advisory in nature. Consequently, the position of the Charter Review Council is not binding upon charter applicants or the State Board.

The State Board may approve or disapprove a charter application without regard to the position of the Charter Review Council. On January 9, 2012, the State Board will conduct a complete, full and independent review of your charter application to determine whether it should be approved.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact the Charter Schools Office, at (501) 683-5313.

Respectfully,

Mary Ann Duncan, Ed.D.
Charter Schools, Program Coordinator

Enclosures

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc (w/encls): Ms. Phyllis Stewart, State Board Office
Jeremy C. Lasiter, General Counsel

**Eastside New Vision Charter School
Warren School District
November 10, 2011 ADE Internal Review Results**

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results			X
Standard 2: Mission Statement			X
Standard 3: Educational Need			X
Standard 4: Educational Program			X
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment			X
Standard 7: Enrollment Criteria and Procedures			X
Standard 8: Staffing Plan			X
Standard 9: Student Services		X	
Standard 10: APSCN Assurances	X		
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement			X
Totals	1	1	12

**Eastside New Vision Charter School
Warren School District
As of December 9, 2011 Charter Review Council Meeting**

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results			X
Standard 2: Mission Statement			X
Standard 3: Educational Need			X
Standard 4: Educational Program			X
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment			X
Standard 7: Enrollment Criteria and Procedures			X
Standard 8: Staffing Plan			X
Standard 9: Student Services			X
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement			X
Totals			14

**Eastside New Vision Charter School
Warren School District
As of December 14, 2011 Charter Review Council Interviews**

	Does not meet Standard	Partially Meets Standard	Meets Standard
Part 1: Pre Application Materials			X
Standard 1: Public Hearing Results			X
Standard 2: Mission Statement			X
Standard 3: Educational Need			X
Standard 4: Educational Program			X
Standard 5: Academic Achievement Goals			X
Standard 6: Curriculum Development and Alignment			X
Standard 7: Enrollment Criteria and Procedures			X
Standard 8: Staffing Plan			X
Standard 9: Student Services			X
Standard 10: APSCN Assurances			X
Standard 11: Facilities			X
Standard 12: Waivers			X
Standard 13: Desegregation Assurances			
Standard 14: Parental Involvement			X
Totals			14

2011-2012 Application Cycle

Additional Documents

Eastside New Vision Charter School
Warren School District

Jodie Fairchild (ADE)

From: Mary Ann Duncan (ADE)
Sent: Saturday, December 10, 2011 11:26 PM
To: marilyn.johnson@warrensd.org
Cc: Jodie Fairchild (ADE); Diane Gross (ADE); Mark White (ADE); Jeremy Lasiter (ADE)
Subject: Additional Information Needed

Importance: High

Ms. Johnson,

After a review of the district conversion application for Eastside New Vision Charter School, the Charter Review Council has requested additional information. Please submit a written response to the following at the time of your scheduled interview with the Council on December 14, 2011;

Regarding Standard #4:

Describe how a student will move from one grade level to another during the course of a school year. Additionally, how will a student move from one building to another in the course of a school year as a result of their change in grade level?

Explain in detail how a student will be assigned a grade level for the purpose of state testing. Should a student obtain a grade level advancement just prior to state testing, how will you ensure that the student is capable of being tested at the newly assigned level?

Please feel free to contact me in the Charter School Office at (501) 683-5313 should you have any questions.

Thank you,
Mary Ann Duncan

Regarding Standard #4:

1. A. Describe how a student will move from one grade level to another during the course of a school year. B. Additionally, how will a student move from one building to another in the course of a school year as a result of their change in grade level?

RESPONSE FOR #1 A & B

Page 9 of the charter application describes the pre-assessments, interim assessments, and summative assessments which are key in the decision making process to move students to new learning targets as well as determining when students are ready to move to a different learning level (i.e. move from level 2 (traditionally grade 1) to level 3 (traditionally grade 2)).

A learner must demonstrate what they understand and are able to do by engaging in a series of evidence based formative checks/hits (assignments, informal assessments, classwork, evidence of learning, etc.) that assess their level of understanding and performance for each learning target.

A score of 3.0 or above on each body of evidence/hits would indicate that the student is ready to take a post assessment such as the post assessments that are created from Compass test bank.

Once a student demonstrates proficiency in **all learning targets within a level**, the teacher will make recommendation for the Student Intervention Team (SIT) Committee to review the body of evidence and verify the student's readiness for the next level. This process will be the same for students moving from one learning level to another within Eastside as well as moving from Eastside to Brunson. For students considered for movement from Eastside to Brunson, Brunson representatives will be on the SIT committee. In order to physically move from Eastside to Brunson, the student must demonstrate readiness in both literacy and math. If readiness is demonstrated in one subject only, they will level up in that subject, but remain at Eastside.

Once the SIT committee has a recommendation, parents are invited and the data and recommendation is shared. Parents have input on the decision.

(If student *does not* demonstrate proficiency on all learning targets within a level, the teacher and student will set new goals around learning targets not passed. Then additional evidenced is gathered and the student will reassess. The SIT committee is convened to review the student's body of evidence for all learning targets not validated on the 2nd attempt.)

2. A. Explain in detail how a student will be assigned a grade level for the purpose of state testing. B. Should a student obtain a grade level advancement just prior to state testing, how will you ensure that the student is capable of being tested at the newly assigned level?

A.

**Class Breakdown by Overall RIT Score for Warren Public Schools
EASTSIDE PRIMARY - Fall 2011
ROBERSON, K and 1027 ROBERSON Class 1**

The following table shows how the class is broken down by RIT and subject.

	< 161	161-170	171-180	181-190	191-200	201-210	211 +
Mathematics		N. Dunaway (163) J. York (158)	A. Peek (173) T. Watson (177) C. Ewing (178)	M. Harris (181) J. Hill (184) A. Phillips (185) B. Hargis (187) P. Thomas (188) B. Tullis (189) C. Denton (190)	A. Garcia (193) L. Barnes (194) T. Savage (195) M. Camp (196) T. Goodwin (198) T. Moore (199)	R. James (201)	
Reading	J. York (153)	M. Harris (187) A. Peek (187) T. Watson (170)	B. Hargis (172) T. Savage (174) C. Ewing (178)	N. Dunaway (183) T. Goodwin (188) J. Hill (188) A. Phillips (189) B. Tullis (189)	P. Thomas (191) M. Camp (195) L. Barnes (198)	T. Moore (205) A. Garcia (205) R. James (207)	C. Denton (211)

2011 LANGUAGE STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	142.5	150.6	156.0
1	160.3	170.7	176.9
2	175.9	183.6	189.6
3	189.9	194.6	199.2
4	199.8	203.2	206.7
5	207.1	209.8	212.3
6	212.3	214.3	216.4
7	216.3	218.2	219.7
8	219.3	221.2	222.4
9	221.4	221.9	222.9
10	223.2	223.4	223.8
11	223.4	223.5	223.7

2011 MATHEMATICS STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	143.7	150.5	156.1
1	162.8	172.4	179.0
2	178.2	185.5	191.3
3	192.1	198.5	203.1
4	203.8	208.7	212.5
5	212.9	217.8	221.0
6	219.6	222.8	225.6
7	225.6	228.2	230.5
8	230.2	232.8	234.5
9	233.8	234.9	236.0
10	234.2	235.5	236.6
11	236.0	237.2	238.3

2011 LANGUAGE USAGE STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
2	175.4	185.3	190.0
3	191.1	196.5	200.3
4	200.9	204.4	207.0
5	208.0	211.0	212.9
6	212.3	214.4	216.2
7	215.8	217.3	218.7
8	218.7	220.2	221.3
9	220.6	221.0	221.8
10	221.9	222.2	222.7
11	222.1	222.7	223.3

In the samples, each district's base school calendar was used to determine instructional days. Using the instructional days data, time frames for beginning-of-year tests, middle-of-year tests, and end-of-year tests were established. The centers of these time frames were roughly 20 days, 80 days, and 130 days from the beginning of the academic year of the student's school for the fall, winter and spring terms, respectively.

2011 SCIENCE CONCEPT STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
3	189.0	192.5	195.5
4	196.4	198.7	200.8
5	201.3	203.7	205.3
6	205.4	206.8	208.1
7	208.2	209.5	210.9
8	211.2	212.4	213.5
9	213.2	213.6	214.3
10	214.9	215.6	216.2

2011 SCIENCE CONCEPT STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
3	188.0	191.7	194.5
4	195.4	197.5	199.5
5	200.6	202.8	204.3
6	204.6	205.9	207.1
7	207.5	208.7	209.9
8	210.4	211.5	212.4
9	213.2	213.6	214.3
10	213.9	214.3	214.6

TABLE 3 – MINIMUM ESTIMATED PRIOR-SEASON (FALL) RIT CUT SCORES CORRESPONDING TO STATE PERFORMANCE LEVELS – MATHEMATICS

	Cut Score	Cut Score	Percentile	Cut Score	Percentile	Cut Score	Percentile
2	<163	163	2	171	21	179	50
3	<171	171	3	182	19	193	51
4	<187	187	10	195	24	204	51
5	<197	197	13	204	27	217	64
6	<196	196	7	209	25	220	52
7	<208	208	16	218	33	231	64
8	<217	217	22	225	37	241	74

*Note: the cut scores shown in this table are the minimum estimated scores. Meeting the minimum MAP cut score corresponds to a 50% probability of achieving that performance level. Use the probabilities in Tables 5-8 to determine the appropriate 'target' scores for a desired level of certainty. Italics represent extrapolated data.

TABLE 4 – MINIMUM ESTIMATED PRIOR-SEASON (FALL) RIT CUT SCORES CORRESPONDING TO STATE PERFORMANCE LEVELS – READING

	Cut Score	Cut Score	Percentile	Cut Score	Percentile	Cut Score	Percentile
2	<165	165	14	174	35	186	67
3	<177	177	14	186	33	198	66
4	<177	177	6	194	30	207	67
5	<186	186	8	202	32	214	68
6	<191	191	8	206	30	218	65
7	<193	193	7	212	35	225	74
8	<193	193	5	210	22	225	63

*Note: the cut scores shown in this table are the minimum estimated scores. Meeting the minimum MAP cut score corresponds to a 50% probability of achieving that performance level. Use the probabilities in Tables 5-8 to determine the appropriate 'target' scores for a desired level of certainty. Italics represent extrapolated data.

Application Cycle 2011

ADE Hearing Letter

Special Training in Remedial Instruction and Vocational
Education (STRIVE) Institute of Technology



ARKANSAS DEPARTMENT OF EDUCATION

October 18, 2011

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

Dr. Ben Mays
*Clinton
Chair*

Jim Cooper
*Melbourne
Vice Chair*

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Mr. Cecil Twillie
Strive Incorporated
701 W. Sharpe Avenue
Forrest City, Arkansas 72335

Mr. Saul Lusk, Superintendent
Lee County School District
188 W. Chestnut Street
Marianna, Arkansas 72360

**Re: Notice of State Board Hearing
STRIVE Institute of Technology Public Charter School Application**

Dear Charter Applicant and Affected School District:

The State Board of Education will consider the above-referenced open-enrollment public charter school application at its regularly scheduled meeting on **Tuesday, November 15, 2011**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any personnel and documentation necessary for you to address any questions the State Board of Education may have.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. § 6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools. Enclosed you will find the hearing procedures to be used by the State Board of Education.

Should either party wish to make an electronic presentation to the State Board of Education, a copy must be received in my office **no later than 2:00 p.m. on October 26, 2011**. A hard copy may be faxed to my office at (501) 682-4249, or an electronic copy may be e-mailed to mark.white@arkansas.gov.

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosure

cc (w/encl): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator
Mr. Tom Wilson, Superintendent, Barton-Lexa School District
Dr. James Best, Superintendent, Brinkley School District
Mr. Lee Vent, Superintendent Clarendon School District
Dr. Jerry Woods, Superintendent, Forrest City School District
Ms. Suzann McCommon, Superintendent, Helena-W. Helena School District
Mr. Jimmy Wilkins, Superintendent, Hughes School District
Ms. Ruth Denson, Superintendent, Marvell School District
Mr. Carroll Purtle, Superintendent, Palestine-Wheatley School District

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

OPEN ENROLLMENT PUBLIC CHARTER SCHOOL
STATE BOARD HEARING PROCEDURES

Source: Section 9.00 of the ADE Rules Governing Public Charter Schools

- 1) All persons, with the exception of attorneys, who plan to provide testimony must be sworn in by the court reporter.
- 2) The charter applicant shall have fifteen (15) minutes to present its arguments to the State Board for approval of the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 3) The local school board and boards of districts likely to be affected by the proposed public charter school shall have a combined total of twenty (20) minutes to present arguments for disapproval of the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 4) The charter applicant shall then have five (5) minutes to respond to the arguments of the local school board and boards of districts likely to be affected by the proposed charter school. The Chair of the State Board may grant additional time, if necessary.
- 5) The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representatives and/or the charter school applicant.
- 6) The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.
- 7) The State Board may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 8) During the roll call vote on each charter application, if a particular board member votes against the application, it is necessary for that member to state his or her reasons for disapproval. This is necessary to comply with Ark. Code Ann. § 6-23-305. That law requires the State Board to notify the applicant in writing for reasons for disapproval.

Application Cycle 2011

Letter (s) of Support

Special Training in Remedial Instruction and Vocational
Education (STRIVE) Institute of Technology

**Arkansas Department of Correction**

Director's Office
P.O. Box 8707
Pine Bluff, Arkansas 71611-8707
Phone: (870) 267-6200
Fax: (870) 267-6244
www.arkansas.gov/doc

October 25, 2011

RECEIVED
OCT 26 2011

Dr. Mary Ann Duncan
C/O Arkansas Dept. of Education
Room 3048
Little Rock, AR 72201

CHARTER SCHOOL OFFICE

Dear Dr. Duncan:

I am sending this correspondence to you on behalf of Senator Jack Crumbly. Senator Crumbly has requested assistance from the Arkansas Department of Correction. His request is for one of our Regional Maintenance Crews at the East Arkansas Regional Unit in Brickeys, Arkansas to assist in renovation of an old school in Marianna, Arkansas.

I have agreed to let one of our crews assist in moving furniture, landscaping and doing a minimal amount of painting at the school.

If I may be of further assistance to you, please feel free to contact my office.

Sincerely,



Ray Hobbs
Director

cc: Senator Jack Crumbly

RH/jl



BARTON-LEXA

School District

P.O. BOX 97

BARTON, AR 72312

MEMBER NORTH CENTRAL K-12

Phone: 870-572-7294 Fax: 870-572-4713

BOARD MEMBERS

Travis Williams—Pres.

Donna Ryan—Vice Pres.

Rosetta Davis - Sec

Anthony Arnold

Mike Canonici

Lita Moore-Johnson

Roxie Wilson

Tom Wilson, Superintendent

twilson@blsd.grsc.k12.ar.us

September 27, 2011

Dr. Mary Ann Duncan
Charter School Program Coordinator
4 State Capitol Mall
Little Rock, AR 72201-1071

The Barton-Lexa School Board, in a special meeting held on Tuesday, September 27, 2011, unanimously endorsed the STRIVE Institute of Technology proposal presented by Senator Jack Crumbly. The board supports this effort to provide services for troubled youth or those needing special educational opportunities.

The Barton-Lexa School District will work collaboratively with the judicial system to see that these young people hopefully will not fall through the cracks and eventually be incarcerated. The Vocational Technical Programs included in this school could provide employment and possibly life time jobs for these youths.

Please contact my office at 1-870-572-7294 for further information or if you have questions.

Sincerely,

Tom Wilson
Superintendent

RECEIVED
OCT 03 2011

CHARTER SCHOOL OFFICE



Brinkley Public Schools

Member North-Central Association
200 Tiger Drive
Brinkley, Arkansas 72021

Arthur Tucker, Ed. D.
Superintendent

Phone: 870-734-5000
Fax: 870-734-5187

September 20, 2011

Dr. Mary Ann Duncan, Director
Charter School Program
Arkansas Department of Education
#4 Capitol Mall Room 304B
Little Rock, Arkansas, 72201

Dr. Duncan:

The Brinkley School District Board of Directors voted unanimously to support the STRIVE Institute of Technology's proposal during the September 19, 2011 Board meeting.

I look forward to working to insure that the STRIVE Program becomes a successful educational alternative for our youths.

Please feel free to contact me at the phone number or address above if you have further questions.

Respectfully,

Arthur Tucker

Arthur Tucker, Ed. D.
Superintendent of Schools

RECEIVED
SEP 23 2011

CHARTER SCHOOL OFFICE

Clarendon School District

Superintendent's Office 870-747-3351
Fax 870-747-5963
P. O. Box 248, Clarendon, Arkansas 72029

Lee R. Vent, Superintendent

Board Members:

Bryan Smith, Pres.

Tina Wofford, V. Pres.

Bertha Bones, Sec.

Robert Artis

Ricky Beck

Adam Ellis

Jack Jones

Douglas Caldwell, CHS Principal

Ruby Ellis, CES Principal

Monica Gray, Fed. Prog.

September 14, 2011

Dr. Mary Ann Duncan

Charter School Program Coordinator

#4 State Capitol Mall


Little Rock, AR 72201-1071

Dear Dr. Duncan,

The Clarendon Board of Education, in a regularly held school board meeting on September 13, 2011, unanimously endorsed the efforts of Senator Jack Crumbly, et al., to help establish the S.T.R.I.V.E. Charter School in our area. This type of institution would be of great benefit to those students in need of such services.

Should you need any further information, please do not hesitate to call.

Sincerely,



Bryan Smith, President
Clarendon Board of Educators



Bertha Bones, Secretary
Clarendon Board of Educators

Cc: Jack Crumbly

RECEIVED
SEP 19 2011

CHARTER SCHOOL OFFICE

FORREST CITY PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT
625 IRVING STREET FORREST CITY, AR 72335
Member of North Central Association since 1924

SCHOOL BOARD

Larry Jayroe, President
Joey Astin, Vice President
Sharon Wilson, Secretary
Justin Johnson
Terry Rogers
Glenn Shepherd
Sandra Taylor

SUPERINTENDENT

Dr. Jerry Woods
(870) 633-1485
FAX (870) 633-1415

August 30, 2011

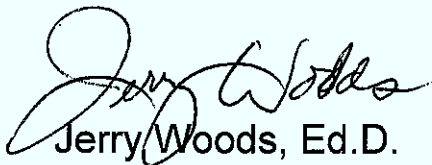
Dr. Mary Ann Brown
Charter School Program Coordinator
4 State Capitol Mall
Little Rock , AR 72201-1071

Dear Dr. Brown:

Please accept this communication to verify I was notified and attended the meeting concerning the proposed S.T.R.I.V.E. Charter School.

Additionally, I will discuss the proposed S.T.R.I.V.E. Charter School at the September 11, 2011 school board meeting.

Sincerely,


Jerry Woods, Ed.D.
Superintendent of Schools

RECEIVED
SEP 02 2011

CHARTER SCHOOL OFFICE

HUGHES PUBLIC SCHOOLS

Office Of The Superintendent
Hughes, Arkansas 72348

September 14, 2011

Dr. Mary Ann Duncan
Director of Charter/Home School Programs
Arkansas Department of Education
#4 Capitol Mall, Room 304B
Little Rock, AR 72201

Dear Dr. Duncan:

This correspondence serves as verification that the Hughes School District #27, Board of Directors met in their regular session on September 13, 2011. Superintendent Wilkins presented materials from Senator Jack Crumbly pertaining to the merit of STRIVE Institute of Technology. After hearing the merits and a brief question and answer period, we were ready to render our decision.

The Board voted unanimously in support of STRIVE. Certainly the need exists for services that this agency will provide.

Please know that we as a Board of Directors will assist this project in all that is within our scope of activities.

We commended Senator Crumbly for his efforts and service to the various communities in this area.

Sincerely,



Mrs. Irene Combs, Secretary

Mr. Rudolph Robinson, President



RECEIVED
SEP 26 2011

CHARTER SCHOOL OFFICE

LEE COUNTY SCHOOL DISTRICT NO 1

188 West Chestnut Street - Marianna, AR 72360

Telephone: 870-295-7100 Fax: 870-295-7191

September 27, 2011

Dr. Mary Ann Duncan
Charter Schools Program Coordinator
Arkansas Department of Education
4 Capitol Mall, Room 302-B
Little Rock, AR 72201

Dear Dr. Duncan,

After several consultations and meetings with Senator Jack Crumbly, the Lee County School District will not oppose the application for the establishment of an Open Enrollment Charter School for the proposed Special Training In Remediation Instruction and Vocational Education (STRIVE) Institute of Technology.

Our district is in receipt of the application for the STRIVE Institute of Technology and Senator Crumbly has met with and addressed the concerns of the Lee County School Board.

Sincerely,



Saul Lusk
Superintendent

cc Senator Jack Crumbly

Lee County School Board Members

RECEIVED
SEP 30 2011

CHARTER SCHOOL OFFICE

Palestine-Wheatley School District No. 23

P.O. Box 790
Palestine, Arkansas 72372

September 29, 2011

Dr. Mary Ann Duncan
Charter School Office
4 Capital Mall 302-B
Little Rock, AR 72201

Dear Dr. Duncan:

On behalf of the Palestine-Wheatley School Board of Directors I would like to express our approval of Dr. Jack Crumbley's STRIVE Charter School that will be in Marianna, AR.

If I can be of further assistance in this matter, please feel free to contact me at my office.

Cordially,



Jon Estes
Superintendent
Palestine-Wheatley School District
7950 Hwy 70 E
Palestine, AR 72372
870/581-2646

RECEIVED
SEP 30 2011

CHARTER SCHOOL OFFICE



State of Arkansas
Department of
WORKFORCE SERVICES

www.dws.arkansas.gov

Post Office Box 2981 • Little Rock, AR 72203-2981

Mike Beebe
Governor

Artee Williams
Director

October 25, 2011

RECEIVED
OCT 27 2011

CHARTER SCHOOL OFFICE

Dr. Mary Ann Duncan
Director of Charter School Programs
Arkansas Department of Education
#4 Capitol Mall, Room 304B
Little Rock, AR 72201

Dear Dr. Duncan:


Re: Application for Charter School – Submitted by Senator Jack Crumbly

This is to confirm that the Arkansas Department of Workforce Services has committed to provide up to \$350,000 from its DWS Training Trust Fund to support workforce training efforts at the charter school that Senator Crumbly seeks to establish in Eastern Arkansas for adjudicated youth.

The Training Trust Funds will be linked to training that meets the current and projected needs of area employers.

We are pleased to be able to support this initiative. If you have questions, please contact me at (501) 682-2121.

Sincerely,


Artee Williams

Application Cycle 2011

Letter of Intent

Special Training in Remedial Instruction and Vocational
Education (STRIVE) Institute of Technology

STRIVE INCORPORATED

P. O. BOX 2155
FORREST CITY, AR, 72336

RECEIVED
JUN 30 2011

CHARTER SCHOOL OFFICE

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

July 24, 2011

Attn: Staff of Charter School Office

It is the intent of the Board of Directors of Strive Incorporated to submit an application for an Open-Enrollment Charter School. Strive Incorporated is a not for profit organization with a pending application for recognition of exemption under Section 501 (c) (3) of the Internal Revenue Code.

The proposed school's name is will be S.T.R.I.V.E Institute of Technology to be located in Marianna, Arkansas.

Strive Incorporated proposes to open an open -enrollment public charter school to identify and educate a targeted population of 200 adjudicated students/youth between the ages of 14-19(grades 9-12) from Crittenden, St. Francis, Phillips, Lee and Monroe Counties of the delta region of Eastern Arkansas.

The targeted students will be schooled through graduation or attainment of a GED in preparation for gainful employment or for completion of certification in their area of study. Using the "Career Academy" model for instruction, students will be exposed to an intense career and technical skills development program, which will ultimately develop the student's marketable skills. After following and meeting all institutional exit requirements, the student will then be able to enter a Vocational Technical School, community college, or enter directly into the job market. By providing various interventions, along with an intense program of study, student failure will be greatly reduced. Additionally, students will be given a greater chance to become productive citizens.

I will be the contact person for this proposed school. My contact information is as follows:

Cecil Twillie
Strive Incorporated
P.O. Box 2155
Forrest City, AR 72336
Phone#: 870-633-5667
Email: striveinc11@att.net

Sincerely,

Mr. Cecil Twillie

Mr. Cecil Twillie
President

cc: Supt. Saul Lusk

Application Cycle 2011

Application

Special Training in Remedial Instruction and Vocational
Education (STRIVE) Institute of Technology

RECEIVED
AUG 31 2011

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION CHARTER SCHOOL OFFICE
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: Special Training in Remedial Instruction and Vocational Education (STRIVE) Institute of Technology

Grade Level(s) for the School: 9th through 12th Student Enrollment cap: 200 students

Name of Sponsoring Entity: _____

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

- ☐ a public institution of higher education;
- ☐ a private nonsectarian institution of higher education;
- ☐ a governmental entity; or
- ☒ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: Cecil Twillie

Address (no P.O. Box please): 701 W Sharp Ave City Forrest City ZIP 72335

Daytime Phone Number: (870) 633-5667 FAX: (870) 633-6679

Email: Striveinc11@att.net

Charter Site Address: 351 Moton Street City: Marianna

Zip 72360 Date of Proposed Opening: August 2012

Chief Operating Officer
of Proposed Charter: TBA Title School Leader

Charter Site Address: 351 Moton Street City: Marianna

The proposed charter will be located in the Lee School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.

Name	Position	Profession	State of Residence:
Clara Ferron	Board Member	Retired Federal Employee	AR
Cecil Twillie	Board Member	Retired Principal	AR
Robert Taylor	Board Member	Retired Mayor of Marianna	AR
Rev. Nathaniel Hull	Board Member	Minister/Mayor	AR
Annie Huff	Board Member	Director of Mid Delta Community Consortium	AR
Jack Crumbly	Founder	Retired Educator	AR

List the current K-12 student enrollment of the district where the proposed public charter school will be located.

982 (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets as necessary).

Barton School District	Brinkley School District	Clarendon School District
Forrest City School District	Helena-West Helena School District	Hughes School District
Lee School District	Marvell School District	Palestine-Wheatley School District
Lee County School District		

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

The purpose of the Special Training in Remedial Instruction and Vocational Education (STRIVE) Institute of Technology (Regional High School) is to identify and educate a targeted population of adjudicated students between grades 9 – 12. These students will be schooled through graduation or attainment of a GED in preparation for gainful employment or for completion of certification in their area study. Using the "Career Academy" model for instruction, students will be exposed to an intense career and technical skills development program, which will ultimately develop the student's marketable skills.

The primary goal for the STRIVE Institute of Technology (Regional High School) would be to prevent young people ages 14 to 19 from going to prison (other residential confinement). The school would teach marketable skills to the young people. The STRIVE Institute of Technology would provide a learning facility for students who are unable to remain in the regular public high school. This educational institution would be for students who have entered the juvenile justice system, numerous times and have been ordered by the juvenile judge in the four county areas, St. Francis, Lee, Phillips and Monroe, to enroll in this school.

Along with providing a 22-credit minimum curriculum to obtain a diploma, or GED certificate, vocational educational courses would be offered. These courses are building technology, HVAC, computer technology, cosmetology and barbering, culinary arts, welding, and medical profession.

Students completing requirements for graduation, (22-credit required by the ADE or GED), will then be able to enter a vocational technical school, community college or enter directly into the job market. By providing various interventions, counseling services, along with an intense program of study, student failure will be greatly reduced. Additionally, students will be given a greater chance to become productive citizens.

Many students in the State of Arkansas come from environments that make it very difficult for them to succeed in a regular school setting. The extreme poverty of the area provides little opportunity for these students to find employment. As a result, many of these students are involved in illegal activities, including joining gangs and selling drugs in order to obtain money and status among their peers. Without an intervention program, such as the STRIVE Institute of Technology (Regional High School), these students will likely continue their criminal activities, which will lead to incarceration by the Department of Youth Services or by the Arkansas Department of Correction. The total annual State of Arkansas costs for adjudicated youth are as follow:

- Direct Services \$26,120,390.55
- Indirect Education Cost \$606,091.32
- Total Cost for Services is \$26,726,481.87

- Total Cost Per Adjudicated Youth Per Year
 - Residential Placement \$103,925.72
 - Educational for Residential Placement \$2,115.48
 - Total Cost for Residential Placement Per Student \$106,041.20

The concept of the STRIVE Institute of Technology (Regional High School) for juvenile in the four county areas would not fit the normal model for an open enrollment charter school because the Juvenile Judge will be responsible for assigning most of the students that would attend the school. Currently, there is no Regional High School for this special population of students (adjudicated juvenile).

After discussion with Dr. Kimble, it was recommended to convene all the Superintendents and the Juvenile Judge for a meeting that was held on August 17, 2011. The outcome of that meeting produced a consortium by those schools to support the STRIVE Institute of Technology (Regional High School). The superintendents of the consortium strongly supported the idea and agreed to present information to their board and submit letters of support to the Board of Education after obtaining board approval.

The school districts of the EAEC will serve in an advisory capacity and will meet semi-annually with the juvenile judge and STRIVE's Board of Directors to assess the effectiveness of the regional high school and how to make it more efficient. By forming this consortium and with participation from all schools in the four counties will greatly strengthen and enhance the chances of EAEC becoming the regional high school that will be funded.

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

A number of public hearings were held during the course of the 2010 – 2011 school year beginning with the October 20, 2010 meeting date (see news article for additional information). The final public meeting was held on August 24, 2011, seven days after the East Arkansas Education Consortium (EAEC). All comments about starting the Special Training in Remedial Instruction and Vocational Education (STRIVE) Institute of Technology was positive and very supportive.

2. Provide documentation that each of the following requirements of Arkansas Code Annotated §6-23-302 were met:

See proof of publication in local newspaper and news articles in the addendum. All Superintendents were notified of public hearing (see letters in the addendum).

3. Describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school.

The STRIVE Institute of Technology is a 501 (c) (3) not for profit organization that consist of five (5) board members. Representatives are chosen to represent one of the four counties in the STRIVE Institute of Technology services area. The board is responsible for policy making and governing authority of the organization. The school administrators will carry out the day to day operation of the STRIVE Institute of Technology. The Faculty will provide instruction and counseling to the students. Parents will provide the guidance, support and ensure the involvement of their child's education. Students will attend school and bring a thirst for knowledge and follow instruction in both academics and vocational skills. Community members will volunteer, serve on various committees and provide support and provide input on how to make school more effective and efficient. One example is the creation of the East Arkansas Education Consortium (EAEC).

4. Give the mission statement for the proposed open-enrollment public charter school.

The mission of STRIVE Institute of Technology is to identify and educate a targeted population of 200 adjudicated students/youth between the ages of 14 – 19 (grades 9 – 12) from St. Francis, Phillips, Lee, and Monroe Counties of the delta region of Eastern Arkansas. These students will be schooled through

graduation or attainment of a GED in preparation for gainful employment or for completion of certification in their area of study.

After following and meeting all institutional exit requirements (22-credit requirement or GED), the student will then be able to enter a Vocational Technical School, community college, or enter directly into the market. By providing various interventions, along with an intense program of study, student failure will be greatly reduced. Additionally, students will be given a greater chance to become productive citizens.

5. Describe the educational need for the school.

The states of the lower Mississippi Valley region have a higher percentage of families, households, and individuals in poverty than any other section of the United States, according to the Mississippi Delta Commission, headed by then Governor Williams Jefferson Clinton of Arkansas and Past President of the United States of America. Despite major efforts to alleviate poverty in this region, it persists and remains a problem today. The cycle of poverty in the four Arkansas Counties where the targeted population resides has continued to be among the poorest counties in the country.

The cycle of poverty has led to numerous problems that the STRIVE Institute is designed to solve. The parents' possess limited skills for providing the necessary nurturance and guidance to their children. This leads to a group of economically disadvantaged children and youth who become prime targets for becoming illiterate, drop outs, drug and alcohol abusers, participants in violence, and street and neighborhood conflict. These individuals are the top candidates for gang activity and the juvenile justice system.

The institute provides opportunities for these young people to refocus their lives. The institute provides an opportunity to assist non-violent youth offenders who have entered the juvenile justice system.

According to the August 2010 Arkansas Sentencing and Corrections Analysis Report:

The prison population has more than doubled over the past 20 years.

The annual cost of corrections is 8 times higher (\$369 million) than 20 years ago (\$43 million).

A projected 10-year growth will have a 43% rise (more than 6,500 inmates) and this growth will cost an estimated \$1.4 billion between 2010 and 2020.

The total annual State of Arkansas costs for adjudicated youth: Direct Services \$26,120,390.55. Education Costs = \$606,091.32 which gives a total costs of \$26,726,481.87. Total costs per adjudicated youth: Residential Placement \$103,925.72. Education for Residential Placement = \$2,115.48. Total Costs = \$106,041.20.

The STRIVE Institute will assist the State of Arkansas at reducing these kinds of above mentioned costs by providing prevention services for non-residential (200) targeted youth. See attachment from the Arkansas Department of Youth Services.

6. Describe the educational program to be offered by the open-enrollment public charter school.

The Department of Workforce Education will provide training in the areas of Work Keys assessment and Key Training. Upon completion of Key Training, students will be given a certificate of career readiness that can be given to a potential employer.

Students will be bused in from various counties. All students entering STRIVE Institute of Technology will be tested using the Test of Basic Education (TABE) and other testing program to determine educational needs. The core curriculum, of language arts, mathematics, science and social studies will be taught daily, with more time being devoted to language arts and mathematics instruction. Health, physical education, and other electives linked to career focus areas will also be offered. Academic will be taught the first half of each day and remaining hours will be directed toward their choice of vocational training.

There are 22-credits, there are 16 credits, and six are considered elective credits which will be their vocational area of study. Students who are deficient in their credits will have the opportunity to use a computerized program for credit recovery to make up the grade level. However, if it is impossible to make up their require credits due to the number of credits needed and their current age, the GED program will be available. The GED program will be available on a daily basis.

7. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning 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 schools' initial five (5) year period.

It is imperative that the charter school's curriculum is aligned to state standards and the State Assessment Program because students will be entering the school at various times during the year. As students enter the program:

- Entrance level assessments, such as PACE, Teacher made test or the TABE will be conducted in the areas of literacy and mathematics, according to the age of the student,
- Academic Improvement Plans will be developed for each student and instruction, as well as remediation, will be geared to individual needs,

- Test results from the entrance assessments and state mandated assessments will be analyzed to determine each student's academic improvement while attending STRIVE Institute of Technology, and
- ACTAAP assessment data will be sent back to each student's home school for inclusion in the school's improvement process.

Individual attendance and behavior sanctions will be documented and measured for improvement in the state mandated assessment program. Academic goals for each student will be developed in an effort to demonstrate improvement by advancing from the previous level to the next level. For example:

- Below Basis to Basic
- Basic to Proficient
- Proficient to Advanced

Individual students must meet exit criteria in order to exit the program:

- Academic improvement based on entrance/exit assessments,
- Passing grades in all core subjects,
- Meet the State mandate attendance criteria, and
- Maintain proper behavior as documented using the alternative environment level system.

Data collected through analysis of information gathered from the student's initial assessments verses the students' exit assessments will be used as one mechanism to determine the students' and program success.

8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.

Students' progress must be identified quickly and interventions must be made immediately, rather than waiting until the students are administered exit assessments. Therefore, the development of formative benchmark assessments (Chunk Test) will be implemented in order to provide feedback regarding students' progress and teachers' instruction. Growth will be measured continuously and in a systematic way throughout the school year. Our plan is to ensure that standards are actually embedded in the instruction and incorporated in student assessments. Every effort will be used to assist in the aligning of the curriculum and the development of formative assessments. The students' academic progress, benchmark test scores and other assessments will be reported back to their home school districts and schools.

9. Describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment public charter school.

The STRIVE Institute of Technology will be located in Lee County, Arkansas. Lee County is a county located in the U.S. state of Arkansas. As of 2000, the population was 12,580. The county seat is Marianna.^[1] Lee County is Arkansas's 72nd county, formed alongside St. Francis and Phillips counties. According to the 2000 census, the county has a total area of 619.47 square miles (1,604.4 km²), of which 601.66 square miles (1,558.3 km²) (or 97.12%) is land and 17.80 square miles (46.1 km²) (or 2.87%) is water.

As of the census ^[4] of 2000, there were 12,580 people, 4,182 households, and 2,960 families residing in the county. The population density was 21 people per square mile (8/km²). There were 4,768 housing units at an average density of 8 per square mile (3/km²). The racial makeup of the county was 41.41% White, 57.24% Black or African American, 0.16% Native American, 0.27% Asian, 0.52% from other races, and 0.40% from two or more races. 2.19% of the populations were Hispanic or Latino of any race.

There were 4,182 households out of which 31.20% had children under the age of 18 living with them, 43.20% were married couples living together, 23.10% had a female householder with no husband present, and 29.20% were non-families. 27.20% of all households were made up of individuals and 13.80% had someone living alone who was 65 years of age or older. The average household size was 2.59 and the average family size was 3.14.

In the county the population was spread out with 26.00% under the age of 18, 10.20% from 18 to 24, 28.70% from 25 to 44, 21.10% from 45 to 64, and 14.00% who were 65 years of age or older. The median age was 35 years. For every 100 females there were 111.40 males. For every 100 females age 18 and over, there were 118.40 males.

The median income for a household in the county was \$20,510, and the median income for a family was \$25,846. Males had a median income of \$26,900 versus \$19,505 for females. The per capita income for the county was \$10,983. About 24.70% of families and 29.90% of the population were below the poverty line, including 38.80% of those under age 18 and 27.60% of those ages 65 or over.

Local school districts affected by the STRIVE Institute of Technology will be Lee County (Lee County School District), Monroe County (Brinkley and Clarendon School Districts), Phillips County (Barton, Lexa, Helena-West Helena and Marvell School District) and St. Francis County (Forrest City and Palestine and Wheatley School Districts).

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress

made by the charter school during any previous academic year in meeting its academic performance objectives. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (standards rules)*, Section 7.04.2.)

The STRIVE Institute of Technology will publish a comprehensive annual report for parents, community members and the State Board of Education.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school. Include a statement 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). Should an applicant believe that the use of a weighted lottery is necessary, the applicant shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).

Students for STRIVE will service students who are not currently being served or underserved by the school districts in the EAEC. This group of students would include but will not be limited to adjudicated juveniles, dropouts, and other school age students who are referred to the regional high school by the Juvenile Judge. If a number of parents/students seeking enrollment in the school exist, that exceeds capacity, the students will be selected using a random, anonymous lottery selection process.

12. 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.

All core area teachers will hold a license in their field of study.

The STRIVE Institute of Technology will employ the following: Principal/Director, Counselor, Core Subject Area/Elective Teachers, Special Education Teacher, Paraprofessionals, Treasurer/Bookkeeping, Office Secretary, School Security Officer, Probation Officer, Nurse, Career and Technical Education Teacher and Media Clerk/Literacy Tutor.

Principal/Director

The principal will be highly qualified to serve in this capacity and whose primary responsibility will be to ensure that the school is reaching its goals and moving toward accomplishing its mission of improving the academic achievement of every student. He or She will be able to serve as in instructional leader in curriculum planning, review and implementation. He or she should also be knowledgeable in working with at-risk students and in assessing and diagnosing the needs of the students and staff and in presenting and/or providing the staff

development opportunities to address those needs. He or She will also be responsible for building administration and the safety and welfare of the students and staff members.

Counselor

The primary responsibilities of the school counselor will be to model the philosophy and ideals of the school and will spend 100% of their time working with students and teachers to identify resources and support services that will benefit the students and their families.

Core Subject Area/Elective Teachers

STRIVE Institute of Technology will seek teachers in each academic area, who are certified/highly qualified and/or seeking highly qualified status in their prospective teaching assignments. The primary responsibility of each teacher is to ensure that every student is meeting or is on target to meet the goals and mission of the school.

Special Education Teacher

The primary responsibility of the special education teacher is to ensure that every student is meeting or is on target to meet the goals and mission of the school as defined by the Individual Education Plan (IEP) of each identified student. An essential duty for the special education teacher will be to serve on the IEP Team and conduct the required conferences to ensure due process is achieved according to federal and state guidelines.

Paraprofessionals

Their responsibilities will be to provide support and supervision to the students while they are in the education setting. These employees will meet the highly qualified requirements.

Treasurer/Bookkeeping

The Treasurer/Bookkeeping will ensure that all of the financial operations are aligned with STRIVE's mission and corresponding regulations. The Treasurer/Bookkeeping will assist in the development of financial systems and structures to meet the school's expectations.

Office Secretary

The secretary will be responsible for maintaining the school office and records. He or she will also be responsible for assisting with preparing the school's reports as required by the district, state and federal agencies. The school secretary will be trained by the nurse to administer and document students' medication in the nurse's absence. The secretary will have an eleven (11) month contract.

School Security Officer

A security officer will be responsible for assisting in the maintaining the safety and security of the students and the staff members.

Nurse

He or She will administer students' medications; provide limited medical services, assists in providing health education programs and other health-related assigned duties. The nurse will train the school secretary to follow the medication administration procedures.

Library Media Clerk

The job of Library Media Clerk was established for the purpose/s of providing support to the instructional program with specific responsibilities for maintaining the library collections at school sites; identifying age appropriate resources for students and teachers utilizing library resources; selecting appropriate items in support of classroom instruction; and performing clerical functions related to collection, processing, circulation, maintenance, and inventory of library materials and/or textbooks.

Literacy Tutor

To help an adult learner develop and use reading and writing skills to meet self-identified goals.

13. Explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

The STRIVE Institute of Technology will be required to operate in compliance with the finance manual which includes, but is not limited to, the accounting cycle, procedures for management of cash, processing cash disbursements, processing purchases and payments, processing revenue and cash receipts, budgets and financial reporting, payroll and management of property and equipment. The manual describes the policies and procedures for handling financial transaction of the STRIVE Institute of Technology. The policies are designed to safeguard the assets of the school, facilitate compliance with applicable law, and produce timely and accurate financial information.

The Treasurer/Bookkeeper, in consultation with the Principal/Director will prepare an annual operating budget of revenues and expenses for each school. The budget and projection are reviewed and approved annually, first by the Principal/Director, then by the Finance Committee of the Board and finally by the School's Board of Trustees and modified as necessary with approval.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted.

An independent audit firm that is knowledgeable of Charter School Regulations will audit STRIVE Institute of Technology financial statements annually. The audit committee will research and identify an independent auditor, identify job expectations during engagement period and make recommendation to the Board.

15. Provide a statement that the public charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

The STRIVE Institute of Technology will report educational data through the Arkansas Public School Computer Network.

16. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the proposed open-enrollment public charter school.

Include a statement that the facility will comply 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. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. 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 1000 feet of the facility.

Lee County School District will lease to STRIVE, Inc. a 46,288 sq. ft. facility. The facility has been closed for the past two years. The use of the facility for 2008-2009 was an elementary school.

Term of the Lease: 15 years renewable up to five times

Rental Amount: \$1.00 per year

17. Describe the manner in which the school will make provisions for the following student services:

A.) Guidance Program

- i. A counselor will be utilized at the STRIVE Institute of Technology to meet the needs of the at-risk student's population, organize the State assessment program, maintain student records, work with the administrator in scheduling students in the appropriate classes and provide support for students in need of services.

B.) Health Services

- i. A nurse will be used in compliance with ADE standards and regulations governing school health services. A wellness program addressing juvenile obesity and physical fitness will be an area of emphasis.

C.) Media Center

- i. During the school calendar year, the STRIVE Institute of Technology will begin the process of establishing a media center and will work towards full implementation of the media services to be in compliance with ADE standards no later than 2013 – 2014 school year.

D.) Transportation

- i. Transportation will be provided in accordance to the STRIVE Institute of Technology.

E.) Special Education

- i. The STRIVE Institute of Technology will provide services in accordance with the federal and state guidelines who qualify for services under IDEA and Section 504 as deemed necessary by each individual student's Individual Educational Plan (IEP).

F.) Alternative Education

- i. An alternative learning environment, all guidelines and regulations governed by ACT 59 will be followed except for services for which waivers have been requested.

G.) Gifted and Talented Program

- i. Every opportunity will be taken to provide an enriched curriculum for identified gifted and talented students.

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

The STRIVE Institute of Technology will adhere to all federal and state guidelines for students who qualify for services under IDEA and Section 504.

18. Describe the manner in which the school will make provisions for food services.

The STRIVE Institute of Technology will participate in the Federal Child Nutrition Program. The food service plan will serve all eligible students. The STRIVE Institute of Technology will contract with a catering service, and we will ensure that the service provider will be a Federal Child Nutrition Program approved catering service. Students will be allowed to bring their lunch. The school will abide by all regulations prohibiting the sale of carbonated beverages and other prohibited foods. For safety and efficiency during the lunch period, the school will not have microwave ovens available for students use; neither will refrigeration be available for lunches brought from home. Parents will be advised of these rules before school begins.

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

19. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.

The STRIVE Institute of Technology supports a collaborative partnership between the school faculty and staff, students and parents. Parent involvement is encouraged and welcome, for it is necessary for the success of the school. The STRIVE Institute of Technology will continue to seek diverse strategies to involve parents from communities.

20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the State Board of Education rules, including sections of the Standards for Rules as allowed, established by the State Board that the open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules requested to be waived by title and section number if applicable. Provide a brief description of the need for each waiver requested.

STRIVE may need waiver on shop area until funds for construction is obtained and construction is complete.

21. Describe the potential impact of the proposed open-enrollment 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.

There is no potential impact of the proposed STRIVE Institute of Technology on the public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The districts and the STRIVE Institute of Technology will work to be in compliance with all laws and regulations.

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Evidence of parental and community support (applicant's attachments)
- Signed Statement of Assurances Form (required)
- Lease Agreement as provided (required)

STRIVE Institute of Technology

2012 – 2013 Calendar of Events

1st Semester -- August 8, 2012 to December 19, 2012	
August 1-3	Student Registration
August 8,9, 10	Teacher In-Service (3 days - Act 1185 included)
August 13	First Day of School-Begin 1st Quarter, Begin 1st Semester
September 3	Labor Day Holiday
September 14	Mid-Nine Weeks - Progress Reports for 1st Quarter
October 12	End of 1st Quarter (44 days)
October 15	Begin 2nd Quarter
October 24	Parent-Teacher Conference (4:00 - 6:30 PM)
November 1, 2	Teacher In-Service -- AEA Conference (NO students)
November 16	Mid-Nine Weeks - Progress Reports for 2nd Quarter
November 21-23	Thanksgiving Holiday (3 days)
December 19	End of 2nd Quarter (40 days) End of 1st Semester
December 21-January 2, 2011	Christmas Vacation
2nd Semester -- January 4, 2013 to May 24, 2013	
January 4	Begin 3rd Quarter & 2nd Semester
January 21	Dr. Martin Luther King, Jr. Holiday
February 8	Mid-Nine Weeks - Progress Reports for 3rd Quarter
February 20	President's Day Holiday
March 8	End of 3rd Quarter (46 days)
March 11	Begin 4th Quarter
March 25 - March 29	SPRING BREAK
April 4	Parent-Teacher Conference (4:00 - 6:30 PM)
April 24	Mid-Nine Weeks - Progress Reports for 4th Quarter
May 17	Graduation
May (TBA- We want to align our calendar with school district calendar of the students we serve)	Last Day of School for Students End of 4th Quarter (48 days) End of 2nd Semester (94 days) ¹³

STRIVE Institute of Technology

Daily Schedule

(TENTATIVE)

8:30 – 9:00 A.M.		BREAKFAST
9:00 – 9:15 A.M.		M.E.L.T
9:15 – 9:20 A.M.		DISMISS TO CLASS
9:20 – 10:55 A.M.		1 ST BLOCK
10:55 – 11:00 A.M.		DISMISS TO CLASS
11:00 – 12:05 P.M.		CLASS
12:05 – 12:10 P.M.		DISMISS TO CLASS
12:10 – 12:50 P.M.		1 ST LUNCH
12:10 – 12:50 P.M.		BEHAVIOR MODIFICATION
12:50 – 1:20 P.M.		2 ND LUNCH
1:20 – 1:25 P.M.		DISMISS TO CLASS
1:25 – 3:50 P.M.		2 ND BLOCK
3:50 PM		STUDENTS DISMISSED

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT**

Lessor (Owner): Lee County School District

Lessee (Tenant): STRIVE, Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility and use for prior three (3) years:

The facility has been closed for the past two
years. The use of the facility for 2008-2009
was as an elementary school.

Premises: 351 Moton Street; Marianna, AR
address

46,288 Sq. Feet
square footage

Terms of Lease: 15 years renewable up to five times

Rental Amount: \$1.00 per year

Contingency: The terms of this agreement are contingent upon
STRIVE Inc. (sponsoring entity)
receiving a charter to operate an open-enrollment public
charter school from the State Board of Education
by August of 2012.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

Lessor:

By Reail Twillie
Reail Twillie

Date _____

Lee County School District No. 1

By Saul Lusk

Date 8/31/2011

**LEE COUNTY SCHOOL DISTRICT
BOARD OF DIRECTORS**

DIRECTORS	ZONES	TERM EXP.
Kendon Gray 5736 Hwy. 1. N Marianna, AR. 72360	4	September 2014
Wayne Corkran 94 Lee 211 Marianna, AR. 72360	5	September 2012
Milton Hall 250 Pearl Street Marianna, AR. 72360	7	September 2013
Lafayette Smith 629 Hicky Apt. 25 Marianna, AR. 72360	3	September 2013
Elizabeth Johnson 55 Hill Street Marianna, AR. 72360	6	September 2012
Victoria Perry 3039 Lee 246 Lexa, AR. 72355	2	September 2011
David Waldrip 510 1 st Street Moro, AR. 72368	1	September 2010

Public Charter School Application
Estimated Budget Worksheet / Template

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (<u>100</u>) x \$6,023.00 State Foundation Funding		
3			626,700.00
4	No. of Students (<u>100</u>) x \$41.33 Professional Development		5,200.00
5	No. of Students (<u>100</u>) x eligible rate* NSLA Funding		154,900
6	Total State Charter School Aid		786,800.00 \$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	0.00	
10	Federal Grants (List the amount)	600,000.00	
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			600,000.00
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		1,386,800.00 \$0.00

<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u> </u>)	68,000.00	
21	Fringe Benefits	9,960.00	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment	4,500.00	
25	Other (Describe)		82,462.00 \$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions ⁹ <u> </u>)	378,000.00	
29	Fringe Benefits	55,377.00	
30	Purchased Services		
31	Supplies and Materials		
32	Equipment	250,000.00	
33	Other (Describe)		683,377.00 \$0.00

*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%): \$496.00 per student; between seventy and ninety percent (70-90%): \$992.00 per student; and ninety percent and above (90%): \$1,488.00 per student.

34 (Budget Continued)

35 Special Education:

36 Salaries: (No. of Positions ¹)	40,000.00		
37 Fringe Benefits	5,860.00		
38 Purchased Services			
39 Supplies and Materials			
40 Equipment	2,500.00		
41 Other (Describe)		48,360.00	\$0.00

42

43 Gifted and Talented Program:

44 Salaries: (No. of Positions ¹)	10,000.00		
45 Fringe Benefits	1,465.00		
46 Purchased Services			
47 Supplies and Materials			
48 Equipment	10,000.00		
49 Other (Describe)		21,465.00	\$0.00

50

51 Alternative Education Program:

52 Salaries: (No. of Positions)	TBA		
53 Fringe Benefits			
54 Purchased Services	Paid from Alternative Funds		
55 Supplies and Materials			
56 Equipment			
57 Other (Describe)			\$0.00

58

59 Guidance Services:

60 Salaries: (No. of Positions ²)	Provided by Mental Health Agency		
61 Fringe Benefits			
62 Purchased Services			
63 Supplies and Materials			
64 Equipment			
65 Other (Describe)			\$0.00

66

67 Health Services:

68 Salaries: (No. of Positions)	Provided by Lee County Clinic		
69 Fringe Benefits			
70 Purchased Services			
71 Supplies and Materials			
72 Equipment			
73 Other (Describe)			\$0.00

74 (Budget Continued)

75 Media Services:

76	Salaries: (No. of Positions <u> </u>)	Waiver Para Professional	
77	Fringe Benefits		
78	Purchased Services		
79	Supplies and Materials		
80	Equipment	20,000.00	
81	Other (Describe)		20,000.00 \$0.00

83 Fiscal Services:

84	Salaries: (No. of Positions <u>1</u>)	36,000.00	
85	Fringe Benefits	5,274	
86	Purchased Services		
87	Supplies and Materials		
88	Equipment	19,000.00	
89	Other (Describe)		60,274.00 \$0.00

91 Maintenance and Operation:

92	Salaries: (No. of Positions <u>2</u>)	20,000.00	
93	Fringe Benefits	2,930.00	
94	Purchased Services		
95	(include utilities)		
96	Supplies and Materials		
97	Equipment	17,000.00	
98	Other (Describe)		39,930.00 \$0.00

100 Pupil Transportation:

101	Salaries: (No. of Positions <u>4</u>)	35,600.00	
102	Fringe Benefits	5,274.00	
103	Purchased Services		
104	Supplies and Materials	8,058.00	
105	Equipment		
106	Other (Describe)		48,932.00 \$0.00

108 Food Services:

109	Salaries: (No. of Positions <u>2</u>)	Will be paid from child network	
110	Fringe Benefits		
111	Purchased Services		
112	Supplies and Materials		
113	Equipment	200,000.00	
114	Other (Describe)		200,000.00 \$0.00

115	(Budget Continued)			
116	Data Processing:			
117	Salaries: (No. of Positions____)			
118	Fringe Benefits			
119	Purchased Services			
120	Supplies and Materials			
121	Equipment	97,000.00		
122	Other (Describe)		97,000.00	\$0.00
123				
124	Substitute Personnel:			
125	Salaries: (No. of Positions____)	TBA		
126	Fringe Benefits			\$0.00
127				
128	Facilities:			
	Lease/Purchase (contract for one total			
129	year including facility upgrades)			
130	Please list upgrades:			
131				
	Utilities (contract for one total year			
132	including facility upgrades)	70,000.00		
	Insurance (contract for one total year			
133	including facility upgrades):			
134	Property Insurance	10,000.00		
135	Content Insurance	5,000.00	85,000.00	\$0.00
136				
137	Debt Expenditures:			\$0.00
138	Other Expenditures:			
139	(Describe)			\$0.00
140				
141	TOTAL EXPENDITURES		1,386,800.00	\$0.00

STRIVE INSTITUTE OF TECHNOLOGY
Employee Salary Schedule

Years of Service	Bachelor's	Masters	Specialist	Annual Increment & Level of Pay
0	\$34,610.00	\$38,922.00	\$40,601.00	
1	\$35,110.00	\$39,422.00	\$41,101.00	500
2	\$35,610.00	\$39,922.00	\$41,601.00	
3	\$36,610.00	\$40,422.00	\$42,101.00	
4	\$36,610.00	\$40,922.00	\$42,601.00	
5	\$37,110.00	\$41,422.00	\$43,101.00	
6	\$37,610.00	\$41,922.00	\$43,601.00	
7	\$38,110.00	\$42,422.00	\$44,101.00	
8	\$38,601.00	\$42,922.00	\$44,601.00	
9	\$39,110.00	\$43,422.00	\$45,101.00	
10	\$39,601.00	\$43,922.00	\$45,601.00	
11	\$40,101.00	\$44,422.00	\$46,101.00	
12	\$40,601.00	\$44,922.00	\$46,601.00	
13	\$41,101.00	\$45,422.00	\$47,101.00	
14	\$41,601.00	\$45,922.00	\$47,601.00	
15	\$42,110.00	\$46,422.00	\$48,101.00	
16	\$42,601.00	\$46,922.00	\$48,601.00	
17	\$43,110.00	\$47,422.00	\$49,101.00	
18	\$43,601.00	\$47,922.00	\$49,601.00	
19	\$44,110.00	\$48,422.00	\$50,101.00	
20	\$44,610.00	\$48,922.00	\$50,101.00	

Evidence of status as eligible entity

The STRIVE Institute of Technology has applied for its 501 (c) (3) non-profit status.

STRIVE INSTITUTE OF TECHNOLOGY



SUBMITTED TO:

Eastern Arkansas Education Consortium

(Consisting of School Districts: Lee County, Hughes, Forrest City,
Palestine/Wheatley, Barton, Helena/West Helena, Marvell, Brinkley and
Clarendon)

PRESENTED BY:

JACK B. CRUMBLY

August 17, 2011

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Previous Findings

Big picture

- The prison population has more than doubled over the past 20 years.
- The annual cost of corrections is 8 times higher (\$349 million) than 20 years ago (\$43 million).
- If current practices and policies continue, the prison population will rise 43%, more than 6,500 inmates, in the next 10 years.
- This growth will cost an estimated \$1.1 billion between 2010 and 2020.
- Construction costs alone will exceed \$350 million.

Previous Findings

Big picture

- Admissions to prison have increased more than 23% in the last decade.
- Admissions to probation have significantly decreased.
- Admissions to prison have continued to grow despite the fact that the crime rate has declined over the past 3 years.
- The increasing prison population has placed significant pressure on local jails to house state prisoners.
- The Emergency Powers Act has been invoked consistently since 1998 to relieve overcrowding.

PROBLEM STATEMENT AND NEEDS ASSESSMENT

Special Training in Remedial Instruction and Vocational Education (STRIVE)

The states of the lower Mississippi Valley region have a higher percentage of families, households, and individuals in poverty than any other section of the United States, according to the Mississippi Delta Commission, headed by then Governor William Jefferson Clinton of Arkansas and Past President of the United States of America. Despite major efforts to alleviate poverty in this region, it persists and remains a problem today. The cycle of poverty in the four Arkansas Counties where the targeted population resides has continued to be among the poorest counties in the country.

The cycle of poverty has led to numerous problems that the STRIVE Institute is designed to solve. The parents possess limited skills of providing the necessary nurturance and guidance to their children. This leads to a group of economically disadvantaged children and youth who become prime targets for becoming illiterate, drop outs, drug and alcohol abusers, participants in violence, and street and neighborhood conflict. These individuals are the top candidates for gang activity and the juvenile justice system.

The institute provides opportunities for these young people to refocus their lives. The institute provides an opportunity to assist non-violent youth offenders who have entered the juvenile justice system.

According to the August 2010 Arkansas Sentencing and Corrections Analysis Report:

- The prison population has more than doubled over the past 20 years.
- The annual cost of corrections is 8 times higher (\$369 million) than 20 years ago (\$43 million).
- A projected 10-year growth will have a 43% rise (more than 6,500 inmates) and this growth will cost an estimated \$1.4 billion between 2010 and 2020.

The total annual State of Arkansas costs for adjudicated youth: Direct Services \$26,120,390.55. Indirect Education Costs = \$606,091.32 which gives a total costs of \$26,726,481.87. Total costs per adjudicated youth: Residential Placement \$103,925.72. Education for Residential Placement = \$2,115.48. Total Costs = \$106,041.20.

The STRIVE Institute will assist the State of Arkansas at reducing these kinds of above mentioned costs by providing prevention services for non-residential (100) targeted youth. See attachment from the Arkansas Department of Youth Services.

Juveniles target of new program called STRIVE

Senator proposing to locate school
for youth in vacant Lee Co. building.

Kendall Owens
T-H Staff Writer

back on the streets with no marketable skills, no diploma, no GED and nothing to fall back on."

Crumbly said the majority of the students in the program will be recommended by the juvenile court system and that for most, the school would serve as a last stop before incarceration, be that at a youth facility or the state prison.

Crumbly has been working with officials in the Lee County School District to facilitate the creation of the STRIVE (Special Training in Remedial Instruction and Vocational Education) Institute of Technology which would be located on the vacant Anna Strong campus in Marianna. According to Crumbly, the institute would be a non-residential campus for 100 adjudicated teens, those who have been convicted of crimes, ages 14 to 19, from the ninth through 12th grades. The student population would consist of managers from St. Francis, Phillips, Lee and Crittenden counties and would only serve non-violent offenders.

"We have far too many children who are falling through the cracks, and this could possibly give us an alternative to sending these children away, only for them to end up later in

"What we're basically trying to do is create an educational boot-camp. This is something for those children who are not currently getting the job done in the traditional environment, but we're not going to serve as babysitters either. This program is going to be for students with serious issues who are serious about changing their lives, and if not, we're going to send them on their way," said Crumbly.

Crumbly said there will be seven different areas taught at the school: Cosmetology and barbering, computer technology, building technology (carpentry and masonry), culinary arts, welding, HVAC and a med-pro health curriculum, which will train students for the medical field.

"Our goal is to provide training for these students which will lead to a diploma or a GED.

TIMES-HERALD - Forrest City, Ark.

STRIVE

(Continued from Page 1)

that is productive to society instead of counterproductive.

The program will be able to serve 25 students in each grade, and Crumbly said he is hoping to form a partnership with Crowley's Ridge Technical Institute that would allow students who complete the STRIVE program to move on to CRTI to complete their certification.

"We're just trying to do what it takes to help these children. Right now we send them off and they come back, maybe with a diploma or a GED, but that's it. We're going to teach those who want it, a marketable skill. Our hope is to have an intern program which will place these students in a workplace environment and provide tax benefits to businesses that participate. For those who go through our program but can't finish their certification, it would be perfect if they were able to transition directly from the STRIVE program to Crowley's Ridge and have all of those hours spent with us there to transfer to their certificate hours," said Crumbly.

"We have to do something

because we're paying a very high cost to house our inmates. A large number of the people we're housing in the prison system today started off in our juvenile system and have been incarcerated for much of their lives. If we can change the path for a few, we've done our job," he said.

Crumbly said his goal is for the program to begin next fall with its first class. He said he is still working to secure funding for the program and said it is not the goal of the program to compete with area school districts for funding.

"I definitely don't want to compete with our local school districts for funding, and my hope is that we can be revenue-neutral. The fact is, the kids we're going after are not the ones who are getting up every morning and going to school and doing things the right way. We're talking about the kids who aren't going to school and are already in the judicial system. That's why I'm stressing that the vast majority of the students we're talking about will be sent to us by court order. We'll be that last stop before they won't be going home to mama and daddy after school," he said.

Program would encourage at-risk youth to 'STRIVE'

MARIANNA — A special program designed to decrease the incarceration rate in Arkansas is being championed by State Sen. Jack Crumbly.

Crumbly recently addressed a public meeting in Marianna about a program called STRIVE, which stands for Special Training in Remedial Instruction and Vocational Education.

"Arkansas currently has one of the highest incarceration rates in the United States," Crumbly said. "The prison population has more than doubled over the past 20 years. The annual cost of corrections is around \$849 million, eight times higher than the \$43 million of 20 years ago. If current practices and policies continue, the prison population will rise 43 percent and will cost an estimated \$1.1 billion between 2010 and 2020. Construction costs alone will exceed \$350 million. It is a crisis that we know is coming."

STRIVE would target juveniles on their way to detention centers. It would be a regional school available to Lee, St. Francis, Phillips and Crittenden counties. It would be a technical school teaching cosmetology and barbering, computer technology, building technology (carpentry and masonry), culinary arts, welding, HVAC, medical professions, and possibly automotive technology.

The purpose of the STRIVE Institute is to keep a target population of 100 students, ages 14 to 19, in school through graduation or attainment of a GED in preparation for a vocation and/or career," Crumbly said. "Following graduation or attainment of a GED, these targeted students will be exposed to intense vocational education skills development. This exposure will equip students with a marketable skill. It will provide intense individual instruction in both

remedial and advance academic skills."

Crumbly continued, "You are going to pay for it one way or another. I would rather we pay for their counseling and skill training now. Most of our kids don't go to college. We still have to provide jobs for those kids."

Crumbly said he believed that the unoccupied Anna Strong Elementary building could be used to house both STRIVE and the Boys & Girls Club, which has also expressed interest in the building.

"We're probably the last resort for these kids," Crumbly said.

One of the audience members, Monette Baker, appeared to like the idea of STRIVE.

"This will give 18 and 19-year-old graduates who are not college bound a chance," Baker said. "We have to have something to keep them off the streets."

Lee County School Superintendent Saul Lusk asked Crumbly if there was to be an administrative staff or if the LCSD would have to provide the staff.

"STRIVE would be a completely different entity from LCSD. We would have our own certified staff," Crumbly replied.

"What's the hook?" Elizabeth Johnson asked. "Why are the other communities going to buy into this down here in Marianna?"

"Their juveniles are going to be a part of the school, too," Crumbly replied. "If they do not conform, they go back to juvenile jail. It's going to be high school not play school," Crumbly said. "Success breeds success. You'd be surprised at how much a little thing can be for a person who's never had the light of the sun on their face. Is it going to be easy? No. Can it work? Yes, I think it can."

"We are dealing with those with the most special of needs."

See STRIVE, Page 2

a program for Eastern Arkansas. We are going to need your help. It will not go anywhere with just this thought."

The school board held a special called meeting the next day and approved Crumbly's use of the Anna Strong building for STRIVE. "There are more pros than cons for me personally," Lusk said of his recommendation that put the issue to vote.

providing the building." "Will it be a year-round school?" Victoria Perry inquired.

"That depends on if we can get grants for summer school. But there will be the summer apprenticeship program," Crumbly said.

"This is not a Jack Crumbly Program," Crumbly said as he was completing his presentation. "This is a program for students. This is

will survive and I think it can work."

Other concerns about how students from each county would be counted, and concerns about duplication of programs within the districts were also expressed.

"I do not want to get into a turf war," Crumbly replied. "We are going to try to make this as revenue neutral as possible. Lee County will have priority on students for

it's going to take a master teacher to handle the situation. But again, it's \$11,000 to pay the teachers versus \$70,000 to incarcerate a juvenile/adult prisoner."

"It takes a village to raise a child. We as adults are the gate keepers of the village. Some are going to sink and some are going to swim," Crumbly said. "Children are going to mirror our Delta. We are going to struggle but we

"There will be 25 for each grade, but as far as per county, we haven't worked out the logistics of it," Crumbly answered. "When we start out we are going to go through a lot of kids. I'm just going to be truthful. It's going to take a while to find those 25 kids from each grade first who will stay."

He said, "It won't be a bare bones school. It's going to be an expensive school because

STRIVE

(Continued from Page 1)

Crumbly continued, "I'm not saying we are going to take these kids and transform them into perfect angels overnight. I won't tell you what we are about to embark on isn't hard; it is. Will it crash and burn or fly? Well, we are going to try to make it fly." Another question from the audience was in regard to how many students from each county there would be.

Lee County School Board gives STRIVE lease an OK

Legislation, funding still an issue on alternative high school

MARIANNA — A big step has been taken on the road to establishing a pilot program in Marianna for teens in the juvenile justice system.

A location has been secured. The biggest step remains — finding the money.

The Lee County School Board recently approved the lease of the Anna Strong Elementary School building to house a program named STRIVE, for Special Training in Remedial Instruction and Vocational Education. The program is the vision of state Sen. Jack Crumbly. Crumbly has a bill that would establish, through the Division of Youth Services, a regional high school system for juveniles in the justice system.

When contacted, Crumbly said he has not encountered any opposition to his bill.

"As far as the concept, everyone loves the concept. The only challenge has been funding," said Crumbly. "Money is just tight right now, but hope springs eternal."

Crumbly has said the primary goal for these community-based alternative schools would be to prevent young people ages 14 to 19 from going to prison. The schools would teach marketable skills to the young people.

Along with providing a 22-credit minimum curriculum to obtain a diploma, vocational education would be offered. Some of these include building, HVAC, computer technology, cosmetology and barbering, among others. Academics will not be ignored,



Crumbly

Crumbly has said. And he continues the search for dollars.

"I've made some amendments, still trying, as always, to look for funding," said Crumbly. He said the bill is currently in the Senate's State Agencies Committee.

While STRIVE will have a 15-year lease for \$1 a year, Crumbly said the pilot project will have to find the money to pay for maintenance, upkeep, teachers and some renovation.

"There will have to be some renovation done," Crumbly said. "Right now it's just an elementary school. And for some of the vocational classes, it's going to require more than just one

classroom. For instance, for carpentry there may have to be some walls taken out. A carpentry program would need a shop area with a 10-foot ceiling and a large door. We'll have to renovate it to make those skill areas comply with state regulations."

STRIVE will also have to pay for insurance.

"And one of the board members was wanting to know whether our students would have the opportunity to mingle with children from the middle school, which is right next door, and I assured him that would not happen," said Crumbly.

He said there is also a provision that would allow the school district to take the building back — with notice — in case the building is needed again.

Crumbly said different sources of funding are also being sought, even if the bill passes.

"We're always looking to foundations, grants and other types of funding, which we were going to do anyway to get it up and running," he said.

According to Crumbly, the best-case scenario would have the STRIVE school opening for business this fall.

"That's what we're hoping," he said, "but if we can't, it might be delayed until January or the beginning of the next school year. You have to have the funding in order to make it fly. But we're certainly hoping we can have it up and running, even if not at full speed, some time in this coming school year."

**ANN BEANE HUDSON**

CIRCUIT JUDGE, DIVISION 5
FIRST JUDICIAL DISTRICT OF ARKANSAS
POST OFFICE BOX 995
FORREST CITY, ARKANSAS 72336-0995

(870) 633-5995
Fax (870) 630-1203
annbudson@gmail.com

Toni Martinez, Case Coordinator
atty McClain, Certified Court Reporter

Chambers
St. Francis County Courthouse
315 South Izard Street
Forrest City, AR 72335

Cross • Lee • Monroe • Phillips • St. Francis • Woodruff

February 21, 2011

The Honorable Jack B. Crumbly
Arkansas State Senate
88th General Assembly
Little Rock, Arkansas

RE: Strive Institute of Technology

Dear Senator Crumbly:

I have read your report on the Strive Institute of Technology (hereinafter "Strive"), and now, having fully discussed the concept with you, I am confirming my support of this program. Of the four targeted counties for this program, three of them (St. Francis County, Lee County and Phillips County) are in the First Judicial District. I am the circuit judge for the juvenile division in each of these three counties, as well as the other three counties in the district.

I can hardly contain my excitement over the possibility of having this program in the First Judicial District. For all six counties in this district, we have only five juvenile officers to perform intake and probation duties. Although the five officers do a remarkable job, we simply do not have adequate resources to address all the problems with drug and alcohol use, gangs, violence and truancy. Almost every day in juvenile court, teens that do not have basic literacy skills are convicted of offenses. These teens are destined to fail in traditional school settings. "Strive" could be the breath of hope for these youth.

I fully support this program designed to provide services and interventions for our adjudicated juveniles, and I can only hope that it will come to fruition. We desperately need more community based resources for this district. Thank you for your efforts on behalf of our children.

Respectfully,

A handwritten signature in cursive script that reads "Ann Beane Hudson".

Ann Beane Hudson



KATHLEEN BELL
CIRCUIT JUDGE
FIRST JUDICIAL CIRCUIT
OF ARKANSAS

P. O. BOX 177
ELENA, ARKANSAS 72342

OFFICE: (870) 338-5522
FAX: (870) 338-5595

February 23, 2011

Senator Jack Crumbly
State Capitol
500 Woodlane
Little Rock, Arkansas 72201

Re: Senate Bill 339

Dear Mr. Crumbly:

I have had the opportunity to review Senate Bill 339. It is my opinion efforts of this type are of immense benefit to the youth of our community. If we do not seek to meet the needs of this underserved community at this point, to provide the chance for new beginnings, we will surely lose another generation of our young. I would support the passage of this bill.

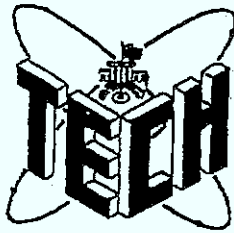
It would be my honor to assist in this effort in what ever manner you deem helpful.

I am,

Sincerely,

A handwritten signature in dark ink, appearing to read "Kathleen Bell".

Kathleen Bell,
Circuit Judge



Crowley's Ridge Technical Institute

P.O. Box 926
Forrest City, AR 72336-0926
(870) 633-5411
FAX (870) 633-9328
1-800-842-2317
Burl W. Lieblong, President

Arkansas Department of Workforce Education
Arkansas Department of Education

February 22, 2011


Senator Jack B. Crumbly
1823 SFC 414
Widener, AR. 72394

Dear Senator Crumbly:

The Local Board of Crowley's Ridge Technical Institute is very willing to provide support to the Special Training in Remedial Instruction and Vocational Education (STRIVE) project that you presented to the board on November 16, 2010. Our institution will provide and dedicate training slots in our programs for the successful completers of the STRIVE training program. All training programs, including Practical Nursing and Cosmetology, will be available to the completers.

Crowley's Ridge Technical Institute is here to serve the training needs of Eastern Arkansas and look forward to working with you in this endeavor. Thank you for your continued support of our institution and the people we serve.

Sincerely,


Burl W. Lieblong, President

BWL/rmw

State of Arkansas *As Engrossed: S2/24/11 S3/21/11 S3/28/11 H3/30/11*

88th General Assembly

A Bill

Regular Session, 2011

SENATE BILL 339

By: Senator Crumbly

By: Representative Williams

For An Act To Be Entitled

AN ACT TO ESTABLISH THE REGIONAL *EDUCATIONAL CAREER*
ALTERNATIVE SCHOOL SYSTEM FOR ADJUDICATED YOUTH; AND
FOR OTHER PURPOSES.

Subtitle

TO ESTABLISH THE REGIONAL EDUCATIONAL
CAREER ALTERNATIVE SCHOOL SYSTEM FOR
ADJUDICATED YOUTH.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code Title 6, Chapter 11, Subchapter 2 is amended
to add an additional section to read as follows:

6-11-208. Regional Educational Career Alternative School System for
Adjudicated Youth -- Multiagency task force -- Formation.

(a)(1) A multiagency task force, staffed and supported by the
Department of Career Education, is established and shall consist of five (5)
members, including:

(A) The Commissioner of Education or his or her designee;

(B) The Director of the Department of Career Education or
his or her designee;

(C) The Director of the Department of Higher Education or
his or her designee;

(D) The Director of the Department of Human Services or
his or her designee; and

(E) The Director of the Department of Workforce Services



1 or his or her designee.

2 (2) Funding for the multiagency task force shall be provided by:

3 (A) The Department of Career Education; or

4 (B) Each agency that serves on the multiagency task force,
5 in an equal amount.

6 (3) The multiagency task force shall:

7 (A) Establish criteria and standards for a career-based
8 curriculum to be offered in the Regional Educational Career Alternative
9 School System for Adjudicated Youth;

10 (B) Formulate and recommend how to operate a Regional
11 Educational Career Alternative School System for Adjudicated Youth; and

12 (C) Strive to open at least one (1) Regional Educational
13 Career Alternative School for Adjudicated Youth in the 2013-2014 school year,
14 upon the availability of funding.

15 (4) Beginning on October 1, 2011, the multiagency task force
16 shall provide status reports to the Interim House Committee on Aging,
17 Children and Youth, Legislative and Military Affairs and the Senate Interim
18 Committee on Children and Youth one (1) time each quarter.

19 (b) The Regional Educational Career Alternative School System for
20 Adjudicated Youth may consist of at least one (1) but not more than five (5)
21 Regional Educational Career Alternative Schools for Adjudicated Youth.

22 (c) A Regional Educational Career Alternative School for Adjudicated
23 Youth shall offer without limitation:

24 (1) At least the minimum twenty-two (22) credit curriculum
25 required to obtain a diploma;

26 (2) Vocational education and certificates;

27 (3) Career education services, including the General Educational
28 Development Test;

29 (4) Special education services; and

30 (5) Support services.

31
32 SECTION 2. Arkansas Code § 9-27-323(e), concerning diversion
33 agreements, is amended to add an additional subdivision to read as follows:

34 (e) Diversion agreements shall be limited to providing for:

35 (1) Nonjudicial probation under the supervision of the intake
36 officer or probation officer for a period during which the juvenile may be

1 required to comply with specified conditions concerning his or her conduct
2 and activities;

3 (2) Participation in a court-approved program of education,
4 counseling, or treatment;

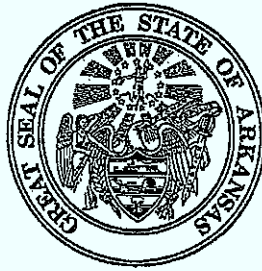
5 (3) Participation in a court-approved teen court; and

6 (4) Participation in a juvenile drug court program; and

7 (5) Enrollment in the Regional Educational Career Alternative
8 School.

9
10 /s/Crumbly

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13 APPROVED: 04/05/2011
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SENATE BILL 339 of 2011

Sponsor: Senator Jack Crumbly

For An Act To Be Entitled

***AN ACT TO ESTABLISH THE REGIONAL EDUCATIONAL CAREER
ALTERNATIVE SCHOOL SYSTEM FOR ADJUDICATED YOUTH; AND
FOR OTHER PURPOSES.***

Subtitle

***THE PURPOSE OF THE REGIONAL HIGH SCHOOL IS TO IDENTIFY
AND EDUCATE A TARGETED POPULATION OF ADJUDICATED
STUDENTS BETWEEN THE 9TH AND 12TH GRADES.***

Overview

The purpose of the Regional High School is to identify and educate a targeted population of adjudicated students between grades 9-12.

These students will be schooled through graduation or attainment of a GED in preparation for gainful employment or for completion of certification in their area of study. Using the "Career Academy" model for instruction, students will be exposed to an intense career and technical skills development program, which will ultimately develop the student's marketable skills.

After following and meeting all institutional exit requirements (22 - credit requirement or GED), the student will then be able to enter a vocational technical school, community college or enter directly into the job market. By providing various interventions, along with an intense program of study, student failure will be greatly reduced. Additionally, students will be given a greater chance to become productive citizens.

The Regional High School will service targeted students from grades 9-12 (ages 14-19). It will provide intense individual instruction in both remedial and advanced academic skills. The Regional High School has the potential to counteract three of the most prominent problems affecting the education of adjudicated students in the State of Arkansas, which are as follows:

1. Poor educational attainment of low-income students
2. High dropout rate and low educational motivation of students living in poverty
3. The high number of adjudicated juveniles in the State of Arkansas

Many students in the State of Arkansas come from environments that make it very difficult for them to succeed in a regular school setting. The extreme poverty of the area provides little opportunity for students to find employment. As a result, many of these students are involved in illegal activities, including gangs and selling drugs in order to obtain money and status among their peers. Without an intervention program, such as the Regional High School, these students will likely continue their criminal activities, which will lead to incarceration by the Department of Youth Services or by the Arkansas Department of Correction. The total annual State of Arkansas costs for adjudicated youth are as follows:

- Direct Services \$26,120,390.55
- Indirect Education Cost \$606,091.32
- Total Cost for Services is \$26,726,481.87
- Total Cost Per Adjudicated Youth
 - Residential Placement \$103,925.72
 - Education for Residential Placement \$2,115.48
 - Total Cost for Residential Placement \$106,041.20

Functions and Responsibilities Eastern Arkansas Education Consortium (hereafter referred to as EAEC)

Development and implementation of a Regional High School for adjudicated juveniles serving counties of Lee, Monroe, Phillips and St. Francis (see attached ACT 1202)

- The regional high school will services students that are not currently being served or underserved by the school districts in the EAEC. This group of students would include but limited to adjudicated juveniles, dropouts, and other school age students who are referred to the regional high school by the juvenile judges.
- The regional high school **WILL NOT** recruit students who are currently enrolled at any of the school district of the EAEC unless referred to by the juvenile judges or a special request is made by the school district to the juvenile judges for the student(s) to be considered for enrollment at the regional high school.
- The school districts of the EAEC **ARE NOT** financially obligated for the expenses associated with the regional high school.
- The EAEC by expressing support for the regional high school for adjudicated juveniles is by no means endorsing any other open enrollment charter school(s) either now or in the future.

****The school districts of the EAEC will serve in an advisory capacity and will meet semi-annually with the juvenile judges to assess the effectiveness of the regional high school and how to make it more efficient. By forming this consortium and with participation from all schools in the four counties will greatly strengthen and enhance the chances of EAEC becoming the regional high school that will be funded by the agencies listed in ACT 1202.**

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the President of the 501 (c) (3) Board of Directors of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment 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 a qualified employee of a school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.
13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment 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; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
15. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school

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

Cecil Twillie

Signature of President of the 501 (c) (3) Board
of the Proposed Charter

Date: 8/31/11

Cecil Twillie

Print or type name

LEASE AGREEMENT

This Lease Agreement ("Lease") is made and effective 29th day of March, 2011, by and between Lee County School District ("Landlord") and Strive Institute of Technology ("Tenant").

Landlord is the owner of the land and improvements located thereon and commonly known the Anna Strong elementary School in Marianna, Arkansas hereinafter referred to as the "Building" or the "Leased Premises."

Landlord makes available for lease a portion of the Anna Strong Elementary School Building designated as the "Leased Premises". Said Leased Premises being more particularly described on Attachment A that is incorporated into this lease by agreement.

Landlord desires to lease the Leased Premises to Tenant, and Tenant desires to lease the Leased Premises from Landlord for the term, at the rental and upon the covenants, conditions and provisions herein set forth.

THEREFORE, in consideration of the mutual promises herein, contained and other good and valuable consideration, it is agreed:

1. Term.

A. Landlord hereby leases the Leased Premises to Tenant for use as the Strive Institute of Technology as a Division of Youth Services Regional High School System for Adjudicated Youth, a Nonprofit Corporation, and Tenant hereby leases the same from Landlord, for an "Initial Term" beginning February 1, 2011 and ending December 31, 2026. Landlord shall use its best efforts to give Tenant possession as nearly as possible at the beginning of the Lease term. If Landlord is unable to timely provide the Leased Premises, rent shall abate for the period of delay. Tenant shall make no other claim against Landlord for any such delay.

B. If Tenant is in not in breach of this lease, Tenant may renew the Lease for five extended term of 15 Years. Tenant shall exercise such renewal option, if at all; by giving written notice to Landlord not less than ninety (90) days prior to the expiration of the Initial Term. The renewal term shall be at the rental set forth below and otherwise upon the same covenants, conditions and provisions as provided in this Lease.

2. Rental.

A. Tenant shall pay to Landlord during the Initial Term rental of [\$1] per year, payable in yearly installments. Each installment payment shall be due in advance on the first day of each calendar year during the lease term to Landlord at [Landlord's Designated Payment Address] or at such other place designated by written notice from Landlord or Tenant. The rental payment amount for any partial calendar months included in the lease term shall be prorated on a daily basis.

B. The rental for any renewal lease term, if created as permitted under this Lease, shall be [\$1] per year payable in installments of [\$1] per year.

3. Use

Tenant shall use the Leased Premises for the purpose of establishing a division of youth services regional high school system for adjudicated youth that will prevent youth from entering juvenile justice system. Notwithstanding the forgoing, Tenant shall not use the Leased Premises for the purposes of storing, manufacturing or selling any explosives, flammables or other inherently dangerous substance, chemical, thing or device.

4. Sublease and Assignment.

Tenant shall have the right, with Landlord's Board's consent, to assign this Lease to a corporation with which Tenant may merge or consolidate, to any subsidiary of Tenant, to any corporation under common control with Tenant, or to a purchaser of substantially all of Tenant's assets. The use of property shall essentially remain the same as tenant i.e. for public benefit. Except as set forth above, Tenant shall not sublease all or any part of the Leased Premises, or assign this Lease in whole or in part without the Landlord's Board consent, however, such consent shall not to be unreasonably withheld or delayed. Boy's and Girl's Club shall also be allowed to use premises as allowed under this agreement by tenant.

5. Repairs.

During the Lease term, Tenant shall make, at Tenant's expense, all necessary repairs to the Leased Premises. Repairs shall include, but not necessarily be limited to such items as routine repairs of floors, walls, ceilings, plumbing, electrical, roof, heating and air-conditioning and other parts of the Leased Premises damaged or worn through normal occupancy.

6. Alterations and Improvements.

Tenant, at Tenant's expense, shall have the right following Landlord's consent to remodel, redecorate, and make additions, improvements and replacements of and to all or any part of the Leased Premises from time to time as Tenant may deem desirable, provided the same are made in a workmanlike manner and utilizing good quality materials. Tenant shall have the right to place and install personal property, trade fixtures, equipment and other temporary installations in and upon the Leased Premises, and fasten the same to the premises. All personal property, equipment, machinery, trade fixtures and temporary installations, whether acquired by Tenant at the commencement of the Lease term or placed or installed on the Leased Premises by Tenant thereafter, shall remain Tenant's property free and clear of any claim by Landlord. Tenant shall have the right to remove the same at any time during the term of this Lease provided that all damage to the Leased Premises caused by such removal shall be repaired by Tenant at Tenant's expense.

7. Property Taxes.

Landlord is tax exempt for property taxes, and all personal property taxes with respect to Landlord's personal property, if any, on the Leased Premises. Tenant shall be responsible for paying all personal property taxes with respect to Tenant's personal property at the Leased Premises.

8. Insurance.

A. Landlord shall maintain fire and extended coverage insurance on the Building and the Leased Premises in such amounts as Landlord shall deem appropriate to cover its interest and Strive Institute of Technology will reimburse Landlord for the cost of that insurance.

B. If the Tenant seeks to insure its content in the building, the Tenant shall be responsible for procuring, at its expense, fire and extended coverage insurance on all of its personal property, including removable trade fixtures, located in the Leased Premises.

C. Tenant shall maintain, at its expense, a policy or policies of comprehensive general liability insurance with respect to its activities in the Building with an insurance company, approved by Landlord, with minimum protection of not less than \$1,000,000 combined single limit coverage of bodily injury, property damage or combination thereof. Landlord shall be listed as an additional insured on Tenant's policy or policies of comprehensive general liability insurance, and Tenant shall provide Landlord with current Certificates of Insurance evidencing Tenant's compliance with this Paragraph. Tenant shall obtain the agreement of Tenant's insurers to notify Landlord that a policy is due to expire at least (10) days prior to such expiration. Landlord shall not be required to maintain insurance against thefts within the Leased Premises or the Building.

9. Utilities.

Tenant shall pay all charges for water, sewer, gas, electricity, telephone and other services and utilities used by Tenant on the Leased Premises during the term of this Lease unless otherwise expressly agreed in writing by Landlord. In the event that any utility or service provided to the Leased Premises is not separately metered, Landlord shall pay the amount due and separately invoice Tenant for Tenant's pro rata share of the charges. Tenant shall pay such amounts within fifteen (15) days of invoice. Tenant acknowledges that the Leased Premises are designed to provide standard office use electrical facilities and standard office lighting. Tenant shall not use any equipment or devices that utilizes excessive electrical energy or which may, in Landlord's reasonable opinion, overload the wiring or interfere with electrical services to other tenants.

10. Signs.

Following Landlord's consent, Tenant shall have the right to place on the Leased Premises, at locations selected by Tenant, any signs which are permitted by applicable zoning ordinances and private restrictions. Landlord may refuse consent to any proposed signage that is in Landlord's opinion too large, deceptive, unattractive or otherwise inconsistent with or inappropriate to the

Leased Premises or use of any other tenant. Landlord shall assist and cooperate with Tenant in obtaining any necessary permission from governmental authorities or adjoining owners and occupants for Tenant to place or construct the foregoing signs. Tenant shall repair all damage to the Leased Premises resulting from the removal of signs installed by Tenant.

11. Entry.

Landlord shall have the right to enter upon the Leased Premises at reasonable hours to inspect the same, provided Landlord shall not thereby unreasonably interfere with Tenant's business on the Leased Premises.

12. Parking.

During the term of this Lease, Tenant shall have the non-exclusive use in common with Landlord, other tenants of the Building, their guests and invitees, of the non-reserved common automobile parking areas, driveways, and footways, subject to rules and regulations for the use thereof as prescribed from time to time by Landlord.

13. Building Rules.

Tenant will comply with the rules of the Building adopted and altered by Landlord from time to time and will cause all of its agents, employees, invitees and visitors to do so; all changes to such rules will be sent by Landlord to Tenant in writing.

14. Damage and Destruction.

A. Landlord's Right To Terminate Lease. This building is in excess of the space needed by the Landlord for school purposes, therefore, if the Leased Premises or any part thereof or any appurtenance thereto is so damaged by fire, casualty or structural defects that same can not be repaired using only the insurance proceeds on the building or if Landlord's board, at the time of the loss, deems it unwise to repair or replace the building, the Landlord shall have the right to terminate this lease otherwise, it the Leased Premises shall be repaired using the policy proceeds.

B. Tenants Right To Terminate Lease. In the event of substantial damage to the building so that the same cannot be used for Tenant's purposes, then Tenant shall also have the right within ninety (90) days following damage to elect by notice to Landlord to also terminate this Lease as of the date of such damage.

C. Minor Damage. If the Leased Premises should sustain minor damage, and if such damage does not render the Leased Premises unusable for Tenant's purposes, Landlord shall promptly repair such damage, with the insurance proceeds payable from the policy covering the Leased premises, but shall not, in any event, be required to use its general funds to repair the building.

D. Repairs. In making the repairs called for in this paragraph, Landlord shall not be liable for any delays resulting from strikes, governmental restrictions, inability to obtain necessary materials or labor or other matters which are beyond the reasonable control of Landlord. Tenant

shall be relieved from paying rent and other charges during any portion of the Lease term that the Leased Premises are inoperable or unfit for occupancy, or use, in whole or in part, for Tenant's purposes. The provisions of this paragraph extend not only to the matters aforesaid, but also to any occurrence which is beyond Tenant's reasonable control and which renders the Leased Premises, or any appurtenance thereto, inoperable or unfit for occupancy or use, in whole or in part, for Tenant's purposes. Landlord shall have the option to cancel lease if cost of repairs exceeds insurance reimbursement or resources of the Strive Institute of Technology.

15. Default.

If default shall at any time be made by Tenant in the payment of rent when due to Landlord as herein provided, and if said default shall continue for fifteen (15) days after written notice thereof shall have been given to Tenant by Landlord, or if default shall be made in any of the other covenants or conditions to be kept, observed and performed by Tenant, and such default shall continue for thirty (30) days after notice thereof in writing to Tenant by Landlord without correction thereof then having been commenced and thereafter diligently prosecuted, Landlord may declare the term of this Lease ended and terminated by giving Tenant written notice of such intention, and if possession of the Leased Premises is not surrendered, Landlord may reenter said premises. Landlord shall have, in addition to the remedy above provided, any other right or remedy available to Landlord on account of any Tenant default, either in law or equity. Landlord shall use reasonable efforts to mitigate its damages.

16. Quiet Possession.

Landlord covenants and warrants that upon performance by Tenant of its obligations hereunder, Landlord will keep and maintain Tenant in exclusive, quiet, peaceable and undisturbed and uninterrupted possession of the Leased Premises during the term of this Lease.

17. Condemnation.

If any legally constituted authority condemns the Building or such part thereof which shall make the Leased Premises unsuitable for leasing, this Lease shall cease when the public authority takes possession, and Landlord and Tenant shall account for rental as of that date. Such termination shall be without prejudice to the rights of either party to recover compensation from the condemning authority for any loss or damage caused by the condemnation. Neither party shall have any rights in or to any award made to the other by the condemning authority.

18. Termination. Landlord shall have the right, upon giving six (6) months written notice to Tenant, to terminate this lease, if in the opinion of the Board of Education, Landlord needs the Leased Premises or land upon which the building is located to expand of the adjacent school facility or for other school purposes.

19. Security Deposit.

There will be no Security Deposit paid by tenant.

20. Notice.

Any notice required or permitted under this Lease shall be deemed sufficiently given or served if sent by United States certified mail, return receipt requested, addressed as follows:

If to Landlord to:

Saul Lusk
Superintendent Office
Lee County School District
188 West Chestnut
Marianna, AR 72360

If to Tenant to:

Strive Institute of Technology
1823 SFC 414
Widener, AR 72394

Landlord and Tenant shall each have the right from time to time to change the place notice is to be given under this paragraph by written notice thereof to the other party.

21. Waiver.

No waiver of any default of Landlord or Tenant hereunder shall be implied from any omission to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver and that only for the time and to the extent therein stated. One or more waivers by Landlord or Tenant shall not be construed as a waiver of a subsequent breach of the same covenant, term or condition.

22. Headings.

The headings used in this Lease are for convenience of the parties only and shall not be considered in interpreting the meaning of any provision of this Lease.

23. Successors.

The provisions of this Lease shall extend to and be binding upon Landlord and Tenant and their respective legal representatives, successors and assigns.

24. Consent.

Landlord shall not unreasonably withhold or delay its consent with respect to any matter for which Landlord's consent is required or desirable under this Lease.

25. Compliance with Law.

Tenant shall comply with all laws, orders, ordinances and other public requirements now or hereafter pertaining to Tenant's use of the Leased Premises. Landlord shall comply with all laws, orders, ordinances and other public requirements now or hereafter affecting the Leased Premises.

26. Final Agreement.

This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both parties.

IN WITNESS WHEREOF, the parties have executed this Lease as of the day and year first above written.

Lee County School District

Strive Institute Of Technology

By

Victorine Perry

By

Cecil Buillie

President

Attest:

Elizabeth Johnson

Secretary

Strive Institute of Technology
Open Enrollment Charter School Public Meeting

Marianna, AR

Wednesday, August 24, 2011, - 6:00 p.m.

SIGN-IN SHEET

kg2

NAME	ADDRESS	TELEPHONE#	EMAIL
1. Michael B. Pugs	328 N. Marion Ave Marianna	870-295-4189	mbragg@unc.edu
2. Glenys Wade	P.O. Box 2293, FL	870-633-7868	0449@arkansas.net
3. Milton Hall	250 Pearl, Marianna, AR	295-9527	hallmiller@stgld.net
4. Brenda York	20 N. Carolina	298-2106	
5. Betty Allen	410 Free Way, Ark	295-6163	
6. Frank Allen	41	11	
7. Lafayette Smith	629 Hickory, Marianna	821-0855	lsmith1960@stgld.net
8. Angel Bagnery	223 Ardmore, Ark	295-4246	
9. John W. Winters	391 Atkins, Ark.	295-5164	
10. Elmer Smith			
11. Frederick Freeman			
12. Reginald Marshall	P.O. Box 1071, Marianna, AR	295 3208	
13. Glenys Wade	P.O. Box 2293, Marianna	295-6933	
14. John W. Winters	P.O. Box 61, Marianna, AR	295-5256	
15. John W. Winters	P.O. Box 2293, Marianna, AR	295-5256	
16.			

Strive Institute of Technology
Open Enrollment Charter School Public Meeting

Marianna, AR

Wednesday, August 24, 2011, - 6:00 p.m.

SIGN-IN SHEET

292

NAME	ADDRESS	TELEPHONE#	EMAIL
1. Mack Cleaveland	13524 Hwy 77 W Murrells	870-768-5369	Vic@vayagersdata.net
2. Paul Fursk	20 N. Camellia	870-298-2106	Paul@vayagersdata.net Paul@vayagersdata.net
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PUBLIC MEETING ON STRIVE SCHOOL

AUGUST 24, 2011

6:00 P.M.

- | | |
|-----------------------------|-----------|
| 1. <i>Saul Lusk</i> | 41. _____ |
| 2. <i>Jose Hunter</i> | 42. _____ |
| 3. <i>Shere Thompson</i> | 43. _____ |
| 4. <i>Elizabeth Johnson</i> | 44. _____ |
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| 40. _____ | 80. _____ |

WEDNESDAY COURIER-INDEX MARIANNA, ARKANSAS

August 17, 2011

Vol. 140 No. 3

Lee County's Newspaper Since 1872

STRIVE

• Continued from Page 1

the 88th General Assembly, legislators passed a bill sponsored by Crumbly establishing regional high schools for students in the juvenile justice system. That bill allowed for the creation of the STRIVE campus, which is the pilot program for the state. When Crumbly first began discussing the school for juvenile offenders last year, he was hopeful that the campus would open in time for the current school year.

Public meeting on Aug. 24 to focus on STRIVE academy

A public meeting will be held on Wednesday, Aug. 24, at the Lee County School District Central Office centering on the proposed Special Training in Remedial Instruction and Vocational Education Institute of Technology.

State Sen. Jack Crumbly said the meeting will allow the public the opportunity to submit comments on the school for adjudicated juveniles which is scheduled to open next year. The proposed school.

"We're in the process of completing our charter school application, and one of the facets of that is getting public comments on the proposal. The meeting next Wednesday will give anyone from the area an opportunity to submit their thoughts on the project for the record and allow us to move forward with the application process," said Crumbly.

The meeting will begin at 6 p.m. The STRIVE program is a non-residential campus for at least 100 adjudicated teens, ages 14 to 19, in the ninth through 12th grades who have been convicted of non-violent crime. The vocational portion of STRIVE will teach student marketable skills in one of several different areas which also include medical profession, computer technology, cosmetology and culinary arts/restaurants. Earlier this year, during See STRIVE on Page

Email: cinews@sbcglobal.net

COMMUNITY CALENDAR

VOLUNTEERS SOUGHT: The Family Center/Anna's Place Battered Women's Shelter, a non-profit organization, is looking for volunteers on the weekends. Those who are interested should contact Luella Davis, 870-338-8447.

YOUTH DAY: Madison Light M.B. Church will host its annual youth day program on Sunday, Aug. 21, at 3 p.m. The guest speaker will be Pastor Lewis Ford of the Salem M.B. Church.

CORNERSTONE REVIVAL: The Cornerstone M.B. Church will hold a revival from Monday, Aug. 22, through Wednesday, Aug. 24, at 7 p.m. nightly. The guest evangelist will be Rev. Robert Cowan, pastor of the Faith M.B. Church of East Palo Alto, Calif.

CLOSING FOR REPAIRS: The Boys and Girls Club of St. Francis County will closed. Monday, August 22 through Friday, August 26, for repairs. The club will resume normal afterschool hours Monday, August 29, from 3 to 7 p.m. Monday through Friday. For more information, call 633-1115 or 633-9944.

STRIVE MEETING: A public meeting will be held Wednesday, Aug. 24, at 6 p.m. at the Lee County School District Central Office on the STRIVE Institute of Technology. The meeting will allow residents the opportunity to issue public comments on the proposed school.

FISH FRY: There will be a benefit fish fry for W.L. and Nan Prentice at Twin Assembly of God Church in Palestine, on Saturday,

Aug. 27, from noon to 7 p.m. They have had large medical bills and other expenses. For more information, call 270-9019. Sponsors are Jimmy Sanders and Oral Edwards.

APPRECIATION SERVICE: An appreciation service honoring Evangelist Ernestine Weaver will be held Sunday, Aug. 21, at 2:20 p.m., in the Williams Temple Church of God in Christ, in Palestine.

CHOIR DAY: Antioch M.B. Church of Palestine will hold its annual choir day on Sunday, Aug. 21, at 2:30 p.m. The guest speaker will be Rev. Marlin Brown of Riverside M.B. Church. There will be special music by the Riverside Choir.

129TH ANNIVERSARY: Kynette United Methodist Church, located at the corner of Gorman and Ash streets, will host its 129th church anniversary on Sunday, Aug. 21, at 3 p.m. The theme is, "Upon This Rock I will Build My Church." The guest speaker will be Rev. Herschel Richardson of the Christ Way United Methodist Church in Jonesboro.

BENEFIT PROGRAM: The Arkansas First Jurisdiction of the Churches of God in Christ will host a benefit program for the Willis Temple Church of God in Christ in Madison at the St. James Temple Church of God in Christ in Marianna. The benefit will be held Sunday, Sept. 4, at 3:30 p.m. The guest speaker will be Bishop Jewel R. Withers Jr., Jurisdictional Bishop.

ABE/GED CLASSES: Crowley's Ridge Technical Institute is holding an ABE/GED class at Hughes High School on Mondays and Tuesdays from 4 to 7 p.m., beginning on Tuesday, Sept. 6. There is no charge for these classes, however those enrolling must be at least 18 years old. For more information, contact CRTI at 800-842-2317 or 633-5411.

CHURCH FUNDRAISER: Summerfield M.B. Church will sell plate meals Saturday, Aug. 20, beginning at 11 a.m. There will be a choice of a fish plate with cole slaw, spaghetti dessert, bread and a drink or a turkey leg plate with baked beans, spaghetti or cole slaw, dessert, bread and a drink. For more information or to place an order call 633-8760.

USHER DAY: New Light M.B. Church will hold its annual usher day program, Sunday Aug. 21, at 2:30 p.m. The special guest is Rev. Jutius Kendall and the Shady Grove Church Family.

MEN'S DAY: New Rising Sun Missionary Baptist Church will observe its annual men's day on Sunday, Aug. 28, at 3:30 p.m. The special guests will be Rev. James E. Mackey and Rock of Ages Missionary Baptist Church of Maumelle.

CANCER EXPO: The East Arkansas Enterprise Community Inc. will hold its ninth annual St. Francis County Cancer Awareness Expo on Saturday, Aug. 27, from 9 a.m. to 1 p.m., at the Forrest City Civic center.

ABE/GED CLASSES: Crowley's Ridge Technical Institute has

begun its fall ABE/GED classes in Forrest City. There is no charge for these classes. For more information, call CRTI at 633-5411.

FAIR BOOTH SPACE: Commercial booths at St. Francis County Fair are available. To rent a booth or for more information, call Janet Findley at 633-5270 or 633-6875.

MT. MORAH: The Mt. Moriah Church will host its homecoming service on Sunday, Aug. 21, at 2:30 p.m. Dinner will be served and Rev. Desi Sims of the St. Mark Church of Aubrey will be the special guest.

LIFE'S STRESSES: Forrest City Medical Center's Healthy Woman Program will host an After Hours program called "All I Can Do Is All I Can Do: Balancing Life's Stresses" on Tuesday, Aug. 23, at 5:15 p.m. The program will be for mothers of toddlers to teenagers and will be held in the hospital in-service education classroom. Registration is limited and advanced registration is required by Thursday, Aug. 18. To register or for more information, contact Janet Benson, FCMC Healthy Woman Advisor.

WOMEN'S DAY: El Cannon M.B. Church in Palestine will hold its annual women's day program Sunday, Aug. 28, at 3 p.m.

LOCUST GROVE REVIVAL: Locust Grove M.B. Church will hold a revival Wednesday, Aug. 31, through Friday, Sept. 2. Services will begin at 7 p.m. and the guest evangelist is Rev. Lathan Ester of Hampshire M.B. Church in Aubrey.

COMMUNITY CALENDAR

SOCIAL GATHERING: The Forrest City High School Class of '73 will hold a social gathering Friday, Sept. 2, beginning at 7:30 p.m. in the Ferguson Room at the Forrest City Civic Center. For more information call 633-9044 during the day or 633-8347 or 630-1866 after 6 p.m.

OAK HILL REVIVAL: Oak Hill Church of God will hold a revival Sunday Aug. 28, through Wednesday, Aug. 31, with Rev. Gary Taylor from Euless, Texas. Services start on Sunday morning at 10 a.m. and Sunday evening services will begin at 6 p.m. Monday through Wednesday services begin at 7 p.m.

YOUTH REVIVAL: Poplar Grove M.B. Church will hold a youth revival through Friday, Aug. 26. Services will begin at 7 p.m. and Rev. Darnell Hill of Spirit, Truth and Holiness Church of Helena-West Helena is the guest evangelist.

27TH ANNIVERSARY: Grant and the New Gospel Voices will celebrate its 27th Anniversary Sunday, Aug. 28. The program will be held at the Forrest City Civic Center and will begin at 6 p.m.

YOUTH RALLY: Beth Salem

Baptist Church will hold its annual youth day program on Sunday, Aug. 28, at 3 p.m. The guest speaker will be the Rev. Ray Peals of Shame the Devil Ministries in Forrest City.

BUILDING FUND: The Mt. Sinai M.B. Church in Caldwell will hold a building fund service on Sunday, Aug. 28, at 3 p.m. Minister Mark Barnett of the Cedar Grove Church in Round Pond will be the guest speaker.

SPAGHETTI SUPPER: Graham Memorial Presbyterian Church will hold a spaghetti supper to benefit Solar Under the Sun, an organization that provides clean water to countries that have none, on Saturday, Sept. 10, from 5 to 7 p.m. Takeouts will be available. For more information, call the church at 633-4424.

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BEAN DAY: Forrest Chapter #531, Order of the Eastern Star will hold its annual Bean Day, Thursday, Sept. 8, from 11 a.m. to 2 p.m. at the Masonic Lodge on North Division. The meals include white or brown beans, slaw, greens, cornbread, dessert and drinks. Tickets can be purchased from OES members or at the door on the day of the event. For more information or to schedule delivery call 630-1216.

SECOND CHANCE: The PLUM Foundation, in conjunction with Nineveh Ministries Church of God in Christ, is sponsoring the "Giving Children of the Delta a Second Chance" learning program for children in St. Francis and Crittenden counties. The program includes a detailed curriculum which provides mentorship in science, English, mathematics, reading, literacy and grammar for each participant. To enroll children or for more information contact 870-514-7686 or go to www.plum4us.org.

FINALIZING PLANS: The Forrest City High School Class of 1981 reunion planning committee is finalizing plans for its 30th class reunion. The reunion will be held Sept. 2, through 4. For more information, contact Carloyn Farr at 633-4655 or Yvette Brown at 633-7674.

TIMES-HERALD - Forrest City, Ark.

Community Calendar

VOLUNTEERS SOUGHT: The Family Center/Anna's Place Battered Women's Shelter, a non-profit organization, is looking for volunteers on the weekends. Those who are interested should contact Luella Davis, 870-338-8447.

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CHOIR DAY: Antioch M.B. Church of Palestine will hold its annual choir day on Sunday, Aug. 21, at 2:30 p.m. The guest speaker will be Rev. Marland Brown of Riverside M.B. Church. There will be special music by the Riverside Choir.

129TH ANNIVERSARY: Kynette United Methodist Church, located at the corner of Gorman and Ash streets, will host its 129th church anniversary on Sunday, Aug. 21, at 3 p.m. The theme is, "Upon This Rock I will Build My Church." The guest speaker will be Rev. Herschel Richardson of the Christ Way United Methodist Church in Jonesboro.

CHURCH FUNDRAISER: Summerfield M.B. Church will sell plate meals Saturday, Aug. 20, beginning at 11 a.m. There will be a

choice of a fish plate with cole slaw, spaghetti, dessert, bread and a drink or a turkey leg plate with baked beans, spaghetti or cole slaw, dessert, bread and a drink. For more information or to place an order call 633-8760.

USHER DAY: New Light M. B. Church will hold its annual usher day program, Sunday Aug. 21, at 2:30 p.m. The special guest is Rev. Julius Kendall and the Shady Grove Church Family.

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MT. MORIAH: The Mt. Moriah Church will host its homecoming service on Sunday, Aug. 21, at 2:30 p.m. Dinner will be served and Rev. Desi Sims of the St. Mark Church of Aubrey will be the special guest.

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CHURCH ANNIVERSARY: United Christian Baptist Church, located at 203 West Franklin, will hold its 27th church anniversary on Sunday, Aug. 21, at 3 p.m. Rev. Ronald Williams and the members of the Mt. Olive Cathedral of Memphis will be the special guests.

N.T.L.M.E. ANNIVERSARY: The N.T.L.M.E. Spiritual Church will host its church anniversary on Sunday, Aug. 21, at 5 p.m. in the Forrest City Civic Center. The guest speaker will be Elder John Moore of Memphis.

MINI-RELAY EVENT: The St. Francis County Relay for Life team will host its first Bark for Life mini-relay event on Saturday, Aug. 20, at the Forrest City Sports Complex. Registration begins 8:30 a.m., with the walk beginning at 9 a.m. There are also contests and activities scheduled until the event ends at 11 a.m. Proceeds will benefit the American Cancer Society. For more information, contact Ashley Jones at 270-7931 or e-mail ashleyjones@cancer.org.

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LEE COUNTY SCHOOL DISTRICT NO. 1

188 West Chestnut Street - Marianna, AR 72360

Telephone: 870-295-7100 Fax: 870-295-7191

August 29, 2011

To Whom It May Concern,


On August 19, 2011 at 2:30 p.m., Senator Jack Crumbly hosted a meeting at the Lee County School District Central Office building with the following persons in attendance:

Dr. Tom Kimbrell- Arkansas Commissioner of Education
Dr. Tony Wood-Assistant Commissioner of Education
Dr. Jerry Woods-Superintendent of Forrest Public Schools
Saul Lusk-Superintendent of Lee County Public Schools
Lee Vent-Superintendent of Clarendon Public Schools
Ruth Denson-Superintendent of Marvell Public Schools
Tom Wilson-Superintendent of Marvell Public Schools
Dr. Arthur Tucker-Superintendent of Brinkley Public Schools
Bill Lewellen-City Attorney for Marianna, AR
Reginald Murdock-State Representative-District 52
Judge Ann Hudson-Juvenile Judge
Elizabeth Johnson-Secretary of the Lee County School Board
Victoria Perry-President of the Lee County School Board
Cecil Twilley-Board President of the STRIVE Regional High School

Senator Crumbly and Commissioner Kimbrell addressed concerns as expressed by various attendees of the meeting and also received input from the meeting attendees. They also informed the attendees about the intent to apply for Open Enrollment Charter School status for the STRIVE Regional High School.

The Lee County School District supports formulation the East Arkansas Consortium which will serve in an advisory capacity for the STRIVE Regional High School. The Lee County School board will meet with Senator Crumbly on September 22, 2011 at its regular meeting to officially consider a letter of support for the initial implementation of the STRIVE School.

Sincerely,



Saul Lusk
Superintendent



Brinkley Public Schools

Member North-Central Association
200 Tiger Drive
Brinkley, Arkansas 72021

Arthur Tucker, Ed. D.
Superintendent

Phone: 870-734-5000
Fax: 870-734-5187

August 30, 2011

The Honorable Jack Crumbly
State Capitol
500 Woodlane
Little Rock, AR 72201

Senator Crumbley:

This communication is in regards to the STRIVE program, for which I attended a meeting on August 17th. This program has the potential to significantly impact the lives of many students in the eastern counties of this state. Many students in this area are truant from school and exhibit defiant behavior while in school and consequently are not taking advantage of the educational opportunities that are offered to them. Many of the problems caused by these issues cannot be corrected in the traditional educational system.

STRIVE could offer an intervention for these students that would address their needs. Providing training in vocational job opportunities will help them to become successful contributing members to society.

This program will be discussed with the Board of Directors of the Brinkley School District at the next regularly school board meeting, currently scheduled for September 19, 2011. I appreciate your interest and support the development of this program.

Respectfully,

Arthur Tucker

Arthur Tucker, Ed. D.
Superintendent of Schools

HUGHES PUBLIC SCHOOLS

Office Of The Superintendent
Hughes, Arkansas 72348

Telephone 870-339-2570

To: Mr. Jack Crumbly, Senator

From: Jimmy Wilkins, Superintendent
Hughes School District, # 27



Re: STRIVE School

Date: August 29, 2011

This correspondence is to verify that I was notified of a meeting at the Marianna School District on Wednesday, August, 17, 2011.

Please be advised that I am in support of your efforts to make the above referenced school a reality. It is my understanding that the population will consist of those not being served at this point in time by schools in the designated districts. These students will be those who are not in any school setting and have been assigned by the County Judge to a slot in your school.

Additionally, I was advised that there will be no recruitment by school officials for any students presently enrolled in a school district.

Again, this correspondence indicates my support for the STRIVE School and I will present the information in the September School Board meeting for the Hughes School District's formal approval.

Please do not hesitate to inform me if further assistance is needed.

FORREST CITY PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
625 IRVING STREET FORREST CITY, AR 72335
Member of North Central Association since 1924

SCHOOL BOARD
arry Jayroe, President
oev Astin, Vice President
haron Wilson, Secretary
ustlin Johnson
erry Rogers
lenn Shepherd
andrea Taylor

SUPERINTENDENT
Dr. Jerry Woods
(870) 633-1485
FAX (870) 633-1415

August 30, 2011

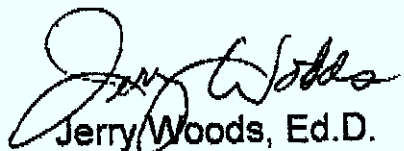
Dr. Mary Ann Brown
Charter School Program Coordinator
4 State Capitol Mall
Little Rock , AR 72201-1071

Dear Dr. Brown:

Please accept this communication to verify I was notified and attended the meeting concerning the proposed S.T.R.I.V.E. Charter School.

Additionally, I will discuss the proposed S.T.R.I.V.E. Charter School at the September 11, 2011 school board meeting.

Sincerely,



Jerry Woods, Ed.D.
Superintendent of Schools

An Equal Opportunity Employer

MARVELL - ELAINE PUBLIC SCHOOLS

P.O. BOX 1870
MARVELL, ARKANSAS 72366
870-829-2101

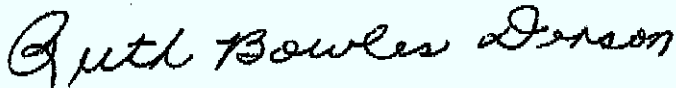
August 30, 2011

Dear Senator Jack Crumbly:

Thank you for inviting me to attend the Strive Institute of Technology Overview Meeting on August 17, 2011. Your presentation was very informative. There is a need in our area for a special school that focuses on remedial instruction and vocational education for non-violent youth offenders who have entered the juvenile justice system. I applaud your efforts to keep Eastern Arkansas juveniles out of detention centers by creating a program which could change their lives and steer them away from a life of crime, violence and drugs.

I will discuss the information that you distributed to the area superintendents with the Marvell Elaine Board of Directors at our next board meeting on September 19, 2011. I wish you well in finding foundations and grants to fund this worthy endeavor.

Sincerely,



Ruth Bowles Denson, Superintendent of Schools
Marvell-Elaine School District

RBD:dm



BARTON-LEXA

School District

P.O. BOX 97

BARTON, AR 72312

MEMBER NORTH CENTRAL K-12

Phone: 870-572-7294 Fax: 870-572-4713

BOARD MEMBERS

Travis Williams—Pres.

Donna Ryan—Vice Pres.

Rosetta Davis - Sec

Anthony Arnold

Mike Canonici

Lita Moore-Johnson

Roxie Wilson

Tom Wilson, Superintendent

twilson@bled.ersc.k12.ar.us

August 29, 2011

The Honorable Jack Crumbly
State Capitol
500 Woodlane
Little Rock, AR 72201

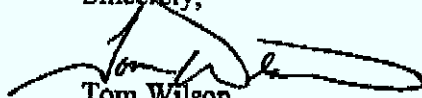
Dear Mr. Crumbly:

I attended the meeting concerning STRIVE. I definitely feel it could have a significant impact on the lives of many students in the eastern counties of Arkansas. Presently, many students in this area are truant or defiant of the education being afforded them by our constitution. Many are truant and continually miss school or drop out. Many have problems and cannot fit in our traditional school system. Many are juvenile offenders that continually have legal problems and need help.

I support the idea of a special school to deal with these young people. STRIVE could offer the intervention programs that would deal with their needs. The idea of training these young adults for vocational job opportunities to help them be successful in life is very exciting.

I plan to discuss this program with my school board on September 13th and get their support. I appreciate your interest in this endeavor and fully support your efforts.

Sincerely,



Tom Wilson
Superintendent

Palestine-Wheatley School District No. 23

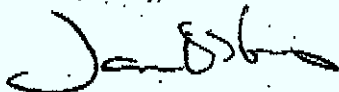
P.O. Box 790
Palestine, Arkansas 72372

August 26, 2011

To: Dr. Duncan

This letter is to verify that I was notified of the meeting held on August 17, 2011 concerning a regional high school in East Arkansas. The meeting was held at Lee County School in Marianna, AR.

Cordially,



Jon Estes
Superintendent
Palestine-Wheatley School District

Clarendon School District

Superintendent's Office 870-747-3351

Fax 870-747-5983

P. O. Box 248, Clarendon, Arkansas 72029

Lee R. Vent, Superintendent

Douglas Caldwell, CHS Principal

Ruby Ellis, CES Principal

Monica Gray, Fed. Prog.

Board Members:

Bryan Smith, Pres.

Tina Wofford, V. Pres.

Bertha Bones, Sec.

Robert Artis

Ricky Beck

Adam Ellis

Jack Jones

August 31, 2011

The Honorable Jack Crumbly
Arkansas State Senate
State Capitol
500 Woodlane
Little Rock, AR 72201

Dear Senator Crumbly:


Thanks for inviting me as the representative of the Clarendon School District to the meeting you and the Lee County School District hosted on August 17th in Marianna. As a result I now have a better grasp of Act 339 of 2011 and the many positive aspects and impact it could have on the youth in our region of the state.

As we discussed at the meeting, it is an idea whose time has come and you are to be commended for your efforts toward attempting to reach this population. I truly feel and endorse your efforts for the Strive Institute of Technology.

While many of my colleagues have been resistant to open-enrollment charter schools, this concept will place us all in a win-win situation. The youngsters in need of this service will be the ultimate beneficiaries.

I will discuss this concept with my school board on September 13 and feel they will strongly endorse your effort as well. Stay encouraged! If there is anything I may help you with in this effort, please don't hesitate to call.

Sincerely,



Lee R. Vent
Superintendent



Division of Youth Services

P.O. Box 1437, Slot S-501 · Little Rock, AR 72203-1437
501-682-8654 · Fax: 501-682-1351 · TDD: 501-682-1355



August 26, 2011

TO: Arkansas Board of Education

RE: Strive Institute of Technology

During the past legislative session, I had the honor of working closely with Senator Jack Crumbly and others as he developed the concept of offering an educational and vocational school for youth that were either adjudicated delinquent by the court or were court involved. The initial prototype was to be in Marianna, Arkansas, and after proven success, it would be expanded to four other sites around the state. This educational facility was to provide general educational and vocational opportunities for at risk youth in that region of the state. Many of the youth this program would target would be those that had failed in the traditional school setting and needed a structured environment that would offer educational services. Regrettably, the Division of Youth Services did not have any funds to support this program.

I was recently contacted by Senator Crumbly about this program he was working on. He informed me that he had decided to go for an open enrollment alternative school and to name it Strive Institute of Technology. I was happy to hear that this plan was alive and he was moving forward to make this a reality. I believe there are a great number of youth around the state that need this type of learning environment and would be an invaluable to the success of many youth that would be given this second chance to be successful.

I am writing this letter in total support of the Strive Institute of Technology and Senator Crumbly's plan to help these youth. I believe this program will be instrumental in helping many youth have another chance in life and stop the growing school to prison pipeline.

Sincerely,

A handwritten signature in black ink, appearing to read "Ronald R. Angel". The signature is fluid and cursive, with a large, stylized "R" at the beginning.

Ronald R. Angel
Director



State of Arkansas
Department of
WORKFORCE SERVICES

www.dhs.arkansas.gov

Post Office Box 2981 • Little Rock, AR 72203-2981



August 29, 2011

Senator Jack Crumbly
1823 SFC 414
Widener, AR 72394-9406

Dear Senator Crumbly:

This is to confirm our commitment to assist in your efforts to train adjudicated youth at the proposed STRIVE-Regional High School.

It is my understanding that the high school will provide vocational training that prepares students for employment opportunities in the following areas:

Building Technology
 Culinary Arts
 Cosmetology
 Computer Technology
 Welding
 HVAC
 Medical Professions

Our Training Trust Fund can be a source of funding for these efforts.

We look forward to working with you.

Sincerely,

Artee Williams



Clay ■ Craighead ■ Crittenden ■ Cross ■ Greene ■ Lawrence ■ Lee ■ Mississippi ■ Monroe ■ Phillips ■ Poinsett ■ Randolph ■ St. Francis

August 29, 2011

Senator Jack Crumbly
1823 SFC 414
Widener, AR 72394

Dear Senator Crumbly:

As Executive Director of Mid-South Health Systems, I fully support your efforts to develop a regional open enrollment high school for adjudicated juveniles in grades 9-12. It is my understanding this school, to be named STRIVE Institute of Technology, will be located in Marianna, Arkansas, and will serve students from Marianna and the surrounding communities.

Mid-South Health Systems has a long history of working with school districts in Eastern Arkansas to address students' behavioral health needs. We will be happy to assist STRIVE by providing behavioral health interventions, including assessment and treatment of emotional disturbance and substance use problems. We feel our good relationships with area social and medical service providers will assist us in this endeavor.

Please feel free to contact me if you have any questions or if I can be of further assistance.

Sincerely,

Bonnie White
Executive Director

BW/ch

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Return Receipt Fee (Endorsement Required)		\$0.00	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$7.95	

Sent To
 Mrs. Ruth Bowles Denison, Superintendent
 Street, Apt. No.,
 or PO Box No. P.O. Box 1870
 City, State, ZIP+4
 Marvell, AR 72366
 PS Form 3800, August 2005 See Reverse for Instructions

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BARTON, AR 72312

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Return Receipt Fee (Endorsement Required)		\$0.00	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$7.95	

Sent To
 Mr. Tommy Wilson, Superintendent
 Street, Apt. No.,
 or PO Box No. P.O. Box 97
 City, State, ZIP+4
 Barton, AR 72312
 PS Form 3800, August 2005 See Reverse for Instructions

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BRINKLEY, AR 72021

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Certified Fee		\$2.85	
Return Receipt Fee (Endorsement Required)		\$0.00	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$7.95	

Sent To
 Mr. Arthur Tucker, Ed.D.
 Street, Apt. No.,
 or PO Box No. 200 Tiger Drive
 City, State, ZIP+4
 Brinkley, AR 72021
 PS Form 3800, August 2005 See Reverse for Instructions

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For delivery information visit our website at www.usps.com

MARIANNA, AR 72360

Postage	\$	\$5.10	0735
Certified Fee		\$2.85	
Return Receipt Fee (Endorsement Required)		\$0.00	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$7.95	

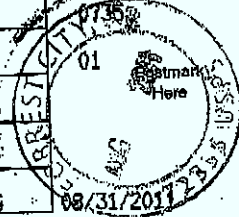
Sent To
 Mr. Saul Wusk
 Street, Apt. No.,
 or PO Box No. 188 West Chestnut Street
 City, State, ZIP+4
 Marianna, AR 72360
 PS Form 3800, August 2005 See Reverse for Instructions

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PALESTINE AR 72372

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 Certified Fee \$2.85
 Return Receipt Fee (Endorsement Required) \$0.00
 Restricted Delivery Fee (Endorsement Required) \$0.00
 Total Postage & Fees \$ \$7.95



Sent To
 Mr. Joe Estes, Superintendent
 Street, Apt. No.,
 or PO Box No. P.O. Box 790
 City, State, ZIP+4
 Palestine AR 72372

PS Form 3800, August 2006

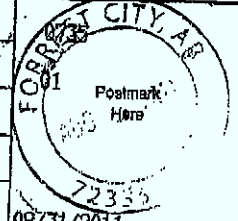
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CLARENDON AR 72026

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 Return Receipt Fee (Endorsement Required) \$0.00
 Restricted Delivery Fee (Endorsement Required) \$0.00
 Total Postage & Fees \$ \$7.95



Sent To
 Mr. Lee Vent, Superintendent
 Street, Apt. No.,
 or PO Box No. P.O. Box 848
 City, State, ZIP+4
 Clarendon, AR

PS Form 3800, August 2006

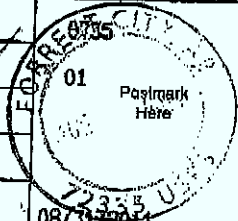
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HELENA AR 72342

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 Restricted Delivery Fee (Endorsement Required) \$0.00
 Total Postage & Fees \$ \$7.95



Sent To
 Mrs. Suzanne McCommen
 Street, Apt. No.,
 or PO Box No. 179 Helendale
 City, State, ZIP+4
 Helena AR 72342

PS Form 3800, August 2006

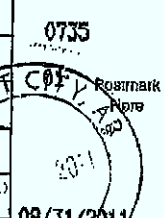
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For delivery information visit our website at www.usps.com

HUGHES AR 72349

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 Certified Fee \$2.85
 Return Receipt Fee (Endorsement Required) \$0.00
 Restricted Delivery Fee (Endorsement Required) \$0.00
 Total Postage & Fees \$ \$7.95



Sent To
 Mr. Jimmy Wilkins, Superintendent
 Street, Apt. No.,
 or PO Box No. P.O. Box 9
 City, State, ZIP+4
 Hughes AR 72348

PS Form 3800, August 2006

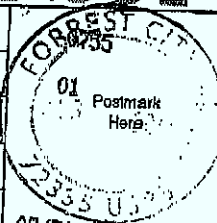
See Reverse for Instructions

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For delivery information visit our website at www.usps.com

FORREST CITY AR 72385

Postage \$ \$5.10
 Certified Fee \$2.85
 Return Receipt Fee (Endorsement Required) \$0.00
 Restricted Delivery Fee (Endorsement Required) \$0.00
 Total Postage & Fees \$ \$7.95



Sent To
 Dr. Terry Woods, Ed.D., Superintendent
 Street, Apt. No.,
 or PO Box No. 625 Irving Street
 City, State, ZIP+4
 Forrest City AR 72385

PS Form 3800, August 2006

See Reverse for Instructions

STRIVE INCORPORATED
P. O. Box 2155
Forrest City, AR 72336

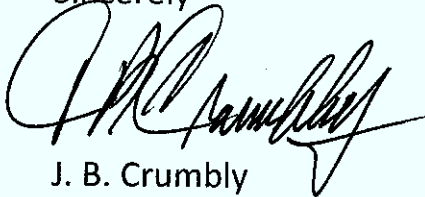
Mrs. Ruth Bowles Denson, Superintendent
Marvell Public Schools
P. O. Box 1870
Marvell, AR

Dear Superintendent Denson

Enclosed is a copy of the STRIVE Institute of Technology Open enrollment Charter School application.

Thank you for your support.

Sincerely

A handwritten signature in black ink, appearing to read "J. B. Crumbly", written over the printed name.

J. B. Crumbly

STRIVE INCORPORATED
P. O. Box 2155
Forrest City, AR 72336

Mrs. Ruth Bowles Denson, Superintendent
Marvell Public Schools
P. O. Box 1870
Marvell, AR

Dear Superintendent Denson

Enclosed is a copy of the STRIVE Institute of Technology Open enrollment Charter School application.

Thank you for your support.

Sincerely

A handwritten signature in cursive script, appearing to read "J. B. Crumbly".

J. B. Crumbly

STRIVE INCORPORATED
P O Box 2155
Forrest City, AR 72336

Dr. Jerry Woods, Ed.D, Superintendent
Forrest City School District
625 Irving Street
Forrest City, AR 72335

Dear Superintendent Woods

Enclosed is a copy of the STRIVE Institute of Technology Open enrollment Charter School application.

Thank you for your support.

Sincerely

J. B. Crumbly

STRIVE INCORPORATED
P O. Box 2155
Forrest City, AR 72336

Ms. Suzanne McCommon
Helena – West Helena School District
179 Helendale
Helena, AR 72342

Dear Ms. McCommon

Enclosed is a copy of the STRIVE Institute of Technology Open enrollment Charter School application.

Thank you for your support.

Sincerely

J. B. Crumbly

STRIVE INCORPORATED
P O Box 2155
Forrest City, AR 72336

Mr. Tommy Wilson, Superintendent
Barton School District
P. O. Box 97
Barton, AR 72312

Dear Superintendent Wilson

Enclosed is a copy of the STRIVE Institute of Technology Open enrollment Charter School application.

Thank you for your support.

Sincerely

J. B. Crumbly

STRIVE INCORPORATED
P O Box 2155
Forrest City, AR 72336

Mr. Jimmy Wilkins, Superintendent
Hughes School District
P O Box 9
Hughes, AR 72348

Dear Superintendent Wilkins

Enclosed is a copy of the STRIVE Institute of Technology Open enrollment Charter School application.

Thank you for your support.

Sincerely

J. B. Crumbly

STRIVE INCORPORATED
P O Box 2155
Forrest City, AR 72336

Mr. Lee Vent, Superintendent
Clarendon School District
P O Box 248
Clarendon, AR 72029

Dear Mr. Vent

Enclosed is a copy of the STRIVE Institute of Technology Open enrollment Charter School application.

Thank you for your support.

Sincerely

J. B. Crumbly

STRIVE INCORPORATED
P O Box 2155
Forrest City, AR 72336

Mr. Jon Estes, Superintendent
Palestine/Wheatley School District
P O Box 790
Palestine, AR 72372

Dear Superintendent Estes

Enclosed is a copy of the STRIVE Institute of Technology Open enrollment Charter School application.

Thank you for your support.

Sincerely

J. B. Crumbly

STRIVE INCORPORATED
P O Box 2155
Forrest City, AR 72336

Mr. Saul Lusk, Superintendent
Lee County School District
188 West Chestnut Street
Marianna, AR 72360

Dear Superintendent Lusk

Enclosed is a copy of the STRIVE Institute of Technology Open enrollment Charter School application.

Thank you for your support.

Sincerely

J. B. Crumbly

STRIVE INCORPORATED
P O Box 2155
Forrest City, AR 72336

Mr. Arthur Tucker, Ed.D, Superintendent
Brinkley School District
200 Tiger Drive
Brinkley, AR 72021

Dear Superintendent Tucker

Enclosed is a copy of the STRIVE Institute of Technology Open enrollment Charter School application.

Thank you for your support.

Sincerely

J. B. Crumbly

Application Cycle 2011

ADE Evaluation

Special Training in Remedial Instruction and Vocational
Education (STRIVE) Institute of Technology



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

September 15, 2011

State Board
Of Education

Cecil Twillie
701 W Sharp Ave
Forrest City, AR 72335

Dr. Naccaman Williams
Springdale
Chair

Dear Applicant:

Dr. Ben Mays
Clinton
Vice Chair

The Arkansas Department of Education (ADE) has completed the evaluation process of the applicants for Open Enrollment Charter Schools as per the ADE Rules Governing Charter Schools. Enclosed is a copy of that evaluation for you.

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Vicki Saviers
Little Rock

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be in the Charter School Office no later than 4:00 p.m., Thursday September 29, 2011.

Responses should be sent to the following address:

Dr. Mary Ann Duncan
Charter School Office
Four Capital Mall, Room 302-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your written responses at (501) 683-5313.

Thank you,

A handwritten signature in black ink that reads "Mary Ann Duncan, Ed.D.".

Mary Ann Duncan, Ed.D.
Charter Schools, Program Director

MAD/jf

Enclosure: Public Charter School Application Evaluation Report

Four Capitol Mall
Little Rock, AR
72201-1019
ArkansasEd.org

**2011-2012
Public Charter School
Application Evaluation Report**

S.T.R.I.V.E Institute of Technology



**Provided by:
Arkansas Department of Education
Charter School Office**



ARKANSAS DEPARTMENT OF EDUCATION

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 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 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
Open-Enrollment Public Charter School Application
Evaluation

EVALUATION RUBRIC

Name of Proposed School: S.T.R.I.V.E Institute of Technology

Eligible entity status:

- ☐ Public institution of higher education
☐ Private nonsectarian institution of higher education
☐ Governmental entity
☐ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Unknown

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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
The Applicant filed a letter of intent with ADE on time and included all necessary information.	
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 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 of the results of the public hearing;
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The application lacks evidence of meeting the required publication prior to the public meeting.	Pg. 1, Attachments
Lacks a thorough description of the results of the public hearing.	Pg. 1

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
No proper legal structure described for the Board.	Pg. 1
No reasonable plan for involving parents, staff, students and community in the decision- making of the school.	Pg. 1

STANDARD 4 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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The Applicant should explain how or whether it intends to comply with the requirements of Standard 9.03.4 of the Standards for Accreditation, requiring that 38 units, plus appropriate AP and advanced foreign language courses, be both offered and taught.	Pg. 1-2
The Application states that the school is for "adjudicated students/youth". While the charter Applicant may target adjudicated youth in its recruitment efforts, "open enrollment public charter schools" in Arkansas are, by their very nature, open to any grade-eligible student residing in Arkansas. Pursuant to Ark. Code Ann. § 6-23-306(6)(A), an open-enrollment public charter school shall "[p]rohibit discrimination in admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. . ." In addition, federal law requires that every eligible student be given an equal opportunity to attend a charter school.	
The Applicant states that the school will serve a target population of 200 adjudicated youth. Given the issues facing ALE students, please outline any phase-in plan for student enrollment that may be utilized.	Pg. 1-2
Describe the specific curriculum, skills, and social and emotional provisions that will be in place to provide students with "a greater chance to become productive citizens".	Pg. 1-2

STANDARD 5 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, and
- Valid and reliable data that substantiates the educational need for the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The Applicant needs to provide relevant educational data to substantiate the educational need for the school.	Pg. 2-3

STANDARD 6 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 length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Pg. 3 of the application states: "There are 22 credits, there are 16 credits, and six are considered elective credits which will be their vocational area of study. "Clarify how this structure aligns with the required 38 units of credit.	Pg. 3
Describe the specific curriculum structure that will be used to promote students and allow them to earn credits.	Pg. 3
In an ALE program, computer instruction can only be delivered for up to 49% of the curriculum. Describe the additional instructional activities and expectations for successful student achievement.	Pg. 3

STANDARD 7 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 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Application lacks clearly defined goals as related to reading, reading comprehension, mathematics, and mathematics reasoning.	Pg. 3-4
Provide additional clarification concerning how the "next level" progression is necessary for a measurable goal and objective.	Pg. 3-4

STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND 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 transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The Applicant has not provided evidence that the curriculum aligns with, or a sound rationale plan and timeline for aligning curriculum with the ADE content standards, benchmarks and performance standards.	Pg. 4

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The application provides no specific information on the school districts within the geographical area that may be affected.	Pg. 4-5

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The Applicant does not present a sound plan for documenting and reporting student achievement data.	Pg. 5-6

STANDARD 11 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, and a guarantee of, a random, anonymous lottery process 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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The Applicant needs to clarify the enrollment and admissions process for this open enrollment school that is inclusive of adjudicated juvenile dropouts and other school age students who are referred.	Pg. 6
Random anonymous lottery is not inclusive of the process.	Pg. 6

STANDARD 12 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 that all employees will be held to.

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Applicant does not provide an inclusive list of number of staff.	Pg. 6-8

STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation, and does not rely on one-time grants or other funds that are not presently guaranteed.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Application contains a copy of the proposed certified salary schedule.	Pg. 21
Concerns and Additional Questions	Reference
The Applicant does not submit a timeline or process for reviewing and adopting an annual budget.	Pg. 8
The Applicant did not submit a classified salary schedule.	
The Applicant does not include requisite qualifications for the personnel as required in Standard 13.	
The Business Manager must meet the qualifications set forth in the ADE Rules Governing Minimum Qualifications for General Business Managers of Public School Districts, unless those Rules and Ark. Code Ann. §6-15-2302 are waived by the State Board.	
Applicant did not include procurement plan as required by Standard 13.	Pg. 8
The Applicant did not include a balanced two year budget estimate as required.	Pg. 17

The Applicant has included revenue in the budget that may not be guaranteed. Please clarify. (Line 10 of budget worksheet) This would cause ending balance to be \$600,000 less.	Pg. 17
Applicant should clarify NSLA calculation.	Pg. 17
Applicant should clarify amount used for Professional Development calculation.	Pg. 17
Applicant should clarify fringe benefit calculation. It appears that 15% is used. This seems low.	Pg. 17
Applicant should clarify \$250,000 equipment line item budgeted (line 32)	Pg. 17
Alternative funds are listed as TBA. Applicant should clarify and include completed budget.	Pg. 17
Budget shows a waiver for Para Professional in the Media Services area. No waiver appears to have been requested.	Pg. 17
Applicant did not provide a list of staff positions but budgeted for positions in various areas. It cannot be determined if budget is accurate to any staffing plan.	Pg. 17-20
Applicant budgeted two positions in food service to be paid from "child network". Applicant should clarify responsibility of personnel as well as the equipment requirement on line 113.	Pg. 19
Applicant did not provide amount for substitutes in budget. (TBA)	Pg. 20
Applicant did not submit enough information to determine if budget is accurate or has a balance of revenue over expenditures at the end of the year.	

STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations. If the Application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Applicant did not submit name of the auditor to be used.	Pg. 9

STANDARD 15 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 educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Applicant must clarify that they will participate in APSCN and will comply with all state statutory requirements regarding education and financial data.	Pg. 9

STANDARD 16 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;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Any facilities used by the Applicant will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. All facilities must meet the requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. The site must also be selected and reviewed before State Board action to ensure both	

<p>adequacy for the proposed facilities as well as compliance with health, safety, building and zoning laws.</p> <p>A final review of all Lease Agreements for Charter School facilities will be performed by the ADE before Board action on the Application is taken. Any modifications to the Lease Agreement submitted with the application must be submitted to ADE for prior approval, pursuant to Ark. Code Ann. § 6-23-401(a)(5).</p>	
Facilities Review Report	

STANDARD 17 OF APPLICATION: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and detail how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and detail how conflicts will be addressed.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
There is no Standard 17: Conflicts of Interest in this application.	

STANDARD 18 OF APPLICATION: STUDENT SERVICES

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

Evaluation Criteria:

A response that meets the standard will present, unless a waiver is being sought:

- 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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Media Center: The media center lacks a solid plan, no waiver has been requested to waive a media services.	Pg. 10
Transportation: The transportation plan is not inclusive of providing services for all students.	Pg. 10
Gifted and Talented: The application lacks a sound plan for providing a gifted and talented program for all students.	Pg. 10
Special Ed: Application lacks a sound plan that reflects the full range of programs and services required to provide students with a high quality education.	Pg. 10
ALE: As Act 59 is now obsolete, the Applicant needs to refer to Act 1118 regarding reference to alternative education.	

STANDARD 19 OF APPLICATION: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the proposed charter school intends to participate in the National School Lunch program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Clarify times for breakfast, lunch and after school snack.	Pg. 11
The ADE Child Nutrition Unit does not approve catering services.	Pg. 11
Must follow federal procurement regulations for procuring a catering service to provide meal service.	Pg. 11
Food service plan must include description of areas used for cooking, serving and consumption of student meals.	Pg. 11

STANDARD 20 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 for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
The Applicant does not provide a sound plan for involving parents and guardians in the schools educational program as well as a lack of community involvement.	Pg. 11

STANDARD 21 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 justification of 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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Legal Comments	Reference
<p>1. The Applicant did not submit documentation of its tax-exempt status. The Applicant must submit either a signed & dated IRS Form 1023 (application for 501(c)(3) status), or an IRS Tax-Exempt Determination Letter.</p> <p>2. No waiver regarding "shop areas" may be granted by the State Board of Education, as this is governed by the State Board of Career Education.</p>	
Concerns and Additional Questions	Reference

STANDARD 22 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.

Legal Comments	Reference
Applicant responded within the context of this standard. A complete desegregation analysis will be presented to the State Board of Education.	
Concerns and Additional Questions	Reference

ADDITIONAL COMMENTS:

Application Cycle 2011

Response to Evaluation

Special Training in Remedial Instruction and Vocational
Education (STRIVE) Institute of Technology

STRIVE Institute of Technology

Response to ADE Evaluation

STANDARDS 1 AND 2 OF APPLICATION: PUBLIC HEARING RESULTS

A call was made to Dr. Duncan after checking with legal division of the Arkansas Department of Education. I was informed that one meeting would be sufficient in the district where the school would be located (Marianna, Lee County).

The meeting was held and Commissioner Kimble and Juvenile Judge Hudson were present on August 17, 2011 at 2:30 p.m. in the board room at the Central Office of the Lee County School District. The Consortium was formed at that meeting. All Superintendents present like the concept and supported the idea of a regional high school.

Since, there was not three weeks left before the application was due, notification appeared in the Times Herald Daily Newspaper, community clips every working day beginning August 17 through August 24, 2011. Additionally, the Courier Index is published weekly for Marianna and Lee County. This noticed appeared on the first page of the Courier Index on August 17, 2011, see enclosure.

This was as much notice as could be given according to the timeframe. The public meeting was held on August 24, 2011 at 6:00 p.m. at the Lee County School District with 17 people in attendance.

Seventeen person attended the meeting where the STRIVE School's operation, purpose and potential students enrollment criteria were presented. A question and answer period was provided. There were over a dozen responses that were all positive for the need of the Regional High School to serve those groups of students who are not being served by the school districts in the consortium. This group of students included but was not limited to the adjudicated juveniles, dropouts, students who are expelled and other school aged students who are referred to the Regional High School by the Juvenile Judge.

Patrons were very positive about the potential vocational high school students, summer work experience program and the opportunity for students to receive expunged and sealed records upon graduation.

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SEP 29 2011

CHARTER SCHOOL OFFICE

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The STRIVE Board of Directors:

- Five members selected for their interest in the concept of the Regional High School;
- Belief in teaching of marketable skills to a specific population who are adjudicated, at risk or currently not being served (falling through the cracks) or underserved by the public school;
- Each member was selected from each county;
- Availability to participate in the implementation of the process of STRIVE;
- Expertise in education, law, community organizing, outreach or strategic planning;
- Personal experience in education and working with "at risk" students and
- A deep commitment to improving the lives of adjudicated juveniles in the nine schools in the consortium.

Parent(s) Involvement:

The STRIVE School recognizes the importance of the relationship between the school, students and parents. Home visits will be made by the school staff. A parent education program will be an integral component of the school improvement process. Parent Empowerment will be used to assist students in anger management/conflict resolution skills. The STRIVE Institute of Technology will also use the following communication strategies:

- Parent/Staff/Student Conference
- Open Door Policy
- Parent Involvement Committee
- Family Accountability Committee

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The mission of the STRIVE Institute of Technology is to provide an educational setting that is committed to equipping all students with the skills and knowledge to realize their aspirations, to think critically and independently, to learn continuously and to face the future as productive, contributing citizens. The ultimate goal of the STRIVE Institute of Technology is to provide opportunities to meet students' educational and behavioral needs, guiding them to adjust their behavior and habits in such a manner that they will become successful citizens.

This mission is accomplished by providing a diverse, innovative, and challenging curriculum in a secure environment which will enable students to master essential academic skills and social competencies with a staff dedicated to excellence and empowered with the trust and support of the community.

STRIVE Institute of Technology will identify and educate a targeted population of 100 adjudicated students/youth between the ages of 14 – 19 (grades 9 – 12) from St.

Francis, Phillips, Lee, and Monroe Counties of the delta region of Eastern Arkansas. The school will provide with an education that is committed to equipping all students with the skills and knowledge to accomplish their goals, to become independent and productive, contributing citizens through graduation or attainment of a GED in preparation for gainful employment or for completion of certification in their area of study.

The STRIVE Institute of Technology will offer 38-credit as required by the Arkansas Department of Education. Students will graduate from the school after completing the 22 credits required for graduation which includes six (6) hours of vocational courses. The student will then be able to enter a Vocational Technical School, Community College, or enter directly into the market. By providing various interventions, along with an intense program of study, student failure will be greatly reduced. Additionally, students will be given a greater chance to become productive citizens. Students may be assigned by the Juvenile Judge as a last alternative before placing them in juvenile detention facilities and/or other treatment facilities. Students may also be assigned by special request from the school officials.

School official and/or parents/guardians may request that students be placed in the program as a matter of choice. In those cases, a placement committee will review the student's academic and behavior records and assign the student to the school if they have exhibited academic, behavior or family problems.

If a number of parents/students seeking enrollment in the school exist, that exceeds capacity, the students will be selected using a random, anonymous lottery selection process.

Curriculum:

The core curriculum of language arts, mathematics, science and social studies will be taught daily. A computerized program will be used to address the needs of students with Reading/Language Arts deficiencies.

When a student enters the STRIVE Institute he/she will go through a thorough assessment process. This process will include a thorough explanation of academics and discipline folder/materials. A range of additional support services will be provided, on-site, that will be developed to provide a safety net for each student and enhance the development of people and social skills, build negative resistance to peer pressure and develop proper decision making and conflict resolution skills.

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

Many time juvenile, especially adjudicated juveniles fall through the cracks and have a tenacity to perform poorly or drop out of school. While statistics do not adequately reflect the percentage of juvenile crime that occurs during the school hours, the consensus of law enforcement officers is a large percentage of daytime crime is committed by juvenile offenders whether truant or suspended/expelled from school. To

help with the problem, the STRIVE Institute of Technology with the assistance of the Juvenile Judge and the support of School Districts of EAEC consisting of nine (9) school districts. The school districts are located in Lee, Monroe, Phillips, and St. Francis Counties in Eastern Arkansas established a consortium to work with the STRIVE Institute of Technology to work with the Juvenile Judge to assign students to the STRIVE School as a last alternative before placing the juvenile offender in juvenile detention center.

In order to achieve the greatest impact on reducing juvenile crime incurring accountability for juvenile offender. The STRIVE Institute of Technology will educate a target population of 100 adjudicated students in grades 9 – 12. The students attending the STRIVE will be schooled through graduation or attainment of a GED in preparation for gainful employment or for completion of certification vocational area of study's. Students will be exposed to instruction/intervention in four major areas:

- Basic and Advanced Academic Skills
- Vocational Skill Attainment
- Drug and Alcohol use and addiction
- Violence/Conflict Resolution skills

These skills will greatly increase students' chances to become productive tax paying citizens. This program also builds role models, encourages concern for others and encourages students to STRIVE academic excellence and attain a marketable vocational skill.

The STRIVE Institute will assist the State of Arkansas at reducing these kinds of above mentioned costs by providing prevention services for non-residential (100) targeted youth. See attachment from the Arkansas Department of Youth Services

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The STRIVE Institute of Technology will offer the 38 credits that are required by the Arkansas Department of Education 9.03.4. Students must obtain 22 credits to graduate with 10 in core subjects and 6 in vocational credits. The core curriculum, of language arts, mathematics, science and social studies will be taught daily, with more time being devoted to language arts and mathematics instruction. Health, physical education, and other electives linked to career focus areas will also be offered. The language arts classes will utilize the Read 180 Reading Program that will address needs of the students who have literacy deficiencies. When possible, the teachers will have common planning and preparation periods. This time will be used for work with outside consultants and collaboration for aligning curriculum and developing instructional strategies based on student needs.

When a student enters STRIVE Institute of Technology, he/she will go through a thorough assessment process. This process will include a thorough examination of the academic and discipline folders/materials, the administration of the Test of Basic Education (TABE) for senior high students, and other test/inventories (PACE, READ 180) deemed necessary to diagnosis and address the student's individual needs.

Students may receive supplemental instruction and remediation through the use of the following:

PACE Learning System – The Individually Prescribed Instructional Systems (IPIS) will provide written and/or computerized instruction in mathematics, reading, and language arts for 6th through 8th grades and will also provide remediation for the students who are working below grade level.

PLATO – A computerized program that is designed to enable students to earn specific Carnegie units/credits needed for credit recovery and/or graduation. The program is also designed for students who need accelerated materials in earning higher level mathematics and science credits.

General Education Diploma (GED) – This program will be used to prepare students who are beyond the age of reasonably earning enough credits to graduate. Adult Basic Education (ABE) materials will be used for students functioning below 9th grade. Pre-GED materials will be used for students who are working at the 9th grade level or above.

STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The STRIVE School will set AYP goals for Reading, Reading Comprehensive, Mathematics, and Mathematics Reasoning after collecting last state performance data on individual students after their enrollment. The goals will clearly reflect 100% of students in NCLB defined subgroup will perform at the proficient or Advanced Levels on Criterion referenced assessments by the 2013 – 2014 school year.

STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

Teachers will align the curriculum based on the Arkansas Curriculum Framework and the State Mandated Testing Program with the assistance of outside consultants who have proven experience in this area.

Teachers will meet to discuss the meaning of each of the ADE Frameworks and identify concepts, skills and principles associated with them.

Using the Frameworks, along with data from the most recent student assessments, teachers will identify the concepts, units, skills and principles that must be taught to address the frameworks.

The Arkansas Comprehensive Curriculum (ACC) will be utilized at the STRIVE Academy to ensure the academic program is closely aligned with state learning standards, as defined by Grade – Level Expectations (GLEs). The GLEs are aligned with the mission to promote high levels of academic achievement.

Teachers will also use curriculum maps to see where they should be and where they student has or has not made progress. Teachers will be looking at students' list data, so they can adjust the amount of time needed to teach the different concepts based upon students' test results. Since students will be entering at different times during the school year, the PLATO computer system will be used to deliver some of the instruction with teachers being mindful that only (70%) of the instruction can be delivered using this mechanism. Thirty percent (30%) of instruction must be delivered by teachers.

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

Phillips County

As of the census of 2000, there were 26,445 people, 9,711 households, and 6,768 families residing in the county. The population density was 38 people per square mile (15/km²). There were 10,859 housing units at an average density of 16 per square mile (6/km²). The racial makeup of the county was 59.04% Black or African American, 39.25% White, 0.43% from other races, 0.32% Asian, 0.17% Native American, 0.01% Pacific Islander, and 0.78% from two or more races. 1.44% of the population were Hispanic or Latino of any race.

There were 9,711 households out of which 34.20% had children under the age of 18 living with them, 40.30% were married couples living together, 25.10% had a female householder with no husband present, and 30.30% were non-families. 27.60% of all households were made up of individuals and 13.00% had someone living alone who was 65 years of age or older. The average household size was 2.69 and the average family size was 3.29.

In the county the population was spread out with 32.20% under the age of 18, 9.40% from 18 to 24, 23.20% from 25 to 44, 21.20% from 45 to 64, and 13.90% who were 65 years of age or older. The median age was 33 years. For every 100 females there were 84.70 males. For every 100 females age 18 and over, there were 77.70 males.

The median income for a household in the county was \$22,231, and the median income for a family was \$26,570. Males had a median income of \$24,675 versus \$17,520 for

females. The per capita income for the county was \$12,288. About 28.70% of families and 32.70% of the population were below the poverty line, including 45.50% of those under age 18 and 26.20% of those age 65 or over.

The Helena-West Helena statistical area had the largest drop in population, at -20.89%, of any statistical area in the country for the period 2000-2009.

St. Francis County

As of the census of 2000, there were 29,329 people, 10,043 households, and 7,230 families residing in the county. The population density was 18/km² (46/mi²). There were 11,242 housing units at an average density of 7/km² (18/mi²). The racial makeup of the county was 48.36% White, 49.01% Black or African American, 0.25% Native American, 0.56% Asian, 0.02% Pacific Islander, 0.40% from other races, and 1.40% from two or more races. 4.88% of the population were Hispanic or Latino of any race.

There were 10,043 households out of which 35.30% had children under the age of 18 living with them, 46.90% were married couples living together, 20.80% had a female householder with no husband present, and 28.00% were non-families. 25.10% of all households were made up of individuals and 10.80% had someone living alone who was 65 years of age or older. The average household size was 2.65 and the average family size was 3.17.

In the county the population was spread out with 27.90% under the age of 18, 9.90% from 18 to 24, 29.10% from 25 to 44, 21.20% from 45 to 64, and 11.90% who were 65 years of age or older. The median age was 34 years. For every 100 females there were 105.60 males. For every 100 females age 18 and over, there were 105.40 males.

The median income for a household in the county was \$26,146, and the median income for a family was \$30,324. Males had a median income of \$28,389 versus \$20,578 for females. The per capita income for the county was \$12,483. About 23.10% of families and 27.50% of the population were below the poverty line, including 38.70% of those under age 18 and 23.10% of those age 65 or over.

Monroe County

As of the census of 2000, there were 10,254 people, 4,105 households, and 2,733 families residing in the county. The population density was 17 people per square mile (7/km²). There were 5,067 housing units at an average density of 8 per square mile (3/km²). The racial makeup of the county was 59.37% White, 38.79% Black or African American, 0.26% Native American, 0.13% Asian, 0.04% Pacific Islander, 0.26% from other races, and 1.14% from two or more races. 1.29% of the population were Hispanic or Latino of any race.

There were 4,105 households out of which 29.30% had children under the age of 18 living with them, 46.10% were married couples living together, 16.70% had a female

householder with no husband present, and 33.40% were non-families. 30.10% of all households were made up of individuals and 15.10% had someone living alone who was 65 years of age or older. The average household size was 2.47 and the average family size was 3.07.

In the county the population was spread out with 27.90% under the age of 18, 7.60% from 18 to 24, 23.70% from 25 to 44, 23.40% from 45 to 64, and 17.30% who were 65 years of age or older. The median age was 38 years. For every 100 females there were 88.50 males. For every 100 females age 18 and over, there were 83.30 males.

The median income for a household in the county was \$22,632, and the median income for a family was \$28,915. Males had a median income of \$25,299 versus \$17,117 for females. The per capita income for the county was \$13,096. About 21.00% of families and 27.50% of the population were below the poverty line, including 37.40% of those under age 18 and 22.40% of those age 65 or over.

School Districts

1. Lee County
2. Brinkley
3. Clarendon
4. Barton, Lexa
5. Helena – West Helena
6. Marvell
7. Forrest City
8. Palestine – Wheatley
9. Hughes

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

Student Achievement Data. STRIVE Institute of Technology will follow the ADE Rules Governing standards for accreditation of charter schools (section 7.04.3). The STRIVE Academy shall review each curriculum area annually to ensure alignment with standards. The Board of Trustees will review the results of all school – wide assessments. These reviews will enable the Board to carefully monitor managements progress toward the agreed upon student achievement goals. The Board will work closely with the Principal and Administrator to facilitate these formal reviews and stay up-to-date on state assessment results as they become available.

The STRIVE Institute of Technology will establish a school-wide professional culture that is self-critical, self-reflective, and performance driven through the use of our comprehensive data and accountability system. We will report performance data to all

stakeholders transparently and at regular intervals, inviting complete accountability to accomplish our mission.

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

In the addition to the Juvenile Judge's recommendation of students to the school, parents/guardians may request that students be placed in the program as a matter of choice. In those instances, a committee will review the students' academic, behavioral, personal or family, or emotional problems as outlined in (ACT 1118). The STRIVE Institute of Technology Principal and Counselor and a placement team from the students' home district, other specialists deemed necessary and the parents/guardians will serve on the placement team.

At the conclusion of the STRIVE Institute of Technology's application period, following the admission of students' recommended by the juvenile judge and the above placement addition, if there are spaces available, and the number of applicants exceeds the spaces available, we will conduct a lottery to fill slots. In the second year of operation and thereafter, the STRIVE Institute of Technology will modify the enrollment procedures in order to give preference to students previously enrolled in the school.

STANDARD 12 OF APPLICATION: STAFFING PLAN

Principal/Director	11 Months	\$82,000.00
2 Counselors		Provided by Mental Health
1 Secretary	11 Months	
9 Teachers	11 Months	
(9 Core Subject Area/Elective Teacher)		
1 Special Education Teacher		
Media Specialist		Requested Waiver
1 Paraprofessional		
1 Treasurer/Bookkeeper		\$36,000.00
1 Gifted and Talented		
1 Alternative Education (to be arranged and paid from alternative sources)		
1 Nurse (Health Services)		Provided by Lee County Cooperative Clinic

2 Maintenance & Operations

4 Transportation

2 Food/Nutrition

Substitute Personnel

To be arranged

2 School Security Officers

STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN

Beginning April 30th of each year the Treasurer/Bookkeeper in consultation with the Principal/Director will prepare an annual operating budget of revenue and expenses for each school.

By June 30th, the budget and projections are then presented and reviewed by the Finance Committee and sent for any modification or changes that need to be made.

By August 30th, the budget is then presented to the board for their review and approval. After approval, the budget will be submitted to the Department of Education on or before September 30th of each year.

The Business Manager will meet the qualifications set forth in the ADE Rules Governing Minimum Qualification for General Business Managers of Public School Districts, unless those Rules and Ark. Code Ann §6-15-2302 are waived by the State Board.

SPECIAL TRAINING IN REDEMIDAL INSTRUCTION AND VOCATIONAL
EDUCATION (STRIVE) INSTITUTE OF TECHNOLOGY

Classified Salary Schedule

Instructional Aides/Media Specialist

1	\$ 20,000.00
2	\$ 20,140.00
3	\$ 20,280.00
4	\$ 20,420.00
5	\$ 20,560.00
6	\$ 20,700.00
7	\$ 20,840.00
8	\$ 20,980.00
9	\$ 21,120.00
10	\$ 21,260.00
11	\$ 21,400.00
12	\$ 21,540.00
13	\$ 21,680.00
14	\$ 21,820.00
15	\$ 21,960.00
16	\$ 22,100.00
17	\$ 22,240.00
18	\$ 22,380.00
19	\$ 22,520.00
20	\$ 22,660.00

Administrative Staff

1	\$ 36,000.00
2	\$ 36,200.00
3	\$ 36,400.00
4	\$ 36,600.00
5	\$ 36,800.00
6	\$ 37,000.00
7	\$ 37,200.00
8	\$ 37,400.00
9	\$ 37,600.00
10	\$ 37,800.00
11	\$ 38,000.00
12	\$ 38,200.00
13	\$ 38,400.00
14	\$ 38,600.00
15	\$ 38,800.00
16	\$ 39,000.00
17	\$ 39,200.00
18	\$ 39,400.00
19	\$ 39,600.00
20	\$ 39,800.00

Bus Driver \$ 8,900.00

Maintenance \$ 10,000.00

Public Charter School Application
Estimated Budget Worksheet, Year One (2011-2012)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (100 x \$6,144.00 State Foundation Funding		
3			614,400.00
4	No. of Students (¹⁰⁰) x \$51.00 Professional Development		4,133.00
5	No. of Students (¹⁰⁰) x eligible rate* NSLA Funding		151,800.00
6	Total State Charter School Aid	1518	770,333.00 \$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		770,333.00 \$0.00
17			
	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions ¹)	68,000.00	
21	Fringe Benefits	15166.00	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (Describe)		83,166.00 \$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions ⁹)	378,000.00	
29	Fringe Benefits	85,833.00	
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (Describe)		468,833.00 \$0.00

*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%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions <u>1</u>)	40,000.00	
37	Fringe Benefits	8,920.00	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other (Describe)		48,920.00 \$0.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>1</u>)	10,000.00	
45	Fringe Benefits	2,535.00	
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		12,535.00 \$0.00
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>2</u>)	Provided by Mental Health Agency	
61	Fringe Benefits		
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other (Describe)		\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions <u> </u>)	Provided by Lee County Cooperative Clinic	
69	Fringe Benefits		
70	Purchased Services		
71	Supplies and Materials		
72	Equipment		
73	Other (Describe)		\$0.00

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions <u> </u>)	Need Waiver	
77	Fringe Benefits		
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other (Describe)		\$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions ¹ <u> </u>)	36,000.00	
85	Fringe Benefits	8,238.00	
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)	44,238.00	\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions ² <u> </u>)	20,000.00	
93	Fringe Benefits	5,070.00	
94	Purchased Services		
95	(include utilities)		
96	Supplies and Materials		
97	Equipment		
98	Other (Describe)	25,070.00	\$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions ² <u> </u>)	17,800.00	
102	Fringe Benefits	4,520.00	
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)	22,320.00	\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions ² <u> </u>)	17,800.00	
110	Fringe Benefits	4,520.00	
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)	22,320.00	\$0.00

115	(Budget Continued)			
116	Data Processing:			
117	Salaries: (No. of Positions <u> </u>)			
118	Fringe Benefits			
119	Purchased Services			
120	Supplies and Materials			
121	Equipment			
122	Other (Describe)			\$0.00
123				
124	Substitute Personnel:			
125	Salaries: (No. of Positions <u>2</u>)	10,000.00		
126	Fringe Benefits	2,535.00	12,535.00	\$0.00
127				
128	Facilities:			
	Lease/Purchase (contract for one total			
129	year including facility upgrades)			
130	Please list upgrades:			
131				
	Utilities (contract for one total year			
132	including facility upgrades)	20,397.00		
	Insurance (contract for one total year			
133	including facility upgrades):			
134	Property Insurance	10,000.00		
135	Content Insurance	5,000.00	35,397.00	\$0.00
136				
137	Debt Expenditures:			\$0.00
138	Other Expenditures:			
139	(Describe)			\$0.00
140				
141	TOTAL EXPENDITURES		\$770,333.00	\$0.00

Public Charter School Application
Estimated Budget Worksheet, Year Two (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (<u>100</u>) x \$6,267.00 State Foundation Funding		
3		626,700.00	
4	No. of Students (<u>100</u>) x \$52.00 Professional Development	5,200.00	
5	No. of Students (<u>100</u>) x eligible rate* NSLA Funding	154,900.00	
6	Total State Charter School Aid 1549 90% Free and Reduced	786,800.00	\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$0.00

<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>1</u>)	68,000.00	
21	Fringe Benefits	15,166.00	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (Describe)		83,166.00 \$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>9</u>)	378,000.00	
29	Fringe Benefits	85,833.00	
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (Describe)		463,833.00 \$0.00

*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 (Budget Continued)

35 Special Education:

36	Salaries: (No. of Positions ¹)	40,000.00	
37	Fringe Benefits	8,920.00	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other (Describe)		48,920.00 \$0.00

42

43 Gifted and Talented Program:

44	Salaries: (No. of Positions ¹)	10,000.00	
45	Fringe Benefits	2,535.00	
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		12,535.00 \$0.00

50

51 Alternative Education Program:

52	Salaries: (No. of Positions)		
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00

58

59 Guidance Services:

60	Salaries: (No. of Positions ²)	Provided by Mental Health Agency	
61	Fringe Benefits		
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other (Describe)		\$0.00

66

67 Health Services:

68	Salaries: (No. of Positions)	Provided by Lee County Clinic	
69	Fringe Benefits		
70	Purchased Services		
71	Supplies and Materials		
72	Equipment		
73	Other (Describe)		\$0.00

74 (Budget Continued)

75 Media Services:

76	Salaries: (No. of Positions <u> </u>)	Need Waiver	
77	Fringe Benefits		
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other (Describe)		\$0.00

82

83 Fiscal Services:

84	Salaries: (No. of Positions <u>1</u>)	36,000.00	
85	Fringe Benefits	8,238.00	
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)	44,238.00	\$0.00

90

91 Maintenance and Operation:

92	Salaries: (No. of Positions <u>2</u>)	20,000.00	
93	Fringe Benefits	5,070.00	
94	Purchased Services		
95	(include utilities)		
96	Supplies and Materials		
97	Equipment		
98	Other (Describe)	25,070.00	\$0.00

99

100 Pupil Transportation:

101	Salaries: (No. of Positions <u>2</u>)	17,800.00	
102	Fringe Benefits	4,519.00	
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)	22,319.00	\$0.00

107

108 Food Services:

109	Salaries: (No. of Positions <u>2</u>)	17,800.00	
110	Fringe Benefits	4,519.00	
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)	22,319.00	\$0.00

115	(Budget Continued)			
116	Data Processing:			
117	Salaries: (No. of Positions <u> </u>)			
118	Fringe Benefits			
119	Purchased Services			
120	Supplies and Materials			
121	Equipment			
122	Other (Describe)			\$0.00
123				
124	Substitute Personnel:			
125	Salaries: (No. of Positions <u>2</u>)	10,000.00		
126	Fringe Benefits	2,535.00	12,535.00	\$0.00
127				
128	Facilities:			
	Lease/Purchase (contract for one total			
129	year including facility upgrades)			
130	Please list upgrades:			
131				
	Utilities (contract for one total year			
132	including facility upgrades)	36,864.00		
	Insurance (contract for one total year			
133	including facility upgrades):			
134	Property Insurance	10,000.00		
135	Content Insurance	5,000.00	51,864.00	\$0.00
136				
137	Debt Expenditures:			\$0.00
138	Other Expenditures:			
139	(Describe)			\$0.00
140				
141	TOTAL EXPENDITURES		\$786,800.00	\$0.00

STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

Ebony Mills, Certified Public Accountant

STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The STRIVE Institute of Technology will participate in the Arkansas Public School Computer Network for reporting educational data, as required by the State Statute or by State Board of Education rule, staff to be employed will be or will become fully certified in all aspects of data entry, record keeping and reporting requirements of the system. Staff will have ongoing training in order to stay fully competent in APSCN.

STANDARD 16 OF APPLICATION: FACILITIES

Meets the Standard

STANDARD 17 OF APPLICATION: CONFLICTS OF INTEREST

SPECIAL TRAINING IN REDEMIDAL INSTRUCTION AND VOCATIONAL EDUCATION (STRIVE) INSTITUTE OF TECHNOLOGY

Conflict of Interest Policy Statement

All trustees, officers, agents, and employees of this organization shall disclose all real or apparent conflict of interest that they discover or that have been brought to their attention in connection with this organization's activities.

A "conflict of interest" occurs where a person is responsible for promoting the interest of the organization at the same time he or she is involved in a competing personal interest (financial, business or personal).

"Disclosure" shall mean providing properly, to the appropriate person, a written description of the facts comprising the real or apparent conflict of interest. An annual disclosure statement shall be circulated to trustees, officers, and certain identified agents and employees to assist them in considering such disclosures, but disclosure is appropriate and required whenever conflicts of interest may occur. The written notices of disclosures shall be filed with Principal/Director or such other person designated by the Principal/Director to receive such notifications. At the meeting of the top governing body, all disclosures of real or apparent conflict of interest shall be noted for the record in the minutes.

An individual trustee, officer, agent, or employee who believes that he or she or an immediate member of his or her immediate family might have a real or apparent conflict of interest, in addition to filing a notice of disclosure, must abstain from:

1. Participating in discussions or deliberations with respect to the subject of the conflict (other than to present factual information or to answer questions),
2. Using his or her personal influence to affect deliberations,
3. Making motions,
4. Voting,
5. Executing agreements, or
6. Taking similar actions on behalf of the organizations where the conflict of interest might pertain by law, agreement, or otherwise.

At the discretion of the top governing body or a committee thereof, a person with a real or apparent conflict of interest may be excused from all or any portion of discussion or deliberations with respect to the subject of the conflict.

A member of the top governing body or a committee thereof, who, having disclosed a conflict of interest, nevertheless shall be counted in determining the existence of a quorum at any meeting in which the subject of the conflict is discussed. The minutes of the meeting shall reflect the individual's disclosure, the vote thereon, and the individual's abstention from participation and voting.

The Principal/Director shall ensure that all trustees, officers, agents, employees, and independent contractors of the organization are made aware of the organization's policy with respect to conflicts of interest.

STANDARD 18 OF APPLICATION: STUDENT SERVICES

Media Center

The purpose of the media center will be to teach students to identify and access media content. The Literacy Center will contain 1000 books which will consist of various reading levels based on the reading levels of students upon entry in the STRIVE Institute of Technology. Students will have access to computers.

Gifted and Talented

A one-half (.5) position

The STRIVE Institute of Technology will partner with the Lee County School District Gifted and Talented Coordinator who will oversee the delivery of services if needed.

Transportation

All students who live within the school districts of the EAEC which consist of nine schools (Lee, Brinkley, Clarendon, Barton/Lexa, Helena/West Helena, Marvell, Forrest City, Palestine-Wheatley and Hughes) located in four Eastern Arkansas counties, Lee, Monroe, St. Francis and Phillips, will be provided by STRIVE Institute of Technology.

Special Education

Special Education Institute will administer a student's needs survey where parents will include:

1. Their child's previous special education services. The parent/guardian should prevent an existing IEP or;
2. Identify area where the students may need individual help.

STRIVE's special educator will work to obtain records from previously attended schools to ascertain whether students have an existing IEP or have ever received special education services. STRIVE will hold a formal training for all teachers and staff at the beginning of each school year to review specific tips and guidelines for the determination of student eligibility for special educational services. Grade level meetings will be dedicated to identifying students struggling in one or more subjects, with particular attention to reading and math.

ALE

The STRIVE Institute of Technology will follow guidelines under ACT 1118 except for services which have been waived as requested.

STANDARD 19 OF APPLICATION: FOOD SERVICES

Times:	Breakfast	7:30a.m. – 8:00 a.m.
	Lunch	11:00a.m. – 12:30p.m.
	After School Snack	3:15p.m. – 3:45p.m.

Staff ration for food preparation will meet meal/student ratio, all meals will be prepared on site.

Food vendors will be secured and all federal procuring guidelines will be followed.

The preparation area is 1162 sq. ft. The cafeteria dining area is 4722 sq. ft, which exceed the space required for student and staff.

STANDARD 20 OF APPLICATION: PARENTAL INVOLVEMENT

The STRIVE Institute of Technology recognizes the importance of the relationship between the school, student and parent home visits will be made by school staff. At the beginning of the year for each of the student's classes, parents will receive course description and syllabus that outline academics objective as well as teachers' school contact information. Parents will be required to pick up report cards in person four times per year at the end of each quarter.

Open Door Policy

STIRVE will have an open-door policy. After checking in at the office, parents can visit the school to see their children's classes in action at any time. In addition, parents of students who are struggling will be especially invited to set in on their child's classes and assist school staff with developing positive and pro-active strategies that involve both the school and the home in improving student performance.

Family Accountability Contract

When admitted to the school, parents and students are asked to sign a Family Accountability Contract and commit to important mutual responsibility. Parents pledge to be involved in their children's educational experience in a variety of ways.

STANDARD 21 OF APPLICATION: WAIVERS

Standards Waiver Request for Support Services, Media Services

16.02 A room has been identified to establish a media center in the school. However, a waiver is requested from the requirement of a standard media center, 16.02.3 Media Specialist and 16.02.4 – 8 books per student rather than 3000 books to allow time for purchasing appropriate materials in the initial two (2) years of operation.

STANDARD 22 OF APPLICATION: DESEGREGATION

Meet the Standards

Application Cycle 2011

Additional Documents Received by ADE

**Special Training in Remedial Instruction and Vocational
Education (STRIVE) Institute of Technology**



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER SCHOOL OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

LEA/Report # _____ School STRIVE Institute of Technology Charter School Date 10/17/2011

Address 351 Moton St. Marianna, AR Phone _____

Director Cecil Twillie E-Mail _____

School Contact (Name/Position) _____ Phone _____

Facility is: _____ Proposed X Existing _____ New Construction _____

Required Inspections and Staff Training

1. Maintenance Procedures Manual

2. Training Manual

3. Fire Extinguishers Serviced Annually

4. Fire Extinguishers Inspected Monthly

5. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall

6. Fire Alarm System tested/inspected annually

7. Fire Drills Performed Monthly

8. Natural Gas Distribution System Inspected Annually

9. RPZ Valves Inspected Annually

10. Asbestos Surveillance up to Date

11. MSDS Sheets up to Date and Accessible

12. Hot Water Boiler/Heater

Action Items (Follow-Up Required)

1. _____

2. _____

3. _____

Specific Building Information1. Building Name and LEA # Anna Strong ES 2. Grade Configuration 9-123. Facility Built Date (including additions): 1957 4. Walk-thru of facility conducted: YES

5. Items Checked:

☒ HVAC System☒ Roofs☒ Exit Lights☒ Plumbing/ ADA Compliance☒ Hot Water Boilers & Heaters☒ Electrical System☒ Doors/Windows☐ Interior / Exterior Lighting☒ Emergency Lighting☒ Floor Coverings☐ Grounds Maintenance☒ Fire Extinguishers☒ Kitchen Equipment☒ Fire Alarm☐ Playground Equip.☐ Stairwells☒ Fire Sprinkler Systems☐ Athletic Field Maintenance☐ Elevators & Wheelchair Lifts☒ Kitchen Hood Vent Suppression System☒ Interior / Exterior Finishes☒ Masonry & Concrete Building Exteriors☒ Sidewalks, Driveways, Parking Areas, & Pave☐ Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas☐ Food Service6. Building Comments: Former Anna Strong Elementary School which has been abandoned by the
Lee County School District.

7. Custodial (include equipment and storage):

☐ Storage Closets☐ Restrooms☐ Hallways/Classrooms/Offices☐ Gymnasiums/Locker Rooms

Custodial Comments: _____

Summary of the General Condition of the Facility: The building is full of stored items to be removed. All
building systems will need to be brought into compliance in accordance with the attached report
from the State Fire Marshal's office.

Action Items (Follow-up required):

1. Obtain Certificate of Occpancy from the State Fire Marshal prior to the commencement of classes.
2. _____
3. _____
4. _____
5. _____

(Add additional pages, if necessary)

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

D.P.S.A.F.T. Representative: Charles Carter Position: Operations & Maintenance Mgr.

School Representative: Cecil Twillie Position: Superintendent

Comments: _____

Distribution: Charter School Office DPSAFT Project File



Mike Beebe
Governor

State of Arkansas

ARKANSAS STATE POLICE

1 State Police Plaza Drive Little Rock, Arkansas 72209-4822 www.asp.arkansas.gov

"SERVING WITH PRIDE AND DISTINCTION SINCE 1935"



JR Howard
Director

ARKANSAS STATE POLICE COMMISSION

John Allison
Chairman
Conway

Steve G. Smith
Vice-Chairman
Little Rock

Jane Christenson
Secretary
Harrison

Daniel "Woody" Putrell
Nashville

Wallace Fowler
Jonathona

Frank Guinn, Jr.
Paragould

Dr. Lewis Shepherd
Arkadelphia

October 19, 2011

Mr. Terry Granderson, Assistant Director
Public School Academic Facilities & Transportation
501 Woodlane, Suite 600
Little Rock, AR 72201

Dear Terry:

On Monday, October 17, 2011, the State Fire Marshal's Office, in cooperation with the Public School Academic Facilities and Transportation Division conducted a survey of the vacant Anna Strong Elementary School building in Marianna. The intent of the survey was to note fire and building code concerns that must be addressed should the building be used as an educational occupancy in the future. Below are the concerns I noted during the visit.

The building is currently equipped with a manual fire alarm system but it is not known whether the system is functional. Prior to building occupancy the fire alarm system would have to be fully operational.

The building appeared to have adequate means of egress but the exit doors were chained shut during our visit. All panic hardware on exit doors should be inspected and fully operational prior to building occupancy.

The commercial cooking fire suppression system in the cafeteria will need to be inspected and fully functional prior to use.

Existing emergency and exit lights will need to be fully operational prior to building occupancy.

Fire extinguishers will need to be inspected and serviced by a company licensed by the Arkansas Fire Protection Licensing Board prior to building occupancy.

A few rooms contained wood paneling. Paneling does not meet the flame spread requirements found in the Arkansas Fire Prevention Code and will need to be removed prior to building occupancy.

There was some discussion about a program that would provide meals and a dining area for the public. An area such as this would be classified as an Assembly Occupancy and would be considered a change of occupancy from the current Educational Occupancy. This could involve the need for fire rated separation between the Assembly and Educational areas and would require a fire sprinkler system if the occupant load for the Assembly Occupancy exceeded 100 people. The desire for a single entrance into the dining area was expressed during our meeting. It is important to note that the occupant load for this area would be limited to 49 people with a single exit. Automatic fire suppression would also be required for the cooking equipment in this area.

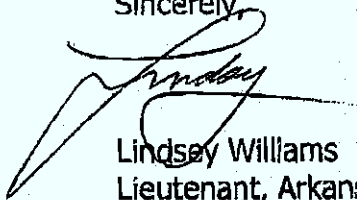
All plans for work on the building (especially plans changing an occupancy classification) should be prepared by a licensed architect and submitted to the State Fire Marshal's Office for review.

As long as this building remains an Educational Occupancy it can be treated as an existing building and will be subject to the fire and building code requirements that were in place at the time of original construction. Any new work done on the building will need to comply with the 2007 Arkansas Fire Prevention Code.

During our meeting and survey construction of a new building or two behind the existing building was mentioned as a possibility. Any new construction will need to meet the requirements of the 2007 Arkansas Fire Prevention Code or the edition in place at the time of construction.

I appreciate the assistance you and Charles provided during our inspection of the building. The information provided by Senator Crumbly regarding the proposed use of the building was also helpful. Please feel free to share this letter with Senator Crumbly and disseminate it further as you see fit. Don't hesitate to call me if you have any questions.

Sincerely,



Lindsey Williams
Lieutenant, Arkansas State Police
State Fire Marshal

**Special Training in Remedial Instruction and Vocational Education
(STRIVE) Institute of Technology**

October 26, 2011

RECEIVED
OCT 26 2011

CHARTER SCHOOL OFFICE


Dr. Mary Ann Duncan
Program Director
Charter School Office
Four Capital Mall, Room 302-B
Little Rock, AR 72201

Dear Dr. Duncan:

Please find enclosed, a response to the Public Charter School Application Evaluation Report, per your request on October 26, 2011.

If you have any questions or need additional information, please do not hesitate to contact Cecil Twillic (870.633.5667) or me at 870.270.7650.

Sincerely,



Senator Jack Crumbly

**S.T.R.I.V.E.
Additional Information Submission Request**

1) Please provide documentation of the application for the entity 501 c(3).

Please attached document from the Internal Revenue Service (IRS).



Department of the Treasury
Internal Revenue Service

P.O. BOX 2508

CINCINNATI OH 45201

In reply refer to: 9999999999
Sep. 27, 2011 LTR 3367C S0
45-2496540 000000 00

00020595

BOOC: TE

STRIVE INCORPORATED
PO BOX 813
FORREST CITY AR 72335



031975

Employer Identification Number: 45-2496540
Tax Form: 1023
Document Locator Number: 17053-251-39102-1
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov/eo. If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

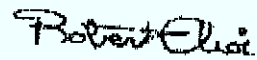
Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

999999999
Sep. 27, 2011 LTR 3367C SO
45-2496540 000000 00
00020596

STRIVE INCORPORATED
PO BOX 813
FORREST CITY AR 72335

For other general information, tax forms, and publications, visit
www.irs.gov

Sincerely yours,


Robert Choi, Director
EO Rulings & Agreement

2) Please provide the process for board selection. Include the length of term and staggered scheduled for placement.

From Article III – Board of Directors

Section 3.02 Number of Directors. The number of Directors constituting the initial Board of Directors is 5, shall be not less than three nor more than 7. The number of Directors may be increased or decreased from time to time by amendment to the Bylaws. No decrease shall shorten the term of any incumbent Director nor shall the number of Directors be decreased at any time to less than three.

Section 3.03. Election and Term of Directors.

- a) The first Board of Directors of the Strive Incorporated shall consist of those persons in the Article of Incorporation. Such persons shall hold office until the first annual election of Directors.
- b) Election of Board members shall occur at each annual meeting of the Board of Directors. The term of directors shall be staggered. Initial Board members shall serve three-year terms. Thereafter, Board members shall serve staggered years of one, two, and three year terms with approximately half of the Directors elected at each annual meeting. Each director shall hold office until the annual meeting when his/her term expires and until his/her successor has been elected and qualified. Directors may be reappointed without term limits.

Section 3.04. Qualifications. A majority of Directors must reside in the geographical area served.

Section 3.05. Vacancies. Vacancies shall be filled by majority vote of the remaining members of the Board of Directors for the unexpired term. A director elected to fill a vacancy shall be elected for the unexpired of his/her predecessor in office and shall serve until his/her successor is elected and qualified.

Section 3.06. Removal of Directors. A director may be removed by a majority vote of the Board of Directors, at any regularly scheduled or special meeting of the Board of Directors, whenever in its judgment the best interests of the Corporation would be served thereby.

Section 3.07. Resignation. Except as otherwise required by law, a director may resign from the Board at any time by giving notice in writing to the Board. Such resignation shall take effect at the time specified therein, and unless otherwise specified therein, no acceptance of such resignation shall be necessary to make it effective.

3) Please provide any additional information regarding the transportation of students to and from the school.

The STRIVE Institute of Technology will provide limited transportation in the following counties: Lee, Monroe, Phillips and St. Francis and will pick up students in designated areas throughout the counties mentioned. Strive Institute of Technology will operate three to four buses depending on student's enrollment within the various counties.

4) Please provide detailed information regarding the enrollment process for all students in the open-enrollment public charter school.

STRIVE Institute of Technology will not discriminate on the basis of race, color, national origin, creed, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students nor will STRIVE Institute of Technology set admissions criteria that are intended to discriminate or that have the effect of discriminating on any of these bases.

Student applications will be accepted as soon as the charter is approved. The deadline for submitting an application will be published in multiple venue with reasonable public notice of at least 30 days before the deadline (official dates will be established post-charter approval). The methods of "reasonable public notice" for all enrollment deadlines and dates will include:

1. E-mail and postal mail notifications to local non-profits advertising the school and its enrollment process;
2. Postings in various locations across the city;
3. Well-publicized informational meetings for students and families to learn about the school and its enrollment process, and Advertisements in the city's major commercial and community newspapers.

5) Please provide detailed information regarding the offering of 38 units including the partnerships with school districts, distance learning or other educational institutions.

The STRIVE Institute of Technology will enter into a partnership with Lee County School District and the Distance Learning Center of the Arkansas Department of Education (see attachments).

LEE COUNTY SCHOOL DISTRICT NO. 1

188 West Chestnut Street

Marianna, AR 72360

Telephone: 870-295-7100 Fax: 870-295-7191

October 21, 2011

Senator Jack Crumbly
Senate District 16
1823 St. Francis 414
Forrest City, AR 72235

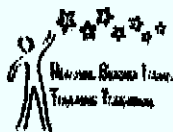
Dear Senator Crumbly,

The Lee County School District will cooperate with the Strive Institute of Technology in its effort to offer the 38 required units of credit as outlined in the Standards of Accreditation by the Arkansas Department of Education. We will make staff members available during their planning periods if needed and if the STRIVE Institute of Technology will reimburse the district for those teachers who will be willing to work with STRIVE students during their planning periods.

Sincerely,



Saul Lusk
Superintendent



Arkansas Department of Education Distance Learning Center
601 Carnahan Drive • Maumelle, AR 72113 • 501-803-5400 • <http://dlc.k12.ar.us>

October 26, 2011

Senator Jack Crumbly
1823 SFC 414
Widener, AR 72394

Senator Crumbly:

It was a pleasure speaking with you this morning and discussing the availability of receiving the required 38 units of content for your proposed open-enrollment charter school. By utilizing the charter school teachers and the course offerings of the five distance-learning providers of the Arkansas Distance Learning Consortium, your charter school should be able to provide all of the required secondary courses that schools must offer to their students.

If you will require detailed information on what content is available to schools through the Consortium, please contact Mrs. Cathi Swan, State Coordinator of K-12 Distance Learning. Her telephone number is 501.339.8056 and her email address is cathi.swan@archford.org.

Sincerely,

J. M. Lar
Program Coordinator

6) Please give additional information as to whom or what firm will be providing the audit for the school.

A request has been made to the Bureau of Legislative Audit. See enclosed letter. After 1st year, we will use Meyer & Ward P.A., P.O. Box 1045, 723 S. Falls Blvd, Wynne, AR 72396, 870-238-7971.

Subject: Audit of Open Enrollment Charter School
From: Roger Norman (Roger.Norman@arklegaudit.gov)
To: jerumbly2004@yahoo.com;
Cc: Larry.Hunter@arklegaudit.gov;
Date: Wednesday, October 26, 2011 10:55 AM

Senator Crumbly,

This email documents our conversation this morning about the possibility of having the Division of Legislative Audit conduct the audit for a new open enrollment charter school.

After our discussion, I visited with Larry Hunter, the Deputy Legislative Auditor over education.

He reminded me that a law was amended in the 2011 session (Act 993) that requires the Division to audit the first year's operations of any new open enrollment charter school unless they receive permission from the Department of Education to obtain the services of a private CPA.

Please let me know if you need additional information.

Roger Norman

Roger A. Norman, JD, CPA, CFE

Legislative Auditor - State of Arkansas

Division of Legislative Audit

Room 172 State Capitol Bldg.

Little Rock, AR 72201-4099

501.683.8600

501.683.8605 (fax)

roger.norman@arklegaudit.gov

Stricken language would be deleted from and underlined language would be added to present law.
Act 993 of the Regular Session

1 State of Arkansas *As Engrassed: S3/22/11 S3/24/11 S3/28/11 S3/28/11*

2 88th General Assembly

A Bill

3 Regular Session, 2011

SENATE BILL 436

4
5 By: Senator G. Baker

For An Act To Be Entitled

6
7
8 AN ACT TO REQUIRE A PUBLIC CHARTER SCHOOL TO SUBMIT
9 PERIODIC REPORTS; TO AMEND VARIOUS PROVISIONS OF
10 ARKANSAS LAW CONCERNING PUBLIC CHARTER SCHOOLS; TO
11 PROTECT PUBLIC CHARTER SCHOOLS FROM CERTAIN
12 LIABILITIES; TO DECLARE AN EMERGENCY; AND FOR OTHER
13 PURPOSES.

Subtitle

14
15
16 TO AMEND VARIOUS PROVISIONS OF ARKANSAS
17 LAW CONCERNING PUBLIC CHARTER SCHOOLS; TO
18 PROTECT PUBLIC CHARTER SCHOOLS FROM
19 CERTAIN LIABILITIES; AND TO DECLARE AN
20 EMERGENCY.

21
22
23
24 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

25
26 SECTION 1. Arkansas Code § 6-17-1113(a), concerning the School Worker
27 Defense Program, is amended to read as follows:

28 (a)(1) The Department of Education ~~is authorized and directed to~~ shall
29 establish a School Worker Defense Program for the protection under
30 subdivision (a)(2) of this section of:

31 (1)(A) Education service cooperatives;

32 (2)(B) Education service cooperative board members;

33 (3)(C) School districts;

34 (D) Public charter schools;

35 (4)(E) School board members;

36 (5)(F) School treasurers and bookkeepers;



7) Please submit a revised budget utilizing \$6,267 in foundation funding per student for year one of school operation. Also include any other additional costs such as any additional bus drivers needed, renovation of the proposed facility, and any other expenditure. Include additional documentation of other funding sources if available.

Please see attached budget.

Public Charter School Application
Estimated Budget Worksheet, Year One (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (200) x \$6,267.00 State Foundation Funding		
3			1,253,400.00
4	No. of Students (200) x \$51.00 Professional Development		10,200.00
5	No. of Students (200) x eligible rate* NSLA Funding		303,600.00
6	Total State Charter School Aid	1518	1,917,200.00 \$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	USDA-Amt to be determined/roof repair see letter attached.	
11	Special Grants (List the amount)	AR Dept of Career Education-Amt to be determined/see letter attached equipment	
12	Other (Specifically Describe)	ADWS 350,000.00	
13			
14	Total Other Sources of Revenues		350,000.00 \$0.00
15			
16	TOTAL REVENUES		1,917,200.00 \$0.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions ¹)	68,000.00	
21	Fringe Benefits	151,666.00	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (Describe)		83,166.00 \$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions ⁸)	336,000.00	
29	Fringe Benefits	76,296.00	
30	Purchased Services		
31	Supplies and Materials	20,000.00	
32	Equipment	30,000.00	
33	Other (Describe)		462,296.00 \$0.00

*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%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions <u>1</u>)	40,000.00	
37	Fringe Benefits	8,920.00	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other (Describe)		48,920.00 \$0.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>1</u>)	10,000.00	
45	Fringe Benefits	2,535.00	
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		12,535.00 \$0.00
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u> </u>)	To be provided by Crowley's Ridge Vo Tech	
53	Fringe Benefits		
54	Purchased Services		
55	Supplies and Materials		
56	Equipment		
57	Other (Describe)		\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u> </u>)	Provided by Mental Health Agency	
61	Fringe Benefits		
62	Purchased Services		
63	Supplies and Materials		
64	Equipment		
65	Other (Describe)		\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions <u> </u>)	Provided by Lee County Clinic	
69	Fringe Benefits		
70	Purchased Services		
71	Supplies and Materials		
72	Equipment		
73	Other (Describe)		\$0.00

74	(Budget Continued)		
75	Media Services:	Waiver Requested Para <u>Pt</u>	
76	Salaries: (No. of Positions <u>1</u>)	20,000.00	
77	Fringe Benefits	5,070.00	
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other (Describe)		25,070.00 \$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions <u>1</u>)	36,000.00	
85	Fringe Benefits	9,040.00	
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		45,040.00 \$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u>2</u>)	20,000.00	
93	Fringe Benefits	5,070.00	
94	Purchased Services		
95	(include utilities)		
96	Supplies and Materials		
97	Equipment		
98	Other (Describe)		25,070.00 \$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u>4</u>)	35,600.00	
102	Fringe Benefits	9,040.00	
103	Purchased Services		
104	Supplies and Materials		
105	Equipment	80,000.00	
106	Other (Describe)	22,000.00	146,640.00 \$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions <u>2</u>)	17,800.00	
110	Fringe Benefits	4,520.00	
111	Purchased Services		
112	Supplies and Materials	Child Nutrition Serv. Dept of Education	
113	Equipment	60,000.00	
114	Other (Describe)		82,320.00 \$0.00

116	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions ____)		
118	Fringe Benefits		
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other (Describe)		\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions ² ____)	10,000.00	
126	Fringe Benefits	2,535.00	12,535.00 \$0.00
127			
128	Facilities:		
	Lease/Purchase (contract for one total		
129	year including facility upgrades)		
130	Please list upgrades:	Roof - USDA Amt to be Determined	
131		HVAC - AR Dept of Career Education	
	Utilities (contract for one total year		
132	including facility upgrades)	84,000.00	
	Insurance (contract for one total year		
133	including facility upgrades);		
134	Property Insurance	10,000.00	
135	Content Insurance	5,000.00	99,000.00 \$0.00
136			
137	Debt Expenditures:		\$0.00
138	Other Expenditures:		
139	(Describe)		\$0.00
140			
141	TOTAL EXPENDITURES		\$1,042,592.00 \$0.00

Note: After much discussion and deliberation with the board we have decided to raise the maximum number of students for the STRIVE Institute of Technology from 100 to 200 .

LEE COUNTY SCHOOL DISTRICT NO. 1

188 West Chestnut Street

Marianna, AR 72360

Telephone: 870-295-7100 Fax: 870-295-7191

October 21, 2011

Senator Jack Crumbly
Senate District 16
1823 St. Francis 414
Forrest City, AR 72235

Dear Senator Crumbly,

The Lee County School District will cooperate with the Strive Institute of Technology in its effort to offer the 38 required units of credit as outlined in the Standards of Accreditation by the Arkansas Department of Education. We will make staff members available during their planning periods if needed and if the STRIVE Institute of Technology will reimburse the district for those teachers who will be willing to work with STRIVE students during their planning periods.

Sincerely,



Saul Lusk
Superintendent

10/21/2011 14:48 15015821509

DEPT WORKFORCE ED

PAGE 01/01

STATE OF ARKANSAS

Department
Of Career EducationMike Beebe
GovernorWilliam L. "Bill" Walker, Jr.
Director

October 21, 2011

Senator Jack Crumbly
1823 SFC 414
Widener, AR 72394

Dear Senator Crumbly:

If the proposed Strive Charter School is approved by the State Board of Education, it would become eligible to apply for new program start-up funds from the Arkansas Department of Career Education.

You have indicated that building technology (construction trades), cosmetology, computer technology, culinary arts, welding, HVAC, and medical Professions will be offered at the proposed Strive Charter School. Currently, all of these programs are eligible for new program start-up funds. The funding process would include the following criteria, but is not limited to, programs offered, facilities, instructors, certifications (student/teacher), etc.

If you need further assistance, please contact my office at 501-682-1500.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Walker".

William L. "Bill" Walker, Jr.
Director

12/WLW/0023

Cc: Rod Duckworth, Interim Deputy Director



October 24, 2011

Dr. Mary Ann Duncan
Arkansas Department of Education
4 Capital Mall, Room 304-B
Little Rock, AR 72201

Subject: Marianna School District
Propose Roof Project

I spoke with the Lee County School District's Architect on last month, in regards to the School's plans in making improvements to one of its abandon school facilities (STRONG ELEMENTARY STRIVE CHARTER SCHOOL). The Lee County School District's Architect is working on completing a Preliminary Architectural Feasibility Report. Once the Preliminary Architectural Feasibility Report is completed, the School plans to file an application with USDA-Rural Development, for assistance toward funding a propose roof replace project.

Someone on behalf of the Lee County School District submitted a propose scope of work, last month to Mr. Charlie Williams of the local USDA StrikeForce. Mr. Williams submitted that information to Washington for their help, in providing assistance toward obtaining funds on a larger scale.

This letter is being written to inform you of the efforts under way on the above matter.

Please advise if further information is needed.

Respectfully,

Lynn Houston
Lynn Houston
Area Director

USDA Service Center- 4401 North Washington St., Forrest City, AR 72335
Phone: (870) 633-3055, Ext. 5 • Fax: (870) 633-6391 • Web: <http://www.rurdev.usda.gov/ar>

Committed to the Future of Rural Communities.

"USDA is an equal opportunity provider, employer and lender."
To file a complaint of discrimination write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, DC 20250-8410 or call (800) 795-3272 (voice) or (202) 720-6382 (TDD).

10/26/2011 11:30

8702676244

DIRECTOR

PAGE 02/02

**Arkansas Department of Correction**

Director's Office
P.O. Box 8707
Pine Bluff, Arkansas 71611-8707
Phone: (870) 267-6200
Fax: (870) 267-6244
www.arkansas.gov/doc

October 25, 2011

Dr. Mary Ann Duncan
C/O Arkansas Dept. of Education
Room 3048
Little Rock, AR 72201

Dear Dr. Duncan:

I am sending this correspondence to you on behalf of Senator Jack Crumbly. Senator Crumbly has requested assistance from the Arkansas Department of Correction. His request is for one of our Regional Maintenance Crews at the East Arkansas Regional Unit in Brickeya, Arkansas to assist in renovation of an old school in Marianna, Arkansas.

I have agreed to let one of our crews assist in moving furniture, landscaping and doing a minimal amount of painting at the school.

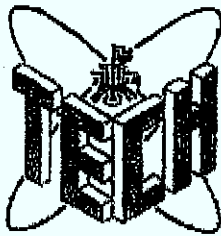
If I may be of further assistance to you, please feel free to contact my office.

Sincerely,

Ray Holts
Director

cc: Senator Jack Crumbly

RH/jl

**Crowley's Ridge Technical Institute**

P.O. Box 926
Forrest City, AR 72328-0926
(870) 633-5411
FAX (870) 633-0328
1-800-642-2317
Burt W. Liebling, President

Arkansas Department of Workforce Education
Arkansas Department of Education

October 24, 2011

Senator Jack Crumbly
1823 SFC 414
Widener, AR 72394

Dear Senator Crumbly:

Crowley's Ridge Technical Institute's Adult Education Program is pleased to present this letter of support for the Strive Project. C.R.T.I.'s Adult Education Program works very closely with Lee County in our educational endeavors to give students a second chance to complete their high school diploma.

We look forward to networking and serving as a partner agency in this effort to support the Lee County Strive Program through the C.R.T.I. Adult Education Program. At this present time, Crowley's Ridge Technical Institute's Adult Education program provides the following in Lee County:

- (1) ABE/GED instructor for Adult Education Program for both day classes (Monday through Friday from 8:00 a.m. until 3:00 p.m.) and evening classes (Monday and Tuesday from 4:00 p.m. until 7:00 p.m.).
- (2) Instructional equipment, computers, educational material, and office supplies for an ABE/GED program
- (3) Crowley's Ridge Technical Institute has a Counselor and a Financial Advisor on staff at the main campus in Forrest City to counsel and advise students

Adult Education welcomes the opportunity to provide our services to the Strive Project. If our school can be of any further assistance in this cooperative effort, please let me know.

Cordially,


Glenda Richerson
Adult Education Director

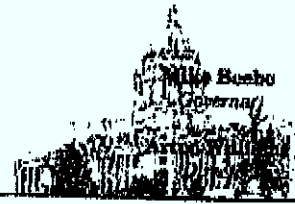

Burt W. Liebling
President



State of Arkansas
Department of
WORKFORCE SERVICES

www.dws.arkansas.gov

Post Office Box 2981 • Little Rock, AR 72203-2981



October 25, 2011

Dr. Mary Ann Duncan
Director of Charter School Programs
Arkansas Department of Education
#4 Capitol Mall, Room 304B
Little Rock, AR 72201

Dear Dr. Duncan:

Re: Application for Charter School -- Submitted by Senator Jack Crumbly

This is to confirm that the Arkansas Department of Workforce Services has committed to provide up to \$350,000 from its DWS Training Trust Fund to support workforce training efforts at the charter school that Senator Crumbly seeks to establish in Eastern Arkansas for adjudicated youth.

The Training Trust Funds will be linked to training that meets the current and projected needs of area employers.

We are pleased to be able to support this initiative. If you have questions, please contact me at (501) 682-2121.

Sincerely,

A handwritten signature in cursive script that reads "Arlee Williams".
Arlee Williams

*** Waiver Requests

The following waivers are requested by STRIVE Institute of Technology in order to meet the goals of the school:

A.C.A. §6-10-106. Uniform dates for beginning and end of school year.

A.C.A. §6-11-129. Posting of information on district's website.

A.C.A. §6-13-616a. Qualifications of Directors

A.C.A. §6-15-902. Grading Scale

ADE Rules Governing Uniform Grading Scales

The school will adopt a grading scale more rigorous than providing under this rule.

ADE Rules Regulating Common Core System

ADE Rules Regulating Visual Arts and Music Instruction

Standards for Accreditation-IV. Curriculum

See curriculum as described in charter.

ADH Rules Regulating Section 16.0 of the Standards Rules

ADE Rules Regulating Section 10.05

Extra Curricular Activities

ADE Rules Regulating Section 10.06

Requirements for Participation in Extracurricular activities

ADE Rules Regarding Nutrition and Physical Activity Standard

Standards for Accreditation-XI. Support Services.

Services may be contracted through outside or community agencies.

A.C.A. §6-42-101 et seq. Gifted and Talented Education.

ADE Rules Regulating Section 16.02.2

Process for acquisition of instruction materials

A.C.A. §6-16-102. School Day Hours

We will have an extended school day to allow for more instructional time.

A.C.A. §6-15-1004. Qualified teachers in every public school classroom

A.C.A. §6-17-111. Duty-free lunch period.

A.C.A. §6-17-201. Personnel Policy Requirement.

A.C.A. §6-17-203. Personnel Policy Committees.

A.C.A. §6-17-31. Employment of Certified personnel.

A.C.A. §6-17-302. Public school principals-Qualifications and Responsibilities.

A.C.A. §6-17-309. Certification-Waiver.

A.C.A. §6-17-401. Et. Seq. Teacher's license requirements.

A.C.A. §6-17-418. Teacher certification-Arkansas History requirement.

A.C.A. §6-17-807. Additional days

A.C.A. §6-17-902. Definition of a Teacher.

A.C.A. §6-17-919. Warrants void without valid certificate and contract.

A.C.A. §6-17-920. Examination of teachers' contracts.

A.C.A. §6-17-1501. Et. Seq. Teacher Fair Dismissal Act of 1983.

A.C.A. §6-17-1702. Et. Seq. Public School Employee Fair Hearing Act.

The school reserves the right to dismiss employees timely if teachers are hindering students achievement.

A.C.A. §6-17-1302.

ADE Rules Governing "Highly Qualified Teachers"**ADE Rules Governing Parental Notification of an Assignment of a Non-Certified Teacher.**

A non certified teacher may be allowed to teach a class until a teacher identified as fully qualified by school standards has been identified.

Standards for Accreditation. Personnel

NCLB regulatory guidance allows charter schools to hire highly qualified teachers, administrators, and support staff regardless of license status.

A.C.A. §6-17-2403. Minimum teacher compensation schedule

A.C.A. §6-18-508. Alternative learning environment.

The doors of the school will be open to all students and parents interested in the curriculum and discipline provided by STRIVE Institute of Technology.

A.C.A. §6-25-101. Et seq Public School Library Media and Technology Act.

STRIVE Institute of Technology**Daily Schedule****(TENTATIVE)**

7:30 – 7:50 A.M.		BREAKFAST
7:55 – 8:00 A.M.		DISMISS TO CLASS
8:00 – 8:50 A.M.		1 ST PERIOD
8:55 – 9:45 A.M.		2 ND PERIOD
9:50 – 10:40 A.M.		3 RD PERIOD
10:45 – 11:35 A.M.		4 TH PERIOD
11:40 – 12:20 A.M.		LUNCH
12:25 – 1:15 P.M.		5 TH PERIOD
1:20 – 2:10 P.M.		6 TH PERIOD
2:15 – 3:10 P.M.		7 TH PERIOD
3:10 P.M.		STUDENTS DISMISSED

❖ Students will have 5 minutes between classes.



ARKANSAS DEPARTMENT OF EDUCATION

October 26, 2011

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

Dr. Ben Mays
*Clinton
Chair*

Jim Cooper
*Melbourne
Vice Chair*

Joe Black
Newport

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Mr. Cecil Twillie
Strive Incorporated
701 W. Sharpe Avenue
Forrest City, Arkansas 72335

Re: STRIVE Institute of Technology Public Charter School Application

Dear Mr. Twillie:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on October 18, 2011. Enclosed for your review, you will find the following:

- ADE Internal Review Results, September 8-9, 2011
- ADE Charter Review Council Review Results, October 5, 2011

Based upon the information currently available, the Charter Review Council cannot support your open-enrollment public charter school application at this time. However, please be advised that the Charter Review Council is purely advisory in nature. Consequently, the position of the Charter Review Council is not binding upon charter applicants or the State Board. The State Board may approve or disapprove a charter application without regard to the position of the Charter Review Council.

The State Board will conduct a complete, full and independent review of your charter application to determine whether it should be approved. In that regard, should you disagree with the position of the Charter Review Council, you will be able to address that issue with the State Board during your hearing scheduled for November 14, 2011.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

A handwritten signature in black ink, appearing to read "Jeremy C. Lasiter".

Jeremy C. Lasiter
General Counsel

Enclosures

cc (w/encs): Ms. Phyllis Stewart, State Board Office
Dr. Mary Ann Duncan, Charter School Program Coordinator

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

S.T.R.I.V.E Institute of Technology
Marianna, Arkansas
September 8 & 9 ADE Internal Review Results

	Does not meet Standard	Partially Meets Standard	Meets Standard
Standard 1: Pre Application Materials			X
Standard 2: Public Hearing Results		X	
Standard 3: Governing Structure	X		
Standard 4: Mission Statement	X		
Standard 5: Educational Need		X	
Standard 6: Educational Program	X		
Standard 7: Academic Achievement Goals	X		
Standard 8: Curriculum Development and Alignment	X		
Standard 9: Geographical Area Served		X	
Standard 10: Annual Progress Reports	X		
Standard 11: Enrollment Criteria and Procedures		X	
Standard 12: Staffing Plan		X	
Standard 13: Business and Budget Plan		X	
Standard 14: Financial and Programmatic Audit Plan	X		
Standard 15: APSCN Assurances		X	
Standard 16: Facilities			X
Standard 17: Conflicts of Interest	X		
Standard 18: Student Services		X	
Standard 19 Food Services		X	
Standard 20: Parental Involvement	X		
Standard 21: Waivers			X
Standard 22: Desegregation Assurances			
Totals:	9	9	3

S.T.R.I.V.E Institute of Technology
Marianna, Arkansas
As of October 5th Charter Review Council Meeting

	Does not meet Standard	Partially Meets Standard	Meets Standard
Standard 1: Pre Application Materials			X
Standard 2: Public Hearing Results		X	
Standard 3: Governing Structure	X		
Standard 4: Mission Statement	X		
Standard 5: Educational Need		X	
Standard 6: Educational Program	X		
Standard 7: Academic Achievement Goals			X
Standard 8: Curriculum Development and Alignment		X	
Standard 9: Geographical Area Served		X	
Standard 10: Annual Progress Reports	X		
Standard 11: Enrollment Criteria and Procedures		X	
Standard 12: Staffing Plan		X	
Standard 13: Business and Budget Plan		X	
Standard 14: Financial and Programmatic Audit Plan	X		
Standard 15: APSCN Assurances			X
Standard 16: Facilities			X
Standard 17: Conflicts of Interest		X	
Standard 18: Student Services		X	
Standard 19 Food Services		X	
Standard 20: Parental Involvement		X	
Standard 21: Waivers			X
Standard 22: Desegregation Assurances			
Totals:	5	11	5

Arkansas Department of Education
Rules Governing Incentives for Teacher Recruitment and Retention in High
Priority Districts with an Average Daily Membership of 1,000 or Fewer
~~October 2009~~

1.00 Regulatory Authority

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Incentives for Teacher Recruitment and Retention in High Priority Districts.
- 1.02 ~~These rules are enacted pursuant to the Arkansas~~ The State Board of Education's enacts these Rules pursuant to its authority under as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-811, and 25-15-201 et seq. and Act 969 of 2009.

2.00 Purpose

The purpose of this rule is to establish the procedures to provide incentives for teacher recruitment and retention in high priority districts.

3.00 Definitions

Unless otherwise specifically stated herein, the term:

- 3.01 Department - Means the Arkansas Department of Education.
- 3.02 High Priority District - Means a public school district identified by the Department by ~~April~~ February 15 of each year as having a three-quarter average daily membership in the previous year of one thousand (1,000) or fewer students, and in which eighty percent (80%) or more of public school students are eligible for the free or reduced price lunch program under the National School Lunch Act based on the October 1 student count of the previous year submitted to the Department of Education national school lunch students, and
- 3.02.01 ~~had a three quarter average daily membership in the previous year of one thousand (1,000) or fewer students, or~~
- 3.02.2 ~~qualifying~~ Qualifying teachers in the resulting school district in an approved voluntary consolidation or in a receiving district in an approved voluntary annexation shall continue to receive the funding provided under this section if all school

districts in the voluntary consolidation or annexation were high-priority districts in the immediately preceding school year, even if the average daily membership of the resulting or receiving school district is one thousand (1,000) or above.

3.03 National School Lunch Students – Means, for the sole purpose of these Rules, those students or the percentage of enrolled students from low socioeconomic backgrounds as indicated by eligibility for free or reduced-price meals under the National School Lunch Act as determined on October 1 of each previous school year and submitted to the Department of Education, unless the school district is identified by the Department of Education as participating in the special assistance certification and reimbursement alternative implemented under 42 U.S.C. § 1759a, as interpreted in 7 C.F.R. § 245.9.

3.03.1 If the school district is participating under 42 U.S.C. § 1759a, then for purposes of this section, the school district's annual percentage of national school lunch students is equal to the percentage submitted in the base year, which means the last school year for which eligibility determinations were made and meal counts were taken by type.

3.04 New Teacher Bonus – Means an incentive bonus provided under Sections 4.01.1 through 4.01.3 of these rules to a teacher who is within the first three (3) years of employment with a single high priority district.

3.05 Previous year - Means the school year immediately preceding the current school year.

~~3.05 Provision 2 School District – Means a school district that participates, pursuant to Provision 2 of the National School Lunch Act, in a program operated by the United States Department of Agriculture that allows the district to make eligibility determinations for free and reduced price meals during an initial base year and continue providing free and reduced price meals using the base year calculations for up to three additional years beyond the base year.~~

3.06 Retention Bonus - Means an incentive bonus of three thousand dollars (\$3,000) to be paid to a teacher who has received a new teacher bonus and enters his or her fourth or subsequent year of service in the same or other high- priority school district or for a teacher employed in a high-priority district who does not meet the requirements of Sections 4.01.1 through 4.01.3 of these rules.

- 3.07 Teacher - Means a licensed classroom teacher who spends seventy percent (70%) of his or her time working directly with students in a classroom setting teaching all grade-level or subject-matter appropriate classes, including guidance counselors and librarians.

4.00 Incentives

- 4.01 At the end of the school year and upon completion ~~on~~ of a licensed teacher's contracted teaching obligation, a teacher who completes the entire current school year teaching in a high-priority district may be entitled to receive, in addition to all other contracted salary and benefits:
- 4.01.1 A newly hired teacher who has not previously taught in a high-priority district, a one-time signing bonus of five thousand dollars (\$5,000) for the first year of service in the district to be paid upon completion of the full year of teaching.
- 4.01.2 A newly hired teacher who meets the requirements of Section 4.01.1 of these rules, who continues to teach in the same high-priority district and who completes the second full year of contracted teaching obligations, a new teacher bonus of four thousand dollars (\$4,000).
- 4.01.3 A teacher who meets the requirements of Sections 4.01.1 and 4.01.2 of these rules, who continues to teach in the same high- priority district and who completes the third full year of contracted teaching obligations, a new teacher bonus in the amount of four thousand dollars (\$4,000).
- 4.01.4 A teacher who meets the requirements of Sections 4.01.1 through 4.01.3 of these rules, who enters the fourth or subsequent year of service with the same high-priority district or begins employment with a high-priority district other than the high-priority district where he or she was employed when he or she received any bonuses pursuant to Sections 4.01.1 through 4.01.3 above shall receive a retention bonus of three thousand dollars (\$3,000) for the fourth and each subsequent complete year of service in the high-priority district to be paid at the end of the school year after completing all contractual obligations

4.01.5 A teacher employed in a high priority district who does not meet the requirements of Sections 4.01.1 through 4.01.3 of these rules, shall receive a retention bonus of three thousand dollars (\$3,000) for each complete year of service in the high-priority district to be paid at the end of the school year after completing all contractual obligations.

4.02 ~~The Superintendent of the high priority district where the teacher is employed shall certify in writing to the Department that the teacher has completed all contractual obligations for the school year. The Superintendent shall submit such certification information for applicable teachers to the Department no more than twenty one (21) calendar days after the end of the high priority district's school year.~~

4.03—No teacher is entitled to any incentives outlined in Section 4.01 above unless the teacher has fulfilled all contractual obligations for the current school year.

4.034 If the funds appropriated and available for the payment of the bonuses under this section are insufficient to pay the maximum bonus amounts to each qualifying teacher, the Department shall distribute the available funding to qualified teachers on a pro rata basis.

4.045 The bonus amounts provided under this section are the maximum amounts to be paid to qualifying teachers in high-priority districts, and are subject to the appropriation and availability of funding for the payment of the bonuses.

4.05 Districts will be responsible for the payment of all matching benefit payments.

5.0 Documentation

5.01 ~~Beginning in 2007-2008, the~~ The Department shall issue by February 15 ~~September 4~~ of each year a list of the high priority districts in which eighty percent (80%) or more of the public school students are eligible for the free or reduced-price lunch program under the National School Lunch Act and that had a three-quarter average daily membership in the previous year of one thousand (1,000) or fewer students.

5.02 ~~Beginning in 2007-2008, the~~ The Free and Reduced Price Meal calculation shall be based on the list of eligible students in a district

as verified by the Child Nutrition Unit of the Department based on the October 1 list of eligible students for grades K-12 for the previous school year.

- 5.03 The determination of eligibility for high priority district designation under Section 5.01 of these Rules for a ~~Provision 2~~ school district participating under 42 U.S.C. § 1759a shall be made utilizing the number of students eligible for free and reduced-price meals submitted by the district for the Department during its base year, which means the last school year for which eligibility determinations were made and meal counts were taken by type. ~~In order to be eligible for high priority district designation, eighty percent (80%) or more of a Provision 2 school district's students must actually be eligible for the free or reduced-price lunch program under the National School Lunch Act based on the district's base year calculation.~~
- 5.04 ~~The~~ Subject to the provisions of subsection 3.02.01 above, the determination of eligibility for high priority district designation in annexed or consolidated districts is made based on the combination of enrollment, average daily membership and free and reduced-price meal calculations for the two or more districts that were annexed or consolidated.
- 5.05 ~~Beginning in 2007-2008~~ No later than June 1, high priority districts shall notify the Department on forms provided by the Department, and identify all eligible teachers employed at the high priority district for the current school year.
 - 5.05.1 The district shall list teachers who were not employed by the high priority district during the previous school year and teachers employed the previous school year who continue to be employed for the current school year.
 - 5.05.2 The Superintendent of the high-priority district where the teacher is employed shall certify in writing to the Department that the teacher has completed all contractual obligations for the school year as of the date of certification.
 - 5.05.3 If a teacher fails to complete his or her contractual obligations between the date of certification under Section 5.05 and the following June 15, the Superintendent shall give written notice to the Department no later than June 15.
- 5.06 Upon receipt of the form from each high priority district and the written certification from the Superintendent required by Section

~~4.02~~ 5.05 of these rules, the Department shall distribute the funds to the districts who will distribute the appropriate bonuses to the teachers employed by the high priority districts.

~~5.07~~ ~~Districts will be responsible for the payment of all matching benefit payments.~~

6.00 Monitoring of Program

- 6.01 It shall be the responsibility of each high- priority district to monitor the incentive bonus distribution in their district and provide data to the Arkansas Department of Education.
- 6.02 The Arkansas Department of Education's Teacher Recruitment and Retention Unit will collect the data and monitor the total program for the state.

Public Comments: Rules Governing Incentives for Teacher Recruitment and Retention in High Priority Districts with an Average Daily Membership of 1,000 or Fewer – November-December 2011

Date, Name, Affiliation	Section & Comment	Resolution
Tripp Walter, Staff Attorney, Arkansas Public School Resource Center December 21, 2011	<p>3.02 – Why is the identification date being moved from April 15 to February 15?</p> <p>4.05 – To emphasize the voluntary nature of any matching payment by a district, modify to read “Districts will be responsible for the payment of all matching benefit payments, if any.”</p>	<p>Comment considered. This section is being amended to change the date by which the Department must identify districts eligible for these incentive payments from April 15 to February 15. The reason for this change is to give school districts more notice of their eligibility, so that the districts will have more time to prepare the documentation required for payment of the incentives.</p> <p>Comment considered. It is not clear what the commenter means by “the voluntary nature” of matching payments. However, the Department is not convinced that this change is necessary.</p>

~~ARKANSAS STATE BOARD OF EDUCATION
POLICY AND PROCEDURES CONCERNING
TEACHER LICENSURE HEARINGS~~

- ~~1. The Department and the teacher (or his or her attorney) shall have up to forty five (45) minutes each to present their cases to the State Board. The Chairperson of the State Board, at his or her discretion, may grant additional time to either or both parties, if necessary.~~
- ~~2. Each party will have the opportunity, should it so choose to make an opening statement. The statement shall be no longer than ten (10) minutes in length; any such times used for an opening statement shall be deducted from the time allowed for case presentation listed in 1. above.~~
- ~~3. As the Department bears the burden of establishing to the State Board by a preponderance of the evidence that cause for the proposed licensure action exists, the Department shall present its case (and opening statement, if it so chooses) to the State Board first.~~
- ~~4. Any potential witnesses for each party shall be duly sworn in by the court reporter before the presentation of evidence.~~
- ~~5. Any written documents, photographs or any other items of evidence may be presented to the State Board with the permission of the Chairperson. The items of evidence shall be marked as either "Department's Exhibit Number 1 (et seq.)" or "Teacher's Exhibit Number 1 (et seq.)". After an item of evidence has been allowed to be presented to the State Board by the Chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the Chairperson.~~
- ~~6. After one party has questioned a witness, the other party shall have the same opportunity.~~
- ~~7. Members of the State Board shall also have the opportunity to ask questions of any witness or any party.~~
- ~~8. While the scope of each party's presentation ultimately lies within the Chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.~~
- ~~9. After the teacher has presented his or her case, the State Board may allow each party to present limited rebuttal testimony.~~

- ~~10. After the rebuttal evidence has been presented, the teacher shall have up to ten (10) minutes to present a closing statement, if desired.~~
- ~~11. After the teacher has made a closing statement, or waived the opportunity for same, the Department shall have up to ten (10) minutes to make its closing statement, if desired.~~
- ~~12. After closing statements have been made (or the opportunity to make them has been waived), the State Board may orally announce its decision. Alternatively, the State Board may take the case under advisement and render a written decision at a later time.~~
- ~~13. Pursuant to State law, the teacher shall have thirty (30) days after service upon him or her of the State Board's final decision to file a petition with an appropriate Circuit court (pursuant to Ark. Code Ann. 25-15-212) for the judicial review of the State Board's decision.~~

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE REQUIREMENT OF A CRIMINAL BACKGROUND
CHECK FOR THE EMPLOYMENT OF PERSONNEL IN SCHOOL DISTRICTS
April 2008

1.00 — REGULATORY AUTHORITY

1.01 — ~~These rules shall be known as Arkansas Department of Education Rules Governing the Requirement of Criminal Background Checks for the Employment of Personnel in School Districts and Requirement of Criminal Background Checks for All First-Time Applicants, Each Applicant for His or Her First License Renewal, and the Revocation Procedures for Such Licenses.~~

1.02 — ~~These rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-17-410, 6-17-414 and 6-17-421 and Act 1573 of 2007.~~

2.00 — PURPOSE

2.01 — ~~It is the purpose of these rules to set forth the requirements for a criminal background check for each first-time applicant for a license issued by the State Board of Education and each applicant for his or her first license renewal on or after July 1, 1997.~~

2.02 — ~~It is further the purpose of these rules to prescribe the procedure for revocation of an educational license.~~

2.03 — ~~It is further the purpose of these rules to clarify whose criminal background check fees shall be paid by the Department of Education.~~

2.04 — ~~It is further the purpose of these rules to clarify that the superintendent shall have the responsibility of reporting licensure violations of teachers to the State Board.~~

2.05 — ~~It is further the purpose of these rules to add provisions concerning the requirement of criminal background checks for the employment of noncertified personnel in school districts, and fraudulent acts by fiscal officers of public school districts.~~

3.00 — DEFINITIONS/ACRONYMS

For the purposes of these rules and regulations:

3.01 — ~~ADE: Arkansas Department of Education.~~

- 3.02 — ~~Applicant: An individual that is a first time applicant for a license issued by the State Board of Education; an individual applying for his or her first license renewal on or after July 1, 1997, and an individual applying for initial employment as a fiscal officer of a school district.~~
- 3.03 — ~~Breach of fiduciary trust: means the wrongful misappropriation by a person of any fund or property, which had lawfully been committed to him or her in a fiduciary character.~~
- 3.04 — ~~Criminal background check: a state and nationwide criminal records check conducted by the Arkansas State Police and the Federal Bureau of Investigation, including the taking of fingerprints.~~
- 3.05 — ~~FBI: Federal Bureau of Investigation.~~
- 3.06 — ~~First time applicant: initial or first license issued to each applicant by the State Board of Education.~~
- 3.07 — ~~Fiscal Officer: any certified or non-certified employee of a school district or education service cooperative who has any right, duty, or responsibility to access funds of a school district in excess of two hundred dollars (\$200), specifically including, but not limited to, superintendents, fiscal officers and bookkeepers.~~
- 3.08 — ~~Fraud: means all acts, omissions and concealments involving a breach of a legal or equitable duty and resulting in damage to another.~~
- 3.09 — ~~Fraudulent Act: An act involving fraud, or breach of fiduciary trust, which is punishable under the criminal code in the jurisdiction within which the act occurred.~~
- 3.10 — ~~License renewal applicant for purposes of payment by the Department of Education: employees of Arkansas public school districts, employees of other public education institutions located in Arkansas, and employees of the Department of Education for his or her first license renewal on or after July 1, 1997.~~
- 3.11 — ~~Law enforcement officer: a state police officer, a city police officer, a sheriff or a deputy sheriff.~~
- 3.12 — ~~Letter of provisional eligibility: a six month, non-renewable letter of provisional eligibility for licensure issued by the State Board of Education to a first-time applicant during the period that the criminal background check is being conducted by the Arkansas State Police and the FBI.~~

~~3.13 — OPL: Office of Professional Licensure of the ADE.~~

~~3.14 — SBE: State Board of Education.~~

~~4.00 — THE CRIMINAL BACKGROUND CHECK~~

~~4.01 — Each applicant for an initial license issued by the SBE and each first time license renewal applicant will submit the following to the Office of Professional Licensure:~~

~~4.01.1 — Completed application form including program of studies verification (if applicable)~~

~~4.01.2 — Official transcripts (must bear college seal)~~

~~4.01.3 — Satisfactory scores of on the Praxis Series Examinations including:~~

~~4.01.3.1 Praxis I~~

~~4.01.3.2 PPST/Praxis II~~

~~4.01.3.3 Principles of Learning and Teaching~~

~~4.01.3.4 Specialty area test~~

~~4.01.4 — Effective July 1, 1996, no application for issuance of a first time license will be considered without a criminal background check by the Arkansas State Police and the FBI.~~

~~4.01.5 — Effective July 1, 1997, no application for issuance of a license renewal will be considered without a criminal background check by the Arkansas State Police and the FBI.~~

~~4.01.6 — Effective April 10, 1997, no applicant for initial employment as a certified employee shall be hired by a school district without a criminal background check by the Arkansas State Police and FBI.~~

~~4.01.7 — Effective February 6, 2004, the board of directors of a school district shall require an applicant for initial employment as a fiscal officer to have performed a criminal background check by the Arkansas State Police and the FBI, along with other background checks required by these Rules and/or Arkansas law due to the applicant's noncertified or certified employee status.~~

- 4.02 — ~~Each applicant shall complete the State Police fingerprint card in the presence of a law enforcement officer, and shall have the law enforcement officer sign the fingerprint card and give his/her jurisdiction, the date and his/her badge number.~~
- 4.03 — ~~Each applicant must sign a release of information and submit it to the ADE and shall be solely responsible for the payment of any fee associated with the criminal background check to the Arkansas State Police.~~
- 4.04 — ~~The Department of Education shall be responsible to the Department of Arkansas State Police for the payment of any fee associated with the criminal record check of each applicant as defined in Section 3.06 for his or her first license renewal after July 1, 1997.~~
- 4.05 — ~~Upon completion of the criminal background check, the Identification Bureau of the Arkansas State Police shall forward all information obtained concerning the applicant in the commission of any offense listed in Ark. Code Ann. § 6-17-410 (c) or referenced in Ark. Code Ann. § 6-17-410 (d)(1)(A)(v) to the Attorney's Office of the ADE.~~
- 4.06 — ~~The criminal background check conducted by the Arkansas State Police and the FBI shall have been completed no earlier than twelve (12) months prior to the application for an initial license issued by the SBE.~~
- 4.07 — ~~SBE shall be authorized to issue a six-month, non-renewable letter of provisional eligibility for licensure to a first-time applicant pending the results of the criminal records check. This letter of provisional eligibility for licensure shall be issued only to those applicants who meet all other qualifications for licensure by the SBE, and who have submitted the Arkansas State Police background check showing no violations listed in either Ark. Code Ann. § 6-17-410 (c) or referenced in Ark. Code Ann. § 6-17-410(d)(1)(A)(v).~~
- 4.08 — ~~The Commissioner of the Department of Education shall be authorized to extend the period of provisional eligibility to the end of the contract year if:~~
- ~~4.08.1 The applicant is employed by a local school district; and~~
- ~~4.08.2 Results of the criminal records check are delayed.~~
- 4.09 — ~~The letter of provisional eligibility will immediately become invalid upon receipt of information obtained from the criminal background check from the Arkansas State Police and the FBI and other eligibility information indicating that the applicant has pleaded guilty or nolo contendere to, or has been found guilty of, any offense listed in Ark. Code Ann. § 6-17-410(c) or referenced in Ark. Code Ann. § 6-17-410(d)(1)(A)(v).~~

- ~~4.10 — The ADE will not issue a first time teaching license nor a license renewal until the criminal background check conducted by the Arkansas State Police and the FBI has been completed.~~
- ~~4.11 — The ADE shall promptly inform the board of directors of the local school district whether or not the affected employment applicant for a fiscal officer position is eligible for employment.~~
- ~~4.12 — In addition to any ineligibility for employment due to the results of criminal background checks required due to the applicant's certified or non-certified employee status, no person shall be eligible for employment as a fiscal officer by a local school district if the results of the criminal records check released to the ADE by the applicant reveals that the applicant has pleaded guilty or nolo contendere to, or has been found guilty of, a fraudulent act, only after an opportunity for a hearing before the SBE upon reasonable notice in writing.~~
- ~~4.13 — The board of directors of a local school district is authorized to offer provisional employment to an affected applicant for employment as a fiscal officer pending receipt of eligibility information from the ADE.~~

~~5.00 — REQUEST FOR WAIVER~~

- ~~5.01 — A request to waive the provisions of Ark. Code Ann. § 6-17-410(c) can be made to the SBE. A request for waiver of provisions of the aforementioned statutes may be made by:
 - ~~5.01.1 — the board of a local school district,~~
 - ~~5.01.2 — the affected applicant for licensure (Ark. Code Ann. § 6-17-410(c)), or~~
 - ~~5.01.3 — the person holding a license subject to revocation (Ark. Code Ann. § 6-17-410 (c)(1)).~~~~
- ~~5.02 — The request must be made in writing to the ADE's Attorney's Office within thirty (30) calendar days after notification of denial of a license. The request for a waiver shall include, but not be limited to, the following:
 - ~~5.02.1 — a copy of court records indicating a plea of guilty or nolo contendere or a conviction,~~
 - ~~5.02.2 — any other pertinent documentation to indicate surrounding circumstances.~~~~
- ~~5.03 — If an individual notifies ADE in writing that he/she desires a hearing, the SBE will hold a hearing.~~

- ~~5.04 — If the individual does not notify the ADE that he/she desires a hearing, the SBE will not hold a hearing and may take action based upon proof submitted by the ADE's Attorney's Office.~~
- ~~5.05 — Circumstances for which a waiver may be granted shall include, but not be limited to, the following:~~
- ~~5.05.1 The age at which the crime was committed.~~
 - ~~5.05.2 The circumstances surrounding the crime.~~
 - ~~5.05.3 The length of time since the crime.~~
 - ~~5.05.4 Subsequent work history.~~
 - ~~5.05.5 Employment references.~~
 - ~~5.05.6 Character references; and~~
 - ~~5.05.7 Other evidence demonstrating that the applicant does not pose a threat to the health or safety of school children or school personnel.~~
- ~~5.06 — Individuals falling under the provisions of Ark. Code Ann. § 6-17-414 are not entitled to request a waiver.~~

~~6.00 — SCHOOL DISTRICT RESPONSIBILITIES~~

- ~~6.01 — The superintendent of each school district shall report to the SBE through the Coordinator of OPL or the ADE's Attorney's Office the name of any licensed or classified personnel currently employed, or employed during the two (2) previous school years, by the local district who has pleaded guilty, nolo contendere, or has been found guilty of any offense listed in Ark. Code Ann. §§ 6-17-410(c) or 6-17-414(b), who holds a license obtained by fraudulent means, who has had a similar license revoked in another state, who has intentionally compromised the validity or security of any student test or testing program administered or required by the ADE, or has submitted falsified information requested or required by the ADE.~~
- ~~6.02 — The superintendent of each school district shall report to the SBE the name of any fiscal officer who is currently employed or who was employed during the two (2) previous years by the local school district who has pleaded guilty or nolo contendere to, or has been found guilty of, a fraudulent act.~~
- ~~6.03 — The superintendent with knowledge shall report, in writing to the SBE through the Coordinator of OPL or the ADE's Attorney's Office, any information contained in Section 6.01. The complaint does not have to be made in any specific form, but it should contain enough information about the person holding a license issued by the SBE to warrant starting an investigation.~~

- 6.04 — ~~Failure of a superintendent to report a violation by certified mail within five (5) calendar days of knowledge, as listed in Section 6.01 may result in sanctions imposed by the SBE, including but not limited to loss of accreditation.~~

~~7.00 — LICENSE REVOCATION PROCEDURES~~

- 7.01 — ~~A complaint is filed with OPL or the ADE's Attorney's Office, or the ADE receives information from the criminal background check and any other eligibility information reflecting that the individual pled guilty, nolo contendere, or has been found guilty of an offense or offenses listed in Ark. Code Ann. § 6-17-410 (c) or is referenced in Ark. Code Ann. § 6-17-410(d)(1)(A)(v).~~
- 7.02 — ~~The ADE's Attorney's Office investigates the complaint and determines whether the individual's educational license must or may be revoked.~~
- 7.03 — ~~If the ADE's Attorney's Office determines revocation of a license is appropriate, OPL or the ADE's Attorney's Office notifies the individual who has plead guilty, nolo contendere, or been found guilty of the offense(s) listed in Ark. Code Ann. § 6-17-410 in writing by certified mail of the date, time and location that the SBE will consider revocation. The letter shall also provide the individual reasonable notice of the cause to be considered.~~
- 7.04 — ~~If the individual notifies ADE in writing within thirty (30) days after notice of the cause is received by the individual that he/she desires a hearing, the SBE will hold a hearing.~~
- 7.05 — ~~If the individual does not notify the ADE that he/she desires a hearing within the time frame stated in Section 7.04, the SBE will not hold a hearing and may take action based upon proof submitted by the ADE.~~

~~8.00 — CURRENTLY EMPLOYED FISCAL OFFICERS AND APPLICANTS~~

- 8.01 — (i) ~~A fiscal officer that pleads guilty or nolo contendere to, or has been found guilty of, a fraudulent act, shall be dismissed from employment with the school district, but only after an opportunity for a hearing before the SBE upon reasonable notice in writing.~~
- (ii) ~~The SBE, after conducting a hearing, shall determine either:~~
- (a) — ~~that the applicant is eligible for employment and that the applicant should be denied employment and/or a license that the applicant's employment and licensure status should be terminated should be prevented or that the termination of employment of the~~

~~currently employed fiscal officer should be required, or~~

~~(b) — that the applicant is eligible for employment and/or a license or that the applicant's employment and licensure status should not be terminated.~~

~~8.02 — The SBE shall be entitled to consider:~~

~~8.02.1 The age of the fiscal officer at the time the criminal act occurred;~~

~~8.02.2 The length of time since the conviction;~~

~~8.02.3 Whether the fiscal officer has pleaded guilty, nolo contendere, or has been found guilty of any other criminal violation since the original conviction;~~

~~8.02.4 Whether the original conviction was expunged or pardoned; and~~

~~8.02.5 Any other relevant facts.~~

~~8.03 — After making its decision, the SBE shall reduce its decision to writing and shall mail copies of the decision to the fiscal officer applicant or currently employed fiscal officer and the Superintendent of the affected school district.~~

~~ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING CRIMINAL BACKGROUND CHECKS
FOR SUBSTITUTE TEACHERS~~

~~April 2008~~

~~1.00—AUTHORITY~~

~~1.01—The Arkansas State Board of Education’s authority for promulgating these rules is pursuant to Ark. Code Ann. § 6-11-105.~~

~~1.02—These rules shall be known as the Arkansas Department of Education Rules Governing Criminal Background Checks for Substitute Teachers.~~

~~2.00—DEFINITIONS~~

~~—For the purpose of these rules, the following terms shall mean as follows:~~

~~2.01—“Applicant” means an individual who is being considered for employment as a substitute teacher by a local school district.~~

~~2.02—“Initial employment” means the first time that an applicant has been considered for employment by a local school district.~~

~~2.03—“Non-licensed staff position” means a position with a local school district which does not require the holder of the position to possess an Arkansas teacher’s license pursuant to Ark. Code Ann. § 6-17-401 *et seq.*~~

~~2.04—“Non-continuous employment” means consideration for employment as a substitute teacher in a local school district by an applicant who has been previously employed by the same local school district in a non-licensed staff position and the last previous employment of the applicant by the district was no earlier than the previous school year.~~

~~2.05—“Substitute teacher” means an individual who does not hold an Arkansas teacher’s license who is employed by a local school district to provide classroom teaching services on an occasional or temporary basis.~~

~~3.00—CRIMINAL BACKGROUND CHECKS FOR SUBSTITUTE TEACHERS~~

~~3.01—The board of directors of a local school district or an education service cooperative shall require, as a condition for initial employment or non-continuous employment as a substitute teacher, that an individual apply to the Identification Bureau of the Arkansas State Police for statewide and national criminal records checks.~~

- ~~3.02 — The Identification Bureau of the Arkansas State Police shall forward the information necessary for the processing of the nationwide criminal records check to the Federal Bureau of Investigation for the completion of the criminal records check.~~
- ~~3.03 — The applicant shall sign a release of information permitting the completed statewide and nationwide criminal records checks to be submitted to the Arkansas Department of Education.~~
- ~~3.04 — Upon completion of the criminal records check, the Identification Bureau of the Arkansas State Police shall forward all releaseable information obtained concerning the applicant to the Department of Education.~~
- ~~3.05 — The Department of Education shall promptly inform the board of directors of the local school district or education service cooperative whether or not the applicant is eligible for employment pursuant to Ark. Code Ann. § 6-17-414(b).~~
- ~~3.06 — No non-licensed applicant shall be eligible for employment as a substitute teacher by a local school district or education service cooperative if the applicant has pleaded guilty or *nolo contendere* to or has been found guilty of any offense listed under Ark. Code Ann. § 6-17-414(b) by any court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court.~~
- ~~3.07 — The board of directors of a local school district or education service cooperative may offer provisional employment to a substitute teacher pending receipt of eligibility information from the Department of Education.~~
- ~~3.08 — Any information received by the Department of Education from the Identification Bureau of the Arkansas State Police pursuant to this section shall not be available for examination except by the affected applicant for employment or his or her duly authorized representative, and no record, file or document shall be removed from the custody of the Department of Education.~~
- ~~3.08.1 — Any information made available to the affected applicant for employment shall be information pertaining to that applicant only.~~
- ~~4.00 — NON-LICENSED SUBSTITUTE TEACHERS WORKING FOR MORE THAN ONE (1) SCHOOL DISTRICT~~
- ~~4.01 — Any non-licensed individual who has successfully completed the statewide and nationwide criminal records checks referenced in Section 3.00 of these rules, and who is employed as a substitute teacher for a local school~~

~~district for a given school year, may also be concurrently employed by one (1) or more other local school districts during the same school year without the necessity of completing another statewide and nationwide criminal records check.~~

- ~~4.02 — Local school districts who wish to hire an applicant covered under Section 4.01 of these rules may, upon verifying that the applicant is employed as a substitute teacher for a local school district, contact the Department of Education's Office of Professional Licensure to ascertain the applicant's eligibility for employment.~~
- ~~4.03 — Under no circumstances shall the Department of Education release information received from the Identification Bureau of the Arkansas State Police on any applicant to any local school district.~~

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING
BACKGROUND CHECKS AND LICENSE REVOCATION

1.00 REGULATORY AUTHORITY AND PURPOSE

- 1.01 These rules shall be known as Arkansas Department of Education Rules Governing Background Checks and License Revocation.
- 1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-410, 6-17-411, 6-17-414, 6-17-421, and 25-15-201 *et seq.*
- 1.03 It is the purpose of these rules to set forth the requirements for a criminal background check and a Child Maltreatment Central Registry check for:
- 1.03.1 Each first-time applicant for a license issued by the State Board of Education;
- 1.03.2 Each applicant for his or her first license renewal after July 1, 1997;
- 1.03.3 Each applicant for initial employment in a licensed staff position with a public school district or open-enrollment public charter school; and
- 1.03.4 Each applicant for initial employment or non-continuous reemployment in a non-licensed staff position with a public school district, open-enrollment public charter school, or education service cooperative.
- 1.04 It is further the purpose of these rules to prescribe the procedure for revocation, suspension, or placing on probation of an educational license.
- 1.05 It is further the purpose of these rules to clarify whose criminal records check and Child Maltreatment Central Registry check fees shall be paid by the Department of Education.
- 1.06 It is further the purpose of these rules to clarify that superintendents and charter school directors shall have the responsibility of reporting licensure violations of teachers and fraudulent acts by Fiscal Officers to the State Board.

2.00 DEFINITIONS

For the purposes of these rules:

2.01 “Affected District” – A public school district that loses territory or students as a result of annexation, consolidation, or detachment.

2.02 “Applicant” – Includes any individual:

2.02.1 Applying for his or her first license to be issued by the State Board of Education;

2.02.2 Applying for his or her first license renewal;

2.02.3 Seeking initial employment in a licensed staff position with a public school district or open-enrollment public charter school;

2.02.4 Seeking initial employment or non-continuous reemployment in a non-licensed staff position with a public school district, open-enrollment public charter school, or education service cooperative;

2.02.5 Seeking initial employment as a Fiscal Officer of a public school district or open-enrollment public charter school; or

2.02.6 Seeking registered volunteer status pursuant to the Arkansas Registered Volunteers Program Act, Ark. Code Ann. § 6-22-101 *et seq.*

2.03 “Breach of Fiduciary Trust” – the wrongful misappropriation by a person of any fund or property, which had lawfully been committed to him or her in a fiduciary character.

2.04 “Department” – Arkansas Department of Education.

2.05 “Employment” – Includes any contract of hire, whether written or oral, whether express or implied, for any type of work on behalf of an educational entity, whether full-time or part-time, and whether permanent or temporary.

2.05.1 “Employment” also specifically includes without limitation:

2.05.1.1 Service as a substitute teacher, whether paid or unpaid;

2.05.1.2 Student teacher internships, whether paid or unpaid; and

2.05.1.3 Volunteer work pursuant to the Arkansas Registered Volunteers Program Act, Ark. Code Ann. § 6-22-101 *et seq.*

2.06 “Fiscal Officer” – Any licensed or non-licensed employee of a public school district, open-enrollment public charter school, or education service cooperative who has any right, duty, or responsibility to access funds of a school district in excess of five thousand dollars (\$5,000), specifically including without limitation superintendents, Fiscal Officers and bookkeepers.

2.07 “Fraud” – All acts, omissions and concealments involving a breach of a legal or equitable duty and resulting in damage to another.

2.08 “Fraudulent Act” – An act:

2.08.1 Performed willfully and with the specific intent to deceive or cheat for the purpose of either causing some financial loss to another or bringing about some financial gain to the actor; and

2.08.2 For which the actor has pleaded guilty or nolo contendere to or has been found guilty by any court in this state, by a court in another state, or by a federal court.

2.09 “Initial employment” means the first time that an applicant has been employed by a public school district, open-enrollment public charter school, or education service cooperative.

2.10 “Law enforcement officer” – A state police officer, a city police officer, a sheriff or a deputy sheriff.

2.11 “Letter of provisional eligibility” – A six-month, non-renewable letter of provisional eligibility for licensure issued by the State Board of Education to an applicant for first-time licensure during the period that a criminal records check and Child Maltreatment Central Registry check are being conducted.

2.12 “Non-continuous reemployment” means employment in a public school district, open-enrollment public charter school, or education service cooperative by an applicant who was previously employed by the same entity but not at any point during the immediately preceding school year.

- 2.13 “Non-licensed staff position” means a position with a public school district, open-enrollment public charter school, or education service cooperative, which position does not require the holder of the position to possess an Arkansas teacher’s license.
- 2.14 “Receiving or resulting public school district” – A public school district that is created or gains territory or students as the result of a consolidation, annexation, or detachment.
- 2.15 “State Board” – Arkansas State Board of Education.

3.00 LICENSURE, LICENSE RENEWALS, AND LICENSE REVOCATION

- 3.01 Unless a waiver is granted pursuant to this Section 3.0, the State Board shall not issue a license or license renewal to, and shall revoke, suspend, or place on probation the existing license of, any individual who:
- 3.01.1 Has pled guilty, pled nolo contendere to, or been found guilty of any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410;
- 3.01.2 Has an expunged or a pardoned conviction for any sexual or physical abuse offense committed against a child or any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410;
- 3.01.3 Has a true report in the Child Maltreatment Central Registry;
- 3.01.4 Holds a teaching or similar license obtained by fraudulent means;
- 3.01.5 Has had a teaching or similar license revoked in another state;
- 3.01.6 Intentionally compromises the validity or security of any student test or testing program administered by or required by the state board or the Department of Education;
- 3.01.7 Has the completed examination test score of any testing program required by the state board for teacher licensure declared invalid by the testing program company and so reported to the Department of Education by the testing company;

- 3.01.8 Fails to establish or maintain the necessary requirements and standards set forth in Arkansas law or state board rules and regulations for teacher licensure;
- 3.01.9 Knowingly submits or provides false or misleading information or knowingly failing to submit or provide information requested or required by law to the Department of Education, the state board, or the Division of Legislative Audit; or
- 3.01.10 Knowingly falsifies or directs another to falsify any grade given to a student, whether the grade was given for an individual assignment or examination or at the conclusion of a regular grading period.
- 3.02 Before denying an application for licensure or renewal, the Department shall provide to the Applicant or licensee a written notice of the reason for the action and shall afford the Applicant or licensee the opportunity to request a hearing before the State Board.
 - 3.02.1 A written request for hearing by the Applicant or local public school district board of directors must be received by the Department's Office of Legal Services no more than thirty (30) days after the receipt of the notice of denial or nonrenewal by the Applicant.
 - 3.02.2 Upon written notice that an application for licensure or license renewal is being denied for a cause set forth, a person may:
 - 3.02.2.1 Decline to answer the notice, in which case the application for licensure or license renewal will be deemed denied no less than thirty (30) days after the receipt of the notice of denial or nonrenewal by the Applicant;
 - 3.02.2.2 Contest the allegations of fact and request a hearing in writing, in which case the person shall be given an evidentiary hearing before the state board if one is requested;
 - 3.02.2.3 Admit the allegations of fact and request a hearing before the state board to request a waiver; or
 - 3.02.2.4 Stipulate or reach a negotiated agreement, which must be approved by the state board.

3.02.2.5 If the person requesting a hearing fails to appear at the hearing, the hearing shall proceed in the manner described in Section 3.02.2.1 above.

3.03 Before taking action against an existing license, the State Board shall provide by certified mail to the licensee a written notice of the reason for the action and the time, date, and location when the State Board will consider revocation.

3.03.1 A written request for hearing by a licensee or a local public school district's board of directors must be received by the Department's Office of Legal Services no more than thirty (30) days after the receipt of the notice of revocation by the licensee.

3.03.2 Upon written notice that a revocation, suspension, or probation is being sought by the State Board for a cause set forth, a person may:

3.03.2.1 Decline to answer the notice, in which case the State Board may take action based upon proof submitted by the Department, if the State Board determines by a preponderance of the evidence that cause for the proposed action exists;

3.03.2.2 Contest the allegations of fact and request a hearing in writing, in which case the person shall be given an evidentiary hearing before the state board if one is requested;

3.03.2.3 Admit the allegations of fact and request a hearing before the State Board in mitigation of any penalty that may be assessed; or

3.03.2.4 Stipulate or reach a negotiated agreement, which must be approved by the State Board.

3.03.2.5 If the person requesting the hearing fails to appear at the hearing, the hearing shall proceed in the manner described in Section 3.03.2.1 above.

3.04 Circumstances for which a waiver may be granted after a hearing pursuant to Sections 3.02 or 3.03 shall include without limitation the following:

3.04.1 The age at which the crime or incident was committed;

- 3.04.2 The circumstances surrounding the crime or incident;
- 3.04.3 The length of time since the crime or incident;
- 3.04.4 Subsequent work history;
- 3.04.5 Employment references;
- 3.04.6 Character references; and
- 3.04.7 Other evidence demonstrating that the applicant does not pose a threat to the health or safety of school children or school personnel.
- 3.05 After a hearing, the State Board may choose to:
 - 3.05.1 Revoke a license permanently;
 - 3.05.2 Suspend a license for a terminable period of time or indefinitely;
 - 3.05.3 Place or grant a license on probationary status for a terminable period of time with the license to be revoked or suspended if the probationary period is not successfully completed;
 - 3.05.4 Impose a monetary penalty not to exceed five hundred dollars (\$500.00) for each violation;
 - 3.05.5 Require a licensee to complete appropriate professional development programs, education courses, or both;
 - 3.05.6 Require a licensee to successfully complete a licensing examination, credentialing examination, or any other examination required by law or rule to obtain a permit, license, endorsement, or licensure area;
 - 3.05.7 Impose conditions or restrictions on the teaching or educational activities of the licensee;
 - 3.05.8 Impose any other requirement or penalty as may be appropriate under the circumstances of the case and which would achieve the Board's desired disciplinary purposes, but which would not impair the public health or welfare; or
 - 3.05.9 Take no action against a license.

3.06 Any hearing shall comply with the procedures set forth in Section 8.00 herein.

4.00 BACKGROUND CHECKS REQUIRED FOR LICENSURE AND SCHOOL EMPLOYMENT

4.01 Except as otherwise provided herein, no Applicant may be issued a first-time license or first-time license renewal, nor may an Applicant be employed by a public school district or open-enrollment public charter school, without the successful completion of a criminal records check and the successful completion of a Child Maltreatment Central Registry check as required by these Rules.

4.02 Applicants for a first-time license issued by the State Board:

4.02.1 Each first-time Applicant for a license issued by the State Board shall be required to apply to:

4.02.1.1 The Identification Bureau of the Department of Arkansas State Police for a criminal records check; and

4.02.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.

4.02.2 The State Board may issue a six-month, non-renewable letter of provisional eligibility for licensure to a first-time applicant meeting all other qualifications, pending the results of the nationwide criminal records and Child Maltreatment Central Registry checks.

4.02.3 The Commissioner of Education may extend the period of provisional eligibility to the end of the contract year if:

4.02.3.1 The applicant is employed by a public school district or open-enrollment public charter school; and

4.02.3.2 Results of the nationwide criminal records check or Child Maltreatment Central Registry check are delayed.

4.02.4 The letter of provisional eligibility will immediately become invalid upon receipt of information obtained from the criminal

records check from the Arkansas State Police or the FBI, or other eligibility information, indicating that the applicant has pled guilty or nolo contendere to, or has been found guilty of, any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410.

4.02.5 The Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check.

4.03 Applicants for a first-time license renewal:

4.03.1 Each Applicant for his or her first license renewal after July 1, 1997, shall be required to apply to:

4.03.1.1 The Identification Bureau of the Department of Arkansas State Police for a criminal records check; and

4.03.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.

4.03.2 The Department shall pay from the Public School Fund any fee associated with the criminal records check at the time of first-time license renewal for employees of:

4.03.2.1 Arkansas public school districts;

4.03.2.2 Arkansas open-enrollment public charter schools;

4.03.2.3 Other public education institutions located in Arkansas; and

4.03.2.4 The Arkansas Department of Education.

4.03.3 For all other Applicants, the Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check.

4.04 Applicants for employment in a licensed staff position:

4.04.1 Each Applicant for initial employment or non-continuous reemployment in a licensed staff position for a public school district or open-enrollment public charter school shall be required as a condition of employment to apply to:

4.04.1.1 The Identification Bureau of the Department of Arkansas State Police for a criminal records check; and

4.04.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.

4.04.2 The board of directors of a receiving or resulting public school district in a consolidation, annexation, or detachment may waive the requirements of this Section 4.04 for personnel who were employed by an affected district immediately prior to the annexation, consolidation, or detachment and who had a complete criminal records check conducted as a condition of the person's most recent employment with the affected district as required under this section.

4.04.3 A public school district or open-enrollment public charter school shall not employ in a licensed staff position any individual who has a true report in the Child Maltreatment Central Registry, unless the State Board granted a waiver by awarding a license or renewal under Section 3.00 herein.

4.04.4 A public school district or open-enrollment public charter school shall not employ in a licensed staff position any individual who has pled guilty, pled nolo contendere to, or been found guilty of any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410, unless the State Board granted a waiver by awarding a license or renewal under Section 3.00 herein.

4.04.5 A public school district or open-enrollment public charter school may offer provisional employment to an affected Applicant pending receipt of the results of the nationwide criminal records or Child Maltreatment Central Registry checks.

4.04.6 The Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check, unless the employing public school district or open-enrollment public charter school's board of directors chooses to pay the fees.

4.05 Applicants for employment in a non-licensed staff position:

4.05.1 Each Applicant for initial employment or non-continuous reemployment in a non-licensed staff position for a public

school district, open-enrollment public charter school, or education service cooperative, shall be required as a condition of employment to apply to:

4.05.1.1 The Identification Bureau of the Department of Arkansas State Police for a criminal records check; and

4.05.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.

4.05.2 The board of directors of a receiving or resulting public school district in a consolidation, annexation, or detachment may waive the requirements of this Section 4.05 for personnel who were employed by an affected district immediately prior to the annexation, consolidation, or detachment and who had a complete criminal records check conducted as a condition of the person's most recent employment with the affected district as required under this section.

4.05.3 A public school district, open-enrollment public charter school, or education service cooperative shall not employ in a non-licensed staff position any individual who has a true report in the Child Maltreatment Central Registry.

4.05.3.1 If an applicant for employment has been determined ineligible for employment because the applicant has a true report in the Child Maltreatment Central Registry, the local school board of directors shall provide a written notice to the applicant and shall afford the applicant the opportunity to request a waiver.

4.05.3.2 The waiver shall be requested no more than thirty (30) days after receipt of the notice of the denial of employment.

4.05.3.3 The waiver may be requested by:

4.05.3.3.1 The hiring official;

4.05.3.3.2 The affected applicant; or

4.05.3.3.3 The person subject to dismissal.

- 4.05.3.4 Circumstances for which a waiver may be granted shall include without limitation the following:
 - 4.05.3.4.1 The age at which the incident was committed;
 - 4.05.3.4.2 The circumstances surrounding the incident;
 - 4.05.3.4.3 The length of time since the incident;
 - 4.05.3.4.4 Subsequent work history;
 - 4.05.3.4.5 Employment references;
 - 4.05.3.4.6 Character references; and
 - 4.05.3.4.7 Other evidence demonstrating that the applicant does not pose a threat to the health or safety of school children or school personnel.
- 4.05.4 A public school district, open-enrollment public charter school, or education service cooperative shall not employ in a non-licensed staff position any individual who has pled guilty or nolo contendere to, or has been found guilty of, any offense identified in Ark. Code Ann. § 6-17-414(b).
- 4.05.5 A public school district, open-enrollment public charter school, or education service cooperative may offer provisional employment to an affected Applicant pending receipt of the results of the nationwide criminal records or Child Maltreatment Central Registry checks.
- 4.05.6 The Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check, unless the board of directors of the employing public school district, open-enrollment public charter school, or education service cooperative chooses to pay the fees.
- 4.05.7 Notwithstanding the provisions of Section 4.05.6, a public school district or open-enrollment public charter school may at its discretion require criminal records checks and Child Maltreatment Central Registry checks of existing non-licensed employees in the same manner as set forth herein, so long as

the district or school pays the full cost of the criminal records checks and Child Maltreatment Central Registry checks.

5.00 BACKGROUND CHECK PROCEDURES

5.01 The criminal records check and Child Maltreatment Central Registry check required by these Rules shall be initiated by the submission to the Department of a release of information signed by the Applicant.

5.01.1 For the purposes of these Rules, a criminal records check shall consist of a statewide criminal records check to be conducted by the Department of Arkansas State Police and a nationwide criminal records check to be conducted by the Federal Bureau of Investigation.

5.01.2 Criminal records checks shall conform to the applicable federal or state standards and shall include the taking of fingerprints. The Identification Bureau of the Department of Arkansas State Police may maintain these fingerprints in the automated fingerprint identification system.

5.01.3 Each applicant shall complete the State Police fingerprint card in the presence of a law enforcement officer, and shall have the law enforcement officer sign the fingerprint card and give his/her jurisdiction, the date and his/her badge number.

5.01.4 If a legible set of fingerprints, as determined by the Identification Bureau of the Department of Arkansas State Police, cannot be obtained after a minimum of three (3) attempts, the Department or the local public school district shall determine eligibility for licensure or employment based upon a name check by the Identification Bureau of the Department of Arkansas State Police and the Federal Bureau of Investigation.

5.01.5 To be valid for consideration, a criminal records check or Child Maltreatment Central Registry check must have been completed no earlier than twelve (12) months prior to the application for licensure, renewal, or employment.

5.02 Any information received by the Department from the Department of Arkansas State Police, the Department of Human Services, or the Federal Bureau of Investigation pursuant to these Rules shall not be available for examination except by the affected applicant or his or her duly authorized

representative, and no record, file, or document shall be removed from the custody of the Department of Education.

5.02.1 Any information made available to the affected applicant for licensure or the person whose license is subject to revocation shall be information pertaining to that applicant only.

5.02.2 Rights of privilege and confidentiality established under this section shall not extend to any document created for purposes other than this background check.

5.02.3 For Applicants seeking employment, the Department may disclose to the employing public school district, open-enrollment public charter school, or education service cooperative only whether the Applicant is eligible for employment.

5.03 Employees of a public school district, open-enrollment public charter school, or education service cooperative, whether new or existing, who have a contract with or work for more than one (1) school district in one (1) school year shall be required to have only one (1) criminal records check and one (1) Child Maltreatment Central Registry check to satisfy the requirements of all employing school districts for that year.

6.00 REPORTING REQUIREMENTS FOR SUPERINTENDENTS AND CHARTER SCHOOL DIRECTORS

6.01 The superintendent of each public school district and the director of each open-enrollment public charter school shall report in writing by certified mail to the Department's Office of Legal Services the name of any employee of the district or school, whether currently employed or previously employed at any time during the two (2) preceding school years, who:

6.01.1 Has pled guilty or nolo contendere, or has been found guilty, of any offense listed in Ark. Code Ann. §§ 6-17-410(c) or 6-17-414(b);

6.01.2 Holds a teaching or similar license obtained by fraudulent means;

6.01.3 Has had a teaching or similar license revoked in another state;

6.01.4 Has intentionally compromised the validity or security of any student test or testing program administered or required by the Department;

6.01.5 Has knowingly submitted falsified information or failed to submit information requested or required by law to the Department, the State Board, or the Division of Legislative Audit; or

6.01.6 Has a true report in the Child Maltreatment Central Registry.

6.02 The superintendent of each public school district and the director of each open-enrollment public charter school shall report in writing by certified mail to the Department's Office of Legal Services the name of any Fiscal Officer of the district or school, whether currently employed or previously employed at any time during the two (2) preceding school years, who has pled guilty or nolo contendere to, or has been found guilty of, a fraudulent act.

6.03 Failure of a superintendent to report a violation by certified mail within five (5) calendar days of knowledge as listed in Section 6.01 may result in sanctions imposed by the State Board, including but not limited to loss of accreditation.

7.00 FISCAL OFFICERS

7.01 In addition to the requirements of Section 4.00, a public school district, open-enrollment public charter school, or education service cooperative shall not employ as a Fiscal Officer any individual who has pled guilty or nolo contendere to, or has been found guilty of, a fraudulent act.

7.02 A currently-employed Fiscal Officer of a public school district or open-enrollment public charter school who has pled guilty or nolo contendere to, or has been found guilty of, a fraudulent act shall be dismissed from employment with the district or school.

7.02.1 Within five (5) days of knowledge of the plea or conviction, the district or school shall serve written notice of termination on the Fiscal Officer in person or by certified mail. The notice shall advise the Fiscal Officer of his or her right to a hearing before the State Board.

7.02.2 The Fiscal Officer may, within thirty (30) days of service of the written notice of termination, request a hearing before the State Board by sending a written request via certified mail to the Department's Office of Legal Services.

7.02.3 If the Fiscal Officer does not timely request a hearing before the State Board, termination shall become effective thirty (30)

days after the date of service of the written notice of termination.

7.02.4 Termination of employment pursuant to this subsection shall not be subject to the requirements of the Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1501 *et seq.* or the Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 *et seq.*

7.03 Any individual found ineligible for employment or dismissed from employment under Section 7.00 may, within thirty (30) days of service of the written notice of denial of employment or written notice of termination, request a hearing before the State Board by sending a written request via certified mail to the Department's Office of Legal Services.

7.04 Circumstances for which a waiver may be granted shall include without limitation the following:

7.04.1 The age of the Fiscal Officer at the time the criminal act occurred;

7.04.2 The length of time since the conviction;

7.04.3 Whether the Fiscal Officer has pled guilty or nolo contendere to, or has been found guilty of, any other criminal violations since the original conviction;

7.04.4 Whether the original conviction was expunged or pardoned; and

7.04.5 Any other relevant facts.

7.05 The hearing shall follow the procedures set forth in Section 8.00 of these Rules.

7.06 After making its decision, the State Board shall reduce its decision to writing and shall mail copies of the decision to the Fiscal Officer or Applicant and the Superintendent of the affected school district.

8.00 STATE BOARD HEARING PROCEDURES

8.01 Each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the Department of Education. The Chairperson of the State Board may, only for

good cause shown and upon the request of either party, allow either party additional time to present their opening statements.

- 8.02 Each party will be given forty (40) minutes to present their cases, beginning with the representative of the Department of Education. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their cases.
- 8.03 Every witness giving oral testimony must be sworn under oath by the court reporter and shall be subject to direct examination, cross examination, and questioning by the State Board.
- 8.04 For the purposes of the record, documents offered during the hearing by the Department of Education shall be clearly marked in sequential, numeric order (1, 2, 3).
- 8.05 For the purposes of the record, documents offered during the hearing by the appealing public school district, open-enrollment public charter school, Applicant, or licensee shall be clearly marked in sequential, alphabetic letters (A, B, C).
- 8.06 The Department of Education shall have the burden of proving, by a preponderance of the evidence, that cause for the proposed licensure action exists, and that the recommended disposition from the Department be adopted.
- 8.07 While the scope of each party's presentation ultimately lies within the Board Chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.
- 8.08 After both parties have presented their cases, the State Board may allow each party to present limited rebuttal testimony.
- 8.09 After making its decision, the State Board shall reduce its decision to writing and shall mail copies of the decision to each party, each party's attorney, and the superintendent or director of any interested public school district or open-enrollment public charter school.
- 8.10 The Board's written decision shall constitute the final agency action for purposes of judicial review pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Public Comments: Rules Governing Background Checks and Licensure Revocation – November-December 2011

Date, Name, Affiliation	Section & Comment	Resolution
Tripp Walter, Staff Attorney, Arkansas Public School Resource Center December 21, 2011	2.03 – What is the basis of this definition, as it is not contained in Ark. Code § 6-17-414?	Comment considered. This definition is taken from the Department’s existing Rules Governing the Requirement of a Criminal Background Check for the Employment of Personnel in School Districts.
	2.06 – Why is the dollar amount listed here not match the dollar amount contained in Ark. Code Ann. § 6-17-421(a)(2)?	Comment accepted. The original definition was taken, word-for-word, from the Department’s existing Rules Governing the Requirement of a Criminal Background Check for the Employment of Personnel in School Districts. Act 82 of 2003 originally set the threshold at \$200, but Act 2151 of 2005 increased the threshold to \$5,000. It is unknown why the Department did not amend the rule to match the statutory change at that time. The Department has now modified the proposed rule to conform to statute.
	2.08 – The definition does not match the one provided in Ark. Code Ann. § 6-17-421 (a)(3)(A) and (B).	Comment accepted. The original definition was taken, word-for-word, from the Department’s existing Rules Governing the Requirement of a Criminal Background Check for the Employment of Personnel in School Districts. Act 82 of 2003 contained this original definition, but Act 2151 of 2005 amended the definition to its present form in § 6-17-421. It is unknown why the Department did not amend the rule to match the statutory change at that time. The Department has now modified the proposed rule to conform to statute.
	3.01.4 and 3.01.5 – What does the term “or similar license” mean?	Comment considered. The phrase “similar license” is taken from the Department’s existing Rules Governing the Requirement of a Criminal Background Check for the Employment of Personnel in School Districts. The intent of this phrase is to encompass the substantial equivalent, in any other state, of any license issued by the Arkansas State Board of Education.

Public Comments: Rules Governing Background Checks and Licensure Revocation – November-December 2011

<p>Tripp Walter, Staff Attorney, Arkansas Public School Resource Center December 21, 2011 (continued)</p>	<p>3.02.2.1 and 3.03.2.1 – How are these two (2) sections procedurally different, so as to allow different processes by the ADE and State Board of Education?</p> <p>Section 3.05.4 – Upon what authority is this monetary penalty based?</p>	<p>Comment considered. Section 3.02.2.1 concerns denial of an application for licensure or renewal, while section 3.03.2.1 concerns revocation of an existing license. This distinction is legally significant in regards to the due process rights which may or may not be implicated by denial or revocation. In addition, the Administrative Procedure Act (at Ark. Code Ann. § 25-15-211) expressly distinguishes between the denial of a license or renewal application and the revocation of an existing license, giving rise to a different set of rights and required procedures.</p> <p>Comment considered. The monetary penalty, along with the other alternative sanctions identified in section 3.05.4, is authorized by Ark. Code Ann. § 25-15-217.</p>
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Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives
For Certified Speech-Language Pathologists
~~July 2010~~

1.00 Regulatory Authority

- 1.01 These rules shall be known as the Arkansas Department of Education ~~(Department)~~ Rules Governing Eligibility and Financial Incentives For Certified Speech-Language Pathologists.
- 1.02 These rules are enacted under the State Board of Education's ~~(Board)~~ authority pursuant to Ark. Code Ann. §§ 6-11-105 and 6-17-413.

2.00 Purpose

- 2.01 The purposes of these rules are to ensure the availability and retention of certified speech-language pathologists by providing additional compensation for speech-language pathologists holding a ~~National~~ Certificate of Clinical Competence in Speech Language Pathology from the American Speech-Language-Hearing Association.

3.00 Definitions

For the purposes of these rules, the following terms shall mean:

- 3.01 "Department" means the Arkansas Department of Education.
- 3.02 "Certified speech-language pathologist" means a speech-language pathologist who:
 - 3.02+1 Has a master's degree, which includes medical-based training;
 - 3.02+2 Has completed a one (1) year clinical fellowship;
 - 3.02+3 Has passed the ~~specialty area of the National Teachers Examination~~ Praxis II Speech Language Pathology Test; and
 - 3.02+4 Holds a Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association.

4.00 Payment of Bonuses for Certified Speech-Language Pathologists

- 4.01 ~~The~~ By December 1 of each year, the Department shall pay a yearly incentive bonus of five thousand dollars (\$5,000) to a certified speech-language pathologist who:

- 4.01.1 Holds an Arkansas teaching license in speech-language pathology;
- 4.01.2 Is a full-time employee of an Arkansas education service cooperative or public school district as a speech-language pathologist at the time of receiving the bonus; and
- 4.01.3 Is not considered a purchased service contractor, but may be employed under a teacher contract subject to renewal under Ark. Code Ann. § 6-17-1506.

5.00 Monitoring for Certified Speech-Language Pathologists

- 5.01 The local public school district that employs a certified speech-language pathologist must verify to the Department annually the employment status of that speech-language pathologist.
- 5.02 A certified speech-language pathologist shall not receive a yearly bonus if the person leaves the full-time employment of an Arkansas public school district.
- 5.03 If a certified speech-language pathologist who receives a bonus under this subsection leaves employment in the Arkansas public school system before completing three (3) continuous school years of employment, the speech-language pathologist shall repay the Department a prorated portion of the bonus received in the school year based on a daily rate for the remainder of a school year in which the speech-language pathologist leaves employment.
 - 5.03.1 The first year of the three (3) continuous school years is the first year that the speech-language pathologist received a bonus under this subsection 5.03.
 - 5.03.2 The daily rate is calculated as the amount of the annual bonus paid to the speech-language pathologist divided by the number of days in the speech-language pathologist's contract.
 - 5.03.3 The State Board of Education may suspend the Arkansas speech-language pathology license of any person who fails to repay the amount of the bonus required to be repaid under this subdivision 5.03.
 - 5.03.4 Repayment of all or a portion of a bonus under this subdivision 5.03 is not required if, due to the death or disability of the speech-language pathologist or other extenuating circumstances as may be recognized by the State Board of Education, the speech-language pathologist does not remain employed in the Arkansas public school system for three (3) continuous school years after first receiving the bonus under this subsection.

6.00 Funding for Certified Speech-Language Pathologists

- 6.01 Bonuses paid to a certified speech-language pathologist shall be paid from the funds appropriated and available for bonuses to certified speech-language pathologists.
 - 6.01.1 If sufficient funds are not available to pay the full amount of the bonus to each certified speech-language pathologist as provided under this section, the Department may reduce the amount of the bonus for each qualified recipient, proportionately as necessary to provide a bonus to each qualified speech-language pathologist in an equal amount.
 - 6.01.2 The cost and expenses related to training for or acquisition of the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association shall not be funded through the National Board for Professional Teaching Standards program created under ~~this section and~~ Ark. Code Ann. §§ 6-17-412 and 413 and shall be the responsibility of the certified speech-language pathologist.
 - ~~6.01.3 Although a certified speech language pathologist entitled to a bonus will hold a valid Arkansas teaching license in speech language pathology, references to "teacher" under this section shall mean a classroom teacher as defined under Ark. Code Ann. § 6-17-412(a)(1) who are in the National Board for Professional Teaching Standards program but not certified speech language pathologists.~~

Public Comments: Rules Governing Incentives for Teacher Recruitment and Retention in High Priority Districts with an Average Daily Membership of 1,000 or Fewer – November-December 2011

Date, Name, Affiliation	Section & Comment	Resolution
Aleecia Starkey, President Arkansas Speech Language Hearing Association December 15, 2011	5.03 – There is some question about how many years of stipends would need to be repaid by a speech-language pathologist who left public school employment before the end of three (3) continuous years.	Comment considered. The language of the rule is based on the statutory language, and it is the Department's interpretation that reimbursement is required only for the days remaining in the school year in which the speech-language pathologist leaves public school employment. No reimbursement would be owed for bonuses received in prior school years.

**ARKANSAS DEPARTMENT OF EDUCATION AND ARKANSAS STATE BOARD OF
NURSING RULES GOVERNING THE ADMINISTRATION OF GLUCAGON TO
ARKANSAS PUBLIC SCHOOL STUDENTS SUFFERING FROM TYPE 1 DIABETES**

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education and Arkansas State Board of Nursing Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering from Type 1 Diabetes.
- 1.02 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 17-87-103 and 25-15-201 et seq.
- 1.03 These rules are enacted pursuant to the Arkansas State Board of Nursing's authority under Ark. Code Ann. §§ 17-87-203, 17-87-103 and 25-15-201 et seq.

2.00 PURPOSE

- 2.01 The purpose of these rules is to set forth protocols and procedures for the administration of glucagon by trained volunteer school personnel to Arkansas public school students who suffer from Type 1 diabetes.

3.00 DEFINITIONS

- 3.01 "Emergency Situation" – circumstance in which students with low blood glucose cannot be treated with a glucose-containing substance by mouth because the student is unconscious or having a seizure.
- 3.02 "Glucagon" – an injectable hormone prescribed by a licensed healthcare practitioner that raises the level of glucose in the blood. Glucagon is dispensed as a "Glucagon Emergency Kit" or a "Glucagon Emergency Kit for Low Blood Sugar." A "licensed healthcare practitioner" includes, but is not limited to, Medical Doctors, Doctor of Osteopathy, Advanced Practice Nurse, Registered Nurse Practitioners, or Physician Assistants with prescriptive authority or who work under physician-approved protocols.
- 3.03 "Licensed School Nurse Employed by a School District" – those nurses employed by an Arkansas public school district or open-enrollment public charter school who hold the following licenses or certificate:

3.03.1 Registered Nurse (RN);

3.03.2 Advanced Practice Nurse (APN); or

3.03.3 Diabetic Nurse Educators.

3.03.4 This definition does not include License Practical Nurses (LPNs). LPNs may assist in the provision of training under these rules. However, training under these rules must be performed by Registered Nurses, Advance Practice Nurses or Diabetic Nurse Educators.

3.04 “Other Healthcare Professional” – includes the following:

3.04.1 Registered Nurse (RN);

3.04.2 Advanced Practice Nurse (APN);

3.04.3 Diabetic Nurse Educators;

3.04.4 Medical Doctors (MD);

3.04.5 Registered Nurse Practitioners;

3.04.6 Doctors of Osteopathy; and

3.04.7 Physician Assistants.

3.05 “Type 1 Diabetes” – sometimes referred to as “insulin dependent diabetes,” a medical condition diagnosed by a licensed healthcare provider and caused by the human body’s failure to produce insulin.

3.06 “Trained Volunteer School Personnel” – Licensed or classified personnel employed by an Arkansas public school district or open-enrollment public charter school who volunteer and successfully complete training for the administration of glucagon to students suffering from Type 1 diabetes.

4.00 GENERAL REQUIREMENTS

- 4.01 Trained volunteer school personnel designated as care providers in a plan developed under Section 504 of the Rehabilitation Act of 1973, as it existed on July 1, 2011, who have been trained by a licensed nurse employed by a school district or other healthcare professional, may, in emergency situations, administer glucagon to students who suffer from Type 1 diabetes.
- 4.02 The training listed in Sections 4.01 and 6.00 of these rules shall be conducted at least annually, regardless of whether a volunteer has previously completed training. Nothing in these rules prohibits training from being conducted more often than annually.
- 4.03 No trained volunteer school personnel designated as care providers pursuant to these rules may administer glucagon to a student who suffers from Type 1 diabetes unless the parent or guardian of the student first signs a written authorization allowing the administration of glucagon to the student by a trained volunteer school personnel designated as a care provider.
- 4.04 When a school nurse is available and on site during an emergency situation, the school nurse shall administer glucagon to the student, when necessary. Volunteer school personnel who are designated as care providers and trained to administer glucagon shall provide glucagon injections only in the absence or unavailability of a school nurse.
- 4.05 The training outlined in these rules is intended to be provided to volunteer school personnel. No school personnel shall be required, pressured or otherwise subjected to duress in such a manner as to compel their participation in training. Prior to receiving training, volunteers must sign a written acknowledgement indicating their desire to volunteer.

5.00 PROTECTION FROM LIABILITY

A school district, school district employee, or an agent of a school district, including a healthcare professional who trained volunteer school personnel designated as care providers, shall not be liable for any damages resulting from his or her actions or inactions under these rules or under Ark. Code Ann. § 17-87-103.

6.00 TRAINING OF VOLUNTEERS

6.01 Training under these rules shall include, at a minimum, the following components:

6.01.1 What glucagon is and how glucagon works;

6.01.2 When, how and by whom glucagon may be prescribed;

6.01.3 The requirements of Arkansas law pertaining to the administration of glucagon injections to Arkansas public school students suffering from Type 1 diabetes;

6.01.4 When glucagon should be administered, how glucagon should be prepared, the dosage and side effects of glucagon, and follow-up care after glucagon is administered;

6.01.5 How glucagon should be stored, including identifying the expiration date and need for replacement;

6.01.6 The role of the school nurse in the administration of glucagon and the delegation of the administration of glucagon; and

6.01.7 The signs of hypoglycemia in students with Type 1 diabetes, including techniques and practices used to prevent the need for glucagon.

6.02 Visual and audio aids may be used during the training required under these rules, but at least one individual listed in Sections 3.03 and 3.04 of these rules must be physically present to provide the training.

6.03 Before a volunteer may be deemed to have successfully completed the training required under these rules, a person listed in Sections 3.03 and 3.04 must sign a certification indicating that the volunteer has successfully completed all aspects of training and that the volunteer has successfully demonstrated mastery of procedures involving the administration of glucagon. No person listed in Sections 3.03 and 3.04 shall sign such a certification unless such person, in his or her professional judgment, believes that a volunteer has successfully completed all aspects of training and that the volunteer has successfully demonstrated mastery of procedures involving the administration of glucagon.

6.04 The Arkansas State Board of Nursing and the Arkansas Department of Education, in collaboration with the Arkansas School Nurses Association and diabetic education experts, shall identify and approve education programs that meet the requirements of Section 6.01 of these rules. Training under these rules shall be given according to the education programs approved under this section.

6.04.1 The Arkansas State Board of Nursing and the Arkansas Department of Education shall maintain and publish a list of approved education programs that meet the requirements of Section 6.01 of these rules. The list of approved education programs may be published on the websites of the Arkansas State Board of Nursing and the Arkansas Department of Education.

6.04.2 The Arkansas State Board of Nursing and the Arkansas Department of Education, in collaboration with the Arkansas School Nurses Association and diabetic education experts, shall at least annually review the requirements associated with the administration of glucagon and shall, if necessary, recommend for adoption by the Arkansas State Board of Nursing and the Arkansas State Board of Education any revisions to these rules.

7.00 RECORDS

7.01 Records of volunteer training must be kept on file at each school.

7.02 For each student with Type 1 diabetes who attends the school, the school district shall maintain a copy of the plan developed under Section 504 of the Rehabilitation Act of 1973, as it existed on July 1, 2011, a list of volunteer school personnel who are designated as care providers and trained to administer glucagon, and a copy of the parent's or guardian's signed authorization. The list of volunteer school personnel who are designated as care providers and trained to administer glucagon and a copy of the parent's or guardian's signed authorization shall also be attached to the student's Individualized Health Plan (IHP).

7.03 The list of volunteer school personnel who are designated as care providers and trained to administer glucagon shall only include the names of such personnel who successfully complete the required training as set forth in Section 6.00 of these rules. The list of volunteer school personnel trained to administer glucagon for each school should be published and made known to all school personnel.

7.04 The principal of each school, in conjunction with each school nurse, shall properly maintain all such records.

Public Comments – Glucagon Injections

Date	Respondent	Comment	ADE Response
12/15/2011	Rep. Hutchinson	Gave brief history behind legislation necessitating this rule and thanked ADE and ASBN for work on rule. Suggested that anyone who fears giving this injection should call a pharmacist and look at glucagon kit and see that it is easy. Supports rule as written	Comment considered; no changes were made as a result of this comment
12/15/2011	Renee Dean, JDRF, on personal behalf	Thanked ADE and ASBN for work on rule. Need more school nurses, but this legislation/rule is something to address in the meantime; supports rule as written	Comment considered; no changes were made as a result of this comment
12/15/2011	Tammy Deldano, parent	Daughter has Type 1 diabetes; has needed glucagon at home on one occasion; glad something is in place that would protect her at school; supports rule as written	Comment considered; no changes were made as a result of this comment
12/5/2011	Kandy Tuggle, Watson Chapel School District, School Nurse	Feels that school nurses should be the ones to administer glucagon to a student	Comment considered; no changes were made as a result of this comment; the rule provides that a school nurse, when available, should administer the glucagon, in the absence of the an available nurse a trained volunteer may administer the glucagon
12/2/2011	Janette Coberly, Rogers School District, School Nurse	Opinion that injectables should only be administered by a licensed or registered nurse	Comment considered; no changes were made as a result of this comment; the rule provides that a school nurse, when available, should administer the glucagon, in the absence of the an available nurse a trained volunteer may administer the glucagon
12/14/2011	Karen Frey, Cabot School District, School Nurse	Does not agree with rule; believes that allowing unlicensed personnel to administer glucagon will decrease the quality of healthcare and education in Arkansas; concerned that allowing trained volunteers to administer glucagon is direct violation of Nurse Practice Act; believes registered nurses should be in every school	Comment considered; no changes were made as a result of this comment; Act 1204 of 2011 created a specific statutory exemption to the Nurse Practice Act for the administration of glucagon by trained volunteer school personnel.
12/21/2011	Tripp Walter, APSRC	<ul style="list-style-type: none"> Section 4.02: In line 2, add "of" between "regardless" and "whether" Section 5.00: Is there any immunity protection available for the trained volunteer? Section 7.02: Add "and updated annually" to the end of the last sentence Section 7.03: Add "annually" to the end of the last sentence 	<ul style="list-style-type: none"> Recommended change was made Yes. Section 5.00 provides immunity for school district employees. Section 3.06 defines "trained volunteer school personnel" to include only those employed by an Arkansas public school district. Therefore, the trained volunteers are covered. Comment considered; no changes were made as a result of this comment Comment considered; no changes were made as a result of this comment