AGENDA
STATE BOARD OF EDUCATION

January 14, 2013
Arkansas Department of Education
Arkansas Department of Education Auditorium
9:00 AM

Back Print

Reports

Report-1 Chair's Report

Presenter: *Jim Cooper*

Report-2 Commissioner's Report

Presenter: *Dr. Tom Kimbrell*

Report-3 Recognition of Arkansas 2012 History Teacher of the Year

The Gilder Lehrman Institute of American History, founded in 1994, and Preserve America are partners in annually recognizing outstanding history teachers throughout the nation. Today, we recognize Sonja Williams, an American history teacher at Hall High School in the Little Rock School District, as the 2012 Arkansas History Teacher of the Year.

Presenter: *Dr. Tom Kimbrell*

Report-4 Update on Common Core State Standards, PARCC and School Improvement

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

Presenter: *Dr. Laura Bednar*

Consent Agenda

C-1 Minutes - December 10, 2012

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 itemized 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. Requests were received from 12 school districts covering a total of 17 teaching positions. Twenty-two school districts requested a total of 26 waivers for long-term substitutes. None of the requests were from a district in academic distress. These requests have been reviewed, and either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: *Dr. Karen Cushman*

C-5 Review of Revolving Loan Application

Pursuant to Arkansas Code Annotated § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refunding of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended that the State Board of Education review the following: Revolving Loan – 1 School Bus Application – Recommend Approval.

Presenter: *Cindy Hollowell and Amy Woody*

C-6 Division of Public School Accountability Standards Assurance Unit Interim Report for Fiscal Year 2012-2013

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. This report is being submitted for compliance with A.C.A. §6-15-102 (g)(1) and (2).

Presenter: *Johnie Walters*

C-7 Covenant Keepers College Preparatory Charter School Quarterly Report

On June 11, 2012, the State Board of Education placed Covenant Keepers College Preparatory Charter School on probation for one year with regular reports to be made regarding finances and management. This is the school's second quarterly report.

Presenter: *Mary Perry*

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of $50 for Case #12-143A – Marolyn Linda Barnett

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand and a fine of $50 for Marolyn Barnett for violation of Standard 3: An educator honestly fulfills reporting obligations associated

with professional practices.

Ms. Barnett was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated November 16, 2012, and accepted the recommendation of the Ethics Subcommittee.

Presenter: *Michael Smith*

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of License for Two (2) Years and a Fine of $75 for Case # T-12-018 – Chelsea Elizabeth Damron (Barnhill)

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Chelsea Damron 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. Ms. Damron was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated October 22, 2012, but failed to respond. The timeline for any hearing has now passed.

Presenter: *Michael Smith*

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning for Case #12-143B – Danny Dewayne Davis

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written warning for Danny Davis for violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.

Mr. Davis was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated November 16, 2012, and accepted the recommendation of the Ethics Subcommittee.

Presenter: *Michael Smith*

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of $50 for Case #12-105 – Amanda Brooke Eakins

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand and a fine of $50 for Amanda Eakins for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Ms. Eakins was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated August 15, 2012, and accepted a the recommendation of the Ethics Subcommittee by stipulated agreement on December 13, 2012.

Presenter: *Michael Smith*

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning for Case #12-143C – Tina Renee Foster

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written warning for Tina Foster for violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.

Ms. Foster was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail

dated November 16, 2012, and accepted the recommendation of the Ethics Subcommittee.

Presenter: *Michael Smith*

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of License, Anger Management Counseling, and a Fine of $75 for Case #12-072 – Kim Patrick Garner

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Kim Patrick Garner for one (1) year, anger management counseling with monitored progress, 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. Garner was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated September 19, 2012, but failed to respond. The timeline for any hearing has now passed.

Presenter: *Michael Smith*

C-14 Consideration of Voluntary Surrender of Teacher License – Jack Woodrow James, Jr.

Jack Woodrow James, Jr., surrendered his license. Because Arkansas law does not provide for the mere surrender of a license, the Board's acceptance of Mr. James' surrender of his license will result in its permanent revocation.

Presenter: *Katherine Donoven*

C-15 Consideration of the Recommendation of the Professional Licensure Standards Board for Suspension of License for One (1) Year and a Fine of $100 for Case #12-082 – Patti Kay Stigall

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending suspension of the teaching license of Patti Stigall for one (1) year and a fine of $100 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom; 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.

Ms. Stigall requested and was granted an evidentiary hearing which was held October 12, 2012. She was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated October 22, 2012, but failed to respond. The timeline for a State Board hearing has now passed.

Presenter: *Michael Smith*

Action Agenda

A-1 Consideration of District Conversion Public Charter School Application: Blytheville High School – A New Tech School, Blytheville School District

Blytheville High School – A New Tech School is a proposed district conversion public charter school to be located within the Blytheville School District. The school would serve grades 9-12 with a proposed enrollment of 1,000 students. The proposed facility is located at 600 North 10th Street, Blytheville, Arkansas. The district's school board approved the proposed district conversion charter application.

Staff members from several sections of the Arkansas Department of Education (ADE) reviewed the application. Evaluation concerns and comments were then sent 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: *Mary Perry*

A-2 Consideration of District Conversion Public Charter School Application: Rogers New Technology High School, Rogers Public Schools

Rogers New Technology High School is a proposed district conversion public charter school to be located within the Rogers Public School District. The school would serve grades 9-12 with a proposed enrollment of 600 students. The proposed facility is located at 2922 S. First St., Rogers, Arkansas. The district's school board approved the proposed district conversion charter application.

Staff members from several sections of the Arkansas Department of Education (ADE) reviewed the application. Evaluation concerns and comments were then sent 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: *Mary Perry*

A-3 Consideration of District Conversion Public Charter School Application: Murfreesboro High School, South Pike County School District

Murfreesboro High School is a proposed district conversion public charter school to be located within the South Pike County School District. The school would serve grades 7-12 with a proposed enrollment of 600 students. The proposed facility is located at 605 Third Street, Murfreesboro, Arkansas. The district's school board approved the proposed district conversion charter application.

Staff members from several sections of the Arkansas Department of Education (ADE) reviewed the application. Evaluation concerns and comments were then sent 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: *Mary Perry*

A-4 Consideration of District Conversion Public Charter School Application: Brunson New Vision Charter School, Warren School District

Brunson New Vision Charter School is a proposed district conversion public charter school to be located within the Warren School District. The school would serve grades 4-5 with a proposed enrollment of 300 students. The proposed facility is located at 212 Scobey Drive, 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 (ADE) reviewed the application. Evaluation concerns and comments were then sent 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: *Mary Perry*

A-5 Consideration of District Conversion Public Charter School Application: Washington Academy, Texarkana School District

Washington Academy is a proposed district conversion public charter school to be located within the Texarkana Public School District. The school would serve grades 9-12 with a proposed enrollment of 160 students. The proposed facility is located at 1900 Marietta, Texarkana, Arkansas. The district's school board approved the proposed district conversion charter application.

Staff members from several sections of the Arkansas Department of Education (ADE) reviewed the application. Evaluation concerns and comments were then sent 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: *Mary Perry*

A-6 Consideration of District Conversion Public Charter School Application: Miner Academy, Bauxite School District

Miner Academy is a proposed district conversion public charter school to be located within the Bauxite School District. The school would serve grades 6-12 with a proposed enrollment of 500 students. The proposed facility is located at 800 School Street, Bauxite, Arkansas. The district's school board approved the proposed district conversion charter application.

Staff members from several sections of the Arkansas Department of Education (ADE) reviewed the application. Evaluation concerns and comments were then sent 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: *Mary Perry*

A-7 Consideration of District Conversion Public Charter School Application: The Academies at Jonesboro High School, Jonesboro Public Schools

The Academies at Jonesboro High School is a proposed district conversion public charter school to be located within the Jonesboro Public School District. The school would serve grades 10-12 with a proposed enrollment of 1,800 students. The proposed facility is located at 301 Hurricane Drive, Jonesboro, Arkansas. The district's school board approved the proposed district conversion charter application.

Staff members from several sections of the Arkansas Department of Education (ADE) reviewed the application. Evaluation concerns and comments were then sent 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: *Mary Perry*

A-8 Continuation Hearing of Open Enrollment Charter Application Appeal: America's Charter School

America's Charter School is a proposed open-enrollment public charter school to be located within the Lincoln School District. Students in grades 8-12 would be served with a proposed enrollment of 500 students. The proposed facility is

located at 117 E. Boyon, Suite A, Lincoln, Arkansas. The hearing for this application was held at the November 1, 2012, meeting of the State Board of Education. At that time, the application was tabled until the January 14, 2013, meeting to allow the applicant additional time for clarification and technical assistance. The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

Presenter: *Mary Perry*

A-9 Consideration of Request for Open-Enrollment Public Charter School Charter Amendments: Northwest Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine Bluff

The State Board of Education approved the applications for Northwest Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine Bluff at the November 1, 2012, meeting. The sponsoring entity, Responsive Education Solutions, is requesting a hearing before the State Board of Education to request an amendment to these charters.

Presenter: *Mary Perry*

A-10 Consideration of Licensure Revocation for Cause – Stacy Stracener

Stacy Stracener entered guilty pleas to eleven counts of sexual assault in the first degree, class "A" felonies, and two counts of sexual assault in the second degree, class "B" felonies, on December 14, 2012, in the Circuit Court of Lonoke County, Arkansas, case number CR 12-87. Under Ark. Code Ann. § 6-17-410, each of the offenses is a separate ground for revocation, suspension, or probation. She is represented by attorney John Hall, who waived her right to a hearing.

Presenter: *Katherine Donoven*

A-11 Consideration of Recommendation of Suspension of Educator's Licenses with Unpaid PLSB Fines

The following educators have not paid the fines ordered by the State Board for violation of the Code of Ethics. The PLSB staff has made every effort to contact these teachers and their districts (if they are currently employed by a school district in Arkansas.)

Under the Administrative Procedures Act § 25-15-217(d), the State Board is authorized to suspend an educator's license until they comply with the State Board ordered fines.

Case #	Name	Date of Board Action	Amount of Fine
12-008	Charlotte Maxine Ellison	May 14, 2012	$75.00
12-018	Roanne Worsham	July 9, 2012	$75.00
12-062	Mindy Sue McFarland	July 9, 2012	$50.00

Presenter: *Katherine Donoven*

A-12 Consideration of Recommendation for New Praxis II Journalism (7-12) Test to be Effective September 1, 2013

Educational Testing Service (ETS) provided the following information from an Arkansas only standard setting study for a new Praxis II test: Journalism (0223).

To support the decision-making process for the Arkansas Department of Education (ADE) with regards to establishing a passing score, or cut score, for the Praxis Journalism (0223) test, research staff from ETS designed and conducted a standard-setting study on May 24, 2012. The study also collected content-related validity evidence to confirm the

importance of the content specifications for entry-level journalism teachers.

The two hour assessment contains 100 multiple-choice questions covering four content areas: Mass Media and Communication (approximately 27 questions); Journalistic Writing and Photojournalism (approximately 33 questions); Student-Produced Media (approximately 20 questions); and Journalism in the School Community (approximately 20 questions). The reporting scale for the Praxis Journalism test ranges from 100 to 200 scaled-score points.

The recommended passing score is provided to help the ADE determine an appropriate operational passing score. For the Praxis Journalism test, the recommended passing score is 51 (out of a possible 80 raw-score points). The scaled score associated with a raw score of 51 is 155 (on a 100-200 scale).

The ADE recommends adopting the Praxis Journalism (0223) test with a cut score of 155 replacing the Principles of Learning and Teaching effective September 1, 2013.

Presenter: *Michael Rowland*

Minutes
State Board of Education Meeting
Monday, December 10, 2012

The State Board of Education met Monday, December 10, 2012, in the auditorium of the Department of Education building. Jim Cooper, Chair, called the meeting to order at 9 a.m.

Present: Jim Cooper, Chair; Brenda Gullet, Vice Chair (via telephone); Dr. Jay Barth; Sam Ledbetter; Alice Mahony; Toyce Newton; Mireya Reith, Vicki Saviers; Dr. Tom Kimbrell, Commissioner; and Kim Wilson, Teacher of the Year

Absent: Joe Black

Reports

Chair's Report:

Ms. Mahony congratulated De Queen Elementary School as one of three schools in the nation selected to receive this year's Dispelling the Myth Award given by The Education Trust to high-achieving schools with large populations of poor children and children who are members of racial and ethnic minority groups.

Commissioner's Report

Commissioner Kimbrell said Department staff was gearing up for the upcoming General Assembly, which convenes January 14, 2013.

Dr. Kimbrell reported he and other PARCC leaders met with Secretary Duncan to discuss the consortium's progress. He said priority areas of risk including procurement and project management were identified. PARRC's governing board will meet December 13 to work on solutions.

Recognition of 2012 Milken Educator

Zsuzsanna Diamond, a teacher at Otter Creek Elementary School in the Little Rock School District, was recognized as the 2012 Arkansas Milken Educator. The award, which comes with an unrestricted payment of $25,000, honors exceptional educators for their work.

Informational Update on Common Core State Standards and PARCC

In examining the state's progress in implementing the Common Core State Standards (CCSS), Dr. Laura Bednar, Assistant Commissioner of Learning Services, acknowledged the value of partnerships with higher education, education service cooperatives and the

various education associations throughout the state. She cited technology challenges and preparing teachers for the new standards as major concerns.

Dr. Bednar said leadership at all levels is the key ingredient for successful implementation of CCSS and to improving a school's performance. She commented while school leaders are on the hook for meeting annual measurable objectives under the state's new accountability system, some areas of the state did not seem to sense the urgency.

Ms. Saviers thanked Dr. Bednar for her candor and asked that the State Board be informed when those failures happen so appropriate action could be taken.

Consent Agenda

Ms. Mahony asked that Consent Agenda Item 14 be pulled for further information.

Dr. Barth moved, seconded by Ms. Saviers, approval of the Consent Agenda with exception of Item 14. The motion carried unanimously.

Department staff said the individual mentioned in Item 14 was not required to have a waiver.

Dr. Barth moved, seconded by Ms. Newton, to approve Item 14 of the Consent Agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes of the November 1, 2012, Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Waivers for Teachers Teaching out of Area
- Review of Loans and Bonds—Two Second Lien Bond Applications and One Voted Application
- Adoption of State Board of Education Meeting Dates for Calendar Year 2013
- Sanction for Teachers as Recommended by the Professional Licensure Board

    - Shannon Ray Caraway
    - Heather Ann Collins
    - Janice Anita Dodson
    - Mila Lynne Floro
    - Wesley Ann Freemyer
    - Angela Oden Gilbert
    - James Chad Green
    - Timothy Allen Harris
    - Angelique Hawkins

- Andrienne Queen Hippolyte
- Stephen Mark Noble
- Terri Lyn Murphy
- Ellen Louise Otis
- Andrew David Ray

Action Agenda

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

Consideration of Adoption of Resolution: Arkansas School Board Member Recognition Month ☐

A resolution was presented designating January as the month to recognize individuals who volunteer their services as members of governing boards of school districts throughout Arkansas.

Mr. Ledbetter moved, seconded by Ms. Saviers, adoption. The motion carried unanimously.

Commissioner Kimbrell acknowledged the work of Dan Farley, Executive Director of the Arkansas School Boards Association. He said Mr. Farley would be retiring at the end of June after serving in that capacity 34 years. He thanked Mr. Farley for his friendship and for the focus of always doing what is best for kids.

Possible Reconsideration of Petition by the DeWitt School District to Close Gillett Elementary School☐

September 7, 2012, the DeWitt School District petitioned the State Board of Education for an order closing the Gillett Elementary School, an isolated campus. Members of the Gillett community opposed the petition. On October 8, 2012, the State Board of Education heard the petition pursuant to Ark. Code Ann. § 6-20-602(b)(2) and the Arkansas Department of Education (ADE) Rules Governing the Closing of Isolated Schools. The State Board denied the petition of the DeWitt School District at that time. During its November 1, 2012, meeting, the State Board directed ADE staff to notify the parties the State Board might possibly reconsider its October 8, 2012, decision during the December 10, 2012, meeting.

Mr. Ledbetter moved, seconded by Dr. Barth, to reconsider its October decision denying the DeWitt School District permission to close Gillette Elementary School. The motion carried. Ms. Mahony and Ms. Newton voted no.

Superintendent Gary Wayman told the State Board he was concerned about going into fiscal distress and said the district could save $241,000 a year by closing the Gillett school, which has 76 students in kindergarten through fifth grade. He also said the district would be better able to upgrade its technology in one elementary school.

Gillett Mayor Jared Holzhauer asked the State Board to let its previous decision stand. He said because of its small class size, Gillette Elementary is able to provide the kind of attention most schools in the state cannot offer.

Dr. Barth said he wanted to see more cooperation and creativity between Gillette and the school district.

Ms. Saviers asked what an innovative solution might be if the students were not there in the community or not willing to be bused to the school.

Ms. Mahony moved, seconded by Ms. Newton, to deny the petition for closing Gillette Elementary. The motion failed four to four in a roll call vote.

Mahony—yes
Newton—yes
Reith—yes
Barth—yes
Ledbetter—no
Gullett—no
Saviers—no
Cooper—no

Ms. Gullett moved, seconded by Ms. Saviers, to approve the petition to close Gillette Elementary. The motion failed three to four in a roll call vote.

Gullett—yes
Saviers—yes
Ledbetter—yes
Mahony—no
Newton—no
Reith—no
Barth—no

Jeremy Lasiter, ADE legal counsel, said the State Board's failure to approve or deny closing the geographically isolated Gillette Elementary results in the school remaining open.

Consideration of Removal of Dermott School District From Fiscal Distress Classification ☐

The Dermott School District was classified in fiscal distress for the 2011-2012 school year. The Department conducted on-site evaluations, provided technical assistance and analysis of the financial status of the school district. ☐Department staff reported the district had currently met all criteria for being removed from fiscal distress and requested State Board approval.

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

Consideration of Removal of North Little Rock School District from Fiscal Distress Classification

The North Little Rock School District was classified in fiscal distress for the 2011-2012 school year. The Department conducted on-site evaluations, provided technical assistance and analysis of the financial status of the school district. Department staff reported the district had currently met all criteria for being removed from fiscal distress and requested State Board approval.

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

Consideration of Removal of Strong-Huttig School District from Fiscal Distress Classification

The Strong-Huttig School District was classified in fiscal distress for the 2011-2012 school year. The Department conducted on-site evaluations, provided technical assistance and analysis of the financial status of the school district. ☐Department staff reported the district had currently met all criteria for being removed from fiscal distress and requested State Board approval.

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

Consideration of Removal of West Side School District (Cleburne County) from Fiscal Distress Classification

The West Side School District (Cleburne County) was classified in fiscal distress for the 2011-2012 school year. The Department conducted on-site evaluations, provided technical assistance and analysis of the financial status of the school district. Department staff reported the district had currently met all criteria for being removed from fiscal distress and requested State Board approval.

Dr. Barth moved, seconded by Ms. Reith, approval. The motion carried unanimously.

Consideration of Classification of District in Fiscal Distress - Mineral Springs School District ☐

The Mineral Springs School District received notice by certified mail as being identified by the Arkansas Department of Education (ADE) for fiscal distress status. The District was informed in the October 22, 2012, identification letter they could not incur any future debt obligations without prior written approval from ADE. ☐The deadline for appeal was November 23, 2012, and no appeal was filed. ☐The Department recommended the district be classified as being in fiscal distress as of December 10, 2012. ☐

Commissioner Kimbrell noted former DeQueen Superintendent Bill Blackwood came out of retirement to serve as interim superintendent for Mineral Springs while the district works to turn around its finances.

Ms. Mahony moved, seconded by Ms. Reith, that the Mineral Springs School District is classified as being in fiscal distress as of December 10, 2012. The motion carried unanimously.

Hearing on Waiver Request for Certified Teacher License – Nicole Francis ☐

This item was pulled from the agenda at the request of the teacher.

Hearing for PLSB Case # 10-129 – David Waldon Paschal ☐

Katherine Donoven, legal counsel for the Professional Licensure Standards Board (PLSB), said after an evidentiary hearing, the PLSB Ethics Subcommittee found that David Waldon Paschal violated Standard 1 of the Code of Ethics, which states, "An educator maintains a professional relationship with each student, both in and outside the classroom." The Ethics Subcommittee recommended permanent revocation of Mr. Paschal's Arkansas teaching license. A de novo hearing was scheduled before the State Board to address issues raised by Mr. Paschal during his Evidentiary Hearing and he was provided notice of the hearing date. ☐

Ms. Donoven said Mr. Paschal was not present for the hearing and asked the State Board to adopt the findings of fact.

Ms. Newton moved, seconded by Dr. Barth, to adopt the findings of fact. The motion carried unanimously.

Hearing for PLSB Case # 12-048 – William Thomas Rabe ☐

Ms. Donoven said William Thomas Rabe holds a standard five-year license in 7-12 mathematics valid until December 31, 2014. The PLSB Ethics Subcommittee found that Mr. Rabe violated Standard 1 in nine separate circumstances and Standard 2 in five separate circumstances as outlined in the Ethics Subcommittee's Reasonable Belief Determination and Recommendation. Standard 1 states "An educator maintains a professional relationship with each student both in and outside the classroom." Standard 2 states that an educator "maintains competence regarding skills, knowledge, and dispositions relation to your organizational, subject matter, and/or pedagogical practice."

The Ethics Subcommittee recommended revocation of Mr. Rabe's license. Mr. Rabe did not challenging the factual findings of the Ethics Subcommittee, but only its recommendation for revocation.

Ms. Newton moved, seconded by Dr. Barth, that Mr. Rabe be issued a written reprimand and a fine of $50. The motion carried unanimously.

Hearing on Waiver Request for Certified Teacher License – Randall Dean Wood

In presenting this request for waiver, Ms. Donoven said Randall Dean Wood was convicted May 18, 2009, for attempted breaking or entering, a class "A" misdemeanor. She said Mr. Wood had applied for a standard license by reciprocity with Louisiana. His criminal record was sealed August 20, 2012.

Ms. Saviers moved, seconded by Dr. Barth, approval of the waiver with the stipulation of probation for a period of two years and no other disqualifying conviction or violation of code of ethics. The motion carried unanimously.

Consideration for Final Approval: Arkansas Department of Education Rules Governing Alleged Testing Improprieties

Ark. Code Ann. § 6-15-403 allows the State Board of Education (State Board) to promulgate rules and regulations as may be necessary to develop and implement the comprehensive testing, assessment, and accountability program. Ark. Code Ann. § 6-15-438 sets forth the statutory requirements pertaining to test security and confidentiality. Current rules have been amended to account for the Professional Licensure Standards Board (PLSB) investigative process and to set forth a clear process for the resolution of alleged testing improprieties.

The State Board released the proposed rules for public comment October 8, 2012. A public hearing was held October 25, 2012. The public comment period expired November 12, 2012. Department staff received public comments on the proposed rules and revised the rules based upon those public comments.

The State Board was requested to give its final approval of the proposed rules, as revised. ☐

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

Consideration of Approval for Public Comment: Proposed Arkansas Department of ☐Education Rules Governing Educator Licensure

On October 8, 2012, the State Board of Education gave final approval to proposed new Rules Governing Educator Licensure, and the associated repeal of the Department's existing licensure rules. In response to concerns and comments raised during legislative review, the Department proposed revising the Rules to delete the new ancillary license in school counseling.

The State Board was requested to rescind its October 8, 2012, approval of the proposed rules, and then approve the proposed rules for public comment. ☐

Mr. Ledbetter moved, seconded by Ms. Newton, to rescind previous approval of the rules. The motion carried unanimously.

Ms. Reith moved, seconded by Dr. Barth, to approve the revised rules for public comment. The motion carried unanimously.

Consideration for Emergency Approval: Arkansas Department of Education Rules ☐Governing Educator Licensure

Because of the thousands of licensure renewal applications expected to be processed in December, and because of the need to enable middle school licensure for December graduates of education programs, the State Board was requested to give emergency approval to the proposed licensure rules, making them effective immediately upon filing.

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

Adjournment

The meeting adjourned at 1:56 p.m.

These minutes were recorded by Phyllis Stewart.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
DECEMBER 31, 2012

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of December 2012.

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

A. As of November 30, 2012, State Foundation Funding payments paid for FY 12/13 totaled $22,134,684 to LRSD, $12,476,721 to NLRSD, and $15,435,596 to PCSSD.

B. As of November 30, 2012, the Magnet Operational Charge paid for FY 12/13 totaled $6,528,660. The allotment for FY 12/13 was $14,363,041.

C. As of November 30, 2012, the M-to-M incentive checks paid for FY 12/13 totaled $1,799,840 to LRSD, $1,696,288 to NLRSD, and $4,199,776 to PCSSD.

D. ADE pays districts three equal installments each year for their transportation budgets. North Little Rock submitted a recalculated "Projection of Expenditures" for 11-12 after the first payment was made. This resulted in a much lower second payment to equalize the payments.

1. In February 2012, General Finance made the second one-third payment to the Districts for their FY 11/12 transportation budget. As of February 29, 2012, transportation payments for FY 11/12 totaled $2,594,666.67 to LRSD, $689,693.05 to NLRSD, and $1,778,000.70 to PCSSD.

2. In November 2012, General Finance made the last one-third payment to the Districts for their FY 11/12 transportation budget. As of December 31, 2012, transportation payments for FY 11/12 totaled $4,623,452.01 to LRSD, $1,161,173.60 to NLRSD, and $2,878,275.70 to PCSSD.

3. In November 2012, General Finance made the first one-third payment to the Districts for their FY 12/13 transportation budget. As of December 31, 2012, transportation payments for FY 12/13 totaled $1,530,000.00 to LRSD, $401,121.35 to NLRSD, and $1,151,841.67 to PCSSD.

E. The sixteen (16) new Magnet and M-to-M buses have been delivered to the districts. The following is a breakdown of the buses by district.

LR	Six (6) 65 passenger buses
NLR	Two (2) 65 passenger buses
PCSSD	Three (3) 65 passenger buses
	Three (3) 47 passenger buses

The following is a breakdown of the buses that have been turned back in and delivered to Marketing & Redistribution for sale.

LR	turned in eight (8) buses
NLR	turned in two (2) buses
PCSSD	turned in eight (8) buses

I. Financial Obligations (Continued)

F. In July 2012, Finance paid the Magnet Review Committee $92,500. This was the total amount due for FY12/13.

G. In July 2012, Finance paid the Office of Desegregation Monitoring $200,000. This was the total amount due for FY 12/13.

II. Monitoring Compensatory Education

(Corrected from October 2012 PMT) - On October 4, 2012, the ADE Implementation Phase Working Group met to review the Implementation Phase activities from the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Ms. Kendra Clay, ADE Attorney, briefed the group on two pending desegregation case issues: (1) Little Rock School District's Motion to Enforce the 1989 Settlement Agreement related to charter schools; and (2) The State of Arkansas's Motion for Release from the 1989 Settlement Agreement. Mr. Morris stated that initially three (3) charter schools could be located in each Congressional district. Pulaski County has the majority of the open-enrollment charter schools. LRSD and PCSSD are against some open-enrollment charter schools because they maintain that the charter schools have a negative effect on desegregation. Some parties in the desegregation case have argued that the Charter School and School Choice laws may have a negative effect on desegregation. ADE continues to provide assistance to the parties such as technical support and minority recruitment because teachers are needed in the hard to recruit areas. There are nine (9) non-unitary items in PCSSD that keep them from becoming totally unitary, such as staffing, recruitment and school climate, etc. ADE has been asked to monitor the nine (9) non-unitary items which will begin soon. The ADE Implementation Phase Working Group then reviewed current events and recent newspaper articles, including LRSD's plan to build a junior high school in West Little Rock and replace or rebuild McClellan High School. The next Implementation Phase Working Group Meeting is scheduled for January 10, 2013 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 10, 2012, 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 December 5 and 11, 2012, Susan Gray, Suzanne Knowles, and Questar Assessment, Inc. conducted a webinar of Mid-Year District Test Coordinator Training. The webinar provided training for the administration of the mid-year tests in Algebra I, Geometry, and Biology. Little Rock School District, North Little Rock School District and Pulaski County Special School District participated.

VII. Test Validation

The Arkansas Department of Education (ADE) has, for over fifteen (15) years, implemented a rigorous, statistically sound and nationally recognized process for developing questions for its state standardized assessments. This process continues on an ongoing basis.

VII. Test Validation (Continued)

Before a question appears on a state standardized exam to measure student achievement, the question must survive a strict review process that lasts at least two (2) years. The process includes a review of each draft question by an internal team of ADE content specialists, a Content Committee, a Bias Review Committee and a Committee of Practitioners. The ADE also relies upon trained psychometricians, a Technical Advisory Committee (TAC), and the federal peer review process to conduct ongoing evaluations of the ADE's standardized testing procedures to ensure that those procedures are reliable, valid and controlled for bias.

Part of the two-year review process includes a review of each draft test question by the Bias Review Committee. The committee specifically reviews each draft test question for bias or lack of cultural sensitivity. The Bias Review Committee consists of approximately ten (10) educators, program specialists and administrators from throughout Arkansas. This committee is responsible for reviewing all reading passages, test questions, and writing prompts to make certain that the questions are controlled for bias and are not insensitive to specific groups or individuals. Once each draft question is field tested, the Bias Review Committee meets again to review the results using student data disaggregated by demographic group to review indications of possible bias with regard to a particular question. The Bias Review Committee has the power to reject a draft question altogether or require the draft question to be revised. If the Bias Review Committee orders a draft question to be revised, the entire two-year review process begins anew.

Only a draft question that has been found acceptable at every stage of the bias review process may be placed on an operational test to measure student achievement.

VIII. In-Service Training

On November 7, 2012, ADE staff provided Professional Development at Maumelle High School in the Pulaski County Special School District regarding Diane Sweeney's Leadership Series 4-Results Based Student-Centered Coaching. The Professional Development Consultant led a session that revisited the core practices for student-centered coaching, which also provided an extension for those who are implementing the model. The Common Core State Standards were featured as an essential tool to drive coaching conversations, and participants learned more about student-centered learning labs. The session highlighted videos of coaching conversations, scenarios to help coaches trouble-shoot challenges they are facing, and new materials from Sweeney's soon-to-be published book, Student-Centered Coaching at the Secondary Level (Corwin Press). The presenter was Diane Sweeney, Professional Development Consultant. The audience was Tri-District Instructional Facilitators, Administrators, ADE, Science Technology Engineering and Mathematics (STEM), and Education Cooperative Services Professional Development Specialists.

VIII. In-Service Training (Continued)

On November 12, 2012, ADE made a site visit to Maumelle Middle School in the Pulaski County Special School District regarding Professional Learning Community - Mathematics. The teachers discussed specific support needed to identify Arkansas Mathematics Framework Student Learner Expectations not aligned directly with Common Core State Standards. Planning instruction that ensures instructional gaps during the transition from Arkansas Frameworks to CCSS do not occur will be a focus for professional development and group study. After the meeting, the Program Advisor met with the instructional facilitator and principal to debrief and plan. The presenter was Djuna Dudeck, PCSSD Program Advisor. The audience was 6th – 8th Grade Math Teachers and instructional facilitator.

On November 12, 2012, ADE made a site visit to Fuller Middle School in the Pulaski County Special School District regarding a leadership team meeting. The leadership team met and discussed the following: 1) book study (Shifting the Monkey); 2) desired professional development; 3) professional learning communities; 4) ACSIP plan; 5) test data; 6) student discipline; 7) student incentive/activities; 8) upcoming staff meetings; 9) status of Pre-AP Classes; and 10) next steps. The presenter was Brent Mitchell, Principal. The audience was the leadership team and Central Office Program Advisors.

On November 13, 2012, ADE made a site visit to Romine Elementary School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the principal and literacy coach to discuss the Elementary and Secondary Education Act (ESEA) Flexibility timeline and the targeted improvement plan for Focus Schools. A return visit date was set. The presenter was Kathy Mascuilli, Professional Development Specialist. The audience was Beverly Jones, Principal.

On November 13, 2012, ADE made a site visit to the Pulaski County Special School District Administration Building regarding Planning Meeting with PCSSD Program Advisors. ADE Specialist met with PCSSD Program Advisors assigned to Lawson Elementary to plan professional development support and focus on areas in literacy as requested by the principal, instructional facilitator and teachers. They were building on previous work and support provided by Karyl Bearden and Pearce Peacock from September. A plan was developed and next steps were identified. The presenter was Karyl Bearden, ADE Professional Development Specialist. The audience was Djuna Dudeck and Nickey Nichols, PCSSD Program Advisors and Renee Dawson, Director of Professional Development and Curriculum for PCSSD.

On November 14, 2012, ADE made a site visit to Wilbur D. Mills High School in the Pulaski County Special School District regarding Professional Learning Communities and leadership team meeting. The Literacy Professional Learning Community focused on data analysis and how to use data to guide instruction. A data wall was completed to allow visibility of student progress or digression in literacy skills. The leadership team focused on the following: 1) building and sustaining an accountability system; 2) review and reflect on the results of the recent Scholastic Audit Report findings; and 3) explore the use of inidistar (digital planning tool for Priority Schools) to monitor progress of school improvement efforts. The presenters were Dr. Delena Gammill, Arkansas Leadership Academy and Dr. Veronica Perkins, Principal. The audience was PCSSD Language Arts Teachers, building leadership team, District Program Advisors and ADE School Improvement Specialist.

On November 14, 2012, ADE made a site visit to Martin Luther King Elementary School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the staff to examine the targeted improvement plan and its organization. The presenter was Kathy Mascuilli, Professional Development Specialist. The audience was Karen Carter, Principal; Dee Ann Morgan and Debbie Finkenbine, Instructional Coaches and 1st and 5th Grade Teachers.

VIII. In-Service Training (Continued)

On November 19, 2012, ADE made a site visit to Harris Elementary in the Pulaski County Special School District regarding a leadership team meeting. The leadership team met and focused on the following: 1) developing an organizational chart of support resources available; 2) identifying the status of the established vision, mission, and shared core beliefs; 3) reviewing achievement and perceptual data to establish goals; and 4) establishing next steps and a timeline to achieve the plans. The presenters were Jerry Vaugn, Arkansas Leadership Academy; Dr. Darnell Bell, Principal and Karyl Bearden, ADE Professional Development Specialist. The audience was the building leadership team, District Administrators and ADE School Improvement Specialist.

On November 26, 2012, ADE made a site visit to Wilbur D. Mills High School in the Pulaski County Special School District regarding a Planning and Support Meeting. Dr. Perkins met with Peggy Woosley, Dr. Andrea Kelly, and Karyl Bearden to review progress and plans in place. Mrs. Woosley specifically requested information regarding how the school is addressing literacy instruction, learning structures, professional learning communities, and the resources currently being used and still needed. She then observed the classrooms followed by a debriefing with Dr. Perkins. Information was gathered and needs were communicated. They will be relayed to Dr. Bednar's office. The presenters were Peggy Woosley, ADE Division of Learning Services and Dr. Veronica Perkins, Principal. The audience was the building principal, District Administrators, and External/Local School Improvement Support.

On November 26, 2012, ADE made a site visit to Franklin Elementary School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the principal to examine the targeted improvement plan in the school's ACSIP plan. Classroom observations were conducted. A debriefing of the observations was held. The presenter was Kathy Mascuilli, Professional Development Specialist. The audience was Cynthia Collins, Principal.

On November 27, 2012, ADE made a site visit to Stephens Elementary School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the principal and literacy coach to examine the targeted improvement plan in the school's ACSIP plan. Classroom observations were conducted. A debriefing of the observations was held. The presenter was Kathy Mascuilli, Professional Development Specialist. The audience was Sharon Brooks, Principal and Sabreen Al-Uqdah, Literacy Coach.

On November 28, 2012, ADE made a site visit to Brady Elementary School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the principal and literacy coach to examine how to organize the information for the targeted improvement plan for Focus Schools. A leadership team meeting was held to discuss how to better support struggling students. Classroom observations were also conducted. A debriefing of the observations was held. The presenter was Kathy Mascuilli, Professional Development Specialist and Tyrone Harris, Principal. The audience was Mary Lawson, Literacy Coach and the leadership team.

On November 29, 2012, ADE made a site visit to Wakefield Elementary School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the principal, literacy coach and math coach to examine the targeted improvement plan in the school's ACSIP plan. Classroom observations were conducted. A debriefing of the observations was held. The presenter was Kathy Mascuilli, Professional Development Specialist. The audience was Les Taylor, Principal; Jennifer Salinas, Literacy Coach; and Connie Hansen, Math Coach.

VIII. In-Service Training (Continued)

On November 30, 2012, ADE made a site visit to Wilbur D. Mills High School in the Pulaski County Special School District regarding Literacy Design Collaborative (LDC). ADE Specialist met with Dr. Veronica Perkins and the teachers who are implementing LDC to provide one-on-one coaching and professional development. The presenter was Sherri Thorne, Curriculum and Instruction English Language Arts Specialist. The audience was Dr. Veronica Perkins, Principal; John Havel, Jeremy Jenkins, Samantha Newkirk, Erma Cummings, Dr. Carlethia Houston and Trakia Thomas, Teachers.

On December 3, 2012, ADE made a site visit to Romine Elementary School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the staff to monitor the development of the school's targeted improvement plan and attended the after school faculty meeting. The presenters were Kathy Mascuilli, Professional Development Specialist and Beverly Jones, Principal. The audience was Terrie Evans, Math Coach and K-5th Grade Teachers.

On December 3, 2012, ADE made a site visit to Maumelle High School in the Pulaski County Special School District regarding Math Design Collaborative (MDC) observation visit. Tim Brister and Nanette Nichols met with three (3) math teachers, observed one (1) math teacher and met with the assistant principal. The presenters were Tim Brister and Nanette Nichols. The audience was Jessica Beavers, Michael Shook and Jacob Smith, Math Teachers; and Leslie Ireland, Asst. Principal.

On December 3, 2012, ADE made a site visit to Robinson High School in the Pulaski County Special School District regarding Literacy Design Collaborative (LDC) Coaching/Support Visit. ADE Specialists along with Eleanor Jester met with four (4) LDC participating teachers. Each teacher received targeted professional development to address revisions that will strengthen the mini-tasks within their LDC modules. The presenters were Keith Harris, UALR Science STEM Specialist and Sherri Thorne, English Language Arts Specialist, ADE.

On December 4, 2012, ADE made a site visit to Romine Elementary School in the Little Rock School District regarding Targeted Improvement Plan Meeting. ADE Specialist met with the principal to discuss further examination of the targeted improvement plan being developed for Elementary and Secondary Education Act (ESEA) Flexibility. The presenter was Kathy Mascuilli, Professional Development Specialist. The audience was Beverly Jones, Principal.

On December 4, 2012, ADE made a site visit to Jacksonville High School in the Pulaski County Special School District regarding Literacy Design Collaborative (LDC) observation visit. Arkansas Cohort One LDC trainers met with two (2) freshman academy teachers, Career and Technical Education (CTE) Teacher and the assistant principal. The presenters were Michele Snyder and Jane Dearworth. The audience was Elizabeth Lanius, English Teacher; Coach Jeremiah Clennon, Physical Science Teacher; Jurel Guffey, Career and Technical Education (CTE) Teacher; and Lourdes Goodnight, Asst. Principal.

On December 4, 2012, ADE made a site visit to Jacksonville High School in the Pulaski County Special School District regarding Math Design Collaborative (MDC) observation visit. Tim Brister observed three (3) teachers implementing classroom challenge lessons and met with the math coach and asst. principal. Ricardo Sousa, interventionist and Coach Max Hatfield, Special Education Teacher observed one (1) classroom lesson. The presenter was Tim Brister. The audience was Jessica Richburg, Coach Katrina Mimms and Larry Burrows, Math Teachers; Mindy Parker, Math Coach; and Lourdes Goodnight, Asst. Principal.

VIII. In-Service Training (Continued)

On December 4, 2012, ADE made a site visit to Robinson High School in the Pulaski County Special School District regarding Math Design Collaborative (MDC) observation visit. The presenter was Anthony Owen, Public School Program Advisor, Secondary Math. The audience was Mary Carolyn Bailey, Principal; Maria Dee Giddens, Teacher; and Eleaner Jester, Math Instructional Facilitator.

On December 5, 2012, ADE made a site visit to Dunbar Middle School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the staff to monitor the development of the school's targeted improvement plan for Focus Schools. The presenter was Kathy Mascuilli, Professional Development Specialist. The audience was Eunice Thrasher, Principal; Shana Loring, Literacy Coach; and Natalie Holliman, Math Coach.

On December 5, 2012, ADE conducted a meeting with Dr. Morris Holmes, Dr. Sadie Mitchell and Dr. Dennis Glasgow at the Little Rock School District Administration Building regarding two (2) Focus Schools that do not have a current Scholastic Audit. The presenters were Dr. Andrea Kelly and Kathy Mascuilli, ADE. The audience was Dr. Morris Holmes, Superintendent; Dr. Sadie Mitchell; and Dr. Dennis Glasgow, Asst. Superintendents.

On December 7, 2012, ADE made a site visit to Dunbar Middle School in the Little Rock School District regarding a Leadership Team Meeting. ADE Specialist attended the meeting to discuss the interim measurable objectives that the leadership team needs to be developing. Discussion of a new piece to the school's discipline plan was held. The presenter was Eunice Thrasher, Principal. The audience was Pamela Person, Clifton Woodley and Tina House, Asst. Principals; Natalie Hollimon, Math Coach; Shana Loring, Literacy Coach, Robin Kratze, English as a Second Language (ESL) Teacher; Jackie Whitehead, Special Education Teacher; Gertrude Stubblefield, Math Teacher; and Evelyn Estor, Counselor.

On December 10, 2012, ADE made a site visit to Martin Luther King Elementary School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the staff to monitor development of the school's targeted improvement plan for Focus Schools. A leadership team meeting was conducted by Karen Carter, Principal. The presenters were Kathy Mascuilli, Professional Development Specialist and Karen Carter, Principal. The audience was Barbara Griggs, Asst. Principal; Dee Ann Morgan, Instructional Coach; and K-5th Grade Teachers.

On December 11, 2012, ADE made a site visit to Central High School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the staff to monitor development of the school's targeted improvement plan for Focus Schools. The presenter was Kathy Mascuilli, Professional Development Specialist. The audience was Nancy Rousseau, Principal and Barbara Stafford, ACSIP Chairman.

On December 12, 2012, ADE made a site visit to Central High School in the Little Rock School District regarding a Leadership Team Meeting. ADE Specialist attended the meeting to discuss student achievement data and to look at additions to the Arkansas Comprehensive School Improvement Plan. The presenters were Kathy Mascuilli, Professional Development Specialist and Nancy Rousseau, Principal. The audience was Barbara Stafford, ACSIP Chairman; Tina Hayley, Literacy Coach; Tonjuna Iverson, Math Coach; Dr. Phillip Clark, District Administrator; Regina Ezell, Asst. Principal; Arthur Olds, Teacher; Heather Rainbolt, Teacher; and LeQuete Griggs, Counselor.

VIII. In-Service Training (Continued)

On December 13, 2012, ADE attended the Secondary Curriculum Planning Meeting that was held at the Pulaski County Special School District Administration Building. ADE Specialist presented a Venn diagram that illustrates the commonalities among the math, science and literacy content. The presenters were Renee Dawson, District Curriculum Coordinator and Sherri Thorne, ADE English Language Arts Specialist. The audience was Dr. Linda Remele, Deputy Superintendent; Jennifer Beasley, Djuna Dudeck, Susan Fletcher, Program Advisors; Kiffany Davis, Laura Shirley, Dr. Yolaundra Williams, Instructional Facilitators; and Karen Rivers, UALR/STEM.

On December 13, 2012, ADE made a site visit to Pulaski Heights Middle School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the staff to monitor the school's targeted improvement plan for Focus Schools and attended the leadership team meeting. The presenters were Kathy Mascuilli, Professional Development Specialist and Dr. Suzanne Ross, Principal. The audience was Dr. Steven Wise, Sammy Grandy and Lanette Kemp, Asst. Principals; Peggy Taylor and Michelle Williams, Counselors; Debra Brown, Literacy Coach; and Dr. Terri Cox, Math Coach.

On December 14, 2012, ADE made a site visit to Dunbar Middle School in the Little Rock School District regarding a Leadership Team Meeting. ADE Specialist attended the meeting to discuss the targeted improvement plan and developing the interim measurable objectives. The presenter was Eunice Thrasher, Principal. The audience was Pamela Person, Clifton Woodley and Tina House, Asst. Principals; Natalie Hollimon, Math Coach; Shana Loring, Literacy Coach; Robin Kratze, English as a Second Language (ESL) Teacher; Jackie Whitehead, Special Education Teacher; Gertrude Stubblefield, Math Teacher; and Evelyn Estor, Counselor.

On December 17, 2012, ADE made a site visit to Stephens Elementary School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the staff to monitor the school's targeted improvement plan for Focus Schools and attended the afterschool staff professional development session. The presenters were Kathy Mascuilli, Professional Development Specialist and Sharon Brooks, Principal. The audience was Sabreen Al-Uqdah, Literacy Coach.

On December 18, 2012, ADE made a site visit to Wakefield Elementary School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the staff to monitor the school's targeted improvement plan for Focus Schools. The presenter was Kathy Mascuilli, Professional Development Specialist. The audience was Les Taylor, Principal and Jennifer Salinas, Literacy Coach.

On December 18, 2012, ADE made a site visit to Romine Elementary School in the Little Rock School District. ADE Specialist worked with the staff at their Parent Math Night, which provided parents games and strategies to work with their children at home to strengthen math skills. The presenters were Terri Evans, Literacy Coach and Beverly Jones, Principal. The audience was parents and students.

On December 19, 2012, ADE made a site visit to Martin Luther King Elementary School in the Little Rock School District regarding Focus Schools. ADE Specialist met with the staff to monitor the school's targeted improvement plan for Focus Schools. The presenter was Kathy Mascuilli, Professional Development Specialist. The audience was Karen Carter, Principal; Dee Ann Morgan, Instructional Coach; and Barbara Griggs, Asst. Principal.

VIII. In-Service Training (Continued)

On December 20, 2012, ADE conducted a meeting at the Instructional Resource Center located in the Little Rock School District. The meeting was held to deliver the results of the Scholastic Audit to the leadership team of the Focus and Priority Schools in Little Rock. The presenter was June Haynie, Director of Scholastic Audit. The audience was Dr. Morris Holmes, Superintendent; Dr. Dennis Glasgow and Dr. Sadie Mitchell, Asst. Superintendents; Dr. Loyd Sain, Director of Professional Development; Beth Clifford, Elementary Math Specialist; Dr. Vanessa Cleaver, Director of Math; Marion Woods, Director of Elementary Professional Development; Suzi Davis, Director of Secondary Literacy; Kathy Kohler, President of Little Rock Classroom Teachers Association; Dr. Daniel Whitehorn, Director of Middle Schools; and leadership teams from Henderson Middle School, Romine Elementary, Stephens Elementary, Wilson Elementary and Bale Elementary.

IX. Financial Assistance to Minority Teacher Candidates

On November 6, 2012, Colleges of Education were contacted to provide a list of their Fall 2012 graduates. Little Rock School District, North Little Rock School District and Pulaski County Special School District were contacted and asked to provide a list of foreseeable teacher shortage areas by subject and grade level and to write a brief statement evaluating the effectiveness of ADE's minority recruitment assistance.

X. Financial Assistance to Minority Teacher Candidates

On April 12, 2012, Ms. Lisa Smith of the Arkansas Department of Higher Education reported Minority Scholarships for Fiscal Year 2011-2012 have been phased out and no awards were given. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program.

XI. Minority Recruitment of ADE Staff

The MRC met on July 9, 2012 at the ADE. The MRC plan calls for ADE to maintain a 25% minority (black) employment rate in each division of the department and in the department as a whole for employees rated at Grade 21 and above (not including Grade 99's). Due to the revision in the employee grade system by the Office of Personnel Management, Grades C121 to C130 were used for the purpose of this report. 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 June 30, 2012, two of the divisions, Central Administration and Accountability exceeded the 25% threshold. 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 28, 2012, the ADE participated in a Desegregation Monitoring and Assistance Plan Meeting. Those in attendance were Margie Powell, Willie Morris, Aleta Fletcher, Dr. Jerry Guess (Superintendent), John Hoy (ADE), Rizelle Aaron (Joshua), Jenny Dunn (Director of Special Education), Brenda Hiegel (Special Education Coordinator), Sherman Whitfield, (Director of Pupil Services), Terri Rogers (Coordinator of Equity Initiatives) and Dr. Brenda Bowles. During the meeting the following items were discussed:

- Human Resources Individual Minority School Status Summary
- Revised Plan 2000 Section L. Staffing Status of Implementation/Compliance Audit
- Plan 2000 Section K. Special Education Status of Implementation/Compliance Audit
- The District is working on standardizing the Response to Intervention (RTI) Committee; training and written plan
- The District Discipline Committee will meet on January 28, 2013, to define the roles of RTI Coordinators.

Due to the Winter Break we will only meet once in December, our next meeting is scheduled for **December 19, 2012 at 2:30 p.m.** If you have any questions please contact me.

NEWLY EMPLOYED FOR THE PERIOD OF November 17, 2012– December 26, 2012

Brittany Kincaid – Policy Development Coordinator, Grade C117, Central Administration, Policy and Legislative Services, effective 11/26/12.

Sarah Shearer – Administrative Specialist II, Grade C109, Division of Human Resources/Licensure, Professional Licensure Standards Board (PLSB), effective 12/10/12.

***Ophelia Veasey – Administrative Specialist II, Grade C109, Division of Learning Services, Scholastic Audit, effective 12/10/12.**

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF November 17, 2012– December 26, 2012

Rick Green from Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement to ADE Program Administrator, Grade C124, Division of Learning Services, Federal Programs, effective 12/24/2012.

SEPARATIONS FOR THE PERIOD OF November 17, 2012– December 26, 2012

***Gheric Bruce– ADE Assistant to Director, Grade C129, Division of Learning Services, Federal Programs, effective 12/07/12. 1 Year, 1 month, 2 days. 01**

Steven Ross – Systems Analyst, Grade C122, Division of Research and Technology, Data Reporting and Systems, effective 12/21/12. 5 Years, 3 months, 21 days. Retirement

***Glennesia Skipper– Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 12/10/12. 1 Year, 2 months, 7 days. 01**

***Minority**

AASIS Codes:
01-Voluntary Retirement

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	AR River ESC	1	Walton, Ashley	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
	Arkansas Pediatric Facility	1	Rieser, Steven	PE K-12	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
0401	Bentonville School District	2	Coombs, Mark	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Hedstrom, Matthew	Social Studies 7-12, MS Social Studies	236	Physical Education, Wellness & Leisure 7-12	12-13	Granted
	Bost, Inc.	1	Dobbs, Denise	Middle Childhood Eudcation, Special Education 5-9	231	Sp Ed Ech Inst Specialist P-4	12-13	Denied
6303	Bryant School District	1	Matthews, Keith	Instrumental Music P-12	2010	Survey of Fine Arts	12-13	Granted
7202	Farmington School District	2	Elling, Stephanie	Elementary K-6, Reading K-12, Middle Childhood Education	305	Gifted & Talented P-8	11-12 12-13	Granted
			Elling, Stephanie	Elementary K-6, Reading K-12, Middle Childhood Education	306	Gifted & Talented 7-12	11-12 12-13	Granted
5602	Harrisburg School District	1	Wallace, Lesleye	Special Ed P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
6001	Little Rock School District	2	Nix, Keith	PE K-12, MS Science	305	Gifted & Talented P-8	12-13	Granted
			Nix, Keith	PE K-12, MS Science	306	Gifted & Talented 7-12	12-13	Granted

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
6002	N. Little Rock School District	2	Boyd, Renardo	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Hodges, Heather	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
6205	Palestine-Wheatley Sch. Dist.	2	Teal, Angela	Elementary 1-6	295	Library Media Science P-8	11-12 12-13	Granted
			Teal, Angela	Elementary 1-6	296	Library Media Science 7-12	11-12 12-13	Granted
0406	Siloam Springs School District	1	Sisk, Deborah	Elementary 1-6	001	Early Childhood Education P-4	12-13	Granted
4003	Star City School District	1	Riley, Stephanie	ECE P-4, 5th/6th Endorsement, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted

12	**Total # Districts Requesting Waivers this Month**	**17**	**Total # Waivers Requested this Month**

Total # Waivers Granted	**16**
Total # Waivers Denied	**1**
Total # Waivers Requested	**17**

LEA	District	# Waivers Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied
3201	Batesville School District	1	Kibbe, Sue	Media Specialist	Pillow, Charlotte	Granted
0401	Bentonville School District	3	Donahoe, Jill	Art	Olson, April	Granted
			Gibbons, James	5/6 Art	Burris, Katie	Granted
			Peerson, Sara	Mathematics	Kirby, Rebecca	Granted
4702	Blytheville School District	1	Turney, Candice	6th Grade Literacy/Social Studies	Neal, Carlyn Sue	Granted
6303	Bryant School District	1	Martin, Phyllis	Elementary Music	Bock, Lillian	Granted
5204	Camden Fairview School Dist.	1	Andrews, Eboney	First Grade	West, Melissa	Granted
4802	Clarendon School District	1	Brown, CleAnn	Library Media K-6	Meacham, Dolores Ann	Granted
2202	Drew Central School District	1	Maggard, Jessica	PE/Health	Mathews, Angel	Granted
5301	East End School District	1	Dalby, Robert	Enviornmental Science, Physical Science, Chemistry	Garrigus, Denise	Granted
6201	Forrest City School District	1	Allen, Mildred	Social Studies	Wilson, Charlotte	Granted
4602	Genoa Central School District	1	Mason, Kelsey	Kindergarten	Nash, Emily	Granted
0404	Gravette School District	1	Perry, Diane	Art	Hendrick, Mollie	Granted
6603	Hackett School District	1	Culbertson, Karen	English, Speech/Drama, Journalism	Leaptrot, Casey	Granted
0503	Harrison School District	1	Thomas, Ronald	Social Studies	Jenkins, Kyndall	Granted
1202	Heber Springs School District	1	Skelton, Cristie	2nd Grade	Stevens, Whitney Brock	Granted
5403	Helena/ W.Helena School Dist.	3	Bush, Gwendolyn	English	Wise, Sharon	Granted
			Podgurski, Gary	Social Studies	Johnson, Millicent	Denied
			Rose, Shirley	Mathematics	Stewart, Troyniticia	Granted
0506	Lead Hill School District	1	Center, Sandra	Science	Terry, Maureen	Granted
6505	Ozark Mountain School District	1	Horn, Michael J.	Mathematics	Rabe, Thomas	Granted
0405	Rogers School District	1	Bryan, Cory	Art	McGinnis, Rebecca "Ruth"	Granted
5805	Russellville School District	1	Rowlett, Stacy	6th Grade Social Studies	James, Vicky	Granted
2705	Sheridan School District	1	Stover, Theresa	Social Studies	Finley, Terry	Granted

000000Long Term Substitute Requests
2012-2013
January 2013 State Board

LEA	District	# Waivers Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied
7009	Strong-Huttig School District	1	Thompson, Christopher	Social Studies	Brown, Mike	Granted
0104	Stuttgart School District	1	Bagley, Karen	Third Grade	Burns, Kim	Granted

22	**Total # Districts Requesting Long Term Substitutes this Month**	26	**Total # Long Term Substitutes Requested this Month**

Total # Substitute Requests Granted	25
Total # Substitute Requests Denied	1
Total # Substitutes Requested this Month	26

Revolving Loans to School Districts

Pursuant to Arkansas Code Annotated (A. C. A.) § 6-20-802, school districts may borrow from the Revolving Loan Program for any of the following purposes:

(1) Funding of its legally issued and outstanding postdated warrants;
(2) Purchase of new or used school buses or refurbishing school buses;
(3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer;
(4) Replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by § 26-26-601 et seq. [repealed] or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
(5) Making major repairs and constructing additions to existing school buildings and facilities;
(6) Purchase of surplus buildings and equipment;
(7) Purchase of sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
(8) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
(9) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
(10) Purchase of equipment;
(11) Payment of loans secured for settlement resulting from litigation against a school district;
(12) Purchase of energy conservation measures as defined in § 6-20-401; and
(13) (A)(i) Maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers.

(ii) Loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.

(B) For purposes of this subdivision (13), the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

The maximum amount a school district may borrow is $500,000 (A. C. A. § 6-20-803). Revolving loans are limited to a term of ten (10) years (A. C. A. § 6-20-806).

STATE BOARD OF EDUCATION MEETING

JANUARY 14, 2013

APPLICATIONS FOR REVOLVING LOANS

REVOLVING LOAN APPLICATIONS:

1	**School Bus**	**$**	**85,661.00**

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
REVOLVING LOANS
SCHOOL BUS
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Izard County Consolidated	Izard	503	$85,661.00	8.11%	$4,149,830	Purchasing a new bus.

Arkansas Department of Education
Division of Public School Accountability
Standards Assurance Unit

Interim Report for Fiscal Year 2012-13
July 01, 2012-December 31, 2012

This report is being submitted for compliance with A.C.A. § 6-15-102 (g) (1) and (2). The Standards Assurance Unit (SAU) is a part of the Division of Public School 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
John Calaway – 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
Roy Causbie – 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" Tumlison – 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 2012-13, the Standards Assurance Unit (SAU) has participated in the following:

The SAU assisted the ADE Fiscal Distress Unit with a total of thirteen (13) visits to 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 August 07, 2012 through October 03, 2012.

The SAU provided On-Site Standards –Based technical assistance to six (6) individual school districts, conducted seventeen (22) workshops on various topics at seven (11) different educational service cooperatives across the state. 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, 2012 through October 14, 2012. The unit also participated in workshops or conferences provided by other educational entities, i.e. (Arkansas Association of Educational Administrators and Arkansas School Counselor Association, etc.).

The SAU has conducted Probationary Review Monitoring visits to ten (10) individual districts which had at least one school with an accredited-probationary status for the 2011-12 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 17, 2012 through October 12, 2012.

The SAU has to date conducted On-Site Monitoring Review visits in thirty-eight (38) different school districts containing a total of 171 individual schools compiling 209 individual site visits to date. These visits were conducted from October16, 2012 through December 18, 2012.

Summary of projected activities for the Standards Assurance Unit:

For the remainder of the 2012-13 fiscal year, we anticipate the following activities for the Standards Assurance Unit (SAU):

The SAU will complete scheduled On-Site Monitoring Review visits which will consist of twenty-three (23) districts containing 90 individual schools

and six (6) 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 Annual Accreditation Report for presentation to the State Board of Education. This will be presented at the June State Board Meeting.

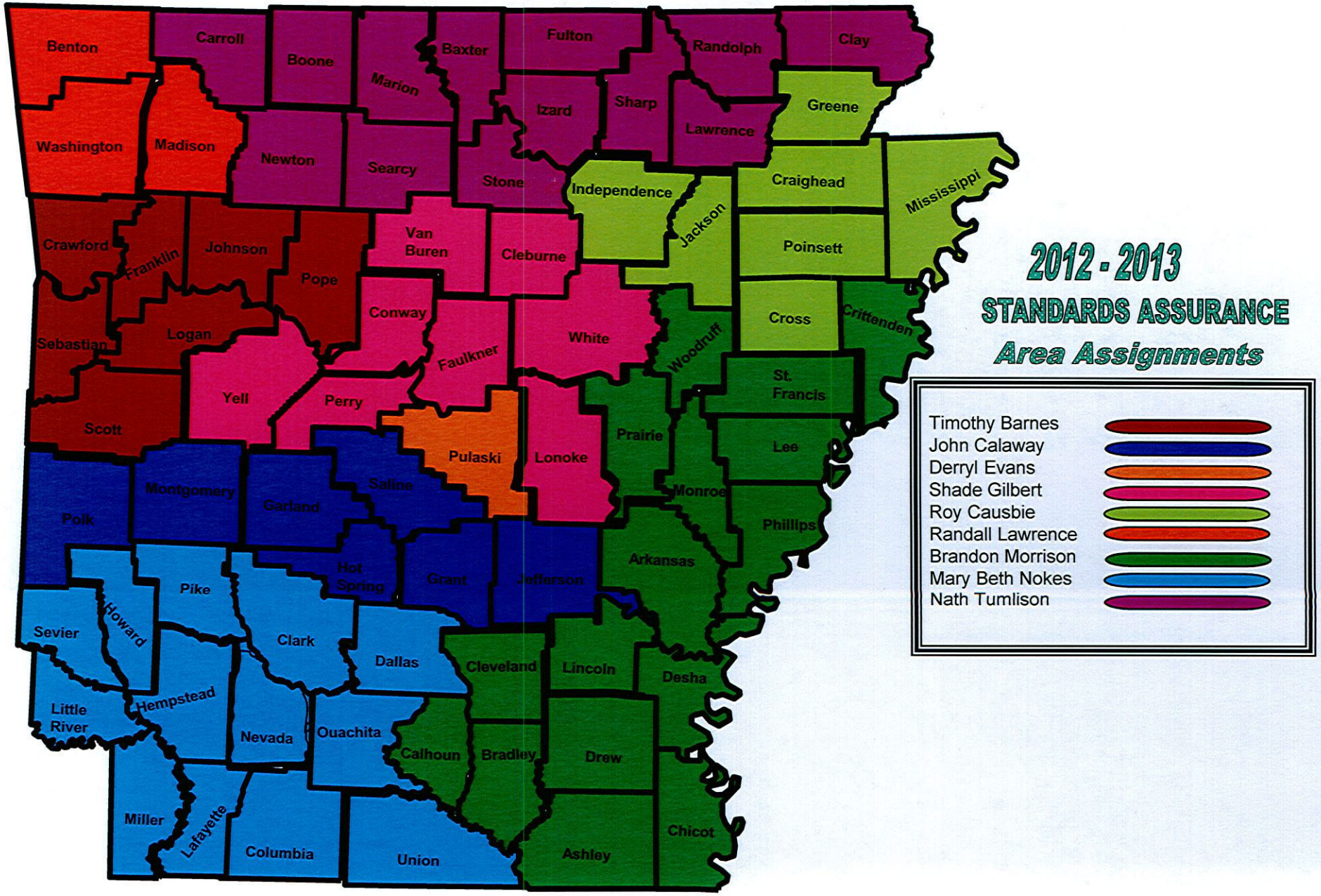
From January 04, 2012 through June 30, 2012, while carrying out specific duties addressed above, the SAU will continue to deliver technical assistance to districts and schools, provide and participate in pertinent and necessary workshops as requested by districts and educational cooperatives, assist 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



Revised 12/17/12 kg

SAU Area Assignments

Randall Lawrence **1**	**Nath Tumlison** **2**	**Roy Causbie** **3**	**Brandon Morrison** **4**	**Mari Beth Nokes** **5**
Benton Madison Washington	Baxter Boone Carroll Clay Fulton Izard Lawrence Marion Newton Randolph Searcy Sharp Stone	Craighead Cross Greene Independence Jackson Mississippi Poinsett	Arkansas Ashley Bradley Chicot Cleveland Crittenden Desha Drew Lee Lincoln Monroe Phillips Prairie St. Francis Woodruff	Clark Columbia Dallas Hempstead Howard Lafayette Little River Miller Nevada Ouachita Pike Sevier Union DYS
John Calaway **6**	**Tim Barnes** **7**	**Shade Gilbert** **8**	**Derryl Evans** **9**	
Garland Grant Hot Spring Jefferson Montgomery Polk Saline	Crawford Franklin Johnson Logan Pope Scott Sebastian	Cleburne Conway Faulkner Lonoke Perry Van Buren White Yell	Pulaski	

* Please call 501-682-4380

Revised 12/17/12 kg

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	RC
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	JC
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	

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

DATE: December 20, 2012

TO: Commissioner of Education and State Board of Education

FROM: Public Charter Schools Office

SUBJECT: Covenant Keepers Required Second Quarterly Report

Please see the attached second quarterly report for Covenant Keepers College Preparatory Charter School regarding financial status and lease as required by the State Board of Education.

Contract Revision

In an addendum to this contract, in mutual agreement between Covenant Keepers Charter school, and __Valerie Tatum___, it is henceforth agreed upon that the annual of $135,000 will be reduced by $45,000 beginning January 1, 2013, for the remainder of the contract. Effective March 31, 2012 if the student count is at least 242, then the salary will return to the original contractual amount agreed upon by our local school board for the remainder of the contract dates.

IN WITNESS WHEREOF the parties hereto have affixed their signatures this 21 day of Dec, 2012, for and on behalf of the parties they represent.

WITNESSES:

Principal

SUPERINTENDENT

BOARD PRESIDENT

COVENANT KEEPERS

College Preparatory Charter School

SUPERINTENDENT CONTRACT

This agreement is entered in the city of **Little Rock** by and between **Valerie Tatum, and Covenant Keepers College Preparatory Charter School**, hereinafter designated as "the School" and, hereinafter designated as "**Superintendent,**" The **Superintendent,** agrees to serve the school in the grades, fields, and/or other duties assigned by the principal/superintendent and to perform the duties involved in said assignments.

The **Superintendent** agrees to abide by all rules and regulations of the school and all amendments to said rules and regulations. This includes participation in school functions, activities and board meetings as scheduled by the Executive Director if present is requested and as enjoined upon them by the superintendent.

The school agrees that the **Superintendent** shall not be discharged during the term of this contract without good and sufficient cause. However, the two parties (school and **Superintendent**) can terminate the contract at any time upon sufficient cause. The school agrees to give the **Superintendent** notice, whenever possible, of any dissatisfaction with any work or conduct presented and performed.

In addition to the aforementioned grounds for discharge, the following shall constitute sufficient and just cause for immediate discharge:

> Immorality, intemperance, insubordination, physical or mental incapacity, violation of law involving moral turpitude, unprofessional conduct reflecting great discredit on the school or seriously impairing the continued usefulness or ability of the **Superintendent**.

Any personal conduct of lifestyle which would be at variance with, or contrary to the policies as set forth in the Covenant Keepers College Preparatory Charter Schools Policy Manual. See School Board Policies

Should there be a dispute as to the existence of good and/or sufficient cause for discharge, the matter may be referred by either party to the Executive Director and Board President which decision shall be final and binding. Appeals will not be heard, however, if the **Superintendent** chooses to hire an attorney, the **Superintendent** must hire at their expense and representation will be heard during scheduled board hearing(s).

When the **Superintendent** is discharged, the school has no further obligations other than the payment of any back salary, which may be due as of the effective date of discharge.

12 Days leave with pay per the remainder of this school year shall be provided for all full-time staff members. In the event of a death of a member of the immediate family; father, mother, husband, wife, children, brother, sister, grandparents, mother-in-law, father-in-law or any other relative living in the same household; two additional days of leave with pay shall be allowed.

> It is permitted to accumulate days of sick leave from one year to another under the following conditions: that such accumulated leave may not exceed 20 days (including sick leave from the current year) and that such sick leave may not be carried over from one school to another. .
>
> For absence other than the above mentioned or if the **Superintendent** should exceed his or her annual leave and/or his or her accumulated sick leave, the amount that should be deducted daily for the excessive absence is determined by dividing the annual rate of pay.

This contract shall commence on 07/9/2012 through 06/07/2013. The school agrees to pay the yearly salary of $135,000 over the next 223 days. Bi-monthly salary payments will be on the 15th and last day of each month. There will be deductions for such payments withholding taxes, social security, takes, local taxes, health insurance, when applicable, and other sums required by law.

This contract was read by the **Superintendent** in its entirety prior to signing and the **Superintendent** further understands that this contract does not contain an automatic renewal clause and further that this contract is only for the period indicated in paragraph 8 above.

This contract of employment is subject to suspension condition that the employment shall not become effective or binding on the school unless and until the school has obtained sufficient enrollment 330 pupils. Specifically, in the event that the school is unable to enroll at least 330 pupils by the 1st day of _October 2012_, this agreement shall be and become, ipso facto, null and void, and the parties hereto shall be relieved of any obligation or rights, which may have been otherwise created hereunder.

Notwithstanding any other law or provision of this contract to the contrary, the parties agree that if the fingerprint check as required by state law determines that the employee has been convicted of a crime which pursuant to state law prevents the employer from employing the employee in a position of authority over children, this contract shall be terminated immediately upon receipt of the employer of said information.

Further, should the fingerprint check and/or criminal background check reveal to the school that the employee has been convicted of any crime the facts of which, in the sole discretion of the school principal, causes the principal to question the fitness of the employee to be a **Superintendent** and/or the facts of which should constitute any grounds for immediate discharge pursuant to Paragraph 3 & 4 herein, this contract shall be terminated immediately.

This contract shall be deemed executed and binding according to its terms upon signing by the **Superintendent** and the principal. In the event any paragraph of this contract is declared to be invalid, said invalidity shall not affect any other paragraph of the balance of said contract.

Other expressed conditions and activities:

Board Meetings, Saturday School and Activities, etc. Lunch ~~Duty/~~Detention Assignment, Open House(s), etc. and other duties that may not be outline in this contract.

IN WITNESS WHEREOF the parties hereto have affixed their signatures this 23 day of July 2012, for and on behalf of the parties they represent.

WITNESSES:

SUPERINTENDENT

PRINCIPAL

BOARD PRESIDENT

Rev. 4/08

I, Valerie Tatum personally appeared before Nina Arnold on 7/23/12.

Nina Arnold

NINA ARNOLD
COM. EXP.
NOTARY PUBLIC
10-17-2015
PULASKI COUNTY, ARKANSAS

Contract Revision

In an addendum to this contract, in mutual agreement between Covenant Keepers Charter school, and __Kasey Porchia___, it is henceforth agreed upon that the annual of $58,800 will be reduced by $5,000 beginning January 1, 2013, for the remainder of the contract. Effective March 31, 2012 if the student count is at least 242, then the salary will return to the original contractual amount agreed upon by our local school board for the remainder of the contract dates.

IN WITNESS WHEREOF the parties hereto have affixed their signatures this 21 day of Dec, 2012, for and on behalf of the parties they represent.

WITNESSES:

Principal

SUPERINTENDENT

BOARD PRESIDENT

COVENANT KEEPERS

College Preparatory Charter School

PRINCIPAL CONTRACT

This agreement is entered in the city of **Little Rock** by and between **Kasey Porchia, and Covenant Keepers College Preparatory Charter School**, hereinafter designated as "the School" and, hereinafter designated as "**Principal.**" The **Principal** agrees to serve the school in the grades, fields, and/or other duties assigned by the principal/superintendent and to perform the duties involved in said assignments.

The Principal agrees to abide by all rules and regulations of the school and all amendments to said rules and regulations. This includes participation in school functions, activities and board meetings as scheduled by the Executive Director if present is requested and as enjoined upon them by the superintendent.

The school agrees that the **Principal** shall not be discharged during the term of this contract without good and sufficient cause. However, the two parties (school and Principal) can terminate the contract at any time upon sufficient cause. The school agrees to give the **Principal** notice, whenever possible, of any dissatisfaction with any work or conduct presented and performed.

In addition to the aforementioned grounds for discharge, the following shall constitute sufficient and just cause for immediate discharge:

> Immorality, intemperance, insubordination, physical or mental incapacity, violation of law involving moral turpitude, unprofessional conduct reflecting great discredit on the school or seriously impairing the continued usefulness or ability of the Principal.

Any personal conduct of lifestyle which would be at variance with, or contrary to the policies as set forth in the Covenant Keepers College Preparatory Charter Schools Policy Manual. See School Board Policies

Should there be a dispute as to the existence of good and/or sufficient cause for discharge, the matter may be referred by either party to the Executive Director and Board President which decision shall be final and binding. Appeals will not be heard, however, if the **Principal** chooses to hire an attorney, the Principal must hire at their expense and representation will be heard during scheduled board hearing(s).

When the **Principal** is discharged, the school has no further obligations other than the payment of any back salary, which may be due as of the effective date of discharge.

12 Days leave with pay per the remainder of this school year shall be provided for all full-time staff members. In the event of a death of a member of the immediate family; father, mother, husband, wife, children, brother, sister, grandparents, mother-in-law, father-in-law or any other relative living in the same household; two additional days of leave with pay shall be allowed.

> It is permitted to accumulate days of sick leave from one year to another under the following conditions: that such accumulated leave may not exceed 20 days (including sick leave from the current year) and that such sick leave may not be carried over from one school to another. .
>
> For absence other than the above mentioned or if the **Principal** should exceed his or her annual leave and/or his or her accumulated sick leave, the amount that should be deducted daily for the excessive absence is determined by dividing the annual rate of pay.

This contract shall commence on 07/9/2012 through 06/07/2013. The school agrees to pay the yearly salary of $58,800 over the next 223 days. Bi-monthly salary payments will be on the 15th and last day of each month. There will be deductions for such payments withholding taxes, social security, takes, local taxes, health insurance, when applicable, and other sums required by law.

This contract was read by the **Principal** in its entirety prior to signing and the **Principal** further understands that this contract does not contain an automatic renewal clause and further that this contract is only for the period indicated in paragraph 8 above.

This contract of employment is subject to suspension condition that the employment shall not become effective or binding on the school unless and until the school has obtained sufficient enrollment 330 pupils. Specifically, in the event that the school is unable to enroll at least 330 pupils by the 1st day of _October 2012_, this agreement shall be and become, ipso facto, null and void, and the parties hereto shall be relieved of any obligation or rights, which may have been otherwise created hereunder.

Notwithstanding any other law or provision of this contract to the contrary, the parties agree that if the fingerprint check as required by state law determines that the employee has been convicted of a crime which pursuant to state law prevents the employer from employing the employee in a position of authority over children, this contract shall be terminated immediately upon receipt of the employer of said information.

Further, should the fingerprint check and/or criminal background check reveal to the school that the employee has been convicted of any crime the facts of which, in the sole discretion of the school principal, causes the principal to question the fitness of the employee to be a Principal and/or the facts of which should constitute any grounds for immediate discharge pursuant to Paragraph 3 & 4 herein, this contract shall be terminated immediately.

This contract shall be deemed executed and binding according to its terms upon signing by the Principal and the principal. In the event any paragraph of this contract is declared to be invalid, said invalidity shall not affect any other paragraph of the balance of said contract.

Other expressed conditions and activities:

Board Meetings, Saturday School and Activities, etc. Lunch Duty/Detention Assignment, Open House(s), etc. and other duties that may not be outline in this contract.

IN WITNESS WHEREOF the parties hereto have affixed their signatures this ____ day of ____, 20____, for and on behalf of the parties they represent.

WITNESSES:

Kasey Porchia
PRINCIPAL

SUPERINTENDENT

Cynthia R. Tamura
BOARD PRESIDENT

Rev. 4/08

I, Kasey Porchia personally appeared before Nina Arnold on 7/23/12.

Nina Arnold

NINA ARNOLD
COM. EXP.
NOTARY PUBLIC
10-17-2015
PULASKI COUNTY, ARKANSAS

Financial Summary Report
Covenant Keepers Charter School
January 2013

Financial Status Update

Yearly Comparison	July-Dec 2011	July-Dec 2012
Salary/Benefits	$522,763.62	$550,158.13
Maintenance/Operation	$360,373.40	$324,818.43
Total Expenditures July-December	$883,137.02	$874,976.56

Foundation Fund Adjustment

Covenant Keepers Foundation Funding 2012-13 based on 259 students ---------- $1,623,153
Total Student Count end of 1st Quarter 223 students – Reduced Foundation Funding ---- $1,397,541
Loss of Foundation Funding $ 225,612

Projected January-June 2013 Revenue

Cash on Hand as of January 1, 2013 ---------- $ 95,492

Foundation Aid 223 students @ $6,267	$1,397,541	
Foundation Aid Received August – December 2012	811,578	
Foundation Aid Due January – June 2013 ----------		$ 585,963
NSLA ----------		185,940
Food Service Reimbursement (Estimated) ----------		50,000
Revenue Due January – June 2013		**$ 821,903**
Total Funds Available January – June 2013 (Estimated)		**$ 917,395**

Projected Expenditures January 2013 thru June 30, 2013

Salary/Benefits	$629,304
Maintenance/Operation	$272,750
Total Projected Expenditures January-June 2013	**$902,054**
Estimated Balance at June 30, 2013	**$ 15,341**

Proposed Options for Cost Savings

2 Positions resigned as of December, 2012 – Not filled - Salaries/Benefits ---------- $ 65,320

Reduction of Administrator's Salaries ---------- $ 64,250

Director -- Salaries/Benefits	$56,250
Principal – Salaries/Benefits	$ 8,000
Total Salary Reductions ----------	$129,570

Projected Ending Balance as of June 30, 2013 with Reductions $144,911

NOTE: This projection does not include federal funds because information regarding these funds is incomplete.

2012-2013 Application Cycle

Review Council Overview

Blytheville High School – A New Tech School
Blytheville School District

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

December 20, 2012

Mr. Richard Atwill, Superintendent
Ms. Teryn Spears
Blytheville School District
405 West Park
Blytheville, AR 72315

Re: Blytheville High School-A New Tech School Conversion Charter School Application

Dear Charter Applicant:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on December 18, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

Based upon the information currently available, the Charter Review Council can support your conversion 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 14, 2013. You will receive a separate hearing notice advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

An Equal Opportunity Employer

Blytheville High School – A New Tech School
Blytheville School District
Review Council
December 3 & 18, 2012

	Does not meet the Standard	Partially meets the Standard	Meets the Standard
Pre-Application			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/Align			X
Standard 7: Enrollment Criteria/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			X
Standard 14: Parental Involvement			X
Finance & Budgets			X
Total	0	0	16

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

Blytheville High School – A New Tech School
Blytheville School District

BLYTHEVILLE HIGH SCHOOL – A NEW TECH SCHOOL

District: Blytheville School District

Grade Levels: 9-12

Student Enrollment Cap: 1,000

Address of Proposed Charter: 600 North 10th Street, Blytheville, Arkansas 72315

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM
(Meets Standard)

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

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

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

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

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

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

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

Arkansas Department of Education

Charter School Application Evaluation Instrument

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

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

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

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

EVALUATION RUBRIC AND RESPONSES

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

Sponsoring School District: **BLYTHEVILLE**

Part 1: PRE-APPLICATION MATERIALS

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

Evaluation Criteria:
A response that meets the standard will guarantee that:
- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

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

Evaluation Criteria:
A response that meets the standard will present:
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- A thorough description of the results of the public hearing; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

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

Documented Evidence of Effectiveness: New Tech Network

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

Linda Darling-Hammond, Stanford University

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

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

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

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

Superintendent of Public Instruction Tony Bennett

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

Former CEO of America Online Barry Schuler

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

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

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

iZone CEO Arthur VanderVeen

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

California Superintendent of Public Instruction Tom Torlakson

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

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

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

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

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

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

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

Background: New Tech Network

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

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

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

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

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:
A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

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

STANDARD 6: CURRICULUM DEVELOPMENT & ALIGNMENT

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

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

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

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

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
		X
Strengths		
Concerns and Additional Questions		
Please explain what actions your district will take when enrollment nears the student enrollment cap. **Enrollment will not exceed the approved enrollment cap. The district will monitor enrollment increases carefully and will apply to make amendments to the charter well before the cap is reached.**		

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
	X	
Strengths		
Concerns and Additional Questions		
Explain the qualifications required for the positions of instructional facilitator and interventionist. **In addition to what is listed below, please see updated staffing plan and budget** **Instructional Facilitator Responsibilities (3): (included in teacher salary on budget)** ***On-going professional development for teachers**		

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

Interventionists (2): (included in teacher salary on budget)
*Work with students who are below proficiency level or in danger of falling below proficiency level
*Create an intervention schedule for students and teachers
*Create intervention plans for students outlining detailed gaps in students' Ability in order to provide targeted assistance
*Attend collaboration with teachers to attend to needs for students
*Pull small groups or individual students or push in to classrooms to assist students with their work
**To be qualified to be an interventionist, a teacher must meet the requirements of the ADE Rules Governing Highly Qualified Teachers, except for the licensure requirement. All teachers and school personnel must submit to the criminal background and central registry checks and meet the standards set forth in the Code of Ethics for Arkansas Educators.

Provide the salary schedules for the positions of administrator, assistant administrator, and counselor.
Please see attached salary schedule.

Clarify whether any teachers, other than Career Tech, and counselors must have licensure.
All Teachers must meet the requirements of the ADE Rules Governing Highly Qualified Teachers, except for the licensure requirement.

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK

DATE: 11/20/2012 BLYTHEVILLE SCHOOL DISTRICT NO. 5
TIME: 09:45:03 SALARY SCHEDULE
SELECTION CRITERIA: shdtable.code='500'

SCHEDULE 500 DESCRIPTION ADMINISTRATORS
H/S S STEP 11 RANGE 3 CONTRACT DAYS 240 HOURS/DAY 1.00

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

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 11/27/2012 BLYTHEVILLE SCHOOL DISTRICT NO. 5
TIME: 15:16:35 SALARY SCHEDULE
SELECTION CRITERIA: shdtable.code='403'

SCHEDULE 403 DESCRIPTION PARA 60-96 12/13
H/S S STEP 21 RANGE 4 CONTRACT DAYS 180 HOURS/DAY 1.00

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

UPDATED STAFFING PLAN AND BUDGET

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

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

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

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

II. Assistant Administrators Responsibilities (4):

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

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

III. Teacher Responsibilities (63 with ALE instructors included)

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

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

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

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

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

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

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

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

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

VI. Special Education (7): Paraprofessionals

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

exhibiting distress and treating students with dignity and respect.
*Provide diagnostic support through the display of adequate computer skills, administration of informal assessments and through observation and recording of behavioral documentation.
* Provide classroom organization support through development of instructional activities and games, assisting in daily planning of classroom rules and helping students work on organizational skills
Qualifications: Must have 60 hours of college credit or pass the Praxis series for paraprofessional licensure.

VII. Guidance Services/Counselor Responsibilities (3):
*Provide Academic, Social and emotional supports
*Disseminate and clarify graduation requirements
*Coordinate post-secondary opportunities
*Coordinate internship opportunities in conjunction with seminar classes and school leadership
*Aid in student scheduling and creating of master schedule and course catalog
*Facilitate state-mandated assessments
Qualifications: Must hold a Bachelor's degree and have experience within the field of education

VIII. Health Services (1.5)
* 1.0FTE full time nurse on campus at Blytheville High School
* 0.5 FTE nurse on Alternative Learning Environment campus.
* Clinician-Provide daily nursing care and case management during school hours.
*Advocate-Provide a physically and emotionally safe environment to meet the needs of students and staff.
*Collaborator-Help families navigate complex medical systems and identify resources for healthcare services, financial resources, shelter, food and health promotion.
*Health Educator-Collaborate with administrators and teachers in providing health education opportunities and experiences for school age children, families, school personnel and the community that will lead to behavior change.
*Liaison-Translator of educational and medical goals and coordinator between the school and medical communities.
Qualification: Must be a licensed, Registered Nurse

IX. Media Services (1.5)
* 1.0 FTE Blytheville High School campus
* 0.5 FTE Alternative Learning Environment Campus.
* Assist students in developing and using research skills.
* Support teachers and students through providing media and technology resources to implement common core standards.
* Promote and support 21st century skills and implementation through New Tech.

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

Qualifications:

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

X. Fiscal Services (1)

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

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

XI. Maintenance and Operation (3)

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

Qualifications:

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

XII. Food Services (12)

Manager Position:

*** supervising of food service employees**

*** tracking commodity use**

***Other duties as assigned by district Food Service director.**

Qualifications: high school diploma required.

Food Service Employee

***Cooking breakfast and lunch**

***Serving students lunch and breakfast**

***Maintaining a clean kitchen**

***Other duties as assigned by manager**

Qualifications: No requirements

XIII. Data Processing (1)

*** Use APSCN and eSchool to maintain student data**

*** Organize and catalog data in an efficient, timely manner**

*** Communicate and collaborate with school personnel concerning data**

*** Track graduation rate cohorts**

Qualifications: Must have computer experience and high school diploma

XIV. Substitutes

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

XV. School Board & Staffing Plan

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

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

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (_797) x $6,267.00 State Foundation Funding		
3			4,994,799.00
4	No. of Students (_797__) x $42.38 Professional Development		33,777.00
5	No. of Students (_797___) x eligible rate* NSLA Funding		823,301.00
6	Total State Charter School Aid		$5,851,877
7			
8	Other Sources of Revenues:		
9	Private Annual Donation: Kinder Morgan	10,000.00	
10	Title I	390,260.00	
11	Title IIA	166,993.00	
12	Carl Perkins	70,939.00	
13	Title VI State	23,483.00	661,675
14	Total Other Sources of Revenues		$0.00
15			
16	**TOTAL REVENUES**		$6,513,552.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 5)*	347,648.00	
21	Fringe Benefits	81,199.00	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$428,847.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 59)*	2,454,438.00	
29	Fringe Benefits	618,576.21	
30	Purchased Services		
31	Supplies and Materials	106,300.00	
32	Equipment (Teacher/Student Laptops)	250,202.00	
33	Other *(Describe)*		$3,429,516.21

**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)

Special Education:		
Salaries: *(No. of Positions 7)*	151,500.00	
Fringe Benefits	37,400.00	
Purchased Services	6850.00	
Supplies and Materials	4100.00	
Equipment		
Other *(Describe)*		$199,850.00
Gifted and Talented Program:		
Salaries: *(No. of Positions 0)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials	1500.00	
Equipment		
Other *(Describe)*		$1,500.00
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 7)*	299,841.00	
Fringe Benefits	73,850.00	
Purchased Services		
Supplies and Materials	4,000.00	
Equipment		
Other *(Describe)*		$377,691.00
Guidance Services:		
Salaries: *(No. of Positions 3)*	173,874.00	
Fringe Benefits	42,968.00	
Purchased Services		
Supplies and Materials	2,250.00	
Equipment		
Other *(Describe)*		$219,092.00
Health Services:		
Salaries: *(No. of Positions 1.5)*	50,777.00	
Fringe Benefits	13,490.00	
Purchased Services		
Supplies and Materials	1,250.00	
Equipment		
Other *(Describe)*		$65,517.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 1.5)*	68,185.00	
Fringe Benefits	16,573.00	
Purchased Services	2,500.00	
Supplies and Materials	9,500.00	
Equipment		
Other *(Describe)*		$96,758.00
Fiscal Services:		
Salaries: *(No. of Positions 1)*	20,000.00	
Fringe Benefits	4,400.00	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$24,400.00
Maintenance and Operation:		
Salaries: *(No. of Positions 3)*	61,444.00	
Fringe Benefits	15,090.00	
Purchased Services		
Utilities: 183,679.00 Custodial Services: 262,721	446,000.00	
Supplies and Materials	83,000.00	
Equipment	3,000.00	
Building Renovationsd for New Tech	189,000,000	$797,534.00
Pupil Transportation:		
Salaries: *(No. of Positions 0)*	District Expense	
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions 12)*	124,568.00	
Fringe Benefits	33,693.00	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$158,261.00

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions 1)*	21,074.00	
118	Fringe Benefits	6,209.00	
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		$27,283.00
123			
124	Substitute Personnel:		
125	Subteach	75,875.00	
126	Fringe Benefits		$75,875.00
127			
128	If Applicable: Facilities Lease/Purchase (contract for one total		
129	year including facility upgrades)		
130	*Please list upgrades:*		
131			
132	If Applicable: Utilities (contract for one total year including facility upgrades)		
133	IIf 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**		$5,902,124.21

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

STANDARD 9 OF APPLICATION: STUDENT SERVICES

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

Evaluation Criteria:
A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths

Concerns and Additional Questions

Verify that applicant will comply with all state and federal special education regulations.
Blytheville High School-A New Tech School will comply with all state and federal special education regulations. Compliance will be monitored by the district director of Special Education Services and the campus director of Special Education Services.

Discuss the instructional program to be offered to meet the needs of for bilingual students and students who are English language learners.
Blytheville High School does not offer bilingual instruction. Services are provided for English Language Learners to help them to become proficient and pass the ELDA and achieve academic success.

Provide how you will take care of the affective needs of your Gifted and Talented students.
The GTdirector/facilitator will meet at least once per month with high school identified GT students to discuss educational options available to them and meet the affective needs of the students including career choices, college readiness, peer pressure, and other personal needs as determined by one on one consultation with the students when possible.

Students may register for advanced content courses, as well as Pre Advanced and Advanced Placement Courses. Classes meet daily. Course options include language arts, math, science, social studies, foreign language, and history. French and Spanish are also offered. The French students usually take a trip to France every other year to learn firsthand about the culture.

Students also participate in a community project & writing contest.

Students concurrently enrolled in community college courses may receive dual credit. Some of the popular courses this year: algebra, medical terminology, medical profession, internship, human behavior, law enforcement, design manufacturing, orientation to teaching & calculus.

Co-curricular activities include Quiz Bow, Chess and Odyssey of the Mind.

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:
A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		

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
		X
Strengths		
Concerns and Additional Questions		

STANDARD 12 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Legal Comments

1. Requested Waivers:

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

A newly revised calendar reflecting the early start is attached.

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

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

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

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

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

- **Even if Applicant is granted a waiver from the licensure requirements, the Applicant will still be required by federal law to hire only Highly Qualified teachers in core academic subject areas (English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art). Any teacher who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers, except for the licensure requirement.**

- **The ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.**

- **All teachers and school personnel must submit to the criminal background and central registry checks.**

- **This waiver does not exempt licensed employees from the Code of Ethics for Arkansas Educators.**

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

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

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

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

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

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

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

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

2. **Waivers Not Requested**

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

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

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

BLYTHEVILLE PUBLIC SCHOOLS

BHS 2013 – 2014

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

Total Student Days – 178 **Total Teacher Days – 190**

STANDARD 13 OF APPLICATION: DESEGREGATION ASSURANCES

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

Evaluation Criteria:
A response that meets the standard will present:

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

Legal Comments
Concerns and Additional Questions

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**
		X

Strengths
Concerns and Additional Questions

ADDITIONAL COMMENTS:

Provide the proposed daily schedule for students.
Please see attached schedule

FINANCIAL/BUDGET COMMENTS:

Partially meets standards

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

Concerns and Additional Questions:

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

Applicant should clarify budgeted amount for private donations and Federal grant revenue. Pgs. 38 & 42
Private donations are from Kinder Morgan, a local business, and come in annually. Federal grant revenue has been clarified on attached updated budget.

The applicant should clarify how budgeted amount arrived at for regular teacher salaries. Pgs. 38 & 42
The regular teacher salaries amount is derived from current BHS teachers (both regular and special education teachers), as well as instructional facilitators and interventionists.

Applicant should clarify equipment amount budgeted under Regular Classroom instruction. Pgs. 38 & 42
The equipment amount budgeted under regular classroom instruction is for the purchase of laptops for student and teacher use in the 1:1 technology program.

Applicant should clarify number of positions budgeted under Special Education as well as the fringe benefit rate used. The rate is very low compared to other budgeted benefit rates. Pg. 39
There are seven positions listed under Special Education. These salaries/benefits are for paraprofessionals. The paraprofessional job description and qualification has been added to the staffing plan. Special Education teachers are included in the budget under Regular Classroom Instruction. The fringe benefit rate has been corrected.

Applicant should clarify 4 positions budgeted for Guidance services. The staffing plan references three positions. Pg. 39
The budget has been corrected to reflect the three positions listed in the staffing plan.

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

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

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

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

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

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

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

Utilities are budgeted under Maintenance and Operation

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

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

2012-2013 Application Cycle

Application

Summary

and

Application

Blytheville High School – A New Tech School
Blytheville School District

BLYTHEVILLE HIGH SCHOOL – A NEW TECH SCHOOL

District: Blytheville School District

Grade Levels: 9-12

Student Enrollment Cap: 1,000

Address of Proposed Charter: 600 North 10th Street, Blytheville, AR 72315

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher license requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-9199a)(1)	Warrants void without valid certification and contract
6-18-211	Students in grades none through twelve—Mandatory Attendance
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42, 101 et seq.	General Provisions (gifted and talented)

Waivers Requested from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.4.1	Language Arts Grades 9-12 (oral communication after two years of English at ninth and tenth grades)
9.03.4.9	Health and Safety Education (classes traditionally taught in the health and safety course to be taught in other courses through project-based instruction)
10.01	Required Time for Instruction and School Calendar
10.02.05	Class Size and Teaching Load
14.03	Unit of credit and clock hours for a unit of credit (for classes taught simultaneously)
15.03	Licensure and Renewal
16.01.3	Guidance and Counseling (requiring licensed counselors)
18	Gifted and Talented Education

Waivers Requested from the Following Rules:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

District Conversion or Limited Public Charter School
New Application

RECEIVED
OCT 29 2012
CHARTER SCHOOL OFFICE

Deadline for Submission: October 31

Charter School: Blytheville High School-A New Tech School

Date Submitted: 10/29/2012

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 304-B
Little Rock, AR 72201
501.683.5313

BLYTHEVILLE HIGH SCHOOL-A NEW TECH 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: Blytheville High School-A New Tech School

Grade Level(s) for the School: 9-12 Student Enrollment cap: 1000 students

Name of School District: Blytheville School District

Name of Contact Person: Mrs. Teryn Spears

Address (no P.O. Box please): 405 West Park City: Blytheville ZIP: 72315

Daytime Phone Number: (870) 762-2053 FAX: (870)762-0168

E-mail: tspears@blythevilleschools.net

Charter Site Address: 600 North 10th Street City: Blytheville ZIP Code: 72315

Date of Proposed Opening: August 2013

Name of Superintendent: Mr. Richard Atwill

Address: 405 West Park Street City: Blytheville

Zip Code: 72315 Phone Number: (870)762-2053

FAX: (870)762-0168

E-mail: ratwil@blythevilleschools.net

B. General Description

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

Blytheville School District proposes the conversion of its existing high school, Blytheville High School, into a conversion charter school, so that it can fully implement the New Tech Network model. The school will be named Blytheville High School – A New Tech School, referred to throughout the remainder of this document as Blytheville New Tech. The program of this conversion charter will be a comprehensive educational plan, for students in grades 9-12, that adheres to the New Tech model while remaining deeply rooted in the Common Core State Standards. The district will emphasize interdisciplinary learning, project based learning, skills acquisition and technological literacy, all of which would be facilitate through altered commitments to the Department of Education through academic calendar and instructional regulations.

Blytheville School District is located in the delta of northeast Arkansas. The community of Blytheville is, statistically speaking, impoverished, with 29.2% of persons below the poverty level and a median household income of $30,743 ($8.524 below the state median). The district is a Provision II District and 100% of all students receive free lunches. Blytheville is home to steel industry leaders Nucor Yamato and Nucor Hickman. Pursuant to these plants, several steel-related industry plants, such as Tenaris, have opened and created jobs and investments into our community and our students. Agricultural industry remains a staple in the economy through farming and farm-related business.

The process of revitalizing Blytheville High School through a conversion charter has involved pointed conversations with Arkansas Northeastern College, the local community college, and industry leaders. An educated, reliable workforce is the primary focus of employers in Blytheville and in Mississippi County. While 79% of persons age 25+ in Blytheville are high school graduates, only 14.6% have obtained a bachelor's degree or higher. Through conversations and meetings with local industries, the economic development board and other employers throughout the community, the district has learned that students are not exiting high school into college or into the workforce in a prepared manner.

In addition to meeting local demands for employment and post-secondary education, Blytheville High School recognizes its need to empower students to compete globally with solid 21st Century Skills. The world is changing daily, and in order to prepare students to be successful in the changing world, the school must pursue the pathway to grow collaborative, communicative, critical-thinking learners who are empowered through trust, respect and responsibility.

The New Tech Network model brings together both needs: empowering students with 21st Century Skills and preparing students for college or the workforce.

New Tech focuses of 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: www.newtechnetwork.org)." The Network partners with public schools to create, support and sustain this learning environment. This learning environment will provide deeper implementation of the Common Core State Standards and will prepare our students for college, career and beyond.

New Tech Network provides support and resources to aid the school with implementation and to ensure fidelity within the program. The major component of connectivity comes through a learning management system, Echo. Echo connects all of the schools within the New Tech Network and provides space for students, teachers and leaders to connect to one another and others in the network. According to New Tech, Echo "unifies students' learning experiences, enabling them to share projects online, collaborate, communicate, research and create new knowledge (www.newtechnetwork.org)." In addition to the learning management system, New Tech provides a partner coach who creates a smooth transition into New Tech Network, assists in aligning projects and learning with Common Core State Standards, provides meaningful embedded learning opportunities for faculty and staff as well as optimizing other tools and resources for the success of the school. Blytheville High School has set the tone for a successful partnership with the New Tech Network. Personnel, including school board and community members, have visited New Tech campuses in Cross County, AR and Ruston, LA, have attended planning meetings with New Tech executives and have attended the New Tech Annual Network Conference: Planning Track. In addition, Blytheville High School has entered into a planning agreement with the New Tech Network to begin planning towards implementation in Fall of 2013. (See Appendix A) Blytheville High School's application to become a New Tech Network school has been officially approved and implementation for Fall of 2013 has been finalized.

Blytheville School District appreciates the opportunity, afforded by the Arkansas State Board of Education, to run a district conversion charter school (Blytheville Charter School) for the last 12 years. Blytheville Charter School, operating under the charter first awarded in 2001-2002, was used primarily as an Alternative Learning Environment. Due to the challenges common to an alternative program, attendance being chief among them, the students will be better served by programs offered through Blytheville Middle School (for grades 7 and 8) and the proposed conversion charter, Blytheville High School, A New Tech School (for grades 9-12). As such, the Blytheville School District School Board voted to relinquish that charter (Blytheville Charter School, 4702703) but retaining the facility and alternative learning environment program.

Due to changing student needs and demands within the district and community (post-secondary and industry), the School Board has given a vote of support and approval to pursue the current charter application (Blytheville New Tech) for the sake of implementing the New Tech Network model to the end of preparing students with 21st century skills and to enter post-secondary school or career. (See Item H Evidence of Community Support for School Board minutes showing approval). The proposed charter will encompass programs of the current charter (Blytheville Charter School).

APPLICATION STANDARDS

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 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 a least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

Prior to the public hearing, Blytheville High School Principal, Bobby Ashley, held a faculty meeting (October 18) to make his faculty and staff aware of the application for the conversion charter, explain roles of New Tech Network and to field any questions, concerns or suggestions staff members had. (See Evidence H Parental/Community Support for minutes, sign-in sheet and agenda).

The public hearing was held on Tuesday, October 22 at 5:00PM. The hearing was advertised in three ways: It was advertised three times in the Blytheville Courier News (see Appendix B for proof) and an article previewing the hearing ran on Sunday, October 21 (see Item H Evidence of Parental/Community Support for proof). Local disc jockeys announced the meeting on morning shows on 96.3 KHLS and 93.9 KAMJ. School Messenger, the district's notification system, was the third method of communication to parents of students served by the proposed charter school. (See Appendix C for proof)

There were 26 people in attendance at the hearing. A thorough presentation, including what a district conversion charter is and means, the vision, mission and core beliefs for the charter, student acceptance and an outlined program with explanation of flexibility gained with a charter was given. (See Appendix D for agenda, sign-in sheet, presentation document, handout and minutes)

A school board meeting followed the public hearing, and the handouts from the public hearing were given to all attendees of the school board meeting. Superintendent Richard Atwill summarized the public hearing and the handout for school board members not present at the hearing as well as for the members of the public who were present. The School Board voted to approve the district conversion charter application (see Item H Evidence of Parental/Community Support for board sign in, minutes and agenda).

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

The mission statement of Blytheville New Tech is to facilitate relevant and rigorous learning, through 21st century skills, that prepares students to enter college, armed forces, or a career pathway as a leader. This mission will be realized by fostering student-centered, student-directed and teacher-facilitated classrooms where project based learning

is the primary medium for interaction between students, content and teachers. These methods, implemented with rigor and relevance, will result in a graduate body whose 21st century skill sets and ambitions will drive industry in our region.

The success of this mission will be measured by:
-Student attendance-decreasing absenteeism and tardies will result in increased student engagement thus increasing learning opportunities and growth in 21st Century Skills.
-Increase in Graduation Rate
-Post-Secondary Education Acceptance and Going Rate
-Job or Armed Forces Placement
-Specific 21st century skills will be measured throughout courses. Please see appendix E

STANDARD 3: Describe the educational need for the school.

Blytheville High School has made incremental changes and significant gains over the past several years. For example the average reading level of high school students has doubled in the last six years. In 2011, BHS was named to the state's top 20 most improved high schools, ranking 8th with a 28% gain in algebra proficiency between 2010-2011. Also in 2011 BHS experienced a 21.8 % gain in Grade 11 literacy scores, and although there was not grow in proficiency in literacy in 2012, 33 students moved from below basic to basic showing that growth is still occurring. In math in 2012, 57.21% of the Algebra I and Geometry students combined scored proficient or advanced falling short of the 59.41% required to meet Annual Measurable Outcomes. While great strides have been made, the school is still in need of improvement as evidenced by the Arkansas Department of Education Elementary Secondary Education Act Flexibility Plan. According to the plan, Blytheville High School has been classified as a Needs Improvement Focus School. The Targeted Achievement Gap Group did not meet Annual Measurable Outcomes in Literacy (57.42%) and Math (59.41%) within the ESEA subgroups of African American, White, Economically Disadvantaged and Students with Disabilities. Blytheville High School also did not meet the graduation rate of 75.64%.

State tests are an important measure of student capabilities, measure of progress and measure of accountability. Additionally, the Common Core State Standards provide robust learner expectations that accentuate measures of progress. Both of these short-term goals (assessment and CCSS adherence) will be pursued vigorously at Blytheville High School. While it is necessary to show growth and subject matter proficiency for the short-term focus of state testing, it is also necessary for a quality education to develop students beyond both of those.

Blytheville High School has determined that its long-term goal is to create learners who acquire the 21st skills of communication, collaboration, technology, analytical thinking and problem solving. The acquisition of this skill set will enable Blytheville New Tech students to graduate on time and then, as graduates, to be prepared to enter college or a career. The Blytheville School District is pursuing the Conversion Charter status because it is the mechanism through which it could most successfully address its short and long-term goals and it is what the district believes is in the best interest of its students. The school is seeing positive, incremental changes over time although these changes on their own are not

enough to meet the needs of obtaining college and career readiness. The conversion charter along with the New Tech Network and the partnerships with industry are the missing link to engage students, graduate them on time and help them see the vision of college and career readiness regardless of their background.

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

Blytheville High School proposes an educational program with several distinct facets. The school will employ an educational philosophy based on the tenets of project based and interdisciplinary learning, with an emphasis in design thinking. Curricular and instructional strategies from the New Tech Network will also be included. In order to facilitate success in this new system and expand educational options, several changes will be proposed, included course specific changes, a new internship program and new graduation requirements.

I. Project-Based Learning (PBL)

Project Based Learning puts the student at the center of the learning process. Through PBL, students are involved in an extended process of inquiry in response to a complex question, problem or challenge. Students collaborate around the question/problem/challenge and create solutions to the questions and problems and share the outcomes with peers. Blytheville New Tech would be wall-to-wall 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 skills of communication, collaboration, technology, analytical thinking and problem solving thus progressing the district towards its long-term goals addressed in Standard 3. Currently, Blytheville High School is implementing PBL in each classroom. For a good example of Project Based Learning implemented with fidelity, check out Manor New Tech at: http://www.newtechnetwork.org/video/project-based-learning-success-start-finish

II. Interdisciplinary Courses

Interdisciplinary courses would also be a vital part of the Blytheville New Tech curriculum. It is important to create contextual relevance for student learning, and the combining of key courses gives students the understanding of how each content area relates to other content areas. Interdisciplinary learning will be occur through co-taught courses, the scope and sequence of which includes more than one core subject, with a team of two teachers working together. Currently at Blytheville High School, teachers are co-teaching within subject areas for the sake of creating the least restrictive environment for all students. Teachers are also working together to create projects within their teams that can cross other content areas. This foundation provides an excellent base to propel teachers into interdisciplinary, co-taught instruction.

Whereas project based learning will be wall-to-wall, only select courses will be

interdisciplinary in nature (as some subjects do not lend themselves to being combined). The number of these interdisciplinary 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 interdisciplinary courses.

The process for selecting the courses that would best create an interdisciplinary course has multiple factors. The first factor is content overlap. New Tech Network has researched and reports that for interdisciplinary courses to be successful, 80% of the standards for the two courses should overlap. The second factor for consideration is personalities, teaching styles and expectations of teachers involved in the co-teaching environment. A third factor is the physical space required for interdisciplinary courses.
Blytheville New Tech teachers will continue to work to decide the best interdisciplinary course options but the possibilities include:
Global Studies (English 9 and Geography)
World Studies (English 10 and World History)
American Studies (English 11 and American History)
BioCommunication (Biology and Digital Communications)
Physical Science and Algebra I
Physics and Algebra II
Policy Advocacy (English 12, Government, Economics and Civics)
Please see section E for a sample schedule.
For the sake of scheduling, each combined course will consist of courses currently in the Arkansas Department of Education course catalog. Student schedules will reflect enrollment in both courses, and students will receive a grade in each courses even though the material is taught in a combined class. This simplifies student transcripts and also creates a smooth transition if the student were to transfer into another district.

III. STEM Focus: Design-Thinking

Blytheville New Tech will take a design-thinking approach to science, technology, engineering and math. Design thinking is purely a structure approach to generating and developing ideas through collaboration, communication, analytical thinking and problem solving. Within each discipline, students will be asked to discover the best approach to solving a particular challenge through collaboration and listening to peers or experts on the particular topic. From the initial phase of discovery, students will be asked to interpret and find meaning in their discovery through interviews, observations, sorting through information and condensing into a usable format. Once students have interpreted the direction for the solution, ideation, or brainstorming, through collaboration generates a list of ideas that must be narrowed down and the most workable that are then selected for experimentation. Following experimentation, the solution to the problem posed evolves into a workable remedy for the problem. This process deepens and strengthens problem and project-based learning and enriches the 21st century skills of communication, collaboration, analytical thinking, problem solving and using technology.

IV. Focused Internship & College Experience

There is significant interest in workforce education in Blytheville and the surrounding

communities in Mississippi County. Economic development leaders, industry plant managers, and human resource managers are planning with educators from Arkansas Northeastern College and Blytheville School District to create focused internships and apprenticeships for high school students.

There are many industries in our county that could benefit from a well-trained work force coming directly from Blytheville New Tech. These include agricultural, steel related, hotel, banking, nursing, childcare, and food service industries. Blytheville School District has already established foundation courses such as welding, automotive, and nursing in conjunction with Arkansas Northeastern College. There is currently a full service food production course, available at the current charter's location, which provides students with certification to work in the industry upon graduation. By adding more opportunities for students to get training in high school and work as an apprentice, the district hopes to expand the opportunities for all of our students as well as provide our county with a local workforce. It is our goal to provide real projects for a real world while giving our students the capacity to take charge of their lives.

The curriculum director for the district attended a workforce education meeting on October 19th to explain to that group our intent to apply for a conversion charter in order to offer the best opportunities for Blytheville High students to gain the necessary training and experience needed to work in their industries. There is interest in meeting directly with the high school and district leadership team to outline the qualifications that industry needs from students. One such desire is for students to earn concurrent credit for high school and college while gaining career and technical skills that will help them become college and career ready. Instilling transition to work skills, along with the elements of a good work ethic such as attendance on the job are important to industry and can be emphasized through the seminar and guidance class (See explanation of class below). Keeping the current options of Advanced Placement courses, concurrent course credit, and Completers in business and career courses will offer a smooth transition to college or the workforce. Bringing together opportunities for student centered, project based learning with actual workforce training will engage students and provide unique on the job training that will not only improve the graduation rate at Blytheville High School but improve the community and county through breaking the cycle of poverty.

V. Collaborative School Culture

The establishment of a collaborative school culture will increase the capacity for success for BHS New Tech students. A Freshmen Academy was established in the fall of 2012 in order to provide authentic learning experiences, personalization of the school environment, rigorous and relevant instruction, and teacher professional learning and collaboration. The academy is located in a separate new wing of the high school creating a team atmosphere of collaboration and communication among teachers in the academy (who collaborate around student learning and needs) as well as students. All students attend a Freshmen Seminar class in which they are taught a variety of skills to help them become more successful in the school and workplace setting. The class offers opportunities for guest speakers, performances, and presentations on a variety of subjects such as community service and career choices. In addition it provides time that is set aside to teach study skills, mentoring, and individual planning for internships and college. Since the establishment of the Freshmen Academy in August 2012, the number of discipline referrals

has decreased by 67% compared to last year. Student absenteeism and tardies have also significantly decreased. More than 65% of the freshmen have no discipline referrals for the first quarter of this school year. The collaborative school culture created by this academy has benefited the students and resulted in increases in student engagement and learning.

It is the goal of Blytheville New Tech to duplicate the atmosphere of collaboration and communication that has occurred in the Freshmen Academy within the other grades. There will be a specific focus on student-centered collaboration on projects and time for seminar classes as well as friendly competition between teams. To further the creation of the school culture, BHS New Tech teachers will job shadow other teachers in across the New Tech Network in the spring of 2013. Additionally, teachers will travel to the summer New Tech Annual Network Conference to take part in team trainings that will further establish the elements of a collaborative school culture.

VI. Class Size

The interdisciplinary Courses will have an increased class size because of the limited number of faculty members available from pairing two teachers. A classroom with two teachers may have up to 60 students. Classes with one teacher will have no more than 30 students. New Tech Network schools benefit from these larger classes in several ways. First, the majority of class time will be spent within small project groups, which will not only develop and utilize the skills of communication and collaboration, but also enhance the feeling of small group learning. Secondly, while working within these small groups, students will benefit from the collective wisdom of all of the class groups. Lastly, teacher interaction can vary according to student needs: one teacher can be fielding general questions around the class as they work on projects, while another could be helping a group of students who are struggling to master a particular concept (or students who are excelling and need additional challenge).

VII. Educational Coherence

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 contextualizes 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 outlines and planned in the aforementioned New Tech Echo Portal, which is accessible to all teachers and administrators (3) The project plan will address which Common Core State Standards are being taught within each project, keeping Blytheville New Tech in line with its continuing short term goal of increasing proficiency level of state End of Course assessments (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 Common Core State Standards. The portal also provides a unique advantage in that teachers will be able to view other project calendars to manage student

workload.

VIII. Criterion Based Assessment

Assessment is a necessary strategy to improve routine function of implementation of the new process. There are two types of assessment where this program is concerned: evaluation of students within the classroom and evaluation of the overall academic program. In terms of the student work, New Tech Network provides a relevant evaluation structure that is criterion-based. Its assessment system evaluates performance by using criteria similar to those in the work world, thus encouraging accountability, goal setting and improved performance. In the case of an interdisciplinary course, two teachers will grade students jointly in terms of their demonstrated use of 21st century skills: communication, collaboration, utilization of technology, analytical thinking and problem solving. However, in the case of an interdisciplinary course that combines, for example, English and social studies, each teacher will grade the work that is most relevant to his/her subject area expertise. The students will receive one grade for each co-taught course.

Assessing Blytheville New Tech's overall progress as a New Tech school would be a process that involves several stakeholders. The Blytheville New Tech leadership team will work in parallel with the Blytheville School District Administration, as well as with a key group of community supporters and New Tech Network's Coach. The New Tech Network Coach will serve as a resource for support, guidance, evaluation and feedback throughout the year.

Finally, assessment scores of various types (Renaissance Learning: STAR, ACTAAP-End of Course Exams, ACT-Quality Core) will demonstrate Blytheville High School-A New Tech School's growth with the short-term goals as mentioned in Standard #3.

IX. Technology

Technology is considered a foundational strategy for enabling our educational philosophy. As such, technology will remain an integral part of every classroom. Presently, every classroom at Blytheville High School is outfitted with a SMARTBoard, projector, document camera and teacher computer. Across the campus, there are 12 mobile netbook labs, 13 student response systems, 7 TI-Inspire/Navigator systems and 1 TI navigator netbook system. Additionally, there are 5 computer labs through which business and digital media arts classes are taught. In an effort to fully prepare students for the 21st Century, Blytheville School District made the decision to be "multi-lingual" with technology and has chosen to introduce the Mac operating system and tools into the educational setting through iPads in lower grades and MacBooks at the high school. Blytheville High School Teachers will be receiving Apple Macbooks in December of 2012 and will begin training January 2013. In the fall of 2013, students will receive Macbooks as tools to use with the aforementioned curriculum. Blytheville High School has a technology-rich foundation that would be an integral part of becoming a New Tech Network school. Technology is not a stand-alone resource used in isolation, but is a tool students use to solve problems, collaborate, communicate and innovate. This core usage of technology would continue and be enhanced within the New Tech model.

X. Alternative Learning Environment

The alternative learning environment program for BHS will continue to be operational and an option for students who need differentiation of academic setting. However the culture of empowerment and relevant project based learning has the potential to recoup these students from this setting. A goal for Blytheville New Tech is to bring students who are in the alternative setting for attendance and discipline issues back into a more comprehensive high school experience by implementing the culture that underpins all New Tech Network schools. For those students who thrive in the smaller environment but are not necessarily in need of academic, behavioral or attendance rehabilitation, the program will continue to be of benefit. Teachers involved in the alternative learning environment will be trained in project-based learning, technology integration and will work with students on career and college pathway plans.

XI. Course Integration Across the Curriculum

Oral Communications. The Arkansas Department of Education has offered every New Tech Network school the opportunity to waive the oral communications requirement. (Please see Appendix G for a copy of this request.) As part of the New Tech Network model, students will give oral presentations and speeches as part of project presentation (at the close of each project). Therefore, students will become strong communicators by virtue of applying the skill in context. As speech skills will be discussed, utilized and evaluated in all courses, the Speech and 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. The student's experience gained within the Freshmen and Sophomore years obtaining Speech & Oral Communication credit would also fulfill the Debate I and Forensics I requirements, opening the door for a student to take ELA Drama, Debate II, Debate III as well as Forensics II and Forensics III as electives.

XII. Graduation Requirements

The curriculum provided for Blytheville New Tech would exceed state graduation requirements by requiring: (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 a career readiness certification. These requirements will solidify 21st century skills, build civic engagements and prepare the students to leave Blytheville New Tech with the capacity to successfully choose college, armed forces or career.

XIII. School Day

The day will be divided into seven or eight academic periods. Some classes will meet for an extended period. No class will meet less than three times per week and neither will they meet for less than 225 minutes per week. Combined classes will meet for an extended time on a daily basis. Instructional time may be extended to provide for a late start to provide for professional development and project work time but in every case instructional time

will not average less than 30 hours per week. Please see section E for sample schedule.

XIV. Academic Calendar

The proposed Academic Calendar allows for early student dismissal (1:30PM) for six days throughout the school year and gives teachers increased time for collaboration, project planning and professional development.

STANDARD 5: List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if uses, for improving student academic achievement for each year of the public charter school's initial five year period.

Please see Appendix F for reference to goals below.

I. Blytheville High School Reading, Reading Comprehension, Mathematics and Mathematical Reasoning will increase to at least meet yearly state AMO goals and individual student growth goals each year for the first six years. Tool(s);
   ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)
   Renaissance Learning, Star Enterprise
   ACT Quality Core
   NORMES

II. There will be 1.5 years of growth on Renaissance Learning, Star Enterprise testing for each individual student each year, regardless of proficiency in Reading, Language Usage, and Mathematics. Tool(s):
   Renaissance Learning, Star Enterprise

III. All students will progress toward mastery of 80% by the end of the school year on each SLE (Arkansas Frameworks) and/or Standards (Common-Core) as measured by End of Course Exams, Star Enterprise and ACT Quality Core. Tool(s):
   ACTAAP EOC testing
   Renaissance Learning, Star Enterprise
   ACT Quality Core

IV. Attendance will increase by 0.5%, over the current attendance rate of 95.33%, each year for the next six years. Tool(s):
   Attendance records
   Attendance Software
   SWIS software (used alongside Positive Behavior Intervention & Supports)

V. Blytheville High school graduation rate, based on state AMO's, will increase by 5.86% the first year, 4.44% the second year and 2.5% for each of the next four years thereafter. Tool(s):

Guidance Counselors
Career Coach (Arkansas Works Initiative)
Graduation Records
Tracking System
Seminar/Guidance Classes
Internships/Apprenticeships
Transition Programs

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

Accountability and alignment to Arkansas Curriculum Frameworks is the foundational core of Blytheville High School's educational program. The school has developed a Total Instructional Alignment piece using the Arkansas Frameworks and the Common Core State Standards within the courses where Common Core Maps are available. Within courses where Common Core Maps have not yet been released, Total Instructional Alignment has been completed and every skill is plotted on a time line. The Total Instructional Alignment Documents allow the teachers the ability to continue building projects and improving the curriculum for our students in order to create a sound and synchronized curriculum.

The 9th and 12th grade Literacy Classes have fully implemented the Common Core State Standards for the 2012 -2013 school year, while the 10th grade Literacy Classes are implementing 60% of the Common Core Standards with emphasizes on rigor and relevance and the 11th grade Literacy classes are blending the standards with the current SLE's in their TIA's. Concerning mathematics, TIA's have also been developed. Due to the release date of the Mathematics Common Core Maps of February 29th for Algebra I, Algebra II and Geometry the infusion is taking place on a continuum of 15% each 9 weeks. By the end of the 2013 school year Mathematics will have 60% infusion of the Common Core State Standards within their curriculum. As of Monday, October 15th, the fourth credit mathematics Common Core Maps were released and an implementation plan is being put into place. Extensive training of the faculty is occurring during collaboration and PD sessions and additional training will occur this summer leading up to becoming a New Tech School.

I. Blytheville High School will use STAR Enterprise/Renaissance Learning and Quality Core assessments which are standards based and aligned to State Frameworks as well as Common Core State Standards.
II. Blytheville High School, like schools across the state, is currently re-envisioning its curriculum with respect to Inquiry and Project Based Learning. New Tech Network will provide support to ease into the shift from traditional learning and assessments to projects involving real-world learning, collaboration, critical thinking, global and community engagement, extensive oral communication opportunities, thus enhancing written communication, to improving technology literacy to building a stronger work ethic among our students.

III. Teachers will be responsible for ensuring the Frameworks/Standards in their core subject matter within their co-taught courses. The teachers will continue to use their blended TIA's as the basis for deciding which skill sets students should master.

IV. Projects that are developed will address appropriate Frameworks/Standards, with all frameworks/standards being addressed in advance of the ITBS, EOC Literacy, and EOL assessments. Projects used from the Project Library and the ECHO Learning Management System will be adjusted to address the Common Core State Standards.

V. The Blytheville High School administrators will monitor instruction.

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 /Standards issues if necessary.

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.

Blytheville New Tech will publicize its status on the district website, the digital sign, an article in the Blytheville Courier News and through an address given by Superintendent Richard Atwill through local media outlets. This place will allow for all community members to learn about and apply to the school. In each facet of the plan, two items will be clear (1) students will be allowed to legally transfer into Blytheville New Tech and School Choice; and (2) if Blytheville New Tech meets its enrollment cap (1000) admittance will be processed through a lottery system.

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

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

*Act as chief executive officer of the school and carry out the school and district missions.

*Select, make recommendations to the superintendent for hiring and terminating faculty and staff.

*Carry out evaluations as set forth by the state-adopted teacher evaluation system (TESS).

*Monitor the status of resources in order to fulfill the school and district missions.

*Prepare an annual budget to be presented to the board.

*Ensure building maintenance and safety as well as oversee custodial services

*Oversee the implementation of the curriculum.

*Monitor student academic achievement regularly.

Qualifications: The qualifications of an administrator will meet state requirements and be significant, substantive and strong experience in education and an advanced

terminal degree in the field of education.

II. Assistant Administrators Responsibilities (4):

*Act as support to the building administrator and assist in carrying out school and district missions.

*Assist building administrator with evaluations, interviews for new faculty and staff and other personnel-related matters.

*Assist building administrator in monitoring student academic achievement and overseeing the implementation of curriculum.

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

III. Counselor Responsibilities (3):

*Provide Academic, Social and emotional supports

*Disseminate and clarify graduation requirements

*Coordinate post-secondary opportunities

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

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

*Facilitate state-mandated assessments

Qualifications: The counselor qualifications will be a Bachelor's degree and experience within the field of education

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

*On-going professional development for teachers

*Provide demonstrations to strengthen the instructional process

*Provide content development for teachers

*Plan and conduct professional team meetings

*Collect data, analyze results, and report findings

*Evaluate student achievement and assist with placing students in appropriate intervention and support services

*Identify needs and make recommendations for appropriate materials

*Meet regularly with the principal to report on progress and plan next steps

*Network with other district instructional facilitators, co-op specialists, and trainers in developing, researching, and implementing programs and to further develop their own knowledge, skills, and confidence

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

*Work with students who are below proficiency level or in danger of falling below proficiency level

*Create an intervention schedule for students and teachers

*Create intervention plans for students outlining detailed gaps in students' ability in order to provide targeted assistance

*Attend collaboration with teachers to attend to needs for students

*Pull small groups or individual students or push in to classrooms to assist students with their work

IV. Teacher Responsibilities (63 with ALE instructors included)

*Conduct classroom instruction

*Work collaboratively with colleagues to plan and teach courses

*Maintain an atmosphere conducive to learning
*Reach as many different levels and kinds of learners as possible
*Attend professional development, implement new learning and share with colleagues
*Continually teach, assess and modify for each student
*Teachers will complete 1/2 day of face-to-face training and 24 hours of online training in the new Arkansas Teacher Excellence Support System (TESS) and will fulfill the requirements provided within the evaluation system.
Qualifications: All teachers, with the exception of instructors teaching workforce preparedness courses must be highly qualified according to the Elementary Secondary Education Act. The school district will be empowered to hire the best teachers for workforce preparedness course instructors despite licensure status in order to provide industry exposure to students who are career ready when they graduate.

V. School Board & Staffing Plan

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

STANDARD 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/ALE
(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 Program

Blytheville New Tech's new graduation requirements (portfolio, community service, application to post-secondary school, military or career readiness certificate) will be explained in the student handbook, which is distributed to each student and is signed by parents annually. The requirements will be posted on the website. These requirements will be introduced to students through Freshmen Seminar, a class that is currently taken by all ninth graders while in the Freshmen Academy. This course is based on the students' needs to understand the value of education and career planning even as early as their freshman year of high school. The course is structured around Academic Innovations' Career Choices curriculum and as a part of the curriculum students develop an online portfolio that includes a 10-year plan for their education and career beginnings.

This program will cycle up with the students into their remaining three years of high school and will ultimately shift their junior and senior years to more of a college and career readiness and planning program. Graduation requirements, college readiness, concurrent courses with Arkansas Northeastern College, career direction, community service

involvement and all other options, such as internships and job training opportunities, available to the students will be the focus of the course as they approach graduation.

The course will be taught by regular content teachers in the school and will provide a rich opportunity for accountability and mentoring between the teachers and students. It is the goal of this program for students to reach graduation on time, fully prepared for their next steps and knowing what their options are with a clear direction for their future.

(B) Health Services
Blytheville High School currently has a full-time registered nurse that will continue to serve as full-time nurse for Blytheville New Tech.

(C) Media Center
Blytheville High School currently has a media center with 16,747 volumes, a computer lab with 25 computers and multiple resources for student use. Blytheville New Tech will continue to make use of the media center. In addition to the school media center, each classroom will serve as a media center with the use of technology (through Macbooks, SMARTboards, student responders and other tools) across the curriculum.

(D) Transportation
Blytheville School District will provide transportation services to all eligible students in its region and will comply with all transportation guidelines.

(E) Food Services
As a Provision II, all students attending Blytheville New Tech will have access to free breakfast and free lunch. Blytheville New Tech will comply with USDA and Food Services regulations. Blytheville School District will provide oversight from district food services district to ensure all food services are in compliance.

(F) Special Education
Blytheville High School currently employs a co-teach model with students in need of special services. The aim is to educate students in the least restrictive environment and exceed needs of the students. As a result of this model, students in need of greater academic support have the opportunity to work with one teacher within the classroom while the other teacher monitors and fields questions from the rest of the class. Within the construct of the curriculum laid out for Blytheville New Tech, students with special needs would continue to thrive and operate within a co-taught setting and in methods that will be conducive to learning as laid out by the individualized education plan (IEP). The model has proven there is success for all students within the structure of collaborative, problem/project-based learning. Students in need of more intensive services will be provided with in-depth support, additional resources and classes that assist with project assignments in other classes.

(G) Alternative Education
Blytheville New Tech will house its alternative education program at a satellite location. Teachers in the alternative education program will be trained in the pedagogy and curriculum aforementioned but will adjust according to the placement of the students and the needs of the students.

(H) Gifted and Talented Program
The New Tech model allows for optimal differentiation in the classroom, which will greatly benefit gifted and talented students. These students will be challenged in small-group settings. Additionally, Advanced Placement courses will continue to be offered (which

serve gifted and talented students as well).

STANDARD 10: Provide a statement affirming that the 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, for reporting education and financial data, including grants or private donations received by the school.

In accordance with state statue and/or State Board of Education rule, Blytheville New Tech will participate fully in reporting education and financial data in the Arkansas Public School Computer Network (and through eSchool Plus).

STANDARD 11: Describe the facilities to be used. Give the present use of the facility and the use for the past three 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.

Blytheville High School, located at 600 North 10th Street in Blytheville, AR, was originally constructed in 1951 and will be the site of the proposed conversion charter school. The building has been the high school since its construction. It has undergone several renovations, most notable the construction of a new academic wing in 2001.

The facility has complied with and will continue to comply with all accessibility regulations in accordance with the ADA and IDEA.

Alcohol is sold within 1,000 feet of the facility. Super D drugstore, constructed in 2011, sells alcohol and is 847 feet from the corner of the Blytheville High School girls' gymnasium. Super D is over 1,000 feet from the nearest academic facility.

Blytheville High School has been given a zoning designation of R-2, CU (Low Density Residential, Conditional Use). According to zoning regulations: "The principal uses of land are for single-family, two-family and low density multi-family developments, all supported by necessary religious, educational, institutional, and recreational facilities normally required to provide the basic elements of a balanced and attractive residential neighborhood." (See Appendix H for Zoning Map and description).

As a sound plan for the continued operation, maintenance and repair of the facility, the

school will continue to use School Dude as recommended by the Arkansas Department of Facilities and Transportation and will continue providing excellent, safe facilities and transportation through its staffing structure and through the oversight of the district facilities and maintenance director. The School District understands there will be facilities costs, as walls will need to be removed to create larger classroom space. Blytheville School District plans to fund these renovations out of its operating budget. The Director of Facilities approximates the renovation cost will be $189,000 based on in-house estimates.

STANDARD 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 rationale 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.

STATUTE 6.10.106 DATES FOR BEGINNING AND END OF SCHOOL YEAR
I. Blytheville New Tech may adopt an alternative calendar that reduces the number of vacation days in the summer.

STATUTE 6.17.111 DUTY FREE LUNCH
II. Blytheville New Tech requests flexibility in assignments, namely duty free lunch. Under this system, teachers could complete their maximum sixty minutes of duty during lunch.

STATUTE 6.17.114
III. Blytheville 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.

STANDARD 9.03.4.1 CURRICULUM: LANGUAGE ARTS
IV. Currently, Arkansas public schools are required to teach Speech & Oral Communications as an independent class. As aforementioned in this application, communication is an important tenet of a Blytheville New Tech education. With a curriculum that is based on the PBL model, students will graduate from Blytheville New Tech with a deep, meaningful repertoire of 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. Blytheville School District proposes that students receive their oral communication credit after two years of English in the ninth and tenth grades, at which point students will have had an ample oral communications background (See Appendix G Oral Communications Waiver Form).

STANDARD 10.01 REQUIRED TIME FOR INSTRUCTION AND SCHOOL CALENDAR
V. Blytheville New Tech requests alternative calendar compliance. By creating more flexibility with the calendar, the first and second semesters can be more equally balanced, thereby improving semester courses taught in the first semester. By shortening the

summer vacation and reallocating those vacation days into the regular academic year, teachers and students alike will be more refreshed and summer learning loss will be reduced.

VI. Blytheville New Tech requests an early departure day for six days a year. Students would arrive at the normal time and would leave school at 1:30PM. (Please see Item E Calendar and Daily Schedule for reflection of these days on the proposed school calendar.) This will allow for cross-curricular collaboration and project planning time. Professional development will also be integrated into these days through common planning times.

STANDARD 10.02.05 CLASS SIZE AND TEACHING LOAD

VII. As standards currently state, only thirty students can be in a classroom. Blytheville New Tech requests exemption from this standard. By combining courses and increasing the number of teachers in a classroom, the size of classes will need to increase. Blytheville New Tech requests to 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. In that same vein, they will be co-teaching these students which will offset the increase in students.

STANDARD 14.03 UNIT OF CREDIT

VIII. Blytheville 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.

STANDARD 15.03 LICENSURE AND RENEWAL

IX. Blytheville 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 all core subjects will be taught by instructors who are highly qualified as defined by NCLB standards.

STANDARD 18.0 GIFTED AND TALENTED

X. At Blytheville New Tech, teachers have the optimized ability to identify, differentiate and serve students' abilities in two ways. The structure of Project Based Learning allows for increased levels of student challenge when necessary. Secondly, two teachers working collaboratively allows for better differentiation and working in small groups to challenge students who are identified as gifted and talented.

STANDARD 16.01.3 GUIDANCE AND COUNSELING

XI. All students, grade 9-12, will regularly participate in a Career Choices seminar course. In this course, advisors will assist students in creating and updating their ten-year career plan. Advisors will also work with students to ensure each student successfully completes graduation requirements by supervising students' course credits, serving as a resource for portfolios and assisting students with post-secondary applications, military applications or career readiness certificates. These advisors will also teach the importance and necessity of post-secondary planning and will work to direct each student to appropriate concurrent credit college courses, internships and community service opportunities during junior and senior years.

STANDARD 9.03.4.9HEALTH & SAFETY
XII. In full implementation of Project Based Learning, the content of several subjects will be regularly integrated into the curriculum. Through interdisciplinary courses and PBL in other classrooms, the content traditionally taught in the Health & Safety course will be taught in other courses.

STANDARD 9.03.4.2 SCIENCE
XIII. Blytheville New Tech proposes to provide a 1/2 credit of science elective credit for Plant Science and Animal Science. This will encourage and affirm students' decisions to enroll in agricultural courses, which are already popular among Blytheville students.

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.

Blytheville 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 conversion charter will have no negative effects on Blytheville School District in insuring compliance with court orders and maintaining a unitary status 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.

Families and guardians will be involved in important ways in the Blytheville School District, and particularly in Blytheville New Tech.
(1) Parents will be contacted in cases of emergency and for informational reasons through School Messenger, the district's notification system.
(2) The schools Home Access Center, HAC, online portal, in conjunction with the Blytheville School District website, allows for parents to see grades as they are posted in real, assignments posted, attendance records and e-mail contact information 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) Parents will be involved in the career advisory aspect of the Career Choices Seminar course as the students move into their junior and senior years.
(6) The Blytheville 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)

(7) Community members are also invited into these discussions on performance criteria and school improvement through discussions with the school board. The Blytheville 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 improvement 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 Blytheville New Tech.
(8) Arguably, the most enriching parental involvement will occur organically in ways that the school district cannot yet envision.

New Tech Network

2013 Planning Agreement

Dear Superintendent Atwill,

To continue efforts to open a New Tech School in your community in 2013, NTN would like to provide a pre-implementation support package. This scope of work is intended to build awareness among your stakeholders and to amplify existing momentum for a successful school opening. This Planning Agreement will provide the following New Tech Network services from March 1, 2012 until December 31, 2012:

NTN 2012 Annual Conference 2013 Planning Track	Registration fees and selected meals for up to 3 participants at the New Tech Annual Conference, July 17-19, 2012, in Grand Rapids, Michigan. The objective of the *2013 Planning Track* is to provide district, school, and teacher leaders with information about the New Tech model as well as provide opportunities to share best practices for planning and implementing a New Tech school in the fall of 2013. The event will be divided into two tracks, for district/ school leaders and potential teacher leaders. **District/ School Leadership Strand**: Designed for district leaders and principals, this track will provide an opportunity to work with other potential 2013 districts/schools, experience conference sessions hosted by NTN coaches and network teachers, and also work on the NTN School Application, so that your district is ready to move forward with planning and implementation. Participants will engage with active NTN Superintendents and Principals. **Teacher Leadership Strand:** Designed for prospective teacher leaders and "early adopters," this track will provide a deep dive into the culture and practices of NTN project- based instruction. Participants will explore and review active projects, project planning resources and assessment tools, and also discuss standards alignment, learning outcomes and integrated instruction--all within NTN's web-based learning management system, Echo. As part of this planning agreement, these participants will have Echo access through December 31, 2012.
Project Based Learning Preview	
2013 Planning Academy (web based)	Access to the NTN Planning Academy, Echo • Access for up to two district log ins to the NTN's web-based Planning Academy, School Application and Planning Documents • Access to Echo for up to three district teacher leaders to continue to explore project-based learning resources
Marketing and Recruiting Support	Access to robust marketing and recruiting tool kits • School will have access to existing message framework used by all NTN sites. Access to ready-made collateral and assets for marketing and recruiting purposes and templates to help craft the individual school message. School will also receive tips and tricks for media exposure.
Webinars	Up to four remote video conferences or presentations with your stakeholder groups. These topics could include an overview of the NT model, demonstrations of Echo and the NT Gradebook, overview of PBL and sample projects, or general Q&A about the New Tech approach.

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New Tech Network

2013 Planning Agreement

The cost for this pre-implementation support package is $ 8,500. (Includes up to 3 participants at the 2013 Planning Track at the NTN annual summer conference (NTAC). Up to 2 additional participants may attend at special conference rate of $600 per person. Hotel and travel costs are not included.)

Upon acceptance of the NTN School Application and signing of the NTN 2013 Agreement, this fee would be applied toward the initial payment for the first phase of implementation. Our intention is to support your team in this planning year to insure the successful start up of a New Tech School in 2013, and we hope you see this as an equitable way for us to move forward.

Blytheville Public Schools:

Agrees to pay $ 8,500 prior to June 30, 2012.

Superintendent Signature

Date: 4/4/12

Lydia Dobyns, NTN President

Date: 4.19.12

Please return one signed original to:

New Tech Network
Kristin Cuilla
935 Clinton Street
Napa, CA 94559

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PROOF OF PUBLICATION

STATE OF ARKANSAS]
County of Mississippi,] ss.

David Tennyson

states on oath that he is the publisher of the Blytheville Courier News, a newspaper published in the city of Blytheville, Mississippi County, Arkansas, that said paper has a bona-fide circulation in

said county and state; that the annexed Notice

was published for 3 time(s) successively, as follows:

First publication was in the issue of October 3

20 12, and the last publication was in the issue of

October 17, 20 12

Publisher.

Number squares _____ Printers Fee $ 135.00

Received Payment _____

Sworn to before me this 17th day October, 20 12

By _____

1,100

1,000

SOUR

Commodities

The price of soybeans fell to its lowest level in nearly three months. Natural gas set a high for 2012 for the second consecutive day on hopes for greater demand.

FUELS	CLOSE	PVS.	%CHG	%YTD
Crude Oil (bbl)	91.89	92.48	-0.64	-7.0
Ethanol (gal)	2.37	2.35	--	+7.8
Heating Oil (gal)	3.13	3.14	-0.33	+6.5
Natural Gas (mm btu)	3.53	3.48	+1.47	+18.1
Unleaded Gas (gal)	2.87	2.92	-1.74	+6.8
METALS	**CLOSE**	**PVS.**	**%CHG**	**%YTD**
Gold (oz)	1772.70	1780.50	-0.44	+13.2
Silver (oz)	34.60	34.88	-0.79	+24.1
Platinum (oz)	1682.90	1681.50	+0.08	+20.2
Copper (lb)	3.81	3.79	+0.37	+10.9
Palladium (oz)	652.55	644.45	+1.33	-0.5
AGRICULTURE	**CLOSE**	**PVS.**	**%CHG**	**%YTD**
Cattle (lb)	1.23	1.23	+0.20	+0.3
Coffee (lb)	1.84	1.78	+3.15	-19.0
Corn (bu)	7.56	7.57	+0.20	+17.3
Cotton (lb)	0.70	0.70	+0.85	-23.4
Lumber (1,000 bd ft)	281.90	284.80	-1.02	+14.1
Orange Juice (lb)	1.16	1.14	+2.16	-31.3
Soybeans (bu)	15.31	15.60	-1.91	+27.7
Wheat (bu)	8.72	8.84	-1.44	+33.5

Quotable

"The housing market's gains are increasingly geographically diverse, with only six states continuing to show declining prices."

— Mark Fleming, chief economist for CoreLogic, a private real estate data provider.

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LYNN BROOKS
731-445-3722
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NOTICE OF PUBLIC MEETING FOR ESTABLISHMENT OF CONVERSION PUBLIC CHARTER SCHOOL

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Commodities

The price of crude oil jumped on worries about supply. Concerns are high that tensions between Turkey and Syria could disrupt supplies coming from the Middle East.

FUELS	CLOSE	PVS.	%CHG	%YTD
Crude Oil (bbl)	92.39	89.33	+3.43	-6.5
Ethanol (gal)	2.41	2.40	+0.17	+9.6
Heating Oil (gal)	3.20	3.14	+1.87	+9.1
Natural Gas (mm btu)	3.47	3.40	+1.88	+16.0
Unleaded Gas (gal)	2.96	2.89	+2.27	+10.1
METALS	**CLOSE**	**PVS.**	**%CHG**	**%YTD**
Gold (oz)	1763.00	1773.50	-0.59	+12.6
Silver (oz)	33.95	33.98	-0.09	+21.8
Platinum (oz)	1691.60	1694.90	-0.19	+20.9
Copper (lb)	3.73	3.73	+0.05	+8.7
Palladium (oz)	656.75	655.50	+0.19	+0.2
AGRICULTURE	**CLOSE**	**PVS.**	**%CHG**	**%YTD**
Cattle (lb)	1.25	1.23	+1.09	+1.5
Coffee (lb)	1.65	1.69	-2.25	-27.1
Corn (bu)	7.42	7.42	--	+14.8
Cotton (lb)	0.70	0.70	+0.09	-23.2
Lumber (1,000 bd ft)	272.80	274.50	-0.62	+10.4
Orange Juice (lb)	1.12	1.13	-0.67	-33.7
Soybeans (bu)	15.50	15.51	-0.06	+29.3
Wheat (bu)	8.64	8.61	+0.38	+32.4

Quotable

"This builds on a testament to try to provide greater convenience to our customers."

— Amy Lester, a Wal-Mart spokeswoman, commenting on a decision to test a same-day delivery service in select markets during the holidays.

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Commodities

Cotton futures jumped on worries about supply, as stockpiles are low amid a slight delay in the harvest. Gold and crude oil rose, while natural gas futures fell.

FUELS	CLOSE	PVS.	%CHG	%YTD
Crude Oil (bbl)	92.09	91.85	+0.26	-6.8
Ethanol (gal)	2.38	2.39	+0.13	+8.1
Heating Oil (gal)	3.20	3.21	-0.33	+9.0
Natural Gas (mm btu)	3.44	3.49	-1.41	+15.0
Unleaded Gas (gal)	2.85	2.85	-0.18	+5.9
METALS	**CLOSE**	**PVS.**	**%CHG**	**%YTD**
Gold (oz)	1744.70	1736.00	+0.50	+11.4
Silver (oz)	32.92	32.71	+0.66	+16.1
Platinum (oz)	1642.70	1631.30	+0.70	+17.4
Copper (lb)	3.71	3.71	-0.09	+8.1
Palladium (oz)	639.25	632.90	+1.00	-2.5
AGRICULTURE	**CLOSE**	**PVS.**	**%CHG**	**%YTD**
Cattle (lb)	1.26	1.24	+1.13	+2.2
Coffee (lb)	1.63	1.61	+1.21	-28.2
Corn (bu)	7.38	7.37	+0.14	+14.2
Cotton (lb)	0.75	0.72	+3.48	-18.5
Lumber (1,000 bd ft)	296.60	286.90	+3.38	+20.0
Orange Juice (lb)	1.13	1.12	+0.67	-33.1
Soybeans (bu)	14.94	14.93	+0.08	+24.5
Wheat (bu)	8.48	8.48	-0.06	+29.9

Quotable

"He's done pretty much all he can do to turn the bank around."

— Daniel Alpert, managing partner at Westwood Capital Partners, responding to the sudden departure of Citigroup CEO Vikram Pandit.

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Blytheville High School-A New Tech School
School Messenger Call-Out System
Proof of Call

Friday, October 29, 2012

SCHOOL MESSENGER

Report Name: Public Hearing
Description:
Report Type: Auto Report
Creation Date: Oct 19, 2012 5:37 pm

Account: Blytheville School District 5
User Name: tspears
First Name: Teryn
Last Name: Spears

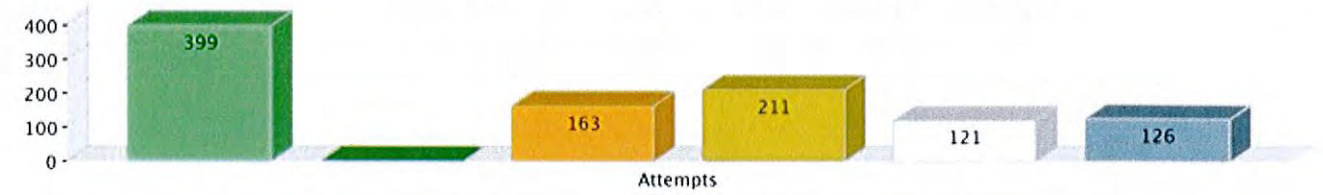
# of Jobs: 1

Broadcast Name	Type	Submitted by	Scheduled Date		Scheduled Time		First Pass	Recipients	# of Phones	# of Emails
Public Hearing	General	tspears	Oct 19, 2012	Oct 19, 2012	5:00 PM	9:00 PM	00:19	1023	1021	0

Totals

# of Emails	Completed	Remaining	Duplicates Removed	No Email	No Email Selected	% Contacted
0	0	0	0	0	0	0.00 %

# of Phones	Completed	Remaining	Blocked	Duplicates Removed	No Phone #	No Phone Selected	Total Attempts	% Contacted
1021	1021	0	0	163	2	0	1383	71.10 %



Answered: 399 Busy: 1 Duplicate: 163 Machine: 211 No Answer: 121 Disconnect: 126

Sunday, October 21, 2012

SCHOOL MESSENGER

Report Name: Public Hearing II
Description:
Report Type: Auto Report
Creation Date: Oct 21, 2012 3:35 pm

Account: Blytheville School District 5
User Name: tspears
First Name: Teryn
Last Name: Spears

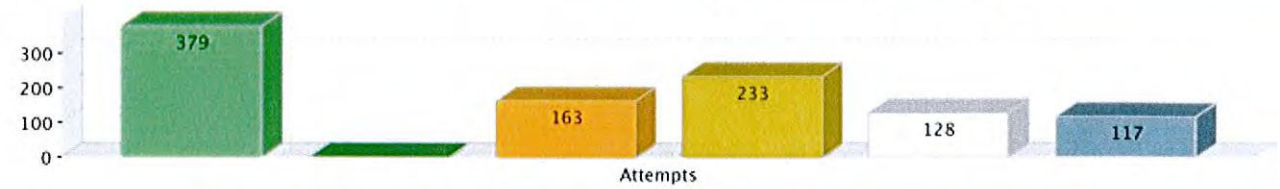
# of Jobs: 1

Broadcast Name	Type	Submitted by	Scheduled Date		Scheduled Time		First Pass	Recipients	# of Phones	# of Emails
Public Hearing II	General	tspears	Oct 21, 2012	Oct 21, 2012	3:00 PM	6:00 PM	00:11	1023	1021	0

Totals

# of Emails	Completed	Remaining	Duplicates Removed	No Email	No Email Selected	% Contacted
0	0	0	0	0	0	0.00 %

# of Phones	Completed	Remaining	Blocked	Duplicates Removed	No Phone #	No Phone Selected	Total Attempts	% Contacted
1021	1021	0	0	163	2	0	1372	71.33 %



Answered: 379 Busy: 1 Duplicate: 163 Machine: 233 No Answer: 128 Disconnect: 117

BLYTHEVILLE SCHOOL DISTRICT

PUBLIC HEARING FOR THE ESTABLISHMENT OF A CONVERSION PUBLIC CHARTER SCHOOL AT BLYTHEVILLE HIGH SCHOOL

October 22, 2012

Agenda

1. Welcome & Introductions: Richard Atwill, Superintendent

2. Purpose & Mission of District Conversion Charter-Superintendent Richard Atwill

3. Presentation of District Conversion Charter: Teryn Spears & Sally Cooke
    - A. Program Focus: New Tech Network Introduction & Explanation
    - B. The Charter Pathway: Blytheville High School-A New Tech School
        - i. What is a District Conversion Charter?
        - ii. Why are we applying?
        - iii. Waivers
    - C. Student Acceptance
    - D. Vision, Mission, Core Beliefs for the Charter
    - E. Curriculum & Focus
        - i. Project-Based Learning with STEM Focus of Design Thinking
        - ii. Interdisciplinary Courses
        - iii. Course Integration
        - iv. Instructional Technology
        - v. Collaborative School Culture
        - vi. Seminar & Guidance
        - vii. Internships & College Experience
        - viii. Graduation Requirements
        - ix. Alternative Learning Environment
        - x. Assessment
    - F. Parent & Community Involvement: We Need You!
    - G. The Bottom Line
        - i. Real Projects, Real World Learning
        - ii. 21st Century Skills: Communication, Collaboration, Critical Thinking
        - iii. Community & Global Awareness/Involvement
        - iv. Work Ethic/Life Skills

4. Questions/Answers/Feedback

5. Adjourn

Conversion Charter Public Meeting

October 22, 2012

	NAME	E-MAIL
1-	Jean Cole	jcole@blytheilleschools.net
2-	Sandy Hughey	shughey@blytheilleschools.net
3-	Amanda Atwill	aatwill@blytheilleschools.net
4-	Richard Atwill	ratwill@ blytheilleschools.net
5-	Teryn Spears	tspears@blytheilleschools.net
6-	Ann Lewis	alewis@blytheilleschools.net
7-	Lisa Stovall	lstovall@blytheilleschools.net
8-	Tobey Johnson	darylltobey@aol.com
9-	Sally Cooke	scooke@blytheilleschools.net
10-	Tony Hinton	
11-	Ruby Ralph	
12-	Kyle Ralph	
13-	Donald Davis	dodavis@blytheilleschools.net
14-		self @ blytheilleschools.net
15-	Bobby Ashley	bashley@blytheilleschools.net
16-	Veda Jenkins	vjenkins@blytheilleschools.net
17-	Paul Jenkins	Pjenkins@blytheilleschools.net
18-	Chris Pinkard	cpinkard@courier news.net
19-	Sharon/Gary Meyer	smeyer@blytheilleschools.net
20-	Jennifer Blankenship	jblankenship@blytheilleschools.net
21-	Tony Hollis	jthollis949@sbcglobal.net
22-	Jennifer Hardesty	jennifer.hardesty@mchsys.org
23-	Tori Hixson	tori.hixson@att.net
24-	Tommy Bennett	
25-	Mayor James Sanders	mayorsanders@sbcglobal.net
26-	Brandi Hunter	bhunter@kait8.com

BLYTHEVILLE SCHOOL DISTRICT

PUBLIC HEARING FOR THE ESTABLISHMENT OF A CONVERSION PUBLIC CHARTER SCHOOL AT BLYTHEVILLE HIGH SCHOOL

Meeting Minutes

October 22, 2012

A public hearing was held on Monday, October 22, 2012, at 5:00 p.m. at Blytheville Charter School at 415 Tennessee Street for the purpose of providing information about and assessing support for the establishment of a conversion public charter school at Blytheville High School.

The group of 26 people present at the meeting was comprised of stakeholders, the city's mayor, school board members, parents, a student and district personnel. (A copy of the sign-in sheet is attached.)

Superintendent Richard Atwill welcomed the group and introduced Blytheville School District personnel and Blytheville School Board members.

Superintendent Atwill stated that the rationale for seeking a charter was to propose the conversion of its existing high school, Blytheville High School, into a conversion charter school, so that it can fully implement the New Tech Network Model. He stated that the school's mission is to facilitate relevant and rigorous learning, through collaboration, communication, critical thinking and problem solving, that prepares BHS New Tech students to enter college, armed forces, or a career pathway as a leader.

Teryn Spears, District Parental Involvement Coordinator/Technology Integration Specialist, spoke about the beliefs of Blytheville School District "We believe every student in Blytheville Schools has knowledge, skill, talent and capacity to be engaged, lifelong learners. We also believe every student who graduates from BHS should be able to communicate, collaborate, to think critically and direct his/her learning into college or a career (21st Century Skills). And, finally, we believe Blytheville Schools should drive industry in MS County." Spears went on to describe that belief becomes a reality through project based learning where teachers are facilitators of the educational process and where technology is used as a meaningful tool to engage students. From those two points, Spears turned it over to Sally Cooke, Director of Curriculum, to explain more about the process Blytheville High School is seeking the charter to implement.

Sally Cooke introduced the crowd to New Tech Network and shared the goal of the network and their process for working with new districts "the goal of New Tech is to come in, teach us how to implement this program consistently and well and then to be on their way." Cooke went on to explain that the tenets of the New Tech Model and introduced the group to a video clip found at http://www.youtube.com/watch?v=A94S0jBhrdU Following the clip, Cooke went on to explain the New Tech Model would best fit within the framework of a conversion charter and shared exactly what it meant to be a conversion charter:
-Non-traditional public school
-Freedom from many regulations that apply to traditional public school through waivers.
-Charter must have clear mission, program, goals, student acceptance and assessment pieces.

-Charter is granted for five year period @ which point renewal is applied for through State Board of Education.

The audience was introduced to the proposed name for the Blytheville High School Conversion Charter: Blytheville High School-A New Tech School.

Teryn Spears explained that all students in the Blytheville School District in grades 9-12 were eligible and able to attend the school. Spears also stated students would be able to legally transfer into the school through legal school choice and that if the enrollment cap of 1000 students were to be met and exceeded, a lottery system would be used.

Spears went on to share the Vision and Mission of the proposed charter:
The vision will follow the same vision the district has set forth:
Learners Today, Leaders Tomorrow

The Mission of the proposed Charter is:
To facilitate relevant and rigorous learning, through collaboration, communication, critical thinking and problem solving, that prepares BHS New Tech students to enter college, armed forces or a career pathway as a leader.

Spears and Cooke went on to explain the proposed charter's curriculum, focus and waivers needed to meet each part of the curriculum:

i. Project-Based Learning with STEM Focus of Design Thinking
ii. Interdisciplinary Courses
iii. Course Integration
iv. Instructional Technology
v. Collaborative School Culture
vi. Seminar & Guidance
vii. Internships & College Experience
viii. Graduation Requirements
ix. Alternative Learning Environment
x. Assessment

Spears discussed opportunities for stakeholder involvement and challenged those present to make a commitment to be involved in the process and in BHS.

After thanking Mayor James Sanders for attending the meeting, Mrs. Spears asked if there were any questions or comments regarding the establishment of the conversion public charter school. There were neither questions nor comments made from the public or school personnel; therefore, the hearing adjourned at 5:30 p.m.

The meeting was covered by both the local newspaper, Blytheville Courier News, and the Jonesboro television station, KAIT8. The article from the newspaper is attached. To see the piece from KAIT8, please see http://www.kait8.com/category/240189/video-landing-page?clipId=7871081&autostart=true

A copy of the presentation is attached. Those present also received a handout entitled, "Blytheville High School-A New Tech School, which is also attached.

the future. reimagine.

Blytheville High School
October 22, 2012
Charter Public Hearing

How?

- With student-directed/centered, teacher-facilitated classrooms.
- With rich Project-Based Learning Environment implemented with fidelity and rigor/ relevance
- With technology used to enhance instruction

STEM Focus: Design Thinking

Discovery
I have a challenge. How do I approach it?
Interpretation
I learned something. How do I interpret it?
Ideation
I have an opportunity. What do I create?
Experimentation
I have an idea. How do I build it?
Evolution
I tried something. How do I evolve it?

Graduation Requirements

Community Service
Portfolio
Application to:
college
armed forces
career

The Bottom Line

Focus Projects
Real World Learning
Collaboration
Content Literacy
Critical Thinking
Global & Community Engagement
Oral Communication
Written Communication
Technology Literacy
Work Ethic

Why?

- We believe every student in Blytheville Schools has knowledge, skill, talent and capacity to be engaged, lifelong learners.
- We believe every student who graduates from BHS should be able to communicate, collaborate, to think critically and direct his/her learning into college or a career (21st Century Skills).
- We believe Blytheville Schools should drive industry in MS County

New Tech Network

Course Integration

Oral Communications
Agricultural Sciences

Assessment

Relevant: Work World Criterion Based (Rubrics)
State: End of Course
In-House: STAR Testing
The Learning Institute Biology

Collaborative School Culture

9th Grade Academy
Continue Student Centered Collaboration
Teachers will shadow New Tech teachers as part of training
June 2013 New Tech Training for all Involved

What they do...

- Provide services and support to create innovative schools that promote deeper learning.
- Non-Profit
- 18 States & Australia
- 10 New Tech Schools in Arkansas
- Governor & State Commissioner of Education...

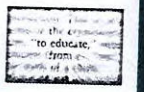
BHS: District Conversion Charter

- Non-traditional public school
- Freedom from many regulations that apply to traditional public school through waivers.
- Charter must have clear mission, program, goals, student acceptance and assessment pieces.
- Charter is granted for five year period @ which point renewal is applied for through State Board of Education.

Blytheville High School-
A New Tech School

Interdisciplinary Courses

Flexibility
English I +World Geography=Global Studies
Biology +Health=BioLife



Internships & College Experience

The Route: District Conversion Charter

Student Acceptance?

Blytheville School District Students in Grades 9-12
Legal Transfers under School Choice
Enrollment Cap (1000) met: Lottery

Vision & Mission

Vision:
Learners Today, Leaders Tomorrow

Mission:
To facilitate relevant and rigorous learning, through collaboration, communication, critical thinking and problem solving, that prepares BHS New Tech students to enter college, armed forces or a career pathway as a leader.

Instructional Technology

1:1
MacBooks
8th Grade Training
Training for staff: January
Technology: Tool

Alternative Learning Environment

Available as a Program
Individualized Instruction
Meet Needs of Students

Re-imagine Teaching & Learning

What would it look like to you?
What do you believe about our students?

Core Values

1. We believe every student in Blytheville Schools has knowledge, skill, talent and capacity to be engaged, life-long learners and must be provided the capacity to take charge of their lives.
2. We believe every student who graduates from BHS should be able to communicate, collaborate, to think critically, solve problems and direct his/her learning into college or a career (21st Century Skills).
3. We believe Blytheville Schools should drive industry in MS County

Project Based Learning

Real-World Projects
Real-World Learning
Global/Community-Based
Echo Portal
21st Century Skills
Life Skills

Seminar/ Guidance

Career Choices
10 Year Plan
Teams
Community Service
Portfolio
Graduation Requirements
Individual Planning for Internship/ College

We Need You!

Parents
Community Members
Project Volunteers
Evaluate Effectiveness of Education

NEW TECHNOLOGY HIGH SCHOOL
ORAL PRESENTATION SCORING RUBRIC

PRESENTER: _____

PROJECT: _____

EVALUATOR: _____ DATE:

CRITERIA	WEIGHT	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
Structure and Organization Introduction Main ideas Supporting materials Conclusion Length requirement TIME:	**30%**	• No formal introduction or introduction had no clear thesis statement nor offered any preview of topics to be discussed • Main ideas were not separated into a logical progression • Important ideas were not supported with references or data • No conclusion or conclusion did not adequately summarize presentation • Presentation did not use time allotted 0 - - - - - - - - - - - - 10 - - - - - - - - - - - - 20	• Introduction had clear thesis statement and a preview of topics to be discussed • Main ideas were separated into a logical progression • Speaker supported important ideas and viewpoints through accurate and detailed references to text or other works • Conclusion restated thesis statement and summarized the ideas presented • Time requirement was met for specific assignment (neither too long or too short) 21 - - - - - - - - - - - - 24 - - - - - - - - - - - - 26	In addition to meeting the PROFICIENT criteria ... • Clever attention getting introduction or an imaginative thesis and preview • Ideas connected by original transitions, logical throughout; creative pattern • Conclusion tied speech together and left audience with memorable message • Speaker used logical, ethical and emotional appeals that enhanced a specific tone and purpose 27 - - - - - - - - - - - - 28 - - - - - - - - - - - - 30
Vocal Expression Rate and Volume of Speech Pitch, Articulation and Pronunciation	**20%**	• Speaker was hard to hear or understand • Voice or tone distracted from purpose of presentation • Excessive use of verbal fillers 0 - - - - - - - - - - - - 6 - - - - - - - - - - - - 12	• Speaker was easy to hear and understand • Tone was conversational, but with purpose • Voice sounded natural, neither patterned nor monotone • Speaker pronounced words clearly, correctly and without verbal fillers 14 - - - - - - - - - - - - 15 - - - - - - - - - - - - 17	In addition to meeting the PROFICIENT criteria ... • Speaker was enjoyable to hear; used expression and emphasis • Speaker used voice to create an emotional response in audience 18 - - - - - - - - - - - - 19 - - - - - - - - - - - - 20
Physical Characteristics Eye Contact, Posture, Gestures, Movement, Attire	**15%**	• Little eye contact with audience • Poor or slouchy posture • Movements were stiff or unnatural • Attire was inappropriate for audience 0 - - - - - - - - - - - - 5 - - - - - - - - - - - - 8	• Strong eye contact with entire audience • Posture conveyed confidence • Gestures and movements were natural and effective • Attire was appropriate for audience and purpose 9 - - - - - - - - - - - - 11 - - - - - - - - - - - - 12	In addition to meeting the PROFICIENT criteria ... • Posture was commanding and purposeful • Attire was chosen to enhance presentation 13 - - - - - - - - - - - - 14 - - - - - - - - - - - - 15
Appropriateness of Content and Language For audience, purpose, and assignment	**15%**	• Speaker used inappropriate language, content or examples for this audience • Speaker did not demonstrate a clear understanding of the assignment or purpose of presentation 0 - - - - - - - - - - - - 5 - - - - - - - - - - - - 8	• Speaker obviously considered the audience and used appropriate language and examples • Speaker displayed a clear understanding of assignment requirements and content • Speaker understood purpose of presentation 9 - - - - - - - - - - - - 11 - - - - - - - - - - - - 12	In addition to meeting the PROFICIENT criteria ... • Examples and words were creative and well chosen for target audience 13 - - - - - - - - - - - - 14 - - - - - - - - - - - - 15
Overall Impact Energy, Enthusiasm, Sincerity Originality/Creativity	**10%**	• Speaker appeared bored by the message or presented without conviction 0 - - - - - - - - - - - - 3 - - - - - - - - - - - - 6	• Speaker appeared to believe strongly in message and demonstrated desire to have audience listen, understand and remember 7 - 8	In addition to meeting the PROFICIENT criteria ... • Overall presentation was creative and exciting 9 - 10
Features Multimedia, Visuals, Audio	**10%**	• Materials detracted from content or purpose of presentation or were of such low quality as to discredit speaker 0 - - - - - - - - - - - - 3 - - - - - - - - - - - - 6	• Materials added, did not detract from presentation • Materials used were quality products; easy to see and hear 7 - 8	In addition to meeting the PROFICIENT criteria ... • Speaker creatively integrated a variety of objects, charts and graphs to amplify the message 9 - 10

ADDITIONAL COMMENTS:

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2012 Arkansas School ESEA Accountability Report

District:	BLYTHEVILLE SCHOOL DISTRICT	Superintendent:	RICHARD ATWILL
School:	**BLYTHEVILLE HIGH SCHOOL**	Principal:	BOBBY ASHLEY
LEA:	4702013	Grades:	09 - 12
Address:	600 N. TENTH ST.	Enrollment:	743
	BLYTHEVILLE, AR 72315	Attendance Rate:	95.33% (3 QTR AVG)
Phone:	870-762-2772	Poverty Rate:	72.95%

Needs Improvement Focus School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	176	YES	226	YES
Targeted Achievement Gap Group	175	YES	226	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	140	YES	190	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	33	YES	33	YES
Economically Disadvantaged	175	YES	226	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	22	YES	27	NO(93%)

Needs Improvement School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
	2011 Graduation Rate		
All Students	215	69.77	75.64
Targeted Achievement Gap Group	215	69.77	75.64
ESEA Subgroups			
African Americans	169	68.05	76.95
Hispanic	n < 10	n < 10	n < 10
White	42	78.57	69.45
Economically Disadvantaged	215	69.77	75.64
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	39	58.97	51.99

Needs Improvement School in Literacy Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	173	37.57	57.42	201	57.21	59.41
Targeted Achievement Gap Group	172	37.21	57.42	201	57.21	59.41
	Three Year Literacy			Three Year Math		
All Students	488	41.80	57.42	691	51.81	59.41
Targeted Achievement Gap Group	487	41.68	57.42	691	51.81	59.41
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	137	29.93	52.27	168	54.76	55.29
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	33	69.70	77.08	31	67.74	75.00
Economically Disadvantaged	172	37.21	57.42	201	57.21	59.41
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	22	22.73	28.70	24	79.17	100.00

SMART CORE ORAL COMMUNICATIONS
WAIVER FORM (GRADUATING CLASS OF 2012 and beyond)
Arkansas Department of Education—October 2011

Name of District: Blytheville School District
Name of School: Blytheville High School-A New Tech School

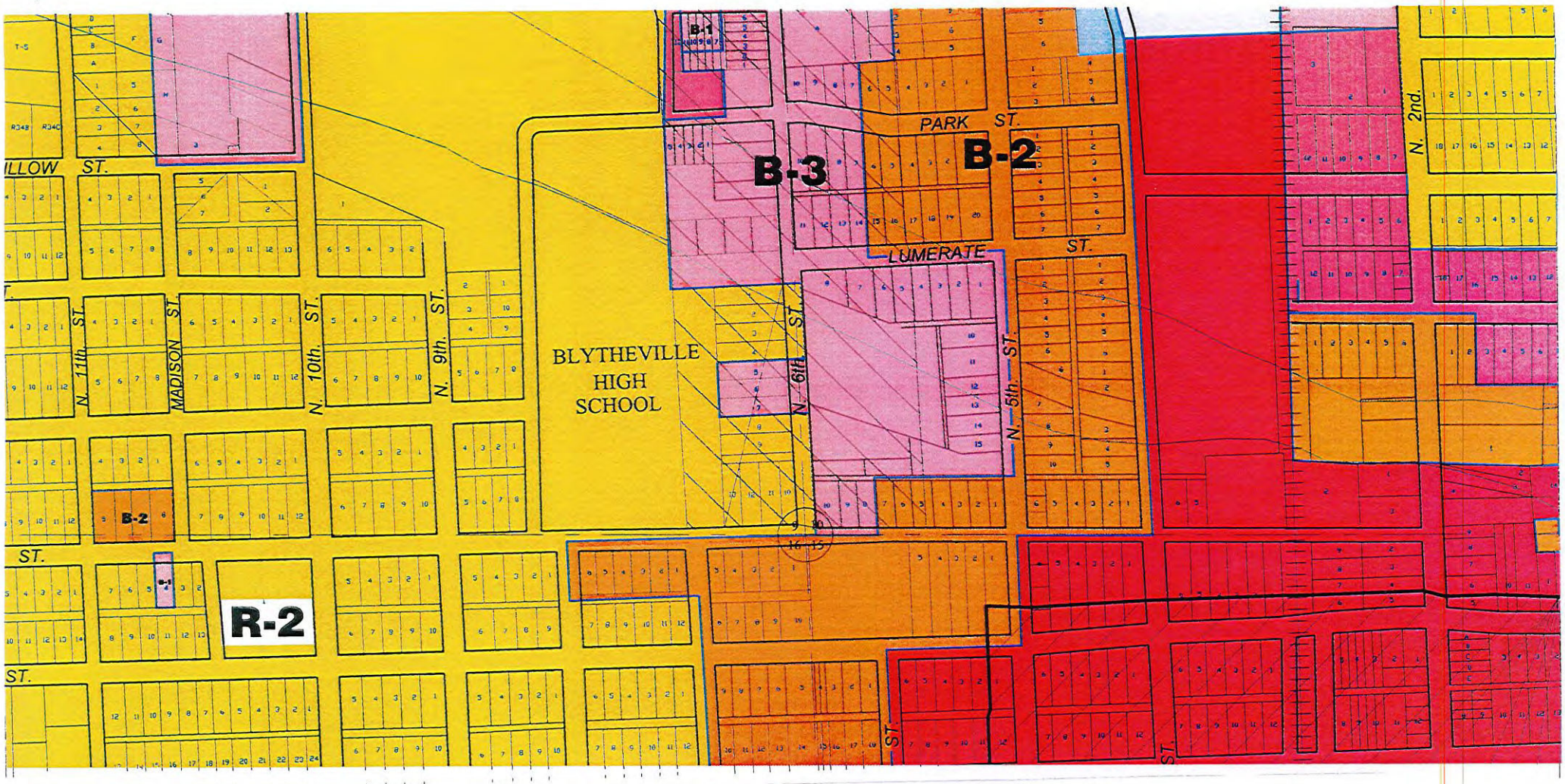
Arkansas schools and districts who have or will elect to implement the New Tech Network approach are eligible to request a waiver from offering the Arkansas Smart Core required courses of Oral Communications 416000 (1/2 unit) and/or Oral Communications 414010 (1 unit) from the Arkansas State Board of Education as a result of the model's advanced communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Given the deep correlation between Arkansas Oral Communication standards in both 41600 and 414010 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools may request a waiver of the Oral Communications Smart Core course requirement by signing and submitting this Smart Core Waiver Form. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network schoolwide learning outcome rubrics.

Superintendent Signature — **Date** 10/25/12

Principal Signature — **Date** 10/25/12



6.02.02. Low Density Residential (R-2)

This is a residential district of the same general type and character as that described above for the R-1 District, containing many of the same requirements and restrictions as applicable to the R-1 District, but allowing for a slightly higher population density than permitted in the R-1 District. The principal uses of land are for single-family, two-family, and low density multi-family developments, all supported by necessary religious, educational, institutional, and recreational facilities normally required to provide the basic elements of a balanced and attractive residential neighborhood.

BLYTHEVILLE PUBLIC SCHOOLS
BHS 2013 – 2014

Professional Development Days (#1 - #5) 7:30 a.m. - 4:00 p.m. (Each day counts as 1.25 days.)	August 12-15
School Begins	August 19
Labor Day Holiday	September 2
Team Collaboration (1:30-3:30 PM) 1/3 Professional Development (3:30-5:30 PM) #6	September 19
Team Collaboration (1:30-3:30 PM) 1/3 Professional Development (3:30-5:30 PM) #6	October 10
1st Quarter Ends (44 days)	**October 18**
1/2 Professional Development Day (3:30-6:30 PM) #7	October 22
Parent/Teacher Conferences (3:30-6:30 PM)	October 24
Parent/Teacher Conference (8:00-11:00 AM) 1/2 Professional Development Day (12:00-3:00 PM) #7	October 25
Team Collaboration (1:30-3:30 PM) 1/3 Professional Development Day (3:30-5:30 PM) #6	November 21
Thanksgiving Holidays	November 27-29
2nd Quarter Ends (41 days)/1st Semester Ends (85 days)	**December 20**
Christmas Holidays	Dec. 23–Jan. 3
Professional Development #8	January 6
Second Semester Begins	January 7
Martin Luther King Holiday	January 20
Presidents' Day Holiday	February 17
Team Collaboration (1:30-3:30 PM) 1/3 Professional Development Day (3:30-5:30 PM) #9	February 20
3rd Quarter Ends (43 days)	**March 10**
1/2 Professional Development Day (3:30-6:30 PM) #10	March 11
Parent/Teacher Conferences (3:30-6:30 PM)	March 13
Parent/Teacher Conferences (8:00-11:00 AM) 1/2 Professional Development Day (12:00-3:00 PM) #10	March 14
Spring Break	March 17-21
Team Collaboration (1:30-3:30 PM) 1/3 Professional Development (3:30-5:30 PM) #9	April 3
Easter Holiday	April 18
Team Collaboration (1:30-3:30 PM) 1/3 Professional Development (3:30-5:30 PM) #9	May 8
High School Graduation	May 16
Memorial Day Holiday	May 26
Last Day of School	May 28
4th Quarter (50 days)/2nd Semester Ends (93 days)	May 28

Total Student Days – 178 Total Teacher Days – 190

Teacher Double Contract Days: October 22/24 and March 11/13
Professional Development: August 12, 13, 14, 15 (each day counts as 7.5 hours), and January 6
1/2 Professional Development Days: October 22 and 25 and March 11 and 14
1/3 Professional Development Days: September 19, October 10, November 21, February 20, April 3, and May 8
Make-up Days for Inclement Weather: January 6, February 17, April 18, May 29, May 30

1st Semester (85 days)
1st Quarter: Aug. 19 – Oct. 18 (44 days)
2nd Quarter: Oct. 21 – Dec. 20 (41 days)

2nd Semester (93 days)
3rd Quarter: Jan. 7 – Mar 10 (43 days)
4th Quarter: Mar. 11 – May 28 (50 days)

Blytheville High School-A New Tech School

Daily Schedule

Period	9th	10th	11th	12th
1	Global Studies (Eng 9 & World Geography)	The World (Eng 10 & World History)	American Studies (Eng 11 & US History)	Policy Advocacy (Eng 12, Gov't, Civics & Econ)
2	Global Studies (Eng 9 & World Geography)	The World (Eng 10 & World History)	American Studies (Eng 11 & US History)	Policy Advocacy (Eng 12, Gov't, Civics & Econ)
3	Physical Science	BioComm (Biology & Digital Comm)	Algebra II & Physics	Chemistry or other Science
4	Algebra I	BioComm (Biology & Digital Comm)	Algebra II & Physics	Statistics
5	Intro CTE Class	Geometry	Foreign Language	Foreign Language
6	Seminar	Seminar	Seminar	Seminar
7	Elective	Elective	Elective (CTE)	Elective (CTE)
8	Elective	Elective	Elective	Elective

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

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (_797) x $6,267.00 State Foundation Funding		
3			4,994,799.00
4	No. of Students (_797__) x $42.38 Professional Development		33,777.00
5	No. of Students (_797___) x eligible rate* NSLA Funding		669,891.00
6	Total State Charter School Aid		$5,698,467
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	10,000.00	
10	Federal Grants (List the amount)	651,675.00	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$661,675.00
15			
16	**TOTAL REVENUES**		$6,360,142.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions__5_)*	356,141.00	
21	Fringe Benefits	84,640.00	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$440,781.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions_59__)*	2,454,438.00	
29	Fringe Benefits	618,576.21	
30	Purchased Services		
31	Supplies and Materials	106,300.00	
32	Equipment	250,202.00	
33	Other *(Describe)*		$3,429,516.21.00

**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.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions___)*	307,553.00	
Fringe Benefits	32,967.00	
Purchased Services	6,850.00	
Supplies and Materials	4,100.00	
Equipment		
Other *(Describe)*		$351,470.00
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials	1500.00	
Equipment		
Other *(Describe)*		$1,500.00
Alternative Education Program/ALE:		
Salaries: *(No. of Positions_7__)*	299,841.00	
Fringe Benefits	73,850.00	
Purchased Services		
Supplies and Materials	4,000.00	
Equipment		
Other *(Describe)*		$377,691.00
Guidance Services:		
Salaries: *(No. of Positions_4__)*	194,948.00	
Fringe Benefits	49,177.00	
Purchased Services		
Supplies and Materials	2,250.00	
Equipment		
Other *(Describe)*		$246,375.00
Health Services:		
Salaries: *(No. of Positions1.5___)*	50,777.00	
Fringe Benefits	13,490.00	
Purchased Services		
Supplies and Materials	1,250.00	
Equipment		
Other *(Describe)*		$65,517.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions_1.5__)*	68,185.00	
Fringe Benefits	16,573.00	
Purchased Services	2,500.00	
Supplies and Materials	9,500.00	
Equipment		
Other *(Describe)*		$96,758.00
Fiscal Services:		
Salaries: *(No. of Positions_1__)*	20,000.00	
Fringe Benefits	4,400.00	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$24,400.00
Maintenance and Operation:		
Salaries: *(No. of Positions_3__)*	61,444.00	
Fringe Benefits	15,090.00	
Purchased Services		
(include utilities)	446,000.00	
Supplies and Materials	83,000.00	
Equipment	3,000.00	
Other *(Describe)*		$608,534.00
Pupil Transportation:		
Salaries: *(No. of Positions__11_)*	155,035.00	
Fringe Benefits	43,540.00	
Purchased Services		
Supplies and Materials	93,085.00	
Equipment		
Other *(Describe)*		$291,660.00
Food Services:		
Salaries: *(No. of Positions_12__)*	124,568.00	
Fringe Benefits	33,693.00	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$158,261.00

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions1___)*	42,500.00	
118	Fringe Benefits	9,350.00	
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		$51,850.00
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			
132	If Applicable: Utilities (contract for one total year including facility upgrades)		
133	IIf 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**		$6,144,313.21

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (_797) x $6,267.00 State Foundation Funding		
3			4,994,799.00
4	No. of Students (_797__) x $42.38 Professional Development		33,777.00
5	No. of Students (_797___) x eligible rate* NSLA Funding		669,891.00
6	Total State Charter School Aid		$5,698,467
7			
8	Other Sources of Revenues:		
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11	Special Grants (List the amount)		
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16	**TOTAL REVENUES**		$6,360,142.00
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18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions__5_)*	356,141.00	
21	Fringe Benefits	84,640.00	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$440,781.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions_59__)*	2,454,438.00	
29	Fringe Benefits	618,576.21	
30	Purchased Services		
31	Supplies and Materials	106,300.00	
32	Equipment	200,000.00	
33	Other *(Describe)*		$3,379,314.21

**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)

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Salaries: *(No. of Positions___)*	307,553.00	
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Purchased Services	6,850.00	
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Salaries: *(No. of Positions___)*		
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Fringe Benefits	49,177.00	
Purchased Services		
Supplies and Materials	2,250.00	
Equipment		
Other *(Describe)*		$246,375.00
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Salaries: *(No. of Positions1.5___)*	50,777.00	
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Purchased Services		
Supplies and Materials	1,250.00	
Equipment		
Other *(Describe)*		$65,517.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions_1.5__)*	68,185.00	
Fringe Benefits	16,573.00	
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Equipment		
Other *(Describe)*		$24,400.00
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Supplies and Materials	83,000.00	
Equipment	3,000.00	
Other *(Describe)*		$608,534.00
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Salaries: *(No. of Positions_11__)*	155,035	
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Other *(Describe)*		$291,660.00
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Fringe Benefits	33,693.00	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$158,261.00

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions1___)*	42,500.00	
118	Fringe Benefits	9,350.00	
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125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits		$0.00
127			
128	If Applicable: Facilities		
129	Lease/Purchase (contract for one total year including facility upgrades)		
130	*Please list upgrades:*		
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133	IIf 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**		$6,094,111.21

BLYTHEVILLE SCHOOL DISTRICT
2012-2013 SALARY SCHEDULE
190 Day Salary Schedule

Adopted 3/29/2010

LEA: 47-02, Mississippi County

EXPERIENCE	BSE	BSE+12	MSE	MSE+15	MSE+30
0	32,961	33,294	35,236	35,569	35,901
1	33,460	33,793	35,790	36,123	36,456
2	33,959	34,292	36,345	36,678	37,010
3	34,458	34,791	36,900	37,232	37,565
4	34,957	35,290	37,454	37,787	38,120
5	35,457	35,789	38,009	38,341	38,674
6	35,956	36,288	38,563	38,896	39,229
7	36,455	36,788	39,118	39,451	39,783
8	36,954	37,287	39,672	40,005	40,338
9	37,453	37,786	40,227	40,560	40,892
10	37,952	38,285	40,781	41,114	41,447
11	38,451	38,784	41,336	41,669	42,001
12	38,950	39,283	41,891	42,143	42,556
13	39,449	39,782	42,445	42,778	43,111
14	39,949	40,281	43,000	43,332	43,665
15	40,448	40,786	43,554	43,887	44,220
16	40,947	41,336	44,109	44,442	44,774
17	41,452	41,886	44,663	44,996	45,329
18	41,996	42,436	45,218	45,551	45,883
19	42,541	42,986	45,772	46,105	46,438
20	43,085	43,537	46,327	46,660	46,993
21	43,690	44,148	46,882	47,214	47,547
22	44,294	44,760	47,436	47,769	48,102
23	44,897	45,371	47,991	48,323	48,656
24	45,502	45,982	48,545	48,878	49,211
25	46,106	46,593	49,100	49,433	49,765
26	46,711	47,204	49,654	49,987	50,320
27	47,315	47,815	50,209	50,542	50,874
28	47,919	48,427	50,764	51,096	51,429

Parental and Community Support
Blytheville High School-A New Tech School
Conversion Charter Application

Stakeholder support is critical to the success of Blytheville High School-A New Tech School. Blytheville High School currently has an active Parent-Teacher Organization, and two parents who are members of that organization have written letters of support for the school applying for the conversion charter and joining the New Tech Network. Please find those letters attached.

Blytheville High School Parent-Teacher Organization has a meeting on November 5, 2012. The agenda will include the same presentation made at the Public Hearing on October 22. Parents will be given the opportunity to ask questions, give feedback and will be asked to form an advisory group for the purpose of providing input along the process of implementation of the New Tech program through a conversion charter.

Blytheville High School staff members are a critical component of stakeholder support for the conversion charter/New Tech effort. Please see attached faculty meeting agenda, sign-in sheet and minutes reflecting the presentation of the charter and further explanation of the New Tech process to faculty members. Starting the week of October 29, collaboration will begin to pointedly plan interdisciplinary courses, answer questions and training for the process.

As part of the community support and partnership, Arkansas Northeastern College has written a letter of support and understanding the application for a district conversion charter. Please find that letter attached.

The curriculum director for the district attended a workforce education meeting on October 19, 2012 to explain to that group our intent to apply for a conversion charter in order to offer the best opportunities for our students to gain the necessary training and experience needed to work in their industries. There was a lot of interest in meeting directly with the high school and district leadership team to outline the qualifications that industry needs from our students. Please see the attached sign-in sheet for the list of industry members represented as well as the flier for the event.

The Blytheville School District School Board is in complete support of the conversion charter application and the New Tech Network program. Please see attached board minutes reflecting that support. Additionally, community members present at the board meeting showed support for the program, including one parent who gave an interview with KAIT8 (http://www.kait8.com/category/240189/video-landing-page?clipId=7871081&autostart=true) Please see attached sign-in sheet to the board meeting.

A stakeholder team has been assembled to serve as an advisory group for the process of implementing a New Tech Network school and applying for the conversion charter. The team is as follows: Mayor James Sanders (Mayor of Blytheville), Tracey Ritchey (Community Outreach at Tenaris), Chad Utermark (General Manager of Nucor Yamato), George Hubbard (Incoming President of Blytheville Area Chamber of Commerce), Sherri Bennett (Vice President for Advancement at Arkansas Northeastern College). Each

member of the team, save Mayor Sanders, has visited a New Tech Network campus and is in full support of this endeavor. Mayor Sanders plans to accompany Blytheville High School teachers and leadership team on a visit to a New Tech campus in the month of November.

The Blytheville Courier News serves as an excellent community partner in communication with stakeholders in Blytheville. Attached is an article that followed the Public Hearing.

To: Arkansas Department of Education

As a parent of a High School Freshman we are very proud when our son comes home and tells how much he is enjoying school. The Freshman Academy has been a positive movement for the Freshman Class. While not only our son has been influenced by the Academy I talk with several kids daily that have influenced by this program.

One of the major influences of all these kids is the Very Dedicated Teachers that we have at Blytheville. They are touching so many lives that they are not aware of. Dedicated Teachers make kids work harder to learn. Recently I was at a assembly that teachers were being recognized and several of the Teachers received a Standing Ovations by their Students, I ask how many times have you witnessed that...???

As a Parent I am very proud of all associated with Blytheville High School, There are wonderful things happening The Kids care about what is happening The Teachers are doing a tremendous job The Administrators are doing Great things. With what is happening in Blytheville Schools we are all being Blessed...!!!!!

Thank You

Jackie Plunkett

Proud Parent

10/26/12

Cell phones.....silent/off for the next few minutes....Thanks!

Announcements/Accolades

a. Congrats to Thomas Black who was elected District 3 Treasurer in FCCLA and will serve on the officer team next school year. He will be representing all of Northeast Ark.
b. Congrats to Dixie Cross as being chosen as the DAR Good Citizenship Award Winner for the Class of 2013.
c. Congrats to our band for their performance at the Mid-South Classic at Jonesboro High when they received a 2nd Division Rating and was 3rd place in their Division. Marvelous white received the Outstanding Soloist award for their division. Congrats.

Agenda:

1. TAC and eSchool Log in Issues - Discussion
2. Procedures for when a student withdraws - Discussion
3. Lesson Plans - Highly Effective Questioning
4. Review classroom rules and procedures often with students
5. Letters sent home about Parent/Teacher Conf Monday - English classes
6. Required Action Plans - D's and F's
7. Required to put in two weekly grades
8. Parent/Teacher Conf - Shane Spears
9. PD next week - Days and Hours
10. Rules of Facebook
11. Sally Cook
12. Other Concerns

Everyone is ignorant, only on different subjects.
(Will Rogers)

BHS EMPLOYEE LIST 2012-2013

FACULTY MEETING 10/18

Adell, Catherine
Alsup, Mike
Brown, Jared
Ashley, Bobby
Ashley, Karen
Austin, Lisa
Blankenship, Jennifer
Brandon, Bill
Brassfield, Tamatha
Bridgers, Ryan
Burnside, Blake
Callender, Lauren
Davis, Alithia
Davis, Donald
Davis, Michael
Dean-Files, Kimberly
Dumond, Ken
Eagle, Kara
Ellis, Brandi
Fait, Cynthia
Flanigan, Jeff
Gawthrop, Betty
Graves, Kevin
Grigg, Katie
Groves, Candice
Haley, Jennifer
Hamilton, Paul
Hardesty, Rachel
Hardy, Michelle
Henegan, Colleen
Hixson, David
Holt, Sarah
Isbell, Tyler
Jenkins, Paul
Johnson, Rhonda

Jones, Marcus
Jumper, Harriett
~~Kirk, Brett~~
Lutes, Nell
McCrosky, Vinnie
McCustion, Cynthia
Marshall, Tonya
Morehead, Jeannie
Myers, Phyllis
Newsom, Krystal
Page, Russell
Parsons, Angela
Pearson, Cassandra
Quearry, Mark
Randolph, ~~Amber~~
Reid, Virginia
Robinson, Josh
Rosencrans, Anne
Rutherford, Ben
Sinapiades, Amanda
~~Smith, Jessica~~
Smith, Randy
Sneed, Robin
Spears, Shane
Sullivan, Charlie
Tharp, Cameron
Tucker, Michael
Turner, Allison
Tyer, Bill
Valley, Norma
Washington, Nicole
Watson, Shirley
Wheeler, Chad
White, Lisa
Wolfe, Ashley
Wright, Shane
Young, Melissa

Sandy Murphy, Admin
Kristen Ellis, ~~Facilitator~~

Note: Please put my name back on this sign in list.

Cell phones.....silent/off for the next few minutes....Thanks!

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a. Congrats to Thomas Black who was elected District 3 Treasurer in FCCLA and will serve on the officer team next school year. He will be representing all of Northeast Ark.
b. Congrats to Dixie Cross as being chosen as the DAR Good Citizenship Award Winner for the Class of 2013.
c. Congrats to our band for their performance at the Mid-South Classic at Jonesboro High when they received a 2nd Division Rating and was 3rd place in their Division. Marvelous white received the Outstanding Soloist award for their division. Congrats.
Mr. Ashley made the above announcements, congratulated each.

Agenda:

1. TAC and eSchool Log in Issues - Discussion
    a. Mr. Ashley discussed the upcoming requirements for the password changes. He expressed that the SMOP enrollment was mandatory and needed to be completed prior to Friday the 19th.
2. Procedures for when a student withdraws - Discussion
    a. Mr. Ashley gave detailed directions for student withdrawal procedures for teachers and how the grades need to reflect an average from their last present day and not from the date of their withdrawal.
3. Lesson Plans - Highly Effective Questioning
    a. Mr. Ashley reiterated the mandate for moving forward with the Highly Effective Questioning techniques that were in our beginning of the year PD and how to identify those times in the lesson plans so the administrators are aware of those times for observations.
4. Review classroom rules and procedures often with students
    a. Mr. Ashley reminded everyone to stay on top of these procedures to effectively maximize instructional time. He also pointed out that procedures and classroom management must be consistent between all classes.
5. Letters sent home about Parent/Teacher Conf Monday - English classes
    a. Mr. Ashley announced that letters for PTC would be sent home with students via their English classes.
6. Required Action Plans - D's and F's
    a. Mr. Ashley reminded everyone that Action Plans were required for all students having a D or F in class. These were to be filled out and sent to him for approval and signature.
7. Required to put in two weekly grades
    a. Mr. Ashley firmly stated that he is requiring at least two grades per week to be entered into TAC on a timely basis so that parents are aware of what their students are accomplishing.
8. Parent/Teacher Conf - Shane Spears
    a. Remember to be positive with parents as they come talk to you about their kids. Don't hesitate to address any real issues that need to be dealt with but do your best to let them leave feeling encouraged and hopeful. Remember to be warm and engaging. Many of these parents are very uncomfortable coming to the school and they feel quite intimidated in this environment. It is our job to help alleviate that barrier as much as possible. Remember that you will get a sign in sheet for your 1st period class along with the report cards for that class period. Have everyone sign in on the official sheet you get when they collect a report card. That sign in sheet will be returned to Mr. Ashley's office after PTC tomorrow morning. If you want to keep record for yourself of everyone who comes, and you should for your TESS binder, then you should keep your own separate sign in sheet. I have attached one that I use in case you don't have one. Just be sure you change the "Spears" on it to match the name on your classroom door.

9. PD next week - Days and Hours
    a. Mr. Ashley reiterated the newly adopted time frames for PTC as well as the PD on Inquiry Based Learning presented by Dawn Besse.
10. Rules of Facebook
    a. Mr. Ashley expressed our Superintendent's concerns regarding Facebook. He cautioned employees to remain positive in comments about our schools, inappropriateness of being "friends" with students and NOT to be posting during the school day when you are to be instructing students and/or planning for instruction.
11. Sally Cooke
    a. Mr. Ashley welcomed Ms. Cooke. Ms. Cooke went over in detail the plans that are being put in place to implement a New Tech school. She explained the process of a conversion charter school and the mission and vision for the school. Additionally, Mrs. Cooke discussed, with the staff, what changes the conversion charter will give the high school the opportunity to implement. She informed everyone that we have been approved by The New Tech Network and we were now in a planning phase with them. Ms. Cooke explained that teaching staff will be receiving MacBooks prior to Christmas and training is being scheduled with Apple, Inc. She laid out the timeline for implementation and personally invited everyone to attend Monday's board meeting at the Charter school to be involved with the community discussion of our conversion charter. She presented a Slide Rocket presentation in which Shane Spears walked us through the why's and what's of the New Tech Network adoption and the positive impact it will have on assisting students in being college and career ready when they graduate form Blytheville High School.
12. Other Concerns

Everyone is ignorant, only on different subjects.
(Will Rogers)

Next Faculty Meeting – November 29th, 2012

Arkansas Northeastern College

Phone: (870) 763-1486
Fax: (870) 763-1496
www.anc.edu

Highway 148 at Interstate 55
P.O. Box 36
Burdette, AR 72321-0036

October 21, 2012

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

Dear Sir/Madam:

On behalf of Arkansas Northeastern College, I would like to state our support of the Blytheville School District's proposal for a conversion charter. As a partner in the educational continuum, we recognize the need to provide increased access to and incorporation of technology and project-based learning in preparing high school graduates. Therefore, we applaud Blytheville's efforts to address these needs by becoming a NewTech modeled school.

A greater focus on technology will prepare students to successfully transition into both college and career. In addition, this initiative will produce results that are extremely beneficial to local business and industry as they seek to hire workforce ready individuals.

Arkansas Northeastern is happy to support Blytheville's initiative to modify their system to focus on improving students' access to and understanding of our technologically driven world.

Sincerely,

Sherri Bennett

Sherri Bennett
Vice President for Advancement

Mississippi County
ARKANSAS
Our Greatest Industry Is Hard Work

MISSISSIPPI COUNTY
ECONOMIC DEVELOPMENT

CLIF CHITWOOD
4701 Memorial Dr.
Blytheville, AR 72316
Ph. (870) 532-6084

clifchitwood@yahoo.com
www.misscoeda.com

NOTICE OF WORKFORCE DISCUSSION

TO:	Industry Plant Managers and Human Resource Personnel	FROM:	Clif Chitwood
SUBJECT:	Workforce Presentation and Discussion	FAX:	870.532.2146
MEETING DATE:	October 24, 2012 at 7:30am	PHONE:	870.532.6084
LOCATION:	ANC Room A-101	DATE:	October 19, 2012

Dear Plant Manager and HR Representatives:

As the training and maintenance of a technically competent workforce becomes an increasing challenge to all of us; I feel a discussion between the State, County and Local workforce leaders might well prove productive. I would like to present certain ideas to industry; having your feedback will be a vital point of this process. The feedback from you all is most important because your input will let us know how to train the workforce for your needs. We all hope this challenge; will be a 'thing' of the past in the future. Until that time comes, we should continue to discuss ideas and implement them with the hope of a brighter future for all of those who currently work and want to work in Mississippi County.

Please join us for breakfast and a short presentation, followed by discussion of this challenge

DATE: October 24, 2012
TIME: 7:30am
LOCATION: ANC Room A-101
RSVP: Please rsvp with Tamika at tej26@sbcglobal.net or 870.532.6084 no later than Friday, October 19, 2012

Thank you for your time and attention
Clif Chitwood, Mississippi County Economic Developer

MEETING SIGN-IN SHEET

Project: Workforce Discussion | **Meeting Date:** Wednesday, 10/25/2012

Facilitator: Clif Chitwood | **Place/Room:** ANC Room A - 101

	Name	Title	Company	Phone	Initials	E-Mail
1	Bailey, Charles		Nucor Steel Arkansas		C.B.	
	Beal, John	Admin Manager	DENSO			John_beal@denso-diam.com
	Betts, Charles	Manager	Nu Way Recycling			charlesbtts@yahoo.com
2	Bell, Donna	HR Manager	Viskase			Donna.bell@viskase.com
3	Brackin, Anita	Director of Special Projects	ANC, Solutions Group	870-623-6222	AB	abrackin@smail.anc.edu
	Brinkley, Randy	Existing Business Resource Div., Manager	AEDC	870-215-3486	RB	rbrinkley@arkansasedc.com
	Bunn, Jim	Plant Manager	Evonik			James.bunn@evonik.com
4	Carney, Randy	County Judge	Mississippi County		RC	rcarney@mcagov.com
5	Chitwood, Clif	President & County Developer	Miss Co Economic Development		CC	clifchitwood@yahoo.com
6	Chitwood, Zach	Director	ART		Z —	
7	Cook, David	Assistant Superintendent	Osceola School District			dcook@osd1.org
8	Cooke, Sally		Blytheville School District		SC	scooke@blythevilleschools.net
9	Cox, Mike	Superintendent	Osceola School District	870-563-2561	MC	mcox@osd1.org
10	Crain, Kellie	HR Manager	Nucor Steel Arkansas	762-2100	KC	Kellie.crain@nucor.com
11	Curtis, Heather	HR Manager	Omnium	163-2002	HC	HLCurtis@landolakes.com
12	Delph, LaJuana		AEDC		LD	
13	Devolt, Dave		Nucor Steel Arkansas		D	
14	Eagle, Kara		Blytheville School District		KE	Keagle@blytheville schools.net
15	Floria, Tom		ANC, Soultions Group		TF	tfloria@smail.anc.edu

	Name	Title	Company	Phone	Initials	E-Mail
16	Hancock, Jimmie	HR	Tenaris	176-5563	JH	jhancock@tenaris.com
17	Haynes, Judy	HR Supervisor	Nucor Yamato Steel	762-5500	JH	jhaynes@nucor-yamato.com

	Name	Title	Company	Phone	Initials	E-Mail
18	Hedger, Lea	Administrator	Actagro		LH	hedger@actagro.com
19	Hunt, Blanche	Dean	ANC, Community Relations & Dev Ed		BLH	bhunt@smail.anc.edu
20	Jenkins, Tamika	Project Coordinator	Miss Co Economic Development		TJ	Tej26@sbcglobal.net
21	Johnson, Rick	Director of Development	Arkansas Aeroplex			R15johnson@yahoo.com
	Kennemore, Dickie	Mayor	City of Osceola			oscmayor@osceolalightandpower.com
	King, Kassie	HR Representative	ART			kking@artmaintenance.com
	Lewis, Stephen	Plant Manager	Skyline Steel			Stephen.lewis@skylinesteel.com
22	Makridakis, Harry	Plant Manager	Viskase		HM	
23	Mays, Dwayne	HR Representative	Evonik		DM	Dwayne.mays@evonik.com
	Moore, Linda	Manager	Dawson Employment			dawsonemployment@sbcglobal.net
24	Moresco, Jeff	Recruitment and Selection Analyst	Tenaris		JM	jemoresco@tenaris.com
25	Page, Terri	Distribution Manager	American Greetings			Terri.Page@amgreetings.com
26	Parchman, Louis		ANC			
27	Perdue, Eddie	Area Manager	DWS			
28	Reams, Nita	HR Manager	Kagome			Nita.reams@kagomeusa.com
29	Richardson, Frank	HR Manager	American Greetings			Frank.Richardson@amgreetings.com
30	Ring, Dave	Plant Manager	American Greetings			Dave.Ring@amgreetings.com
31	Rogers, Gaylon		Southern Bancorp			
32	Santacroce, Tom	President	Prospect Machine Co			tomsa@lexicon-inc.com

	Name	Title	Company	Phone	Initials	E-Mail
33	Scott, Randy	President	Farmer's Bank & Trust		RS	Randy.scott@fbtbly.com
34	Scruggs, Sam	Executive Director	MCAEOC		SS	Sam.scruggs@sbcglobal.net
35	Shemwell, James	VP for Finance	ANC		V	jshemwell@smail.anc.edu
36	Singleton, Robin	Business &Tech Division Chair	ANC	762-3161	RS	rsingleton@smail.anc.edu
	Uber, Rick	General Manager	ART			Ruber@artmaintenance.com
37	Vickerson, Paul	Plant Manager	Omnium		PEV	PEVickerson@landolakes.com
38	Warren, Ken	Production Manager	American Greetings		KW	Ken.Warren@amgreetings.com
	Wiltfang, Jon	General Manager	Actagro			
39	Woodard, Kennon	Sr. Project Manager	American Greetings	870 819 1305	KW	Kennon.woodard@amgreetings.com
40	Wyatt, Mike	HR Manager	Evonik		MW	Mike.wyatt@evonik.com
	Yancey, Jimmy	Engraving Manager	American Greetings			Jimmy.Yancey@amgreetings.com
41	Quevedo, Ben	President	ART		OK	
42	GARY MASTERS	SUPT	SMC SCHOOL	870 655-8633	GM	
43	Beth Thompson					
44	Walter, Jan					
45	Thomas, Archie	Pastor				

BLYTHEVILLE BOARD OF EDUCATION
Blytheville, Arkansas
Regular School Board Meeting
Monday, October 22, 2012

The Blytheville Board of Education met at the Blytheville School District Administration Building at Blytheville Charter School/ALC at 415 Tennessee Street at 6:00 p.m. on October 22, 2012, with the following members present:

(1) Tommy Bennett, Jr., President
(2) Gene Henton
(3) Lori Hixson
(4) Carlony Lewis
(5) Tobey Johnson

The following members were absent:

(1) Tracey Ritchey, Vice President
(2) Barbara Wells, Secretary
(3) Billy Fair

Others present for the meeting: Bobby Ashley, Donald Davis, Keitra Gardner, Ella Goss, Amy Louise Guillic, Jennifer Hardesty, James Tony Hollis, Vera James, Nigeria Jones, Ann Lewis, Chris Pinkard, Sharon Randolph, Lillie Taylor, Vera Thompson, and Thomas Williams.

1. CALL TO ORDER — President Bennett called the regular meeting for the month of October 2012 to order at 6:10 p.m.

2. ESTABLISHMENT OF A QUORUM — A quorum was established with five members present.

3. PLEDGE OF ALLEGIANCE — The Pledge of Allegiance was recited.

4. SCHOOL PRIDE RECOGNITION

Ann Lewis, Principal, Blytheville Charter School/ALC

Charter School teacher Kim Byrd introduced Food Production students, Hakeem Stancle, Tyron Clarke, and Tiffany Ashley, who prepared tonight's meal for the Board. Mrs. Byrd stated that all of her students have received Arkansas Food Handlers Certification. It is hoped that a second-level course can be added to next year's curriculum.

5. INFORMATION ITEMS AND REPORTS

A. Superintendent's Report

1. The visit to the Cross County New Tech High School is scheduled for Wednesday, October 24. The group of Board members and school personnel will leave from the administration building at 7:30 a.m. and return at approximately 3:30 p.m.

2. The changes to the school calendar approved by the Board at the last meeting are appreciated. The changes allow for a half-day of parent/teacher conferences and a half-day of professional development on Friday, October 26. The Board will be updated on parental participation rates following the conferences.

3. At 5:00 today, Teryn Spears and Sally Cooke conducted the hearing for the conversion charter school. The Board was given a handout regarding the school, and several items were pointed out, such as the educational programs and school enrollment. If approved by the Board, the application will be submitted to the Arkansas Department of Education by October 31. It will go before the State Board in January.

4. There was a bus accident late Friday afternoon. There were ten students on the bus at the time of the accident; however, no one was injured. The bus sustained no damage, but there was damage to the car that was hit.

B. Report to the Public

1. Sandy Hughey, Assistant Superintendent

The district's academic focus is in literacy and math, with reading, writing, and comprehension strategies being emphasized in all content areas using technology and project-based learning to enhance the instruction. Priorities set for this year are improving student academic performance, improving student attendance, improving student behavior, increasing graduation rate, and increasing parental involvement. Information regarding goals, academic progress, ESEA accountability status, district accreditation, graduation rate, federal allocations, special needs funding, the Challenge Program, the competitive beverage contract, body mass index, and wellness, was shared with the Board. Board member training hours for January 1–December 31, 2011, were reported in accordance with Ark. Code Ann. §6-13-629.

2. Jean Cole, Director of Support Services

The goal of the Title I program is the promotion of social, emotional, and academic growth of the children. This year's estimated budget is $2,356,889. The program supports administrative costs, support staff, professional development, the parent/teacher center, paraprofessionals, nurses, social worker, JBHM Consultants, and the preschool program. The program also supports various activities and professional development, as well as other district programs.

6. ACTION ITEMS

A. Minutes of the September 24, 2012, Meeting

B. Minutes of the October 9, 2012, Special Meeting

C. September Financial Report

D. Continuing Disclosure Dissemination Agreement

E. Submit Conversion Public Charter School Application

Upon the recommendation of Superintendent Atwill, a motion was made by Tobey Johnson and seconded by Lori Hixson that the Board approve the items listed in A. – E. above.

Motion passed by unanimous vote.

7. PERSONNE RECOMMENDATIONS

The Board took the following personnel actions:

A. Resignation of Licensed Employees

Kevin Scarberough	Grade 5	BIS
Marcie Woods	Grade 6	BIS

B. Appointment of Classified Employee

Sharyl Stewart	Cafeteria	BHS

C. Resignation of Classified Employees

Camille Bragg	Paraprofessional	CES
Barbara James	Paraprofessional	BHS

Upon the recommendation of Superintendent Atwill, a motion was made by Lori Hixson and seconded by Gene Henton that the Board accept the resignations and appointment as listed in A., B., and C. above.

Motion passed by unanimous vote.

8. ADJOURNMENT

The meeting adjourned at 6:58 p.m.

Richard Atwill
Ex-officio Financial Secretary

Blytheville High School- A New Tech School

District Conversion Charter

Rationale for Seeking a Charter:

Blytheville School District proposes the conversion of its existing high school, Blytheville High School, into a conversion charter school, so that it can fully implement the New Tech Network model. This learning model will provide deeper implementation of the Common Core State Standards and will prepare our students for college, career and beyond.

Vision:

Learners Today, Leaders Tomorrow

Mission:

To facilitate relevant and rigorous learning, through collaboration, communication, critical thinking and problem solving, that prepares BHS New Tech students to enter college, armed forces or a career pathway as a leader.

Core Values:

1. We believe every student in Blytheville Schools has knowledge, skill, talent and capacity to be engaged, life-long learners and must be provided the capacity to take charge of their lives.

2. We believe every student who graduates from BHS should be able to communicate, collaborate, to think critically, solve problems and direct his/her learning into college or a career (21st Century Skills).

3. We believe Blytheville Schools should drive industry in MS County

Educational Program:

1. Project-Based Learning (PBL)

Through PBL, students are involved in an extended process of inquiry in response to a complex question, problem or challenge. Students collaborate around the question/problem/challenge to create solutions to the questions and problems and share the outcomes with peers

2. Interdisciplinary Courses & Course Integration

It is important to create contextual relevance for student learning, and the combining of key courses gives students the understanding of how each content area relates to other content areas. For Example, Health + Biology=BioLife & English I + World Geography=World Studies. Course Integration gives the flexibility to include courses such as Oral Communication as part of each class because students will consistently work on oral and written communication as part of project planning and presentation.

3. STEM Focus: Design Thinking

Design thinking is purely a structural approach to generating and developing ideas through collaboration, communication, analytical thinking and problem solving.

4. Instructional Technology

Technology is considered a foundational strategy for enabling our educational philosophy and will be used in a 1:1 format for students and teachers.

5. Collaborative School Culture with Seminar/Guidance
The establishment of a collaborative school culture will increase the capacity for success for our students. The Freshman Seminar Class will serve as a model for upper grades, and the teachers will work with students to ensure graduation requirements are met and to guide students into internships and college experience.

6. Focused Internships & College Experience
Economic development leaders, industry plant managers, and human resource managers are planning with educators from Arkansas Northeastern College and Blytheville School District to create focused internships and apprenticeships for high school students. The desire is for students to get concurrent credit for high school and college while gaining technical skills that will help them to become college and career ready. Advanced Placement courses will still be offered to prepare students for college experiences. As part of the ongoing agreement with Arkansas Northeastern College, students will be able to take college courses for concurrent credit.

7. Graduation Requirements
In addition to state graduation requirements, BHS New Tech students will be required to have community service, a portfolio and have made application to a post-secondary institution, the armed forces OR a career opportunity.

8. Alternative Learning Environment
The alternative learning environment program will be available to students requiring an alternative setting. The program will be used as a tool for differentiation to meet various student needs. Teachers in the ALE program will be trained in the same methods as regular program teachers.

9. Assessment
Assessment will be criterion based much like the work world evaluations. Rubrics will be set forth prior to the start of projects to give students standards of expectations. State assessments will be used to measure student growth and achievement as well as The Learning Institute (Biology only) and STAR testing.

10. Parent & Community Involvement
Stakeholder involvement will be critical to the success of this program. Assistance with projects, sitting on panels to hear project presentations and generating project ideas are a few of the ways in which such involvement will benefit student achievement.

Student Enrollment
Blytheville School District students 9-12
School Choice
If enrollment cap (1000) exceeded, lottery will be used

The Bottom Line
Real Projects with Real World Learning
Collaboration
Content Literacy
Critical Thinking
Global & Community Engagement
Oral & Written Communication
Technology Literacy
Work Ethic

BLYTHEVILLE SCHOOL DISTRICT
405 West Park Street - P. O. Box 1169
Blytheville, AR 72316
BOARD OF EDUCATION
Monday, October 24, 2011
Blytheville Charter School/ALC
6:00 p.m.

Attendees, please sign below:

1. [signature]
2. Jennifer [signature]
3. [signature] Thomas Williams
4. Donald Davis
5. Bobby Ashley
6. Vera [signature]
7. Chris [signature]
8. Amy Louise Gullic
9. Shawn Randolph
10. Vera P [signature]
11. James Tony Hollis
12. [signature]
13. [signature]
14. Billie Taylor
15. Nigeria Jones
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BLYTHEVILLE COURIER NEWS

SUNDAY
October 21, 2012
75 cents

Blytheville to hold public hearing on conversion charter

By CHRIS PINKARD
Blytheville Courier News

Blytheville School District will be holding a public hearing Monday to announce its plans to seek a district conversion charter for Blytheville High School.

The conversion charter for the high school will allow the district to implement the New Tech Network, a non-profit organization designed to help students gain the knowledge and skills necessary to succeed in whatever they choose to do after high school. District parental involvement facilitator Teryn Spears said the school is required by the state's Department of Education to inform anyone affected by the change when applying for any such charters. This includes teachers, staff, students and parents.

"Basically this is the public's chance to come out and hear the plan and ask questions and be able to communicate with us and maybe give some input back on that," Spears said.

Spears explained that applying for charter was a necessary step in moving forward with the New Tech Network and allows the district some leeway in how it structures the school day, all while still exceeding state standards.

"We're not going below the standards," Spears said. "We just need a little bit of flexibility in our day with the

• See **Charter**, Page 3

Charter:

From Page 1

New Tech Network."

Spears also stressed that converting to a charter school is in no way a relief from state expectations or standards and said the school will still be on the same campus and house grades 9-12.

"For all intents and purposes it will be the same school it'll just look a little different," she said.

The hearing will be held at 5 p.m. in the cafeteria at the charter school and is open to the public.

cpinkard@couriernews.net

BLYTHEVILLE COURIER NEWS

TUESDAY
October 23, 2012
75 cents

High school plans discussed at event

By CHRIS PINKARD
Blytheville Courier News

Members of the community had an opportunity to take part in a discussion about plans for a New Tech School District Conversion Charter for Blytheville High School during a public hearing Monday night. The district is hoping the charter will revolutionize not only the school but the community around it.

The New Tech learning model, which is currently being used in 18 states across the country and Australia, utilizes non-traditional learning avenues such as project-based learning, focused internships and college experience, collaborative school culture, instructional technology and many others to make sure that each student graduates ready to enter college, the armed forces or the workforce; whichever the student feels is right for them.

District parental involvement facilitator Teryn Spears said graduating better prepared students holds the potential to completely change the community for the better, especially in regard to the local workforce.

The new learning endeavors proposed with the charter would not undermine current state requirements, rather build on them, according to Richard Atwill, superintendent of schools.

"This is not instead of state standards and Common Core,

• See **Charter,** Page 7

Chris Pinkard/Courier News
Parental involvement facilitator Teryn Spears talks about the District Conversion Charter during Monday's public hearing.

Charter: Would encompass entire high school

From Page 1

but over and above it," Atwill said.

Though the high school would become a charter school as a part of the New Tech network, Atwill stressed it would not be like the Alternative Learning Environment charter school the district already has, which will be relinquishing its charter next year. This conversion charter would give BHS necessary leeway in regard to things like classroom and daily structure.

The district's vision states "Learners Today, Leaders Tomorrow," and it plans to use this motto as a push to facilitate relevant and rigorous learning through collaboration, communication, critical thinking and problem-solving for students through the tools and support offered as a New Tech school, according to Spears.

The district will have an overview of the what students, parents and teachers can expect with the charter up on its website later today. For more information, visit www.blythevilleschools.com or call 870-762-2053.

cpinkard@couriernews.net

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.

_____ Date: 10/25/12
Signature of Superintendent of School District

Richard Atwill
Print or type name

2012-2013 Application Cycle

Additional Documents

Blytheville High School – A New Tech School
Blytheville School District

Blytheville High School's Bridge to Common Core
From
Arkansas State Frameworks

Journey began April 2010

- **TLI Training Sessions Concerning Common Core entitled "Game-Changer: Transitioning to the Common Core in Arkansas"**
- **Examining the Common Core Curriculum Maps; Version 1**
- **Purchasing Version 2 of the Literacy Maps from Common Core Arkansas.org for all staff of BHS**
- **After school and summer workshops involving Literacy teachers, infusing Common Core College Readiness Standards into Total Instructional Alignments: Arkansas State Standards and Common Core Standards side by side for 2 years in TIA's for Literacy**
- **Extensive study of Appendix B and C among collaboration and PLC groups**
- **Attending Summer Workshops conducted by the Arkansas Department of Education concerning Common Core**
- **In-services and collaboration sessions with PLC groups for the past two years developing cross-walks**
- **In-services within district creating a vertical alignment K -12 to bridge the gaps, unpack the standards and build mini units for each unit within grade level map**
- **Analyze and construct a library of exemplar lessons and exemplar titles (classics) for students, as well as paintings and a host of internet sites used for scaffolding and immersion**

- **Viewed numerous webinars and session hosted by Department of Education**
- **Partnership with Literacy and Curriculum Specialist from Crowley's Ridge Coop to develop understanding of standards and implementation.**
- **Achieve Workshops / PARCC**
- **Diane Swiney workshops concerning unpacking the standards**
- **Followed Common Core State Standards Strategic Planning Guide**
- **Numerous staff and principal as well as Instructional Facilitators attended Arkansas Regional Collaboratives, "Begin With the End in Mind: Common Core State Standards and the Next Generation Assessments" Conference**
- **Numerous staff ,principal and Instructional Facilitators attended "Preparing Students for the 21st Century" Conference by International Center for Leadership in Education**
- **Collaboration sessions and application of Project – Based Performance**
- **Extensive usage of Rigor/Relevance Framework**
- **Highly Effective Questioning Professional Development to engage students and raise rigor**
- **Numerous professional development sessions designed to change teacher behavior as well as student behavior to raise the desire for the student to be more accountable for their learning and allow the teacher to become the facilitator rather than the teacher moving toward a 21st Century Classroom**
- **Professional development sessions for Cooperative Learning**
- **Professional development sessions for Inquiry Based Learning**
- **Collaboration sessions on Performance Assessments / development and application of assessments to assess 21st Century Skills**
- **9th, 10th, as well as 12th grade has implemented Common Core State Standards 85% as of 2012 school year**
- **11th grade implementation of Common Core State Standards 60% as of 2012 school year**
- **Workshops with Dawn Beesee from Crowley's Ridge Coop to understand rubric from ACHIEVE to assess units underway**

2012-2013 Application Cycle

Review Council Overview

Rogers New Technology High School
Rogers Public Schools

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

December 20, 2012

Dr. Janie Darr, Superintendent
Rogers School District
500 West Walnut
Rogers, AR 72401

Re: Rogers New Technology High School Conversion Charter School Application

Dear Charter Applicant:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on December 18, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

Based upon the information currently available, the Charter Review Council can support your conversion 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 14, 2013. You will receive a separate hearing notice advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

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Rogers New Technology High School
Rogers Public Schools
Review Council
December 3 & 18, 2012

	Does not meet the Standard	Partially meets the Standard	Meets the Standard
Pre-Application			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/Align			X
Standard 7: Enrollment Criteria/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			X
Standard 14: Parental Involvement			X
Finance & Budgets			X
Total	0	0	16

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

Rogers New Technology High School
Rogers Public Schools

ROGERS NEW TECHNOLOGY HIGH SCHOOL

District:	Rogers Public Schools
Grade Levels:	9-12
Student Enrollment Cap:	600
Address of Proposed Charter:	2922 S. First St., Rogers, Arkansas 72758

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES (Partially Meets Standard)

Confirm that there will be only one lottery, not a lottery of students from each of the two high schools.

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

Arkansas Department of Education

Charter School Application Evaluation Instrument

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

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

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

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

EVALUATION RUBRIC AND RESPONSES

Name of Proposed School: **ROGERS NEW TECHNOLOGY HIGH SCHOOL**

Sponsoring School District: **ROGERS**

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
		X

Strengths
Concerns and Additional Questions

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

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

Evaluation Criteria:
A response that meets the standard will present:
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- A thorough description of the results of the public hearing; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions
Define "college readiness indicators" **What graduation rates and college eligibility indicators will be used to indicate that the students are engaged, enabled, and empowered.** **College readiness indicators include:** **High school graduation rates will meet or exceed district AMO** **All RNTH students will score 19 or greater on the ACT** **All RNTH students will earn college course credits** **All RNTH students will complete Smart Core Curriculum** **90% of RNTH students will apply for college or post-secondary training**

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
		X

Strengths
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions
Clarify whether the AAA exemption is for the school residence zone or the district residence zone, there is a conflict between the letter from AAA and the narrative. **Provide details regarding the research in teaching technology and culture that support the New Tech model.** **In June 2012 the Arkansas Activities Association Board of Directors unanimously approved a request to allow Rogers New Technology High School students to participate in extra-curricular activities in the public school district of their parent's domicile. Since Rogers Public School District has two high school attendance zones, Rogers High School students attending RNTH can participate in extra-curricular activities at Rogers High School. Heritage High School students attending RNTH can participate in extra-curricular activities at Heritage High School.** **Research supporting Project Based Learning and technology driven instruction:** **The Buck Institute for Education is dedicated to improving 21st Century teaching and learning throughout the world by creating and disseminating products, practices and knowledge for effective Project Based Learning (PBL).** **There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn. Research studies have demonstrated 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, economics, science, social science, clinical medical skills, and for careers in the allied health occupations and teaching** **• 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
- be especially effective with lower-achieving students
- provide an effective model for whole school reform

REFERENCES

Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.

Cognition and Technology Group at Vanderbilt. (1992) The Jasper series as an example of anchored instruction: Theory, program description and assessment data. *Educational Psychologist*, 27, 291-315.

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Walker, A. & Leary, H. (2008) "A Problem Based Learning Meta Analysis: Differences Across Problem Types, Implementation Types, Disciplines, and Assessment Levels," *Interdisciplinary Journal of Problem-based Learning*, 3(1), 12-43. (Available at: http://docs.lib.purdue.edu/ijpbl/vol3/iss1/3)

Vernon, D. T. & Blake, R. L. (1993). Does problem-based learning work? A meta-analysis of evaluative research. *Academic Medicine*, 68(7), 550-63.

Strobel, J. & van Barneveld, A. (2008) "When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms," *Interdisciplinary Journal of Problem-based Learning*, 3(1), 44-58. (Available at: http://docs.lib.purdue.edu/ijpbl/vol3/iss1/4)

Capon, N, & Kuhn, D. (2004). What's so good about problem-based learning? *Cognition and Instruction*, 22, 61-79.

Gallagher, S.A., Stepien, W.J., Rosenthal, H. (1992) The effects of problem based learning on problem solving. *Gifted Child Quarterly*, 36, 195-200.

National Clearinghouse for Comprehensive School Reform (2004). *Putting the Pieces Together: Lessons from Comprehensive School Reform Research*. Washington, DC: Author.

Much national research has been conducted on both project-based learning (Thomas, 2000) and technology-driven education (Wenglinsky, 2005; Gulek & Demirtus, 2005; Lei & Zhao, 2005) and their positive effect on student achievement. Thomas, in his meta-analysis of the research on project-based learning, points to a number of studies highlighting improved student achievement as a result of project-based learning and improved quality of learning and grasp of such 21st century skills as communication and

problem-solving.

Research supporting New Tech Model

Stanford University's Linda Darling-Hammond, in an article on designing equitable and excellent high schools, termed New Tech a model that "breaks the conventional links between race, poverty, and academic failure. Not only do their students receive an academically rigorous curriculum that prepares them for college and career, they also experience learning opportunities that are culturally rich, socially and practically relevant, and responsive to their needs and interest" (Friedlaender, Darling-Hammond, et al, 2007).

Rockman, et al., tracked alumni from the Napa New Tech High School to evaluate their postsecondary experience and report that 89% of the responding alumni attended a two-year or four-year college or university or professional or technical institute and 40% were majoring in STEM fields or working in STEM professions (Rockman, et al., 2006).

New Tech Data

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

Improving Student Achievement

During NTN implementation, an overwhelming majority of NTN schools saw significant gains in student achievement. While some gains were modest, others were magnificent. Across the North Carolina implementations, student achievement grew by as much as 48.8% while narrowing the achievement gap. At Warren New Tech, student proficiency in Algebra II increased to 98% (87 of 89 students enrolled). Similar improvement is evident in Texas and Indiana as well. In all cases, higher fidelity translated to improved student achievement.

Increasing Attendance and Reducing Drop Out Rates

NTN schools display high rates of attendance, low dropout, and suspension rates. In 2010-2011, NTN schools had an average attendance rate of 91% and an average dropout rate of less than 1% across the NTN's more than 60 schools. Most NTN schools had a 2010-11 suspension rate below 2%.

Increasing Graduation Rates

The six most mature NTN high schools in California provide a good sample for NTN graduation rates. Across these sites the 2007-08 graduation rate was between 69% and 100%. Four of the six surpassed the graduation rates of their comparison schools and their districts. In two of the four schools, the NTN graduation rate was 30% or more above the districts' rate. Moreover, the highest fidelity, mature California schools, Napa and Sacramento, had two of the highest 2007-2008 graduation rates, at 98% and 99% respectively.

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:
A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

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 implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions
Provide 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. **RNTH teachers will develop, teach, and assess students with projects based on Arkansas Department of Education content standards, curriculum frameworks, benchmarks, performance standards, and the Common Core Standards for implementation in the 2013-2014 year, which aligns with the ADE timeline to**

implement Common Core Standards.

In addition, RNTH will have access to the projects and resources that have been developed by expert project-based teachers across the nation in the New Tech High Network that have been developed to align to the Common Core Standards.

See timeline page 30.

Rogers New Technology High
Curriculum Development Timeline 2013-2016

	Spring 2013	Summer 2013	SY 2013-2014	Summer 2014	SY 2014-2015	Summer 2015	SY 2015-2016
ADE Instructional Expectations for CCSS			Implement CCSS in grades 9-12. Pilot CCSS Assessment system		Full implementation of CCSS Assessment system		
Grades 9&10	Teachers study CCSS Standards and Expectations	Develop student learning outcomes & units at New School Training	Meet weekly to develop and refine units		Reflect and refine units		Reflect and refine units
Grade 11					Meet weekly to develop and refine units		Reflect and refine units
Grade 12							Meet weekly to develop and refine units
New Tech Network Professional Development and Support	Shadow Experience	New Schools Training	7 days on site coaching. 65 hours remote coaching. Fall & spring content training.	Annual New Tech Schools Conference	6 days on site coaching. 50 hours remote coaching. Fall & spring content training.	Annual New Tech Schools Conference	5 days on site coaching. 32 hours remote coaching. Fall & spring content training.

Rogers Board Policy IG ensures that guides will be developed for each subject area and at each grade level. These guides should be derived from the national and state standards and reflect the district philosophy and policies.
See policy.

Descriptor Term:	Descriptor Code:
CURRICULUM MANAGEMENT	IG

The Rogers School District believes that a well-defined curriculum delivered with best instructional practices supported by targeted professional development will lead to high student achievement.

To define our curriculum, content area curriculum guides will be developed for each subject area and at each grade level. These guides should be derived from the national and state standards and reflect the district philosophy and policies. The expectation is that

- all curriculums will be written and progressively sequenced in a logical and developmentally appropriate way to produce a seamless continuum of learning expectations.
- all staff has the responsibility to teach the written curriculum.
- the delivery of the curriculum shall be a systemic process based on sound research-based and effective instructional principles.
- the staff shall employ the instructional strategies that best match the written curriculum for each objective and meet the needs of all students.
- each area of the curriculum will be reviewed on a regular basis.

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
	X	
Strengths		
Concerns and Additional Questions		
Applicant should continue the random lottery to place any applications remaining after all spot are filled on the waiting list. Preference on the waiting list should not be given based on when the application was received. **Each high school will conduct a random lottery drawing. Every application will be drawn and ranked. Enrollment slots will be assigned based on rank. If a student who entered the district under school choice is drawn in the lottery, his or her siblings will also be offered enrollment slots.**		

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
		X

Strengths	Reference
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
		X
Strengths		
Concerns and Additional Questions		
Verify that the applicant will comply with all state and federal special education regulations. **Discuss the instructional program to be offered to meet the needs of bilingual students and students who are English language learners.** **New Technology High will comply with all state and federal special education regulations.** **All teachers will follow the SIOP model (Sheltered Instruction Observation Protocol) and RNTH will have an ESL licensed instructor.**		

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		

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
		X
Strengths		
Concerns and Additional Questions		

STANDARD 12 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Legal Comments
1. Requested Waivers **a.) Standards for Accreditation 16.02-Media Services: In order to effectuate this waiver, waivers for Ark. Code Ann. §§ 6-25-103 & 104 should also be requested.** **RNTH requests a waiver for the requirements of 16.02.3 to employ a licensed media specialist, a waiver for the requirement of 16.02.4 for the 300 volume book**

requirement, and for Ark. Code Ann. §§ 6-25-103 & 104. RNTH will employ a certified staff member to serve as technology/ instructional facilitator but requests waiver from requirement for a certified media specialist.

b.) Waivers are not needed for phasing in the required 38 courses in 9.03.4 of the Standards for Accreditation when the school will phase in the required courses as grades are added.

RNTH withdraws the request for a waiver for units that will be phased in as grades are added.

c.) Standards for Accreditation 9.03.4.5 Art: Applicant should offer further explanation of the need for this waiver. Historically, the State Board has not waived this requirement. Applicant should also explain how students will obtain the ½ unit of fine art required for graduation under Standard 14.0.

RNTH withdraws the request for a waiver for art.

d.) Standards for Accreditation 9.03.4.1 Drama: Applicant should offer further explanation of the need for this waiver. Applicant should note that if a full credit of oral communications is offered, drama is not required.

RNTH requests a waiver for the requirement to offer .5 unit of drama. In review of the ADE English Language Arts Drama Curriculum Framework, we assure the standards will be incorporated and addressed in grade 9, 10, 11 and 12 English.

d.) Standards for Accreditation 16.02 Media Services: In order to effectuate this waiver, the Applicant should request a waiver of Ark. Code Ann. §§ 6-25-103 & 104.

Concerns and Additional Questions

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
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions

FINANCIAL/BUDGET COMMENTS:

~~**Partially meets standards**~~ **MEETS STANDARD**

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

Concerns and Additional Questions:

The applicant should clarify what two positions are included in Administrative salaries. Assistant principal is not employed until year two. Pg. 35

In Year 1 the positions budgeted for are a principal and an administrative assistant (clerical) position.

In Year 2 the budget was amended to include 1 principal, .5 assistant principal, and 1.5 administrative assistant positions.

The applicant should clarify what positions are budgeted in Regular classroom instruction for salaries and what is included to arrive at purchased services. Pgs. 35/ 39

The proposed staffing projection from page 10 has been amended.
Staffing Projection

Certified Personnel	Qualifications	2013 2014 Enrollment = 300	2014 2015 Enrollment = 450
Principal/Director FTE	Meets Arkansas Licensure and HQT requirements	1.00	1.00
Asst. Principal	Meets Arkansas Licensure and HQT requirements	.0	.50
Counselor	Meets Arkansas Licensure and counseling endorsement	.50	.75
Technology/Academic Facilitator	Meets Arkansas Licensure and HQT requirements	1.00	1.00
Certified Teachers	Meets Arkansas Licensure and HQT requirements	15.64	18.78
Sub-total		18.14	22.03
Classified Staff			
Clerical Support		1.00	1.50
Total		19.14	23.53

Year 1

Regular classroom salaries include 10 core teachers (English, math, science, social studies), 2 career and technical education teachers, .14 FTE ESOL (1 period), 1 art, .5 (half-time) PE, 2 foreign language. Total FTE for classroom instruction = 15.64. Salary for Instructional/Technology Facilitator has been moved to line 75 Media.

Year 2

Regular classroom salaries include 12 core teachers (English, math, science, social studies), 3 career and technical education teachers, .14 FTE ESOL (1 period), 1 art, .5 (half-time) PE, 2 foreign language. Total FTE for classroom instruction = 18.64.

The purchased services are the fees for New Tech Network and staff training expenses.

The applicant should clarify no budgeted costs for Media position when application references Technology Facilitator. Pgs. 37 & 39

We are asking for a waiver for the media specialist and replacing that position with a Technology Facilitator. We originally included this position in regular classroom but now have moved it to Media section, line 75.

The applicant should clarify no allocated budgeted share of costs to the charter in the areas of ALE, Health Services, Fiscal Services, Food Services, Maintenance & Operation, and transportation for both years.

ALE services will be met by the district's existing ALE program so there will be no additional costs.

Health Services will be met by the district's existing staff of 18 licensed nurses and four paraprofessionals so there will be no additional costs.

Fiscal Services will be met by the district's existing fiscal services department so there will be no additional costs.

Food service is a completely self-sustaining cost neutral program so there will be no additional costs.

Custodial and maintenance is budgeted as a purchased service in the Maintenance and Operations section, line 94 since the district uses an outside contractor at this location.

Transportation is currently provided for the students in the other programs to this location. The only transportation costs will be shuttles to allow access to band, choir, orchestra, and athletics. It is listed in the budget as shuttle costs in Pupil Transportation section, line 106.

The applicant should explain FTE for Special Education and G/T for both budgeted years.

Special Ed is budgeted at 1 period (.14 FTE) the first year. The second year Special Ed is budgeted at 2 periods (.28 FTE).

GT Services are provided through AP courses taught by teachers included in the Regular Classroom Instruction section, lines 27-33.

The applicant should clarify calculation for renovations in both years. Pgs. 38 & 42
The applicant does not include budgeted amounts for utilities, property or content insurance Pg. 38

Year 1

In year one the plans call for 22,000 square feet to be renovated. Plans were developed after touring the space with the New Tech representatives. A separate entrance will be established, several classroom walls will be removed to make larger double classrooms, windows and glass dividers will be added, and furnishings and technology for small group spaces will be provided.

The breakdown is as follows:

Architect and Engineering fees	$92,400
Contractor ($60 per sq.ft)	$1,320,000
Furniture and Equipment	$87,600
	$1,500,000

Year 2

Year 2 the program will be growing and 5000 square feet will be added to the building as well as 15,000 square feet will be remodeled. The plans that were drawn up will be continued and more classrooms will be modified and furnished.

The breakdown is as follows:

Architect and Engineering fees	$115,400
Contractor (addition $150 per sq.ft)	$750,000
Contractor (renovation $60 per sq.ft)	$900,000
Furniture and Equipment	$234,600
	$2,000,000

The applicant does not include budgeted amounts for utilities, property or content insurance Pg. 38

Since the building is currently utilized the additional utility cost to the district will be negligible. Budget is updated in Facilities section, line 131.

Insurance costs are updated in Facilities section, line 133 and line 134.

2012-2013 Application Cycle

Application Summary and Application

Rogers New Technology High School
Rogers Public Schools

ROGERS NEW TECHNOLOGY HIGH SCHOOL

District: Rogers Public Schools

Grade Levels: 9-12

Student Enrollment Cap: 600

Address of Proposed Charter: 2922 S. First St., Rogers, AR 72758

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications

Waivers Requested from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.4.1	Language Arts (requirement for half unit of drama, assurance that standards are addressed in English classes)
10.02.5	No more than 30 students per class in grades 7-12 (would go no higher than 35 with no teacher assigned more than 150 daily)
16.02.	Media Services

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31

RECEIVED
OCT 2 2 2012
CHARTER SCHOOL OFFICE

Charter School: Rogers New Technology High School

Date Submitted: October 18, 2012

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 EDUCTION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Rogers New Technology High

Grade Level(s) for the School: 09 -12 Student Enrollment cap: 600

Name of School District: Rogers Public Schools

Name of Contact Person: Dr. Janie Darr

Address (no P.O. Box please): 500 W. Walnut St. City: Rogers Zip: 72756

Daytime Phone Number: (479) 636-3910 Fax: (479) 631-3504

E-mail: jdarr@rps.k12.ar.us

Charter Site Address: 2922 S. First St.

City: Rogers ZIP Code: 72758

Date of Proposed Opening: August 20, 2013

Name of Superintendent: Dr. Janie Darr

Address: 500 W. Walnut

City: Rogers ZIP Code: 72756

Phone Number: (479) 636-3910 FAX: (479) 631-3504

E-mail: jdarr@rps.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.

After three years of study and in an effort to meet the diverse needs of our students, Rogers Public Schools propose to open a stand-alone *Rogers New Technology High* (RNTH) school in the fall of 2013. Rogers School District has been officially accepted by the New Tech Network. The school will open with grades 9 and 10, serving 150 students in each grade. A grade level will be added each year, eventually serving 600 students in grades 9 -12 by the fall of 2015. Enrollment will be open to all students in the Rogers Public School district.

The charter school will be a part of the New Tech Network embracing the critical attributes of a 21st Century education through teaching that engages, technology that enables, and a culture that empowers. Our charter will use authentic project-based learning to improve student engagement, critical thinking and collaboration. Smart use of technology will prepare students for the emerging technologies in their future work fields, and a professional culture of trust, respect, and responsibility will prepare them to contribute in work and in society. These skills will support the state's commitment to preparing college and career ready students.

RNTH will provide college and career preparation by concentrating electives courses in pathways of Information Technology, Visual Arts, and STEM. Proposed programs of study include Digital Communications, Web Design, Mobile Applications Development, and Digital Photography. Graduates of RNTH will enter college, postsecondary training, or careers with portfolios filled with authentic real-world application and problem-solving, internships, early college experiences and community-service learning projects.

RNTH will follow the traditional school year calendar and length of day meeting all state requirements for length of school year and school day. In June 2012 the Arkansas Activities Association Board of Directors unanimously approved a request to allow Rogers New Technology High School students to participate in extra-curricular activities in the public school of their parent's domicile.

D. Required Information

Applications 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) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

Notice of the public hearing was distributed to the community during a school board study session held September 18, 2012 at 5:00 when Dr. Kristin Cuilla, director of new school development for the New Tech Network, met with school board members for a question and answer session following a site readiness visit. A front page article ran in the Rogers Morning News on September 19, 2012 reporting the study session and announcing the public hearing. A series of presentations were made to the Rogers-Lowell Area Chamber of Commerce, to the Rogers Parent-Teacher Organization Council, to the RNTH Technical Advisory Committee for CTE programs, and to the schools announcing the public hearing. A PACT Announcement was sent on October 1, 2012 to the district wide PTA and PTO presidents, which was distributed to membership. Notice of the hearing was emailed to all staff on October 1, 2012. Notice of the hearings was sent to parents through the parent newsletter, Facebook posting with 3,599 followers, on Twitter with 1,490 followers, and posted on the district and each school's website. Notice was published on a weekly basis for at least three consecutive weeks prior to the date of the hearing in the Rogers Morning News, a newspaper having general circulation in the school district. Specifically, notice was published September 20, 2012, September 27, 2012, and October 4, 2012.

The public hearing was held October 11, 2012 at 5:30 in the district's administration Joye R. Kelley building located at 500 West Walnut. 32 people attended the hearing. Dr. Janie Darr welcomed attendees and presented information regarding the proposed Rogers New Technology High School. Information presented included the projected future student enrollment, the study process leading to the proposal, the proposed school location and students served, potential course offerings, benefits to students and community, partnership with the New Tech Network, project-based learning, smart use of technology, professional culture, college credit, community service learning internships, the lottery selection process, and the waivers requested as part of the charter application. Videos were shown giving student and alumni perspectives on their New Tech High experiences.

Participants were given a chance to ask questions and were given responses. Dr. Darr asked all those in support of the proposed Rogers New Technology High conversion

charter to show hands. Support was unanimous. See Appendix D.1 for artifacts documenting notice of the public hearing on pages 20-24. See Required Items pages 45-49 for evidence of parental and community support.

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

In order to increase high school graduation, and college and career readiness, Rogers New Technology High School will *empower students for success in the 21st Century through teaching that engages, technology that enables, and a culture that empowers,* as measured by graduation rates and college eligibility indicators.

3. Describe the educational need of the school

Equipping students with the skills for the 21st century is a challenge for all school districts. Georgetown University's Center on Education and Workforce predicts the state of Arkansas will create 217,000 jobs requiring post secondary credentials while the state ranks 49th in post secondary education intensity for 2018. Locally, the Greater Northwest Arkansas Development Council has set a goal to "elevate educational attainment and workforce skills so the Northwest Arkansas can more effectively compete for 21st century jobs". In 2008, only 25% of the regions adult population held a bachelor degree or higher.

Governor Mike Beebe and the Workforce Cabinet support the STEM initiative in Arkansas through STEM Works focus on education in high schools and universities, so that the state's workforce will be able to meet the escalating demand for employees in high-tech fields. STEM Works specifically seeks to overhaul the ways in which Arkansas high school students receive STEM education and to increase the number of well-qualified STEM teachers. According to STEM Works, the first component of STEM Works will accelerate and transform secondary STEM education to better prepare high-school graduates to pursue college degrees in STEM disciplines and can be achieved through the creation of New Tech High Schools.

The city of Rogers is in the heart of Northwest Arkansas, a robust and growing region of the state. Northwest Arkansas is home to the corporate headquarters of three Fortune 500 Companies, Wal-Mart Stores Inc, Tyson Foods Inc, and JB Hunt Transport Inc., as well as numerous other employers. Rogers Public Schools must educate a workforce that can support the area's business and industry. Graduation rates for our two highs schools are approximately 80%. RNTH will serve to improve graduation rates and create a learning environment that supports the development of those skills needed to prepare students for the 21st century. RNTH will incorporate the critical attributes of 21st century skills of rigor and relevance, an integrated and interdisciplinary curriculum, student centered instruction, technology and project-based learning.

Growth in the Rogers School District is steady and projected enrollment in the existing high schools will reach capacity soon. From October 1, 2008 through October 1, 2012

enrollment has increased an average of 200 students annually for a current enrollment of 14,455. The proposed facility to house RNTH is the former Kirksey Middle School located on 2922 First Street, a 117,062 square foot facility meeting ADE and ADA compliance requirements. This solution provides a cost efficient use of existing facilities as well as community and state funds.

In addition to providing a solution for space and growth conditions, RNTH will provide a choice for students who will still have access to the benefits of large, comprehensive high schools, yet who could benefit from a smaller learning community, project-based learning, and complete technology integration. Each student enrolled in RNTH will customize his or her high school experience through individual ownership and choice in project-based learning and smart use of technology in a professional culture. Each individual student will have choice in the projects, community service learning, internships and the information technology, visual arts, and STEM focused electives selected to support his or her personal goals for high school completion in preparation for college, career, and beyond.

4. Description of Educational Program

RNTH is a New Tech Network high school, accepted by the New Tech Network and approved by the Rogers School Board on October 16, 2012. The educational program offered at the RNTH is founded in a triumvirate of research-based concepts in teaching, technology, and culture.

Project-based learning is at the heart of our instructional approach, anchored in the constructivist approach to learning. In project-based learning, learning is contextual, creative, and shared. Students collaborate on projects that require critical thinking, communication, and teamwork. According to John Dewey and foundational constructivist theory, the "problem" drives the desire to learn. In a PBL classroom the projects are interesting, engaging and structured to allow students to have productive struggle with the process of learning. Students determine what they know, what they need to know more about, and how to address the problem. The focus is balanced between content, process and skill. By making learning relevant to them in this way, student engagement reaches new levels. This higher level of engagement is associated with better educational outcomes. This is known as *teaching that engages* in the New Tech model.

The smart use of **technology** supports our approach to instruction and culture. All classrooms have a one-to-one computing ratio. With access to Web-enabled computers and the latest in collaborative learning technology, every student becomes a self-directed learner who no longer needs to rely on teachers or textbooks for knowledge and direction. We use Echo, an online learning management system to create a vibrant network which helps students, teachers, and parents connect to each other and to student projects across the country. Electives courses and Career and Technical Education programs of study are centered in Information Technology, Communications, and STEM fields.

RNTH maintains a **culture** that promotes trust, respect, and responsibility. Students and teachers alike have exceptional ownership of the learning experience and their school environment. Working on projects and in teams, students are accountable to their peers and acquire a level of responsibility similar to what they would experience in a professional work environment. RNTH will expand learning opportunities beyond the classroom by requiring students to participate in community service learning opportunities, internships at various business and/or nonprofits in the northwest Arkansas region, and early college experiences through concurrent credit.

RNTH will provide college and career preparation by concentrating elective courses in pathways of Information Technology, Visual Arts, and STEM. Proposed programs of study include Digital Communications, Web Design, Mobile Applications Development, and Digital Photography. These courses offer students multiple pathways to concentrate their studies in technology and communication related fields.

RNTH will expand educational offerings to students within the Rogers School District by offering a choice. This choice will be in how students engage with their teacher, with each other, and with the content in the classroom. While students will continue to have the opportunity to participate in Arkansas Activities Association sanctioned sports and activities at the traditional high school of residence, they will have clear options in the instructional models offered within the district. Rogers Public Schools has made great strides in the engagement of students with both the curricula and activities. There are, however, certain students who remained unengaged and thus underserved in the traditional model of schooling and instruction. With the help of the New Tech Network and the use of technology, we will enable our students to meet head on the issues and challenges of the upcoming century.

RNTH will follow the traditional school year calendar and length of day meeting all state requirements for length of school year and school day. In June 2012 the Arkansas Activities Association Board of Directors unanimously approved a request to allow Rogers New Technology High School students to participate in extra-curricular activities in the public school of their parent's domicile.

See Appendix D.4.1 Letter of Acceptance from New Tech on page 25.
See Appendix D.4.2 Letter of Approval from Arkansas Activities Association on page 26.

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 year period.

RNTH achievement goals in reading, reading comprehension, mathematics, and mathematics reasoning, based on state mandated assessments under ACTAAP, will

reflect gains necessary to meet Annual Measurable Objectives (AMO) for individual student growth and proficiency as defined by Arkansas Department of Education.

RNTH attendance goals will meet or exceed state attendance rates as defined in ASCIP plans.

RNTH graduation rates will meet or exceed AMO for all students and targeted achievement gap groups.

RNTH will measure progress in improving student achievement using the New Tech Network **School Success Rubric,** evaluating the school's performance meeting indicators in these categories; curriculum & instruction, technology, school culture & autonomy, professional culture, partnership development, financial, academic success, learning outcomes, and post secondary. See Appendix D.5 School Success Rubric on pages 27-29.

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

RNTH teachers will participate in an intensive training process, including Shadow Training at a New Tech Network Demonstration Site, and New School Training. During trainings teachers are immersed in project-based learning as they practice and refine the process to develop projects aligned to the Arkansas Curriculum Frameworks and Common Core Standards.

RNTH will strive to meet indicators for "Emerging and Advanced" in the School Success Rubric for curriculum and instruction categories:

- Develop a clear set of school-wide learning outcomes based on 21st Century skills and incorporate them into curriculum and assessment
- Use project based learning as a primary mode in instruction
- Create and modify projects that are authentic, encourage active exploration and require students to apply what they have learned
- Use a variety of techniques to scaffold student skills defines in the learning outcomes
- Weave scaffolding and remediation strategies into the projects
- Develop projects that are community based, require connections with community resources and organizations, and have community members help evaluate them

See Appendix D.5 School Success Rubric on pages 27-29.

Staff will engage in on-going curriculum development supported with job-embedded collaborative time to develop projects. Following initial training, teachers will receive seven days of on-site coaching from an expert New Tech Coach, and 65 hours of

remote coaching in year one. They will receive 6 days on-site coaching and 50 hours remote coaching in year two. They will receive five days on-site coaching and 32 hours remote coaching in year three, and they will receive three days on-site coaching and 16 hours remote coaching in year four.

Teachers will participate in fall and spring regional content trainings and the Annual New Tech Conference. Staff will have access to a robust library of projects aligned to the Common Core Standards developed by expert teachers within the New Tech Network.

This process of developing, teaching and refining projects based on Arkansas Curriculum Frameworks and Common Core Standards during 2013-2014 aligns with the timeline to implement Common Core Standards.

See Appendix D.6 Curriculum Development Timeline on page 30.

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.

Enrollment will be open to all students in the Rogers Public School district enrolling in grades 9 and 10 in the fall of 2013.

Recruitment will begin early in the spring of 2013 with all current 8th and 9th grade students and parents having multiple opportunities to learn about the course offerings and choices offered at RNTH. Recruitment information will be distributed through class meetings, newsletters, evening meetings, electronic communications and Skype sessions with New Tech students from other schools. Recruitment information will include a description of the instructional program, course offerings at RNTH, application process and the selection process.

Application to RNTH will be voluntary and offered as a choice. The only requirement will be a one year commitment by the student and the parent to attendance at RNTH if selected. Applications will be collected at the middle schools and high schools and stamped with the date and time of submission.

Boundaries are established in Rogers to create balanced enrollment for two destination high schools; Rogers High School and Heritage High School. Applications will be divided by the two high schools.

There will be 150 enrollment slots for each grade level. The number of enrollment slots will be assigned to the two high schools proportional to each high school's enrollment. This process will ensure all students have equal access to enrollment slots at RNTH.

Each high school will conduct a lottery drawing. Applicants will be randomly drawn until the enrollment slots are filled. All applications not drawn will be ranked according to the time and date stamp and will be added to a combined school waiting list per grade level in the event that enrollment slots become available. In the event that enrollment slots from a high school are not filled, remaining slots will be filled from the waiting list starting with the first candidate and progressing through the grade appropriate list. Enrollment slots may be adjusted by grade level to maintain a total enrollment of 300 in the first year.

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.

RNTH will operate under direction of the Rogers School Board and supervision of the Rogers School District administration team including but not limited to Superintendent, Deputy Superintendent, Assistant Superintendent, and other district administrative positions as authorized by Rogers School Board policy CC Administrative Organization.

Staffing Projection

Certified Personnel	Qualifications	2013 2014	2014 2015	2015 2016
Principal/Director FTE	Meets Arkansas Licensure and HQT requirements	1.00	1.00	1.00
Asst. Principal	Meets Arkansas Licensure and HQT requirements	.0	.50	1.00
Counselor	Meets Arkansas Licensure and counseling endorsement	.50	.75	1.00
Technology/Academic Facilitator	Meets Arkansas Licensure and HQT requirements	1.00	1.00	1.00
Certified Teachers	Meets Arkansas Licensure and HQT requirements	16.00	23.00	30.00
Sub-total		**18.5**	**26.25**	**34.00**
Classified Staff				
Clerical Support		1.00	1.50	2.00
Total		**19.5**	**27.75**	**36.00**

Staff salary would be paid according to the Rogers Public School salary schedule. See Required Items pages 43-44.

Principal/Director & Assistant Principal - Duties and Responsibilities

The RNTH Principal/Director must be prepared to continue to innovate and support the implementation of a national model high school. The Principal/Director must demonstrate the willingness and skills to create a professional learning community, one that focuses on curriculum and instruction as the primary vehicle for improving student achievement and school culture.

- Implements the New Tech model, as measured by the New Tech Network Replication Fidelity Rubric
- Provides leadership to the staff in determining objectives and identifying school needs as the basis for developing long and short range plans
- Implements school-wide student-centered, project and problem-based learning tied to State and District standards
- Provides instructional leadership to all staff and assures integration and cooperation between curricular areas
- Commits to developing a culture of trust and responsibility among students, teachers, staff, and the RNTH community
- Participates with significant higher education and business partnerships to support college courses, internships and community service experiences for students
- Implements a technology infrastructure that supports the curriculum, the culture, the New Technology Network
- Advances educational reform by contributing to New Technology High School Network activities and the Project Library
- Commits to the school-wide implementation of the New Technology High School Learning System ™ tools and curriculum
- Supervises and evaluate the performance of all assigned personnel in accordance with the District's adopted uniform guidelines for evaluation and assessment, recommends appropriate action in cases of substandard performances, and identifies and encourages individual teachers with leadership potential
- Develops school plans and organizational procedures for the health, safety, discipline and conduct of students as established in district procedures
- Identifies, provides, assigns, and coordinates professional growth opportunities for teaching personnel within the school
- Carries out a program of community relations as a means of disseminating and garnering community, parent, and other community organizations support
- Performs other duties as assigned

Teacher - Duties and Responsibilities

- Create and maintain an environment that fosters student achievement and the development of lifelong skills
- Maximize opportunities for student success by creating positive working relationships with students
- Actively participate in the establishment of policies and procedures that make

sense for this unique teaching and learning environment
- Remain flexible, innovative and adaptive to change
- Support principles of Project Based Learning (PBL) and integration of curriculum
- Show confidence in working with new technology and various application packages
- Model life-long learning and professional behavior
- Model the learning expectations that students are to accomplish
- Effectively manage the design and execution of learning experiences, both formal and informal, that are very responsive to the needs of students and the context in which learning is taking place
- Demonstrate roles and responsibilities and are competent and willing to make a contribution to the learning experience in a variety of ways
- Handle multiple roles and adjunct duties to make the school work for the students
- Work closely with the building principal to collaboratively lead the school through a shared decision making process
- Engage community and business partners to be incorporated as a resource in curriculum development and student products
- Become comfortable with the use of technology knowing they may not be technology experts but have a desire to become proficient
- Attend and participate in required in-service activities

Technology Specialist/Academic Facilitator - Duties and Responsibilities

- Provides site-visit support to the classroom teachers via coaching or modeling for the utilization of technology tools and resources to support student learning
- Plans and conducts professional development activities related to maximizing the use and potential of existing and future technologies
- Provides second-level user support (general user errors, software configuration errors) to library media specialists, or their designees
- Studies recent technology curriculum/instructional trends and disseminates information
- Supports teachers, and principals with technology implementation through demonstration lessons, curriculum resources, and professional development
- Guides and supports teachers in the analysis of student work and assessment data
- Works closely with building leadership team to coordinate curriculum, instruction, assessment, professional development, resources, interventions, and partners with parents and/or community
- Reviews data with leadership team to identify teacher and student needs
- Stays current with and disseminates information about professional literature and the latest research on best practices, instructional strategies, and curriculum materials
- Other duties may be assigned

Counselor - Duties and Responsibilities

- Counsels groups or individual students through the development of educational and career plans
- Counsels small groups and individual students; refers severe concerns to appropriate community resources
- Consults with teachers, staff and parents regarding meeting the developmental needs of students.
- Evaluates and revises the building counseling program
- Conducts counseling activities in the classroom in conjunction with administration and teachers
- Consults with teachers to facilitate the infusion of counseling activities into the regular education curriculum
- Counsels/guides students and parents in use of test results for education/career planning
- Facilitates Student Assistance Program, if applicable
- Responds to crisis situations when appropriate
- Proctors PLAN, PSAT, SAT, and ACT tests
- Attends and/or facilitates informational meetings, pre-registration meetings and other programs and evening parent meetings as necessary
- Assists in student assessments and evaluations
- Is responsible for computerized management of student data: achievement tests, interest inventories, learning styles inventories, etc
- Assists with registration and scheduling of new students and conducts orientation to school procedures and the schools' various opportunities for learning
- Meets with each student in the assigned caseload at least one time annually
- Aids students in course and subject selections
- Maintains students records as applicable and protects their confidentiality
- Works to discover and develop special abilities of students
- Works to prevent students from dropping out of school
- Provides student information to colleges and potential employers, according to provisions of the Board's policy on student records and federal guidelines
- Makes recommendations to colleges for admissions and scholarships
- Makes recommendations for alternative learning environments
- Helps students evaluate career interest and choices; disseminates occupational information to students through classroom guidance, career education activities, and other means
- Works with students on an individual basis in the solution of personal problems related to academics, home and family, health, and emotional issues
- Confers with parents whenever necessary and appropriate
- Provides training on guidance topics for teachers and parents
- Communicates regularly with various internal and external publics to develop and maintain a positive school/community relationship

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

Rogers School District will operate the RNTH School as a conversion charter school within the district, so all services specified in section 9 will continue to be met in much the same manner as are currently provided to students in the district. Specifically:

A) Guidance
Rogers School District will provide guidance and counseling services as required in Standards for Accreditation 16.01. RNTH will employ a .5 FTE certified counselor in year one. In year two the counselor will serve .75 FTE, and in year three the counselor position will be 1 FTE.

B). Health Services
Rogers School District employees 18 licensed nurses and four paraprofessionals and will provide health services for students at RNTH as required in Standards for Accreditation 16.03.

C). Media Center
Rogers School District will request a waiver for Standard 16.02 in Section 12 of the application. RNTH will provide a technology based media center, utilizing technology resources as embedded in the New Tech model. One qualified technology facilitator/technician will serve students providing technical support, technology integration, and assistance in the development and use of research skills, including the Echo learning platform utilized by New Tech students.

D) Transportation
Rogers School District will provide transportation service to students in RNTH in accordance with Standards for Accreditation 21.0, applicable laws, regulations, and guidelines developed by the Department of Education. In addition to transportation services to and from school, shuttle service to and from the two high schools will be provided.

E) Food Services
Rogers School District will provide food service to students in RNTH in accordance with Standards for Accreditation 21.0, applicable laws, regulations, and guidelines developed by the Department of Education.

F) Special Education
Rogers School District will ensure that students with disabilities shall have equal access to RNTH. Services will be provided in accordance to their Individual Education Plans (IEPs) following the rules and regulations under Individual with Disabilities Education Act (IDEA). RNTH will be accredited in accordance with applicable laws and rules adopted by the State Board of Education as per Standards for Accreditation 17.0 and IDEA 17.00. RNTH will employ the appropriate FTE special education teachers based on enrollment needs.

G). Alternative Education/ALE

Rogers School District currently has an alternative school that will be located in the same facility as RNTH and will continue to provide an alternative setting for all students who meet the enrollment criteria for alternative placement.

H). Gifted and Talented Program
Rogers School District will provide Gifted and Talented Education services to students in RNTH as required in Standards for Accreditation 18.0. Specifically, all programs, curriculum, and services currently provided within the district will be provided to students in RNTH, including AP courses.

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.

RNTH will participate in the Arkansas Public Schools Computer Network, as required by state statute or by the State Board of Education rule, for reporting education and financial data, including grants or private donations received by the school.

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.

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.

RNTH will be located on 2922 South First Street, Rogers, Arkansas, site of the former Birch Kirksey Middle School. Since 2008 this site has housed the district alternative learning program, the extended day program, and the district's professional development center. The facility complies 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 guidelines.

The facility is designed in the pod layout to support learning team organization. District facilities managers, administration, and architects participated in the New Tech site readiness visit. Based on recommendations by New Tech Network the facility will be renovated to create identity and geographic autonomy for RNTH. Classroom spaces, common areas, and furniture will be designed with flexibility, mobility, transparency, and collaboration in mind. Renovation, infrastructure upgrades, and expansion plans are developed over three phases.

In December 2011 the Facilities Master Plan was presented to the Rogers School Board. Administration recommended two projects for application for funding in the 2013-2015 biennium; one was a $2.5 million project for addition, renovation and remodel of The Annex for a high school program. A public hearing was set for January 17, 2012 at 5:00 pm. No opposition was voiced at the hearing. A resolution confirming the Facilities Master Plan was approved by the Rogers School Board at their January 17, 2012 meeting.

On October 16, 2012 the Rogers School Board approved a motion to locate the Rogers New Technology High School at 2922 South First Street, Rogers.

Plans for continued operation, maintenance, and repair are included in the district facilities plans. The current facilities are permitted for use from local zoning authorities, and there are no alcohol sales within 1000 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 rationale for each waiver requested.

RNTH proposes to begin the 2013-2014 offering courses for grades 9 and 10. In 2014-2015 courses for juniors will be added, and in 2015-2016 courses for seniors will be added. RNTH requests the following waivers:

A. Standards for Accreditation 9.03.4.1 – Language Arts 6 units

RNTH requests a waiver for the requirement to offer .5 units of drama. The .5 unit of Oral Communication will be waived through the ADE waiver granting New Tech High Students credit for oral communication through integration.

In 2013-2014 RNTH will offer English I and II, and Journalism, and requests a waiver for the requirement to offer English III and English IV.

In 2014-2015 RNTH will offer English I, II, III and Journalism and requests a waiver for the requirement to offer English IV.

By 2015-2016 RNTH will offer English I, II, III, IV and Journalism. A total of five units of Language Arts will be offered.

B. Standards for Accreditation 9.03.4.2 –5 units of Science.

In 2013-2014 RNTH will offer three units of science and requests a waiver for the requirement of two units.

In 2014-2015 RNTH will offer four units of science and requests a waiver for the requirement of one unit.

By 2015-2016 RNTH will offer five units of science.

C. Standards for Accreditation 9.03.4.3 –6 units of Math.

In 2013-2014 RNTH will offer three units of math and requests a waiver for the requirement of three units.

In 2014-2015 RNTH will offer four units of math and requests a waiver for the requirement of two units.

By 2015-2016 RNTH will offer six units of math.

D. Standards for Accreditation 9.03.4.5 – 3.5 units Art.

RNTH requests a waiver for the requirement to offer 1 unit vocal and 1 unit instrumental music. Students will have access to and participate in the existing programs offered at Rogers High School and Rogers Heritage High School.

RNTH requests a waiver for the requirement to offer .5 survey of fine arts.

RNTH requests a waiver for the requirement to offer 1 unit of art and proposes to seek course approval through the Arkansas Department of Education and Arkansas Career Education to offer 1 unit of approved art credit through CTE courses such as photography, graphics designs, etc.

E. Standards for Accreditation 9.03.4.9 – 9 units of sequenced career and technical education courses (programs of study) representing three occupational areas.

In 2013-2014 RNTH will offer four units of career and technical education courses and requests a waiver for the requirement of five units.

In 2014-2015 RNTH will offer seven units of career and technical education courses and requests a waiver for the requirement of two units.

By 2015-2016 RNTH will offer nine units of sequenced career and technical education courses representing three occupational areas of study.

Rogers School District has received approval from the Arkansas Department of Career Education for the waiver. See Appendix D.12 for letter of approval on page 31.

F. Standards for Accreditation 9.03.4.11 – The course offerings should include appropriate Advanced Placement (AP) courses. Arkansas Code Ann. 6-16-806, 6-16-1204(c & d), 6-16-1206 & AP Rules

In 2013-2014 RNTH will offer one unit of Advanced Placement courses in one core area and requests a waiver for the requirement of at least one course in three core areas.

In 2014-2015 RNTH will offer three units of Advanced Placement courses in three core areas and requests a waiver for the requirement of at least one course in one core area.

By 2015-2016 RNTH will offer at least one course of Advanced Placement courses in each of the four core areas.

G. Standards for Accreditation 16.02 – Media Services.

RNTH requests a waiver for the requirements of 16.02.3 to employ a licensed media specialist. RNTH proposed to employ a 1 FTE technology specialist/academic facilitator who will serve staff and students providing technical support, technology integration, and assistance in the development and use of research skills, including the Echo platform utilized by New Tech students. See Application Section D.8 on page 9 for job description.

RNTH requests a waiver for the requirement of 16.02.4 for the 3000 volume book requirement, instead utilizing electronic resources and media as the primary resources.

H. Standards for Accreditation 10.02.05 – Class size.

RNTH requests a waiver for the requirement of an individual class size limit of 30, extending class size up to 35. Extending class size to 35 would allow more flexibility in scheduling students in order to accommodate student course selections. Teachers will not be assigned more than 150 students daily.

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.

RNTH will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; Rogers 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.**

Parents and community members will be an important component to the success of the RNTH, and will be included in the functioning of RNTH in several ways:

A. RNTH will form a Site Council utilized to aid building leadership in making decisions related to RNTH. The Site Council will meet monthly to discuss issues related to RNTH, serving as an advisory group to provide parent and community perspective. Site Council will assist with creation of the RNTH Parental Involvement Plan.

B. The Echo instructional platform will be used as a communication tool between the parents, teachers, and students. This tool allows parents to see grades as they are recorded and access to classroom websites as well as contact via email with teachers.

C. RNTH will have a dedicated presence on the internet including a district initiated website, a Facebook page, Twitter feed, and blogging site. Students and parents will be encouraged to not only be a consumer of information, but a producer and contributor when appropriate.

D. Rogers RNTH will have a newsletter that is published electronically a minimum of four times per school year. This newsletter will be accessible via the website, Facebook, and can be emailed directly to parents so they may be up to date on the exciting things that will be happening at RNTH.

E. Parents, community members, and staff members will play an integral role in the formation of the school improvement plan.

G. Parents along with field and industry experts will serve as mentors and participants on student project presentations, community service learning projects, and internships.

H. RNTH will strive to meet indicators for "Emerging and Advanced" in the School Success Rubric for parent/community/business partnership categories. See Appendix D.5 for School Success Rubric on pages 28-30.

See Appendix D.14 Rogers School District Parental Involvement Plan on page 32.

Appendix D.1 Items 1-11

Item 1 – School Board Study Session September 18, 2012

Rogers Board of Education
New Tech High/Conversion Charter School Study Session
District Administration Office
September 18, 2012
5 p.m.

Please sign in …

NAME
Kay Johnson
Debbie Attwell
Patty Rule
Amy Buckley
Ashley Swope
T. Lane Hall
Cathy Allen
Jennifer Gosser
Saydon McWilliams
Mike Dunn
Tim Wood
Bob O'Kelley
Dean Wheeler
Kim Klee

Item 2 – Morning News Article and hearing notice September 19, 2012

TODAY IN SPORTS
Springdale Har-Ber Downs Rogers High
PAGE 8A

TODAY IN LIFE
Project Gives Children Something To Hold
PAGE 6A

NWAONLINE.COM WEDNESDAY, SEPT. 19, 2012 Published By Stephens Media $1.00

ROGERS MORNING NEWS

Cheatham Win

BENTONVILLE — Unofficial results in the Bentonville school election show Rudy Upshaw and [illegible] Cheatham won seats on the School Board on Tuesday. A runoff will occur between Grant Lightle and Kim Martes for Zone 3. Lightle will face Martes in a runoff Oct. 9. Martes is the incumbent for Zone 3.
FULL STORY, 3A

BENTONVILLE — The state Revenue Office will move from near Interstate 540 to a site just east of the Bentonville Municipal Airport.

The current office, where residents can license vehicles and update driver's [illegible] just a few doors [illegible] Benton County Asse[illegible] a strip mall at 2308 [illegible] St. The location allows drivers to assess vehicles, pay taxes and license vehicles all in one trip.

SEE REVENUE PAGE 3A

TODAY'S WEATHER

78/55
BEAVER LAKE
1,113.3 FEET
ROGERS MORNING NEWS

AT A GLANCE
COMMISSION ACTION
Benton County's Planning Commission met Tuesday approved:
• A rezoning for a proposed Lindsey apartment complex at 1600 Bean Road from *medium density residential* to high-density residential.
• An extension for a large-scale project for Keypoint Church at 3700 Medical Center Parkway.

Plan[illegible] Advanc[illegible] For School

NETWO[illegible] HAS STUDENTS FOCUS ON PR[illegible]LEM-SOLVING PROJECTS

By A[illegible] Buckley
ARLCYBE[illegible]@NWAONLINE.COM

ROGERS — A representative f[illegible] New Tech Networ[illegible]ave Rogers Public S[illegible]ols a thumbs up after [illegible]eadiness visit Tuesday.

Rogers [illegible] prepared and she will [illegible]ommend the school op[illegible]r fall 2013, said Kristi[illegible]uilla, director of new [illegible]ool development for t[illegible]New Tech Network.

The netwo[illegible] which has high school[illegible]dents focus on proble[illegible]olving projects as a lea[illegible] method, supports a syst[illegible] of schools across the U.S. There are 10 in Arkansas.

"I think this is very doable," Cuilla said during her tour of the Annex, "I think it's a smart utilization of an existing facility."

The school would be hosted in the northwest corner of the Annex, which houses Crossroads Alternative School and the district's professi[illegible] [illegible]elopment [illegible]. Student parking would be placed at the rear of the building. Administrators discussed remodeling the space into three large classrooms and eight standard size rooms with doors separating the New Tech school from the building's other uses. New Tech wants to create a model of a contemporary work environment with glass fronted classrooms and open areas, Cuilla told the board later.

"There is a lot of glass

SEE SCHOOL PAGE 3A

SAVE THE DATE
PUBLIC HEARING
A public hearing about the New Tech high school conversion charter will be held at 5:30 p.m. Oct. 11 at the district's newly named Joye R. Kelley Building, 500 W. Walnut St.
Source: Staff Report

STAFF PHOTO SAMANTHA BAKER

Ron Sh[illegible]y with Hight-Jackson Associates, left, points out pote[illegible] changes to classrooms Tuesday to David Cauldw[illegible] business manager for Rogers Public Schools, while [illegible]ng the Annex in Rogers. The Annex, which hosts Cro[illegible]ds Alternative School, the professional development ce[illegible] for the distr ct and is used for other functions, is [illegible] proposed to also house a New Tech High School.

Item 3 – PACT Announcement about hearing sent to PTA/PTO Councils

PACT Announcement

Lisa [mmcentire1@cox.net]

Sent: Monday, October 01, 2012 17:49

To:

Cc: Siwiec_Ashley Kelley (AKELLEY)

All those interested are invited to a public hearing on October 11th to discuss a proposed Conversion Charter School Application for the Rogers New Technology High program. It will be held at 5:30 p.m. in the district administration's Joye R. Kelley building located at 500 West Walnut in Rogers.

Item 4 – Email notice about hearing sent to ALL STAFF October 1, 2012

[all] Public Hearing Notice

all@rogers.k12.ar.us [all@rogers.k12.ar.us] on behalf of Siwiec_Ashley Kelley (AKELLEY) [akelley@rps.k12.ar.us]

Sent: Monday, October 01, 2012 10:38

To: all@rogers.k12.ar.us

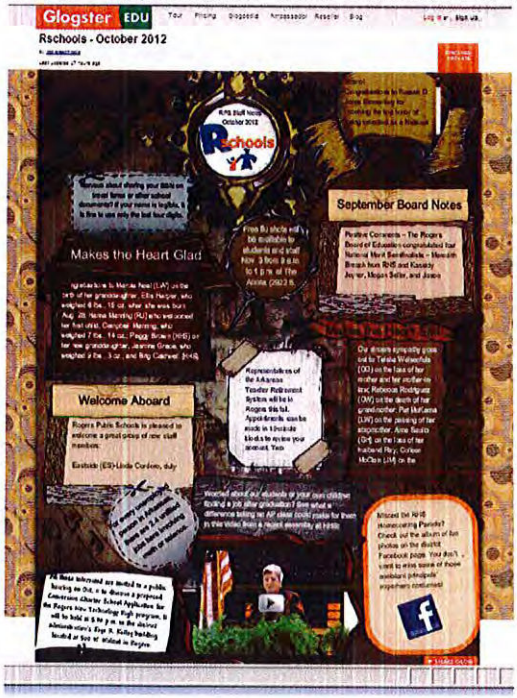
All those interested are invited to a public hearing on October 11th to discuss a proposed Conversion Charter School Application for the Rogers New Technology High program. It will be held at 5:30 p.m. in the district administration's Joye R. Kelley building located at 500 West Walnut in Rogers.

Ashley Kelley Siwiec
/last name pronounced SHEEV-yets/
Communications Director
Rogers Public Schools
500 W. Walnut
Rogers, AR 72756

Visit our website at rogersschools.net!
Follow Rogers Public Schools on Facebook and RogersSchools on Twitter!

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

Item 5 – Newsletter sent October 2012



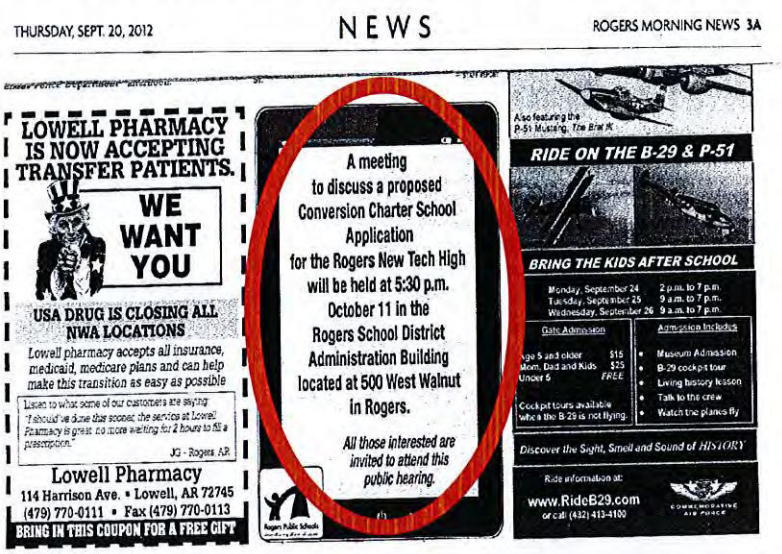
Item 6 – Hearing Notice posted on Facebook

Item 7 – Hearing notice posted as a Tweet

Item 8 – Hearing notice posted on District and School Websites Oct 1-11

Public Hearing Notices Published on Rogers School District and School Websites Oct. 1-11

Item 9 Newspaper Notice of Hearing September 20, 2012



THURSDAY, SEPT. 20, 2012 NEWS ROGERS MORNING NEWS 3A

LOWELL PHARMACY IS NOW ACCEPTING TRANSFER PATIENTS.
WE WANT YOU
USA DRUG IS CLOSING ALL NWA LOCATIONS
Lowell pharmacy accepts all insurance, medicaid, medicare plans and can help make this transition as easy as possible
Listen to what some of our customers are saying
"I should've done this sooner, the service at Lowell Pharmacy is great, no more waiting for 2 hours to fill a prescription."
JG - Rogers, AR
Lowell Pharmacy
114 Harrison Ave. • Lowell, AR 72745
(479) 770-0111 • Fax (479) 770-0113
BRING IN THIS COUPON FOR A FREE GIFT

A meeting to discuss a proposed Conversion Charter School Application for the Rogers New Tech High will be held at 5:30 p.m. October 11 in the Rogers School District Administration Building located at 500 West Walnut in Rogers.

All those interested are invited to attend this public hearing.

Also featuring the P-51 Mustang, The Brat II
RIDE ON THE B-29 & P-51
BRING THE KIDS AFTER SCHOOL
Monday, September 24 2 p.m. to 7 p.m.
Tuesday, September 25 9 a.m. to 7 p.m.
Wednesday, September 26 9 a.m. to 7 p.m.
Gate Admission
Age 5 and older $15
Mom, Dad and Kids $25
Under 5 FREE
Cockpit tours available when the B-29 is not flying.
Admission Includes
• Museum Admission
• B-29 cockpit tour
• Living history lesson
• Talk to the crew
• Watch the planes fly
Discover the Sight, Smell and Sound of HISTORY
Ride information at:
www.RideB29.com
or call (432) 413-4100
COMMEMORATIVE AIR FORCE

Item 10 Newspaper Notice of Hearing September 27, 2012

THURSDAY, SEPT. 27, 2012 NEWS ROGERS MORNING NEWS 3A

to find Barnes through the tracking device, according to court documents.

Less than an hour earlier, Barnes left First Federal Bank at 1303 W. Hudson Road in Rogers without any money. He brandished a pistol that turned out to be a BB gun, according to court documents.

Barnes later was arrested in connection with a May 2009 robbery at First Western Bank in Rogers.

Green asked Barnes if was he guilty of the acts.

other theft charge.

The robbery sentences will be served consecutively — a total of 65 years in prison. He must serve 70 percent of the sentence before being eligible for parole and must pay $1,420 in court costs and $20,770 in restitution.

Barnes received 708 days of credit for the time he spent in the Benton County Jail awaiting trial. Barnes is awaiting transfer to the Arkansas Department of Correction.

AT A GLANCE

WASHINGTON COUNTY CASES

Anthony Timothy Barnes of Rogers also faces charges in Washington County in connection with six bank robberies. The robberies occurred between June 2007 and March 2009. Two were at the same bank in Springdale

- Priority Bank, East Mission Boulevard, Fayetteville
- Legacy National Bank, Butterfield Coach Road, Springdale
- Regions Bank, Sunset Avenue, Springdale
- Pulaski Bank, Robinson Avenue, Springdale
- Pulaski Bank, Robinson Avenue, Springdale
- First Federal Bank, Henri di Tonti Boulevard, Tontitown

SOURCE: STAFF REPORT

Car Struck By Train On Dickson Street

STAFF REPORT

FAYETTEVILLE — Police said a woman suffered minor injuries Tuesday after a train hit her car on West Dickson Street.

Angela Lamoureux, 29, was cited in connection with careless driving according to Sgt. Craig Stout.

Stout said the collision happened just before 6 p.m. Tuesday at the Arkansas & Missouri Railroad crossing near Chipotle Mexican Grill.

Police said Lamoureux was heading east about 30 mph in a Nissan Xterra and the train was northbound about 8 mph.

Stout said Lamoureux didn't hear the train coming before it [illegible] decided her vehicle [illegible] down the tracks. He said the car was destroyed.

A meeting to discuss a proposed Conversion Charter School Application for the Rogers New Tech High will be held at 5:30 p.m. October 11 in the Rogers School District Administration Building located at 500 West Walnut in Rogers.
All those interested are invited to attend this public hearing.

LOWELL PHARMACY IS NOW ACCEPTING TRANSFER PATIENTS.
WE WANT YOU
USA DRUG IS CLOSING ALL NWA LOCATIONS
Lowell pharmacy accepts all insurance, medicaid, medicare plans and can help make this transition as easy as possible
Listen to what some of our customers are saying
"I should've done this sooner, the service at Lowell Pharmacy is great, no more waiting for 2 hours to fill a prescription."
JG - Rogers, AR
Lowell Pharmacy
114 Harrison Ave. • Lowell, AR 72745
(479) 770-0111 • Fax (479) 770-0113
BRING IN THIS COUPON FOR A FREE GIFT

Item 11 Newspaper Notice of Hearing October 4, 2012

OCT. 4, 2012 NEWS ROGERS MORNING NEWS 3A

: Resident Says Children Can't Bike On Newly Paved Road

FROM PAGE 1A

even talk to us.
ew it on in one

others said the
iginally paved
and the county
done what was
repair potholes
t with asphalt.
it they were
ie road would
with asphalt

o the meeting
ard) said he was
Cooper Road
going to do this
own said. "They
Road last year,

AT A GLANCE

COUNTY WORK

Benton County is working to repair and maintain paved roads to reduce the long-term costs of rebuilding deteriorated roads. Scott Stober, county public services administrator, said the county has done 30 miles of asphalt paving and 30 miles of chip and seal paving in 2012, compared to less than 10 miles of each of those paving applications in 2011.

SOURCE: STAFF REPORT

pavement peels up from the old pavement underneath.

"Don't make it worse," Nogy said. "Don't spend our tax dollars making it worse."

Clinard said the county doesn't routinely notify residents when it plans to do work on their roads.

Stober said the cost to pave Blueberry Lane with asphalt would be about $51,000, while doing the chip and seal paving cost the county about $20,000.

Stober said the crew was on Blueberry Lane on Wednesday morning to prepare it for

originally been asphalt, but there had been another chip and seal paving job done on it before the county did the most recent work.

Clinard said the chip and seal paving will give the road several years of useful life before another major paving job will be needed. If the county hadn't done the chip and seal paving, he said, the road would have rapidly gotten worse.

"The road was going to deteriorate," he told the neighbors. "It was going to go away, it was going to fall apart."

Clinard told Stober to do a fog seal over a portion of the

robbed four banks in Rogers [illegible] on

The Washington County sentence will run concurrently with the Benton County sentence.

Barnes was free on bond in connection with three bank robberies at the time of his Benton County robberies. Barnes had been released on $20,000 bond and ordered to wear an ankle monitor.

"Mr. Barnes was the defendant of a career bank robber based on his actions of during the crimes, being released on bond and going out and doing it again," said Denis Dean, deputy prosecutor. "But, he wasn't very good at it."

Dean said Barnes will likely serve the full 40 years.

A meeting to discuss a proposed Conversion Charter School Application for the Rogers New Tech High will be held at 5:30 p.m. October 11 in the Rogers School District Administration Building located at 500 West Walnut in Rogers.
All those interested are invited to attend this public hearing.

Appendix D.4.1 – New Tech Acceptance Letter

New Tech Network

T: 707.253.6951
F: 707.253.6993
www.newtechnetwork.org

October 3, 2012

Rogers Public Schools
Superintendent Janie Darr
500 W. Walnut St.
Rogers, AR 72756

Dear Superintendent Darr,

On behalf of the New Tech Network, I want to congratulate you and your colleagues for your bold efforts to innovate in Rogers Public Schools. We have reviewed your School Application and are pleased to take this opportunity to accept your application for implementation of the New Tech model in the fall of 2013.

Throughout the exploration process, we have been impressed by your district's commitment to exploring the New Tech model through visits to network schools and participation in the New Tech Annual Conference Planning Track. It is clear that these experiences have provided all of your stakeholders with a clear vision of how New Tech can shape the teaching and learning in your community. We are excited about your plan to establish the first stand alone New Tech in Arkansas and are eager to support you in this transformation process.

Our intention is to provide you, within the next few weeks, the NTN Agreement, which contains specific Products and Services proposed for your district, outlines our support, and delineates the district's responsibilities. The next step in the planning process involves enrollment in the Echo Planning Academy, through which your team will complete a series of projects focused on things like facilities, technology, staffing, and financial sustainability. Our Planning Team will continue to support you through this process, providing you with ongoing feedback and access to resources from across our network of innovative schools.

We look forward to strengthening our partnership and building the future of education together!

Lydia Dobyns
President

Central Office
935 Clinton Street
Napa, California 94559

436 14th Street
Suite 310
Oakland, California 94612

One West Fourth Street
Suite 200
Cincinnati, Ohio 45202

Appendix D.4.2 Arkansas Activities Association Letter of Approval

ARKANSAS ACTIVITIES ASSOCIATION

3920 Richards Road - North Little Rock, AR 72117 - Office: 501-955-2500 Fax: 501-955-2600

ADMINISTRATIVE STAFF
LANCE W. TAYLOR
Executive Director

JOEY WALTERS
Deputy Executive Director

NICK LASKER
Associate Executive Director

DON BRODELL
Associate Executive Director

WADIE MOORE
Assistant Executive Director

AMBER L. BALBOA
Assistant Executive Director

ANNETTE SAVAGE
Assistant Executive Director

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THOMAS GATHEN
McGehee

KELVIN GRAGG
Dermott

NATHAN GILLS
Glen Rose

STEVE GREEN
Cave City

GARY HINES
Emerson-Taylor

BRYAN LAW
Farmington

JIMMY D. LOYD
Two Rivers

ALBERT MURPHY
Genoa Central

JERRY NEWTON
Poyen

October 9, 2012

Dr. Janie Darr, Superintendent
Rogers School District
500 West Walnut
Rogers, AR 72756

Dear Dr. Darr:

The Arkansas Activities Association Board of Directors met for their annual summer workshop June 5-7, 2012. At the summer workshop the board of directors unanimously approved a request that allows students at Rogers New Tech High School to participate in extra-curricular school activities in the public school district of their parent's domicile.

Please do not hesitate to call if you have any questions or concerns.

Sincerely,

Lance W. Taylor

Lance W. Taylor

LWT/as

Building Citizenship Through Activities Participation

BE A SPORT

SCHOOL SUCCESS RUBRIC

New Tech

FIDELITY OF IMPLEMENTATION	AT RISK	EMERGING	ADVANCED
CURRICULUM & INSTRUCTION	•School has not developed a clear set of school wide learning outcomes or has not incorporated them into the curriculum or assessment. •Most courses are not using PBL as primary mode of instruction, or lack important project documents such as entry documents or rubrics. •Few teachers are creating engaging and rigorous projects. •Projects lack scaffolding and support strategies to support students or some scaffolding is not woven into the context of projects. •Teachers provide little or no scaffolding of the learning outcomes. •Little or no meaningful cross-curricular cooperation is occurring. •Projects lack connections to community members, groups, or resources to help contribute to the project or evaluate students' products.	•School has developed a clear set of school-wide learning outcomes based on 21st Century skills and has incorporated them into many areas of the curriculum and assessment. •Most courses use PBL as primary mode of instruction using entry events and rubrics to introduce and assess projects. •Teachers are creating or modifying projects that are authentic, encourage active exploration and require students to apply what they have learned (6 A's). •Teachers use a variety of techniques to scaffold student skills defined in the learning outcomes. •Scaffolding and remediation strategies are woven into the projects and do not occur out of the context of the project. •Course curriculum is integrated and cross-curricular projects are common among all subjects. •Some projects are community based, require connections with community resources and organizations, or have community members help evaluate students' projects.	In addition to the "Emerging" criteria: •School has developed a clear set of school wide learning outcomes based on 21st Century skills and has incorporated them into all areas of the curriculum and assessment. •All courses use PBL as primary mode of instruction and teacher evaluation is tied to successful development and implementation of standards-based projects. •Teachers are creating projects that are rigorous, require adult connections, and are authentically assessed (6 A's). •Projects are diverse in format, entry event, and products. •School has a thoughtful and systemic approach to scaffolding the learning outcomes. •Many courses are integrated in team teaching environments and cross-curricular projects are common among all subjects. •Many projects are community-based, require connections with community resources and organizations, or have community members help evaluate students' projects. •Students contribute to project development or create their own projects (i.e. Senior Projects).
TECHNOLOGY	•School has not attained a 1:1 networked computer to student ratio in any classrooms with current performance standards and applications. •School network is inadequate, unstable or unreliable. IT staffing is insufficient to support computer and network infrastructure. •Staff and/or students do not use email as part of regular classroom practice. •NTN Echo collaborative learning environment is not used by staff or students. •School is unable to secure district or outside funding for technology replacement and upgrades.	•School has attained a 1:1 networked computer to student ratio in all classrooms that is connected to the internet. •School network provides individual and shared storage space for staff and students. •IT support is sufficient to support computer and network infrastructure. •Staff and students regularly use e-mail for classroom and school communication. •Echo collaborative learning environment is used in most classes to support the teaching methodology. •School has secured funding for additional technology replacement and upgrades through district or outside funding sources.	In addition to the "Emerging" criteria: •School network is fast, stable, reliable, and provides individual and shared storage space for staff and students. •IT support provides robust support with little or no down time and is very responsive to issues as they arise. •NTN Echo is heavily used by staff and students as communication and collaboration tool (within and between schools). NTN Learning System tools are widely used to support the teaching methodology and inter-school sharing. •Teachers regularly incorporate other digital and online tools to support student engagement and instruction. •School has secured funding though outside sources, or so that does not have to rely on district money to refresh and update computers and other site technology.
SCHOOL CULTURE & AUTONOMY	•School has failed to develop an identity separate from other institutions. •Many staff or students feel anonymous or disconnected with the school community. •School has failed to create a professional environment of trust and responsibility for both staff and students. •School suffers from discipline, violence, vandalism and theft.	•School has a unique identity. •Staff and students have a positive association with the school and a commitment to its goals and vision. •School culture promotes respect and responsibility. •Students report feeling respected, cared about, and well known by staff and other students. •School encourages professional behavior while avoiding traditional student management techniques such as tardy bells, hall passes, or detentions. •Fights, graffiti, vandalism and theft are decreasing in frequency.	In addition to the "Emerging" criteria: •School culture closely mimics the professional environment of the workplace where all are treated with respect, trusted to do the right thing, and given the responsibility to make the school as good as it can be. •Students and staff are empowered to help set school rules, policies and activities. •Students and staff take great pride in the schools culture and actively work to reinforce and defend it. •Fights, graffiti, vandalism and theft are virtually non-existent.

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SCHOOL SUCCESS RUBRIC

ENSURING SUSTAINABILITY	PROFESSIONAL CULTURE	•Effective processes are not in place for staff members to collaborate, share in the decision-making process and have a voice in the direction of the school. •Staff does not regularly discuss curriculum and teaching strategies through Critical Friends or other protocols •Effective strategies are not in place for all staff to receive feedback to reflect on their own progress and the progress of the school •Staff is not developing a capacity to support its own staff in PBL and 21st Century classroom practices •Staff is not using formative assessments in the classroom to guide classroom activities •Staff does not use their NTN coach as a resource for continued improvement	•Transparent and effective processes are in place in which staff members collaborate, share in the decision-making, and have a voice in the direction of the school •Staff has dedicated time (weekly or bi weekly) to meet, collaborate and discusses curriculum and teaching strategies through Critical Friends or other protocols •Staff is developing the ability to provide staff development to its own staff •Staff regularly use formative assessment data to determine the effectiveness of the classroom and adjust when needed •Effective strategies are in place to provide feedback that allows all staff to reflect on their own performance and the progress of the school •Teachers actively use their NTN Coach as a resource for continued improvement •Accomplishments of the school and staff members are celebrated	•Along with staff members, parents, district representatives, community members, etc. are actively involved providing feedback and have a voice in the setting the direction of the school •In addition to Critical Friends, the staff conduct classroom observations and other techniques to provide increased feedback and support to teachers •Staff use formative and summative data to help improve student learning and the school experience •Staff review projects and examine student products to reflect on rigor and relevance •Staff is involved in helping to sustain the school by providing effective training and professional development in PBL Curriculum Development and 21st century classroom practices •At least one staff member has time dedicated to training and supporting the staff in PBL and 21st century classroom practices •All staff plans for sustainability including active participation from local community, business, and/or university partners
	PARTNERSHIP DEVELOPMENT	**NTN Partnership** •Teachers do not collaborate with other teachers in the NTN network, or don't attending Meeting of the Minds •School staff does not attend the national conference.	**NTN Partnership** •Teachers play an active role in collaborating with other teachers within the NTN network by attending Meeting of the Minds and communicating with teachers throughout the Network. •School regularly sends a team to the NTN national conference.	**NTN Partnership** •Teachers play a role in training their own staff in the Learning System, present projects at Meeting of the Minds or other NTN functions, or submit projects to the NTN project library. •School regularly sends most of their staff to the NTN national conference. •School regularly hosts tour groups sponsored by NTN
		College/ Higher Education Partnerships •Students do not have access to college courses •School has not established a partnership with a local higher education institution and has student teachers and regular visits from this partner	**College/ Higher Education Partnerships** •Students have access to college courses •School has established a partnership with a local college and has student teachers and regular visits from this partner	**College/ Higher Education Partnerships** •All students take courses from a broad range of rigorous college offerings both on campus, online and at the college. •School influences practices at the local higher education institution •Research is done on campus to capture the success of the 21st century classrooms.
		Parent / Community/ Business Partnerships •Parent group does not exist, or lacks structure •Partnerships with local business do not exist •Students are not participating in community service activities •Site is not well known within the community. •Site does not host events that raise the awareness of the school in the community.	**Parent / Community/ Business Partnerships** •Parents contribute to the school by volunteering to serve on panels, and participating in shared decisions. •Partnerships with local business provide internship opportunities to students and have been integrated into several projects. •School supports a community service component and all students participate in at least one community service activity. •Site known and respected in the community. •Site hosts tours and events that raise the awareness of the school in the community.	**Parent / Community/ Business Partnerships** •Parent group contributes in the financial sustainability of the school by facilitating large scale events or activities within the community •Business partnerships play an advisory role, provide significant resources and financial support for the school •School has developed community partnerships and process that allow all students to meet a service learning requirement by working with others to solve a problem important to them and their communities •School is well known within the region as a model 21st century high school •Site hosts high-profile tours which may generate revenue

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SCHOOL SUCCESS RUBRIC

STUDENT ACHIEVEMENT	FINANCIAL	•School has no clear long term budget. •School or district has been unable to secure or reallocate adequate and reliable district funding to support the various elements of the program. •School or district has been unable to secure grant or other soft money to support the various elements of the program.	•School has a clear long term budget that supports the various elements of the program. •School has been able to secure grant or other soft money to allow the school to implement with high fidelity.	•School or district has been able to secure or reallocate adequate and reliable district funding to support various elements of the program. •Businesses and community groups view the school as a valuable asset and have supported the school with financial and other resources
	ACADEMIC SUCCESS	•Many students are not proficient in the knowledge and skills as defined by the state or district content standards •School is experiencing significant achievement gaps between various groups on campus •Many students are receiving Ds and Fs •Graduation and retention rates are lower than similar schools. •Student scores on state or district assessments are lower than those of similar schools	•Students demonstrate proficient knowledge and skills as defined by the state or district content standards (met targets) •Students are successfully completing rigorous college-prep courses. •Achievement gap between various groups on campus is shrinking. •Graduation and retention rates meet or exceed rates of similar and/or local schools. •Student scores on state or district assessments meet or exceed those of similar and/or local schools. •Student scores on other standardized assessments (SAT, ACT, etc) met or exceed those of similar and/or local schools	•All students graduate completing the courses necessary for college entrance. •All students graduate successfully completing several college courses. •Achievement gaps between various groups are virtually non-existent.
	LEARNING OUTCOMES	•Many students fail to demonstrate a strong, professional work ethic •Students demonstrate a passive learning attitude waiting for instructor direction •Students are unaware of strengths and weakness regarding the school-wide learning outcomes •Students don't use technology effectively to do productive work •Students lack critical thinking, problem solving and creativity in the process of complete complex tasks •Students are unable to thoughtfully reflect on their skills and abilities	•Students demonstrate a strong, professional work ethic and takes personal responsibility for their success •Students demonstrate self-directed learning and seek appropriate help when they need it •Students are aware of strengths and weakness regarding the school-wide learning outcomes and work to improve their performance •Students effectively use technology to conduct research, communicate, and create documents •Some students have successfully used their knowledge and skills in a community experience (i.e. service learning, internship) •Students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios)	•Students consistently score well on each of the learning outcomes defined by the school •Students effectively use technology as a means to do productive work, collaborate with others, and access a broad range of resource and media •Students demonstrate critical thinking, problem solving and creativity in the process of complete complex tasks •All students have successfully used their knowledge and skills in a community experience (i.e. service learning, internship, senior projects) •Students demonstrate the ability highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume)
	POST SECONDARY	•Alumni report feeling poorly prepared for life after high school •Few students applied or were accepted to a post-secondary education experience •Few alumni report much community involvement	•Nearly all alumni feel that their high school experience prepared them well for their next steps •Nearly all alumni have enrolled in some sort of post-secondary education or have embarked on a career in the field of their choosing •Many alumni report participating in activities that support the community	•Alumni report a high college completion rate •Older alumni report working in a field that is rewarding and at a sufficient salary •Alumni have a reputation for giving back to the community through volunteer work and other community building activities •Alumni have a reputation for a spirit of entrepreneurship

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Appendix D.6 Curriculum Development Timeline

Rogers New Technology High
Curriculum Development Timeline 2013-2016

	Spring 2013	Summer 2013	SY 2013-2014	Summer 2014	SY 2014-2015	Summer 2015	SY 2015-2016
ADE Instructional Expectations for CCSS			Implement CCSS in grades 9-12. Pilot CCSS Assessment system		Full implementation of CCSS Assessment system		
Grades 9&10	Teachers study CCSS Standards and Expectations	Develop student learning outcomes & units at New School Training	Meet weekly to develop and refine units		Reflect and refine units		Reflect and refine units
Grade 11					Meet weekly to develop and refine units		Reflect and refine units
Grade 12							Meet weekly to develop and refine units
New Tech Network Professional Development and Support	Shadow Experience	New Schools Training	7 days on site coaching. 65 hours remote coaching. Fall & spring content training.	Annual New Tech Schools Conference	6 days on site coaching. 50 hours remote coaching. Fall & spring content training.	Annual New Tech Schools Conference	5 days on site coaching. 32 hours remote coaching. Fall & spring content training.

Appendix D.12 Letter of Approval from Arkansas Department of Career Education

STATE OF ARKANSAS

Department of
Career Education

Mike Beebe
Governor

William L. "Bill" Walker, Jr.
Director

October 16, 2012

Dr. Janie Darr, Superintendent
Rogers School District
500 W. Walnut St.
Rogers, AR 72756

Dear Dr. Darr:

Congratulations on your commitment to the New Tech model by opening Rogers New Technology High School in the fall of 2013. We are granting you a waiver for the requirement under Standard 9.03.4.10 – Career and Technical Education – 9 units of sequenced career and technical education courses (programs of study) representing three occupational areas in the first two years of operation to be included in your charter application for Rogers New Technology High School. This waiver will not be in effect for Rogers High School or Rogers Heritage High School.

- 2013-2014 – Four units of career and technical education courses will be offered.
  - Waiver of five units of career and technical education courses
- 2014-2015 – Seven units of career and technical education courses will be offered.
  - Waiver of two units of career and technical education courses
- 2015-2016 – Nine units of sequenced career and technical education courses (programs of study) representing three occupational areas will be offered.

If we can be of further assistance, please do not hesitate to contact us.

Sincerely yours,

Sandra Porter, Associate Director
Arkansas Department of Career Education
sandra.porter@arkansas.gov

(501-682-1040)

c: Mr. Johnie Walters, Unit Leader, Standards Assurance, ADE
Dr. Robert Gunter, Deputy Director, ACE
Mr. Marion Fletcher, Program Manager, Agricultural Sciences & Technology, ACE
Mr. Jim Brock, Program Manager, Business & Marketing Technology, ACE
Ms. Suellen Ward, Program Manager, Family & Consumer Sciences, ACE
Mr. Bruce Lazarus, Program Manager, School Improvement, ACE
Mr. Ray Winiecki, Program Manager, Skilled & Technical Sciences, ACE
Ms. Marylene Tate, Program Manager, Special Populations, ACE
District File

13/SKP/pm/206

Appendix D.14 - District Parental Involvement Plan

Descriptor Term:	Descriptor Code:
PARENTAL INVOLVEMENT PLAN	KB-PLAN

Parents play a crucial role in the success of their children in school, and the Rogers Public Schools encourages parents to be full partners in the education of their children. To help accomplish this goal, the district has developed a parental involvement plan at both the district and school levels. Each year teachers are required to have two hours of professional development on effective parental involvement strategies and administrators are required to have three hours of professional development on strategies and leadership.

District Responsibilities

- Maintain district web site and publish district contact information.
- Maintain and publish the procedure for resolution of parent concerns.
- Compensate certified staff members who serve as parent facilitators in each building.
- Place an ad in the newspaper each year recognizing parents who have attended all conferences.
- Submit the plan to the Arkansas Department of Education by October 1 each year.

School Responsibilities

- Develop a school parental involvement plan.
- Maintain school web site.
- Include the following in age-/grade appropriate family packets:
  - Description of the school's parent involvement program;
  - List of ways for parents to become involved in the school's programs;
  - List of activities planned to encourage parent involvement during the school year;
  - Description of how parents, teachers, and administrators can communicate effectively;
  - The recommended role of parent, student, teacher and school;
  - A description of the district's and school's parent involvement plan; and
  - A survey for parents regarding their interest in volunteer opportunities including the option of volunteering one time per year or helping from home.
- Develop a volunteer plan and a volunteer resource book.
- Establish a parent resource center and purchase appropriate materials for parent use.
- Schedule flexible parent involvement meetings at which parents are given a report on the state of the school and an overview of:
  - What students will be learning and how students will be assessed;
  - What parents should expect for their child's education;
  - How a parent can assist and make a difference in his or her child's education;
  - How parents can incorporate developmentally appropriate learning activities at home; and
  - Inform parents about the school's participation in Title I, the requirements of the program, and the right of parents to be involved during an annual meeting.
- Appoint a certified staff member as the parent facilitator each year.
- Include school parent involvement plan in the school's ACSIP.
- Consider recruiting an alumni advisory commission for each school.
- Involve parents in the planning, review and improvement of Title I programs, the parental involvement plan, and the school-wide Title I program.
- Provide parents opportunities to make suggestions and participate, as appropriate, in decisions related to their children.
- Form a school-parent compact at Title I schools outlining the partnership between students, staff and parents to improve student achievement, support students and provide high-quality curriculum and instruction as well as addressing the importance of communication between teachers and parents on an on-going basis through conferences, progress reports and access to staff along with opportunities to volunteer and observe classroom activities.
- Include the concern resolution process in the student handbook and/or information packet.

Policy Adopted 11/18/2003, Revised 11/13/2007, Revised 10/27/2009, Reviewed 8/16/2011, Rogers School District No. 30

Required Item - Proposed School Calendar

Rogers Public Schools

2013-2014 School Calendar
PROPOSED

Professional Development	Aug 12, 13, 14, 15
Teacher Work Day	Aug 16
1st Quarter Begins	Aug 19
Labor Day	Sept 2
1st Quarter Ends	Oct 17
Professional Development	Oct 18
Days in Quarter	43
2nd Quarter Begins	Oct 21
Parent Teacher Conferences	Oct 28-Nov 1
Flex Day	Nov 20
Thanksgiving Vacation	Nov 21-22
2nd Quarter Ends	Dec 20
Days in Quarter	42
Days in Semester	85
Winter Vacation	Dec 23-Jan 3
3rd Quarter Begins	Jan 6
Professional Development	Jan 20
Parent Teacher Conferences	Feb 10-14
Professional Development	Feb 17
3rd Quarter Ends	Mar 14
Days in Quarter	48
Spring Break	Mar 17-21
4th Quarter Begins	Mar 24
4th Quarter Ends	May 23
Days in Quarter	45
Days in Semester	93
Memorial Day	May 26
Teacher Work Day	May 27

*Two building professional development days will be completed on the third Mondays of September, October, November, April and May and the fourth Mondays of August, January and February. All staff must be in their buildings for these meetings.

*Inclement weather days will be made up May 27, 28, 29, 30, and June 2. Professional Development Days may be used to make up inclement weather days.

Total Class Days	178
Teacher Work Days	2
Professional Development Days	10
Conference Days	2
Total Contract Days	192

Required Item - Proposed Daily Schedule

Starting & Ending Times for 2013-2014 Rogers Public Schools
Regular Schedule

Elementary Teachers	7:30 - 3:00 p.m.
Elementary Students	7:45 - 2:45 p.m.
	2:50 Car
	2:55 Walkers
Middle School Teachers	7:45 - 3:15 p.m.
Middle School Students	8:00 - 3:00 p.m.
Rogers High School Teachers	8:05 - 3:40 p.m.
Rogers High School Students	8:20 - 3:25 p.m.
Rogers Heritage High School Teachers	8:10 – 3:45 p.m.
Rogers Heritage High School Students	8:25 – 3:30 p.m.
Rogers New Technology High School Teachers	8:05 – 3:35 p.m.
Rogers New Technology High School Students	8:20 – 3:20 p.m.
The Annex Teachers	8:00 – 3:35 p.m.
The Annex Students	8:15 – 3:20 p.m.

Proposed Rogers New Technology High Daily Schedule

9th Grade Schedule					10th Grade Schedule			
Minutes	Period	Beginning Time	Ending Time		Minutes	Period	Beginning Time	Ending Time
60	1	8:20	9:20		60	1	8:20	9:20
50	2	9:25	10:15		50	2	9:25	10:15
50	3	10:20	11:10		50	3	10:20	11:10
30	L	11:10	11:40		50	4	11:15	12:05
50	4	11:45	12:35		30	L	12:05	12:35
50	5	12:40	1:30		50	5	12:40	1:30
50	6	1:35	2:25		50	6	1:35	2:25
50	7	2:30	3:20		50	7	2:30	3:20
Total = 360 Instructional Time								

Required Item - Proposed Two-Year Budget

Year 1

Public Charter School Application

Estimated Budget Worksheet, Year One (2013-2014)

Line#	Revenues	Amount	Year 1
1	State Public Charter Aid:		
2	No. of Students (300) x $6,267.00 State Foundation Funding		
3			$1,880,100
4	No. of students (300) x $42.38 Professional Development		$12,714
5	No. of students (300) x eligible rate * NSLA Funding		$155,100
6	Total State Charter School Aid		$0
7			**$2,047,914**
8	Other Sources of Revenues		
9	Private Donations or Gifts	$0	
10	Federal Grants (List the amount)	$0	
11	Special Grants (List the amount)	$0	
12	Other (Specifically Describe)	$0	
13			$0
14	Total Other Sources of Revenues		$0
15			
16	**TOTAL REVENUES**		**$2,047,914**
17			
18	**Expenditures**	**Amount**	Total
19	Administration		
20	Salaries (No. of Positions 2)	$109,533	
21	Fringe benefits	$27,383	
22	Purchased Services	$2,000	
23	Supplies and Materials	$3,000	
24	Equipment	$0	
25	Other (Describe)	$0	**$141,916**
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 14.64)	$805,200	
29	Fring Benefits	$201,300	
30	Purchased Services	$150,000	
31	Supplies and Materials	$25,000	
32	Equipment	$10,000	
33	Other (Describe)	$0	**$1,191,500**

**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%) 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.*

Year 1

34	*(Budget Continued)*		
35	Special Education:		
36	Salaries: (No. of Positions .14)	$7,700	
37	Fringe Benefits	$1,925	
38	Purchase Services	$0	
39	Supplies and Materials	$0	
40	Equipment	$0	
41	Other (Describe)	$0	**$9,625**
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions .14)	$7,700	
45	Fringe Benefits	$1,925	
46	Purchase Services	$0	
47	Supplies and Materials	$0	
48	Equipment	$0	
49	Other (Describe)	$0	**$9,625**
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions __)	$0	
53	Fringe Benefits	$0	
54	Purchase Services	$0	
55	Supplies and Materials	$0	
56	Equipment	$0	
57	Other (Describe)	$0	$0
58			
59	Guidance Services:		
60	Salaries: (No. of Positions .5)	$29,648	
61	Fringe Benefits	$7,412	
62	Purchase Services	$0	
63	Supplies and Materials	$500	
64	Equipment	$0	
65	Other (Describe)	$0	**$37,560**
66			
67	Health Services:		
68	Salaries: (No. of Positions ___)	$0	
69	Fringe Benefits	$0	
70	Purchase Services	$0	
71	Supplies and Materials	$0	
72	Equipment	$0	
73	Other (Describe)	$0	$0

Year 1

74	*(Budget Continued)*		
75	Media Services:		
76	Salaries: (No. of Positions ___)	$0	
77	Fringe Benefits	$0	
78	Purchase Services	$0	
79	Supplies and Materials	$0	
80	Equipment	$0	
81	Other (Describe)	$0	$0
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions ___)	$0	
85	Fringe Benefits	$0	
86	Purchase Services	$0	
87	Supplies and Materials	$0	
88	Equipment	$0	
89	Other (Describe)	$0	$0
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions ___)	$0	
93	Fringe Benefits	$0	
94	Purchase Services		
95	(include utilities)	$20,000	
96	Supplies and Materials	$0	
97	Equipment	$0	
98	Other (Describe)	$0	$20,000
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions ___)	$0	
102	Fringe Benefits	$0	
103	Purchase Services	$0	
104	Supplies and Materials	$0	
105	Equipment	$0	
106	Other (Describe) Shuttle Costs	$10,000	$10,000
107			
108	Food Services:		
109	Salaries: (No. of Positions ___)	$0	
110	Fringe Benefits	$0	
111	Purchase Services	$0	
112	Supplies and Materials	$0	
113	Equipment	$0	
114	Other (Describe) Shuttle Costs	$0	$0

Year 1

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: (No. of Positions ___)	$0	
118	Fringe Benefits	$0	
119	Purchase Services	$0	
120	Supplies and Materials	$0	
121	Equipment	$0	
122	Other (Describe) Shuttle Costs	$0	$0
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions N/A)	$7,000	
126	Fringe Benefits	$1,750	$8,750
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	$0	
130	Please list upgrades: renovation/furnishing/equipment for 22,000 sq.ft.	$1,500,000	
131		$0	
132	Utilities (contract for one total year including facility upgrades)	$0	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	$0	
135	Content Insurance	$0	$1,500,000
136			
137	Debt Expenditures:	$0	$0
138	Other Expenditures:		
139	(Describe)	$0	$0
140			
141	**TOTAL EXPENDITURES**		**$2,928,976**

Year 2

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Year 1
1	State Public Charter Aid:		
2	No. of Students (450) x $6,267.00 State Foundation Funding		
3			$2,820,150
4	No. of students (450) x $42.38 Professional Development		$19,071
5	No. of students (450) x eligible rate * NSLA Funding		$232,650
6	Total State Charter School Aid		$0
7			**$3,071,871**
8	Other Sources of Revenues		
9	Private Donations or Gifts	$0	
10	Federal Grants (List the amount)	$0	
11	Special Grants (List the amount)	$0	
12	Other (Specifically Describe)	$0	
13			$0
14	Total Other Sources of Revenues		$0
15			
16	**TOTAL REVENUES**		**$3,071,871**
17			
18	**Expenditures**	**Amount**	Total
19	Administration		
20	Salaries (No. of Positions 2)	$111,233	
21	Fringe benefits	$27,808	
22	Purchased Services	$2,000	
23	Supplies and Materials	$3,000	
24	Equipment	$0	
25	Other (Describe)	$0	**$144,041**
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 18.64)	$1,025,200	
29	Fring Benefits	$256,300	
30	Purchased Services	$125,000	
31	Supplies and Materials	$30,000	
32	Equipment	$10,000	
33	Other (Describe)	$0	**$1,446,500**

**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%) 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.*

Year 2

34	*(Budget Continued)*		
35	Special Education:		
36	Salaries: (No. of Positions .14)	$7,700	
37	Fringe Benefits	$1,925	
38	Purchase Services	$0	
39	Supplies and Materials	$0	
40	Equipment	$0	
41	Other (Describe)	$0	**$9,625**
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions .57)	$31,350	
45	Fringe Benefits	$7,837	
46	Purchase Services	$0	
47	Supplies and Materials	$0	
48	Equipment	$0	
49	Other (Describe)	$0	**$39,187**
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions __)	$0	
53	Fringe Benefits	$0	
54	Purchase Services	$0	
55	Supplies and Materials	$0	
56	Equipment	$0	
57	Other (Describe)	$0	**$0**
58			
59	Guidance Services:		
60	Salaries: (No. of Positions .75)	$33,800	
61	Fringe Benefits	$8,450	
62	Purchase Services	$0	
63	Supplies and Materials	$500	
64	Equipment	$0	
65	Other (Describe)	$0	**$42,750**
66			
67	Health Services:		
68	Salaries: (No. of Positions ___)	$0	
69	Fringe Benefits	$0	
70	Purchase Services	$0	
71	Supplies and Materials	$0	
72	Equipment	$0	
73	Other (Describe)	$0	$0

Year 2

74	*(Budget Continued)*		
75	Media Services:		
76	Salaries: (No. of Positions ___)	$0	
77	Fringe Benefits	$0	
78	Purchase Services	$0	
79	Supplies and Materials	$0	
80	Equipment	$0	
81	Other (Describe)	$0	$0
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions ___)	$0	
85	Fringe Benefits	$0	
86	Purchase Services	$0	
87	Supplies and Materials	$0	
88	Equipment	$0	
89	Other (Describe)	$0	$0
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions ___)	$0	
93	Fringe Benefits	$0	
94	Purchase Services		
95	(include utilities)	$25,000	
96	Supplies and Materials	$0	
97	Equipment	$0	
98	Other (Describe)	$0	**$25,000**
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions ___)	$0	
102	Fringe Benefits	$0	
103	Purchase Services	$0	
104	Supplies and Materials	$0	
105	Equipment	$0	
106	Other: Shuttle Costs	$10,000	**$10,000**
107			
108	Food Services:		
109	Salaries: (No. of Positions ___)	$0	
110	Fringe Benefits	$0	
111	Purchase Services	$0	
112	Supplies and Materials	$0	
113	Equipment	$0	
114	Other (Describe) Shuttle Costs	$0	**$0**

Year 2

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: (No. of Positions ___)	$0	
118	Fringe Benefits	$0	
119	Purchase Services	$0	
120	Supplies and Materials	$0	
121	Equipment	$0	
122	Other (Describe) Shuttle Costs	$0	$0
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions N/A)	$7,000	
126	Fringe Benefits	$1,750	$8,750
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	$0	
130	Please list upgrades: 5,000 sq.ft. addition	$2,000,000	
131		$0	
132	Utilities (contract for one total year including facility upgrades)	$0	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	$0	
135	Content Insurance	$0	$2,000,000
136			
137	Debt Expenditures:	$0	$0
138	Other Expenditures:		
139	(Describe)	$0	$0
140			
141	**TOTAL EXPENDITURES**		**$3,725,853**

Required Item - Proposed Teacher Salary Schedule

ROGERS PUBLIC SCHOOLS
CERTIFIED TEACHER SALARY SCHEDULE
2012 - 2013

Step	Years Experience	BA	BA + 15	BA + 30	MA	MA + 15	MA + 30 Ed.S	PHD
1	0	42,500	43,316	44,133	44,946	45,763	46,578	47,392
2	1	43,316	44,133	44,946	45,763	46,578	47,392	48,208
3	2	44,133	44,946	45,763	46,578	47,392	48,208	49,023
4	3	44,946	45,763	46,578	47,392	48,208	49,023	49,839
5	4	45,763	46,578	47,392	48,208	49,023	49,839	50,654
6	5	46,578	47,392	48,208	49,023	49,839	50,654	51,469
7	6	47,392	48,208	49,023	49,839	50,654	51,469	52,283
8	7	48,208	49,023	49,839	50,654	51,469	52,283	53,098
9	8	49,023	49,839	50,654	51,469	52,283	53,098	53,915
10	9	49,839	50,654	51,469	52,283	53,098	53,915	54,730
11	10	50,654	51,469	52,283	53,098	53,915	54,730	55,545
12	11	51,469	52,283	53,098	53,915	54,730	55,545	56,361
13	12	52,283	53,098	53,915	54,730	55,545	56,361	57,176
14	13	53,098	53,915	54,730	55,545	56,361	57,176	57,991
15	14	53,915	54,730	55,545	56,361	57,176	57,991	58,805
16	15	54,730	55,545	56,361	57,176	57,991	58,805	59,620
17	16	55,545	56,361	57,176	57,991	58,805	59,620	60,436
18	17	56,361	57,176	57,991	58,805	59,620	60,436	61,252
19	18	57,176	57,991	58,805	59,620	60,436	61,252	62,067
20	19	57,991	58,805	59,620	60,436	61,252	62,067	62,883
21	20	58,805	59,620	60,436	61,252	62,067	62,883	63,698
22	21	58,805	60,436	61,252	62,067	62,883	63,698	64,512
23	22	58,805	61,252	62,067	62,883	63,698	64,512	65,328
24	23	58,805	61,252	62,883	63,698	64,512	65,328	66,142
25	24	58,805	61,252	63,698	64,512	65,328	66,142	66,957
26	25	58,805	61,252	64,512	65,328	66,142	66,957	67,775
27	26	58,805	61,252	64,512	66,142	66,957	67,775	68,591
28	27	58,805	61,252	64,512	66,957	67,775	68,591	69,407
29	28	58,805	61,252	64,512	67,775	68,591	69,407	70,223

Experience: The Rogers Public School District will allow up to thirteen (13) years of public school experience outside the state of Arkansas; full credit for a public school accredited by the Ar.Department of Education, or a private school within the state of Arkansas accredited by a nationally recognized accrediting association, or an institution of higher education within the state of Arkansas accredited by a nationally recognized institution accrediting association. Ark. Code 6-17-2403(c)

An increment will be paid for the 15 hour step between degrees provided: 1. Credit leads to an advanced degree: or 2. Work is done in area of teacher assignment, and only after minimal certification requirements have been met. (It shall be the responsibility of the teacher to have records in the central office and eligibility established by October 1. Contract will be changed at that time.)

Paid Planning Ratio per teaching period (effective 7/1/92)	Teaching period	Planning period
	1 to 2	none
	3 to 4	one-half
	5 to 6	one

Based on 192 days, 7 hour day. Revised 4/11.

Required Item – Proposed Administrator Salary Schedule

ROGERS PUBLIC SCHOOLS
CERTIFIED ADMINISTRATIVE SALARY SCHEDULE
2010 - 2011

I. Method of Calculation

A. New administrators are placed on the appropriate range of the teacher salary schedule, beginning on step 18.

B. Calculate per diem rate (divide by 192).
C. Multiply by length of contract.
D. Apply the added administrative index.

II. Administrative Index

Position	Index	Length of Contract (Days)
Director of Data & Accountability	1.0 - 5.0%	215
Director of Gifted & Talented	7.5 - 11.5%	212
Asst. Elementary Principal	13 - 16%	205
Director of Professional Development	13 – 20%	230
Director of ESOL & Migrant	13 – 20%	215
Asst. Director of Spec Ed.	16 -18%	220
Asst. Middle Sch. Principal	16 – 20%	210
Asst. High Sch. Principal	19 – 23%	225/227
Director of Special Ed.	20 – 25%	220
Director of Early Childhood	20.5 – 26%	220
Director of Grants (.6fte)	13-16%	225
Director of Career & Technical Ed (.5 fte)	13-16%	220
Elementary Principal	20.5 – 26%	220
Director of Athletics*	21 – 25%	230
Principal of Alternative Sch.	22 – 24%	210
Middle Sch. Principal	21 – 28%	225
High Sch. Principal	29 – 39%	230
Exec. Director for Curriculum & Instruction	30 - 40%	232
Asst. Superintendent*	31 – 42%	232
Deputy Superintendent*	36 - 45%	232
Superintendent**	90 – 125%	232

*(+ Up to $1200 travel as determined by Superintendent)
**($3400 travel, car allowance or rental)
Revised 5/10

Required Item – Evidence of Parental and Community Support
Agenda, Minutes, and Sign-In Sheet from Public Hearing October 11, 2012

Public Hearing
Proposed Rogers New Technology High Conversion Chart School
5:30 p.m. – October 11, 2012

Agenda

- Presentation on Rogers New Technology High Conversion Chart School
- Questions and Answer Session
- Call for Show of Support

Minutes

Presentation

Dr. Janie Darr welcomed attendees and presented information regarding the proposed Rogers New Technology High School. Information presented included the projected future student enrollment, the study process leading to the proposal, the proposed school location and students served, potential course offerings, benefits to students and community, partnership with the New Tech Network, project-based learning, smart use of technology, professional culture, college credit, community service learning internships, the lottery selection process, and the waivers requested as part of the charter application. Videos were shown giving student and alumni perspectives on their New Tech High experiences.

Questions and Answers

Participants asked the following questions:
How will technology be made available for students who might not have access?
What core courses will be offered?
What electives will be offered?
What is the application/selection process for teachers?
What is the application/selection process for students?
How fluid will enrollment be? Can students move back and forth to traditional high school?

Show of Support

Dr. Darr asked all those in support of the proposed Rogers New Technology High conversion charter to show hands. Support was unanimous.

ROGERS SCHOOL DISTRICT
Hearing Sign-in Sheet
Proposed Rogers New Tech High Conversion Charter School
5:30 p.m. – October 11, 2012

1. Karen M. Sloan
2. Cathy M. Allen
3. J. Lane Mobley
4. Amye Blackley
5. Greg Herzig
6. Kathy Hamil
7. Wesley Schrader
8. Debbie Atwell
9. [illegible]
10. Ron Shelby
11. Roger Hill
12. Melanie Bolles
13. Robin Lemley
14. Allison Payne
15. Rick Colclasure
16. [illegible]
17. [illegible]
18. Board Board
19. Dala McDonah
20. Kristen Cobbs
21. Matt Howard
22. Jerry Cornelius
23. Pam Campbell
24. [illegible]
25. [illegible]

26. Virginia Abernathy
27. Angie Carter - Angie Carter
28. Sandra Pinkerton
29. [illegible]
30. [illegible]
31. David Conaway
32. Jamie Darr

Required Items – Presentation made at Public Hearing

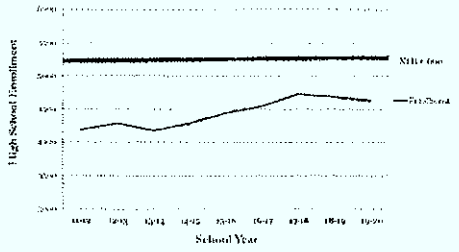
Rogers New Technology High School

Opening

Fall 2013

Why Rogers? Why now?

Projected High School Enrollment



Three Year Study

- Looked at multiple options
  - Charter school
  - Magnet schools
  - Virtual or blended learning
  - ALE Academy
  - KIPP Programming
- Efficient use of facilities
- Efficient use of public dollars

Rogers Public Schools

Critical Attributes of 21st Century Education

- Integrated and Interdisciplinary
- Technologies & Multimedia
- Student-Centered
- Project-Based & Research-Driven
- Relevant, Rigorous and Real-World
- Global Classrooms

The Right Fit for Rogers Public Schools

A New Technology High School

WE'VE CHOSEN THE NEW TECH NETWORK BECAUSE...

- Organizational Support
- Established Curriculum
- Proven Success
- Arkansas Supported Initiative
- Innovative approach to meet the needs of a 21st century learner

New Tech High Network

Founded 1996 in Napa, CA

115 Schools
18 States

97% - Graduation rate
67% - Graduates apply for college
98% - Acceptance rate to college

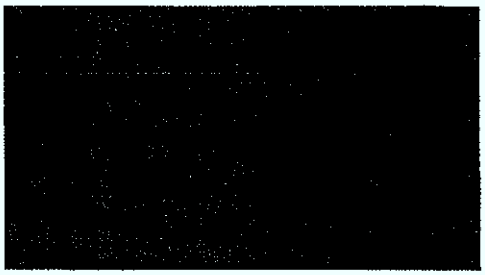
The Road to New Tech Network

- Board Study session
- Board members, teachers & administrators visited New Tech Schools Spring 2012
- Applied to be part of New Tech Network
- Attended Summer Planning
- Hosted a "readiness" visit from New Tech

Rogers New Technology High School

- Stand Alone non-boundary high school of 600 Students
  - 9th and 10th grade Fall of 2013 (300 students)
  - Add 11th Grade in Fall of 2014 and 12th grade Fall of 2015
- Remodel the Annex to meet New Tech Network programming
- Flexible Scheduling, student can participate in fine arts and athletics programs at their boundary school
- Open to all students – lottery selection process

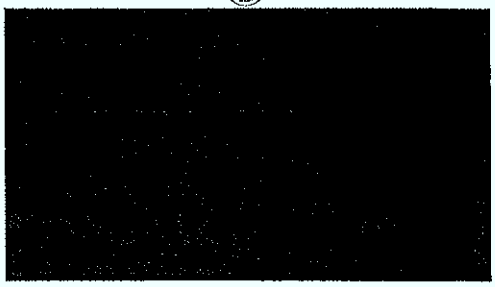
Student Perspectives



Rogers New Technology High

- Will include:
  - Project-based learning
  - Concurrent credit for graduation
  - Internships
  - Community Service
  - Advanced Placement courses
  - Promoting Teamwork
  - Offer every student technology to access information

Success Stories



Fall of 2013

Rogers Public Schools will have the first stand alone New Tech High in Arkansas

New Tech Network- wants Rogers to be a showcase school for the state!

Charter Application

- Standards are written for 9-12 high school
- Rogers New Technology High will open with grades 9 & 10 so we are requesting waivers for courses not offered

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.

Janie Darr

Signature of Superintendent of School District

Date: October 18, 2012

Dr. Janie Darr

Print or type name

2012-2013 Application Cycle

Review Council Overview

Murfreesboro High School
South Pike County School District

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

December 20, 2012

Mr. Roger Featherston, Superintendent
South Pike County School District
605 Third Avenue
Murfreesboro, AR 71958

Re: Murfreesboro High School-New Tech

Dear Charter Applicant:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on December 18, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

Based upon the information currently available, the Charter Review Council can support your conversion 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 14, 2013. You will receive a separate hearing notice advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

An Equal Opportunity Employer

Murfreesboro High School
South Pike County School District
Review Council
December 3 & 18, 2012

	Does not meet the Standard	Partially meets the Standard	Meets the Standard
Pre-Application			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/Align			X
Standard 7: Enrollment Criteria/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			X
Standard 14: Parental Involvement			X
Finance & Budgets			X
Total	0	1	15

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

Murfreesboro High School
South Pike County School District

MURFREESBORO HIGH SCHOOL

District:	South Pike County School District
Grade Levels:	7-12
Student Enrollment Cap:	600
Address of Proposed Charter:	605 Third Avenue, Murfreesboro, Arkansas 71958

The Charter Review Council requires, by noon on Wednesday, December 12, 2012, the submission of a revised budget showing the changes made after the Internal Review Committee provided technical assistance on the original application. The revised budget should be sent to Diane Gross, via email, at diane.gross@arkansas.gov**.**

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS
(Partially Meets Standard)

Confirm that the school's goals will be to annually meet graduation rate AMOs for all students, the targeted achievement gap group, and all ESEA subgroups.

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

Describe the curriculum to be used for ELL students and explain which computerized program would be used to provide instruction.

Address the multiple places in the application where Murfreesboro School District is used instead of South Pike County School District.

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

Arkansas Department of Education

Charter School Application Evaluation Instrument

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

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

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

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

EVALUATION RUBRIC AND RESPONSES

Name of Proposed School: **MURFREESBURO HIGH SCHOOL**

Sponsoring School District: **SOUTH PIKE COUNTY**

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
		X

Strengths
Concerns and Additional Questions
Explain if the name of the charter school would be South Pike School District as stated in Section A of the application or Murfreesboro High School as stated throughout other parts of the application. **The charter school is Murfreesboro High School.**

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

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

Evaluation Criteria:
A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions
Explain the statement found under the heading Interdisciplinary, or "Integrated Courses" on Page 6 as it seems to end in the middle of a hyphenated word, "In a similar vein some content instructors will choose to create and complete cross-" **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. Murfreesboro High School has chosen to initially implement three Integrated Courses in the ninth through eleventh grades, one for each grade. Murfreesboro High School is planning to add one integrated class per grade level per year, seventh 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 enhance 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 Murfreesboro 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.** **Explain how many students will be in a classroom with two teachers.**

Integrated classes can have as many as 60 students in the same classroom with two collaborating teachers. This should not increase total teacher load.

Discuss the hours of instruction the students will receive each day.

Four days a week students will be in a 90 minute integrated course and six (6) 45 minute courses. One day a week, the integrated classes may meet separately with individual subject area teachers for 45 minutes each.

Please discuss the rationale and research to support how this model will meet the needs of all students.

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

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

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

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

districts. In two of the four schools, the NTN graduation rate was 30% or more above the districts' rate. Moreover, the highest fidelity, mature California schools, Napa and Sacramento, had two of the highest 2007-2008 graduation rates, at 98% and 99% respectively.

North Carolina and Texas STEM schools have patterns of annual outperformance of comparison schools, often ranking among the top performing STEM schools in their respective states. In 2009-2010, the majority of these NTN schools outperformed comparison schools in English/Language Arts. The most salient achievement pattern was in 10th grade ELA where 89% of NTN schools outperformed comparison sites. There was a range in performance across Math subject areas with NTN schools outperforming comparison sites in Algebra I (69%) and 11th grade Math (80%) in particular. Likewise, 60-75% of NTN schools surpassed comparison schools across most Science subject areas

Murfreesboro High School administration and faculty believe that the New Tech model of Project Based Learning is the best method to implement PBL and meet Common Core State Standards. Studies about PBL in general and NTN specifically prove that all students can excel in a group setting with each project member being able to fulfill a significant role in his or her project group.

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:
A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths
Concerns and Additional Questions
Clarify if all students will have 80% mastery of "each SLE" or 80% of all SLEs combined. **All students will have 80% mastery on each SLE by the end of the school year as measured by the TLI assessments.** **Confirm your understanding that a 1% growth in graduation rate each year will not cause South Pike County to reach their AMO.** **At the end of the first year of the charter, the Murfreesboro High School's graduation rate will increase by 1%. Starting with the second year of the charter, the graduation rate will increase by 2% and will continue to increase by the same increment each subsequent year until we meet or exceed regional or state average, whichever is higher.**

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 implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

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
		X
Strengths		
Concerns and Additional Questions		
Confirm that all students in the South Pike County School District, not just Murfreesburo School District, will be eligible to attend the Murfreesburo High School. **All students who reside within the South Pike County School District boundaries will be automatically eligible to enroll in Murfreesboro High School.**		

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
		X
Strengths		
Concerns and Additional Questions		
Define "significant, substantive, and strong experience in education." **The administrator will have a valid Arkansas building administrator's license and at least three years as a building principal with experience in curriculum, teacher evaluation, and scheduling.** **Provide the salary schedule for teachers who do not have an Arkansas license if different from the schedule for licensed teachers.** **All teachers, including non-licensed teachers, will be on the same salary schedule as licensed teachers. Experience will be based on documented teaching years only.**		

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
	X	
Strengths		
Concerns and Additional Questions		
Explain why a waiver of counseling services is requested when the narrative states that "the school will continue to provide the same counseling services to the conversion charter students...." **We do not feel that a waiver is necessary at this time.** **Discuss the instructional program to be offered to meet the needs of bilingual students and students who are English language learners.** **Individualized instruction for those students who qualify as ELL includes, but is not limited to the following: after-school tutoring, computerized instruction, and one-to-one tutoring with a reading instructor.** **Explain why a waiver of gifted and talented requirements is requested when information on narrative states that the school "will continue to be in compliance with all G/T regulations in place in the state."** **A waiver is not necessary at this time.**		

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:
A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		
Confirm that financial data, including grants and/or private donations, will be reported in the Arkansas Public School Computer Network. **All financial data, including grants and/or private donations, will be reported in the Arkansas Public School Computer Network.**		

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
		X

Strengths
Concerns and Additional Questions

STANDARD 12 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Legal Comments

1. Requested Waivers:

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

Standard 10.01 Required Time for Instruction and School Calendar; Statute 6-10-106 Uniform dates for beginning and end of school year: a.) Murfreesboro High School intends to adhere to its current calendar for the first year of the charter, but it has plans to start school as early as August 1 and end as late as June 15 in year two and thereafter. This longer school year will include more frequent breaks during the school year and a shorter summer. Students will have less time in the summer to forget what they learned during the school year. The extended breaks will also allow for professional development for teachers during the instructional year. Students will attend school 178 days, and licensed teachers will remain under the same contracts.

The Applicant requested a waiver of Standard 10.01 of the Standards for Accreditation to accommodate late arrival days for students one day per week. To effectuate this waiver, the district should request a waiver of Ark. Code Ann. § 6-16-102 and § 6-18-211, or adjust its calendar and daily schedule to meet the requirements of these sections.

Standard 10.01 Required Time for Instruction Statutes 6-16-102 School Day and 6-18-211 Mandatory Attendance for Students in Grades 9-12: Murfreesboro High School requests a waiver of the 6 hours per day, 30 hours per week to allow for a maximum of one early dismissal day per week. This would facilitate teacher professional development to implement project based learning and allow teachers of integrated classes to have additional planning time to develop cross-curricular projects.

b.) Standard 10.02 Class Size and Teaching Load: The Applicant should specify alternative maximum class size and teaching load numbers.

Standard 10.02 Class Size and Teaching Load: Integrated classes at Murfreesboro High School could have up to 60 students in a classroom with two teachers

supervising the increased numbers. We do not foresee this increasing total teacher load.

c.) 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 statues and rules, the Applicant's teachers may be required to be licensed.

- **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.**

Standard 15.03 of the Standards for Accreditation ("Licensure and renewal"), 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 ("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: c.) Murfreesboro High School requests waiver of these standards and statues in order to have 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 that is highly qualified as defined by NCLB standards.

Only certified teachers administer the standardized assessments.

All employees licensed or not, will undergo criminal background and registry checks.

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

Standard 14.03 Unit of Credit: Murfreesboro High School notes that this waiver will only be applied to the extent that courses are taught simultaneously. Simultaneous courses will still have a combined total of 120 clock hours.

e.) **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 of the application, the Applicant stated that it would continue to provide Gifted and Talented Services. 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.**

Murfreesboro does not request a waiver from GT Services. We will continue Current procedures to identify and serve Gifted and Talented students. We feel that GT enhancement will occur naturally in PBL and be easily integrated into each project.

f.) **The Applicant requests a waiver of Standard 16.01.3 regarding maintaining a 1 to 450 ratio between certified counselors and students. However, in Section 9 of the Application, the Applicant stated it would continue to provide the same counseling services to conversion charter students as is provided to other students. Please clarify why this waiver is needed.**

Murfreesboro High School does not request a waiver of the 1:450 ratio of counselors to students. If we go over the 450 student mark, we will hire counselors to adhere to the standards.

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
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions

ADDITIONAL COMMENTS:

PLEASE ADDRESS ANY TIME IN THE APPLICATION WHERE MURFREESBORO SCHOOL DISTRICT IS USED INSTEAD OF SOUTH PIKE COUNTY SCHOOL DISTRICT.

FINANCIAL/BUDGET COMMENTS:

~~**Partially meets standards**~~ **MEETS STANDARD**

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

Concerns and Additional Questions:

Applicant should clarify what the additional budgeted position is under Regular Classroom Instruction. Staffing plan states there will be 23 teachers year 1 (Pg. 12). Pg. 13

Correction made to FTE for Regular Classroom Instruction to reflect the number on the staffing plan.

Applicant should clarify amount budgeted for purchased services under Regular Classroom Instruction. Appendix Item D

Purchased services amount designated as Sub Teach expenses.

Applicant should clarify FTE budgeted for under Special Education, Gifted and Talented, Media, Maintenance and Operation, Alternative Learning, Pupil

Transportation and Data Processing. The staffing plan did not list FTE requirements. Appendix Item D

FTE's corrected according to each classification to equal total staffing for high school campus of 23 for licensed employees. Pupil transportation, Maintenance and Operation, and Data Processing for the high school campus adjusted to justify expenses.

Applicant should clarify no cost share allocation for Health Services and Fiscal Services to the Charter School. Appendix Item D

Health Services expenses added. One LPN and RN are on campus for elementary and high school.

Applicant should clarify the FTE as well as the cost allocation for Food Service. The staffing plan did not reference FTE requirements and the application referenced one cafeteria at the district. Is the budgeted amount a pro rata share of 7 full positions? Is this 7 FTE for just the charter? Appendix Item D

Adjustments made to food service expenditures to show expenses for high school campus only. We have one cafeteria for the high school and elementary campuses.

Applicant should clarify budget amount under Alternative Education Program. Year two budgets one less position and the amount increases. The amount also appears to be less than a salary expected for 1 FTE. Please clarify. Appendix Item D

Correction made for Alternative Education Program to equal 1 FTE – certified teacher.

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

Utility expenses are noted under Maintenance and Operation section. Content insurance is included in the total for property insurance.

2012-2013 Application Cycle

Application Summary and Application

Murfreesboro High School
South Pike County School District

MURFREESBORO HIGH SCHOOL

District: South Pike County School District

Grade Levels: 7-12

Student Enrollment Cap: 600

Address of Proposed Charter: 605 Third Avenue, Murfreesboro, AR 71958

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-114	Daily planning period
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher license requirement
6-17-919(a)(1)	Warrants void without valid certification and contract
6-18-211	Students in grades none through twelve—Mandatory Attendance

Waivers Requested from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.3.3	Science
9.03.3.6	Fine Arts, Grades 5-8 (to be exempt from the grade 8 art requirement)
9.03.3.7	Health and Safety Education, Grades 5-8 (classes traditionally taught in the health and safety course to be taught in other courses through project-based instruction)
9.03.3.8	Tools for Learning, Grades 5-8 (Tools for Learning to be taught in other courses through project-based instruction)
9.03.3.9	Career and Technical Education, Grades 5-8 (technology to be taught in other courses through project-based instruction)
9.03.3.11	Arkansas History, Grades 5-8 (Arkansas History to be addressed in each grade level in a single class each year and by integrating it into project-based instruction)
9.03.3.12	Grades 5-8 (requests to give grade 8 students high school credit for Physical Science, CBA and Algebra I)
9.03.4.1	Language Arts Grades 9-12 (oral communication after two years of English at ninth and tenth grades)
9.03.4.2	Science. Grades 9-12 (a half credit of science elective for Plant Science or Horticulture/Greenhouse) and Animal Science
10.01	Required time for instruction and school calendar
10.02	Class size and teaching load

14.01	Classes required for graduating classes through 2012-2013 (to allow the teaching of DT Intro Based Career orientation in grade 7 rather than Career Orientation in grade 8)
14.01	Classes required for graduating classes through 2012-2013 (to waive the teaching of keyboarding in grades5-8 and move this instruction to K-4 as proficiency will be checked, grade 7 and 8 students will enroll in CBA classes
14.03	Unit of credit and clock hours for a unit of credit (only for simultaneous classes)
15.03	Licensure and Renewal

Waivers Requested from the Following Rules:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31

RECEIVED
OCT 2 9 2012
CHARTER SCHOOL OFFICE

Charter School: SOUTH PIKE COUNTY

Date Submitted: _____

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: **SOUTH PIKE COUNTY SCHOOL DISTRICT**

Grade Level(s) for the School: **7-12** Student Enrollment cap: **600**

Name of School District: **South Pike County School District**

Name of Contact Person: **Roger Featherston**

Address (no P.O. Box please) **605 Third Avenue** City **Murfreesboro** Zip **71958**

Daytime Phone Number: **(870) 285-2942** FAX: **870) 285-2276**

E-mail: **feather@mboro.k12.ar.us**

Charter Site Address: **605 Third Avenue**

City: **Murfreesboro** ZIP Code: **71958**

Date of Proposed Opening: **July/August, 2013**

Name of Superintendent: **Roger Featherston**

Address: **605 Third Avenue**

City: **Murfreesboro** Zip Code: **71958**

Phone Number: **(870) 285-2942** FAX: **(870) @85-2276**

E-mail: **feather@mboro.k12.ar.us**

South Pike County School District
Murfreesboro High School

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B. GENERAL DESCRIPTION

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

South Pike County School District recommends the conversion of its high school into a conversion charter school in order to implement the innovative learning environment .of the New Tech Network Model. The proposed change would begin with grades 9, 10, 11, and 12, all of which are housed in the current High School building. Grades 9-12 currently have 199 students.

The conversion charter school will a be shared campus with 7th and 8th grades also housed under the same roof. With the addition of a new wing which opened August 20, 2012, the 7th and 8th graders have their own hall, lockers, and teachers and are somewhat isolated from the 9-12 population. They also have their own breakfast and lunch times. Even though the conversion to the New Tech model focuses on grades 9-12, the proximity of the 7th and 8th graders will make it easy to add these grades to at a future date.

The New Tech Model focus ensures that students are college and career ready through emphasis on three key elements: student engagement, technology that enables students, and a culture of student empowerment. Student engagement is accomplished through project based learning, a hands-on approach to teaching and learning. In this model, technology becomes a tool to enable students to complete real-life projects that support deep learning (New Tech Network). "Students and teachers alike have exceptional ownership of the learning experience and their school environment" in a culture that promotes trust, respect, and responsibility (New Tech Network). NTN uses research about how people learn to create to support and sustain 120 schools in 18 states and Australia, providing meaningful resources and support to develop the schools' successes. All New Tech Network schools are connected online through Echo, a "learning management system (LMS) designed to support project-based learning (PBL), facilitate communication and collaboration, and improve teacher practice" (NTN). Available to teachers, students and parents, Echo provides 24/7 access to course resources, project plans, assignments, a multi-dimensional grade book, online groups, and an extensive library of instructional resources for teachers. Schools are assisted in transitioning into the Network, aligning with state frameworks and implementing Common Core State Standards through individualized coaching ,four years of on-site and remote services, and guidance for teachers and principals (New Tech Network). South Pike County School District is developing a relationship with the New Tech Network through personal contact with the NTN support staff and school personnel, School Board, and community member visits to New Tech campuses.

The goal of South Pike County School District is to prepare productive, knowledgeable citizens who will succeed after high school and will become lifelong learners. We believe the New Tech model with Project Based Learning, an interdisciplinary curriculum, and integrated technology is the best way to reach this goal.

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 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) consecutive weeks prior to t
he date of the hearing in a newspaper having general circulation in the school district.

South Pike County School District held a public hearing on Thursday, October 25, 2012 in the Murfreesboro Cafeteria. (See Appendix 1 for Proof of Notice.) Approximately 80 people attended the meeting that was conducted by Superintendent Roger Featherston. Mr. Featherston explained the district conversion public charter school process and why he and the South Pike County Board of Education decided to pursue this status. Dr. Kristin Cuilla of New Tech Network then explained what NTN is and what their partnership with the District will mean for our students and teachers. Questions were accepted from the floor. The meeting began at 7 p.m. and lasted until 10 p.m. Concerns were expressed about current technology needs and the cost to maintain purchases which will allow us to make the change to Project/Problem Based Learning. Mr. Featherston pointed out that because of State mandated online testing, these are costs we will have to incur with or without school conversion. Questions such as the following were asked: Will we lose our autonomy? Will this raise our taxes? What kinds of costs can the parents expect to pay for the technology? Are we going to year-round school? Concerns were addressed, questions were answered, and attendees were given the opportunity to complete a short questionnaire. 68 people filled it out and returned it that night. Overall support was in the 75%. Questionnaires were accepted the next day until 1 p.m. (See Appendix 2 for questionnaire results.)

Informational meetings about the district conversion charter school were conducted by Superintendent Roger Featherston for the high school staff on October 10 and for the elementary staff on October 11. An announcement about the public hearing appeared on page 1 of the *Murfreesboro Diamond* on Wednesday, October 10, 2012. On Wednesday, October 17, the public hearing announcement again appeared on page 1 of the *Murfreesboro Diamond* and also on page 1 of the *Nashville Leader*. The announcement of the public hearing appeared on page 1 of the October 24, 2012 *Murfreesboro Diamond* and on page 5 of the *Nashville Leader* on the same date. On Monday, October 22, an email was sent to all faculty members inviting them to the public meeting. Murfreesboro High School. (See Appendix for copies of emails and articles.) The District's parent calling system was used to notify parents of the meeting on Wednesday, October 24, 2012. (See Appendix for results of the call.)

Standard 2: Give the mission statement of the proposed district conversion school.

The mission of Murfreesboro High School is to help students gain the skills, knowledge, attitudes, and principles which will enable them to become successful, responsible and productive citizens ready for challenges of the 21st Century. Students will graduate with the ability to apply 21st Century skills, to solve problems, to work as a team, to think critically, and to effectively use appropriate technology to succeed.

We will be able to measure our success by an increase in graduation rate, a decrease in dropout rate, successfully meeting AYP, and raising scores on EOC and State Benchmark tests.

South Pike County School District proposes a comprehensive approach to student learning ingrained in the New Tech model with Project Based Learning (PBL) interdisciplinary curriculum, technological literacy, and 21st Century skills acquisition as the cornerstone of the plan. We will integrate State frameworks and Common Core State Standards into the New Tech model.

Standard 3: Describe the educational need for the school.

South Pike County School District was formed in 2010 when the Murfreesboro and Delight School Districts consolidated, and the District name was changed. The District serves two campuses with three schools: Delight Elementary, Murfreesboro Elementary, and Murfreesboro High School. The main campus, location of the high school, is in the town of Murfreesboro. The Delight campus is located 12 miles from the Murfreesboro campus. Murfreesboro, the county seat of Pike County, is located in southwest Arkansas, 40 miles from Arkadelphia and Interstate 30 and about 60 miles southwest of Hot Springs and 60 miles north of Texarkana. South Pike County School District covers 379 square miles with over 90% located in Pike County. . Two additional school districts, Kirby and Centerpoint, are located in central and north Pike County. The economic base of the school district is mainly small family farms and tourism. The closest industry of any kind is located in Nashville, 12 miles south of Murfreesboro. The Crater of Diamonds State Park is located two miles south of the main campus, and Lake Greeson is eight miles north. Most families derive their income from chicken or cattle farming or tourism-related jobs, and many adults drive to Nashville, Hot Springs, or Texarkana for employment.

Only 10.1% of Pike County residents 25 years of age or older have a bachelor's degree, but 68.8% have a high school diploma The median household income for Murfreesboro is $28,010 compared to Arkansas at $37,823, and the unemployment rate is 9.5%. (http://www.discoverarkansas.net) Of 696 South Pike County School District students, 64% qualify for free or reduced lunches. Although our high school graduation rate has increased slightly (74.7% in 2008-09, 75.4% in 2009-10, and 77.2% in 2010-11), our dropout rate remains around 4%. Many of our students grow up in a culture of limited educational background within the home and because of this lifestyle, do not

always see the need for education. (Ruby Payne, *A Framework for Understanding Poverty*). "In almost every way, people with more education enjoy a higher standard of living. They live longer, have better health, and are happier and more productive than those with less education." (Mortenson, "Poverty, Race, and the Failure of Public Policy: The Crisis of Access in Higher Education," *Academe Online* Nov-Dec: 2000)

With the increasing emphasis on jobs that require either technical or higher education after high school and the out-sourcing of jobs that could once be filled by a non-skilled workforce, the need exists in this community and district for a new approach to learning. Albert Einstein said, "Insanity is doing the same thing, over and over again, but expecting different results." We believe the New Tech Network approach to Project Based Learning, its emphasis on a culture of responsibility, and the seamless integration of technology is the answer to stopping the insanity of trying to educate our students in the traditional way.

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

Murfreesboro High School proposes an educational program with several components. The School in partnership with New Tech Network will implement an educational philosophy based on the principles of project/problem/process based and interdisciplinary learning, with curricular and instructional strategies. 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.

Project Based Learning (PBL)

The first component of the proposed new program is Project/Problem Based Learning. 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. 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.

Interdisciplinary, or "Integrated Courses"

Some subjects do not lend themselves to being combined. In a similar vein some content instructors will choose to create and complete cross- The second element of the educational program of Murfreesboro High School 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 Murfreesboro High School, only select courses

will be interdisciplinary in nature as 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. Murfreesboro High School has chosen to initially implement three Integrated Courses in the ninth through eleventh grades, one for each grade. In the future Murfreesboro High School is planning to implement one integrated class per grade level per year, seventh 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 Murfreesboro 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.

Class Size

The Integrated Courses will have an increased class size because of the limited number of faculty members available from pairing two teachers. New Tech Network schools benefit from these larger classes in several ways. First, the majority of class time will be spent within small project groups, which will not only develop and utilize the skills of communication and collaboration, but will also enhance the feeling of small group learning. Second, while working within these small groups, students will benefit from the collective wisdom of all of the class groups.

In order to accommodate for the increase in class size of some but not all courses, the physical layout of some classrooms will need to be creatively rethought. Existing spaces are being evaluated for their appropriateness for expanded class size. We have identified at least three existing spaces that could be easily and inexpensively reconfigured to accommodate larger classes 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 New Tech Portal, which is accessible to all teachers and administrators. (3) The project plan will address all Arkansas Department of Education standards to ensure current guidelines are being met within each project, keeping Murfreesboro High School in line with its continuing short-term goal of increasing student assessment 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, reconfigure the project if needed to meet state mandated standards. 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.

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 Murfreesboro 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 additional members, to assess progress and areas for growth based upon the State teacher evaluation rubric 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. Last, test scores of various types (The Learning Institute, ADE state assessments, teacher made) will be demonstrative of Murfreesboro High School's growth.

Technology

Technology is considered a foundational strategy for enabling our educational philosophy. As such, technology will become an integral part of every classroom. Students in New Tech courses will receive a laptop computer with both wired and wireless capabilities. These factors will remain integral to becoming a successful New Tech school, and technology will be 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.

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, students will be more empowered to take agricultural courses as they will 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.

Last, the fine arts will be integrated in a substantive and meaningful way into the curriculum, particularly in the seventh and eighth grades. 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 State standards. Fine arts faculty will also have instructional time within these classrooms to address, explain and teach the fine art component of the project.

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.

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.

Academic Calendar

Changes to our school calendar will be considered to allow for maximum flexibility in order to match the calendar to the new instructional models.

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.

I. As we transition to Common Core Requirements, Murfreesboro High School; achievement in Reading, Reading Comprehension, Mathematics and Mathematic Reasoning will continue to increase to meet our AMO and individual student growth goals each year for the first five years.

Tools: ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)
TLI (The Learning Institute)
PARCC (Partnership for Assessment of Readiness for College and Careers)

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

Tools: TLI (The Learning Institute)

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 (eSchool) Attendance records Attendance software

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: NORMES

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.

Murfreesboro High School's educational program will be designed to align with Arkansas State Curriculum Frameworks and Common Core Standards. This plan will

be discussed with faculty in the Spring, reviewed in the summer and discussed at the extensive training the faculty will have leading up to becoming a New Tech school.

I. Murfreesboro School District will continue to use TLI (The Learning Institute) assessments which are standards based and aligned to State Frameworks and Common Core Standards. New Tech Network will provide support to ease in the transition into the Common Core.

II. Teachers will be responsible for ensuring that the Frameworks/Common Core Standards in their core subject matter are taught within Integrated Courses.

III. Projects that are developed will implement appropriate Frameworks, with all Common Core Standards being addressed in advance of the ADE assessments. Projects that are utilized from the Project Library within the Portal will be re-tooled if necessary to address Arkansas Frameworks and Common Core.

IV. The Murfreesboro High School Principal will supervise teachers to ensure that Frameworks are being taught and Common Core Standards are integrated.

V. All project plans will be required to be programmed into the Portal two weeks before they become effective, providing ample opportunity to address Frameworks issues and Common Core 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.

Murfreesboro High School will publicize its status on the district website, an article in the local newspapers, and through a radio announcement made by Superintendent Roger Featherston. 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 Murfreesboro School District boundaries will be automatically eligible to enroll in the charter school. (2) Students living outside of the South Pike County Schools' boundaries will be allowed to legally transfer into Murfreesboro High School through legal transfer or School Choice; and (3) if Murfreesboro High School meets its enrollment cap, (600) 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/Director) 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
Assist in preparation of 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.

Murfreesboro High School will have one (1) principal/director.

II. 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 NCLB. The School District will be empowered to hire the best teachers for career preparedness course instructors regardless of licensure status

Murfreesboro High School will begin implementation of the conversion to a New Tech Network school with 23 teachers, increasing to 28 over the five year period.

IV. Counselor Responsibilities:
Disseminating and clarifying graduation requirements *
Aiding students in understanding, choosing and moving forward with both secondary and post-secondary plans
Assisting with Master scheduling in secondary
Qualifications:
The counselor qualifications will be a Master's degree and state teacher certification with experience in the field of education.

Murfreesboro High School will continue to employ one full time counselor.

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 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.

A) Guidance:

Murfreesboro High School will employ a full time, certified counselor who will continue to provide the same counseling services to the conversion public charter students as are presently provided to the Murfreesboro High School students.
In addition, we have housed on our campus mental health services for all students provided by ACAP (Arkansas Counseling and Psycho-diagnostics)

B) Health Services

The school district's full time nurse will be available during the school day. Each building has at least one staff member trained in CPR and the use of defibrillator.

C) Media Center

Murfreesboro High School will employ a full time media specialist in compliance with state standards.

D) Transportation

The South Pike County School District will continue to provide transportation to all eligible students living within the district to all schools in the district.

E) Food Services

Murfreesboro High School will have a full food services staff to prepare and serve students enrolled in the South Pike County School District and physically located on the

same campus. The food service staff will be under the supervision of the district Food Service Supervisor.

F) Special Education

South Pike County School District will continue to provide the same special education support as is currently provided to the Murfreesboro High School Students and will continue to comply with all existing state and federal guidelines concerning Special Education.

G) Alternative Education

Murfreesboro High School currently has an alternative school that serves all students, in grades 7-12. This facility will is located within the high school building and will continue to provide an alternative setting for all students in the school 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 Murfreesboro High School will continue to be provided to the students 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, South Pike County 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)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.

Murfreesboro High School, originally constructed in 1999, will be the site of the conversion charter school. The building has been the high school since its construction. The high school is located at 605 Third Avenue in Murfreesboro. The facility has complied and will continue to comply with all accessibility regulations in accordance with the ADA and IDEA. There are no alcohol sales within 1,000 feet of the facility. As a sound plan for continued operation, maintenance, and repair of the facility, SchoolDude will continue to be used as recommended by the Arkansas Department of Facilities and Transportation and will continue to provide excellent, safe facilities and transportation through its staffing structure. The school district understands there will be costs since walls will need to be removed and/or reconfigured to create larger classroom space. South Pike County School District plans to fund these renovations out of its operating budget. The District's budget can comfortably fund the endeavor, since the District had an ending balance of over $2.1 M in 2011. The Director of Operations approximates that the renovation cost will be $100,000 based on in-house estimates. The location is not subject to any local zoning authority.

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.

I. The South Pike County 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. Murfreesboro High School will continue to meet all state requirements concerning minimum days and hours per week of instruction.

STATUTE 6.17.114. Teacher planning time.

II. South Pike County School District requests a waiver from the specific requirements of this standard for the new conversion charter school, Murfreesboro High School, which 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 9.03.3.6 GRADE 8; FINE ARTS

III. 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, Murfreesboro High School requests exemption from the grade 8 art requirement.

STANDARD 9.03.3.7 HEALTH &SAFETY

IV. 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.

STANDARD 9.03.3.8 TOOLS FOR LEARNING

V. 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

VI. Since regular technology skills such as keyboarding, program and software skills are utilized in every classroom. Murfreesboro High School requests a waiver from teaching Keyboarding and Computer Technology Introduction since technology will continue to be emphasized in every part of the curriculum.

STANDARD 9.03.3.11 GRADES 5-8

VII. South Pike County School District requests that Murfreesboro High School, 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

VIII. South Pike County School District requests that Murfreesboro High School 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

IX. 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 Murfreesboro High School 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. South Pike County 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 9.03.4.2 SCIENCE

X. Murfreesboro High School 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' decisions to enroll in agricultural courses, which are already popular among Murfreesboro students.

STANDARD 10.01 REQUIRED TIME FOR INSTRUCTION AND SCHOOL CALENDAR

XI. South Pike County School District requests that Murfreesboro High School be allowed alternative calendar compliance. By creating more flexibility with the calendar, the first and second semesters can be more equally balanced, thereby improving semester coursed that are taught in the first semester.

XII. Murfreesboro High School requests a late arrival day for one day a week. This will allow for cross-curricular collaboration and project planning time. Professional development will also be integrated into this day through common planning times.

STANDARD 10.02 CLASS SIZE AND TEACHING LOAD

XIII. South Pike County School District requests that Murfreesboro High School 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

XIV. South Pike County School District requests that Murfreesboro High School 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. In that same vein, they will be co-teaching these students which will offset the increase in students.

STANDARD 14.01 GRADUATION REQUIREMENTS

XV. Murfreesboro High School 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 meets 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.

XVI. South Pike County 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 Murfreesboro 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

XVII. Murfreesboro High School 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

XVIII. Murfreesboro High 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 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

XIX. 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

XX. Murfreesboro High School 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.

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.

Murfreesboro High School 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 South Pike County School District, and particularly the Murfreesboro High School and its becoming a New Tech Network school. Following are some ways parents will be involved in the school's educational program:

1. Parents will be contacted in cases of emergency and for informational reasons through Alert Now, 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. Parents whose students are enrolled in Career and Technical Education courses will be invited to career advisory meetings to ensure parental involvement and investment in the post-secondary plan.
6. The Murfreesboro High School Leadership 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
7. Community members are also invited into these discussions on performance criteria and school improvement through discussions with the School Board. The South Pike County School District Board of Education hosts an annual report to the public, during which a variety topics 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 Murfreesboro High School.
8. Hopefully, the most enriching parental involvement will occur organically in ways that the School District cannot yet envision.

Appendix
Item A

Murfreesboro Diamon

Wednesday, October 10, 2012 • Issue 12 • 1 Section • 12 pages • In Pike County, Arkansas

SPCSD to host meeting on conversion charter school

Option would change local education to more innovative/technological style

The South Pike County School District will host a public meeting on Thursday, October 25, at 7 p.m.

This meeting will be held in the cafeteria on the Murfreesboro campus with the purpose of discussing the possibility of the school becoming a conversion charter school.

A conversion charter school is a public school that enters an agreement with the Arkansas Department of Education. In this agreement, or charter, the school receives a waiver of certain guidelines and possibly extra funding, in return for the promise to change the educational delivery system to a more innovative style.

The SPCSD is currently researching partnering with the New Tech organization in a move that would move us into project-based learning with extensive use of technology.

All interested school patrons are encouraged to attend this meeting.

P.J. Tracy IV

GIVING A WELCOMING FRESH COAT OF PAINT ... Patrick Hughes of M puts a new coat of pain on the city's welcome sign visible from Highway 27 was being done at the behest of the Murfreesboro Chamber of Commerce.

'Trunk or Treat' scheduled for Oct. 30

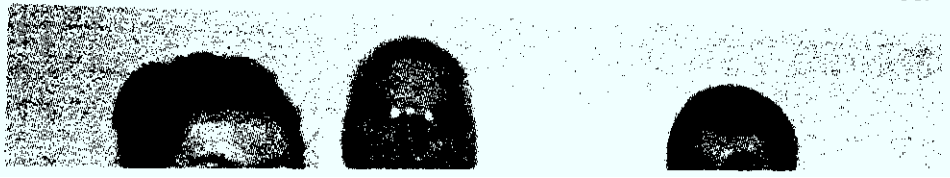
With Halloween falling a Wednesday this year, the City of Murfreesboro will officially celebrate the event on Tuesday, July 30.

As part of the festivities, an invitation to all churches

spook the trick or treaters.

To those who are bringing "trunks" or booths, everything needs to be set up by 5:30. There will be representatives on hand to show where to park or set up

scheduled to be held on the square, pending city approval of street closings. Otherwise, the city park is being considered as a secondary venue if necessary. Any change of



**********CAR-RT WSH**B 006
1038 05-31-13 24W 12P 5S
SOUTH PIKE CO. SCHOOL DIST
SUPERINTENDENTS OFFICE
PO BOX 339
MURFREESBORO AR 71958-0339

Murfreesboro Diamon

Wednesday, October 17, 2012 • Issue 13 • 1 Section • 12 pages • In Pike County, Arkansa

SPCSD to host meeting on conversion charter school

See Next Week's Diamond for an interview with Superintendent Roger Featherston concerning the conversion charter school

The South Pike County School District will host a public meeting on Thursday, October 25, at 7 p.m.

This meeting will be held in the cafeteria on the Murfreesboro campus with the purpose of discussing the possibility of the school becoming a conversion charter school.

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All interested school patrons are encouraged to attend this meeting.

'Trunk or Treat' scheduled for

With Halloween falling a Wednesday this year, the City will officially celebrate the event on Tuesday, October 30.

As part of the festivities, an invitation to all churches and residents to participate in a "Trunk or Treat" event on the City Square is in progress.

The public is invited to the event and asked to bring their cars and trucks decorated to spook the trick or treaters.

To those who are bringing "trunks" or booths, everything needs to be set up by 5:30. There will be representatives on hand to show where to park or set up.

The "treating" will be held from 6:00-8:00 p.m.

The event is a joint effort of local churches, merchants and the chamber of commerce.

The event is tentatively scheduled
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Q-Court sees timeline for hospital reopening

A timeline was provided to member of the Pike County Quorum Court on Monday, that included notice that the hospital will be taking ap-

practitioners, P.A.'s, office staff, housekeeping, lab and x-ray.

The hirings will also be for the staffing of the clinics that

The target date for the reopening of the facility is just after the turn of the year in January 2013.

The timeline also shows

IN NEXT WEEK'S DIAM

Fire Week Pictures from Preschool and Kin

Detailed interview with Roger Featherston the upcoming conversions charter school

**********CAR-RT WSH**B 006
9SS 05-31-13 24W 12P 5S
SOUTH PIKE CO. SCHOOL DISTRICT
PRINCIPAL'S OFFICE MBORO HIGH
PO BOX 339
MURFREESBORO AR 71958-0339

Murfreesboro Di

Wednesday, October 24, 2012 • Issue 14 • 1 Section • 14 pages • In Pi

USPC 103-230

Established 1975

Crat

Open meeting to discuss M'boro school conversion charter status on Thursday

The South Pike County School District will host a public meeting on Thursday, October 25, at 7 p.m.

This meeting will be held in the cafeteria on the Murfreesboro campus with the purpose of discussing the possibility of the school becoming a conversion charter school.

A conversion charter school is a public school that enters an agreement with the Arkansas Department of Education. In this agreement, or charter, the school receives a waiver of certain guidelines and possibly extra funding, in return for the promise to change the educational delivery system to a more innovative style.

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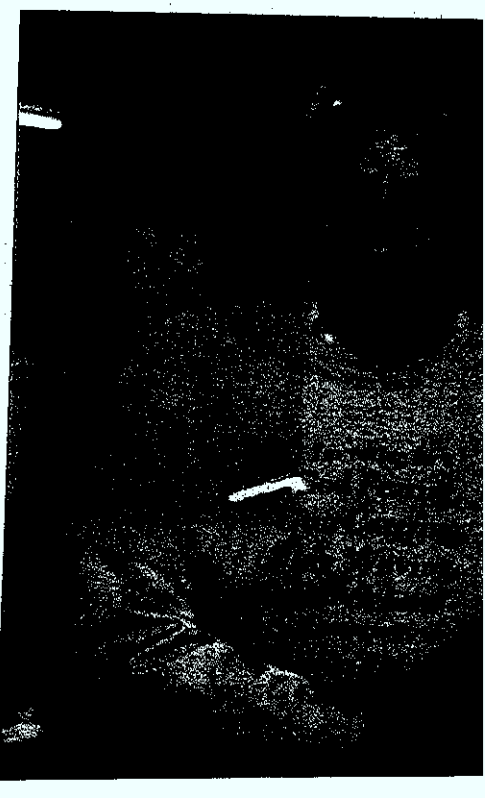

'Trunk or Treat' next week

With Halloween falling a Wednesday this year, the City will officially celebrate the event on Tuesday, October 30.

As part of the festivities, an invitation to all churches and residents to participate in a "Trunk or Treat" event on the City Square is in progress.

booths, everything needs to be set up by 5:30. The "treating" will be held from 6:00-8:00 p.m.

The event is a joint effort of local churches, merchants and the chamber of commerce.

All trunk or treat cars will enter the square off Highway 24 in front of The Courier

**********FIRM 71958
2177 01-24-13 40P 4N
SOUTH PIKE CO SCHOOL DISTRIC**B006
SUPERINTENDENT'S OFFICE
PO BOX 339
MURFREESBORO AR 71958-0339

Nashville Leader

Nashville, Ark. • Wednesday, Oct. 17, 2012 • Vol. 10, issue 15 • 20 pages, 2 sections • 75 cents

South Pike seeks conversion charter status

School sets public meeting Oct. 25 to discuss possible change for grades 9-12

By John Balch
Leader staff

The South Pike County School Board voted last week to continue the district's quest to become a conversion charter school.

During the Oct. 9 meeting, the board approved a resolution which is part of the conversion charter application process. The meeting marked the first time the topic has been discussed in open session by the board. A letter of intent, dated Aug. 27, to pursue charter status was submitted to the Arkansas Department of Education by Superintendent Roger Featherston.

Featherston said the letter of intent is "totally non-binding" and the decision to submit the letter was based on meeting deadlines and was reached after individual discussion with school board members.

"(The letter of intent) had to be filed by Aug. 31 in order to be eligible to even make an application," Featherston said Thursday. "No board action is required for such, so it had been discussed individually as something that needed to be investigated, which we are in the process of doing."

The deadline for the conversion charter application to be filed with the state is Oct. 31. A public meeting to address the possible conversion charter is scheduled for Thursday, Oct. 25 at 7 p.m. in the cafeteria.

The district is seeking conversion charter status for the high school only (grades 9-12), and, if approved, Featherston said the method of teaching and learning would undergo a "radical change." The district is currently working with New Tech Network to revamp the high school's use of technology and to "expedite our goal of becoming more progressive and better equipping our students for their future."

"New Tech would mean a radical change in the delivery system of education to our students," he said. "Students would be taught using project-based learning, with each student having access to technology, either iPads or laptop computers."

According to the Arkansas Department of Education, public charter schools are "public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The charter establishing each such school is a performance contract detailing the school's mission, program, goals, students served,and methods of assessment."

Charters are granted for a period of up to five years, and at the end of the term, the state Board of Education may renew the school's contract, according to ADE website.

"Public charter schools are accountable to the state Board of Education to produce positive academic results and adhere to the charter contract. The basic concept of public charter schools is that they exercise increased autonomy in return for this accountability. This autonomy is gained by requesting exemption from Title 6 of the Arkansas Education Code and state Board of Education rules. The charter schools are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them and the public that funds them."

See Charter • Page 5A

Charter

Continued from page 1A

There are currently 14 conversion charter schools in the state.

On Sept. 9, Featherston along with High School Principal Kathaleen Cole and two high school teachers, visited Cross County New Tech and "were very impressed."

"What I saw was a school with a great climate, more interaction between students and teachers, and a higher percentage of students engaged in learning than in most traditional schools," Featherston said.

Principal Cole stated in last week's meeting that the visit to Cross County was an "eye-opener" and that there were no text books, only computers, and students were allowed to use cellphones in the learning process. "Weird" and "another world" were words Cole used to described what she saw during the visit.

"I truly believe this type of education would better prepare our students for their future, which is the most important purpose of a school," Featherston said.

Funding is also is a benefit of becoming a charter school, according to Featherston.

"The most obvious benefit is extra funding, which would pay for the New Tech costs and help toward the added technology costs," he said. "Also, it could make team-teaching more possible by getting waivers on how many students can be in a classroom, more scheduling flexibility, more flexibility with class offerings, etc."

There is a $150,000 STEM (Science, Technology Engineering and Mathematics) grant available, as well as a charter grant for up to $600,000.

"We have to apply for these so this is not guaranteed money," Featherston said. "If we don't receive these grants, I don't believe we can afford to offer this opportunity to our students at this time."

Drawing students to the school district is also a potential benefit cited by Featherston for becoming a conversion charter school.

"Right now, we're an average school and I don't want to settle for being average," he told board members last week.

Featherston and other school employees are scheduled to tour another New Tech school today (Wednesday), this one located in Ruston, La.

Featherston's letter of intent states the high school plans to keep the same name, "but will change if necessary." He said most schools "have simply added 'New Tech' to their former name."

According to the New Tech website, the company is a "non-profit organization that helps high school students gain the knowledge and skills they need to succeed in life, college, and the careers of tomorrow." There are currently 120 schools in 18 states employing New Tech.

"Our project-based teaching approach engages students with dynamic, rigorous curriculum. Through extensive professional development and hands-on coaching, our teachers evolve from keepers of knowledge to facilitators of rich, relevant learning," according to the website.

The application for a conversion charter is denied by the state, Featherston said the district would try again next year. The district will learn if this year's application has been denied or approved in late November.

winner in the Leader's ... ball contest, is the winn... last week's contest desp... colossal mixup in postin... games.

Last week's contest ... erroneously repeated o... contest page, but Tinsley ... many others figured out ... to use the "Pigskin Pre... tions" graphic as an e... form.

Hospital n...

Michelle Skillings has ... named chief nursing offi... Howard Memorial Hos... effective Nov. 1.

Skillings is a regist... nurse with more than 20 y... of experience as a CN... director of nursing. S... ceived her BSN from ... University in Misso... her master's degree in ... care administration from ... University of Phoenix.

NJHS plans...

Nashville Junior ... School will celebrate ... Ribbon Week Oct. 22-26.

Throughout the week ... dents will receive ribb... pencils and other prize... reminders to avoid drugs. ... NJHS theme will be "...

Visit us online at

www.nashvilleleader.com

TOO LATE TO CLASS...
GreenTree Servicing has ... closed homes in Nas... area for sale with fin... available. Call 855-84... ask for KEVIN OLIVER... 15, 16)

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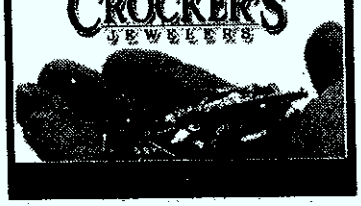

Big Garage Sale
410 N. 3rd St.
Thurs., Fri. & Sat.
8 a.m. - till
Bed Frames, Small Appliances, Household Items, Decorations, Clothing, Insulation Coveralls, Lots of Bargains. Come and Look. New Shoes and Boots Size 11 Mens.

3 FAMILY INSIDE SA...
120 North Main (across from Tollett's G...
Thursday and Friday 7 a.m. to 5:30 p...
Saturday 7 a.m. to 12 noon
Kitchen Items, Small Appliances, Sewing Machi... File Cabinets, Desks, Furniture, New Garbage Dis... New Ceiling Fan, 100's of books and records, 1837 Clarke Commentary, Old Bottles and much, much more.
870-557-7172
25

EVANS BEDROOM $...

Meeting Thursday night to discuss South Pike County School District's quest for conversion charter status

The South Pike County School District will host a public meeting on Thursday, Oct. 25 at 7 p.m. in the high school cafeteria to discuss the district's recent decision to apply for conversion charter status.

The district is seeking conversion charter status for the high school only (grades 9-12). The deadline to apply for the status is Oct. 31.

If approved for the status change, Superintendent Roger Featherston said the high school will undergo a "radical change" in the method of learning and teaching. The district is currently working with New Tech Network to revamp the high school's use of technology and to "expedite our goal of becoming more progressive and better equipping out students for their future," according to Featherston.

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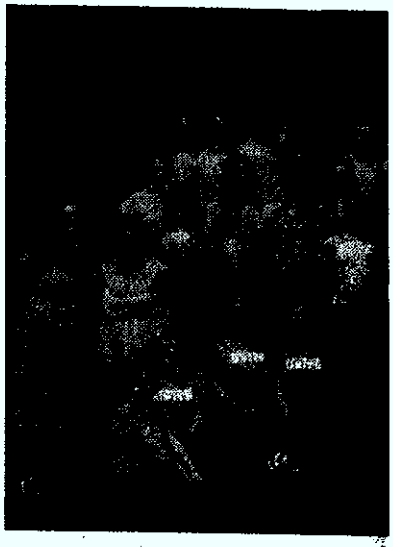
The district will learn if this year's application has been denied or approved in late November.

Murfreesboro's 'trunk or treat' Oct. 30

The Murfreesboro Chamber of Commerce, in conjunction with city of Murfreesboro, local churches and merchants, will host "Trunk or Treat" on the town square Tuesday, Oct. 30 from 6-8 p.m. with candy handouts and games to be held from 6-8 p.m. Cars may only enter the square off Highway 27, closest to Cypress Creek Candle shot, basically following the normal flow of traffic decorated vehicles.

The city of Murfreesboro will officially observe the Halloween holiday on Tuesday, Oct. 30 instead of Wednesday, Oct. 31.



TAKING A STANCE. The Murfr Unity Day on Oct. 10. Student in orange to support this year's sponsored by PACER, an orga Each year many students, espec schools, students, teachers, an awareness about bullying, and Council is proud to support this

Employment October 25th

The company looking to purchase Pike County Memorial Hospital will be taking applications for employment on Thursday, Oct. 25 from 10 a.m.-6 p.m. in hospital lobby.

The announcement was

UNITED STATES POSTAL SERVICE • (All Pe

1. Publication Title

Nashville Leader

4. Issue Frequency

Weekly

7. Complete Mailing Address of Known Office of Publ

119 N. Main, , Nashville, AR

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119 N. Main, , Nashville, AR

9. Full Names and Complete Mailing Addresses of Pu

Publisher (Name and complete mailing address)

26

Louis F. Graves, III 1001 P

Editor (Name and complete mailing address)

John R. Schirmer 620 W S

Managing Editor (Name and complete mailing address)

Conversion HS meeting

From: Karen Richardson

To: Elementary Teachers; High School Teachers; Jerry Burrow

CC: Admin1

Date: Monday - October 22, 2012 4:07 PM

An invitation from Superintendent Roger Featherston and HS Principal Kathaleen Cole:

A public meeting will be held in the cafeteria this Thurs. at 7 p.m. to discuss the conversion charter school status. Dr. Kristin Cuilla from New Tech Network will be here to summarize what they are and can do for us. Questions will be answered.

Please plan to attend and help us invite interested community members. We will be doing an AlertNow call to remind parents.

Thanks,

27

public meeting

From: Roger Featherston

To: All Employees

Date: Thursday - October 25, 2012 9:07 AM

The public meeting tonight at 7 P.M. in the cafeteria is not mandatory, but it would be a great way for you to get your questions answered. There will be a representative from New Tech at the meeting who is very informative and knowledgeable. If you come, and I am asking you to if possible, do not be intimidated to ask questions. The principals and I are fully convinced that this is the direction we need to go, however, it will not work without teacher support. Research has shown that teachers have the most effect on the success of students. We believe project-based learning will give teachers the opportunity to be more effective.

Thank you,
Roger Featherston

Appendix
ITEM A
Publication of Public Hearing
Alert Now Call
October 24, 2012

Message - Details

Message Name: Public hearing

Category: General

Sample Scripts: All Scripts

Content/Script (Optional)

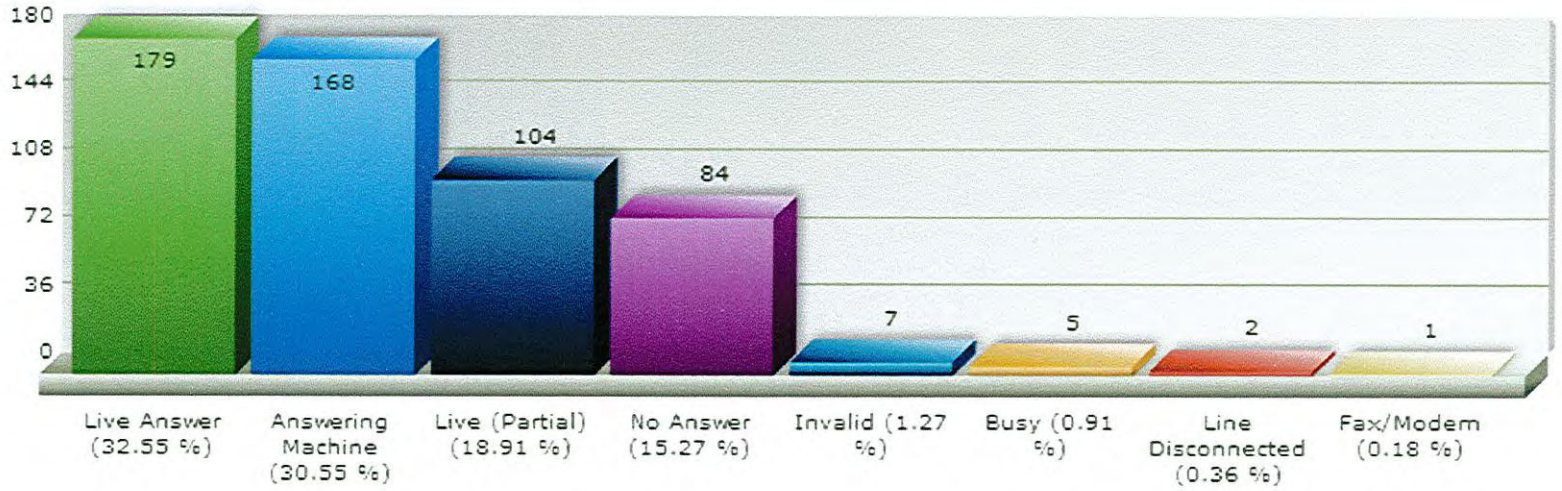
This message is for parents and guardians of South Pike County School District students and other interested residents of the school district. Thursday, Oct. 25 at 7 p.m. a public meeting will be held in the cafeteria to discuss the proposed application for Murfreesboro High School to become a District conversion public charter school. Superintendent Roger Featherston will discuss reasons for considering this opportunity. A representative from the New Tech Network will be in attendance to tell us about this organization. Please plan to attend the meeting and be prepared to ask questions and voice your concerns.

Type(s):

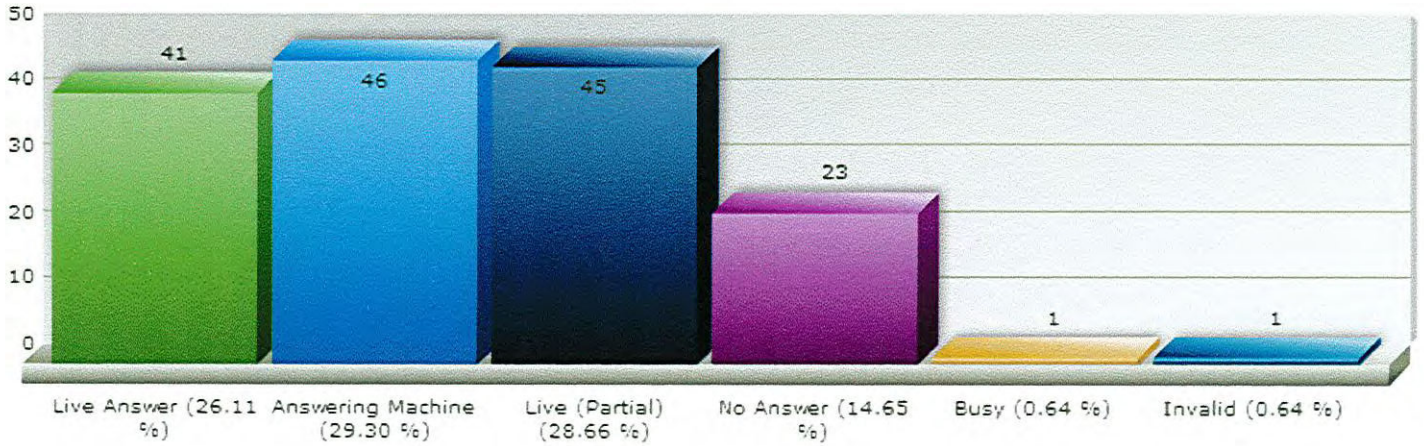
☑ Voice

☐ Email

Appendix A
Student Call



Staff Call



Appendix
Item B

New Tech Network and South Pike County School District Timeline

Summer, 2012
Superintendent, HS Principal and Board Member attend STEM meeting and hear presentations about New Tech Network, EAST CORE, Project Lead the Way, and UTeach Arkansas (Chose New Tech Network as best of the three.)

September 19, 2012
Principal Kathaleen Cole, Superintendent Roger Featherston, English teacher Megan Bonner, and social studies teacher Dr. Thomas Copeland visit Cross County High School (2011 New Tech Implementation)

October 5, 2012
Conference call New Tech, ADE, and Superintendent discuss New Tech, STEM, and the Conversion Public Charter School application process

October 10 and 11, 2012
Superintendent Featherston met with high school and elementary faculties to present information to them and answer questions.

October 19, 2012
Team visits Ruston High School, Ruston, LA (Superintendent Featherston, Principal Cole, science teacher Alma Barnes, math teacher Melissa Jones, Board member Steve Conly, and parent Chad Brinkley)

October 25, 2012
Public hearing with 80 in attendance. New Tech representative Dr. Kristin Cuilla was in attendance

October 26, 2012
New Tech application completed
STEM grant completed

October 29, 2012
Conversion Charter Application completed

APPENDIX
ITEM C
2013-14 PROPOSED CALENDAR

Teacher In-service	August 12
Open House	August 15
School Opens	August 19
Labor Day—No School	September 2
Parent/Teacher Conferences	September 19
End of 1st Quarter (44 Days)	October 18
Thanksgiving Holiday—no school	November 27-29
Semester Tests	December 18-19
End of 2nd Quarter (42 Days)	December 20
Christmas Holiday—no school	December 23-January 3
School Resumes—2nd Semester	January 6
Martin Luther King Day—no school	January 20
Parent/Teacher Conferences	February 13
Winter Break—no school	February 14-17
End of 3rd Quarter (47 Days)	March 14
Spring Break—no school	March 17-21
Easter Holiday—no school	April 18-21
High School Graduation	May 16
Semester Tests	May 26-27
End of 4th Quarter (45 Days)	May 28

SENIOR HIGH

D. JACKSON	16	Algebra A		Algebra 3	Algebra B	AP Statistics		Algebra 2	[redacted]	Algebra 2
D. COMPTON	17	Geometry 9		Pre-Cal Trig	Geometry 10	Pre-Cal /Trig		Geometry	Senior Project	[redacted]
MOORMAN	7	[redacted]		Economics 9/Econ 9	Integrated American	History/Lang Arts 11		Journalism	World History	American History
COPELAND	5	Integrated Language	Arts 10/World History	Integrated Civics/Gov't/	Language Arts 9	[redacted]		Integrated Social Studies	Literature Arts 12	Civics 9/Civics 9
OSBURN	9	Integrated Language	Arts 10/World History	Integrated Civics/Gov't/	Language Arts 9	[redacted]		PAP English 7	English 9	Literacy Dev Skills 7
BONNER	10	[redacted]		AP Language	Integrated American	History/Lang Arts 11		Integrated Social Studies	Literature Arts 12	PAP English 8 Room 30
BARNES	14	Chemistry		AP Chemistry	Physics	PAP Science 7		Anatomy & Physiology	[redacted]	Community Service
WISE	18	[redacted]		PAP Science 8	AP Biology	Biology		Physical Science	Biology	Physical Science
MAROON	4/6	EAST		DC III/ DC IV	DC I / DC II	[redacted]		DC I / DC II	EAST	DC III/ DC IV
TERRELL	13	Family Con Science 9		Child Care Guidance	Child Dev/ Parenting	Family Con Science 9		Family Works CSI/ FW CSI 8	Workplace Readiness	[redacted]
LAMB	AG	Env/ Mng Natural Resources		[redacted]	Ag Science Tech 9	Animal Science/ Bio Animal Science		Intro to Agriculture 8/ Intro to Ag	Ag Mechanics	Ag Electric /Leadership & Com
STARK	3	Spanish 1	7-8 Rotation Health	Health/ Health	PE/Health -7th grade	[redacted]		Spanish 2	Jr Boys PE 8-9	Health/ Health
LOWERY	[redacted]	Drivers Ed/ Drivers Ed		Drivers Ed/ Drivers Ed	7th Athletics/ Health	[redacted]		Duty	JR boys Athletics	Sr Boys Athletics
J. JONES	FH	[redacted]	Duty	AD PERIOD	7th Athletics	Jr Girls Athletics		Sr. Girls Athletics	JR boys Athletics	Sr Boys Athletics
HORNBECK	11	Environmental Science		[redacted]	7th Athletics/ Health	Jr Girls Athletics		Sr. Girls Athletics	JR boys Athletics	Sr Boys Athletics
STAFFORD	8		DEAR 7 & 8 Rotation	[redacted]		Lunch				
HARWELL	BH	Advanced Music/ Advance Choir	7-8 Rotation Music	Band (8-12)	Vocal Music	Duty		[redacted]	7th Grade Band/ 8th grade girls	6th Grade Band
WOOD	2	English 8 Room 30	7-8 Rotation Art	Oral Com/ Drama	Duty	Success Strategies (cc)		Oral Com/ Drama	ART I- 9	[redacted]
DISTANCE LEARNING	21	ACT Prep Fall /Spring	_____	_____	_____	_____		_____	_____	_____
CCCUA Mboro Campus		*Comp 1 and 2 (cc) M/W/F (413001 & 413002) College Algebra (cc) T/TH*								
					SP Rotation..					
WALKER	24	English 8		English 7	English 12	Math 7		Geometry	[redacted]	Math 8
BALLARD	22	English 10		English 9	Algebra B	English 11		Physical Science	[redacted]	Algebra 2
GLEBA	25	Resource		Resource	Resource	Resource		[redacted]	Resource	Resource Math
ALE	23	Bonnie Hamm		Martin- PE Bonnie- [redacted]	Bonnie Hamm	Bonnie Hamm		Bonnie Hamm	T. Jones- Soc Studies Bonnie-Lunch	Bonnie Hamm
ISS	1									
TECH / PARENTING	15									

Appendix
ITEM D

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

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (296) $6,267.00 State Foundation Funding		1,855,032
3			
4	No. of Students (296) x $42.38 Professional Development		12,544
5	No. of Students (296) x eligible rate* NSLA Funding		153,032
6	Total State Charter School Aid		2,020,608
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**		2,020,068
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1)*	80,000	
21	Fringe Benefits	17,320	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		97,320
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 24)*	926,040	
29	Fringe Benefits	200,488	
30	Purchased Services	40,000	
31	Supplies and Materials	15,000	
32	Equipment		
33	Other *(Describe)*		1,181,528

**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)		
Special Education:			
	Salaries: *(No. of Positions_2_)*	80,060	
	Fringe Benefits	17,333	
	Purchased Services		
	Supplies and Materials		
	Equipment		
	Other *(Describe)*		97,393
Gifted and Talented Program:			
	Salaries: *(No. of Positions_.5)*	16,693	
	Fringe Benefits	3,614	
	Purchased Services		
	Supplies and Materials		
	Equipment		
	Other *(Describe)*		20,307
Alternative Education Program/ALE:			
	Salaries: *(No. of Positions_2_)*	7,060	
	Fringe Benefits	1,528	
	Purchased Services		
	Supplies and Materials		
	Equipment		
	Other *(Describe)*		8,588
Guidance Services:			
	Salaries: *(No. of Positions_1_)*	49,714	
	Fringe Benefits	10,763	
	Purchased Services		
	Supplies and Materials		
	Equipment		
	Other *(Describe)*		60,477
Health Services:			
	Salaries: *(No. of Positions___)*		
	Fringe Benefits		
	Purchased Services		
	Supplies and Materials		
	Equipment		
	Other *(Describe)*		$0.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 1)*	41,034	
Fringe Benefits	8,884	
Purchased Services		
Supplies and Materials	2,000	
Equipment		
Other *(Describe)*		51,918
Fiscal Services:		
Salaries: *(No. of Positions)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions 3.50)*	70,291	
Fringe Benefits	15,218	
Purchased Services	43,500	
(include utilities)		
Supplies and Materials	30,000	
Equipment		
Other *(Describe)*		159,009
Pupil Transportation:		
Salaries: *(No. of Positions 6)*	24,476	
Fringe Benefits	5,300	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		29,776
Food Services:		
Salaries: *(No. of Positions 7)*	38,861	
Fringe Benefits	8,413	
Purchased Services		
Supplies and Materials	80,000	
Equipment		
Other *(Describe)*		127,274

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions 2)*	50,572	
118	Fringe Benefits	10,949	
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		61,521
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			
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	12,704	
135	If Applicable: Content Insurance		12,704
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*(Describe)*		$0.00
140			
141	**TOTAL EXPENDITURES**		1,907,815

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (304) x $6,267.00 State Foundation Funding		1,905,168
3			
4	No. of Students (304) $42.38 Professional Development		12,884
5	No. of Students (304) x eligible rate* NSLA Funding		157,168
6	Total State Charter School Aid		2,075,220
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**		2,075,220
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1)*	82,400	
21	Fringe Benefits	17,840	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		100,240
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 24)*	953,821	
29	Fringe Benefits	206,502	
30	Purchased Services	43,000	
31	Supplies and Materials	15,000	
32	Equipment		
33	Other *(Describe)*		1,218,323

**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)

Special Education:		
Salaries: *(No. of Positions 2)*	82,462	
Fringe Benefits	17,853	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		100,315
Gifted and Talented Program:		
Salaries: *(No. of Positions .50)*	17,194	
Fringe Benefits	3,723	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		20,917
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 1)*	7,272	
Fringe Benefits	1,574	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		8,846
Guidance Services:		
Salaries: *(No. of Positions 1)*	51,205	
Fringe Benefits	11,086	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		62,291
Health Services:		
Salaries: *(No. of Positions)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 1)*	42,265	
Fringe Benefits	9,150	
Purchased Services		
Supplies and Materials	2,100	
Equipment		
Other *(Describe)*		53,515
Fiscal Services:		
Salaries: *(No. of Positions)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions 3.50)*	72,400	
Fringe Benefits	15,675	
Purchased Services		
(include utilities)	45,000	
Supplies and Materials	33,000	
Equipment		
Other *(Describe)*		166,075
Pupil Transportation:		
Salaries: *(No. of Positions 6)*	25,210	
Fringe Benefits	5,458	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		30,668
Food Services:		
Salaries: *(No. of Positions 7)*	40,027	
Fringe Benefits	8,666	
Purchased Services		
Supplies and Materials	83,000	
Equipment		
Other *(Describe)*		131,693

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115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions 2)*	52,089	
118	Fringe Benefits	11,277	
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		63,366
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions)*		
126	Fringe Benefits		$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)		
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	15,000	
135	Content Insurance		15,000
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*(Describe)*		$0.00
140			
141	**TOTAL EXPENDITURES**		1,971,249

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APPENDIX
ITEM E

2013-14 LICENSED SALARY SCHEDULE

SOUTH PIKE COUNTY SCHOOL DISTRICT

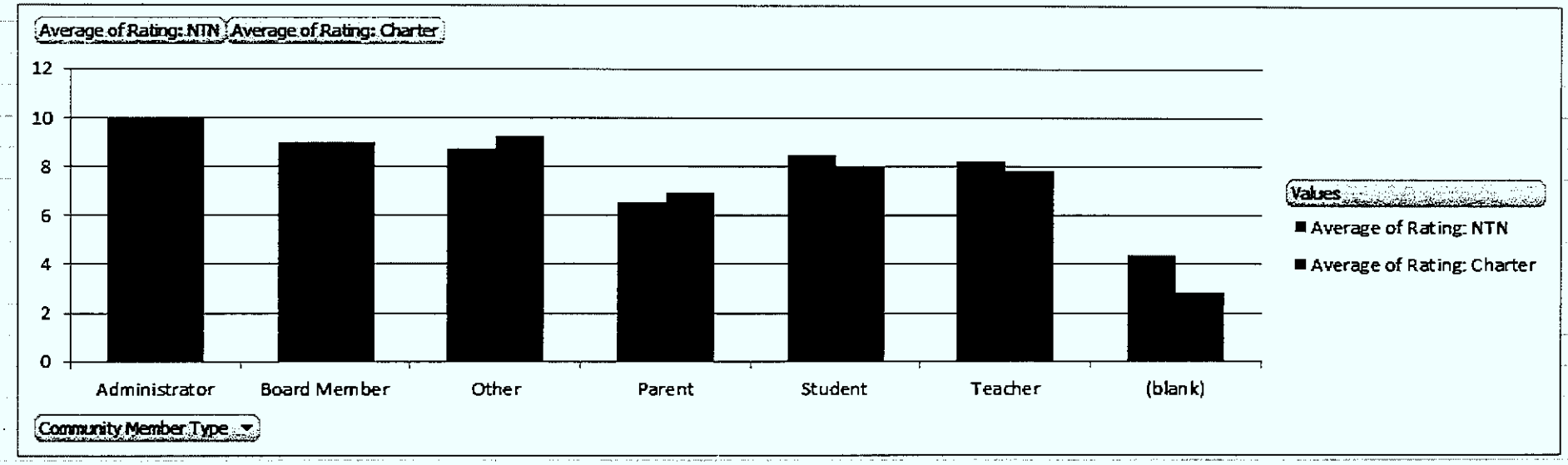
YRS. EXP.			BSE	500	MSE	550	
0			29,544.00		33,980.00		
1			30,044.00		34,530.00		
2			30,544.00		35,080.00		
3			31,044.00		35,630.00		
4			31,544.00		36,180.00		
5			32,044.00		36,730.00		
6			32,544.00		37,280.00		
7			33,044.00		37,830.00		
8			33,544.00		38,380.00		
9			34,044.00		38,930.00		
10			34,544.00		39,480.00		
11			35,044.00		40,030.00		
12			35,544.00		40,580.00		
13			36,044.00		41,130.00		
14			36,544.00		41,680.00		
15			37,044.00		42,230.00		
16			37,544.00		42,780.00		
17			38,044.00		43,330.00		
18			38,544.00		43,880.00		
19			39,044.00		44,430.00		
20			39,544.00		44,980.00		
25			40,044.00		45,530.00		

POSITION	# DAYS		FACTOR	$33,980.00
Superintendent	240		1.31	$44,513.80
HS Principal	240		1	$33,980.00
Elem. Principal	220		0.75	$25,485.00
Athletic Director	240		0.3	$10,194.00
Head Coach	240		0.2	$6,796.00
Head Coach	210		0.2	$6,796.00
Assistant Coach	210		0.1	$3,398.00
Head Coach/Second Sport	210		0.15	$5,097.00
Federal Programs	220		0.15	$5,097.00
Band	220		0.3	$10,194.00
HS Coun.	220		0.21	$7,135.80
EL Coun.	200		0.1	$3,398.00
Career & Tech. Education	200		0.1	$3,398.00
Curriculum Coordinator	200		0.1	$3,398.00
Special Ed. Supervisor	240			*DAILY RATE PAY
(E - Agriculture	240			*DAILY RATE PAY

* DAILY RATE OF PAY = SALARY SCHEDULE AMOUNT X # CONTRACT DAYS DIVIDED BY

Additional Salary Schedule Amounts	Amount	
Staff Development	2 @ 500.00	year
Mentoring	1,200.00	year
ESL Coordinator	1 @ 1000.00	year
Parent Facilitator	1 @ 1000.00	year
National Board Certified	1000.00 each	year
After School Tutoring	35.00	per hour
Homebound Instruction	35.00	per hour
Summer School	35.00	per hour
Dean of Students	1 @ 5000.00	per year
1/2 Year Service - Certified Personnel	250.00	per year
After School Detention	15.00	per day
Kindergarten Roundup - Summer	35.00	per hour
CPR/AED Training - Summer	200.00	year
Annual Sponsor	1 @ 1000.00	year
Jr. Cheer	1 @ 1500.00	year
Sr. Cheer	1 @ 1500.00	year
Jr. Class Sponsor	1 @ 1000.00	year
Quiz Bowl	2 @ 500.00	year
Vocational National Competition	800.00 each	year
Cell Phone Stipend	30.00	per month
Licensed Position Substitute	57.00	per day
Classified Position Substitute - 7 hr.	57.00	per day
Hourly Classified Substitute less than 7 hrs.	8.02	per hour
*Long Term Licensed Teacher Substitute	Salary Schedule	
*Long Term Substitute with Degree	80.00	per day
Cafeteria Substitute	8.02	per hour
*Long Term = 10 Consecutive Days of working in same position		
Bus Driver Subs - Regular Route	Daily Rate of Pay	
Bus Driver Route-Special Rt.	40.00	per day
Bus Aide-Special Rt.	25.00	per day
Bus Drivers Workshop	75.00	
Delight/Murfreesboro Route	11.00	per day
Delight/Murfreesboro Route-Overtime	16.50	per day
Substitute Delight/Murfreesboro Route	11.00	per day

Appendix
Item F
Survey Results



	Data	
Community Member Type	Average of Rating: NTN	Average of Rating: Charter
Administrator	10	10
Board Member	9	9
Other	8.75	9.25
Parent	6.565217391	6.913043478
Student	8.5	8
Teacher	8.235294118	7.823529412
(blank)	4.359090909	2.840909091
Grand Total	7.436363636	7.363636364

QUESTIONAIRE

***Please circle all that apply.

Parent board member teacher administrator student other

***Please rate your support on the following with 10 representing total support and 1 representing total lack of support.

1. Murfreesboro High School becoming a conversion charter school.

   1 2 3 4 5 6 7 8 9 10

2. Murfreesboro High School becoming a New Tech school.

   1 2 3 4 5 6 7 8 9 10

Comments:_____

APPENDIX
ITEM G

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.

APPENDIX
ITEM G

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.

Ryan Featherston
Signature of Superintendent of School District

Date: 10/29/2012

Roger Featherston
Print or type name

2012-2013 Application Cycle

Additional Documents

Murfreesboro High School
South Pike County School District

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

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (296) $6,267.00 State Foundation Funding		1,855,032
3			
4	No. of Students (296) x $42.38 Professional Development		12,544
5	No. of Students (296) x eligible rate* NSLA Funding		153,032
6	Total State Charter School Aid		2,020,608
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**		2,020,068
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1)*	80,000	
21	Fringe Benefits	17,320	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		97,320
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 18)*	788,657	
29	Fringe Benefits	170,744	
30	Purchased Services-Sub Teach	40,000	
31	Supplies and Materials	15,000	
32	Equipment		
33	Other *(Describe)*		1,014,401

**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)

Special Education:		
Salaries: *(No. of Positions 2.50)*	80,060	
Fringe Benefits	17,333	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		97,393
Gifted and Talented Program:		
Salaries: *(No. of Positions .5)*	16,693	
Fringe Benefits	3,614	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		20,307
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 1)*	37,000	
Fringe Benefits	8,010	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		45,010
Guidance Services:		
Salaries: *(No. of Positions 1)*	49,714	
Fringe Benefits	10,763	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		60,477
Health Services:		
Salaries: *(No. of Positions 1)*	13,000	
Fringe Benefits	2,815	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		15,815

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 1)*	45,530	
Fringe Benefits	9,857	
Purchased Services		
Supplies and Materials	2,000	
Equipment		
Other *(Describe)*		57,387
Fiscal Services:		
Salaries: *(No. of Positions)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions 3.50)*	70,291	
Fringe Benefits	15,218	
Purchased Services	43,500	
(include utilities)		
Supplies and Materials	30,000	
Equipment		
Other *(Describe)*		159,009
Pupil Transportation:		
Salaries: *(No. of Positions 3)*	24,476	
Fringe Benefits	5,300	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		29,776
Food Services:		
Salaries: *(No. of Positions 3.5)*	40,204	
Fringe Benefits	8,704	
Purchased Services		
Supplies and Materials	75,000	
Equipment		
Other *(Describe)*		123,908

(Budget Continued)

Data Processing:		
Salaries: *(No. of Positions_1_)*	34,000	
Fringe Benefits	7,361	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		41,361
Substitute Personnel:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		$0.00
If Applicable: Facilities Lease/Purchase (contract for one total year including facility upgrades)		
Please list upgrades:		
If Applicable: Utilities (contract for one total year including facility upgrades)		
IIf Applicable: Insurance (contract for one total year including facility upgrades):		
If Applicable: Property Insurance	12,704	
If Applicable: Content Insurance		12,704
Debt Expenditures:		$0.00
Other Expenditures:		
(Describe)		$0.00
TOTAL EXPENDITURES		1,774,868.00

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	**Revenues**	**Amount**	**Total**
1	State Public Charter School Aid:		
2	No. of Students (304) x $6,267.00 State Foundation Funding		1,905,168
3			
4	No. of Students (304) $42.38 Professional Development		12,884
5	No. of Students (304) x eligible rate* NSLA Funding		157,168
6	Total State Charter School Aid		2,075,220
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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**		2,075,220
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1)*	82,400	
21	Fringe Benefits	17,840	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		100,240
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 18)*	812,317	
29	Fringe Benefits	175,867	
30	Purchased Services-Sub Teach	43,000	
31	Supplies and Materials	15,000	
32	Equipment		
33	Other *(Describe)*		1,046,184

**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)

Special Education:		
Salaries: *(No. of Positions 2.50)*	82,462	
Fringe Benefits	17,853	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		100,315
Gifted and Talented Program:		
Salaries: *(No. of Positions .50)*	17,194	
Fringe Benefits	3,723	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		20,917
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 1)*	38,110	
Fringe Benefits	8,251	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		46,361
Guidance Services:		
Salaries: *(No. of Positions 1)*	51,205	
Fringe Benefits	11,086	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		62,291
Health Services:		
Salaries: *(No. of Positions 1)*	13,390	
Fringe Benefits	2,899	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		16,289

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 1)*	46,896	
Fringe Benefits	10,153	
Purchased Services		
Supplies and Materials	2,100	
Equipment		
Other *(Describe)*		59,149
Fiscal Services:		
Salaries: *(No. of Positions)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions 3.50)*	72,400	
Fringe Benefits	15,675	
Purchased Services		
(include utilities)	45,000	
Supplies and Materials	33,000	
Equipment		
Other *(Describe)*		166,075
Pupil Transportation:		
Salaries: *(No. of Positions 3)*	25,210	
Fringe Benefits	5,458	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		30,668
Food Services:		
Salaries: *(No. of Positions 3.50)*	41,410	
Fringe Benefits	8,965	
Purchased Services		
Supplies and Materials	77,000	
Equipment		
Other *(Describe)*		127,375

(Budget Continued)

Data Processing:			
Salaries: *(No. of Positions_1__)*		35,020	
Fringe Benefits		7,582	
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			42,602
Substitute Personnel:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			$0.00
Facilities:			
Lease/Purchase (contract for one total year including facility upgrades)			
Please list upgrades:			
Utilities (contract for one total year including facility upgrades)			
Insurance (contract for one total year including facility upgrades):			
Property Insurance		15,000	
Content Insurance			15,000
Debt Expenditures:			$0.00
Other Expenditures:			
(Describe)			$0.00
TOTAL EXPENDITURES			1,833,466

MURFREESBORO HIGH SCHOOL

District:	South Pike County School District
Grade Levels:	7-12
Student Enrollment Cap:	600
Address of Proposed Charter:	605 Third Avenue, Murfreesboro, Arkansas 71958

The Charter Review Council met on Tuesday, December 18, 2012 with Murfreesboro High School. The following clarifications were asked to be submitted back to the council.

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS
(Partially Meets Standard)

Confirm that the school's goals will be to annually meet graduation rate AMOs for all students, the targeted achievement gap group, and all ESEA subgroups.

Response: Murfreesboro High School's goal is to meet math and literacy performance AMOs for all students and TAGG groups or to meet the established growth AMOs for the same groups. Our graduation rate AMO for all students and TAGG groups will be increased each year.

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

Describe the curriculum to be used for ELL students and explain which computerized program would be used to provide instruction.

Response: Murfreesboro High School has a low percentage of ELL students. We use inclusion with modifications in the general education classrooms. Eligible students will be able to have a pullout period if needed, after-school tutoring, or computerized programs (Reading Coach, Essential Skills, Orchard, Apex).

Address the multiple places in the application where Murfreesboro School District is used instead of South Pike County School District.

Response: The Murfreesboro School District was used by mistake in a few places in the grant by oversight. We have recently become South Pike County School District which includes Murfreesboro High School, Murfreesboro Elementary, and Delight Elementary. We have replaced each district name with South Pike County School District where applicable and used Murfreesboro High School in other places where the high school was applicable.

SUBMITTED BY SOUTH PIKE COUNTY SCHOOL DISTRICT 12.19.2012

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

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (296) $6,267.00 State Foundation Funding		1,855,032
3			
4	No. of Students (296) x $42.38 Professional Development		12,544
5	No. of Students (176) x eligible rate* NSLA Funding		90,992
6	Total State Charter School Aid		1,958,568
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**		1,958,568
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1)*	80,000	
21	Fringe Benefits	17,320	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		97,320
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 20)*	864,316	
29	Fringe Benefits	187,124	
30	Purchased Services-Sub Teach	40,000	
31	Supplies and Materials	15,000	
32	Equipment		
33	Other *(Describe)*		1,106,440

**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)

Special Education:		
Salaries: *(No. of Positions 3)*	123,707	
Fringe Benefits	26,783	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		150,490
Gifted and Talented Program:		
Salaries: *(No. of Positions .5)*	19,000	
Fringe Benefits	4,114	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		23,114
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 1)*	38,000	
Fringe Benefits	8,227	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		46,227
Guidance Services:		
Salaries: *(No. of Positions 1)*	49,714	
Fringe Benefits	10,763	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		60,477
Health Services:		
Salaries: *(No. of Positions 1)*	13,000	
Fringe Benefits	2,815	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		15,815

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 1)*	45,530	
Fringe Benefits	9,857	
Purchased Services		
Supplies and Materials	2,000	
Equipment		
Other *(Describe)*		57,387
Fiscal Services:		
Salaries: *(No. of Positions)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions 3.50)*	70,291	
Fringe Benefits	15,218	
Purchased Services	43,500	
(include utilities)		
Supplies and Materials	30,000	
Equipment		
Other *(Describe)*		159,009
Pupil Transportation:		
Salaries: *(No. of Positions 3)*	24,476	
Fringe Benefits	5,300	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		29,776
Food Services:		
Salaries: *(No. of Positions 3.5)*	40,204	
Fringe Benefits	8,704	
Purchased Services		
Supplies and Materials	75,000	
Equipment		
Other *(Describe)*		123,908

(Budget Continued)

Data Processing:		
Salaries: *(No. of Positions_1_)*	34,000	
Fringe Benefits	7,361	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		41,361
Substitute Personnel:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		$0.00
If Applicable: Facilities Lease/Purchase (contract for one total year including facility upgrades)		
Please list upgrades:		
If Applicable: Utilities (contract for one total year including facility upgrades)		
IIf Applicable: Insurance (contract for one total year including facility upgrades):		
If Applicable: Property Insurance	12,704	
If Applicable: Content Insurance		12,704
Debt Expenditures:		$0.00
Other Expenditures:		
(Describe)		$0.00
TOTAL EXPENDITURES		1,924,028

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	**Revenues**	**Amount**	**Total**
1	State Public Charter School Aid:		
2	No. of Students (304) x $6,267.00 State Foundation Funding		1,905,168
3			
4	No. of Students (304) $42.38 Professional Development		12,884
5	No. of Students (180) x eligible rate* NSLA Funding		93,060
6	Total State Charter School Aid		2,011,112
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**		2,011,112
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1)*	82,400	
21	Fringe Benefits	17,840	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		100,240
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 20)*	890,246	
29	Fringe Benefits	192,738	
30	Purchased Services-Sub Teach	43,000	
31	Supplies and Materials	15,000	
32	Equipment		
33	Other *(Describe)*		1,140,984

**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)

Special Education:		
Salaries: *(No. of Positions 3)*	127,418	
Fringe Benefits	27,586	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		155,004
Gifted and Talented Program:		
Salaries: *(No. of Positions .50)*	19,570	
Fringe Benefits	4,237	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		23,807
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 1)*	39,140	
Fringe Benefits	8,474	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		47,614
Guidance Services:		
Salaries: *(No. of Positions 1)*	51,205	
Fringe Benefits	11,086	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		62,291
Health Services:		
Salaries: *(No. of Positions 1)*	13,390	
Fringe Benefits	2,899	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		16,289

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 1)*	46,896	
Fringe Benefits	10,153	
Purchased Services		
Supplies and Materials	2,100	
Equipment		
Other *(Describe)*		59,149
Fiscal Services:		
Salaries: *(No. of Positions)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions 3.50)*	72,400	
Fringe Benefits	15,675	
Purchased Services		
(include utilities)	45,000	
Supplies and Materials	33,000	
Equipment		
Other *(Describe)*		166,075
Pupil Transportation:		
Salaries: *(No. of Positions 3)*	25,210	
Fringe Benefits	5,458	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		30,668
Food Services:		
Salaries: *(No. of Positions 3.50)*	41,410	
Fringe Benefits	8,965	
Purchased Services		
Supplies and Materials	77,000	
Equipment		
Other *(Describe)*		127,375

(Budget Continued)

Data Processing:			
Salaries: *(No. of Positions_1__)*		35,020	
Fringe Benefits		7,582	
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			42,602
Substitute Personnel:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			$0.00
Facilities:			
Lease/Purchase (contract for one total year including facility upgrades)			
Please list upgrades:			
Utilities (contract for one total year including facility upgrades)			
Insurance (contract for one total year including facility upgrades):			
Property Insurance		15,000	
Content Insurance			15,000
Debt Expenditures:			$0.00
Other Expenditures:			
(Describe)			$0.00
TOTAL EXPENDITURES			1,987,098

2012-2013 Application Cycle

Review Council Overview

Brunson New Vision Charter School
Warren School District

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

December 20, 2012

Mr. Andrew Tolbert, Superintendent
Ms. Marilyn Johnson
Warren School District
408 Cherry Street
Warren, AR 71671

Re: Brunson New Vision Conversion Charter School Application

Dear Charter Applicant:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on December 18, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

Based upon the information currently available, the Charter Review Council can support your conversion 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 14, 2013. You will receive a separate hearing notice advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

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Brunson New Vision Charter School
Warren School District
Review Council
December 3 & 18, 2012

	Does not meet the Standard	Partially meets the Standard	Meets the Standard
Pre-Application			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/Align			X
Standard 7: Enrollment Criteria/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			X
Standard 14: Parental Involvement			X
Finance & Budgets			
Total	0	0	16

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

Brunson New Vision Charter School
Warren School District

BRUNSON NEW VISION SCHOOL

District: Warren School District

Grade Levels: 4-5

Student Enrollment Cap: 300

Address of Proposed Charter: 212 Scobey Drive, Warren, Arkansas 71671

FINANCIAL/BUDGET
(Partially Meets Standard)

- Explain the fringe benefit policy/rate.

- Confirm that each school keeps an inventory and can estimate the value of commodities used and food used based on the menus. Confirm that district staff can cost out menus and be able to estimate the food cost based on participation in the lunch program.

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

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

Arkansas Department of Education

Charter School Application Evaluation Instrument

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

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

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

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

EVALUATION RUBRIC AND RESPONSES

Name of Proposed School: **BRUNSUN NEW VISION CHARTER SCHOOL**

Sponsoring School District: **WARREN**

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
		X

Strengths
Concerns and Additional Questions

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

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

Evaluation Criteria:
A response that meets the standard will present:
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- A thorough description of the results of the public hearing; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions
Clarify how much of the program described is already being implemented for fourth and fifth grade students. **Some preparatory activities are occurring such as professional development with Bea McGarvey and Dr. Gina Chambers (as described on page 9 of the charter). Math and Literacy teachers are piloting some elements such as: using scales and working with students to set learning goals. Brunson is still in a grade-based/time-based system at this time.**

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

STANDARD 6: CURRICULUM DEVELOPMENT & ALIGNMENT

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

Evaluation Criteria:

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

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

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
		X
Strengths		
Concerns and Additional Questions		

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
		X

Strengths
Concerns and Additional Questions
Confirm that teachers in core academic subjects will be highly qualified as required by federal law. **State which salary schedules will be used for each of the following positions: teacher, instructional facilitator, and behavior interventionist.** **Teachers in core academic subjects will be highly qualified as required by federal law.** **The "Licensed Salary Schedule" (page I-1 of the attachments) will be used for each of the following positions: teacher, instructional facilitator, and behavior interventionist.**

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
		X

Strengths
Concerns and Additional Questions
Verify that the applicant will comply with all state and federal special education regulations. **Explain the need for Waivers #12, 13, & 14 on pages 26-27 since the narrative on page 23 states that state G/T requirements will be followed.** **Brunson New Vision Charter School will comply with all state and federal special education regulations.** **Brunson New Vision Charter School will follow approval standards *in identifying gifted students* but requests waivers as described on pages 26-27.**

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions

STANDARD 12 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Legal Comments

1. Requested Waivers:

a.) 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"), 6-17-01 et seq. [sic] ("Teacher license requirement"), 6-17-902 ("Arkansas Teachers' Salary Law – Definition"), and 6-17-919(a)(1) ("Warrants void without valid certificate and contract"); Standard 15.03 of the Standards for Accreditation ("Licensure and renewal"); ADE Rules Governing Waivers for Substitute Teachers; and ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher: It is presumed the reference to 6-17-01 is in fact a reference to Ark. Code Ann. §§ 6-17-401 et seq.

- **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.**

  Brunson New Vision Charter School will follow federal requirements regarding hiring Highly Qualified teachers in core academic subject areas.

- **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.**

  Brunson New Vision Charter School will follow state requirements in allowing only licensed teachers to administer standardized assessments.

- **All teachers and school personnel must submit to the criminal background and central registry checks.**

  Brunson New Vision Charter School will follow regulations requiring all school personnel to submit to criminal background and central registry checks.

- **It is noted that the Applicant has not requested waiver of Ark. Code Ann. § 6-17-302, requiring the school to have a properly licensed principal.**

  Brunson New Vision Charter School does not wish to waive the requirement to have a properly licensed principal.

• **A waiver of Ark. Code Ann. §§ 6-17-401 et seq. will in no way be considered a waiver of the Code of Ethics for Arkansas Educators or its enforcement mechanisms.** **Brunson New Vision Charter School understands the importance of the Code of Ethics for Arkansas Educators and did not ask for any type of waiver regarding the Code of Ethics or its enforcement mechanisms.**
Concerns and Additional Questions

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
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions

FINANCIAL/BUDGET COMMENTS:

Partially meets standards

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

Concerns and Additional Questions:

The applicant should clarify how calculation of Federal revenue for year 1 & year 2.
Pgs. H-1 & H-5

The amount listed equals the amount budgeted for federal salaries, benefits, and other. We budgeted enough revenue to cover it exactly. It is based upon current FTE's paid from Federal funds.

Applicant should clarify fringe benefit rate budgeted. Percentages are inconsistent throughout the budget. Pgs. H-1 through H-12

Year 1: 22% + $2,325 per licensed FTE and $2,253 per classified FTE.
Year 2: 22% + $2,370 per licensed FTE and $2,297 per classified FTE.

Health Services budgeted at .15 FTE, but staffing plan references .33 FTE. Please clarify. Pgs.H-2 & H-6

Paula Church, nurse, is .15 FTE at Brunson (2 grades out of 13).

Applicant should clarify what is included in Purchased services under Maintenance and Operation. It cannot be determined if insurance is accounted for.
Pgs. H-3 & H-7

Insurance is not broken down by campus.

Applicant did not include allocated cost for Fiscal Services or Pupil transportation. Please clarify. Pgs. H-3 & H-7

District covers the costs.

Food Services budgeted for 2.4 FTEs, but staffing plan referenced 3. Please clarify.
Pgs. H-3 & H-7

There is one kitchen that serves Brunson and Warren Middle School. There is one cafeteria manager who serves both schools. Warren Middle School has more grades, therefore, she is assigned .4 at Brunson and .6 at WMS.

Applicant did not budget food cost. Please clarify. Pgs. H-3 & H-7

Food costs are not broken down by school.

Applicant should clarify amount budgeted for substitutes Pgs. H-4 & H-8

We are contracting substitute teachers as a purchased service through SubTeach USA.

Applicant should clarify the additional teacher under Regular Classroom Instruction in the addendum. It cannot be determined when compared to the staffing plan. Pgs. H-9 & H-11

Amy Cortright is paid from Title I. She is a 5th grade literacy teacher.

Applicant should clarify FTE budgeted for Speech Therapist at .25 FTE. The staffing plan references .2 FTE. Pgs. H-9 & H-11

The Speech Therapist is budgeted by Special Education Supervisors at .25 per campus. (The staffing plan should say .25 as well.)

Applicant should clarify the 1 FTE budgeted for Interventionist/Teacher Aides. The staffing plan references 1 PART-TIME certified interventionist. Pgs. H-10 & H-12

The staffing plan should say 1 FTE Interventionist. (That position was filled recently by a retired teacher using NSLA funding and in the future is contingent upon NSLA allocations.)

2012-2013 Application Cycle

Application

Summary

and

Application

Brunson New Vision Charter School
Warren School District

BRUNSON NEW VISION SCHOOL

District: Warren School District

Grade Levels: 4-5

Student Enrollment Cap: 300

Address of Proposed Charter: 212 Scobey Drive, Warren, Arkansas 71671

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-11-128	Arkansas Public School Computer Network—Financial and student management systems
6-15-902	Grading scale
6-15-1004	Qualified teachers in every public school classroom
6-16-130	Visual art or music
6-16-132	Physical education
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-309	Certification to teach grade or subject matter—Exceptions—Waiver
6-17-401	Teacher licensure requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919(a)(1)	Warrants void without valid certification and contract

Waivers Requested from Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.2.6	Fine Arts (grades K-4)
9.03.2.8	Health and Safety Education and Physical Education (grades K-4)
10.02.2	Student to teacher ratio for kindergarten classes
10.02.3	Average student to teacher ratio for classes in grades one through three
12.05	Relating to student placement in grade levels
15.03.2	State licensure requirements (to allow licensed teachers to teach at grade levels for which they may not be licensed)
15.03.3	Requirement to provide documentation to the ADE of trying to find qualified staff before someone else is hired (to allow licensed teachers to teach at grade levels for which they may not be licensed)
16.01.2	Guidance and Counseling (supportive personnel and appropriate facilities for counseling)
16.01.3	Guidance and Counseling (certified counselor at a ratio of 1 counselor for 450 students)

Waivers Requested from the Following Rules:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools
- ADE Rules Governing the Processes to Ensure the Quality, Security, Validation and Timeliness of Public School Data in the Arkansas Public School Computer Network
- From the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols In Arkansas Public Schools
    - 7.01.1.1 – Sixty minutes of physical education training and instruction each calendar week of the school year (students in K-grade 6)
    - 7.01.1.2 – Ninety minutes of physical activity each calendar week of the school year which may include without limitation daily recess, physical education instruction in addition to the requirement of Section 7.01.1.1 of these rules, or intramural sports (students in K-grade 6)
- From the ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program
    - Section 5 (to allow for "flexibility on the age/readiness level in which students are tested"
- From the ADE Rules - Gifted and Talented Program Approval Standards
    - 8.05 – A minimum of 150 minutes a week of direct instruction provided during the regular school day
    - 9.-3 – Pertaining to a scope and sequence for the G/T curriculum
    - 10-01-10.04 – Pertaining to the evaluation process for G/T students

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31

RECEIVED
OCT 29 2012
CHARTER SCHOOL OFFICE

Charter School: Brunson New Vision Charter School

Date Submitted: October 29, 2012

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 CONVERSTION CHARTER OR LIMITED
PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Brunson New Vision Charter School

Grade Level(s) for the School: 4th – 5th Student Enrollment cap: 300

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: 212 Scobey Drive

City: Warren ZIP Code: 71671

Date of Proposed Opening: August 19, 2013

Name of Superintendent: Andrew Tolbert

Address: 408 Cherry St.

City: Warren ZIP: 71671

Phone Number: 870-226-8500 Fax: 870-226-8531

Email: Andrew.tolbert@warrensd.org

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Warren School District

Office of the Superintendent

408 Cherry St. • P.O. Box 1210 • Warren, Arkansas 71671
Phone: (870) 226-8500 • Fax: (870) 226-8531

October 17, 2012

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 since its inception. We are regularly kept informed of progress and have board attendance at the public hearings and exploratory trips to other districts involved in this initiative.

During the October 2012 board meeting, the board voted to support Brunson Elementary's District Conversion Charter application.

Sincerely,

Jerry Daniels, Warren School Board President

A Meeting of the Board of Education of Warren School District No. 1

MINUTES OF BOARD OF EDUCATION

10	Regular	Central Office	7:00 p.m.	10-8	2012
No.	Kind of Meeting	Meeting Place	Time	Mo.Day	Year

Kerry Pennington, Angela Marshall Joel Tolefree, Greg Morman,Memory Frazer, Kerry Pennington

Andrew Tolbert, Supt, Marilyn Johnson, Gary Jackson, Glenetta Burks, Sara Weaver,Jonalyn Reep, Rhonda Williams, Beverly Reep, Tim Kessler Debbi Hargrave, Janice Lawrence,Daniel Williams, Chrissy Dyer, Kathleen Conch

The Warren Board of Education held a regular meeting on Monday, October 8, 2012, in the Administration office meeting room. All board members and local news media had been notified of the date, time and place of the meeting.

President Jerry Daniels called the meeting to order and Joel Tolefree led the opening prayer.

A motion was made Greg Morman and was seconded by Kerry Pennington to adopt the consent agenda which included the minutes of the September 10, 2012 board meeting, September 25, 2012 Special Meeting, and out of state trip requests. The board approved.

The Superintendent asked for the reorganization of the school board and Kerry Pennington made a motion for Jerry Daniels to be re-elected as President by acclamation and the motion was seconded and the board approved.

Joel Tolefree made a motion for Kerry Pennington to be elected as Vice-President by acclamation and the motion was seconded and the board approved.

Joel Tolefree made a motion for Angela Marshall to be elected as Secretary by acclamation and the motion was seconded and the board approved.

The annual report to the public was presented which serves as an overview of the past school year and gives the current status and expectations for the present school year; reports were given on the district's maintenance and transportation, professional development, budget, finance and enrollment, policies, goals, objectives, programs, accreditation standards, test scores, Federal Programs and asbestos. A power point was presented representing each school and the Gifted/Talented Program.

Angela Marshall exited the meeting.

In action items the following were approved:

1)Approval of the Licensed and Classified Leave Utilization Sick Leave Incentives and Utilization of Sick Leave Bank

A motion to approve was made by Kerry Pennington and seconded by Joel Tolefree. The board approved.

2)Support for a Brunson Elementary Conversion Charter Application

A motion to approve was made by Greg Morman and seconded by Kerry Pennington. The board approved.

3)Approval of Bid for reconditioning Bluebird Bus

A motion to approve was made by Joel Tolefree and seconded by Greg Morman. The board approved.

Debbi Hargrave presented the financial report for September and a motion to approve was made by Greg Morman and seconded by Memory Frazer . The board approved.

The board approved the naming of Lance Cobb as a replacement to the board for Zone 4 to serve as a board member for one year.

A motion to approve was made by Greg Morman and seconded by Memory Frazer. The motion was approved.

The report of the superintendent was received and placed on file.

There being no further business Kerry Pennington made a motion to adjourn and was seconded.

The meeting adjourned at 9:15 PM.

_____

Date

_____ _____

President Secretary

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 Brunson Elementary School (Grades 4-5) into a district 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 the following:

- 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 / STANDARDS BASED PHILOSOPHY	
Traditional (Old Model)	**RISC/SBE (New Vision Charter Model)**
Movement based on time	Movement based on performance
Students sitting in rows/teacher centered	Student centered/Students as navigators of their learning; teachers as facilitators
Driven by textbooks	Driven by student needs/established learning progressions
Limited student engagement	100% student engagement
3R's	Global curriculum
Teacher is the judge	Self, peers, teachers, and others judge students' work

This proposed change would be a continuation of the standards-based design fully implemented 2012-2013 at Eastside New Vision Charter School to Brunson Elementary for fourth and fifth grade age students. There are currently 258 students in fourth and fifth grade at the Brunson campus, which is located at 212 Scobey Drive.

Brunson is a school-wide Title I School in rural southeast Arkansas. Approximately 75% of the students are eligible for free or reduced lunches. We are becoming a more diverse campus with 48% Caucasian, 26 % African American, 23% Hispanic, Bi-racial 2%, and Native American 1%. Industry is limited, with the Warren 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 have a Bachelor's degree or higher, which represents 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 Brunson 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.

Brunson New Vision Charter School will be a whole school conversion charter with a student enrollment cap of 300. The school intends to continue its school-wide Title I status. 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 are kept informed of their child's progress by having access to Educate, an electronic platform that provides a GPS of learning pathways for students, detailing student learning goals for which the student has already demonstrated proficiency, progress toward meeting currently assigned goals, and what's next in the student's learning progression. Educate serves as an electronic recording and reporting system as well as a learning management system. 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. The standards-based model is being implemented successfully at Eastside New Vision Charter School, and we want to expand the model as the students move to Brunson. In summary, we want to continue our quest to build schools which takes students where they are and progressively builds upon their knowledge and skills to prepare them for life by utilizing a guaranteed and viable curriculum which is communicated to all stakeholders.

Technologies to be used include the NWEA/MAP assessments, Compass Learning software (which interfaces with NWEA/MAP to create individual learning paths), and additional technology integration in the classroom, utilizing technologies such as smart boards, projectors, document readers, netbooks, electronic readers, and iPads.

STANDARD 1: PUBLIC HEARING RESULTS

We held our public hearing on Tuesday, October 16, 2012. It was advertised in the *Eagle Democrat (*Attachment L-1) and in the "Shopper's Guide," a weekly publication that is distributed to all residents of the county (Attachment L-2). The public hearing was also advertised in the *Saline River Chronicle*, a web-based publication that covers local news (Attachment N). Andrew Tolbert, Superintendent, invited the community to the hearing through a public service announcement on KWRF radio (Attachment M). In addition, articles were posted on our district and school website, in our Counselor's Newsletter (a once a month publication for parents), and Brunson Weekly Bulletin. Announcements were made at local football games. Also, students wore reminder labels home on the day of the hearing; reminders were sent in the weekly orange communication folders on colored paper staff which invited parents to submit questions they would like to have answered, and students wrote reminders in their goal binders. The superintendent emailed an invitation to all district staff. Fifty one people signed in at the meeting. Interest in this public hearing exceeded interest in other meetings held in the district such as the Annual Report to the Public. For those stake holders who were unable to attend, the public hearing was live streamed online to the *Saline River Chronicle* website, and a video is posted on the school website in its entirety for public viewing.

Superintendent Andrew Tolbert, welcomed the community; Principal Regina Scroggins and three Brunson teachers provided a presentation on the comparison of traditional and standards-based education and answered questions that parents had previously sent in regarding SBE. A panel made up teachers from Eastside New Vision and Brunson, the assistant superintendent, principal and assistant principal from Eastside New Vision Charter School, and Brunson's principal answered questions from the audience on charter schools and standards based education.

As a culminating activity, the audience was asked to complete a survey with three responses requested. The first question gave the audience an opportunity to write any questions 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 to our website the presentation, which includes the questions and answers asked prior to the hearing and during the hearing.

The following tables 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 Brunson if this charter is approved."

Strongly Agree	Agree	Disagree	Strongly Disagree
18	9	0	1

"I believe that the changes proposed will benefit the students and I support the concept."

Strongly Agree	Agree	Disagree	Strongly Disagree
22	5	0	1

Over the past couple of years, a variety of activities have occurred to build public awareness and establish support for the SBE initiative beginning with Eastside New Vision activities which began 2 years ago with a series of public meetings with parents and civic and community organizations to educate stakeholders on the components of Standards Based Education (SBE) and the process of becoming a charter school. Public meetings have continued both with Eastside administration and Brunson administration into this school year. Brunson Principal, Regina Scroggins, hosted a Grandparents Day luncheon in which a presentation was made to inform the 115 grandparents present on the components of SBE and changes they could expect in instruction, assessment and reporting of progress. Additional meetings with parents and civic groups will continue to both inform and garner input on the process. Groups involved to this point in addition to parents and grandparents are these: Rotary, Bradley County, Industrial Development Committee (BCIDC), Retired Teachers Organization, Jr. Auxiliary, Warren Woman's Club, Warren Women of Today, and at churches. In addition to the principal, the Brunson Building Leadership Team (BLT) has taken on the responsibility for informing and including representatives from all sectors of the community.

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 **Brunson New Vision Charter School** is to educate students to become successful in a global society by implementing research-based instructional strategies in a learner centered, standards-based setting, that promotes academic and social growth as measured by on-going assessments (formative, interim, summative) and adherence to the code of conduct established for students and adults as measured by discipline records, perceptual surveys, walkthrough results indicating culture.

STANDARD 3: EDUCATIONAL NEED FOR THE SCHOOL

On the 2012 ESEA Accountability Report (Attachment A), Brunson is listed as a "Needs Improvement School" overall, although in percent tested, Brunson met the AMO and also met the AMO in literacy in all four quadrants (performance AMO for all students and TAGG and 3 year trend in performance and TAGG). The prior three-year trend analysis for literacy based on

AYP, indicates weaknesses in practical and content reading passages; open response in all areas, and content and style writing domains. The 2012 data shows a continuation of the same trends.

In math, Brunson missed the AMO targets in all 4 quadrants. The prior three year trend analysis for math based on AYP indicates weaknesses in measurement and open response in all strands. The 2012 data shows a continuation of the same trend, and in addition, a weakness in geometry. 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 real world 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 at Brunson, we will have the opportunity to continue to create and extend implementation of the SBE system that we began this year at Eastside New Vision Charter School. Our vision is a truly learner-centered setting in which expectations are clear and consistent from class to class. Another real need is the ability for teachers, families, and students to know what knowledge and skills have been mastered and what still needs to be learned. The traditional 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 expanding, through Brunson, the SBE system in which learners and teachers reflect on progress, build ownership and independence; and become true problem solvers. We see a need for learners to become more independent and take control of their own learning, know and meet their learning goals, and follow their own learning path to success while 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 district 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 for Brunson because we truly believe that extending the SBE concept as the students move through the system is what's best for the students.

STANDARD 4: EDUCATIONAL PROGRAM

Brunson New Vision Charter School proposes an educational model with several distinct components. Brunson will employ an educational philosophy based on the precepts of standards-based learning, with curricular and instructional strategies including differentiated instruction and learner-centered practices. The instructional day will continue to be 7:55 to 3:10 providing 6 hours of instruction. The instructional year will include: 178 student-teacher

interaction days; 2 parent-teacher conference days; 9 professional development days provided by the district; 1 on-your-own professional development day for a total of 190 contract days. In order to facilitate success in this system and expand educational opportunities, several changes are proposed as described below.

A. 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 levels only when they have demonstrated proficiency of the required knowledge or skills. Standards-based learning could also be defined as performance-based learning, mass customized learning, and/or proficiency-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. Some of the accompanying changes include the following:

- Students become leaders of their learning process, assisting in setting learning goals.
- Teachers become facilitators and partners in learning.
- Getting by with very low-level knowledge and skill is not enough. Students must demonstrate a much higher level of mastery of both declarative and procedural knowledge.
- The learning 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, the reverse is true: *Learning is the constant and time is the variable.* Students move at their own pace, which honors natural developmental differences, however, teachers monitor the pacing closely and intervene as needed to redirect the pacing.

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 these tenets: 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, providing opportunities for students to show what they know in various ways, assessing and providing feedback. This is further described in Standards 4 & 6.
There are key aspects:

    - *Transparent curriculum.* The knowledge and skills students must learn as they progress through developmental levels are open and clear to everyone through

Educate, a digital platform that serves as a means to record student progress, listing the learning targets on which they have shown proficiency, the learning targets they are currently working on, and those to come next. (More information in Standards 4 & 6)

- *Flexibility.* Students will move in and out of learning levels as they demonstrate proficiency.
- *Student ownership.* Students own, lead, and partner with their teachers in every phase of learning.
- *High standards.* Students demonstrate a level of proficiency based upon the scale which has been developed for each of the learning targets of each measurement topic. (The scale will be further discussed in Standard 4.)
- *Goal Setting and Tracking of Progress by students and teachers, through Student-Teacher Conferences.*
- *Meaningful Feedback.* A review of 7,827 studies on learning and instruction found that the most powerful single innovation that enhances achievement is feedback; providing students with specific information about their standing in terms of particular objectives increased their achievement significantly.

The following table contrasts the terms standards-based, standards-referenced, and tracking/ability grouping. **Brunson New Vision is proposing a <u>standards-based</u> model.**

Standards-based	Standards-referenced	Tracking (Ability Grouping)
Students are working at their 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 are a part of the goal setting process.	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. (Declarative and Procedural Knowledge)	Instruction is driven by prescribed programs and textbook assessments.	Instruction moves forward only when all students are ready.
Progression is based on proficiency (to move through the learning levels).	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 such as developing the mission, vision, guiding principles, curriculum around identified measurement topics with scales, and assessment items.
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 goal sheets and the Educate "electronic learning gps." Teachers facilitate the setting of individual, group, and classroom goals around things, such as shared vision, code of conduct and learning targets. The results of the learning goals are made transparent by posting results on their goals sheets and in Educate.
    - Teachers monitor the achievement of the shared vision, code of conduct, student and classroom goals. Teachers make the results of goals transparent to all stakeholders by posting the shared vision, code of conduct and classroom goals. Student goals will be available for viewing 24/7 through the Educate program.
    - Key leaders will monitor performance indicators of success for staff and students. Principals will model Plan – Do – Check – Adjust (PDCA) to monitor progress toward goals.
    - Reinventing Schools Coalition (RISC) criteria, student achievement reports from Educate, Compass Odyssey, NWEA MAP, along with state test data will be used to assess the overall success of the program and to show whether or not primary goals of the program have been met.
      http://www.reinventingschools.org/resources/self-assessment-tool/

This future-focused approach is supported by research that shows two most important factors about learning are: "students learn in different ways and students learn in different time frames."

B. Non-Graded Levels

A major component of this standards-based approach is "non-graded" classrooms. Traditional grades (kindergarten, first, second, and third) have been replaced at Eastside New Vision Charter School with a non-graded approach. We propose to continue this instructional philosophy and structure at Brunson. Students will move through learning levels at teacher pace or faster based upon proven proficiency. These levels include focus areas of literacy (including literacy standards for science and social studies) and mathematics based on Common Core State Standards, and science and social studies currently based upon Arkansas Curriculum Frameworks with plans to transition to CCSS as soon as those standards are available. Also included in the learning levels are other essential learnings the District deems important as we endeavor to educate the whole child. The learning targets at each level are developmentally appropriate and are a cumulative learning progression of declarative and procedural knowledge which are embedded with College and Career Readiness anchor standards. Brunson staff along with Eastside New Vision Charter School staff, under the guidance of a national consultant, have written curriculum documents which detail the learning progressions within each measurement

topic, the scale which defines the level of learning, and sample assessment items for each learning target within the scale. This work is further explained in Standard 6.

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 whether or not 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 his or her current level, he or she will still be on that level upon returning to school in August. Learners must demonstrate what they understand and are able to do by engaging in a series of evidence based formative assignments, assessments, or other evidence of learning. An analogy to illustrate our vision is: a child playing a video game must master one level before the student is allowed to move to the next higher level. The student is highly motivated to succeed and in charge of his own progress. So in the classroom, for example, when a student masters level 3 in math, the student moves to level 4. When the teacher determines, by preponderance of evidence, that the student is demonstrating proficiency of a measurement topic, the student will take a summative assessment to validate the evidence collected. Once the student demonstrates proficiency in all learning targets within a learning level, the teacher will make recommendation for the Student Intervention Team (SIT) to review the body of evidence and verify the student's readiness for the next learning level. This could possibly be accommodated within the same classroom, or if determined in the learner's best interest, a different classroom. In order for a student to physically move from one building to another, representatives from that building will serve on the SIT, and the student must demonstrate proficiency in literacy and math to move from Eastside to Brunson. However, because Brunson and Warren Middle School are in the same complex, it is possible for students to have classes in both buildings.

C. Comprehensive Assessment System

Brunson 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.

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, MAP (Measures of Academic Progress), DRA, 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. These actions will be in various forms such as teacher observation, student performance tasks, and assessment results. The learner will have choice and voice in performance tasks. Assessments will be given at various times depending on student readiness. Student readiness is determined by the teacher, based on a preponderance of evidence collected for each learning target. Sample assessment items have been created for each scale level of each learning target.

All scale work is loaded into the Educate system. Through Educate, assessments can be built, and we will have access to a bank of assessment items created by schools across the nation using Educate as soon as this option is available.

- **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 (NWEA/MAP, STAR Math, STAR Literacy, DRA).
- **Summative Assessments** will continue to be given to evaluate proficiency in student performance. Brunson 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 measurement topic to determine proficiency using assessments such as NWEA/MAP, Compass, teacher-made assessments, and measurement topic assessments in Educate.

Recording and Reporting student progress:

- **EDUCATE:** The Educate electronic learning GPS will be purchased, and it will provide a digital backpack accessible at any time to each student/parent/teacher, allowing them to access learning targets already completed, those working on currently with scale score indicated, and those next to come in the learning progression. Educate will also provide digital learning resources.
- **Student Portfolio:** The Student Portfolio is a tool the student and teacher will use to monitor progress, store past assessments, goal sheets, and keep sample work.
- **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.
- **Goal Sheet:** A goal sheet is a custom-designed document written and used by students, teachers, and parents to best meet the educational needs of the individual student (a variety of forms can be used). The goal sheets are written in student-friendly language. Goals are identified and tied to standards focusing on student driven performance, implementation, and accountability. *(Attachments C & D)*
- **Standards Based Report Card:** A standards based report card is a customized report communicating 1) the level the student is assigned to in each subject. 2) the student's performance score for each measurement topic worked on during the quarter. 3) what they have worked on previously, and what's next in the learning path along with whether or not the student is on track with their rate of progression through the measurement topics. (Attachment B)

D. Professional Development

Brunson 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 not be limited to the following:

In- house Professional Development

- Book study on *Mind Set* (Completed in PLCs Fall 2011)
- Outside Consultant Professional Development: Bea McGarvey, a private educational consultant and a long-time associate of Dr. Robert Marzano and Dr. Debra Pickering, and

also Gina Chambers, associate of Bea McGarvey. (Began January 2012 and on-going to assist with curriculum, instruction, and assessment work within an SBE structure)
    - Unpacking Common Core State Standards in a Scoring Scale Format
    - Writing Assessment Items for each Learning Topic
- On-going Collaboration with Eastside New Vision Charter School
- NWEA MAP assessment Training (September 2012)
- Utilizing specialists from ERZ and the Educational Service Cooperative for content specific/CCSS professional development
- Compass Odyssey Training
- EDUCATE Training (on-going with Scott Bacon, who is working with SBE schools across the nation including the 17 district consortium in Maine)
- Book study on *Delivering on the Promise* (in progress)
- Book study on *Daily 5 and Café* (To be completed Fall 2012 in PLCs)
- Standards Based Education: Shared Vision, Defining Standards Based Education, Barriers, Concerns, and Questions, Standards Based Report Cards
- Standards-Based Tool Kit, provided by Eastside New Vision Charter (Summer 2012)
- State Required Professional Development
- Differentiated Instruction
- Backwards Unit Design
- Assessments
- Creating and Using Rubrics
- Goal Setting
- Grouping and Re-grouping students

E. 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, Goal Sheets, Tools for Learning: Students will have voice and choice in their learning within a framework which include menu choices based upon their learning styles, and they will be able to verbalize their learning goals. Students will be engaged in attaining their learning targets in whole groups, collaborative small groups, pairs, or individual. Students will be taught to use goal sheets and learning tools, such as graphic organizers, 2 column notes, read and response journals, etc.

Assessment and Data-driven Dialogue, Goal Sheets, Rubrics, & Student Portfolios: The assessment, goal sheet, 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 goal sheets, 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. The scales created for each learning target guide, as well as assess, student progress. Students and parents will be taught how to use the scales and know that a "2" is not good or bad, but where they are currently in their learning and that a 3 is needed for proficiency for most learning targets. Students will keep track of their goal sheets to record and report their progress toward the learning targets listed on their goal sheets. The goal sheet *(Attachments C & D)* along with other evidence of student learning will be kept in a student portfolio and in time our vision is students, parents and teachers having access to this information on the Educate system.

F. 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 goal sheets. Brunson 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 is described below.

RTI and Standards Based Education:

Tier 1 RTI, as recommended by researchers, will be handled in the regular classroom through differentiated instruction (Duffy, n.d.; Gibbs, 2008; NHSC et al., 2010). Since the basis for SBE is meeting students where they are, Tier 1 will be handled in the regular classroom through large and small group instruction as well as individual instruction as a part of the regular school day.

Tier 2 RTI will provide supplemental, targeted intervention for small groups of students who are struggling. In addition to small group and individual instruction in the classroom, Tier 2 interventions will be provided through extended day programs before and after school, targeting specific instructional needs. Compass Odyssey will also address Tier 2 needs with at least 2 fifty minute periods a week, and an interventionist will address Tier 2 needs through a pull-out and push-in program. Brunson will periodically "group and regroup" students based on particular needs in math and literacy, whereby a block of time is set aside to address particular standards and students are grouped and regrouped based upon their proficiency in those standards. Extended learning time will be provided through scheduling in order to provide Tier 1 & Tier 2 interventions. Tier 2 RTI for behavior is provided by a classified behavioral interventionist providing a time-out setting and instruction that aligns with the established code of conduct.

Tier 3 level of intensive interventions will be provided in the resource room and also in the regular classroom by the special education teacher in a push-in model to the extent scheduling allows. Additionally, Reading Horizons program will be used for students with neuro-processing problems or English as a second language who still struggle to comprehend due to being unskilled at decoding. Tier 3 RTI for behavior is provided by a certified staff member who provides behavior intervention in a more structured, long-term setting as deemed necessary based on student need.

Emphasis will be given to screening students with NWEA MAP at least 3 times a year, plus formative and summative assessments and other evidences in the classroom to guide RTI decisions. Tier 2 RTI decisions will be based upon data from these evidences, and decisions will

be made by teacher teams. Tier 3 RTI decisions will be made by the Student Intervention Team (SIT).

G. 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).

Brunson 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. Brunson New Vision instructional technology tools will include but will not be limited to the following: flip video cameras, computers, iPads, electronic readers, document cameras, smart boards, various software/internet sites such as digital storytelling, iTunes, My Big Campus, and wiki pages. Brunson New Vision will continue making learning constantly accessible with Compass Learning Odyssey and through Educate, an electronic learning GPS which houses the standards (written in scale scoring format indicating taxonomy level), assessments, and digital resources. Students will have access to the computer lab in the media center for research and for completing projects. Additionally, each student will be scheduled in the computer lab for Compass Odyssey for a 50 minute literacy and 50-minute math period weekly. The District places strong emphasis on providing needed hardware and upgrades for efficient access to technology, including internet resources. A progressive, updated technology plan has been created for the district.

H. Research

Brunson 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 CarrioMarzano Research Laboratory: *Designing and Teaching Learning Goals and Objectives, The Highly Engaged Classroom, Formative Assessment and Standards-Based Grading, The Art and Science of Teaching.*

Inevitable: Mass Customized Learning: Bea McGarvey and Chuck Schwahn

Mind-Set: The New Psychology of Success: Carol Dweck

Visible Learning: John Hattie

International Center for Leadership in Education: www.LeaderEd.com

STANDARD 5: GOALS

I. Brunson New Vision Charter School will meet the *performance* AMO for All Students and TAGG in Literacy and Math; or *growth* AMO for All Students and TAGG in Literacy and Math; or *3 year trend performance* AMO for All Students and TAGG; or *3 year trend growth* AMO for All Students and TAGG.

Tools for goals 1 & 2:

Augmented Benchmark Assessment (2013-2014)
PARCC Assessment of CCSS (2015-2018)

II. Students will meet 60% of their learning goals for the year as identified by individual student needs assessment. (To include reading/reading comprehension and math/mathematic reasoning)

Tools: NWEA MAP (Measures of Academic Progress)

III. All students will utilize Compass Odyssey for a minimum of 100 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 and math. Goals beyond year 1 will be set annually based upon pre-assessment scores with an expected increase of at least 5% on Compass Odyssey post-test scores.

IV. All students will attain expected growth levels on locally administered assessments such as DRA, STAR MATH, STAR LITERACY.

DRA Proficiency Levels	Beginning	End
Learning Level that corresponds to Grade 4	38	49
Learning Level that corresponds to Grade 5	50	59
Learning Level that corresponds to Grade 6	60	69
Learning Level that corresponds to Grade 7	70	79

STAR MATH GOAL SETTING	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 the progress toward that goal on the Student Progress Monitoring Report.
STAR LITERACY GOAL SETTING	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.

STANDARD 6: CURRICULUM DEVELOPMENT AND ALIGNMENT

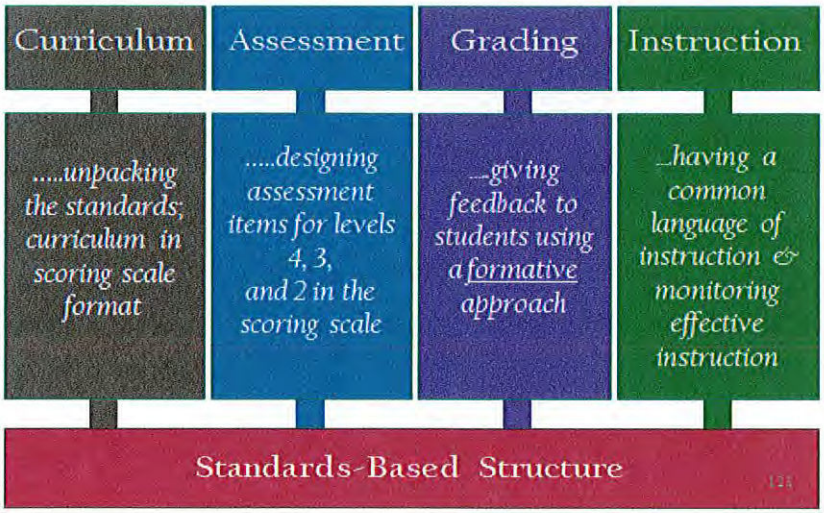
The first step taken in providing a guaranteed and viable curriculum is unpacking the standards and formatting them into a curriculum in scoring scale format. We define guaranteed curriculum to mean **all of the following are the same thing**:

- **INTENDED curriculum**- the content specified by the state, district, or school to be addressed in a particular course or at a particular grade level/level of learning.
- **IMPLEMENTED curriculum**- the content actually delivered by the teacher.
- **ATTAINED curriculum**- the content actually learned by the students.

To begin this work, Brunson staff joined Eastside New Vision Charter staff beginning in January 2012 under the guidance of national consultants, Bea McGarvey and Dr. Gina Chambers. The rationale supporting the importance of this work is that there is too much content to be covered. Our goal as a district is to define, in a language all can understand, the expectations for each learning level with Common Core State Standards as the foundation for literacy and math, and currently, Arkansas Frameworks as the foundation for other subjects until CCSS for those subjects are available. Additionally, the work is important because we are implementing based upon the research of what works in schools, and to become truly standards-based, the work is a necessity.

This work is about:	This work is not about:
WHAT is the essential knowledge?	WHO is going to teach it?
WHAT is the scope or progression of the knowledge?	WHEN is it going to be taught?
WHAT are the proficiency levels for that knowledge?	WHERE is it going to be taught?
WHAT are the various ways students could demonstrate the knowledge?	HOW is it going to be taught?

According to Marzano's Research Laboratory, setting specific goals for student achievement and then tracking progress regarding those goals are two of the most powerful actions a teacher, school, or district can take. This curriculum, instruction, and assessment design will allow for this to happen.



Teams of teachers from Brunson and Eastside New Vision Charter School unpacked the CCSS in math and literacy and organized them into measurement topics. For each measurement topic, scales were written. The scale is written with performance levels one through four with level 3 being the proficiency target (the standard itself).

The scales indicate where a student is with their learning. A scale score of 1 indicates that the learner, even with help, does not have the simpler, foundational knowledge. A scale score of 2 indicates that the learner has the simpler, foundational knowledge necessary for reaching proficiency of the learning target, such as declarative knowledge of terms and details associated with the learning target and procedural knowledge of skills and processes associated with the learning target. A scale score of *3 (the actual standard) is the target for all students.* A scale score of 3 includes declarative knowledge of concepts and principles and procedural knowledge of skills and processes associated with the learning target on a more complex level than 2.

The three parts to the scale are these: 1) The *knowledge* to learn and demonstrate (1-4 as described above); 2) The *level of processing* the identified knowledge (Marzano's taxonomy level reasoning processes (Attachment E); 3) The *assessment items* for demonstrating the identified knowledge at the identified level of processing. Assessment items will be developed for levels 2-4.

In the example of the three parts of scale (**next page**), it is understood that a "1" is "with help" and that a "4" is above and beyond the target of "3".

	THREE PARTS OF SCALE (example)		
	The Knowledge	**Level of Processing**	**Sample Assessment Items**
4		ANALYSIS (Abstract Reasoning)	Complete this analogy and explain why it is accurate: condensation is to evaporation as .....
3	Understands: How the water cycle processes (condensation, precipitation, surface run-off, percolation, evaporation) impact climate changes The effects of temperature and pressure in different layers of Earth's atmosphere	ANALYSIS (Deductive Reasoning)	Explain how evaporation affects the climactic pattern in areas around large bodies of water, like the shoreline communities of Lake Michigan Assume that a weather balloon traveled up into the stratosphere. Explain what would happen as it progresses through the various layers of the atmosphere
2	Knows terms: climactic patterns, atmospheric layers, stratosphere, troposphere. Knows details: Precipitation is one of the processes of the water cycle The troposphere is one of the lowest portions of the earth's atmosphere	RETRIEVAL (See attachment E & F for additional explanation of the taxonomy of levels of processing.)	Define the following terms: climactic pattern, atmospheric layers, stratosphere Identify which of the following statements are true: - The atmosphere is between the troposphere and the stratosphere. - The Earth's atmosphere helps protect life on - Earth by absorbing ultraviolet radiation. - The temperature of the Earth's atmosphere varies with altitude.

This transition to a standards-based design should be implemented with ease at Brunson, because for several years, the Brunson staff has practiced flexible grouping (in a time-based system). Brunson is currently using the scales developed for math and literacy in a pilot setting, and plans are being made for further developing the level 2 and 4 in the scale during the fall and spring of 2012, as well as developing scale work for social studies and science as CCSS are released for those subjects. Dr. Gina Chambers, consultant, is returning this fall to continue facilitation of this work with Eastside New Vision Charter and Brunson. In addition, work is being planned on further developing units of study which identify the content through which each measurement topic can be taught.

The principal and instructional facilitators will monitor progress in each class and provide support to teachers as needed. Content area PLC meetings will continue to be held weekly to

allow teachers to continue to support and learn from each other. Within the PLC meetings, book studies are done to continue to build teacher capacity. *Mind Set* was the last book study completed; the Building Leadership Team (BLT) will be reviewing the concepts in *Delivering the Promise* and leading conversation around those concepts. Each PLC will have a book study on *Daily 5* and *Café* this fall, followed by *Enhancing Professional Practice* during the spring semester. Bi-weekly meetings of principal, counselor, and instructional facilitators will ensure continuity of the leadership support to the staff.

STANDARD 7: ENROLLMENT CRITERIA

As the only school in the district providing instruction to fourth and fifth grade age students, Brunson 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 300, 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. 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. 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 AND STAFFING PLAN

Administrators Responsibilities: (1 Administrator)

- 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 as required in the Teacher Excellence Support System (TESS)
- Monitor the status of resources in order to fulfill the School and District's missions
- Prepare an annual budget
- 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: (12 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 different levels and kinds of learners
- Communicate with parents on student progress and student need
- Develop professional growth plans aligned with needs
- Stay current with best practices through professional development, professional organizations, and professional literature
- Facilitate learning goals, assess, monitor and adjust for each student
- Meet regularly with grade level teachers, vertical teams, and content PLCs when applicable.
- Selected veteran teachers serve as mentors for novice teachers.
- Foster student voice and ownership of learning

Qualifications: Energetic, positive, 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: (1.0 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: (.67 FTE)

- Supporting staff through coaching, modeling, and feedback from observations
- Coordinating peer observations with reflection
- Data analysis and assist in assessment administration
- Assist with creating assessments in Educate
- Assist with creating/revising the scale work
- Facilitating team meetings, providing interventions, assisting with professional development plan, planning and locating resources
- Support to long term substitutes on lesson plans
- Assist with parent/community involvement/communication by collaborating with district parental involvement coordinator

Qualifications: Energetic, positive, goal-oriented educators who have appropriate Arkansas licensure, a passion for teaching and learning, ability to inspire and instruct, commitment to excellence.

Behavioral Interventionist Responsibilities: (1 FTE certified; 1 FTE classified)

- Supervise and monitor the WEBB classroom (We Expect Better Behavior) for Tier 3 behavioral intervention (certified interventionist); Supervise and monitor the time out room (classified interventionist) providing behavioral and academic intervention
- 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:

1 administrator	3 instructional facilitators (.67 FTE)	1 counselor (1 FTE serving 3-5)
1 media specialist	1 special education teacher	12 classroom teachers
1 art teacher (.3 FTE)	1 music teacher (.3 FTE)	3 pe teachers (1 FTE)
1 behavior interventionist	1 secretaries/data entry	.25 school social worker
1 speech therapist (.2 FTE)	1 ELL teacher certified (.25)	1 Special Education para (.5)
1 RN (.33)	3 maintenance/custodial staff	
1 Classified Beh. Int.	1 office aide	
3 cafeteria workers	.25 migrant aide	
1 G/T (.25)	1 part-time certified interventionist	

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. Brunson New Vision Charter counselor will provide services for all students in Grades 3-5. The Brunson counselor helps 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 problem solving and decision making skills, expansion of social skills to include cooperation, sharing, and responding to conflict appropriately, and handling issues 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 counselor 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 counselor will collaborate with other counselors in the District to coordinate services. The counselor 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 needed health services for all students. The district has 2 nurses on staff to provide health services. One is assigned full-time to Eastside New Vision Charter School, and the other provides services for 3 campuses including Brunson.

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, text complexity, interests, and learning styles, making sure there is a broad range of lexile and text complexity which would meet the needs of the students. The media specialist will instruct all students in study and research skills as required currently by the Arkansas Curriculum Frameworks for media and CCSS for literacy. The 16 computer stations, Netbook lab, and iPad lab will be used by students in the media center for research projects under the direction of the media specialist.

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 Brunson New Vision Charter School. All students may make application for free or reduced meals. Brunson New Vision will comply with Food Services regulations through its approved child nutrition program.

F) Special Education:

Brunson New Vision anticipates a Special Education program operating with one class on site and access to a lifeskills classroom for students with severe disabilities should that setting be determined to meet the needs of any student. The on-site 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 lifeskills class will operate as a self-contained classroom with a ratio of one teacher and one paraprofessional to ten students. All aspects of IDEA will apply

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 Services

G) Alternative Education: WEBB Classroom (We Expect Better Behavior):

Brunson New Vision proposes the creation of a class for students who need immediate, corrective behavioral care. 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 certified instructor who will serve as behavioral interventionist, and our plan is to find an appropriate social skills research-based curriculum which will be used by the counselor with the entire student population in full-group guidance lessons as well as reinforced in the WEBB classroom with students experiencing behavioral problems.

H) Gifted and Talented Program:

The Arkansas Gifted and Talented Program Approval Standards will be followed in the identification of gifted students. The Gifted and Talented Coordinator will be responsible for planning and implementing the program for gifted students and consulting the gifted specialist available at the Southeast Arkansas Educational Cooperative and the Arkansas Department of Education Office of Gifted and Talented and Advanced Placement.

Fourth and fifth grade identified students will be serviced through a pull-out program. Brunson New Vision Charter School proposes to serve students in a pull-out program for a minimum of 135 minutes weekly (see waiver #12). We will follow the recommended class size of 10-12 unless student need would supersede this recommendation; and in that case, we would not go over this recommendation more than 5 students. Project and problem based learning activities will be planned for students in grades four and five in the GT resource room based upon scale level 4. Students in the GT resource room will have goals, activities, and projects with Level Four on the scale as the target, whereas Level 3 is the target in the regular classroom setting. (see waiver 14). Activities in the GT resource room will also support the social and emotional needs of the gifted learners and assist in their affective growth.

All components of the gifted and talented program and the effectiveness of educational opportunities provided for gifted and talented students are evaluated annually. Brunson New

Vision Charter School proposes to craft an evaluation instrument that truly provides accurate, timely, and relevant information to be used in creating goals for program improvements. (see waiver 13).

ELL: 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: APSCN

Brunson New Vision Charter School will participate in APSCN for reporting education and financial data. Brunson Elementary is requesting a waiver of the procedures concerning student coding in APSCN, as student assignments in the New Vision program are not made to grade levels (i.e., Fourth 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.

STANDARD 11: PRESENT USE OF FACILITY, ADA & IDEA ACCESSIBILITY, ZONING

Brunson New Vision Charter School will be located at the current site of Thomas C. Brunson Elementary School which is located at 212 Scobey Drive in the city of Warren. The school site consists of a complex which houses Grades 4-5 at Brunson and Grades 6-8 at Warren Middle School. A physical education gymnasium, shared by the two schools, separates the two schools. Students will be able to move between the two schools as needed. The facility was built 8 years ago and contains 17 classrooms, media center, computer lab with 25 stations, cafeteria, offices for administration, nurse, and counselor. Brunson complies with all the accessibility regulations in accordance with the ADA and IDEA. As a sound plan for continued operation, maintenance, and repair of the facility, the school will continue to use School Dude 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 costs 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), 6-17-01 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).**

Brunson Elementary requests a waiver from the above-referenced Rules and statues concerning teacher licensure for the limited purpose of permitting teachers who are licensed at the P-4 level to teach students who have reached Learning Level 6 and above (traditionally 5th grade and above) and also to allow teachers who are licensed for Grades 5-8 to teach students in Learning Levels below 6 (below traditional 5th grade).

2. **Sections 10.02.2 and 10.02.3, Standards Rules, concerning class size:**

Brunson 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, we wish to have the flexibility to exceed the class size standards by no more than five (5) students.

3. **Ark. Code Ann. § 6-15-902 and 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, Brunson Elementary requests this waiver due to its planned use of rubric (scale) and checklist scoring. The method of rubric and checklist scoring to be utilized by Brunson Elementary will be more rigorous than the standard Uniform Grading Scale. Students will be required to present evidence of work at scale score of 3 (learning target/standard).

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):**

Brunson Elementary requests a waiver of the procedures concerning student coding in APSCN, as student assignments in the New Vision program are not made to grade levels (i.e., Fourth 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. **Section 12.05, ADE Standards Rules:**

Brunson 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. Brunson New Vision will assess all students to determine the appropriate learning level.

6. **Ark. Code Ann. § 6-17-111, concerning the provision of a duty-free lunch to certified personnel:**

Brunson 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.

7. **Ark. Code Ann. § 6-17-117, concerning limitations on certified non-instructional duty time:**

Brunson 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.

8. **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:**

Brunson 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.

9. **Ark. Code Ann. § 6-16-132 & Sections 7.01.1.1 and 7.01.1.2 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, and Section 9.03.2.8 of the ADE Standards Rules:**

a.) Brunson Elementary requests a waiver from the above statutes and Rules for the sole purpose of providing flexibility in the amount of time scheduled for Physical Education. We are fully committed to providing PE Instruction to our students, but we wish to have flexibility to provide the instruction as both a pull-out class and within the classroom units of study. b.) Brunson Elementary requests flexibility in the amount of time scheduled for physical education & physical activity. We request greater flexibility in parceling the physical education and physical activity.

10. **Ark. Code Ann. § 6-17-114, concerning teacher planning time:**

Brunson Elementary requests flexibility in providing teacher planning time. We will meet the minimum of two hundred (200) minutes weekly but request the flexibility not to give the planning time in the minimum forty (40) minute increments required by the statute.

11. **Section 5.0, ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program:**

Brunson 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 the learning level that best corresponds to the tested grade level. For example, when a student is working in Learning Level 6, he would take the state mandated tests for 5^{th} grade.

12. **Rule 8.05:**

Brunson Elementary requests a waiver of the requirement for identified GT students to receive 150 minutes of direct instruction in the GT resource room weekly. We request a waiver to allow 135 minutes of direct instruction. We believe we can meet the needs of the G/T students in that amount of time in the resource room and with the SBE concept, students can continue to work on challenging learning activities in the regular classroom. Having this waiver will allow students to have direct instruction in the GT resource room in blocks of time that correspond with the regular classroom scheduling.

13. **Sections 10.01-10.04, ADE GT Rules:**

Brunson Elementary requests a waiver of the above-referenced Sections of the ADE GT Rules, to the extent necessary to allow us to create an evaluation system for the GT program for learning levels 1-6 (traditional grades K-5) to include components of standards-based program. We will analyze the data collected and report it to the ADE as required, using district created evaluation system.

14. Section 9.03, ADE GT Rules:

Brunson requests a waiver of Section 9.03 of the ADE GT Rules, to the extent necessary to accomplish the following: We will use the curriculum scale work that we have completed as the scope and sequence. The scope and sequence currently provided for GT by the ADE is over a decade old and we feel that Common Core State Standards are more rigorous than the scope and sequence provided. Our intent is to provide instructional opportunities using level 4 of the scales (level 3 is the target in the regular classroom, but in the GT classroom, level 4 will be the target.)

STANDARD 13: DESEGRETATION ORDERS

Warren School District and Brunson 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: PARENT 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 progress through goal sheets and on Educate, and handbook committee. To keep parents and guardians notified of school events and student progress, the following will be used: weekly communication folders, goal binders, progress reports, Blackboard Connect parental notification system, "District Data" Newsletter, 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: Family Literacy Nights, Watch DOGS (Dads of Great Students) Program, CHIPS (Community Help in Public Schools) PIT (Parental Involvement Team) Special Events such as Grandparents Day, MOMS (Mothers of Magnificent Students). The District Jack's Family Connection Center is open to parents and students daily with evening hours available as well as day time hours. 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.

2012 Arkansas School ESEA Accountability Report

District:	WARREN SCHOOL DISTRICT	Superintendent:	ANDREW TOLBERT
School:	**THOMAS C. BRUNSON ELEM. SCHOOL**	Principal:	REGINA SCROGGINS
LEA:	602013	Grades:	04 - 05
Address:	212 SCOBEY DRIVE	Enrollment:	240
	WARREN, AR 71671	Attendance Rate:	95.69% (3 QTR AVG)
Phone:	870-226-2351	Poverty Rate:	76.25%

Needs Improvement School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	252	YES	252	YES
Targeted Achievement Gap Group	198	YES	198	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	86	YES	86	YES
Hispanic	47	YES	47	YES
White	117	YES	117	YES
Economically Disadvantaged	197	YES	197	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	23	YES	23	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	232	78.88	69.70	225	86.22	65.19
Targeted Achievement Gap Group	178	74.72	64.49	173	82.66	61.72
	Three Year Performance			Three Year Growth		
All Students	720	72.50	69.70	699	75.82	65.19
Targeted Achievement Gap Group	553	67.09	64.49	536	72.20	61.72
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	76	68.42	57.22	75	77.33	56.79
Hispanic	44	79.55	66.23	42	85.71	58.49
White	111	85.59	79.27	107	92.52	73.23
Economically Disadvantaged	177	74.58	65.08	172	82.56	61.80
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	23	17.39	12.92	21	33.33	13.16

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	232	69.40	78.56	225	56.44	67.13
Targeted Achievement Gap Group	178	63.48	74.56	173	54.34	65.75
	Three Year Performance			Three Year Growth		
All Students	720	75.83	78.56	699	65.24	67.13
Targeted Achievement Gap Group	553	71.25	74.56	536	62.69	65.75
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	76	51.32	70.67	75	44.00	65.96
Hispanic	44	72.73	79.09	42	57.14	67.14
White	111	81.08	83.26	107	65.42	67.55
Economically Disadvantaged	177	63.84	75.27	172	54.65	65.88
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	23	21.74	22.08	21	23.81	32.46

PROGRESS IN LEARNING
Johny Doe

China Primary School
Some Address

Principal: Ms. Principal
Progress Period: 8/27/2012 - 10/15/2012

MATH

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Status
Counting & Cardinality	3.0	2.0						On Pace!
Some MT	3.0	3.0	3.0					Finished!
Place Value	3.0	4.0	3.0	2.0				Opportunity for Improvement

Math Comments

Ms. Smith: Johny is doing great. A pleasure to work with!

ELA

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Status
Reading: Informational: Central Idea	3.0	3.0	3.0	3.0	2.0					On Pace!
Some MT	3.0	3.0	3.0							Finished!
Language: Acquisition: Use of Language	3.0	4.0	3.0	2.0						Opportunity for Improvement

ELA Comments

Mr. Johnson: Johny is doing very well understanding the Central Idea. We are currently working on improving his skills in 'Use of Language'.

B

Planning Sheet

Name [illegible] Skill Read + Write numbers with expanded form, word form, + standard

To accomplish mastery of this skill, I will do the following:

- Create a lesson to teach to another student ✓
- Do a practice sheet ✓
- Create a learning poster ____
- Create a game with rules attached ✓
- Create a chant, rap, or song about the skill ____
- Create a test with key attached ____
- Create a picture/cartoon to illustrate your skill ____
- Create a puzzle to illustrate your skill ____
- Write a story/play about your skill ____

I will master my skill by the following date: October 17th

_____'s Comprehension Scattergram

Units 3 & 4

Place a colored dot showing how you did on each skill.	Color Key
	1st Try - Blue
	2nd Try - Green
	3rd Try - Orange
	4th Try - Red

I can **Rubric**	
4 - Expert, Exceeds	I understand completely! I can do it without making mistakes. I can help others.
3 - Master, Proficient	I understand the important ideas. I can do it by myself. Once in awhile, I make little or careless mistakes.
2 - Apprentice, Developing	I'm getting there! My mistakes show I understand most of the important ideas. Sometimes I need help.
1 - Novice, Beginning	I don't understand yet. I can't do it by myself. My mistakes show that I have trouble with the important

Rubric Score	Comprehension Skills										
4											
3											
2											
1											
	Making Inferences	Plot - begin, mid, end	Setting	Cause & Effect	Sequence	Compare & Contrast	Draw Conclusions	Author's Purpose	Predictions		
Date of each try:	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

D

New Taxonomy of Educational Objectives

Level of Difficulty	Mental Processes	Description	Possible Verbs or Verb Phrases	
Retrieval	Recognizing	Determining whether provided information is accurate, inaccurate or unknown	• Recognize (from a list) • Select (from a list)	• Identify (from a list) • Determine if the following statements are true:
	Recalling	Producing accurate information	• Exemplify • Name • List • Label • State	• Describe • Who • What • Where • When
	Executing	Carrying out a mental or psychomotor procedure	• Use • Demonstrate • Show • Make	• Draft • Create • Complete
Comprehension	Integrating	Identifying the critical or essential elements of knowledge	• Describe how or why • Describe key parts of • Describe the effects • Describe the relationship between	• Explain ways in which • Paraphrase • Summarize
	Symbolizing	Translating understanding into pictorial or graphic representation	• Symbolize • Depict • Represent • Illustrate • Draw	• Show • Use models • Diagram • Chart

Adapted from Marzano Research Laboratory

WARREN SCHOOL DISTRICT

Quick Reference

Level of Difficulty	Mental Processes	Description	Possible Verbs or Verb Phrases	
Analysis	Matching	Identifying similarities and differences	• Categorize • Compare & contrast • Differentiate • Discriminate	• Distinguish • Sort • Create analogy • Create metaphor
	Classifying	Identifying the superordinate and subordinate categories to which information belongs	• Classify • Organize • Sort	• Identify broader category • Identify categories • Identify different parts
	Analyzing Errors	Identifying logical and factual errors in knowledge	• Revise • Edit • Evaluate • Diagnose • Critique	• Assess • Identify errors • Identify problems • Identify issues
	Generalizing	Inferring new generalizations and principles from known knowledge	• Generalize • What conclusions can be drawn • What inferences can be made • Create a generalization	• Create a principle • Create a rule • Trace the development of • Form conclusions
	Specifying	Making and defending predictions about what might happen	• Make & defend • Predict • Judge • Deduce	• What would have to happen • Develop an argument • Under what conditions
Knowledge Utilization	Decision Making	Selecting among alternatives that initially appear equal	• Decide • Select the best among alternatives	• Which of these is most suitable • What is the best way
	Problem Solving	Accomplishing a goal for which obstacles exist	• Solve • Adapt • Develop a strategy to • Figure out a way	• How would you overcome • How will you reach your goal
	Experimenting	Generating and testing hypotheses by conducting an experiment and collecting data	• Experiment • Generate & test • Test the idea that • What would happen if • How would you test	• How would you determine • How can this be explained • Based on the experiment, what can be predicted
	Investigating	Examining a past, present and future situation	• Investigate • Research • Find out about • Take a position on	• What are the differing features of • How/Why did this happen • What would have happened

2013-2014 Warren School District Calendar (DRAFT)

Aug. 19-Sept. 20	Window for Kindergarten Screener (QUALLS)		
Aug. 12-15	Staff Development		
Aug.19	First Day of School		
Sept. 2	Labor Day		
Sept.	Algebra Retest Opportunity		
Oct.	Homecoming		
Oct. 10,11,15-18	9 weeks tests (WHS)		
Oct. 18	**End of First Quarter**	**Wed. 42 days**	
Oct. 28	Parent-Teacher Conferences	Monday 3:00-7:00	WMS, WHS, SEACBEC
Oct. 29	Parent-Teacher Conferences	Tuesday	Eastside, Brunson
Nov.	Window for Algebra I Strand Analysis Remediation		
Nov. 8	Staff Dev/AEA Fall Conference		
Nov. 20-22	Thanksgiving Break		
Dec.	Window for Online Alternative Test for Algebra I		
Dec. 16-19	Semester Tests		
Dec. 19	**End of 2nd Quarter**	**Thur. 42 days**	
Dec. 20 - Jan 1	Christmas Break for Teachers		
Dec. 20 - Jan 4	Christmas Break for Students		**84 days/semester**
Jan. 2,3	Staff Development		
Jan. 6	Students Return		
Jan.	Mid-year EOC Algebra I Exam (and Algebra I Retest Opportunity) Tues.-Wed.		
Jan.	Mid-year EOC Geometry Exam	Thur.-Fri.	
Jan. 20	Martin Luther King Day	Mon.	
Jan.	Mid-year End-of-Course Biology Exam Tues.-Wed.		
Feb. 11	Parent-Teacher Conference	Tues 3:00-7:00	Eastside, Brunson
Feb. 13	Parent-Teacher Conference	Thur 3:00-7:00	WMS, WHS, SEACBEC
Feb. 14	Staff Development	Friday	
Feb. 17	President's Day Holiday	Mon.	
March	Window for Algebra I Strand Analysis Remediation		
March	Grade 11 Literacy Exam 11th	Tues.-Wed	
March 10-14	9 weeks test	Mon.-Fri.	
March 14	**End of Third Quarter**	**Fri. 47 days**	
March 14	Alternate Portfolio due date	Friday	
March 17-21	Spring Break	Mon.-Fri.	
	Window for English Language Development Assessment for LEP students k-12		
April 18	Good Friday		
April 21	Staff Development		
April	Window for Online Alternative Test for Algebra I		
April	Window for Grades 1-2 and Grade 9 Iowa Tests (NRT)		
April	Augmented Benchmark Exams Grades 3-8 (Mon.-Fri)		
April	EOC Geometry Exam	Tues.-Wed.	
April	EOC Biology Exam	Tues.-Wed.	
May	End of Course Algebra I Exam (and Algebra I Retest Opportunity) Tues.-Wed.		
May 27, 28,29,30	Semester Tests		
May 23	Graduation	Fri.	
May 26	Memorial Day Holiday	Mon.	
May 30	Last day of school	**Fri. 47 days**	**.94 days/semester**
June 2,3,4,5,6	Make-up days, if needed		

Total student Teacher Interoction days	178	5 makeup days are included in the calendar.
Total Parent-Teacher Conference days	2	(9 Staff Dev. Days provided by district-1 an your own)
Total Staff Development Days	10	*Nothing except emergency sick leave is granted for Staff Development days
Total Contract Days	190	

BRUNSON NEW VISION CHARTER SCHOOL

SAMPLE SCHEDULE

TEACHER	7:55-8:05	8:05-8:55	8:55-9:45	9:45-10:40	10:40-11:30	11:30-12:20	12:20-1:10	1:10-2:00	2:00-2:50	2:50-3:10
	10 min	50 min	50 min	50 min	50 min	50 min	50 min	50 min	50 min	20 min
Mobley	HR	Sec 12 Math	pull-outs	Sec 12 Math	Sec 9 Math	café/recess	Sec 9 Math	Sec 10 Math	Sec 10 Math	HR/Process day
Taylor	HR	Sec 11 Math	pull-outs	Sec 11 Math	Sec 8 Math	café/recess	Sec 8 Math	Sec 7 Math	Sec 7 Math	HR/Process day
Hopson	HR	Sec 3 Math	pull-outs	Sec 3 Math	Sec 5 Math	café/recess	Sec 5 Math	Sec 1 Math	Sec 1 Math	HR/Process day
Fickle	HR	Sec 6 Math	pull-outs	Sec 6 Math	Sec 2 Math	café/recess	Sec 2 Math	Sec 4 math	Sec 4 Math	HR/Process day
Miles	HR	Sec 4 Sci	pull-outs	Sec 5 Sci	Sec 6 Sci	café/recess	Sec 1 Sci	Sec 2 Sci	Sec 3 Sci	HR/Process day
DeArmond	HR	Sec 8 Sci	pull-outs	Sec 9 Sci	Sec 7 Sci	café/recess	Sec 10 Sci	Sec 11 Sci	Sec 12 Sci	HR/Process day
Cortright	HR	pull-outs	Sec 7 Lit	Sec 7 Lit	Sec 11 Lit	Sec 11 Lit	café/recess	Sec 9 Lit	Sec 9 Lit	HR/Process day
Wynne	HR	pull-outs	Sec 10 Lit	Sec 10 Lit	Sec 12 Lit	Sec 12 Lit	café/recess	Sec 8 Lit	Sec 8 Lit	HR/Process day
Brown	HR	pull-outs	Sec 1 Lit	Sec 1 Lit	Sec 3 Lit	Sec 3 Lit	café/recess	Sec 5 Lit	Sec 5 Lit	HR/Process day
McCain	HR	pull-outs	Sec 2 Lit	Sec 2 Lit	Sec 4 Lit	Sec 4 Lit	café/recess	Sec 6 Lit	Sec 6 Lit	HR/Process day
Bryant	HR	pull-outs	Sec 9 SS	Sec 8 SS	Sec 10 SS	Sec 7 SS	café/recess	Sec 12 SS	Sec 11 SS	HR/Process day
C. Cathey	HR	pull-outs	Sec 5 SS	Sec 4 SS	Sec 1 SS	Sec 6 SS	café/recess	Sec 3 SS	Sec 2 SS	HR/Process day

Jack is an 11 year old boy. He is currently working at Learning Level 4 (traditional 3rd grade) in Literacy, Level 5 in Math, Social Studies, and Science.

Jill is a 10 year old girl working on Level 6 (traditional 5th grade) literacy and social studies and Level 5 (traditional 4th grade) math and science.

These students needs can be accommodated in multi-age groupings within the 12 sections of math, literacy, social studies and science sections.

PLC for Math & Science Teachers: Every Wednesday at 8:55.

PLC for Literacy & SS Teachers: Every Wednesday at 8:05.

Public Charter School Application
Estimated Budget Worksheet, Year One (~~2012-2013~~ 2013-2014)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (~~58~~) x $6,267.00 State Foundation Funding		
3			1,616,886.00
4	No. of Students (258) x $42.38 Professional Development		10,934.04
5	No. of Students (258) x eligible rate* NSLA Funding		266,514.00
6	Total State Charter School Aid		1,894,334.04
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	160,964	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		160,964
15			
16	**TOTAL REVENUES**		2,055,298.04
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1)*	57,950	
21	Fringe Benefits	15,074	
22	Purchased Services	4,900	
23	Supplies and Materials	1,900	
24	Equipment		
25	Other *(Describe)*		79,824
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 12)*	445,839	
29	Fringe Benefits	135,400	
30	Purchased Services	10,838	
31	Supplies and Materials	52,574	
32	Equipment	11,358	
33	Other *(Describe)*		656,009

**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)		
Special Education:			
Salaries: *(No. of Positions 1)*		39,500	
Fringe Benefits		11,015	
Purchased Services		29,982	
Supplies and Materials		10,544	
Equipment			
Other *(Describe)*			91,041
Gifted and Talented Program:			
Salaries: *(No. of Positions 25)*		11,300	
Fringe Benefits		3,067	
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			14,367
Alternative Education Program/ALE:			
Salaries: *(No. of Positions 1)*		43,739	
Fringe Benefits		11,948	
Purchased Services		500	
Supplies and Materials			
Equipment			
Other *(Describe)*			56,187
Guidance Services:			
Salaries: *(No. of Positions 1)*		37,576	
Fringe Benefits		10,592	
Purchased Services		1,000	
Supplies and Materials		1,950	
Equipment			
Other *(Describe)*			51,118
Health Services:			
Salaries: *(No. of Positions 15)*		5,550	
Fringe Benefits		1,570	
Purchased Services		100	
Supplies and Materials		900	
Equipment			
Other *(Describe)*			8,120

74	*(Budget Continued)*		
75	Media Services:		
76	Salaries: *(No. of Positions 1)*	51,710	
77	Fringe Benefits	13,701	
78	Purchased Services	5,225	
79	Supplies and Materials		
80	Equipment		
81	Other *(Describe)*		70,636
82			
83	Fiscal Services:		
84	Salaries: *(No. of Positions)*		
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other *(Describe)*		
90			
91	Maintenance and Operation:		
92	Salaries: *(No. of Positions 3)*	64,800	
93	Fringe Benefits	21,012	
94	Purchased Services		
95	(include utilities)	39,140	
96	Supplies and Materials		
97	Equipment		
98	Other *(Describe)*		124,952
99			
100	Pupil Transportation:		
101	Salaries: *(No. of Positions)* District		
102	Fringe Benefits		
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other *(Describe)*		
107			
108	Food Services:		
109	Salaries: *(No. of Positions 2.4)*	35,026	
110	Fringe Benefits	13,111	
111	Purchased Services	486	
112	Supplies and Materials		
113	Equipment		
114	Other *(Describe)*		48,623

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)*		
123			
124	Substitute Personnel: Purchased Services		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits	17,000	17,000
127			
128	If Applicable: Facilities N/A		
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	IIf Applicable: Insurance (contract for one total year including facility upgrades):		
134	If Applicable: Property Insurance		
135	If Applicable: Content Insurance		
136			
137	Debt Expenditures:		
138	Other Expenditures:		
139	*(Describe)*		
140			
141	**TOTAL EXPENDITURES**		1,217,877
		+Addendum	365,061
			1,582,938

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (258) x $6,267.00 State Foundation Funding		
3			1,616,886.00
4	No. of Students (258) x $42.38 Professional Development		10,934.04
5	No. of Students (258) x eligible rate* NSLA Funding		266,514.00
6	Total State Charter School Aid		1,894,334.04
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	164,117	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		164,114
15			
16	**TOTAL REVENUES**		2,058,451.04
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1)*	59,102	
21	Fringe Benefits	15,375	
22	Purchased Services	4,900	
23	Supplies and Materials	1,900	
24	Equipment		
25	Other *(Describe)*		81,277
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 11)*	454,750	
29	Fringe Benefits	138,108	
30	Purchased Services	10,838	
31	Supplies and Materials	52,574	
32	Equipment	11,358	
33	Other *(Describe)*		667,634

**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)		
Special Education:			
	Salaries: *(No. of Positions 1)*	40,290	
	Fringe Benefits	11,235	
	Purchased Services	29,982	
	Supplies and Materials	10,544	
	Equipment		
	Other *(Describe)*		92,051
Gifted and Talented Program:			
	Salaries: *(No. of Positions .25)*	11,526	
	Fringe Benefits	3,128	
	Purchased Services		
	Supplies and Materials		
	Equipment		
	Other *(Describe)*		14,654
Alternative Education Program/ALE:			
	Salaries: *(No. of Positions 1)*	44,614	
	Fringe Benefits	12,187	
	Purchased Services	500	
	Supplies and Materials		
	Equipment		
	Other *(Describe)*		57,301
Guidance Services:			
	Salaries: *(No. of Positions 1)*	38,328	
	Fringe Benefits	10,814	
	Purchased Services	1,000	
	Supplies and Materials	1,950	
	Equipment		
	Other *(Describe)*		52,092
Health Services:			
	Salaries: *(No. of Positions .15)*	5,661	
	Fringe Benefits	1,601	
	Purchased Services	100	
	Supplies and Materials	900	
	Equipment		
	Other *(Describe)*		8,262

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 1)*	52,744	
Fringe Benefits	13,975	
Purchased Services		
Supplies and Materials	5,225	
Equipment		
Other *(Describe)*		71,944
Fiscal Services:		
Salaries: *(No. of Positions)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		
Maintenance and Operation:		
Salaries: *(No. of Positions 3)*	66,096	
Fringe Benefits	21,432	
Purchased Services		
(include utilities)	39,140	
Supplies and Materials		
Equipment		
Other *(Describe)*		126,668
Pupil Transportation: District		
Salaries: *(No. of Positions)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		
Food Services:		
Salaries: *(No. of Positions 2.4)*	35,727	
Fringe Benefits	13,373	
Purchased Services	486	
Supplies and Materials		
Equipment		
Other *(Describe)*		49,586

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)*		
123			
124	Substitute Personnel: Purchased Services		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits	17,000	17,000
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)		
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance		
135	Content Insurance		
136			
137	Debt Expenditures:		
138	Other Expenditures:		
139	*(Describe)*		
140			
141	**TOTAL EXPENDITURES**		1,238,469
		Addendum +	372,047
			1,610,516

Regular Classroom Instruction (paid from Federal Funds)

Salaries (No. of Positions)	1	42,800.00	
Fringe Benefits		11,741.00	
Purchased Services		3,315.00	
Supplies and Materials			
Equipment			
Other (Describe)			
			57,856.00

Music/Art/Physical Education (paid from Teacher Salary)

Salaries (No. of Positions)	1.58	64,143.00	
Fringe Benefits		17,785.00	
Purchased Services			
Supplies and Materials		6,175.00	
Equipment			
Other (Describe)			
			88,103.00

Instructional Facilitators (paid from Federal Funds)

Salaries (No. of Positions)	0.67	35,820.00	
Fringe Benefits		9,438.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			45,258.00

Speech Therapist (paid from Federal Funds)

Salaries (No. of Positions)	0.25	13,750.00	
Fringe Benefits		3,606.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			17,356.00

Interventionists/Teacher Aides (paid from Federal Funds)

Salaries (No. of Positions)	2	29,500.00	
Fringe Benefits		10,994.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			40,494.00

Interventionists/Teacher Aides (paid from Operating Fund)

Salaries (No. of Positions)	1	13,011.00	
Fringe Benefits		2,885.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			15,896.00

Administrative Assistants (paid from Operating Fund)

Salaries (No. of Positions)	2	48,300.00	
Fringe Benefits		15,130.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			63,430.00

Parental Involvement Coordinator (paid from NSLA)

Salaries (No. of Positions)	0.25	4,625.00	
Fringe Benefits		1,580.00	
Purchased Services		874.00	
Supplies and Materials		4,259.00	
Equipment			
Other (Describe)			
			11,338.00

English Language Learners Teacher (paid from NSLA)

Salaries (No. of Positions)	0.25	9,825.00	
Fringe Benefits		2,743.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			12,568.00

Social Worker (paid from NSLA)

Salaries (No. of Positions)	0.25	8,960.00	
Fringe Benefits		2,552.00	
Purchased Services		750.00	
Supplies and Materials		500.00	
Equipment			
Other (Describe)			
			12,762.00

Regular Classroom Instruction (paid from Federal Funds)

Salaries (No. of Positions)	1	43,656.00	
Fringe Benefits		11,976.00	
Purchased Services		3,315.00	
Supplies and Materials			
Equipment			
Other (Describe)			
			58,947.00

Music/Art/Physical Education (paid from Teacher Salary)

Salaries (No. of Positions)	1.58	65,426.00	
Fringe Benefits		18,141.00	
Purchased Services			
Supplies and Materials		6,175.00	
Equipment			
Other (Describe)			
			89,742.00

Instructional Facilitators (paid from Federal Funds)

Salaries (No. of Positions)	0.67	36,536.00	
Fringe Benefits		9,627.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			46,163.00

Speech Therapist (paid from Federal Funds)

Salaries (No. of Positions)	0.25	14,025.00	
Fringe Benefits		3,678.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			17,703.00

Interventionists/Teacher Aides (paid from Federal Funds)

Salaries (No. of Positions)	2	30,090.00	
Fringe Benefits		11,214.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			41,304.00

Interventionists/Teacher Aides (paid from Operating Fund)

Salaries (No. of Positions)	1	13,271.00	
Fringe Benefits		2,943.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			16,214.00

Administrative Assistants (paid from Operating Fund)

Salaries (No. of Positions)	2	49,266.00	
Fringe Benefits		15,433.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			64,699.00

Parental Involvement Coordinator (paid from NSLA)

Salaries (No. of Positions)	0.25	4,718.00	
Fringe Benefits		1,612.00	
Purchased Services		874.00	
Supplies and Materials		4,259.00	
Equipment			
Other (Describe)			
			11,463.00

English Language Learners Teacher (paid from NSLA)

Salaries (No. of Positions)	0.25	10,022.00	
Fringe Benefits		2,798.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			12,820.00

Social Worker (paid from NSLA)

Salaries (No. of Positions)	0.25	9,139.00	
Fringe Benefits		2,603.00	
Purchased Services		750.00	
Supplies and Materials		500.00	
Equipment			
Other (Describe)			
			12,992.00

Warren School District
Licensed Salary Schedule
2012-13

	9 MONTHS 190 DAYS				9 1/2 MONTH 195 DAYS				10 MONTHS 205 DAYS				11 MONTHS 225 DAYS				12 MONTHS 245 DAYS		
	BA	BA +15	MA		BA	BA +15	MA		BA	BA +15	MA		BA	BA +15	MA		BA	BA =15	MA
0	31000	32914	34828	0	31,816	33780	35745	0	33447	35512	37578	0	36711	38977	41244	0	39974	42442	44910
1	31450	33389	35328	1	32,278	34268	36258	1	33933	36025	38117	1	37243	39540	41836	1	40554	43054	45555
2	31900	33864	35828	2	32,739	34755	36771	2	34418	36537	38657	2	37776	40102	42428	2	41134	43667	46199
3	32350	34339	36328	3	33,201	35243	37284	3	34904	37050	39196	3	38309	40665	43020	3	41714	44279	46844
4	32800	34814	36828	4	33,663	35730	37797	4	35389	37562	39735	4	38842	41227	43612	4	42295	44892	47489
5	33250	35289	37328	5	34,125	36218	38310	5	35875	38075	40275	5	39375	41790	44204	5	42875	45504	48133
6	33700	35764	37828	6	34,587	36705	38823	6	36361	38587	40814	6	39908	42352	44796	6	43455	46117	48778
7	34150	36239	38328	7	35,049	37193	39337	7	36846	39100	41354	7	40441	42915	45388	7	44036	46729	49423
8	34600	36714	38828	8	35,511	37680	39850	8	37332	39612	41893	8	40974	43477	45981	8	44616	47342	50068
9	35050	37189	39328	9	35,972	38168	40363	9	37817	40125	42433	9	41507	44040	46573	9	45196	47954	50712
10	35500	37664	39828	10	36,434	38655	40876	10	38303	40637	42972	10	42039	44602	47165	10	45776	48567	51357
11	35950	38139	40328	11	36,896	39143	41389	11	38788	41150	43512	11	42572	45165	47757	11	46357	49179	52002
12	36400	38614	40828	12	37,358	39630	41902	12	39274	41662	44051	12	43105	45727	48349	12	46937	49792	52647
13	36850	39089	41328	13	37,820	40118	42416	13	39759	42175	44591	13	43638	46290	48941	13	47517	50404	53291
14	37300	39564	41828	14	38,282	40605	42929	14	40245	42687	45130	14	44171	46852	49533	14	48097	51017	53936
15	37800	40089	42378	15	38,795	41144	43493	15	40784	43254	45724	15	44763	47474	50184	15	48742	51694	54645
16	38300	40614	42928	16	39,308	41683	44058	16	41324	43820	46317	16	45355	48096	50836	16	49387	52371	55355
17	38800	41139	43478	17	39,821	42222	44622	17	41863	44387	46910	17	45947	48717	51487	17	50032	53048	56064
18	39300	41664	44028	18	40,334	42760	45187	18	42403	44953	47504	18	46539	49339	52138	18	50676	53725	56773
19	39800	42189	44578	19	40,847	43299	45751	19	42942	45520	48097	19	47132	49961	52790	19	51321	54402	57482
20	40300	42714	45128	20	41,361	43838	46316	20	43482	46086	48691	20	47724	50582	53441	20	51966	55079	58191
21	40800	43239	45678	21	41,874	44377	46880	21	44021	46653	49284	21	48316	51204	54092	21	52611	55756	58901
22	41300	43764	46228	22	42,387	44916	47445	22	44561	47219	49878	22	48908	51826	54744	22	53255	56433	59610
23	41800	44289	46778	23	42,900	45455	48009	23	45100	47786	50471	23	49500	52448	55395	23	53900	57110	60319

An 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 administrator's, supervisor's 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 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, an employee with at least ten (10) years of service to the Warren School District 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.

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

Warren School District
Administrative Salary Schedule
2012-13

Position	Position Index	0 Yrs. Exp.	23 Yrs. Exp.
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	$78,415
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	1.303	$58,518	$78,596

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

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

WARREN SCHOOL DISTRICT
MISCELLANEOUS LICENSED SALARY SCHEDULE
2012-13

Position	Salary
Adult Ed Teachers (Parttime)	$25.00 Hourly
JROTC Instructors	Set by Army
Speech Therapist	$51.00 Hourly, including Benefits

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

Warren School District
Nurse Salary Schedule
2012-13

Exp	LPN	RN	RN/BSN
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
23	35800	39800	41800

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

WARREN SCHOOL DISTRICT CLASSIFIED SALARY SCHEDULE
2012-13

	SECRETARIES	AIDES	CUSTODIANS/ FOOD SERV WORKERS	EASTSIDE FOOD SERV MANAGERS	BR/MS/HS FOOD SERV MANAGERS	BUS MECHANICS
BASE	9.06	8.00	7.76	9.14	9.59	10.49
STEP 1	9.21	8.15	7.91	9.29	9.74	10.64
STEP 2	9.36	8.30	8.06	9.44	9.89	10.79
STEP 3	9.51	8.45	8.21	9.59	10.04	10.94
STEP 4	9.66	8.60	8.36	9.74	10.19	11.09
STEP 5	9.81	8.75	8.51	9.89	10.34	11.24
STEP 6	9.96	8.90	8.66	10.04	10.49	11.39
STEP 7	10.11	9.05	8.81	10.19	10.64	11.54
STEP 8	10.26	9.20	8.96	10.34	10.79	11.69
STEP 9	10.41	9.35	9.11	10.49	10.94	11.84
STEP 10	10.56	9.50	9.26	10.64	11.09	11.99
STEP 11	10.71	9.65	9.41	10.79	11.24	12.14
STEP 12	11.01	9.95	9.71	11.09	11.54	12.44
STEP 13	11.31	10.25	10.01	11.39	11.84	12.74
STEP 14	11.61	10.55	10.31	11.69	12.14	13.04
STEP 15	11.91	10.85	10.61	11.99	12.44	13.34
STEP 16	12.21	11.15	10.91	12.29	12.74	13.64
STEP 17	12.51	11.45	11.21	12.59	13.04	13.94
STEP 18	12.81	11.75	11.51	12.89	13.34	14.24
STEP 19	13.11	12.05	11.81	13.19	13.64	14.54

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.

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

Warren School District
Classified Supervisor Salary Schedule
2012-13

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
19	30147	42050	47050	46496	49050

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

WARREN SCHOOL DISTRICT
MISCELLANEOUS CLASSIFIED SALARY SCHEDULE
2012-13

Position	Salary
Adult Education Paraprofessional	Set by Program
SEACBEC Maintenance	$15.00 per hour

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

EVIDENCE OF PARENTAL AND COMMUNITY SUPPORT

As Evidenced by Results from the October 16, 2012 Public Hearing and Additional Meetings/Presentations

A total of 51 people attended the public hearing and we were pleased with the diversity represented in the audience which included parents, grandparents, educators from our district, and community members. Although the number was smaller than we would have liked, we did have the meeting live streamed on Saline River Chronicle and it will be available for several days on salineriverchronicle.com for those who did not get to attend.

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 to our website the presentation which includes the questions and answers asked prior to the hearing and during the hearing.

The following tables 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 Brunson if this charter is approved."

Strongly Agree	Agree	Disagree	Strongly Disagree
18	9	0	1

"I believe that the changes proposed will benefit the students and I support the concept."

Strongly Agree	Agree	Disagree	Strongly Disagree
22	5	0	1

Over the past couple of years, a variety of activities have occurred to build public awareness and establish support for the SBE initiative beginning with Eastside New Vision activities which began 2 years ago with a series of public meetings with parents and civic and community organizations to educate stakeholders on the components of Standards Based Education (SBE) and the process of becoming a charter school. Public meetings have continued both with Eastside administration and Brunson administration into this school year. Brunson Principal, Regina Scroggins, hosted a Grandparents Day luncheon on October 4 in which a presentation was made to inform the 115 grandparents present on the components of SBE and changes they could expect in instruction, assessment and reporting of progress. Additional meetings with parents and civic groups will continue to both inform and garner input on the process. Groups involved to this point in addition to parents and grandparents: Rotary, Bradley County, Industrial Development Committee (BCIDC), Retired Teachers Organization, Jr. Auxiliary, Warren Woman's Club, Warren Women of Today, and at churches. In addition to the principal, the Brunson Building Leadership Team (BLT) has taken on responsibility for informing and including representatives from all sectors of the community.

October 4, 2012 Standards-Based Education Update

Phillip Gonzalez
Rebecca Forrest
M. J. Bradley
Tonya White
Tericia Hampton
Kathy Lephew
Marsha Eagle
Mark Williams
Bruce Gregory
Ron L Wheeler
Martha Bradford
Vicky Fazila
Karla Reed
Suzy Beard
Annie Davis
Patricia Willingham
Christina Stanley
Jan Gorman
Tonya L Ott

Jack King
Wendy Emory
Donya Rawls
Mary Hunt
Richard George
Stephanie Lee
Arlene Allen
Kimbrae Clary
Melanie Carr
Bryan Lepine
Kristi McClain
Raquel Cotton
Lynn Henry
Michelle George
Earlene Norman
Mary Goodman
Kristi Barton
Dellis Hutchens
Chasity Angle

Brunson SBE Public Hearing October 16, 2012

30 Queen Miles
31 Marilyn J. Smith
32 Regina Scroggins
33 Sign Log
34 Kathy Comer
35 Angelique Pickle
36 Amy Wynne
37 Amy Cartright
38 Melissa Pepson
39 Becky Tuels
40 Deborah Jones
41 Rhonda Williams
42 Cassidy Cathey
43 Tom Brand
44 Mary Ann Mobley
45 Liz DeCarley
46 Jennie Rook
47 Paula Holbrook
48 Terri Bryant
49 Cathy Causey
50 Gregg Reep
51 Rob Reep

Brunson SBE Public Hearing October 16, 2012

18 Marilyn Johnson
19 Tara Weaver
20 Tim Kessler
21 Sandra Dalley
22 Lauren Cox
23 Janie Laddick
24 Ruth Lephew
25 M.J. Bradley
26 Ina McKinney
27. Jo Ellen Callaway
28 Angela Mansell
29 Peri Callaway

Brunson SBE Public Hearing October 16, 2012

13 Jessica Griffin
14 Audrey Ellington
15 Becky Snell
16 Linda Hunter
17 Joyce Upchurch

Brunson SBE Public Hearing October 16, 2012

1. Beverly A
2. Becke Guess
3. Joy Jacks
4. [illegible]
5. Robin Harston
6. Roger Harston
7. Carolyn Whitten
8. Donald Whitten
9. Ladonna Marsh
10. Shawn Budwell
11. Thomas Lephiew
12. Hazine White

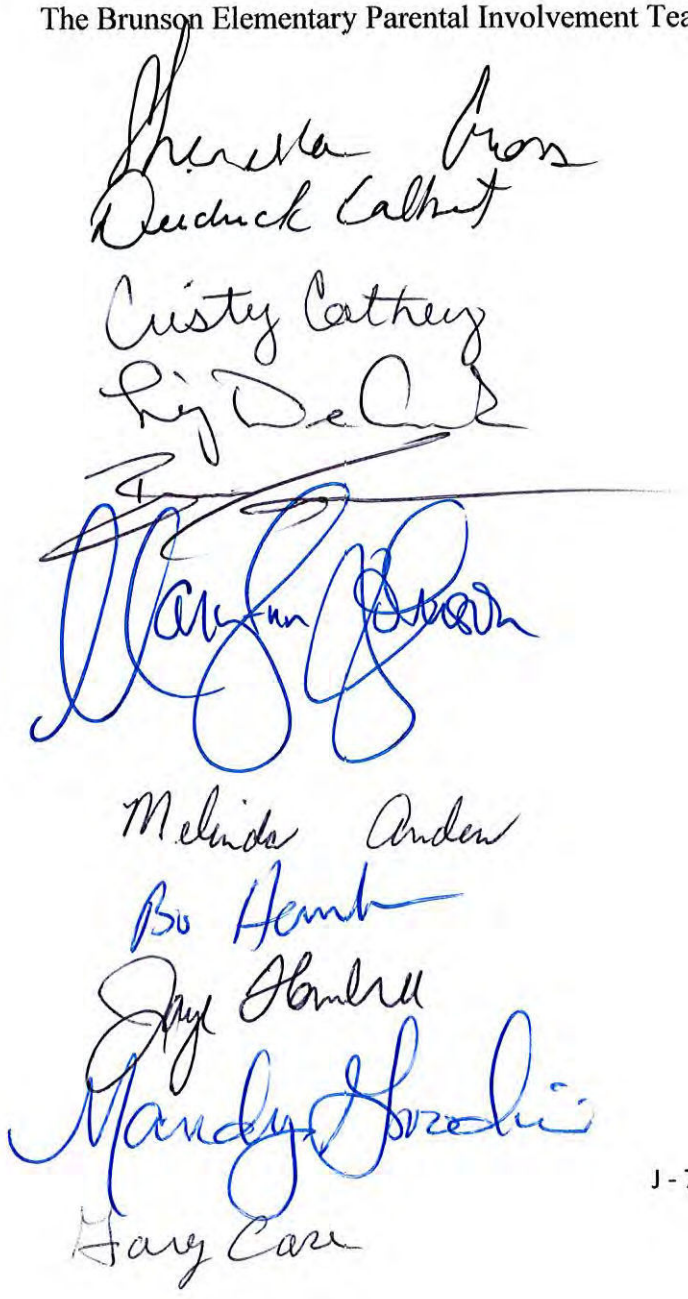
October 12, 2012

To Whom It May Concern:

We, the Parental Involvement Team, give our full support to Thomas C. Brunson Elementary School in their intent to become a District Conversion Charter School starting in the 2013-2014 school year. We believe in Standards Based Education and put our faith in the administrators, students, and support staff at Brunson to educate our children for their future in a global society.

Sincerely,

The Brunson Elementary Parental Involvement Team



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.

Andrew Tolbert
Signature of Superintendent of School District

Date: 10-17-12

ANDREW TOLBERT
Print or type name

Proof of Publication

Note:
The ad ran 3 consecutive weeks with 2 times in Eagle and 2 times in Shopper's Guide. Additionally, the ad ran 3 weeks in Saline River Chronicle (attachment #).

STATE OF ARKANSAS,
County of Bradley } ss

I, Tina Raney do solemnly swear that I am the bookkeeper of THE EAGLE DEMOCRAT, that said EAGLE DEMOCRAT is a weekly newspaper printed and published in Bradley County, State of Arkansas; that I was so related to this publication at and during the publication of the annexed legal advertisement in the case of Brunson Elementary School Public Meeting

pending in the _____ Court, in said County, and at the dates 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 two consecutive times, was made as follows:

October 3, 2012
October 10, 2012

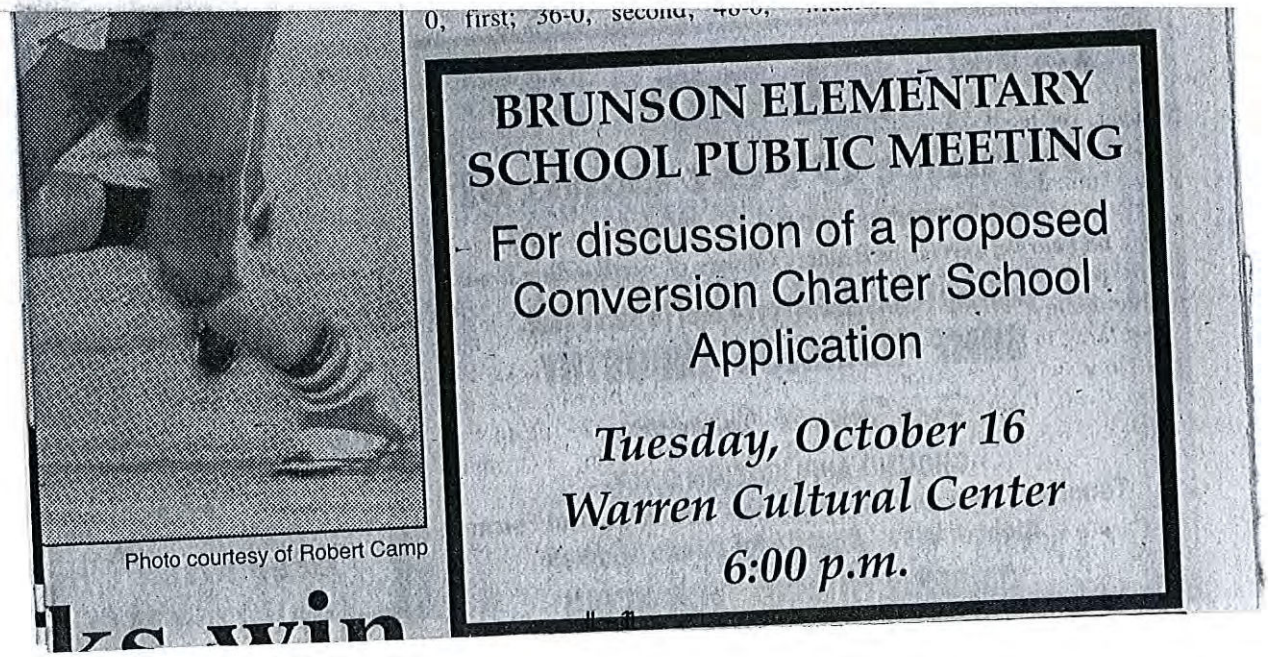
Tina Raney

Fees for Printing, $ 37.50
Cost of Proof, - - - $ X2
Total $ 75.00

3-73-500 E-22503

Subscribed and sworn to before me this 16 day of October 2012

TONY R. COX
COMM. EXP.
No. 12380083
BRADLEY COUNTY
NOTARY PUBLIC, ARKANSAS



The Eagle Publishing Company

200 W. Cypress
Warren, Arkansas 71671

DATE 10-17-12

Sold to Warren Schools

Invoice No. 1

Our Order No. 1

Your Order No. 1

ALL BILLS ARE NET AND DUE FIRST OF FOLLOWING MONTH

10/6 Brunson Elementary School Public Meeting		25 50
10/15 Brunson Elementary School Public Meeting		25 50
+ 2x3 Ad ran in Shoppers' Guide on these two dates.		$51 00

KWKI

PINES BROADCASTING, INC.
1255 NORTH MYRTLE STREET
WARREN,AR 71671

INVOICE (#0-1210-12430)
AFFIDAVIT OF PERFORMANCE
Standard Broadcast Period: 10/1/2012 - 10/28/2012
Account #: 115

WARREN SCHOOL DISTRICT
P.O. BOX 1210
WARREN, AR 71671

Product: ANNOUNCEMENT Script: 1153A (:30)

This station certifies that the announcements below ran within 15 minutes of the times indicated. ANA/RAB Tear Sheets containing the radio copy will match to the script code above.

Date	Time	Rate	Date	Time	Rate	Date	Time	Rate
10-Oct-12	6:36:00 AM		10-Oct-12	11:38:00 AM		10-Oct-12	1:35:30 PM	
10-Oct-12	5:35:30 PM		11-Oct-12	6:23:00 AM		11-Oct-12	10:37:00 AM	
11-Oct-12	12:38:30 PM		11-Oct-12	2:36:00 PM		12-Oct-12	6:23:00 AM	
12-Oct-12	10:37:00 AM		12-Oct-12	12:38:30 PM		12-Oct-12	2:37:00 PM	
13-Oct-12	6:36:00 AM		13-Oct-12	8:50:30 AM		13-Oct-12	10:36:30 AM	
13-Oct-12	5:35:30 PM		14-Oct-12	6:36:30 AM		14-Oct-12	12:14:00 PM	
14-Oct-12	4:36:00 PM		14-Oct-12	6:35:00 PM		15-Oct-12	10:36:00 AM	
15-Oct-12	11:36:30 AM		15-Oct-12	12:37:30 PM		15-Oct-12	2:37:00 PM	
16-Oct-12	6:36:00 AM		16-Oct-12	8:35:00 AM		16-Oct-12	9:35:30 AM	
16-Oct-12	12:36:00 PM							

This announcement was broadcast 28 time(s) as entered in the station's program log.

28 SPOT(S) AT A RATE OF $0.00 = $0.00

Gross Total: $0.00 Net Total: $0.00

All times are guaranteed to have run within 15 minutes of times indicated.
Subscribed and sworn to before me on this 17th day of October, 2012

Jimmy Sledge
Notary Public
JIMMY SLEDGE

NOTARY PUBLIC ARKANSAS
OFFICIAL SEAL
JIMMY SLEDGE
No. 12379700
BRADLEY COUNTY
My Commission Expires 12-3 2020

Bonnie G Ellis
Station Official
BONNIE G. ELLIS

KWRF

ANA.RAB Radio 'Tear Sheet' Procedure. Form at bottom of sheet indicates which copy ran.

PINES BROADCASTING, INC.
1255 NORTH MYRTLE STREET
WARREN,AR 71671
Phone:870-226-2653 Fax:870-226-3039

Client: WARREN SCHOOL DISTRICT Account #: 115
Script: 1153A - ANNOUNCEMENT - INVOICE: (#6-1210-12436)
Start Date 10/1/2012 - Stop Date 10/28/2012 Duration :30

THIS IS ANDREW TOLBERT, SUPERINTENDENT OF WARREN PUBLIC SCHOOLS, INVITING YOU TO A PUBLIC HEARING ON TUESDAY, OCTOBER 16, AT 6:00 P.M. AT THE WARREN CULTURE CENTER. WE WANT YOU TO BE PART OF A DISCUSSION ABOUT EXTENDING STANDARDS-BASED LEARNING TO BRUNSON ELEMENTARY AND APPLYING FOR BRUNSON TO BECOME A DISTRICT CONVERSION CHARTER SCHOOL BEGINNING IN THE 2013-2014 SCHOOL YEAR. YOU MAY RECALL THAT EASTSIDE WENT THROUGH THIS PPROCESS LAST YEAR AND WE PLAN TO EXTEND THE CONCEPT TO BRUNSON. WE HOPE YOU CAN JOIN US ON OCTOBER 16 AT 6:00 P.M. TO BE A PART OF THIS DISCUSSION.

STATION DOCUMENTATION STATEMENT APPROVED BY THE CO-OPERATIVE ADVERTISING COMMITTEE OF THE ASSOCIATION OF NATIONAL ADVERTISERS

This announcement was broadcast 28 time(s) as entered in the station's program log. The times this announcement was broadcast were billed to this station's client on our invoice (#6-1210-12436) as follows:

28 SPOT(S) AT A RATE OF $0.00 = $0.00

Grand Total: $0.00

Jimmy Sledge
(Notarize Above)
JIMMY SLEDGE

Bonnie G Ellis
Station Official
BONNIE G. ELLIS

OFFICIAL SEAL
JIMMY SLEDGE
NOTARY PUBLIC ARKANSAS
No. 12379700
BRADLEY COUNTY
My Commission Expires 12-3-2020

2GFQ -- p. 1 -- SMARTS 3G111117.00 (printed by Bonnie(Bonnie) at 9:36:45 AM on 10/17/2012)

salineriverchronicle.com
online news for the river region

BRUNSON ELEMENTARY SCHOOL PUBLIC MEETING

For discussion of a proposed Conversion Charter School Application

Tuesday, October 16
Warren Cultural Center
6:00 p.m.

Run 9/29-10/16

Sunday, September 30, 2012

October 2012

Proof of Publication Sept 29- Oct 16

Monday, October 1:

BCEDC, 7:00 a.m., Molly's Diner

Tuesday, October 2:

Rotary Club meeting, noon, First United Methodist Church Fellowship Hall

Saline River Chronicle

Wednesday, October 3:

Thursday, October 4:

Friday, October 5:

Warren Lumberjack Homecoming
Coronation: 12:30 p.m.
Parade: 2:00 p.m.
Game: 7:00 p.m.

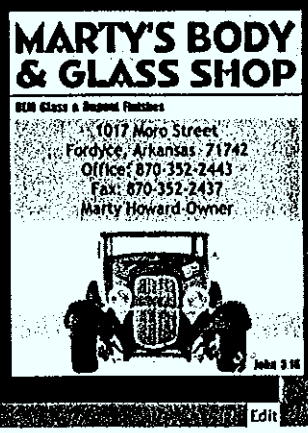
Saturday, October 6

Party in the Park

Sunday, October 7

Monday, October 8:

Residential Care Living is a concept that is becoming increasingly popular!



Edit

N

2012-2013 Application Cycle

Review Council Overview

Washington Academy
Texarkana Arkansas School District

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

December 20, 2012

Mr. Russell Sapaugh, Superintendent
Texarkana School District
3435 Jefferson Avenue
Texarkana, AR 71854

Re: Washington Academy

Dear Charter Applicant:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on December 18, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

Based upon the information currently available, the Charter Review Council can support your conversion 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 14, 2013. You will receive a separate hearing notice advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

An Equal Opportunity Employer

Washington Academy
Texarkana Arkansas School District
Review Council
December 3 & 18, 2012

	Does not meet the Standard	Partially meets the Standard	Meets the Standard
Pre-Application			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/Align			X
Standard 7: Enrollment Criteria/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			X
Standard 14: Parental Involvement			X
Finance & Budgets			X
Total	0	3	13

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

Washington Academy
Texarkana Arkansas School District

WASHINGTON ACADEMY

District: Texarkana School District

Grade Levels: 9-12

Student Enrollment Cap: 160

Address of Proposed Charter: 1900 Marietta, Texarkana, Arkansas 71854

The Charter Review Council requires, by noon on Wednesday, December 12, 2012, the submission of a revised budget showing the breakdown of the proposed charter school's portion of expenses in all budget lines. The revised budget should be sent to Diane Gross, via email, at diane.gross@arkansas.gov.

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED
(Partially Meets Standard)

- Explain how the need for the charter school is different than the need for alternative learning environments required under current law.

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM
(Partially Meets Standard)

- Discuss the research on "cooperative learning and cooperative grouping, rote learning, thematic instruction, simulations and games, evidence-based teaching, and integrating technologies such as smart boards, handhelds devices, hardware, software, and the use of the web in instruction."

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS
(Partially Meets Standard)

- Provide the 2011 graduation rate AMOs for all students, the targeted achievement gap group, and all ESEA subgroups and produce a chart to show the increasing graduation rates that will be expected for students at the charter school through the 2017-2018 school year.
- Provide the 2017-2018 goals for each of the following:
  - Literacy for all students;
  - Literacy for TAG students;
  - Mathematics for all students; and
  - Mathematics for TAG students.

STANDARD 6 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT
(Partially Meets Standard)

- Provide a timeline for aligning all courses and content with the Common Core State Standards.

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES
(Does Not Meet the Standard)

- Explain which students would be considered alternative education students. Confirm the understanding that when a student chooses to attend a charter school as "an alternative to the traditional setting," this does not mean that the student generates additional funding for being in an alternative learning environment.
- Describe the random lottery process for admissions that will be used if more students apply than can be accommodated by the enrollment cap.
- Explain if there is a request to increase enrollment by year, and, if so state the maximum number of students by year to be enrolled. If this is not the case, confirm that the maximum enrollment would remain at 120 until 2017-2018 when it would increase to 160 students.

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

- All of the job descriptions state the following as the last line on the page:

  "The Board may find appropriate and acceptable alternatives to the above qualifications."

  Explain what qualifications for each position are absolute and cannot be approved for substitution by the board.

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

- Explain how the affective needs of gifted and talented students will be met.
- Describe the educational program to be provided to ELL students. Discuss the curriculum and the methods of instruction to be used.

STANDARD 12 OF APPLICATION: WAIVERS
(Partially Meets Standard)

- Explain which waivers to laws, rules, and/or standards pertaining to gifted and talented education are being requested.

FINANCIAL/BUDGET
(Partially Meets Standard)
Confirm that budgets for both years balance to zero and explain how the school will operate if unexpected events that require additional funding occur.

- Provide the number of ALE students in Texarkana in 2011-2012, the current number of ALE students, and explain the expectation that all students at the charter would be ALE students.
- Explain how the district/school will accommodate the reduction in ALE funding if there is an increase in traditional students at Washington Academy,

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

OTHER

The bell schedule, provided on page 31 of the application, shows a seven-period day with first period beginning at 8:00 and seventh period ending at 3:36. Provide a daily schedule for students that is in line with the flexible hours that will be afforded to students at the charter school, as responses to Standard 3 and Standard 4 both stated the following:

> Flexible school hours – This option will allow students who are non-traditional or alternative to attend school during the six hour block that best fits their life styles and give them an opportunity to succeed in education and succeed in life. So often we force all students to fit into the traditional box of our traditional schedule which leaves out those students who social or economic conditions has almost given them no hope. Having a flexible schedule, students will have the opportunity of attending classes during a six hour block sometime between the hours of 8:00 a.m. to 7:00 p.m.

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

Arkansas Department of Education

Charter School Application Evaluation Instrument

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

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

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

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

EVALUATION RUBRIC AND RESPONSES

Name of Proposed School: **WASHINGTON ACADEMY**

Sponsoring School District: **TEXARKANA**

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
		X

Strengths
Concerns and Additional Questions

Part 2: REQUIRED INFORMATION

STANDARD 1 OF APPLICATION: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions
Provide the answers to the questions that were posed at the public hearing. **Questions;** **1. How are PEP decided? Mrs. Vlasis stated that Personalized educational plans will be provided for each student using data from the student's latest Benchmark performance scores, current TLI interim assessments, previous grades, pre-test, and teacher recommendations.** **2. When would teacher recruitment begin? How would that process go? Mr. Taylor stated "Teacher recruitment will begin immediately after the charter school is approved by the Arkansas Department of Education. Positions will be posted on the District website. Applications will be taken from existing staff as well as teachers outside the District. There will be an emphasis placed on those teachers who are more creative and diversified in their thinking in order to meet the needs of the student population."** **3. Can a "traditional" student attend? Mr. Taylor stated, "Yes, this charter school will be open to all students within the Texarkana Arkansas School District in grades 9 – 12. We are expecting a diversified student population from at-risk, to gifted and highly motivated students."** **4. Is this school not going to be a punitive school anymore? What about student behavior issues? Mr. Taylor stated "Washington 4 – A Academy is not a punitive school now, and it has not been since it started in 1996. There has always been a misconception about the 4-A Academy being a punitive campus, because Second Chance, which is a punitive campus use to share this campus. Washington 4-A has always been a school of choice and will continue to be a school of choice. Each student will go through an application and interview process in which we will continue to focus on the 4 A's – Attitude, Academics, Attendance, and Achievement in order make sure that there are certain fundamental and foundational components that will remain at Washington Academy. During the screening process/interview process we will discuss discipline and the consequences for not following rules, as well as a handbook outlining all policies and procedures of the school shall be adopted by the Board.**

5. **What would happen to students presently attending Washington? Mr. Taylor stated "All students will have an opportunity to apply to attend Washington Academy."**
6. **What about teachers and their certifications and being with students working on computers/subjects that aren't their certified areas? Mr. Taylor stated "We will hire all certified teachers in all areas and the computer lab teachers will have multiple areas of certification as well as a support system of all teachers in all areas."**
7. **What about classes and help for the students? Mrs. Vlasis stated "All classes and student's schedules will be based upon student's needs. We will be flexible in our schedules to make sure that the student's needs are being met."**
8. **Could peer/paid tutoring be a possibility to give students experience helping teach and provide them a job/ Mr. Taylor stated, "We will definitely have peer tutoring. We are not currently set up to compensate students."**

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
		X

Strengths
Concerns and Additional Questions
Provide specific information regarding how the Mission Statement will be measured. **Washington Academy will meet the annual measureable objective for End of Course exams and graduation.**

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
	X	

Strengths
Concerns and Additional Questions
Explain how the conversion charter school will improve student learning and will be different from the option currently provided to students on the campus. **The proposed charter school will improve student learning by using the research based instruction, providing strong teacher/student relationships, increased parental involvement, entering into college partnerships, providing workforce options, and a viable character education program. The model is to build a community not just a school. When the community works together with the students, improved and increased learning takes place. Washington Academy will be different because the culture and environment will be different. The characteristics of the proposed charter school that will be different from the educational program presently will include the following:** **1. Early Graduation Option – many students are highly motivated and very much interested in receiving their state required courses in a setting that would enable them to complete the requires state course work sooner than a four year standard period. Providing this option will give these students the opportunity to proceed at an advanced pace to further their educational careers, increase their desire to be gainfully employed, and increase their chances of graduation.** **2. Flexible school hours – This option will allow students who are non-traditional or alternative to attend school during the six hour block that best fits their life styles and give them an opportunity to succeed in education and succeed in life. So often we force all students to fit into the traditional box of our traditional schedule which leaves out those students who social or economic conditions has almost given them no hope. Having a flexible schedule, students will have the opportunity of attending classes during a six hour block sometime between the hours of 8:00 a.m. to 7:00 p.m.** **3. College credit/Dual credit – This is an option that would allow at-risk and gifted students to take advantage of not only high school courses and credit but also to earn college credit while in high school. The dual purpose is to promote a positive challenge for the at-risk as well as the gifted student.** **4. Career Connections – This program will enable students to receive technical training at the area vocational school while attending Washington Academy in an effort to lead students to the workforce with certification programs and future job opportunities.**

Provide valid and reliable data that substantiates the educational need.

In 2012 18.8% of students at Washington 4A scored proficient on the Geometry EOC exam; none of the students passed the Algebra I EOC exam; none of the students passed the 11th grade Literacy EOC exam. These scores alone establish an educational need to improve all of these areas by incorporating higher student/teacher expectations. Instituting flexible scheduling and providing one on one tutoring will increase student comprehension and improve student learning. The workforce program, concurrent college courses, and increased opportunity for early graduation will provide a broader range of options for the students than ever before.

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRA

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths
Concerns and Additional Questions

Discuss the "research based instructional practices" to be used at the school.

The "research based instructional practices" that will be used at Washington Academy will include but not limited to the following practices: cooperative learning and cooperative grouping, rote learning, thematic instruction, simulations and games, evidence-based teaching, and integrating technologies such as smart boards, handhelds devices, hardware, software, and the use of the web in instruction.

List and describe the characteristics of the proposed charter program that will be different from the current educational program.

The characteristics of the proposed charter school that will be different from the educational program presently will include the following:

1. **Early Graduation Option – many students are highly motivated and very much interested in receiving their state required courses in a setting that would enable them to complete the requires state course work sooner than a four year standard period. Providing this option will give these students the opportunity to proceed at an advanced pace to further their educational careers, increase their desire to be gainfully employed, and increase their chances of graduation.**
2. **Flexible school hours – This option will allow students who are non-traditional or alternative to attend school during the six hour block that best fits their life styles and give them an opportunity to succeed in education and succeed in life.**

So often we force all students to fit into the traditional box of our traditional schedule which leaves out those students who social or economic conditions has almost given them no hope. Having a flexible schedule, students will have the opportunity of attending classes during a six hour block some time between the hours of 8:00 a.m. to 7:00 p.m.

3. **College credit/Dual credit – This is an option that would allow at-risk and gifted students to take advantage of not only high school courses and credit but also to earn college credit while in high school. The dual purpose is to promote a positive challenge for the at-risk as well as the gifted student.**
4. **Career Connections – This program will enable students to receive technical training at the area vocational school while attending Washington Academy in an effort to lead students to the workforce with certification programs and future job opportunities.**

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths
Concerns and Additional Questions
Provide goals for 2017-2018 as goals for five years were requested, but, if authorized, the charter will not begin serving students until 2013-2014. **Provide 2016-17 and 2017-18 graduation rate goals.** **In the school year, 2016-2017, the graduation rate goal will be 83.73%. In the 2017-2018 school year the graduation rate goal will increase to 86.99%.** **Provide the 2017-2018 goals for each of the following:** • **Literacy for all students;** • **Literacy for TAG students;** • **Mathematics for all students; and** • **Mathematics for TAG students.** **Explain how the graduation rate will be measured and how the goal will be met.** **The graduation rate will be measured by all students graduating within the cohort during the given year.**

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 implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths
Concerns and Additional Questions
Confirm that all courses and all content have been aligned with Common Core State Standards or provide a timeline. **The Texarkana Arkansas School District math facilitators, literacy facilitators, content teachers, the Southwest Arkansas Cooperative facilitators, the The Learning Institute of Hot Springs, and the Arkansas Department of Education are working together to transition from the Arkansas Academic Standards to the Common Core State Standards. Washington Academy's teachers, facilitators and administrators are participating in this transition.**

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
X		
Strengths		
Concerns and Additional Questions		
The Applicant states it will give priority for enrollment to alternative education, at-risk, and homeschooled students. This is not permissible under federal law, as every child must have an equal opportunity to enroll in the school. Though the Applicant recites that it will not deny enrollment on the basis of race, ethnicity, national origin, gender, or disability, the Applicant should note that the signed Statement of Assurance also bars the school from discriminating on the basis of religion, or academic or athletic eligibility. **See the following statement under Alternative Education "All TASD alternative education students will be eligible for admission to the Washington Academy." Explain which students are considered alternative education students.** **Washington 4A has been the secondary non-punitive alternative learning environment for the Texarkana Arkansas School District. Washington Academy will be the secondary school of choice for those students desiring an alternative to the traditional educational setting.** **Confirm the enrollment cap requested. The cover says 120 students, but text states, "The total number of students enrolled in the school will not exceed 160 students without formally amending this charter."** **The first year2013 – 14 enrollment cap will be 120 students, but the enrollment cap for year five 2017 – 18 will be 160 students.**		

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
	X	

Strengths

Concerns and Additional Questions

State the qualifications for each of the following positions, for which the board cannot substitute alternatives: principal, counselor, instructional facilitator, teacher, media specialist, and nurse.

The qualifications for the Washington Academy principal, counselor, instructional facilitator, teacher, media specialist, and nurse, are listed in Attachments D 8.1 – D8.6 pages 23-28 of the application.

Confirm that the counselor will be paid on the teacher schedule since the counselor will work 197 days or provide the salary scale for the counselor.

The counselor will also serve as the assistant principal and will be on a 220 day contract and the salary schedule will be included at the end of this response. Attachment 1.1

Confirm that the nurse will be paid on the teacher schedule since the nurse will work 197 days or provide the salary scale for the nurse.

The nurse will be employed on a 197day contract and will be paid according to the nurse salary schedule. Attachment 1.2

Provide the salary scale for the principal as no salary scale for employees working 220 days was included.

The Principal of Washington Academy salary schedule is the same as the Associate High School Principal which are 240 day contracts.

Provide the salary scale for teachers working 190 days and explain which teachers will have 190-day contracts and which will have 197-day contracts.

All teachers employed at Washington Academy will be on a 197 day contract. The 1/7 conference stipend is already added to the salary schedule.

Provide the salary scale for the media specialist as no salary scale for employees working 190 days was included.

The media specialist will be paid on the teacher 197 day salary schedule.

Confirm whether the salary schedule on page 41 reflects the 1/7 increase due to loss of daily planning period.
The salary schedule reflects the 1/7 increase due to loss of daily planning period.

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
	X	

Strengths

Concerns and Additional Questions

Explain the "non-formal program" for gifted and talented students that "will be integrated into the classes."
The non-formal program for gifted and talented will be integrated through the college credit courses to allow those students to use their creativity and giftedness.

Discuss the instructional program to be offered to meet the needs of bilingual students and students who are English language learners.
The Texarkana Arkansas School District employs an English Learner Coordinator who will provide services as needed.

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 12 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Legal Comments

1. Requested Waivers:

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.
No waiver needed.

b.) Ark. Code Ann. § 6-16-102 ("School day"); Standard 10.01.4 of the Standards for Accreditation: The Applicant should review whether waiver of Ark. Code Ann. § 6-18-211 ("Mandatory attendance for students in grades nine through twelve") is necessary to implement its educational plan.
No waiver needed.

c.) Standard 14.03 of the Standards for Accreditation (regarding required clock hours for awarding course credit): The Applicant requests waiver of this Standard, yet page six of the Application asserts the Applicant will meet the clock-hour requirements of this Standard. The Applicant should clarify this discrepancy and explain how or whether it intends to satisfy Standard 14.03; particularly since its proposed class time (3 subjects in 61 minutes for 178 days) leaves so little room for error with regards to the required 120 hours. The Applicant should note that 60 hours is sufficient only for a one-half unit of credit.
No waiver needed.

d.) Ark. Code Ann. §§ 6-42-101 and 6-20-2208(6); Standard 18.0 of the Standards for Accreditation (regarding gifted and talented education): It is presumed that the statutory references are intended to reference §§ 6-42-101 et seq. and 6-20-2208(c)(6). To effectuate this waiver request, the Applicant must also request waiver of ADE Rules Governing Gifted and Talented Program Approval Standards.
Integrate gifted and talented program in college classes.

e.) "Certified Staff Salary Schedules": It is not clear from this statement what specific waiver is being sought. The Applicant should clearly identify the specific law or regulation from which it seeks waiver, and the rationale for the waiver.
No waiver needed.

2.	**Waivers Not Requested:**
a.)	**The Applicant has expressed its intent to seek alternative learning environment (ALE) state categorical funding for its students. The Applicant should carefully review section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding, to determine what, if any, additional waivers may be necessary. These rules potentially impact several components of the proposed Application, including the plans for student assignment, staffing, and computer-based instruction.**

Concerns and Additional Questions

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
Concerns and Additional Questions

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**
		X

Strengths
Concerns and Additional Questions

ADDITIONAL COMMENTS:

Provide the proposed daily schedule for students.
Proposed daily bell Schedule on page 3.1

FINANCIAL/BUDGET COMMENTS

Partially Meets Standards

Concerns and Additional Questions:

The applicant only provides salary schedules for the Associate High School Principal and teachers. No other salary.

The applicant should clarify how calculation of Title I and ALE revenue for year 1 and year 2. Pgs. 32 & 36

The applicant should clarify no allocated budgeted share of costs to the charter in the areas of GT, Health Services, Media Services, Fiscal Services, Transportation, Food Services, Data Processing, and Maintenance & Operation for both years. Pgs. 32-39

The applicant does not include budgeted amounts for utilities, property or content insurance Pgs. 35 & 39

All students will not be ALE students therefore all classroom teachers are not eligible to be paid from ALE funds.

Budget should be resubmitted.

2012-2013 Application Cycle

Application

Summary

and

Application

Washington Academy
Texarkana Arkansas School District

WASHINGTON ACADEMY

District: Texarkana School District

Grade Levels: 9-12

Student Enrollment Cap: 120

Address of Proposed Charter: 1900 Marietta, Texarkana, AR 71854

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-203	Committees on personnel policies—Members
6-17-1501 et seq.	Teacher Fair Dismissal Act

Waivers Requested from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

10.01.4	Required time for instruction

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31

RECEIVED
OCT 30 2012
CHARTER SCHOOL OFFICE

Charter School: Washington Academy

Date Submitted: October 30, 2012

Date Approved: _____

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

Adopted by Arkansas State Board of Education – June 11, 2012

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: Washington Academy

Grade Level(s) for the School: 9 - 12 Student Enrollment cap: 120

Name of School District: Texarkana

Name of Contact Person: Terry Taylor

Address (no P.O. Box please): 3435 Jefferson Av City: Texarkana ZIP: 71854

Daytime Phone Number: (870) 772-4792 FAX: 870-774-2185

E-mail: Terry.Taylor@tasd7.net

Charter Site Address: 1900 Marietta

City: Texarkana ZIP Code: 71854

Date of Proposed Opening: August 19, 2013

Name of Superintendent: Russell Sapaugh

Address: 3435 Jefferson Ave.

City: Texarkana Zip Code: 71854

Phone Number: 870-772-3371 FAX: 870-773-2602

E-mail: Russell.Sapaugh@tasd7.net

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 proposed District conversion charter school is Washington Academy. The Washington Academy will serve grades 9 -12 offering an alternative choice for educating Texarkana Arkansas Arkansas School District students. Personalized Education Plans (PEP) developed for students will provide the following: needed assistance to at-risk students, a variety of options for recovering credits, and educational services to assist those students interested in early graduation. The Personalized Education Plan (PEP) will improve student retention thus lowering the dropout rate and increasing student achievement. In addition, Washington Academy will provide a character education program. a school to work program, and a flexible school day.

(Use additional sheets as necessary.)

D. REQUIRED INFORMATION

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) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

A public meeting was held on October 11, 2012 at 6:00 p.m. at the Texarkana Arkansas School District administration building. For three weeks prior to this meeting, September 20, 2012, September 27, 2012, and October 4, 2012, a public notice was published in the Texarkana Gazette, a newspaper that covers a four county area and southwest Arkansas. In addition to these publications, the school district also used School Messenger, an automated phone system to inform TASD parents of the meeting. The system contacted 4,430 phones and sent 800 emails. All TASD employees were informed of the meeting via email. (see attachment) The public meeting was posted on the TASD home page for three weeks prior to the meeting date. See Attachment D1.1 – D1.8

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

The mission of Washington Academy is to provide a learning environment to increase the achievement of at-risk students in grades nine through twelve by providing alternative education through a Personalized Education Plan (PEP)for each student for anywhere, anytime learning.

Washington Academy will accomplish this mission by providing alternatives to the traditional instructional methods. These alternatives include web-based classes, project based learning, small group instruction, one-on-one tutoring, and mastery learning. Students will be accountable for the pace necessary to achieve their goals, thereby allowing students to earn their high school diplomas while meeting their individual needs due to personal circumstances. Washington Academy staff will provide guidance for students to progress from at-risk educational learners to successful lifelong learners with goals of higher achievement both academically and personally.

3. Describe the educational need for the school.

The educational need for Washington Academy is to provide an alternative education program that will increase the District's current graduation rate of 70.71 percent. Washington Academy will provide cooperative workforce programs and programs designed for early graduation.

Many students face obstacles that are difficult to remove or overcome in the traditional school setting. Thus, students often get behind, seeing no way of ever catching up, lose hope and drop out of school. In an effort to prevent this from happening in our community, Washington Academy will remove as many of the obstacles or hurdles as possible by customizing the educational experience through flexible access to the curriculum, engaging instruction, mastery learning, addressing the needs of the individual learners, and providing career and college readiness.

A Personalized Education Plan (PEP) for each student, a low teacher to student ratio, as well as one-on-one tutoring of the students will improve student learning. The educational tools will be customized to fit the individual student needs therefore allowing the students to progress.

A diagnostic test will be used to identify each student's academic status. Prescriptive programming will be used to follow the strands and standards of the Arkansas Academic Standards and Common Core Competencies. Each student's progress will be monitored at a level of mastery, and all goals for individual students will be clearly defined and measured.

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

Washington Academy will be designed to fit the needs of the learner with research based instructional practices, teacher directed instruction, project based learning, concurrent credit classes, and computer based learning. 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 both technology and teachers as resources. Concurrent classes will be offered through partnerships with higher education schools in the area.

This rigorous core curriculum is designed to develop the intellectual capacity of students attending Washington Academy. Washington Academy has a twofold purpose to move students onward and upward. By assessing learning styles and interest inventories, the academy will create personalized education plans based on both the individual academic needs of the student and methods in which the students learn best.

Through the personalized education plans, students will be allowed to take up to three semester courses in a 61 minute class period allowing the students to receive more than the

traditional seven credits in a school year. For a 178 day school year, this will meet the Carnegie Units of 60 hours for each semester course. This will allow students interested in entering college or the work force to graduate early and will provide additional opportunities for credit recovery which will encourage graduation.

Flexible scheduling will meet the needs of the student personalized education plans. Students will be required to come to school only for the courses needed to complete their personalized education plans. Courses will be offered during an extended day based on the needs of the students. Late afternoon and night courses will be provided to meet the needs of the students.

Cooperative programs through the University of Arkansas Community College at Hope in Texarkana and Southern Arkansas University Tech will offer dual credit courses in some general education and vocational classes.

5. List the specific measureable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other 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.

	Literacy - All	Literacy – Tag	Math - All	Math-Tag	Graduation Rate - All	Graduation Rate - Tag
2012-13	55.45	45.40	65.83	58.02	70.71	70.65
2013-14	59.91	50.86	69.25	62.22	73.96	73.91
2014-15	64.36	56.32	72.67	66.41	77.22	77.17
2015-16	68.82	61.78	76.08	70.61	80.47	80.44
2016-17	73.27	67.24	79.50	74.81		

Since the academy is new, the baseline data for student achievement is not available. The above numbers are the District AMO numbers. Therefore, the measurable goals of this charter school are for the students to meet AYP and Common Core goals for each test for each year.

Reading and mathematics will be tested using End of Course exam results, Common Core Assessments, TLI interim assessments, and computer based interim assessments. Students who do not reach mastery level will receive extra support and tutoring until individualized goals are met.

<u>Tools for improvement</u>: <u>Diagnostic Testing –</u> The Learning Institute (TLI) module assessment tools will be used as a pre-test for each student in the program for all core courses. The Learning Institute interim assessments are aligned to the Arkansas Benchmark Exams, and research shows a close correlation to success on the TLI interim assessments when compared

to the Benchmark Exams. The TLI interim assessments provide a forecast for the success of the students on the Benchmark Exams. The TLI interim assessments give a RIT score for each standard test, as well as pre/post math and literacy scores. This will allow the charter school to measure gains at six week intervals.

Prescriptive programming – Teachers will write a Personalized Education Plan (PEP) for each student in the charter school program. The goals, interventions, and actions will be taken from the latest Benchmark performance scores and the most current TLI interim assessments. Skills below proficient will be identified, isolated, and re-taught. Teacher lesson plans will follow the strands and standards of the Arkansas Academic Standards and the pacing guides adopted by the Texarkana Arkansas School District.

Monitoring of student progress – Teachers will give daily grades for work completed in the charter school program. All math and reading assignments must be at a 60% mastery level. All writing assignments must be at a 60% mastery level and follow the 4-point rubric used by the district. Student academic performance and attendance will be monitored and reported to parents. Parents will have access to electronic grade book.

Evaluation: Meeting clearly defined goals – Following the baseline pretest, the academy will use TLI interim assessments at week six and twelve of each semester. Students performing below the proficient level will be recommended for the extended day session.

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

The Arkansas Academic Standards are used as the curriculum framework to guide and lead the instruction of math and literacy in the Washington Academy program. Washington Academy utilizes pacing guides and curriculum designed by the Texarkana Arkansas School District math coaches, literacy coaches, content teachers, and Southwest Arkansas Cooperative facilitators. All curriculum materials have been aligned both vertically and horizontally to address all Common Core standards and academic standards for each grade level. Curriculum alignment is an ongoing process and documents are updated annually. Pacing guides are developed as guidelines for instruction. The pacing guides along with the interim assessments from The Learning Institute help maintain focus for the teacher and assure that all skills tested on the Arkansas Benchmark Exams/EOC are addressed prior to the testing. Pacing guides outline time and sequence of material presentation and attempt to reach mastery on standards by providing activities to promote learning for all students.

Curriculum adoptions, software, strategies, resources and lesson plans are designed to cover the Frameworks by moving through each strand and standard in progression. By using the pacing guides as roadmaps and the interim assessments as measuring guides, students will be exposed to all framework materials by testing time. Each strand and standard is matched to appropriate instructional and learning strategies based on student need.

All teachers at the Washington Academy will have access to student profiles, grade transcripts, and test scores. A math/literacy instructional facilitator will work with the teachers to prepare an academic plan for each student.

Parents will assist in the development of the individual academic plans for their children. The plans will be discussed with each student's mentor teacher and signed by the parent, teacher, and student. Parents will receive progress reports at mid-grading period to keep them informed. Parent/teacher conferences held during each nine weeks will provide an avenue for two-way communication. Teachers will make themselves available to conference with parents at any time during the school year upon request.

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 charter school than can be accommodated under the terms of the charter.

A formal recruitment plan will include marketing of the school to prospective incoming students beginning in February for each calendar year for the following school year. The school will be publicized in the following ways:

- Neighborhood flyers
- Visits with civic organizations
- Visits with community based organizations
- Local newspaper
- Teacher referrals from other campuses
- Local radio and television advertisements
- District website

Washington Academy will be open to all students in grades 9-12 who reside in the Texarkana Arkansas 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 Washington Academy and the application process will be published annually on the District website as well as in the local newspaper.

Students who are currently enrolled or reside in the Texarkana Arkansas School District will be eligible to apply to Washington Academy. First priority for enrollment will be given to alternative education students, at-risk students, and previously home schooled students.

The cap for enrollment will be 120 students for the first year, 140 students for the second year, and 160 students for the third year. If the number of students seeking enrollment in the school exceeds capacity, the students will be randomly selected by lottery. The total number of students enrolled in the school will not exceed 160 students without formally amending this charter. The student to teacher ratio will be 10:1.

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 Board members are Carol Dalby, President, Shelby Brown, Vice-President, Jesse Buchanan, Secretary, Glen Spears, Vickie Lacy, Greg Murphy, and Anita Clay

Please see attachments of all job descriptions, professional qualifications, and salary scales for all positions in Attachments D8.1 – D8.6.

SCHOOL DIRECTOR/PRINCIPAL - (1.0 FTE)

COUNSELOR - (1.0 FTE)

INSTRUCTIONAL FACILITATOR – (1.0 FTE)

TEACHERS (12) – (1.0 FTE each)

MEDIA SPECIALIST – (.5 FTE)

NURSE – (.5 FTE)

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

(A) Guidance program – Washington Academy will provide a certified assistant principal/counselor that will serve all students.

(B) Health Services – Washington Academy will be in compliance with ADE rules and regulations governing school health services that will serve all students. TASD will provide services.

(C) Media Center – Washington Academy will be in compliance with ADE rules and regulations governing school media centers with a media specialist (.5 FTE) that will serve all students. The Texarkana Arkansas School District will fund this position.

(D) Transportation – Transportation for eligible students will be provided by the Texarkana Arkansas School District.

(E) Food Services – Food services will be provided by the Texarkana Arkansas School District.

(F) Special Education –Washington Academy will be in full compliance with all federal and state regulations concerning IDEA and 504. Special education services will be provided with a full range of potential programs to meet the needs of the students with a high quality education.

(G) Alternative Education – The current non-punitive alternative education program is being converted into the Washington Academy. All TASD alternative education students will be eligible for admission to the Washington Academy.

(H) Gifted and Talented program – Washington Academy will not offer a formal, separate gifted and talented program, but a non-formal program will be integrated into the classes.

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

The Texarkana Arkansas School District reports educational data through the Arkansas Public School Computer Network. Washington Academy, as a conversion charter school in the Texarkana Arkansas School District, will report educational data and financial data, including grants or private donations received by the school, 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 met these requirements, provide a list of items that will need to be addressed to bring facility into compliance.

Washington Academy will be located at 1900 Marietta Street in Texarkana, Arkansas. This facility currently and for the past three years has housed the TASD alternative program.

The facility has more than 15 classrooms as well as a computer lab, media center, cafeteria, and gymnasium.

The building meets the ADA and IDEA requirements. If students with exceptional needs beyond current modifications enroll, the Texarkana Arkansas School District is committed to making the modifications needed to comply with ADA and IDEA requirements.

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

The Texarkana Arkansas School District and the Washington Academy are in full agreement over the use of the facility and its equipment for the district conversion charter school.

12. List the provision 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. Identify the specify statue, rule, or standard requested to be waived by title and section number if applicable. Provide a brief description of the rationale for each wavier requested.

6-10-106 – Start and End Dates for School year – Washington Academy 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.

6-16-102 – School Day – Required Time for Instruction and School – Due to program design, Washington Academy requests a waiver from Standard V 10.01.4 and Standard 14.03. The 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.

6-17-111 – Duty Free Lunch period – The school's concept of supervision and student/teacher interactions requires the teachers to be present with the students during lunch.

6-17-114 – Daily Planning Period – While it is the intent to provide adequate planning time, the school requests flexibility in order to better serve the student population.

6-17-203 – Personnel Policy Committee – Washington Academy will work independently of the district required Personnel Policy Committee.

6-17-501 through 6-17-1510 – Teacher Fair Dismissal Act and Public - As all school employees will be at-will; this law will not be applicable. Fair Hearing Act – Washington Academy pledges that all constitutional due process will be followed in all employee dismissal events.

Standards for Accreditation

6-42-101 and 6-20-2208 (6) and Standard 18.0 – Gifted and Talented programs – The school will not offer a separate GT program, but will integrate appropriate services within the instructional day to meet each student's academic needs.

Certified Staff Salary Schedules – The Washington Academy teachers will be on a 197 day contract. In lieu of a guaranteed conference period, each teacher will be paid an additional one-seventh of his/her salary.

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 operation of the Washington Academy Charter School will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

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

Parental Involvement Plan: Washington Academy will operate under the belief that administration, teachers, parents, and students must work together as partners to provide the environment necessary for quality education. Parents are a vital part of this partnership and the school expects and needs the parents to support the educational mission of Washington Academy. Parental involvement will include:

- A school-parent agreement/contract – describing how parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, etc.
- Volunteering in the classroom
- Actively participating in the decisions relating to their child's education and positive use of extracurricular time
- Addressing the importance of establishing ongoing, good communication between teachers and parents through parent-teacher conferences, progress reports, access to staff and opportunities to volunteer
- A parental engagement plan that addresses each component for parental involvement by Arkansas Act 307
- Inclusion of parental involvement in the school's ACSIP plan

- A parent center at the school in order to provide resources for parents, which will include computers for parents to access grades, information regarding college and career opportunities, and pertinent information about Washington Academy
- A parent facilitator on campus
- Annual parent survey

Attachment D1.1

Notes from Charter School Meeting – October 11, 2012

On October 11, 2012, the community meeting took place to explain the proposal of the Washington Academy Charter School and answer any questions the community might have about the proposal.

Mr. Sapaugh opened the meeting with a brief explanation about state requirements and introduced Mr. Taylor and Mrs. Vlasis.

Mr. Taylor and Mrs. Vlasis took over the meeting providing information and a PowerPoint outlining the proposed changes and possibilities for the students.

When opened to the "Questions" segment, those in participation of the meeting asked the following:

How are PEPs decided?

When would teacher recruitment begin? How would that process go?

Can a "traditional" student attend?

Is this school not going to be a punitive school anymore? What about students with behavior issues?

(The confusion of Washington being a punitive school was addressed and cleared up.)

What would happen to the students presently attending Washington?

What about teachers and their certifications and being with students working on computers/subjects that aren't their certified field?

What about classes and help for the students?

Could peer/paid tutoring be a possibility to give students experience helping teach and provide them a job?

Questions were addressed by Mr. Taylor, Mrs. Vlasis, and Mr. Sapaugh. In closing, Mr. Sapaugh addressed the school board members that were present about the packets they would receive to review all aspects of the proposal and waiver requests that we would be asking for, and the next school board meeting would be next Tuesday to finalize the proposal that will be sent to the state.

Charter School Meeting

11-Oct-12

Name	Parent	Community	Employee
[illegible]	✓		
Anita Clay	✓		
[illegible]			✓
[illegible]	✓		
Kimberly [illegible]			X
Mable Baker	✓		
Kenni McEntire	✓		
Jessica Billo			✓
[illegible]			✓
[illegible]		✓	
GLEN SPEARS	✓		
Dr E Mundy	✓		
RUSSELL SAPPAUGH			✓
Sarah Spears		✓	
Debbie Olasin			✓

APPEARED IN TEXARKANA GAZETTE ON:
9/20/12
9/27/12
10/04/12

Texarkana Arkansas School District
Charter School Meeting

There will be a Public Hearing at the Texarkana Arkansas School District Administration Building
3435 Jefferson Avenue
Texarkana, AR 71854
Thursday, October 11, 2012
at 6:00 PM

Texarkana Gazette

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SchoolMessenger

Texarkana Arkansas School District

Broadcast Summary - Charter School Meeting

Back | Refresh | Save/Schedule

Related Links

PDF (reportjobsummary.php/report.pdf?pdf=1) | Time Distribution | Recipients Not Contacted (reportjobdetails.php?result=undelivered)

Attachment D1.4

Summary

Broadcast Summary:	Broadcast Name	Broadcast Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# of Phones	# of Emails
	Charter School Meeting	General	gbullock	Oct 9, 2012 - Oct 9, 2012	5:00 pm - 9:00 pm	00:16	Complete	4561	4430	800

Genia Bullock

From: Genia Bullock
Sent: Wednesday, September 19, 2012 3:18 PM
To: TASD7
Subject: TASD Charter School Meeting
Attachments: Genia Bullock.vcf

Texarkana Arkansas School District Charter School Meeting

There will be a Public Hearing at the Texarkana Arkansas School District Administration Building
3435 Jefferson Avenue
Texarkana, AR 71854
On Thursday, October 11, 2012 at 6:00 PM

Genia Bullock
Texarkana Arkansas School District
Public Relations Coordinator

(870) 772-3371 ext. 229 Work
genia.bullock@tasd7.net

3512 Grand Avenue
Texarkana, AR 71854

Attachment D1.6

3435 Jefferson Avenue, Texarkana, AR 71854 Phone: (870) 772-3371 Fax: (870) 773-2602 Follow us on: Search Text Google Translate

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Quicklinks ▼

District Events

- TASD Charter School Meeting
  Date: 10/11/2012
  Time: 6:00 PM - 7:00 PM
  Location: Board Room TASD Administration Building 3435 Jefferson Avenue
- End of 1st Quarter
  Date: 10/16/2012
- TASD Board of Education Meeting
  Date: 10/16/2012
  Time: 6:00 PM - 7:00 PM
  Location: Board Room TASD Administration Building 3435 Jefferson Avenue
- Destination Imagination ARDI Awareness meeting
  Date: 10/18/2012
  Time: 6:00 PM - 8:00 PM
  Location: College Hill Middle School 1600 Forrest
- Hogs 4 A Cure
  Date: 10/20/2012
  Location: will participate at the Komen Race for the Cure Texarkana at the Four States Fairgrounds and Boby Ferguson Park. Register with your campus representative.

Show Events Calendar »

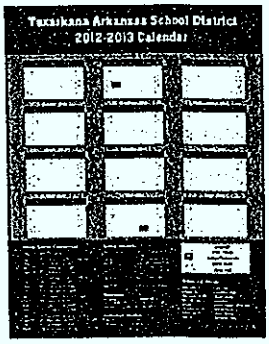
Show All Events »

Welcome from the Superintendent

Welcome to the Texarkana Arkansas School District! I hope your experience utilizing our website is positive and informative. It is our goal that this website brings you the most up-to-date information, events, highlights, and news in our District. We will aspire to bring you valuable facts along with a little fun to promote success and achievement within our District. It is the aim of TASD to support all students, parents, and the community as a whole. Working together, we can provide a rich learning environment along with excellent opportunities for all students.

Russell Sapaugh
Superintendent

District Calendar



Mission Statement

We are a district dedicated to continuous improvement. Our mission is to provide a safe and nurturing environment of educational excellence where all belong, all learn, and all succeed.

Vision Statement

The Texarkana Arkansas School District provides a safe and nurturing environment in which:

- Every student is prepared for success in the global society of the 21st century
- Every teacher is highly qualified and trained in best practices and the delivery of a world class curriculum.
- Educators, parents, and community members work in collaborative partnerships.

Read More »

Links

- The Arkansas Department of Education
- Arkansas Education Directory
- Arkansas Women in Education
-

Attachment D1.7

Washington Academy

Washington Academy is an alternative education learning environment for students in the Texarkana Arkansas School District. Washington is designed to fit the needs of the learner utilizing computer-based learning, research-based instructional practices, teacher-directed instruction and project-based learning.

Every student will receive a Personalized Education Plan (PEP). One-on-one small group and whole group instruction blend with computer-based courses so students have access to the curriculum at home or at school using both technology and teachers as resources.

Concurrent classes will be offered through partnerships with higher education schools in the area.

Educational Advantages

- Personalized Education Plans (PEP)
- Early graduation option
- 10:1 student to teacher ratio
- Flexible school hours option
- Optional extended day
- College credit courses
- College Prep
- Dual credit program
- Career connections / student to work programs
- Character education programs
- Student mentoring programs
- ACT prep sessions
- Technical/Vocational training
- College Tours/Visits
- Credit recovery
- College/University partnership
- Certified teachers

Principles

- Attendance
- Attitude
- Academics
- Achievement

TEXARKANA ARKANSAS SCHOOL DISTRICT

Razorbacks

Texarkana Arkansas School District Charter School Washington Academy

1900 Marietta Street
Texarkana, AR 71854
Phone: 870.772.4792
Fax: 870.774.2185

TASD

Washington Academy

Charter School

1900 Marietta Street
Texarkana, Arkansas 71854
Phone: 870.772.4792
Fax: 870.774.2185

October 11, 2012

Principles: Attendance, Attitude, Academics, Achievement

EDUCATIONAL ADVANTAGES

- Early Graduation Option
- 10:1 Student Teacher Ratio
- Flexible School Hours
- Optional Extended Day
- College Credit Courses
- College Prep
- Dual Credit Program
- Career Connections: Student to Work Program
- ACT Prep Sessions
- College Tours & Visits
- College Partnerships
- University Partnerships
- Character Education Programs
- Student Mentoring Programs
- Technical Training
- Vocational Training
- Credit Recovery
- Certified Teachers

Visit Us!

Any Questions?

9.5.06 ASSOCIATE HIGH SCHOOL PRINCIPAL

Reports To: Assistant Superintendent for Secondary Education

Dept/Campus: Washington

Wage/Hour Status: Exempt

Contract Length: 240

PRIMARY PURPOSE/FUNCTION:
Provide for the systemic study and analysis of the teaching-learning process and the development, implementation, and evaluation of programs. Provide for the development, alignment, and implementation of quality curricula which will culminate in the demonstrated student mastery of all Arkansas Academic Content Standards. To accomplish these goals, it will be necessary and desirable to facilitate professional growth within the ranks of all personnel.

QUALIFICATIONS:

Education/Certification:
Master's degree
Valid Arkansas teaching certification
Arkansas principal or other appropriate Arkansas certificate

Special Knowledge/Skills:
Excellent organization, communication, and interpersonal skills
Knowledge of state and local policies and procedures related to curriculum, instruction, graduation requirements, tech-prep, and related areas
Capacity to supervise others in a fashion which leads to quality performance in a team atmosphere
Outstanding data entry skills
Working knowledge of computer technology and the associated software tools required
Ability to quickly establish rapport with both students and adults
Demonstrated zest for learning
Ability to analyze data for the purposes of decision-making and planning
Calm and patient demeanor with students and others

Experience:
Minimum of three (3) years experience in the field of public education, including experience as a classroom teacher

The Board may find appropriate and acceptable alternatives to the above qualifications.

9.8.02 HIGH SCHOOL GUIDANCE COUNSELOR

Reports To: High School Principal

Dept/Campus: High School

Wage/Hour Status: Exempt

Length of Contract: 197

PRIMARY PURPOSE:
Plan, implement, and evaluate a comprehensive program of guidance, including counseling services to school assigned. Use a planning process to define needs and priorities of population served. Provide a proactive, developmental guidance program for all students to maximize personal growth and development.

QUALIFICATIONS:

Education/Certification:
Master's degree in guidance and counseling
Valid Arkansas counselor's certificate

Special Knowledge/Skills:
Knowledge of counseling procedures, student appraisal, and career development
Excellent organizations, communication, and interpersonal skills
Maintain a calm and patient demeanor with students and others

Experience:
Three years teaching experience

The Board may find appropriate and acceptable alternatives to the above qualifications.

9.6.03.b INSTRUCTIONAL FACILITATOR (220 DAYS)

Reports To: Principal

Dept/Campus: Assigned Campus

Wage/Hour Status: Exempt

Length of Contract: 220 days

PRIMARY PURPOSE:
Facilitate continuous improvement in classroom instruction by providing instructional support to teachers in the elements of research-based instruction and by demonstrating the alignment of instruction with curriculum standards and assessments tools. Develop instructional strategies. Develop and implement training. Choose standards-based instructional materials. Provide teachers with an understanding of current research. Integrate technology into instruction. Assist in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP).

QUALIFICATIONS:

Education/Certification:
Bachelor's degree; Master's degree preferred

Special Knowledge/Skills:
Knowledge of curriculum and instruction
Ability to evaluate instructional program and teaching effectiveness
Ability to interpret policy, procedures, and data
Strong communication, public relations, and interpersonal skills
Calm and patient demeanor with students and others

Experience:
Three or more years experience as a classroom teacher
Two years experience in instructional leadership role

The Board may find appropriate and acceptable alternatives to the above qualifications.

9.8.01 TEACHER

Reports To: Principal

Dept/Campus: Assigned Campus

Wage/Hour Status: Exempt

Length of Contract: 190, 197

PRIMARY PURPOSE:
Provide students with appropriate learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.

QUALIFICATIONS:

Education/Certification:
Bachelor's degree from accredited university
Valid Arkansas teaching certificate with required endorsements for subject and level assigned

Special Knowledge/Skills:
Knowledge of subjects assigned
General knowledge of curriculum and instruction
Ability to instruct students and manage their behavior
Strong organizational, communication, and interpersonal skills

Experience:
At least one year of student teaching or approved internship

The Board may find appropriate and acceptable alternatives to the above qualifications.

9.7.01 HIGH SCHOOL MEDIA SPECIALIST

Reports to: Principal

Dept/School: High School Campus

Wage/Hour Status: Exempt

Length of Contract: 190

PRIMARY PURPOSE:
Supervise and manage the school library/media centers. Provide services and resources that allow students to develop skills in locating, evaluating, synthesizing, and using information to solve problems. Serve as teacher, materials expert, and curriculum adviser to ensure that library/media center is involved in instructional programs of the school.

QUALIFICATIONS:

Education/Certification:
Bachelor's degree from accredited college or university
Valid Arkansas librarian or learning resources specialist certificate or endorsement

Special Knowledge/Skills:
Knowledge of library science
Ability to instruct and manage student behavior
Strong organizational, communication, and interpersonal skills

Experience:
Five years experience in library/media center in public school setting

The Board may find appropriate and acceptable alternatives to the above qualifications.

9.9.11 SCHOOL NURSE

Reports To: Director of Special Services

Dept/Campus: Assigned Campus

Wage/Hour Status: Exempt

Length of Contract: 197

PRIMARY PURPOSE:
Assist in development and implementation of a comprehensive program of health services for the school. Responsible for providing direct health services to students. Promote health education and preventive health practices for students. Serve as health advocate for students.

QUALIFICATIONS:

Education/Certification:
Graduate of an accredited professional nursing education program

Special Knowledge/Skills:
Valid registered nurse licensed to practice professional nursing in Arkansas from the State Board of Nurse Examiners
Calm and patient demeanor with students and others

Experience:
Two years nursing experience, preferably in community health

The Board may find appropriate and acceptable alternatives to the above qualifications.

REGULAR MEETING OF THE BOARD OF EDUCATION
Texarkana Arkansas Schools
October 16, 2012

A regular meeting of the Board of Education of the Texarkana School District No. 7 was held October 16, 2012, at 6:02 p.m. at the Administration Building at 3435 Jefferson Avenue, Texarkana, Arkansas. Board members present were Carol Dalby, Shelby Brown, Jesse Buchanan, Anita Clay, Vickie Lacy, Greg Murphy, and Glen Spears. Others present were Superintendent Russell Sapaugh, Assistant Superintendent of Elementary Education Gwen Adams, Business Manager Frank Coleman, Marie Martin of the *Texarkana Gazette,* and other interested patrons of the community.

On motion of Jesse Buchanan with a second by Glen Spears with no corrections or additions, the minutes of the regular meeting of September 25, 2012, and special meeting of September 27, 2012, stood approved.

The following vote was recorded:

Carol Dalby	Yes
Jesse Buchanan	Yes
Vickie Lacy	Yes
Anita Clay	Yes
Shelby Brown	Yes
Glen Spears	Yes
Greg Murphy	Yes

Board president Carol Dalby welcomed newly appointed Board member Vickie Lacy.

The following TASD honor roll presentations were made as follows: Teacher Take Wing grants were awarded to the following teachers - Mary Harris "Whisper Phones" Fairview Elementary School $204.57, Melissa Estes "Science Lab" College Hill Middle School $500, Jenny Watson "Operation: Recycle" College Hill Elementary School $499.67, Rachel Scott "The Disappearing Spoon: Literacy in the Chemistry Classroom" Arkansas High School $350.68, Erica Fouche "Green Screen Animation" North Heights Junior High School $325.90, Tami Canterbury "Seek Our Own Adventure" Arkansas High School $500, Heather Carr "iPad For the Art Room" College Hill Elementary School $499.14.

Patron June Avance addressed the Board regarding changes to the dress code policy.

Mark Bailey of BDA Design Group presented the architect's report and progress update for district-wide reroofing projects (copy of architect's report to be inserted in minute book).

Item #5 was pulled from the agenda.

On recommendation of the administration and on motion of Greg Murphy with a second from Shelby Brown the Board approved changing the BOE regular meeting dates to November 13, 2012, for November 2012 and to March 12, 2013, for March 2013.

The following vote was recorded:

Carol Dalby	Yes
Jesse Buchanan	Yes
Vickie Lacy	Yes
Anita Clay	Yes
Shelby Brown	Yes
Glen Spears	Yes
Greg Murphy	Yes

Superintendent Russell Sapaugh presented the Annual Report to the Public.

On recommendation of the administration and on motion of Jesse Buchanan with a second from Glen Spears, the Board approved to submit the application with amendment to budget for Washington Academy to seek Charter School status (a copy of the charter school application to be inserted in minute book).

The following vote was recorded:

Carol Dalby	*Yes*
Jesse Buchanan	*Yes*
Vickie Lacy	*Yes*
Anita Clay	*Yes*
Shelby Brown	*Yes*
Glen Spears	*Yes*
Greg Murphy	*Yes*

Frank Coleman presented the business manager's September report.

On recommendation of the administration and on motion of Greg Murphy with a second by Vickie Lacy, the Board approved the purchase of a District Microsoft Education license and software from SHI in the amount of $36,410.00 to be funded from the 2012-13 budget (copies of bids to be inserted in minute book).

The following vote was recorded:

Carol Dalby	Yes
Jesse Buchanan	Yes
Vickie Lacy	Yes
Anita Clay	Yes
Shelby Brown	Yes
Glen Spears	Yes

2013-2014 Charter School Calendar & Bell Schedule

July 2013				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	1	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August 2013				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
[19	20	21	22	23
26	27	28	29	30

10 days

September 2013				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

20 days

October 2013				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11]
14	[15	16	17	18
21	22	23	24	25
28	29	30	31	

22 days

November 2013				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

16 days

December 2013				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20]
23	24	25	26	27
30	31			

15 days

January 2014				
Mo	Tu	We	Th	Fr
		1	2	3
[6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

19 days

February 2014				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

18 days

March 2014				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14]
17	18	19	20	21
[24	25	26	27	28
31				

16 days

April 2014				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

22 days

May 2014				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29]	30

20 days

June 2014				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Holidays

September 2: Labor Day
October 14: Columbus Day
November 25-29: Thanksgiving Break
December 23-January 3: Christmas Break
January 20: Martin Luther King Day
February 14-17: Winter Break
March 17-21: Spring Break
May 26: Memorial Day

[Semesters]

178 student days

Qtr 1: Aug. 19-Oct. 11(39)
Qtr. 2: Oct. 15-Dec. 20 (44)
Qtr. 3: Jan. 6-Mar. 14 (47)
Qtr. 4: Mar. 24-May 29 (48)

Bell Schedule

1 Period (61)	8:00-9:01
2 Period (61)	9:04-10:05
3 Period (61)	10:08-11:09
4 Period (61)	11:12-12:13
Lunch (30)	12:16-12:46
5 Period (50)	12:49-1:39
6 Period (61)	1:42-2:43
7 Period (50)	2:46-3:36

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

Line#	Revenues	Amount	Total	
1	State Public Charter School Aid:			
2	No. of Students (100) x $6,267.00 State Foundation Funding			
3			$626,700	
4	No. of Students (100) x $42.38 Professional Development		$ 4,238	
5	No. of Students (100) x eligible rate* NSLA Funding			
6	Total State Charter School Aid		$630,938	$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)* Title I	$330,848		
13	& ALE Funds		$330,848	
14	Total Other Sources of Revenues			$0.00
15				
16	TOTAL REVENUES		$961,786	$0.00
17				
18	**Expenditures**	**Amount**	**Total**	
19	Administration:			
20	Salaries: *(No. of Positions 1)*	$76,730		
21	Fringe Benefits	$17,648		
22	Purchased Services			
23	Supplies and Materials	$ 5,000		
24	Equipment			
25	Other *(Describe)*		$99,378	$0.00
26				
27	Regular Classroom Instruction:			
28	Salaries: *(No. of Positions)*			
29	Fringe Benefits			
30	Purchased Services		N/A	
31	Supplies and Materials			
32	Equipment			
33	Other *(Describe)*			$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.*

	(Budget Continued)			
Special Education:				
	Salaries: *(No. of Positions .5)*	$24,984		
	Fringe Benefits	$ 5,746		
	Purchased Services			
	Supplies and Materials			
	Equipment			
	Other *(Describe)*		$30,730	$0.00
Gifted and Talented Program:				
	Salaries: *(No. of Positions___)*			
	Fringe Benefits			
	Purchased Services			
	Supplies and Materials			
	Equipment			
	Other *(Describe)*		N/A	$0.00
Alternative Education Program/ALE:				
	Salaries: *(No. of Positions 10)*	$554,352		
	Fringe Benefits	$127,501		
	Purchased Services	$ 10,000		
	Supplies and Materials	$ 35,860		
	Equipment			
	Other *(Describe)*		$727,713	$0.00
Guidance Services:				
	Salaries: *(No. of Positions 1)*	$65,027		
	Fringe Benefits	$14,957		
	Purchased Services			
	Supplies and Materials	$17,831		
	Equipment			
	Other *(Describe)*		$97,815	$0.00
Health Services:				
	Salaries: *(No. of Positions___)*			
	Fringe Benefits			
	Purchased Services			
	Supplies and Materials			
	Equipment			
	Other *(Describe)*		*	$0.00

*To be provided by Texarkana Arkansas School District

(Budget Continued)

Media Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*		*	$0.00
Fiscal Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*		*	$0.00
Maintenance and Operation:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
(include utilities)			
Supplies and Materials			
Equipment			
Other *(Describe)*		*	$0.00
Pupil Transportation:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*		*	$0.00
Food Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*		*	$0.00

* Service to be provided by
The Texarkana Arkansas School District

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___)*	$5,000		
126	Fringe Benefits	$1,150	$6,150	$0.00
127				
128	If Applicable: Facilities Lease/Purchase (contract for one total			
129	year including facility upgrades)			
130	*Please list upgrades:*			
131				
132	If Applicable: Utilities (contract for one total year including facility upgrades)			
133	IIf 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:		N/A	$0.00
138	Other Expenditures:			
139	*(Describe)*		N/A	$0.00
140				
141	**TOTAL EXPENDITURES**		$961,786	$0.00

*Service to be provided by the Texarkana Arkansas School District

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total	
1	State Public Charter School Aid:			
2	No. of Students (125) x $6,267.00 State Foundation Funding			
3			$783,375	
4	No. of Students (125) x $42.38 Professional Development		$ 5,298	
5	No. of Students (____) x eligible rate* NSLA Funding			
6	Total State Charter School Aid		$788,673	$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)* Title I	$282,008		
13	& ALE Funds		$282,008	
14	Total Other Sources of Revenues			$0.00
15				
16	TOTAL REVENUES		$1,070,681	$0.00
17				
18	**Expenditures**	**Amount**	**Total**	
19	Administration:			
20	Salaries: *(No. of Positions 1)*	$76,730		
21	Fringe Benefits	$17,648		
22	Purchased Services			
23	Supplies and Materials	$ 5,000		
24	Equipment			
25	Other *(Describe)*		$99,378	$0.00
26				
27	Regular Classroom Instruction:			
28	Salaries: *(No. of Positions)*			
29	Fringe Benefits			
30	Purchased Services			
31	Supplies and Materials			
32	Equipment			
33	Other *(Describe)*		N/A	$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.*

(Budget Continued)

Special Education:			
Salaries: *(No. of Positions .5)*	$25,734		
Fringe Benefits	$ 5,919		
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*		$31,653	$0.00
Gifted and Talented Program:			
Salaries: *(No. of Positions)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*		N/A	$0.00
Alternative Education Program/ALE:			
Salaries: *(No. of Positions 14)*	$666,147		
Fringe Benefits	$153,214		
Purchased Services			
Supplies and Materials	$ 11,427		
Equipment			
Other *(Describe)*		$830,788	$0.00
Guidance Services:			
Salaries: *(No. of Positions 1)*	$65,027		
Fringe Benefits	$14,957		
Purchased Services			
Supplies and Materials	$22,728		
Equipment			
Other *(Describe)*		$102,712	$0.00
Health Services:			
Salaries: *(No. of Positions)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*		*	$0.00

*Service to be provided by the Texarkana Arkansas School District

(Budget Continued)

Media Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*		*	$0.00
Fiscal Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*		*	$0.00
Maintenance and Operation:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
(include utilities)			
Supplies and Materials			
Equipment			
Other *(Describe)*		*	$0.00
Pupil Transportation:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*		*	$0.00
Food Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*		*	$0.00

*Service to be provided by Texarkana Arkansas School District

115	*(Budget Continued)*			
16	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___)*	$5,000		
126	Fringe Benefits	$1,150	$6,150	$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)			
133	Insurance (contract for one total year including facility upgrades):			
34	Property Insurance			
135	Content Insurance		*	$0.00
136				
137	Debt Expenditures:		N/A	$0.00
138	Other Expenditures:			
139	*(Describe)*		N/A	$0.00
140				
141	TOTAL EXPENDITURES		$1,070,681	$0.00

*Service to be provided by Texarkana Arkansas School District

TEXARKANA ARKANSAS SCHOOL DISTRICT #7

2012-2013 LICENSED STAFF SALARY SCHEDULE

SCHEDULE:

ASSOCIATE HIGH SCHOOL PRINCIPAL

CONTRACT DAYS 240 HOURS/DAY 8.0

	RANGE		
STEP	MASTER	MSTR+15	MSTR+30
1	49,678.00	50,917.00	52,111.00
2	50,988.00	52,217.00	53,406.00
3	52,298.00	53,513.00	54,702.00
4	53,609.00	54,810.00	55,998.00
5	54,917.00	56,104.00	57,293.00
6	56,212.00	57,401.00	58,590.00
7	57,508.00	58,697.00	59,885.00
8	58,803.00	59,992.00	61,181.00
9	60,099.00	61,288.00	62,476.00
10	61,395.00	62,583.00	63,772.00
11	62,691.00	63,881.00	65,069.00
12	63,987.00	65,176.00	66,365.00
13	65,282.00	66,470.00	67,659.00
14	66,577.00	67,766.00	68,956.00
15	67,874.00	69,062.00	70,251.00
16	69,169.00	70,360.00	71,547.00
17	70,465.00	71,654.00	72,843.00
18	71,761.00	72,949.00	74,138.00
19	73,056.00	74,245.00	75,435.00
20	74,353.00	75,540.00	76,730.00

197-Day Teacher Salary Schedule

Step	*Range*					
	Bachelor	Bachelor+12	Bachelor+24	Masters	Masters+15	Masters+30
1	37916.43	38793.30	39666.62	43302.08	44178.95	45053.46
2	38590.67	39465.17	40340.86	44042.68	44917.18	45794.06
3	39263.73	40138.23	41012.73	44783.28	45658.97	46533.47
4	39935.60	40811.29	41686.98	45523.89	46398.39	47274.08
5	40609.85	41485.53	42360.04	46264.49	47140.17	48014.68
6	41282.91	42158.59	43033.09	47006.27	47879.59	48756.46
7	41955.96	42831.65	43704.97	47745.69	48621.38	49495.88
8	42627.84	43504.71	44378.03	48485.11	49361.98	50236.48
9	43302.08	44178.95	45053.46	49226.89	50101.40	50977.08
10	43976.32	44850.83	45726.51	49967.49	50840.81	51717.68
11	44649.38	45523.89	46398.39	50706.91	51583.78	52457.10
12	45321.26	46196.94	47071.45	51448.70	52323.20	53198.89
13	45994.32	46872.37	47745.69	52189.30	53063.80	53939.49
14	46668.56	47544.25	48418.75	52928.72	53804.40	54680.09
15	47341.62	48217.31	49090.62	53669.32	54545.00	55420.69
16	48014.68	48890.36	49763.68	54409.92	55284.42	56160.11
17	48687.74	49563.42	50437.92	55150.52	56026.21	56900.71
18	48687.74	49563.42	50437.92	55892.31	56765.62	57642.50
19	48687.74	49563.42	50437.92	56631.72	57507.41	58381.91
20	48687.74	49563.42	50437.92	57372.32	58248.01	59122.51

CITY OF TEXARKANA, ARKANSAS
EAST 3rd & WALNUT STREETS 71854
P.O. BOX 2711 - TEXARKANA, ARKANSAS 75504

PHONE (870) 779-4996 - FAX (870) 774-3170

OFFICE OF THE MAYOR

October 25, 2012

Arkansas State Board of Education
4 Capital Mall
Little Rock, AR 72201-019

ATTN: Members of the State Board of Education

On behalf of the citizens of Texarkana, Arkansas; Texarkana, Arkansas Board of Directors, and as Mayor I am forwarding this letter pertaining to your consideration of approving a request by Texarkana Arkansas School District (TASD) for a conversion charter school – Washington Academy. The city of Texarkana, Arkansas is in full support of TASD's decision and request for Washington Academy to provide a much needed service in our community.

The implementation of Washington Academy by TASD will enhance opportunities of at-risk students to increase their academic achievements through the Personalized Education Plan (PEP). There is a great need within the city limits of Texarkana Arkansas for some of our children to remove and overcome the difficulties sometimes experienced in traditional school settings. After reviewing TASD's proposed plan, I am of the opinion they have adequately addressed any concerns which may have been present pertaining to a charter school. The PEP for each student, a low teacher to student ratio, and one-on-one tutoring will greatly enhance an individual's opportunity to improve learning and retention.

The City of Texarkana Arkansas fully supports the proposed staffing pattern for Washington Academy. TASD's response to how Washington Academy will address Guidance availability, Health Services response, Transportation, Food Service needs, and Special Education services does not raise any concerns or issues with this governmental entity.

We are fully cognizant of the waivers' TASD is requesting pertaining to Washington Academy. The City of Texarkana Arkansas does not object to these waivers and is of the opinion TASD has adequately addressed any concerns we may have had.

Sincerely

N. Wayne Smith

N. Wayne Smith
Mayor Texarkana, Arkansas

REPRESENTATIVE
Mary P. "Prissy" Hickerson
2805 Forest Avenue
Texarkana, Arkansas 71854-7740

870-773-1603 Residence
870-773-0439 FAX
phickerson@valornet.com

DISTRICT 1

Counties:
Part Miller

COMMITTEES:

Public Transportation
Motor Vehicle and Highways
Subcommittee

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

Rules

Legislative Joint Auditing

STATE OF ARKANSAS

House of Representatives

October 25, 2012

Arkansas State Board of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Board of Education Members,

I am writing in support of the Texarkana, Arkansas School District's proposal for a conversion charter school.

Too many Arkansas students are not able to complete high school in a traditional school setting for a variety of reasons. The Texarkana, Arkansas School District seeks to address this problem with the establishment of the Washington Academy. This school, under the guidance and supervision of the TASD, will provide a nontraditional venue that works with the particular circumstances of these at-risk students.

The Washington Academy will offer an alternative plan for students to complete their high school education and will put them on a path to pursue higher education opportunities and to have better career choices. A personalized education plan, flexible scheduling, a low teacher to student ratio and individual tutoring will collectively give each student the means and incentives he or she needs to earn a degree.

The Texarkana Arkansas School District has detailed a plan that will provide for all necessary student services to ensure that the students have all the tools needed to successfully complete their education. A certified guidance counselor, an essential service for at-risk students, will be on campus. TASD will provide a media center, transportation, health and food services at Washington Academy. Special Education services will be provided as well with a full range of programs to meet the needs of these students.

Thank you for your consideration of this charter school proposal. I am pleased to endorse this proposal and am excited about the outcomes the Washington Academy will produce. Your approval will mean that our at-risk students will have a better chance to finish their education and go beyond the boundaries that are customarily set for high school drop outs.

Please contact me if you have questions.

Sincerely,

Mary P. Hickerson

Mary P. "Prissy" Hickerson

Arkansas Women for EDUCATION

October 29, 2012

Mr. Tom Kimbrell
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Mr. Kimbrell:

On behalf of Arkansas Women for Education (AWE), I am writing to support the Texarkana Arkansas School District's proposal to establish Washington Academy as a charter school. Every student learns differently, and I applaud the district for working to insure that each student is provided the best learning environment and curriculum to achieve success. Assessing student learning styles is critical. The proposed model of the charter school incorporates the much needed elements to evaluate and integrate the appropriate learning environment in order to promote students.

TASD's vision for the Washington Academy will expose students to exciting yet rigorous curriculum with the overall goal to increase graduation rate. The membership of AWE fully supports this endeavor and is very pleased with the progress that TASD continues to make. This proposal is another example that fully supports the district's mission of being a district dedicated to continuous improvement.

Sincerely,

LeAnne Wright
President, Arkansas Women for Education

HIGHLAND
CHURCH OF CHRIST
Highway 71 South at Highland | P.O. Box 675 | (870) 774-9468 | Texarkana, AR 75504-0675

October 29, 2012

To: Dr. Tom Kimbrell
4 Capitol Mall
Little Rock, AR 72201

Dear Sir,

I am writing today in support of the proposal for the Charter Conversion School. This proposal would give support to the at-risk students in the Texarkana Arkansas School District. It would give the at-risk students further resources to improve their academic levels. The different approaches would include more of these students giving greater flexibility to the needs of each student. The more help that we can give would provide them greater opportunity for academic success. In our world today, education is the key along with character development to providing an avenue of success to these at-risk students. This provides a great opportunity to these students.

Sincerely Yours,

C L. Hooten

Chris L. Hooten
Minister

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.

Russell Sapaugh

Signature of Superintendent of School District

Date: October 30, 2012

Russell Sapaugh

Print or type name

2012-2013 Application Cycle

Additional Documents

Washington Academy
Texarkana Arkansas School District

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

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (120) x $6,267.00 State Foundation Funding		
3			$752,040.00
4	No. of Students (120) x $42.38 Professional Development		$ 5,085.60
5	No. of Students (____) x eligible rate* NSLA Funding		$458,306.00
6	Total State Charter School Aid		$1,215,431.60
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount) Title I	$ 32,555.20 *	
11	Special Grants (List the amount) ALE	$232,123.20 **	
12	Other *(Specifically Describe)*		
13			$ 264,678.40
14	Total Other Sources of Revenues		
15			
16	**TOTAL REVENUES**		$1,480,109.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1)*	$76,730	
21	Fringe Benefits	$17,648	
22	Purchased Services		
23	Supplies and Materials	$ 5,000	
24	Equipment		
25	Other *(Describe)*		$99,378
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 4)*	$205,740	
29	Fringe Benefits	$ 47,320	
30	Purchased Services	$ 5,000	
31	Supplies and Materials	$ 3,551	
32	Equipment		
33	Other *(Describe)*		$261,611

**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.*

* 80 students (67%F/R) x $406.94 (Title I per pupil allocation)

** 80 % of 2012-12 ALE allocation

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions .5)*	$24,984	
Fringe Benefits	$ 5,746	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$30,730
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		N/A
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 8)*	$411,480	
Fringe Benefits	$ 94,640	
Purchased Services	$ 5,000	
Supplies and Materials	$ 15,000	
Equipment		
Other *(Describe)*		$526,120
Guidance Services:		
Salaries: *(No. of Positions 1)*	$65,027	
Fringe Benefits	$14,957	
Purchased Services		
Supplies and Materials		
Equipment	$17,831	
Other *(Describe)*		$97,815
Health Services:		
Salaries: *(No. of Positions .5)*	$21,362	
Fringe Benefits	$ 4,625	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$25,987

* Service to be provided by the Texarkana Arkansas School District at no cost to Washington Academy.

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	$23,981	
Supplies and Materials		
Equipment		
Other *(Describe)*		$23,981
Fiscal Services:		
Salaries: *(No. of Positions_1_)*	$48,700	
Fringe Benefits	$10,543	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$59,243
Maintenance and Operation:		
Salaries: *(No. of Positions_2_)*	$31,854	
Fringe Benefits	$ 6,896	
Purchased Services		
(include utilities)	$76,500	
Supplies and Materials		
Equipment		
Other *(Describe)*		$115,250
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	$50,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$50,000
Food Services:		
Salaries: *(No. of Positions_4_)*	$51,838	
Fringe Benefits	$14,875	
Purchased Services		
Supplies and Materials	$64,000	
Equipment		
Other *(Describe)*		$130,713

* Service to be provided by the Texarkana Arkansas School District at no cost to Washington Academy.

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions .5)*	$19,016	
118	Fringe Benefits	$ 4,116	
119	Purchased Services	$10,000	
120	Supplies and Materials		
121	Equipment	$20,000	
122	Other *(Describe)*		$53,132.00
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions)*	$ 5,000	
126	Fringe Benefits	$1,150	$ 6,150.00
127			
128	If Applicable: Facilities Lease/Purchase (contract for one total		
129	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		*N/A
136			
137	Debt Expenditures:		* N/A
138	Other Expenditures:		
139	*(Describe)*		*N/A
140			
141	**TOTAL EXPENDITURES**		**$1,480,109.00**

* Service to be provided by the Texarkana Arkansas School District at no cost to Washington Academy.

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (140) x $6,267.00 State Foundation Funding		
3			$877,380.00
4	No. of Students (140) x $42.38 Professional Development		$ 5,933.20
5	No. of Students (____) x eligible rate* NSLA Funding		$458,306.00
6	Total State Charter School Aid		$883,313.20
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount) Title I	$ 35,403.40*	
12	Other *(Specifically* Describe) ALE	$232,123.40 **	
13			
14	Total Other Sources of Revenues		$267,526.80
15			
16	**TOTAL REVENUES**		$1,609,146.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1)*	$76.730	
21	Fringe Benefits	$17,648	
22	Purchased Services		
23	Supplies and Materials	$ 5,000	
24	Equipment		
25	Other *(Describe)*		$99,378.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 5)*	$257,175	
29	Fringe Benefits	$ 59,150	
30	Purchased Services		
31	Supplies and Materials	$10,000	
32	Equipment		
33	Other *(Describe)*		$326,325

**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.*

* 80 students (67%F/R) x $406.94 (Title I per pupil allocation)

** 80 % of 2012-12 ALE allocation

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions .5)*	$25,734	
Fringe Benefits	$ 5,919	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$31,653.00
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		*N/A
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 9)*	$462,915	
Fringe Benefits	$106,470	
Purchased Services		
Supplies and Materials	$ 15,237	
Equipment		
Other *(Describe)*		$584,622
Guidance Services:		
Salaries: *(No. of Positions 1)*	$65,027	
Fringe Benefits	$14,957	
Purchased Services		
Supplies and Materials	$22,728	
Equipment		
Other *(Describe)*		$102,712
Health Services:		
Salaries: *(No. of Positions .5)*	$21,362	
Fringe Benefits	$ 4,625	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$25,987.00

* Service to be provided by the Texarkana Arkansas School District at no cost to Washington Academy.

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	$23,981	
Supplies and Materials		
Equipment		
Other *(Describe)*		$23,981.00
Fiscal Services:		
Salaries: *(No. of Positions_1_)*	$48,700	
Fringe Benefits	$10,000	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$59,243.00
Maintenance and Operation:		
Salaries: *(No. of Positions_2_)*	$31,854	
Fringe Benefits	$ 6,896	
Purchased Services		
(include utilities)	$76,500	
Supplies and Materials		
Equipment		
Other *(Describe)*		$115,250.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services	$50,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$50,000.00
Food Services:		
Salaries: (No. of Positions_4_)	$51,838	
Fringe Benefits	$14,875	
Purchased Services		
Supplies and Materials	$64,000	
Equipment		
Other *(Describe)*		$130,713.00

* Service to be provided by the Texarkana Arkansas School District at no cost to Washington Academy.

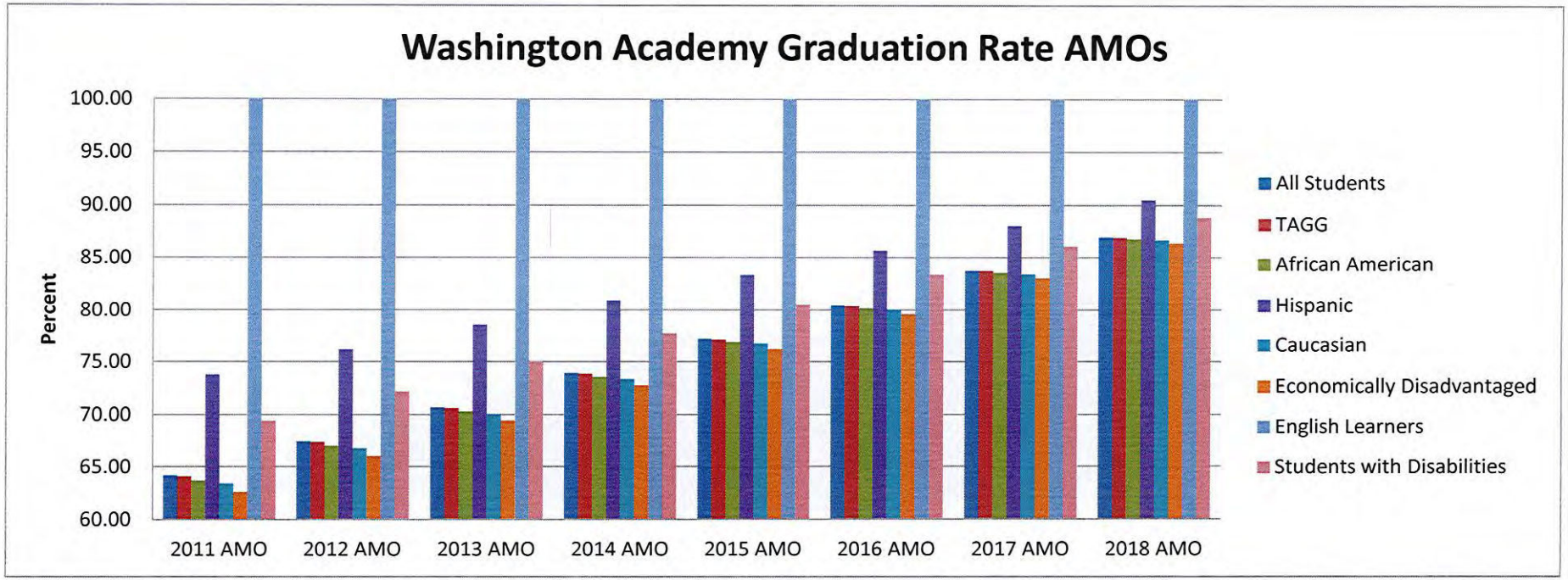
(Budget Continued)

Data Processing:			
	Salaries: *(No. of Positions .5)*	$19,016	
	Fringe Benefits	$ 4,116	
	Purchased Services	$10,000	
	Supplies and Materials		
	Equipment	$20,000	
	Other *(Describe)*		$53,132.00
Substitute Personnel:			
	Salaries: *(No. of Positions___)*	$5,000	
	Fringe Benefits	$1,050	$6,150.00
Facilities:			
	Lease/Purchase (contract for one total year including facility upgrades)		
	Please list upgrades:		
	Utilities (contract for one total year including facility upgrades)		
	Insurance (contract for one total year including facility upgrades):		
	Property Insurance		
	Content Insurance		*N/A
Debt Expenditures:			*N/A
Other Expenditures:			
	(Describe)		*N/A
TOTAL EXPENDITURES			**$1,609,146.00**

* Service to be provided by the Texarkana Arkansas School District at no cost to Washington Academy.

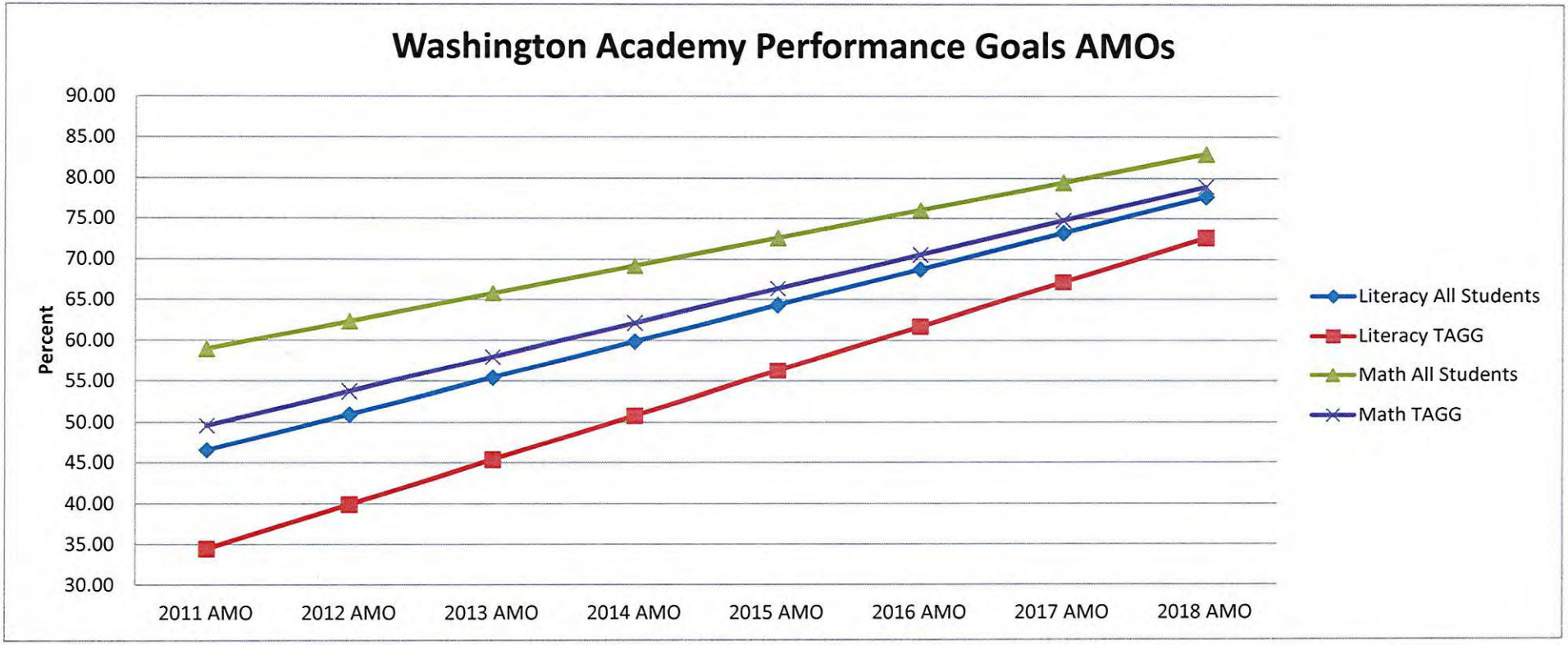
Washington Academy Graduation Rate AMOs

Group	2011 AMO	2012 AMO	2013 AMO	2014 AMO	2015 AMO	2016 AMO	2017 AMO	2018 AMO
All Students	64.20	67.45	70.71	73.96	77.22	80.47	83.72	86.97
TAGG	64.13	67.39	70.65	73.91	77.17	80.44	83.70	86.96
African American	63.72	67.02	70.32	73.61	76.91	80.21	83.51	86.81
Hispanic	73.81	76.19	78.57	80.95	83.33	85.72	88.10	90.48
Caucasian	63.44	66.77	70.09	73.41	76.74	80.06	83.38	86.70
Economically Disadvantaged	62.66	66.05	69.45	72.84	76.24	79.63	83.02	86.41
English Learners	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Students with Disabilities	69.45	72.23	75.00	77.78	80.56	83.34	86.12	88.90



Washington Academy Performance Goals AMOs

Group	2011 AMO	2012 AMO	2013 AMO	2014 AMO	2015 AMO	2016 AMO	2017 AMO	2018 AMO
Literacy All Students	46.54	51.00 67.21	55.45	59.91	64.36	68.82	73.27	77.73
Literacy TAGG	34.48	39.94 66.54	45.40	50.86	56.32	61.78	67.24	72.70
Math All Students	59.00	62.42	65.83	69.25	72.67	76.08	79.50	82.92
Math TAGG	49.62	53.82	58.02	62.22	66.41	70.61	74.81	79.01



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

ESL students:

We use Sheltered Instruction with our ESL students; this approach uses the student's grade level subject matter content (curriculum). (Sheltered Instruction makes content comprehensible while developing English language skills.)

Gifted and Talented:

Activities and experiences will be provided to students following the affective development stand of the gifted and talented frameworks.

WASHINGTON ACADEMY

BELL SCHEDULE

1 Period (61)	8:00-9:01
2 Period (61)	9:04-10:05
3 Period (61)	10:08-11:09
4 Period (61)	11:12-12:13
Lunch (30)	12:16-12:46
5 Period (50)	12:49-1:39
6 Period (61)	1:42-2:43
7 Period (50)	2:46-3:36
8 Period (60)	4:00-5:00
9 Period (60)	5:00-6:00
10 Period (60)	6:00-7:00

2012-2013 Application Cycle

Review Council Overview

Miner Academy
Bauxite School District

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

December 20, 2012

Mr. Jerrod Williams, Superintendent
Ms. Bridget Chitwood
Bauxite School District
800 School Street
Bauxite, AR 72011

Re: Miner Academy Conversion Charter School Application

Dear Charter Applicant:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on December 18, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

Based upon the information currently available, the Charter Review Council cannot support your conversion 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 14, 2013. You will receive a separate hearing notice advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

An Equal Opportunity Employer

Miner Academy
Bauxite School District
Review Council
December 3 & 18, 2012

	Does not meet the Standard	Partially meets the Standard	Meets the Standard
Pre-Application			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/Align			X
Standard 7: Enrollment Criteria/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			X
Standard 14: Parental Involvement			X
Finance & Budgets		X	
Total	0	4	12

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

Miner Academy
Bauxite School District

MINER ACADEMY

District:	Bauxite School District
Grade Levels:	6-12
Student Enrollment Cap:	500
Address of Proposed Charter:	800 School Street, Bauxite, Arkansas 72011

Be prepared to address the following questions and/or issues in the interview with the Charter Review Council on Tuesday, December 18, 2012:

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED
(Partially Meets Standard)

- Explain how the need for the charter school is different than the need for alternative learning environments required under current law.

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM
(Partially Meets Standard)

- Explain if more current research regarding compacting and students who are not considered gifted and talented has been reviewed.
- Explain how compacting would prevent gifted students from dropping out of school.
- As students attend Miner Academy part of the day and another campus part of the day, and students attend school at different times based on individual needs, explain how the daily schedule of each student will be tracked so that all know where each student should be at all times.
- Explain if every student will have a highly qualified teacher each time they are being instructed in a core subject.
- Confirm that A+ Anywhere Learning System is a program that is different from K12 also mentioned in the responses. Please clarify the role each vendor will fulfill in your plan.
- Confirm that the online curriculum to be used has not been selected. If not, discuss the requirements for any curriculum to be used at Miner Academy. If a curriculum has been chosen, name it and explain why it was chosen.

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS
(Partially Meets Standard)

- If a student attends Miner Academy part of the day and another campus part of the day, explain how it will be determined which building will enroll the student for the purpose of APSCN and accountability.
- Confirm the understanding that AMOs are not measured at the student level and revise Goal 1 under Standard 5.
- Explain what school personnel will do with the data to "see improvement in the level of positive attitude toward school and learning in order to ensure that all students graduate."
- Explain how school personnel will obtain survey results from other students across Arkansas and the nation and how the comparisons will benefit Miner Academy students.
- As students attend Miner Academy part of the day and another campus part of the day, explain how the daily schedule of each student will be tracked so that all know where each student should be at all times.

STANDARD 6 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT
(Meets Standard)

- Discuss the partnership with Saline County Career Center.
- Provide a copy of the written agreement with Saline County Career Center.
- Explain if the K12 curriculum is in addition to or instead of a curriculum similar to A+ Anywhere Learning System mentioned in the responses. If it has been determined that the K12 curriculum will be used, explain why it was chosen. If it has not been determined that the K12 curriculum will be used, discuss the requirements for the curriculum to be used at Miner Academy.

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES
(Partially Meets Standard)

- Explain what will happen if an ALE placement is warranted, but there is no room at the charter school due to the cap.

STANDARD 8 OF APPLICATION: STAFFING PLAN
(Meets Standard)

- Explain the licenses and qualifications required of Ascent staff who would work with the students at Miner Academy.

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

- Describe the educational program to be provided to ELL students. Discuss the virtual classes that can be provided for ELL students.
- Provide data or research to support the use of software to prepare for AP tests.

STANDARD 14 OF APPLICATION: PARENTAL INVOLVEMENT
(Meets Standard)

- Explain the methods to be used by district personnel to get parents, guardians, and other community members involved in carrying out the terms of the charter.

FINANCIAL/BUDGET
(Partially Meets Standard)

- Explain why administration expenses were not budgeted in year one.
- Explain the $50,000 budgeted in purchased services under maintenance/operation.
- Clarify the amount for supplies budgeted under ALE.
- Clarify the fringe benefit rate under ALE as budgeted rates are higher than in other areas.
- Explain why all students are counted as receiving national school lunch funding.
- Explain why the application stated that the district would cover costs of renovation when the budgets indicate renovation costs both years.
- Explain why the budget indicates 50 students (all of the student population) to be ALE students in 2013-2014.
- Confirm that budgets for both years balance to zero and explain how the school will operate if unexpected events that require additional funding occur.

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

Arkansas Department of Education

Charter School Application Evaluation Instrument

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

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

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

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

EVALUATION RUBRIC AND RESPONSES

Name of Proposed School: **MINER ACADEMY**

Sponsoring School District: **BAUXITE**

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
		X

Strengths
Concerns and Additional Questions

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

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

Evaluation Criteria:
A response that meets the standard will present:
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- A thorough description of the results of the public hearing; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions

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:

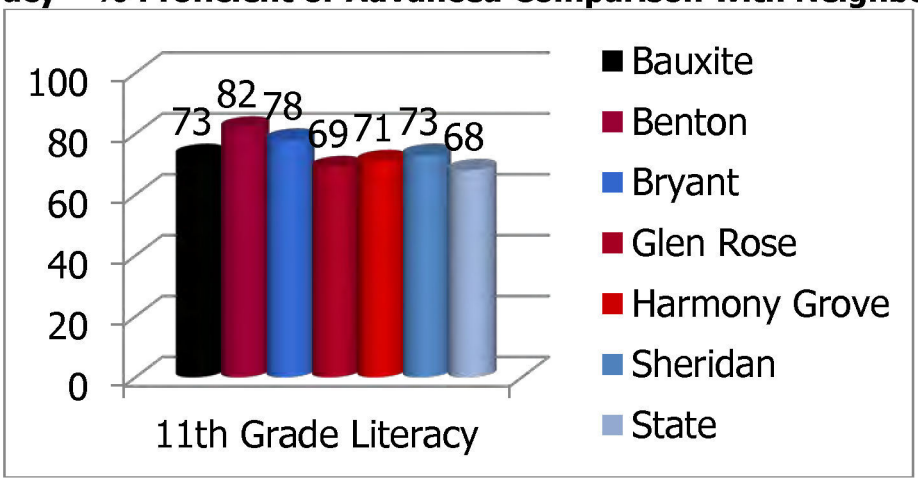
A response that meets the standard will present:

- 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.

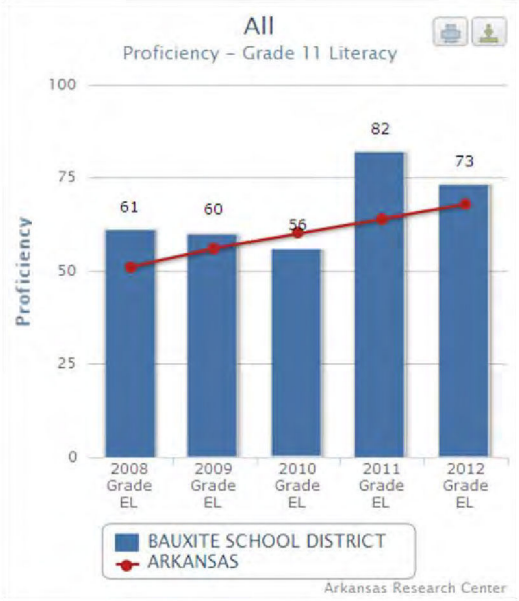
Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

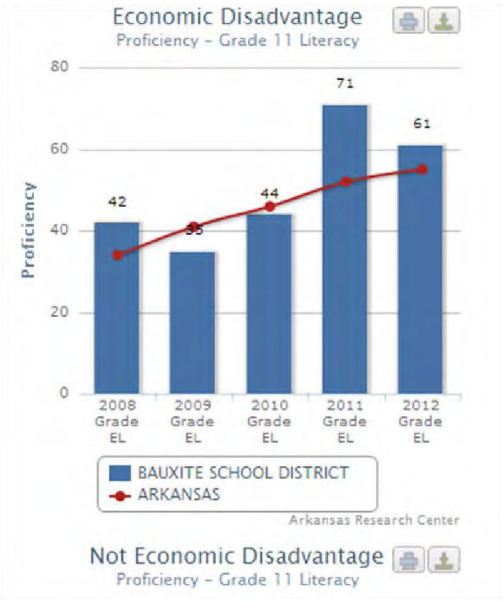
Strengths
Concerns and Additional Questions
Clarify the components of the plan for school improvement and student learning. **Miner Academy will provide an alternative learning environment that will offer students the chance to learn at an individual pace through technology, but still have that personal contact with licensed and highly qualified educators. By providing this alternative to the Bauxite students, we will be able to improve student achievement and lower our drop-out rate. Students who are receiving their education at Miner Academy will be the recipients of a focused curriculum delivered through in class and online instruction, in a personalized environment with many levels of support built-in from the paraprofessionals to the lead teacher/director, everyone will have as their primary goal to see that all of the Miner Academy students grow and graduate.** **Provide valid and reliable data that substantiates the educational needs.** **The educational need for Miner Academy is evident by the EOC Literacy Scores as well as 9th Grade Iowa Results. The following charts demonstrate this assertion:**

11th Grade Literacy - % Proficient or Advanced Comparison with Neighboring Districts

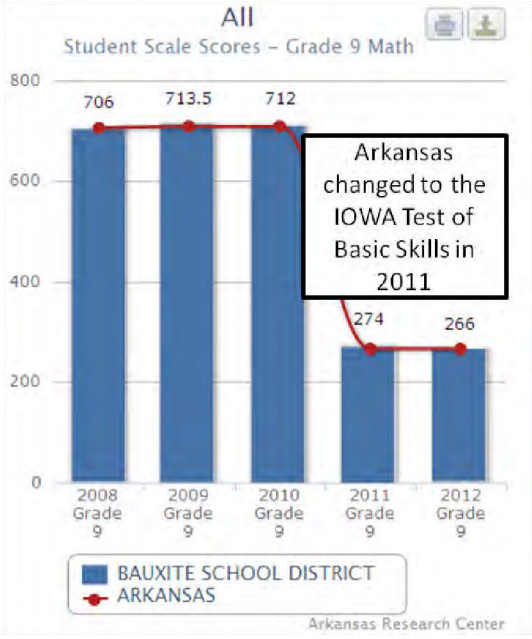


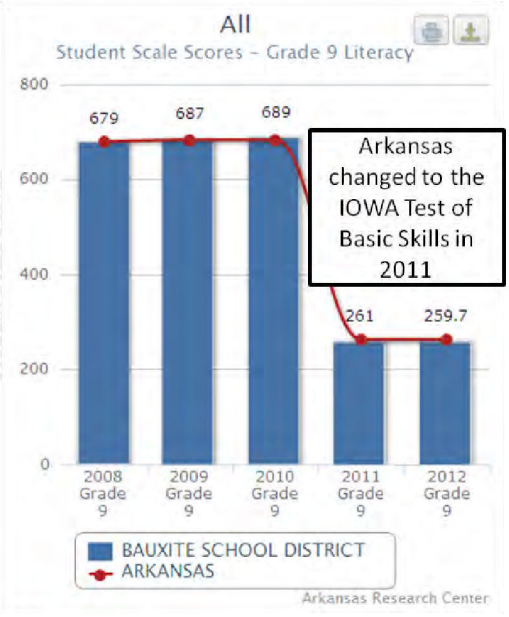
11th Grade Literacy - % Proficient or Advanced Over Time

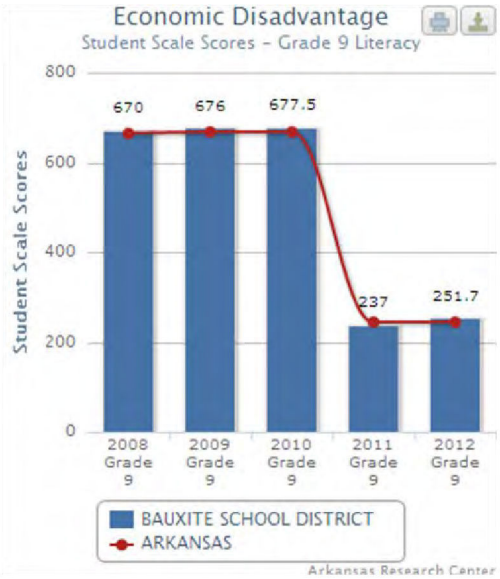


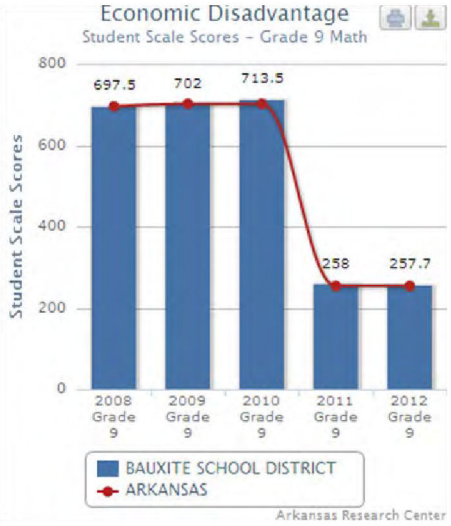


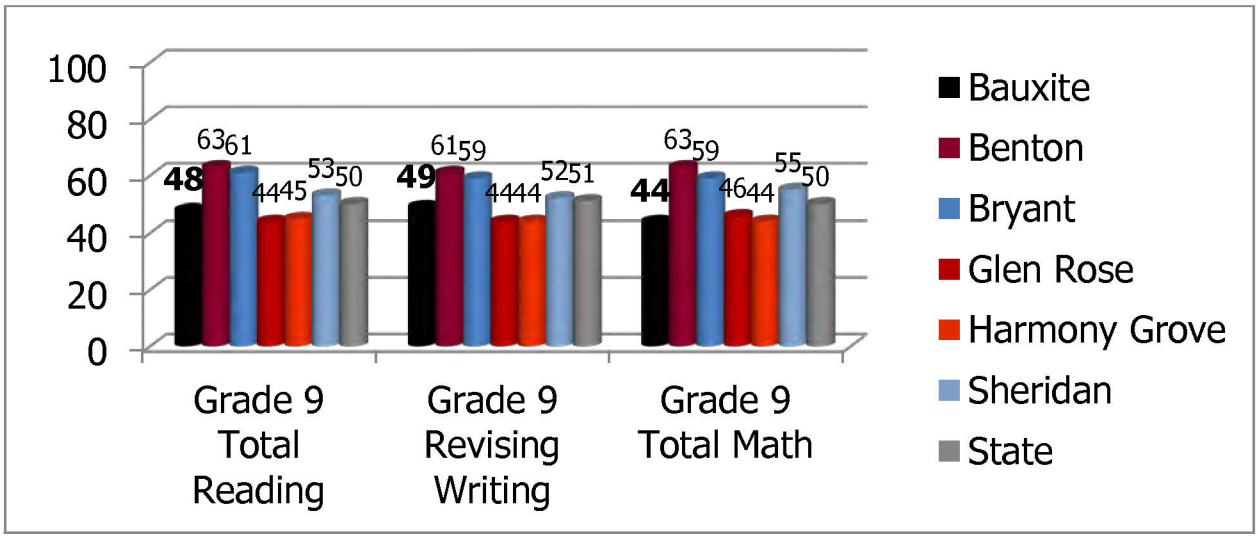
9th Grade – Percentile Scores and Comparison with Neighboring Districts











The scores reported above indicate that our economically disadvantaged students are consistently scoring below their non-economically disadvantaged peers. These students also represent the subpopulation that is most likely to fail to complete high school on time or at all.

Our recent ESEA Accountability Report is a clear indicator of the need for an alternative learning environment to prevent students from failing to graduate high school.

Needs Improvement School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
	2011 Graduation Rate		
All Students	94	90.43	92.70
Targeted Achievement Gap Group	34	88.24	85.68
	Two Year Graduation Rate		
All Students	207	91.30	92.70
Targeted Achievement Gap Group	66	86.36	85.68
ESEA Subgroups	2011 Graduation Rate		
African Americans	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10
White	90	91.11	92.29
Economically Disadvantaged	31	87.10	80.07
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10

This is a clear indication of the educational need that exists within the Bauxite School District for an alternative school that offers the required curriculum but in a different way.

We believe that the options of an extended school year, extended school hours, and flexible hours within the school day/week will work together to provide a solution for students that are struggling to keep up or catch up in order to graduate on time.

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths
Concerns and Additional Questions
Provide the data and/or rationale for utilizing the compacting approach for students other than those identified as gifted and talented. **Compacting is an outstanding method of instruction for many students. It is a highly valuable tool to be used to allow for differentiation for students. Studies done on the rate of gifted students that drop out of high school are limited but Solorzano asserted that in 1983, "up to 18% of all high school dropouts are gifted students" (Solorzano, 1983). For the students that may not have been identified through the school practices, traditional classrooms may have presented very little challenge. This can lead to boredom and discipline problems. In addition, the U.S. Department of Education has reported, "the compacting process can be implemented in a wide variety of settings, with positive effects for both students and teachers" (U .S. Department of Education, 1998). Compacting is just one tool of many that will be used if needed for the students of Miner Academy but we believe it is critical as we work to serve all students.** **Explain how the daily schedule of each student will be tracked.** **After the clarification provided in the notes returned to us with the rubric, we will have a separate LEA# for Miner Academy. This will allow us to schedule students in Miner Academy for part of the day or all day in APSCN.** **Explain how highly qualified teachers will provide instruction in core subjects as required by federal law.** **As required by Federal law, all teachers providing instruction in core academic areas will be highly qualified. All of the teachers in the Bauxite School District are highly qualified. Teachers that work with students through K12 for general courses, electives, or credit recovery will be accountable for their work to a Bauxite teacher. That teacher will be accessible for assistance and feedback as appropriate.** **Explain how the extended school day and school year will be applied with flexible daily schedule.** **Explain what is meant by the statement that students "may have flexible hours based on their physical and educational needs."** **We have students who are faced with the decision to drop out in order to get a job to provide money for their family. Other students have health concerns that may prohibit a full day of**

school attendance and therefore they choose to drop out or participate in home school. Recently we had a young woman that was forced to quit school because she had given birth and her mother, who was helping her with child care, had to work and could not keep the baby a full day. If this young person had been given the option of attending school early and or late (to meet the work schedule of her child care provider) she may have been able to stay in school and graduate with her peers. This is just one example but it demonstrates how offering many components of the curriculum will be offered through digital curriculum resources will allow a flexible schedule for the student and help us achieve the goal of on-time graduation for all students. The extended school year is applicable in much the same way. Students that missed a semester, failed a course, or gotten behind in course work in some other way, will be able to attend Miner Academy and work to remain with their peer group and graduate on time (See Proposed Calendar and Proposed Daily Schedule in original application).

Provide the data that demonstrates the success of A+ Anywhere Learning System to prepare students for college and careers.

A+ Anywhere Learning System is one example of online curriculum that will be reviewed by the teacher leader, high school and middle school principals, and Director of Curriculum in order to select what best meets the needs of our students. A+ Learning, for example, offers assessments that present real problems for students to solve that require students to show an understanding of the material rather than memorizing facts (Formative Assessment in Action, 2008). This deeper understanding is critical to students being college and career ready and is complimentary to Common
Core and Next Generation Assessments.

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:
A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths
Concerns and Additional Questions
Explain when a student will be considered a charter school student whose performance will be used to measure the achievement of the charter school goals. **Miner Academy will apply for an individual LEA#. Students who are enrolled in Miner Academy will be considered a charter school student and their performance will be used to measure the achievement of the charter school. I** **Explain if the phrase "building AMO" refers to the charter school or the existing middle and high schools.** **After talking with Mary Perry, it is my understanding that Miner Academy students will be working under the district AMO's until we have data that is Miner Academy specific.** **Explain how it will be determined if 80% of the students meet the AMOs.** **Student information will be reported through APSCN just as it is on all of our campuses. Miner Academy will be working with the district AMO's until there is data that is specific to Miner Academy.** **Explain the different uses for the data obtained from the NWEA and TLI.** **TLI assessments will be used to track students' progress compared to a predetermined set of standards to be taught within a specific time frame. This helps us determine if students are on track to be proficient on current Benchmark and EOC exams. The NWEA Measures of Academic Progress assessments will help us assess students' growth over time in order to truly measure the value added by Miner Academy. NWEA will serve as a formative assessment of individual student achievement and will provide specific data that will be utilized to make informed decisions about planning, teaching, and learning through the use of the NWEA's Measures of Academic Progress (MAP) assessment in reading, language usage, and mathematics. Administered three times during the school year, MAP assessments are computer-based adaptive assessments that give students, teachers, and parents information concerning an individual student's skill level in each content area, and more importantly, measuring their growth from one test to the next. This data is used to identify student strengths and weaknesses. This assessment helps determine the individual needs of all students as they progress through the year.**

Explain how the survey results of affective characteristics will be used to improve student academic performance.

The results of affective characteristics as it relates to attitudes about school and learning will be used to improve Miner Academy and the services it provides. Our goal is to see improvement in the level of positive attitude toward school and learning in order to ensure that all students graduate. The survey that we plan to use is the Youth Risk Behavior Survey through Arkansas Coordinated School Health. This survey is customizable to allow us to ask only the questions that we find applicable to our students. We will then be able to compare the results from students at Miner Academy to other students across Arkansas and the nation.

Explain how the district will determine which building to enroll students in for the purpose of APSCN and accountability.

For the purpose of APSCN reporting, the students will be assigned to the building that corresponds to their schedule. It is possible that some students will be assigned to two different campuses for an amount of the day not to exceed 100%.

STANDARD 6: CURRICULUM DEVELOPMENT & ALIGNMENT

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

Evaluation Criteria:

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

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions
Clarify whether the applicant intends to provide the required 38 units. **we are providing the 38 through a partnership with Bauxite High School, Saline County Career Center and K12 online curriculum or like program.**

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
	X	

Strengths
Concerns and Additional Questions
From public hearing notes: **"kids that are too far ahead, we can't focus on them because we have to focus on a different area of students"** **(open-enrollment)** **(Text on Page 3 acknowledges that gifted students get behind and Page 4 states, "Miner Academy is available to ALL students to serve as an alternative to the traditional setting.")** **In discussing waivers – "we can reapply or drop some at our 3 year evaluation"** **"get locked in for 3 years with charter"** **This will be a school within a school – will have to have new LEA number to track students if want to be considered for CSP grant.** **Flexible schedule – moving students back and forth between traditional middle or high school and Miner Academy – all or some may not be charter school students.** **These notes were taken by a participant in our public meeting and reflect their own thoughts and jottings. I used them to more completely document the meeting. We have had three meetings with the teachers and staff in our district since this public meeting. Another public meeting will be held in the Spring if we are granted the conversion charter.** **Text on Page 7 says that all are eligible, but if more apply than can be accommodated, preference will be given to those who are in danger of not graduating followed by a lottery.** **This process has been refined to state that all students may attend Miner Academy and there will be no discrimination. If numbers of students seeking enrollment or being referred to Miner Academy exceed the capacity of the school cap of 500, a lottery system will be utilized for student selection.** **Explain how the proposed application and enrollment procedures will work when disciplinary placements will be made to the charter school as stated in 10 G on Page 10.** **All students will be accepted into the Miner Academy up to the cap of 500. When students are referred to Miner Academy for a disciplinary alternative learning environment, the lead teacher/director will work with the faculty and parents to ensure a smooth transition of curriculum and other services, such as special education or counseling. The disciplinary piece of Miner Academy will still function under the goal of ensuring that all students graduate on time with the skills necessary to be college and career ready. Their privileges will not be the same as the other students in Miner Academy but our educational goals for them will be just as demanding.**

LEGAL COMMENTS:

Standard 7 (Enrollment)

The Applicant states it will give priority for enrollment to students in jeopardy of failing to graduate. This is not permissible under federal law, as every child must have an equal opportunity to enroll in the school. Though the Applicant recites that it will not deny enrollment on the basis of race, ethnicity, national origin, gender, or disability, the Applicant should note that the signed Statement of Assurance also bars the school from discriminating on the basis of religion, or academic or athletic eligibility.

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
		X

Strengths
Concerns and Additional Questions
Discuss the salaries for the extended day and school year positions. **The extended day of Miner Academy will be staffed by staggering the working times for teachers and staff so that overtime is not required but students are supervised and being taught by certified staff at all times. The staff that works during the extended school year will earn their daily rate of pay for the regular school year, multiplied by the number of extra days they work in June and/or August.** **Explain what license will be required for the mental health paraprofessional.** **The mental health services provided for Miner Academy (that are in addition to the certified guidance counselors employed by Bauxite School District) will be the employees of Ascent Mental Health Services. Ascent currently serves students in our school district. They have agreed to provide a mental health paraprofessional that meets their standards for licensure and certification, to be housed in Miner Academy. This paraprofessional will be an employee of Ascent, working with Bauxite. Ascent has also provided a letter of support that is included at the end of this response.** **See separate letter from Ascent.**

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
	X	

Strengths
Concerns and Additional Questions
Verify that applicant will comply with all state and federal special education regulations. **Miner Academy will comply with all Arkansas and Federal special education regulations.** **Discuss the instructional program to be offered to meet the needs of bilingual students and students who are English language learners.** **Currently, less than 2% of the students in the Bauxite School District are considered English Language Learners. All students who are part of this population and have an ELL Educational Plan will receive all accommodations required. In addition, English Language instruction can be provided as needed through the virtual classes that can be offered at Miner Academy.** **Provide and discuss the data to show that project-based learning meets the needs of gifted learners.** **Project-based learning has been proven to be an effective instructional tool. We currently offer students this opportunity in our EAST classroom and many teachers use project-based learning activities in their classrooms on a regular basis. In regard to meeting the specific needs of gifted learners, project based learning can provide, "student independence, student empowerment, and the teachers [with an opportunity to] tailor projects to the deep and varied needs of gifted students" (Stanley, 2012). Intrinsic motivation is another important aspect of project based learning and it is also closely linked to completing high school. Hmelo-Silver states, "The final goal of PBL is to help students become intrinsically motivated. Intrinsic motivation occurs when learners work on a task motivated by their own interests, challenges, or sense of satisfaction. Similarly, gifted high school students tend to be highly motivated and have the cognitive skills that allow them to be confident in tackling some complex task" (Hmelo-Silver, 2004). Helping our gifted students, whether they are identified as gifted or not, is critical to making sure all of our students graduate.** **Provide details regarding preparing students for taking AP courses.** **Software packages, such as K 12, offer curriculum that not only prepares students for taking AP courses, but they actually offer AP courses that our current high school is unable to provide due to a limited number of students that would be willing to participate and the staffing issues that would be involved. Students may choose to attend Miner Academy in order to benefit from the pieces of this alternative learning environment that would allow them an even richer curriculum.**

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		
Confirm that financial data, including grants and/or private donations, will be reported in the Arkansas Public School Computer Network. **All financial data, including grants and/or private donations that relate to Miner Academy will be reported in the Arkansas Public School Computer Network just as is done for all school buildings within the district.**		

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
		X

Strengths
Concerns and Additional Questions
Describe the facilities, other than the District Administrative and Financial Office that are being considered for Miner Academy. **There are two large classrooms in the bottom of the high school science building that are being considered for a remodel for Miner Academy. They might require more work than the District Office. That is still being investigated. As Miner Academy grows, there is space next to the District Office that can be repurposed to handle an expansion. Our school board has approved the use of space in the district for Miner Academy as verified by the document signed by the Board President in the original application. The Board will vote on the exact space to use for Miner Academy in their regular January meeting.** **Please confirm if there are alcohol sales within 1000 feet and whether these facilities are appropriately zoned for the school's usage.** **There are no alcohol sales within 1000 feet of the school district and the spaces that are being considered for use for Miner Academy. All spaces under consideration are appropriately zoned for our usage as they are currently part of the district.**

STANDARD 12 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Legal Comments

1. Requested Waivers:

a.) Ark. Code Ann. § 6-16-102 ("School day") & Standards 10.01.4 and 14.03 of the Standards for Accreditation (regarding required instructional time): The Applicant should clarify whether students who attend a half-day at the charter school will spend the remaining half of the day at another district school. If so, and the students are receiving a combined total of six or more hours of instruction each day, no waiver is necessary. If not, the Applicant will also need to consider the impact and possible waiver of Ark. Code Ann. § 6-18-211 ("Mandatory attendance for students in grades nine through twelve"). Without satisfactory clarification of the rationale for this waiver, no waiver will be granted.

Miner Academy seeks exemption from this code because the nature of our educational program requires flexibility in addressing the unique needs of its at-risk student population. We request that the school day be defined as a day in which classes are in session and students receive at least three hours of direct instructional time. Students may be enrolled in Miner Academy, Bauxite High School or Bauxite Middle School for additional hours. Students will also be allowed to work on instructional modules from their home or other location with internet access.

b.) 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"); Standard 15.03 of the Standards for Accreditation ("Licensure and renewal"); ADE Rules Governing Waivers for Substitute Teachers; and ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher: The Applicant should further clarify the need for these waivers, since the Applicant asserts in Standard 8 that its employees will be required to meet state licensure requirements.

All teachers at Miner Academy will be highly qualified. Every attempt will be made to secure the appropriate licensure for each teacher but it may be that the best teacher for a position might not hold an Arkansas certificate. For this reason, a waiver is requested.

- **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.**

All teachers at Miner Academy will be highly qualified as required by law.

- **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.**

Miner Academy will follow all ADE procedures related to certified teachers administering standardized tests.

- **All teachers and school personnel must submit to the criminal background and central registry checks.**

All teachers hired by the Bauxite School District for Miner Academy will submit to the criminal and central registry checks as is done for all teachers in the district.

- **It is noted that the Applicant has not requested waiver of Ark. Code Ann. § 6-17-302, requiring the school to have a properly licensed principal.**

This waiver was omitted due to a lack of understanding that a separate LEA# would be required.

We do request a waiver for Ark. Code Ann.§ 6-17-302. The lead teacher/director of Miner Academy will work closely with the building principals in the two sending schools within the district. We do intend to retain a certified principal as the school grows. In the beginning, we wish to be able to hire the person that is the best fit for this position and will have the most to offer our students and teachers in regard to leadership and commitment.

c.) Standards 9.03.3.3 and 9.03.4.2 of the Standards for Accreditation (regarding science courses and laboratory requirements): Standard 9.03.3.3 does not require laboratory experience, although the ADE curriculum frameworks for K-8 science do mention hands-on experiences for students. Standard 9.03.4.2 requires active student participation in laboratory experience for a minimum of 20% of instructional time in science courses. The State Board has never granted a waiver of this Standard, and even the fully-virtual Arkansas Virtual Academy provides hands-on experience to its students. The Applicant should further explain why waiver is necessary, particularly since the Applicant is not proposing to offer a virtual or off-campus educational option.

We will remove our request for this waiver. Students will participate in a laboratory experience for at least 20% of instructional time. There is a fully functional science lab that is available to be reserved by all science teachers at the middle school. Miner Academy will be given priority in scheduling this space. It is adjacent to the proposed location for Miner Academy.

2. Waivers Not Requested

a.) The Applicant should confirm its intention to not seek alternative learning environment (ALE) state categorical funding for this school, since the proposed budget does not identify any ALE funds expected to be received. If the budget is in error, and the Applicant does intend to seek ALE funding, the Applicant should carefully review Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding to determine what additional waivers may be necessary. The Application in its present form may conflict with these rules in a number of ways, including without limitation the proposal to use a charter school classroom as an ISS room, the method of assigning students to the school, the staffing plan, and the plans to extensively utilize computer-based instruction.

Miner Academy does intend to seek alternative learning environment (ALE) state categorical funding for this school. The proposed budget was in error. A revised budget form is included at the end of the response items. **After being made aware that a separate LEA# would be required for Miner Academy, there is an additional waiver that we recognize as necessary:** ***Ark. Code Ann.§ 6-25-101 concerning School Library Media Services and Section 16.02 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*** **A waiver is requested from these regulations to allow Miner Academy the flexibility to provide a rich collection of educational materials to students through the use of the media centers on both the Bauxite High School and Bauxite Middle School (sending schools) campuses. In addition to these hysical resources, the one-to-one computer to student ratio and software solutions made available to Miner Academy students will provide them with access to the most relevant and current information possible.**
Concerns and Additional Questions
Clarify that the waiver of duty free lunch will only be utilized by teachers at Miner Academy. **The waiver of duty free lunch will only be utilized by teachers at Miner Academy.**

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
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions
Provide details of the plan to involve parents and guardians of students at the school, as well as the broader community, in the process of carrying out the terms of the charter. **Parents and/or guardians will be given the opportunity to participate on committees and advisory councils in order to ensure an ongoing dialogue with the community as a whole. It is the desire of Miner Academy to serve our students and therefore serve the entire community by providing educated and informed citizens. Parents and/or guardians will also be given the opportunity to volunteer in Miner Academy in roles that fit their skill sets. Examples could include career mentors, tutors, homework partners, and book club leaders.** **Describe the ways in which parents of students will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria.** **The school improvement planning process will include parents and/or guardians of Miner Academy students. This process, having proven successful at the other campuses within our district, allows parental input and involvement in data analysis, identifying areas of strength and weakness, and planning for improvement.** **We have found that parents are the very best advocate for education when they are included in the conversations at all stages of the planning for improvement process.**

FINANCIAL/BUDGET COMMENTS:

Partially Meets Standards

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

Concerns and Additional Questions:

The applicant does not include salary schedules for licensed or non-licensed employees with information describing how extended day and year salaries will be calculated for Miner Academy employees. Amounts provided for salaries budgeted cannot be verified. The applicant should clarify.

The applicant should clarify how calculation of Federal revenue for year 1 and year 2. Pgs. 13 & 16

G/T position listed as .25 FTE but applicant referenced using the district GT program. Please clarify. Pgs. 13 & 17

Health Services position listed as .25 (Page 13) but applicant referenced using the district nurse. Please clarify. Pgs. 13 & 17

The applicant should clarify fringe benefit rates for Administration, Regular classroom instruction, & Gifted and Talent for both budgeted years. Budgeted rates are higher than other areas. Pgs. 13 & 16

Administrative position increases $19,850 (38%) in year 2. Applicant should clarify. Pg. 16

The applicant should clarify how $50,000 is arrived at for supplies and materials under Alternative Learning.Pg. 13

The applicant should clarify amount budgeted for supplies year 2 for Gifted and Talented. Pg. 17

Media Services is listed as .25 FTE (page 13) but applicant references using media from the school district. Please clarify. Pgs. 14 & 18

The applicant lists .25 FTE for fiscal Services. Please clarify. Pg. 13

The applicant should clarify calculation for renovations in both years. Pgs. 15/19

The applicant does not include budgeted amounts for utilities, property or content insurance where Miner Academy will be housed. Pg. 15

The applicant does not budget for purchase of Computer based instruction software. Please clarify.

Applicant does not consistently provide budgeted amounts. In some areas the applicant states that the school district will provide services and FTEs are allocated. In other areas the school district will provide services and nothing is budgeted (food services, Maintenance & Operation, etc.). Please clarify.

The applicant budgets revenue and expenditures the same for a net effect of zero for both years. Information provided cannot verify if program is viable. Please clarify.

ADDITIONAL COMMENTS:

LEGAL NOTES

a.) The Applicant should note it will be required to obtain a new LEA for this charter school if it is approved.

2012-2013 Application Cycle

Application Summary and Application

Miner Academy
Bauxite School District

MINER ACADEMY

District: Bauxite School District

Grade Levels: 6-12

Student Enrollment Cap: 500

Address of Proposed Charter: 800 School Street, Bauxite, AR 72011

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-111	Duty-free lunch periods (for teachers at the charter school only
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher license requirement
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-919(a)(1)	Warrants void without valid certification and contract
6-18-211	Students in grades nine through twelve—Mandatory Attendance
6-25-101	Legislative intent (pertaining to library media programs)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications

Waivers Requested from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

10.01.4	Planned instructional time
14.03	Unit of credit and clock hours for a unit of credit
15.03	Licensure and Renewal
16.02	Media services

Waivers Requested from the Following Rules:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31

RECEIVED
OCT 3 1 2012
CHARTER SCHOOL OFFICE

Charter School: Miner Academy

Date Submitted: Wednesday, October 31, 2012

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: **Miner Academy**

Grade Level(s) for the School: **6-12** Student Enrollment cap: **500**

Name of School District: **Bauxite**

Name of Contact Person: **Bridget Chitwood**

Address (no P.O. Box please): **800 School Street** City: **Bauxite** ZIP: **72011**

Daytime Phone Number: (**501**) **557-5453** FAX:**(501) 557-2235**

E-mail: **chitwoodb@bauxiteminers.org**

Charter Site Address: **800 School Street**

City:**Bauxite** ZIP Code: **72011**

Date of Proposed Opening: **August 1, 2013**

Name of Superintendent: **Jerrod K. Williams**

Address: **800 School Street**

City: **Bauxite** Zip Code: **72011**

Phone Number:**(501) 557-5453** FAX: **(501) 557-2235**

E-mail: **williams@bauxiteminers.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.

Bauxite School District proposes a conversion charter school on the campus of Bauxite High School and Bauxite Middle School to be called Miner Academy. This new school will enable the district to deliver an innovative approach to personalized learning that will address the needs of our unique student population. As a charter school, Miner Academy will be able respond swiftly and appropriately to the needs of the 21st Century learner that struggles, for a variety of reasons, in the traditional classroom environment. This will allow the Bauxite School District to not only improve the academic achievement and graduation rates of our students, but also to ensure that ALL students graduate with the skills and knowledge necessary to be college or career-ready.

This proposed conversion charter school would be available to all students in grades 6-12 at Bauxite Middle School and Bauxite High School. The current combined enrollment of these two campuses is 1006 students. The initial enrollment for Miner Academy will consist of students that have been referred by teachers, administrators, parents, or the students themselves, based on a need for an alternative learning environment in order to ensure student success and the completion of a high school education.

Miner Academy would be a multi-faceted educational setting that would allow for improved services to be provided to our students who need a more individualized approach to learning (See Appendix A). One part of Miner Academy would be dedicated to the use of technology to serve the needs of students that need to learn at a different pace. Students served in this area might be behind on the credits they need to graduate and need to work to catch up in order to graduate on time or they might simply function better in an environment with fewer distractions. Students that are working in this part of Miner Academy will have one-to-one access to technology as well as a certified teacher that specializes in each core academic area at least one period of the day. These students may stay in Miner Academy for as little as one period a day or as much as a full day. This very special alternative learning environment will be valuable for students that might otherwise not graduate or graduate later than their peers.

Miner Academy would also serve those students that are in need of an alternative learning environment for disciplinary reasons. Students would spend their entire academic day at Miner Academy in the Alternative Learning Classroom for the period of time that the sending school administrator has determined is warranted. This portion of Miner Academy would also serve as the in-school suspension facility for both Bauxite Middle School and Bauxite High School.

Several circumstances have worked together to create the urgent need for this unique type of learning environment in the Bauxite School District. Currently, when students are faced with the results of poor choices, they are assigned to the Benton Alternative School in the Benton School District. Students must ride a bus to and from this location. This has been an arrangement for our school district for a number of years. In addition, students who face unfortunate personal circumstances or even unplanned pregnancies often decide to drop out of school with the intention of getting a GED. The Bauxite School District wants to keep all of our students on our campus and help them work in an environment that best meets their needs so that 100% of our students graduate on time and in a position to be successful in college or a career setting.

Minority and low-income students are more likely to graduate late. Students who graduate late are at a disadvantage as they work to compete in today's society. Research shows that late graduates are less likely to earn a bachelor's or associate's degree, less likely to have health insurance, and will earn at least $2400 a year less than on-time graduates (Hull, 2009). Students working in the proposed conversion charter school will have the ability to complete credit recovery requirements at an individual pace that will encourage students to stay in school and graduate with their peers.

Students who drop out entirely from school face an even more bleak future. Students that do not receive a high school diploma are more likely to have health problems related to a lack of health insurance, obesity, and smoking (Zajacova, 2012). Also, they will earn almost $10,000 a year less than a high school graduate and are more likely to raise their children in a impoverished environment. For students who spend at least half of their childhood in poverty, 32% will not graduate from high school (Kappan, 2011). This continues a cycle of poverty that is not acceptable for our community.

The singular purpose of the proposed conversion charter school is to provide a learning environment that is different from the existing school. Miner Academy will serve students with unique needs using the most appropriate methods and instructional resources available. Caring and highly qualified professionals will work within a technology rich environment to ensure that all of our students are ready for college or the work place.

D. REQUIRED INFORMATION

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 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) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

The announcement was made in the only local newspaper in Saline County with daily coverage on a weekly basis for three (3) consecutive weeks prior to the October 23, 2012 public meeting concerning Bauxite School District's application for a District Conversion Charter School. The Bauxite School District also published an announcement on the District's Facebook page as well as the District's website (www.bauxiteminers.org). The public meeting was also discussed and the charter school application was the focus of the October 12, 2012 administrative team meeting. In addition to these announcements to the community, two email notices were mailed to all faculty and staff of the district. The first email notification occurred on October 9, 2012 with a reminder email sent on October 23, 2012 (See Appendix B for all documentation related to the public meeting including the PowerPoint and notes).

The public meeting began at 5:30 p.m. on October 23, 2012. After signing in and having refreshments, an overview presentation was provided by Bridget Chitwood, Director of Curriculum, Instruction, and Federal Programs (See Appendix B). Questions were asked and answered by Ms. Ann Webb (High School Principal), Mr. Jerrod Williams (Superintendent), and Mrs. Chitwood. Many suggestions were offered on services and physical location of the charter. Waivers were also discussed. Feedback was very positive. The participants in the meeting were asked to complete an online survey related to their level of support for the charter (See Required Item 5).

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

The mission of Miner Academy will be to prepare students that are academically proficient and are college and career ready. Miner Academy will serve every child, every day.

Miner Academy Mission Statement is manageable in that it speaks directly to the goals of the Common Core State Standards and is measurable through the state assessments as well as interim assessments that will be provided through the NWEA MAP assessments. Additionally, our staff will continue to receive specific training on the use of formative assessment to guide instruction for all students.

STANDARD 3: Describe the educational need for the school.

Currently, students who attend school in the Bauxite School District receive an education in a traditional format. Students are taught in classes with 20 – 30 students led by one teacher who follows a set curriculum at a predetermined pace in order to ensure that students "cover" a certain amount of the curriculum by a certain date. This model, while well suited for a large number of students, is not perfect for ALL students.

When students fall behind academically in regard to obtaining credits for graduation they are more likely to drop out of school entirely. In 2010 the Bauxite School District had a graduation rate of only 92.86%. For economically disadvantaged students the graduation rate was only 80% (See Appendix C). This percentage is not acceptable to our school district or our community. As stated in Section B, students in poverty are more likely to fail to finish school. Students who fail to finish school are more likely to raise their children in poverty (Kappan, 2011). This creates a cycle of poverty and failure that we are driven to change for the children of Bauxite.

Students find themselves behind academically for many reasons. For some, it is a discipline problem that may have caused suspensions or even an expulsion. This may also result in an assignment to the Benton School District's Alternative Learning Center. Bauxite School District contracts with Benton School District to serve our students that have been determined to need an alternative educational placement due to a disciplinary issue such that has not been corrected through the measures available to us on our campus. These students currently ride a bus from Bauxite to Benton twice a day to receive services. This is seen as punitive by students and parents and is counter-productive to the assistance we are trying to provide for students. We also have a need for assistance for children who have frequent or long term absences due to illness, family circumstances, or pregnancy that cause them to get behind in classes and in their pursuit of the appropriate number of credits to receive a high school diploma.

In our current academic setting, we are unable to respond to the needs of the learner who, for disciplinary reasons, needs an alternative learning environment placement. We are also unable to respond to the individual needs of students that desperately need to recover credit in order to complete their high school education while remaining in public school.

Miner Academy will be effective at meeting these goals as well as the established annual measureable objectives determined by the State of Arkansas to be appropriate for our district. Through the conversion to a public charter school, and the flexibility this will afford the district, we can be more responsive and flexible as we work to meet the needs of the individual learner.

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

When students enroll in Miner Academy, they are enrolling in a school within a school. Miner Academy offers alternative to the traditional classroom environment. While one part of Miner Academy is considered disciplinary, the focus of the school as a whole is on providing the appropriate alternative learning environment for all students that enroll. Listed below are some of the features that will allow us to provide this unique environment:

Formative and Interim Assessment

All students that participate in Miner Academy will be assessed on a regular and frequent basis with formative and interim assessments. While this is also true for students on the current, traditional school campus, students in Miner Academy will also be assessed using the North West Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment. This is an adaptive assessment that will allow students to be assessed at their actual level of performance. For example, when a student answers a question on a test, if they answer correctly, they will move on to a more challenging question. This will allow students to demonstrate mastery at a more individual rate than in the traditional setting. This will be a pilot experience for the Bauxite School District.

The MAP assessment will also provide the staff at Miner Academy with specific information regarding academic skills that have been mastered and those that need to be strengthened. This data will be used in designing curricular interventions and a personal learning plan for all students in Miner Academy.

NWEA assessments will also be utilized in tracking student's academic progress across the school year. Since each student has a "targeted growth" rate established at the beginning of the NWEA assessment process, the NWEA assessment will provide data that can be used to assess how well individual students have grown during the year as well as the degree to which Miner Academy has contributed to the increasing academic achievement of students served.

Compacting of the Curriculum/Personalized Learning Plan

A personalized learning plan will be developed for each student enrolled for all or part of the day. This plan will describe, the educational goals for each child based on their academic strengths and needs. A compacted curriculum will be the basis for these goals. When the curriculum is compacted, the teacher is able to ensure that students will learn the required curriculum but will be able to give students the "credit" for things they already know (Willard-Holt, 2003). Compacting has long been considered a recognized and credible instructional tool to be used in working with students identified as gifted learners (Reis, Burns, & Renzulli, 1992). However, we plan to make compacting available to all students at Miner Academy. It is estimated that anywhere from 15% to 40% of gifted students are at risk of performing far below their academic ability (Seeley, 1993). This often leads to a failure to identify gifted students and therefore fail to provide an appropriate educational offering. Students that are under challenged an exhibit inappropriate behaviors and prevent them from fulfilling their potential. When teachers pretest students, which will be done through teacher made assessments or NWEA MAP assessments, they will be able to identify which of the standards students already have under control and which ones will require additional focus. This will weaken the possibility of wasted time and allow students to progress at the most appropriate rate.

Technology

A one to one technology environment will be accessible to students in Miner Academy to allow for the use educational resources and web-based information systems as students need them. Working in this unique, computer-based instructional environment requires that all students at Miner Academy have free and consistent access to their materials and learning tools. Students will read, write, research, and communicate via the most appropriate technological tools available to us. The goal is to encourage students to be confident and creative thinkers and learners with the ability to use resources that will be available in almost any college or career environment.

Flexible Daily Schedule

Students that are struggling to obtain enough credits for on-time graduation will be able to attend Miner Academy on a partial day schedule in order to work toward credit recovery through a blended model of using computer software and face-to-face learning. The most successful credit recovery programs are those that use this "hybrid" model (Plummer, 2012). In addition to full time staff at Miner Academy, teachers from other campuses will be scheduled to work with students in areas of need. For example, the mathematics teacher from the middle school may come over one period a day to assist students working with credit recovery on their assignments in math if their certification and area of expertise is appropriate. A special education teacher will be scheduled to assist those students that have an individual education plan if the students are assigned to Miner Academy for a course in their area of identification. Allowing students to be scheduled for part of the day and then return to the traditional school for other courses will encourage those students that are behind to remain a part of the school environment and provide for social time with their peers.

Students that participate in Miner Academy for disciplinary reasons may also be allowed this flexible day schedule depending on their individual circumstances. This is a key benefit of the formation of this conversion charter school.

Academic Calendar/School Day

The academic calendar for Miner Academy will differ from the traditional school calendar in that students will be able to be served Beginning August 1 and ending June 30 as opposed to only the 178 days required by Arkansas (See Required Item 1). Students will be able to work through the month of June and/or begin on August 1 in order to recover credits needed to graduate or to maintain their current grade level standing. Miner Academy is available to ALL students to serve as an alternative to the traditional classroom setting.

The school day at Miner Academy may look different for each student based on the reason for their attendance and their academic and developmental needs. Students may spend part of their day in Miner Academy and part in the traditional school setting. Other students, based on their number of credits and individual circumstances, may have flexible hours based on their physical and educational needs. The school day will be extended to best meet those needs (See Required Item 2).

Computer-Based Instruction

The use of computer-based instruction software, such as A+ Anywhere Learning System, will allow students to have access to engaging curriculum provided at a developmentally appropriate pace. The use of this software alongside the assistance of Miner Academy staff will allow students to have access to the best of both types of instruction. Reports reflecting a student's progress will be available through the use of the computer-based instruction programs. This will allow teachers, parents, and students to determine progress and redefine goals as necessary.

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 pubic charter schools' initial five (5) year period.

Goal 1: Miner Academy will use the assessment instrument required by the Arkansas Department of Education, the NWEA/MAP, and TLI Assessments to measure students' progress toward meeting their individual growth goals in Literacy. In addition, Miner Academy has as a goal that 80% of the students will reach the building AMOs (See Appendix D).

Tool(s): Current assessment required by the Arkansas Department of Education

NWEA/MAP (Measures of Academic Progress) and/or TLI (The Learning Institute) Assessment

Goal 2: Miner Academy will use the assessment instrument required by the Arkansas Department of Education, the NWEA/MAP, and TLI Assessments to measure students' progress toward meeting their individual growth goals in Mathematics. In addition, Miner Academy has as a goal that 80% of the students will reach the building AMOs (See Appendix E).

Tool(s): Current assessment required by the Arkansas Department of Education

NWEA/MAP (Measures of Academic Progress) and/or TLI (The Learning Institute) Assessment

Goal 3: Miner Academy will use a survey to assess incoming students' affective characteristics in order to measure growth over the length of their participation. Areas to be assessed will include: attitude towards school; attitude toward learning; attitude toward the use of technology; interest in participating in post-secondary education; and attitude toward graduation.

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

The Bauxite School District will fully implement the required curriculum in Miner Academy. We have currently implemented the Common Core State Standards (CCSS) in all school building for grades K-8 as required. We began working with our K-2 teachers in the spring of 2010 to "unpack" the standards and work through the cross-walk documents that were provided as resources. Our district Instructional Facilitator for Literacy, as well as literacy and math specialists from the Dawson Educational Cooperative, are working with all grade levels, especially grades 9-12, so that we will be fully implemented in CCSS for the 2013-2014 school year, as required by the timeframe adopted by the State Board of Education. Our teachers and administrators are working together and with teachers and administrators in other districts to ensure that we utilize the best practices and resources available. We have also contracted with Arkansas Public School Resource Center (APSRC) to participate in the second cohort of the Achieving By Changing (ABC) Common Core implementation program.

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

Miner Academy is open to all students who attend Bauxite School District. No student will be denied enrollment based on race, ethnicity, national origin, gender, or disability. Information about Miner Academy and recruitment material will be made available to parents at the spring parent-teacher conferences and then published annually thereafter.

Students may be referred to Miner Academy by teachers, administrators or parents when the circumstance are such that it is believed that a student would be better served in this unique environment.

Students may also refer themselves to Miner Academy when they recognize that their own learning needs match this individualized learning environment.

Students may be referred by a school administrator to the Miner Academy for behavioral reasons in order to participate in the component of Miner Academy that serves as a disciplinary Alternative Learning Center. This will only occur after a consultation with parents and teachers if applicable.

The enrollment cap of Miner Academy is 500. If the number of students seeking enrollment exceeds this number, priority will be given first to those students that are in jeopardy of failing to graduate. After that requirement has been satisfied, the rest will be chose anonymously through a random lottery.

STANDARD 8: Summarize the job description of the school director and other key personnel. Specify 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.

Director/Lead Teacher:

- Be accountable for all aspects of Miner Academy to ensure compliance with all Arkansas Department of Education regulations and state laws
- Serve on the District Leadership Team
- Ensure a safe and secure learning environment for students and staff
- Monitor daily instruction to ensure that data driven instruction is common in all classrooms
- Ensure complete implementation of Common Core State Standards
- Maintain a student behavior management system that promotes equity and fairness for all students
- Create a culture within Miner Academy that will enlist greater parental involvement
- Promote fairness and high ethical standards in all daily operations of the middle school through consistency

Qualifications:

Experience in education with experience in an alternative learning environment, secondary content knowledge, project based learning, and personal learning plans preferred. Candidate must meet all state licensure requirements. Bauxite School District will follow all state and federal laws in filling this position.

Count: 1 Fte (Salary Schedule will be set by the Bauxite Board of Education during their regular certified salary meeting in the Spring of 2013).

Teacher:

- Conduct classroom instruction
- Work with colleagues on other campuses within the district to plan instruction
- Differentiate instruction to reach different levels and types of learners
- Attend training for professional development
- Utilize formative assessment to inform instruction
- Utilize project based learning
- Prepare and implement personal learning plans

Qualifications:

Candidate must meet all state licensure requirements. Bauxite School District will follow all state and federal laws in filling this position.

Count: 1.0 Fte (See Required Item 4)

Director of Student Services (Operations)

- Oversee all functions of custodial, maintenance, food service, and transportation services
- Collaborate with administrators to coordinate renovation and building projects

Qualifications:

The Director of Student Services will hold at least a building level administrator's license and be experienced in managing several staffs.

Count: .25 Fte

Director of Curriculum, Instruction, and Federal Programs

- Oversee instructional concerns and curriculum implementation for Miner Academy
- Collaborate with administrators ensure academic success for all students

- Coordinate all federal funding related requirements including parental involvement

Qualifications:

The Director of Curriculum, Instruction and Federal Programs will hold a curriculum specialist license as well as a building level administrator's license and be experienced in meeting state and federal requirements.

Count: .25 Fte

Financial Services Director

- Oversee all financial service including but not limited to bookkeeping, payroll, human resources, purchasing, and accepting money.
- Collaborate with the Director of Student Services and the Director of Curriculum, Instruction and Federal Programs in order to prepare and manage the Miner Academy budgets.

Qualifications:

The Financial Services Director will be qualified through Tier Training from the Arkansas Department of Education and will also have extensive experience in school finance management.

Count: .25 Fte

Counselor

- Provide all guidance services as specified by Arkansas Department of Education
- Assist parents in understanding academic testing and achievement issues
- Provide career guidance

Qualifications:

The counselor must be certified and have experience in an educational setting

Count: .25 Fte

Instructional Facilitator for Technology

- Provide guidance and instruction for teachers and staff as they integrate technology into the instructional practices of Miner Academy.
- Assist with the removal of obstacles as the hinder the implementation of Personalized Learning Plans, credit recovery, and project-based learning

Qualifications:

The instructional facilitator for technology bust be a certified teacher and have experience integrating technology into the classroom environment.

Count: .25 Fte

Mental Health Paraprofessional

- Provide mental health services to all students at Miner Academy as needed
- Assist with supervision of students
- Assist with academic work as appropriate
- Communicate with parents, in coordination with Teacher

Qualifications:

The mental health professional will be fully licensed and maintain current on related information through ongoing training and professional development.

Count: 1.0 Fte

Paraprofessional

- Assist with supervision of students
- Assist with academic work as appropriate
- Communicate with parents, in coordination with Teacher

Qualifications:

The paraprofessional will be highly qualified and maintain current knowledge in alternative education strategies through ongoing training and professional development.

Count: 1.0 Fte

School Board

The Board of Directors of the Bauxite School District will be responsible for staffing Miner Academy and approving all salary plans.

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 Services

The maximum student enrollment at Miner Academy will require an additional counselor to be hired. Until such time as a full time is necessary, all students at Miner Academy will be served by the high school counselor and middle school counselor as well as the district mobile counselor.

B. Health Services

Miner Academy will be served by the Bauxite School District RN as well as the LPN that the district employees above and beyond the requirement. Mental health needs will be addressed through certified mental health certified mental health providers. Ascent Mental Health Services will provide a full time paraprofessional to meet the needs of the students in Miner Academy.

C. Media Center

Students in Miner Academy will have access to the media centers on all three campus both physically as well as virtually. The collections in all three media centers are searchable online through Destiny software that was purchased with ARRA funding. Students will be able to search and access fiction, non-fiction, research material, and online resources. Certified media specialists will be available to assist Miner Academy students as needed and teachers will be able to reserve the use of the media centers, including the computer and technology resources, on an equal basis with their colleagues in the other buildings.

D. Transportation

Transportation will be provided by the Bauxite School District and overseen by the Director of Student Services. The Bauxite School District and Miner Academy will comply with all transportation regulations.

E. Food Services

Students in Miner Academy will share the food services provided by Bauxite High School. Bauxite School District and Miner Academy will comply with all Food Service Regulations and offer approved child nutrition services. Breakfast and lunch will be served each day. For students whose Personal Learning Plan or educational placement requires individual dining, lunches may be delivered to Miner Academy from the high school cafeteria.

F. Special Education

Miner Academy will provide special education services to all students with Individual Education Plans (IEP). Certified teachers will work with students individually, in small groups, and indirectly as stated in their IEP. Co-taught classes will be the goal of Miner Academy when appropriate. Special education services will be overseen by the District Special Education Supervisor.

G. Alternative Education/ALE

One of the primary purposes of Miner Academy is to serve students that require an alternative learning environment. All students in grades 6-12 in the Bauxite School District who are determined to need placement in an Alternative Learning Environment in order to best served will attend Miner Academy.

H. Gifted and Talented Program

All students in Miner Academy will be engaged in differentiated instruction through project based learning, Personalized Learning Plans, and self-paced technology based instruction. Students who require additional differentiation or gifted education services will be served by the Bauxite School District Gifted and Talented Director/Instructor.

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.

The Bauxite School District and Miner Academy will participate fully in reporting education data in the Arkansas Public School Computer Network as required by state statute and State Board of Education Rule.

STANDARD 11: Describe the facility 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 the 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 of 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.

There are several options of locations for Miner Academy. We will be meeting with an architect in the month of November to determine the most appropriate space that will allow for the greatest access and growth possibilities. One space that we are considering at this point to be used for Miner Academy is currently being used as the District Administrative and Financial Office. It has been used for this purpose for more than the past three (3) years. With minor adjustments to the facility, Minor Academy will have space that is easily accessible to the two campuses that would be sending/sharing students as well as the cafeteria, media centers, and other services that are necessary for efficient operations. Minor Academy would have classroom space, as well as a conference room, distance learning room, private bathrooms, and room to expand when necessary. The cost of any renovations of the current space for Miner Academy, as well as the cost of renovating the space to relocate the District Administrative and Financial Office, have been considered and can be handled in the budget of the Bauxite School District.

The Bauxite School District Board of Education voted in the regular monthly meeting on October 29, 2012 to allow the use of existing district space in this manner (See Appendix F).

This space currently meets all ADA and IDEA requirements and complies with all other state and federal laws. When renovations are necessary, the Bauxite School District will ensure that the space continues to meet these requirements in order to best meet the needs of all students.

STANDARD 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 for each waiver requested.

Ark. Code Ann. § 6-10-106

School Year Dates

Miner Academy seeks to offer services to students outside the window of the traditional school year. This would require a waiver of the requirement for the start of school date to be on or after the Monday of the week in which August 19 falls. Bauxite School District seeks to offer credit recovery and course work from August 1 – June 30 in order to assist students and ensure that they receive a high school diploma, even when they are experiencing unfortunate circumstances. Students will have the opportunity to participate in credit recovery course work and have access to the resources necessary for this type of study.

Ark. Code Ann. § 6-16-102 (School Day Hours) and Sections 10.01.4 and 14.03 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (concerning seat time requirements):

School Day Hours

In order to meet the needs of students in a variety of special circumstances (such as health issues, discipline issues, and financial hardships), Bauxite School District requests a waiver of the requirement and definition of a school day being a "day in which classes are in session and students receive at least six (6) hours of instructional time". Research has shown that seat time is no longer the only, or even the best, way to measure learning and that "utilizing a seat time waiver positively impacts the probability of high school seniors graduating" (Mounger, 2011). Since the goal for students is to learn the skills necessary to be college and career ready and in doing so earn a high school diploma, not simply "put in their time", Miner Academy will work with students whose special circumstances might have otherwise caused them to drop out of public school. A brief published by the National Governors Association states, "Accountability systems will need to remove most time-based requirements in favor of a stronger emphasis on mastery" (Grossman, 2011). Miner Academy students will use mastery learning and ongoing assessments through NWEA MAP and/or The Learning Institute to accommodate special educational needs. Due to the nature of Miner Academy, the credit recovery components as well the acceleration opportunities available, we request a waiver of this standard.

Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom); 6-17-301 (concerning employment of certified personnel); 6-17-309 (concerning certification to teach particular grade or subject matter); 6-17-401 (concerning teacher licensure requirement); 6-17-902 (concerning definition of teacher); 6-17-919 (concerning warrants void without valid teaching license and contract); Section 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing parental notification of an Assignment of a Non-Licensed Teacher.

Qualified Teachers in Every Public School Classroom

In order to take advantage of teachers that have unique life experiences and/or specialized training that has not been obtained in a traditional educator preparation program, Bauxite School District requests this waiver to allow the district to seek the most appropriate teacher for the environment that best meets the needs of the students enrolled in Miner Academy. However all core subjects will be taught by instructors that are highly qualified as defined by No Child Left Behind Standards.

Teacher Certification

Miner Academy requests a waiver in this manner to allow for the placement of teachers with the most to offer our students in regard to curriculum as well as meeting their affective needs, regardless of area of certification.

Ark. Code Ann. § 6-17-111 (Duty-Free Lunch Periods):

Duty-free lunch periods

Miner Academy requests a waiver of the requirement for a duty-free lunch period to allow teachers to choose to complete their maximum sixty minutes of duty during lunch. This will allow for teachers to eat lunch with students and facilitate the development of the caring, instructional relationships that will be the foundation of Miner Academy.

Ark. Code Ann. §2© 6-25-103 and 6-25-104 (concerning library media services) and Sections 16.02.3 and 16.02.4 of the ADE Standards Rnles (concerning library media services):

Licensed Library Media Specialist

Miner Academy requests a waiver from this standard because media will be available through large online libraries of interactive material as well as able to be accessed easily from the high school and middle school campuses.

Sections 9.03.3.3 and 9.03.4.2 of the ADE Standards Rules (concerning hands-on laboratory experience for 6th-8th graders (9.03.3.3) and 9th-12th graders (9.03.4.2)):

Hands on Laboratory Experience

Due to the access to virtual curriculum and online experimentation software, Miner Academy requests a waiver from this Standard of Accreditation.

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.

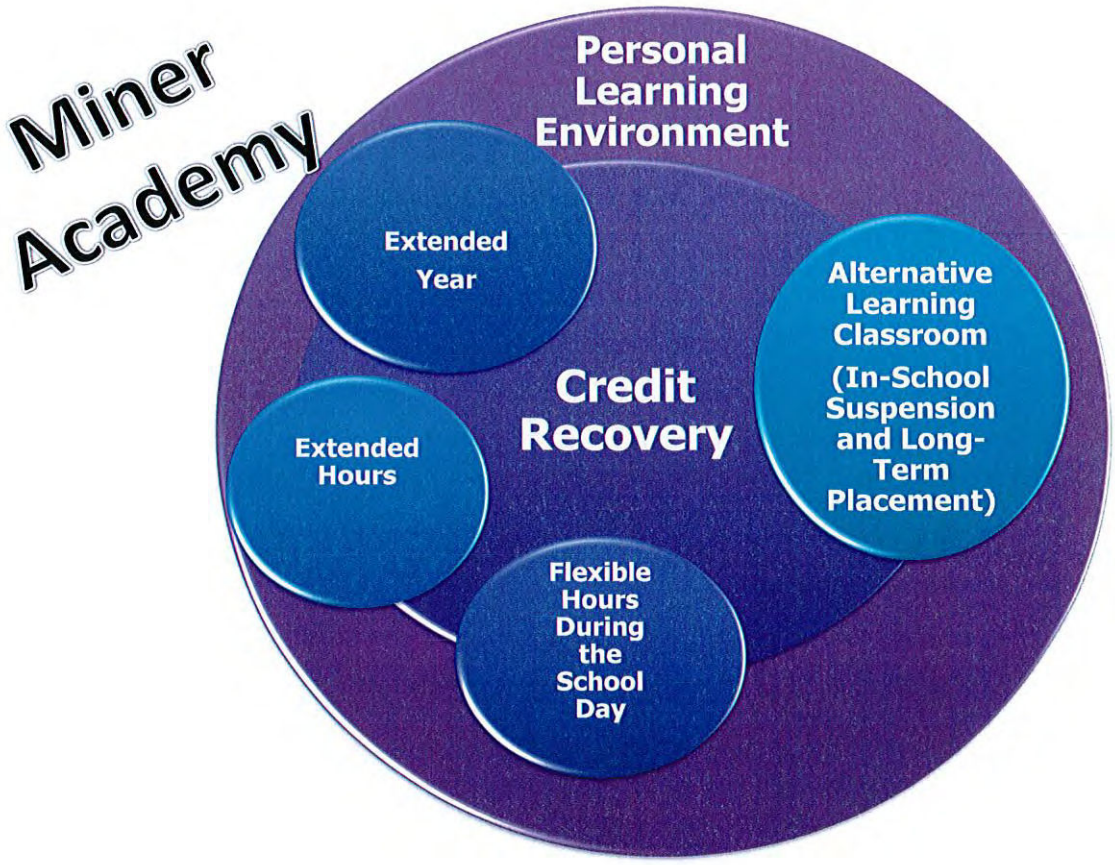
Miner Academy will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools. It will also not hamper, delay, or negatively impact the efforts of any school district to comply with a court order to create and maintain a unitary system of desegregated public schools.

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

Parental involvement is very important to the entire Bauxite School District. The district benefits from outstanding parent support and participation in all events and public activities as well as supporting education at home by working with children and their teachers to ensure the student feels the support of the entire educational team. In addition to the parental involvement activities that have proven successful on the other campuses within the district, Miner Academy parents will be engaged in the work of the Miner Academy Leadership Team to provide input into the direction of the conversion charter school. Also, parents will be involved directly in the development and periodic revision of their child's Personal Learning Plan.

STANDARDS 15, 16, AND 17 APPLY ONLY TO LIMITED PUBLIC CHARTER SCHOOLS. They do not apply to district conversion charter schools.

APPENDIX A


Miner Academy
Personal Learning Environment
Extended Year
Alternative Learning Classroom (In-School Suspension and Long-Term Placement)
Credit Recovery
Extended Hours
Flexible Hours During the School Day

APPENDIX B

Proof of Publication

STATE OF ARKANSAS
County of Saline } ss

I, Carolyn Pearson do solemnly swear that I am Legal Advertising Clerk of The Saline Courier, a daily newspaper printed in said county and that I was such at the date of publication hereinafter stated, and that said newspaper had a bona fide circulation in such county at said dates, and has been regularly published in said county for a period of 136 years next before the date of the first publications of the advertisement hereto annexed, and that said advertisement was published in said newspaper 3 times for 3 issues, the first insertion therein having been made on 9/30/12, and the last insertion on 10/14/12.

Carolyn Pearson
Legal Advertising Clerk

Sworn to and subscribed before me on
10/19/12

Mary E. Bloomquist
Notary Public

My commission expires 8/22/16

MARY E. BLOOMQUIST NOTARY PUBLIC SALINE CO., ARKANSAS

FEE FOR PRINTING
$ 58.50
Cost of Proof $ 2.60
Total $ 61.10

Legal Notices

BAUXITE SCHOOL District will hold a Public Conversion Charter School information meeting on October 22, 2012 in the Professional Development Room in the Bauxite Middle School from 5:30 p.m. 6:30 p.m. For more information please contact Bridget Clark at 501-557-5453.

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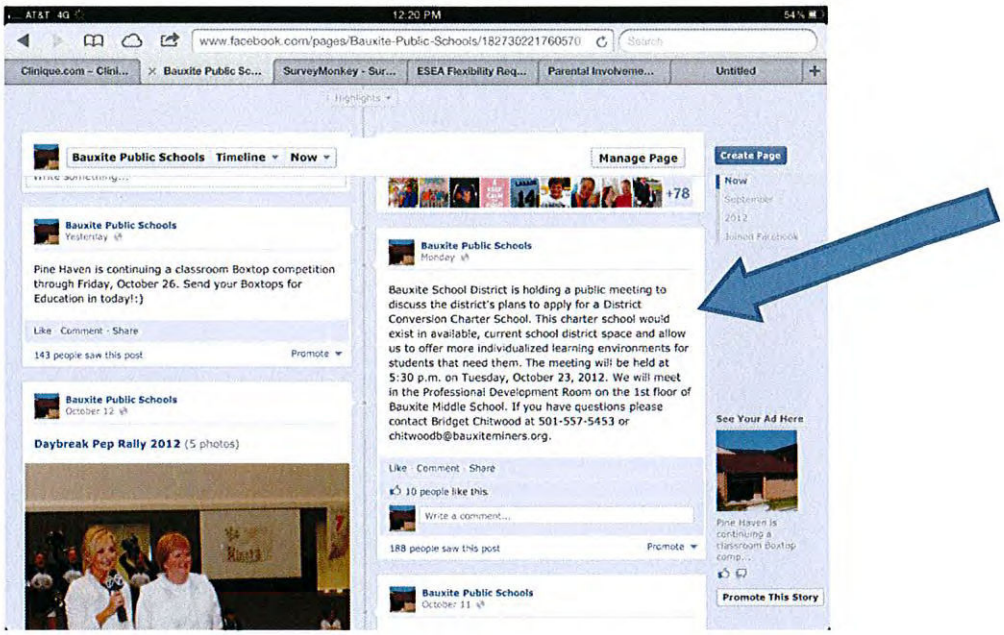
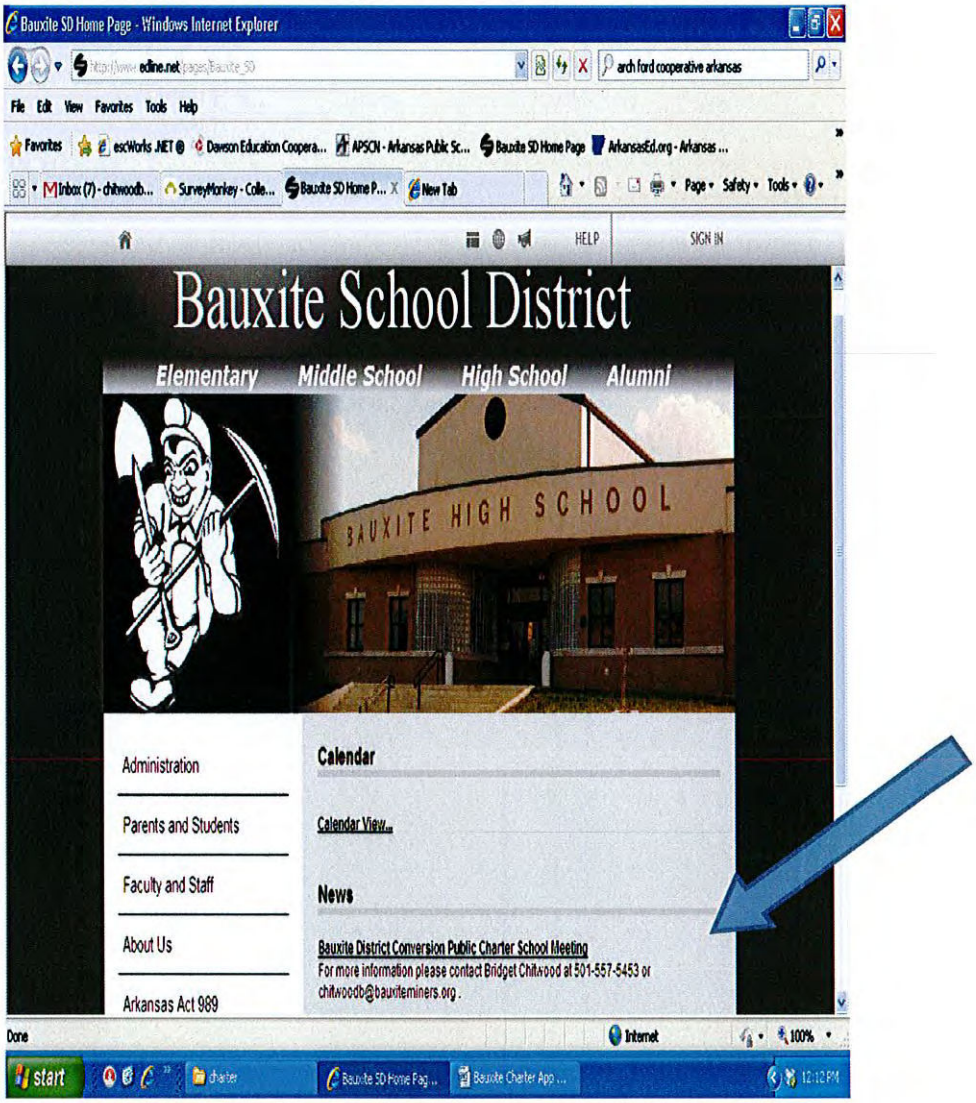
District Facebook
Announcement



WEBSITE
www.bauxiteminers.org



Miner Mail
Powered by Google

Bridget Chitwood <chitwoodb@bauxiteminers.org>

Charter School Meeting

Bridget Chitwood <chitwoodb@bauxiteminers.org> Tue, Oct 9, 2012 at 10:40 AM

To: BMS CERT <bmscert@bauxiteminers.org>, PHE CERT <phecert@bauxiteminers.org>, BHS CERT <bhscert@bauxiteminers.org>

Hi All:)
Bauxite School District will be holding a public meeting to discuss our intention of applying for a District Conversion Charter School in order to better serve the needs of our students that currently attend the Benton Alternative Learning Center, and other students in our district that have educational needs that could be more effectively served in an individual learning environment. The meeting will be held on Tuesday, October 23 in the PD room of the Bauxite Middle School at 5:30 p.m. If you have questions please contact me:)
Bridget

--

Bridget Chitwood
Director of Curriculum, Instruction, and Federal Programs
Bauxite Public Schools
501-557-5453

Bridget Chitwood <chitwoodb@bauxiteminers.org>

Public Meeting

Bridget Chitwood <chitwoodb@bauxiteminers.org> Tue, Oct 23, 2012 at 11:01 AM

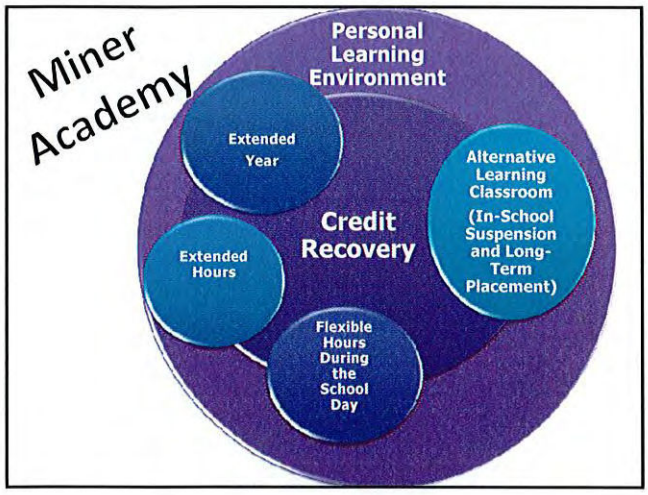
To: BXPS ALL <bxpsall@bauxiteminers.org>

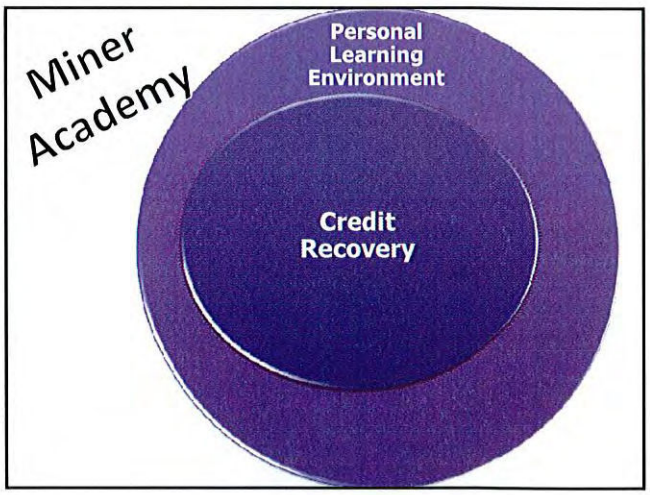
Hi All:)
I just wanted to remind everybody everybody about the public meeting tonight to discuss the district's proposed application to the Arkansas Department of Education for a Conversion Charter School. The meeting will be in the professional development room of the Bauxite Middle School (1st floor) at 5:30 p.m. The Bauxite School Board gave approval to apply for the Conversion Charter in their regular August meeting. This charter school would exist as a "school within a school" and allow us to offer more individualized learning environments for students in grades 5-12. Some of the services include personalized learning plans, credit recovery, and alternative education. If you have questions or suggestions please contact me:)
Bridget

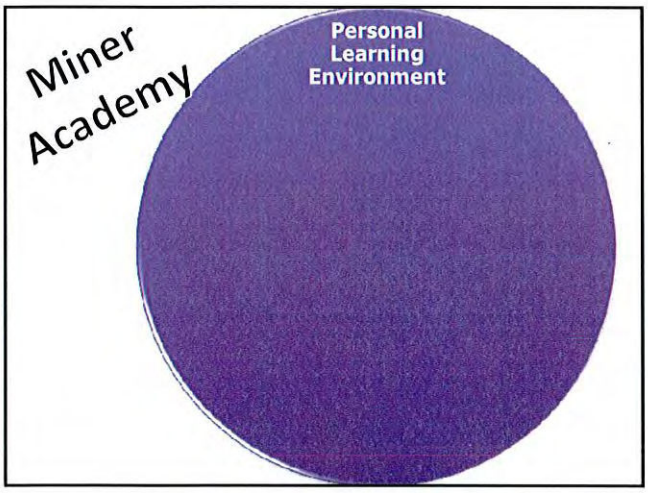
--
Bridget Chitwood
Director of Curriculum, Instruction, and Federal Programs
Bauxite Public Schools
501-557-5453

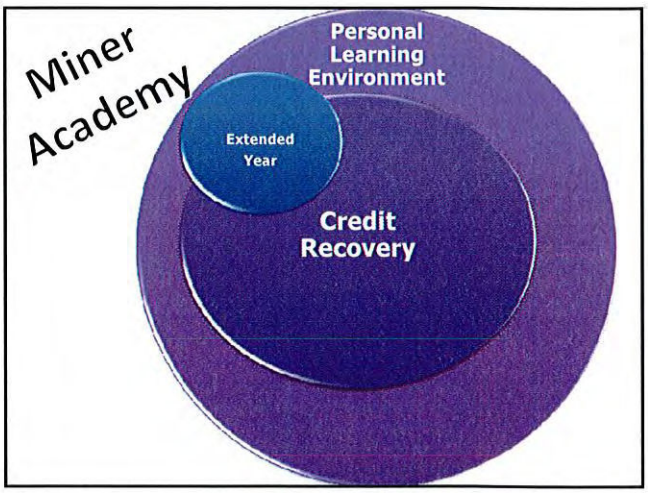
Bauxite Public Schools
District Conversion Charter School Public Meeting
Tuesday, October 23, 2012
5:30 p.m.

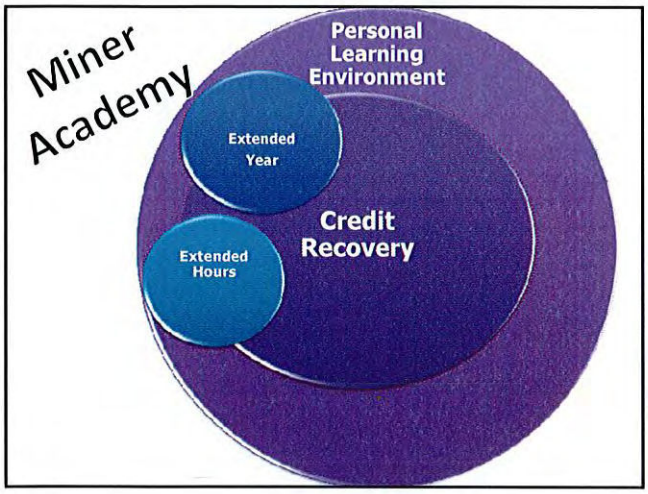
Printed Name	Role	Signature
Tawanna Newcomb	Employee	
Susan Blackburger	Employee	
Bridget Caldwood	Director of Curr.	
FRANK TORRES		
Jerrod Williams	Supt.	
Ann Webb	Employee	
Tyler Tarver	Parent	
Debbie Harrington	teacher	
Barbara Neff	former teacher	
Doug Quinn	Director of Student x Support	
Scott Thompson	2nd grade Employee	
Kimberly Arnold	Employee	
Gary Thompson	Employee	


Miner Academy
Personal Learning Environment
Extended Year
Alternative Learning Classroom (In-School Suspension and Long-Term Placement)
Credit Recovery
Extended Hours
Flexible Hours During the School Day


Miner Academy
Personal Learning Environment
Credit Recovery


Miner Academy
Personal Learning Environment


Miner Academy
Personal Learning Environment
Extended Year
Credit Recovery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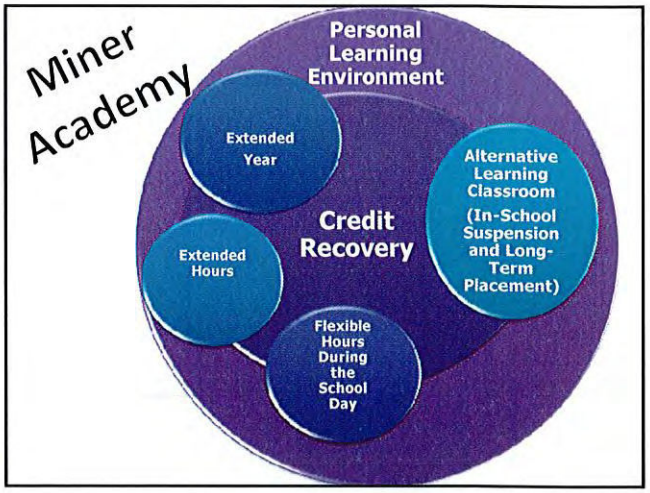
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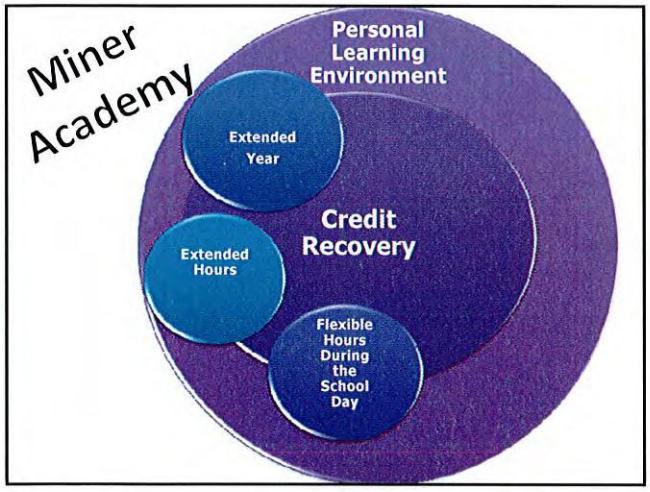
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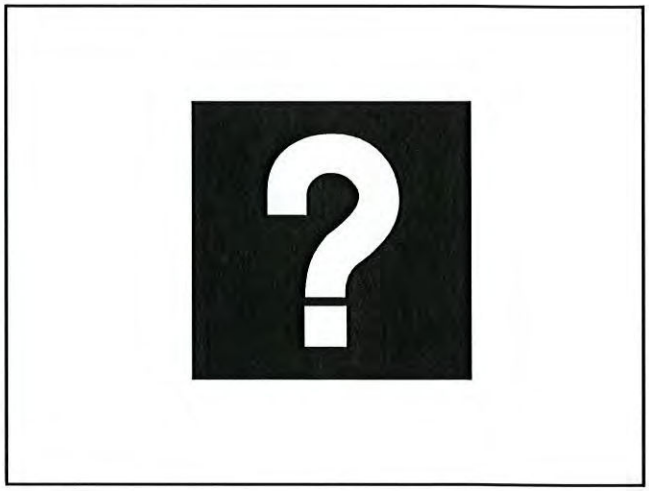

?

1 **The Bauxite School Board has approved the district to apply for a district conversion charter school.**
What this means is that....(Discuss def. of charter and the purpose for Miner Academy).

2 **We know that all students don't learn in the same way or on the same time table.**

A personal, technology rich environment with one to one computing devices will allow students to access lessons and resources in their own time and progress at their own rate. Certified teachers will be at Miner Academy at scheduled times to provide one on one assistance.

One of the waivers we are asking for is to allow students to attend for shorter, more focused periods of time in order to complete their course work. The state currently requires students to be in class for an average of 6 hours per day. Through the use of technology and compacting (define) the curriculum, we will be able to create a personal learning plan that allows for students to move allow more quickly when necessary.

3 **INSIDE OF THIS PERSONAL LEARNING ENVIRONMENT, THERE ARE SEVERAL EDUCATIONAL OPPORTUNITIES...**
The first is credit recovery.

A high-school diploma is critical to future success in most situations. We all know exceptions that have, through hard work and determination, have been successful in life without a diploma but statistics tell us that
students who fail to finish school are more likely to raise their children in poverty and students who are raised in poverty are more likely to fail to finish school. This is a cycle that we want to break at Bauxite.

Students may fall behind as they try to get enough credits to graduate for a number of reasons.
ILLNESS
ABSENTEES
MOVING AROUND A LOT
DISCIPLINE ISSUES
OR FAMILY ISSUES OUTSIDE OF THEIR CONTROL

Often...these students simply drop out. Through a research based credit recovery program, we believe we can provide a brighter future for all of our students.

4 **Also available to students in Miner Academy is an extended school year.**
This is one of the waivers we are asking for.
Students can work on course work through June 30 or as early as August 1. Our goal with this part of the school is to allow students to graduate on time with their peers.

5 **Another component of Miner Academy is the offering of extended school hours. The hours are really more flexible rather than extended. There are occasionally situations where children have had family issues that require them to be home at certain times of day. Maybe it is to care for a child or a sick family member. For others it might be that they need to work to help provide for their family. Allowing students to come in**

early or come a little later would be a valuable service for some children.

6. Flexible hours refers to students being able to use the benefit of Miner Academy for part of the day, and perhaps Bauxite High or Bauxite Middle School the rest. Perhaps a child is home schooled for part of the day but enrolls in a partial day at Miner Academy? There are a lot of options available with this piece of Miner Academy. Again, our goal is to do what is best for students.
7. The final component of Miner Academy is an Alternative Learning Classroom. This classroom would function with the same personal learning environment and credit recovery would still be available. The students in this program would be assigned for a disciplinary issue, either for an in-school suspension or a long term (at least 9 weeks) placement. We currently purchase seats in the Benton ALC for this purpose. This would allow us to stop transporting students and keep our kids with us.
8. Questions Please ask questions and offer suggestions or comments.

Notes from Miner Academy Meeting 10.23.12

Waivers:

extended hours

extended year

music and art

less seat time

Points:

graduate with class

not exclusive

students, parents, teachers can refer themselves to the program

CAP of 500

expect 20 to 50 to enter the first year

once the amount gets to the max amount, they then have to have qualifications,

then have a lottery

harrington:

kids that are too far ahead, we can't focus on them because we have to focus on a different area of students

lady in the back: how will this affect their scholarship stuff?

williams:

shouldn't be any different, could come here and get the classes under their belt, then go on to pulaski tech and get some basics out of the way. can still gain with their time

Parent:

do we have to apply for a waiver every time?

we're applying for a lot

we can reapply or drop some at our 3 year evaluation

get locked in for 3 years with charter

MONITOR AND ADJUST

facilities:

use existing space/remodeling /where we can go that can be grown/start with the end in mind

will present to board what we want

Resources/expect to be all online and all digital

MY OPINION:

It's going to come down to the curriculum

what are we going to use?

outside or inside sourcing?

will we make it?

will we buy it?

what do i think?

we make it. we can use prior equipment, we can edit and remake and change it. create course on ibook. have everything that we want.

APPENDIX C

2012 ESEA AMOs
BAUXITE HIGH SCHOOL

6301002
Graduation

Group	Number Expected to Graduate, Year 2010	Graduation Rate, Year 2010	Year 2011 AMO	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO
All Students	104	92.86	93.46	94.05	94.65	95.24	95.84	96.43
Targeted Achievement Gap Group	28	84.85	86.11	87.38	88.64	89.90	91.16	92.43
African American	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Hispanic	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Caucasian	98	92.45	93.08	93.71	94.34	94.97	95.60	96.23
Economically Disadvantaged	20	80.00	81.67	83.33	85.00	86.67	88.33	90.00
English Learners	0							
Students with Disabilities	15	93.75	94.27	94.79	95.31	95.83	96.35	96.88

APPENDIX D

Bauxite High School AMOs

2012 ESEA AMOs
BAUXITE HIGH SCHOOL

6301002
Literacy Performance

Group	Total Number Attempting Literacy, Year 2011	Percent Proficient in Literacy, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	332	75.90	77.91	79.92	81.93	83.93	85.94	87.95
Targeted Achievement Gap Group	116	62.93	66.02	69.11	72.20	75.29	78.38	81.47
African American	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Hispanic	6	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Caucasian	321	75.39	77.44	79.49	81.54	83.59	85.64	87.70
Economically Disadvantaged	110	64.55	67.50	70.46	73.41	76.37	79.32	82.28
English Learners	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Students with Disabilities	25	20.00	26.67	33.33	40.00	46.67	53.33	60.00

2012 ESEA AMOs
Bookmark Publish E-mail

2012 ESEA AMOs
BAUXITE HIGH SCHOOL

6301002
Literacy Growth

Group	Total Number with a Growth Trajectory in Lit, Year 2011	Percent Making Growth in Literacy, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	218	73.39	75.61	77.83	80.04	82.26	84.48	86.70
Targeted Achievement Gap Group	81	64.20	67.18	70.17	73.15	76.13	79.12	82.10
African American	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Hispanic	5	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Caucasian	211	72.51	74.80	77.09	79.38	81.67	83.96	86.26
Economically Disadvantaged	76	65.79	68.64	71.49	74.34	77.19	80.04	82.90
English Learners	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Students with Disabilities	15	20.00	26.67	33.33	40.00	46.67	53.33	60.00

APPENDIX E

2012 ESEA AMOs
BAUXITE HIGH SCHOOL

6301002
Math Performance

Group	Total Number Attempting Math, Year 2011	Percent Proficient in Math, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	433	71.59	73.96	76.33	78.69	81.06	83.43	85.80
Targeted Achievement Gap Group	158	57.59	61.12	64.66	68.19	71.73	75.26	78.80
African American	7	42.86	47.62	52.38	57.15	61.91	66.67	71.43
Hispanic	10	70.00	72.50	75.00	77.50	80.00	82.50	85.00
Caucasian	411	72.26	74.57	76.88	79.20	81.51	83.82	86.13
Economically Disadvantaged	148	58.11	61.60	65.09	68.58	72.07	75.56	79.06
English Learners	6	66.67	69.45	72.23	75.00	77.78	80.56	83.34
Students with Disabilities	26	23.08	29.49	35.90	42.31	48.72	55.13	61.54

2012 ESEA AMOs
BAUXITE HIGH SCHOOL

6301002
Math Growth

Group	Total Number with a Growth Trajectory in Math, Year 2011	Percent Making Growth in Math, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	218	73.39	75.61	77.83	80.04	82.26	84.48	86.70
Targeted Achievement Gap Group	81	56.79	60.39	63.99	67.59	71.19	74.79	78.40
African American	2	50.00	54.17	58.33	62.50	66.67	70.83	75.00
Hispanic	5	80.00	81.67	83.33	85.00	86.67	88.33	90.00
Caucasian	211	73.46	75.67	77.88	80.10	82.31	84.52	86.73
Economically Disadvantaged	76	57.89	61.40	64.91	68.42	71.93	75.44	78.95
English Learners	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Students with Disabilities	15	13.33	20.55	27.78	35.00	42.22	49.44	56.67

APPENDIX F

BAUXITE PUBLIC SCHOOLS
800 School Street
Bauxite, AR 72011
(501)557-5453 (501)557-2235 fax

October 29, 2012

To whom it may concern:

Bauxite School Board approves the use of district space for a District Conversion Charter School to be developed.

Sincerely,

Mike Parsons
Board President

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

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (50) x $6,267.00 State Foundation Funding		
3			$313,350
4	No. of Students (_50_) x $42.38 Professional Development		$2,119
5	No. of Students (50_) x eligible rate* NSLA Funding		$25,850
6	Total State Charter School Aid		$341,319
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	$15,770	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$15,770
15			
16	**TOTAL REVENUES**		$357,089
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions_1_)*	Estimate $52,249	
21	Fringe Benefits	Estimate $15,675	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$67,924
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 1_)*	Estimate $46,820	
29	Fringe Benefits	Estimate $14,046	
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other *(Describe)*		$60,866

**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)

Special Education:		
Salaries: *(No. of Positions .5)*	$25,000	
Fringe Benefits	$6,250	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$31,250
Gifted and Talented Program:		
Salaries: *(No. of Positions .25)*	$11,655	
Fringe Benefits	$ 3,330	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$14,985
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 1)*	$20,483	
Fringe Benefits	$ 5,121	
Purchased Services		
Supplies and Materials	$50,000	
Equipment		
Other *(Describe)*		$75,604
Guidance Services:		
Salaries: *(No. of Positions .25)*	$10,928	
Fringe Benefits	$2,732	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$13,660
Health Services:		
Salaries: *(No. of Positions .25)*	$7,500	
Fringe Benefits	$1,875	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$9,375

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions .25)*	$10,387	
Fringe Benefits	$ 2,597	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$12,984
Fiscal Services:		
Salaries: *(No. of Positions .25)*	$10,995	
Fringe Benefits	$ 2,749	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$13,744
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$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		
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: Renovations*	$56,697	
131			
132	If Applicable: Utilities (contract for one total year including facility upgrades)		
133	IIf 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**		$357,089

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (100) x $6,267.00 State Foundation Funding		
3			$626,700
4	No. of Students (100) x $42.38 Professional Development		$4,238
5	No. of Students (100) x eligible rate* NSLA Funding		$51,700
6	Total State Charter School Aid		$682,638
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	$211,350	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$211,350
15			
16	**TOTAL REVENUES**		$893,988
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1.0)*	$72,099	
21	Fringe Benefits	$20,188	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$92,287
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 3)*	$140,460	
29	Fringe Benefits	$42,138	
30	Purchased Services		
31	Supplies and Materials	$50,000	
32	Equipment		
33	Other *(Describe)*		$232,598

**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)

Special Education:		
Salaries: *(No. of Positions 1)*	$50,000	
Fringe Benefits	$12,500	
Purchased Services		
Supplies and Materials	$10,000	
Equipment		
Other *(Describe)*		$72,500
Gifted and Talented Program:		
Salaries: *(No. of Positions .5)*	$23,310	
Fringe Benefits	$6,660	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$29,970
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 2)*	$40,966	
Fringe Benefits	$10,242	
Purchased Services		
Supplies and Materials	$50,000	
Equipment		
Other *(Describe)*		$51,208
Guidance Services:		
Salaries: *(No. of Positions .5)*	$21,856	
Fringe Benefits	$5,464	
Purchased Services		
Supplies and Materials	$10,000	
Equipment		
Other *(Describe)*		$37,320
Health Services:		
Salaries: *(No. of Positions .25)*	$7,500	
Fringe Benefits	$1,875	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$9,375

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions_.25_)*	$10,387	
Fringe Benefits	$2,597	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$12,984
Fiscal Services:		
Salaries: *(No. of Positions_.25)*	$10,995	
Fringe Benefits	$2,749	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$13,744
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$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		
122	Other *(Describe)*		$0.00
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits		$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)		
130	*Please list upgrades: Expansion for*	$292,002	
131	*additional students*		
132	Utilities (contract for one total year including facility upgrades)		
133	Insurance (contract for one total year 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**		$893,988

proposed calendar

Bauxite Public Schools - MINER ACADEMY

Staff Calendar

2013-2014

July-13

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-13

				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-13

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-13

		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		

November-13

					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-13

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				

Staff Development - School Sponsored (5 Days)

August
1 1st Day of School

September
2 Labor Day

October

November
25-29 Thanksgiving Holidays

December
23-31 Christmas Holidays

January
1-3 Christmas Holidays

2 MLK Day

February

17 President's Day Holiday

March

24-28 Spring Break
29 Good Friday

April
18 Good Friday

May
26 Memorial Day

June
30 Last Day of School

January-14

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-14

						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	

March-14

						2
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-14

		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			

May-14

				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-14

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					

First Day of School
Last Day of Nine Weeks
Last Day of School
Professional Development - No Students
Parent/Teacher Conferences
No Students or Faculty at School on these Days
Number of school days per month

Act 1469 of 2009, school districts must adopt a calendar that includes 5 makeup days to allow for student interaction days that are unavoidably lost due to exceptional or emergency circumstances.

Bauxite Public School District
Miner Academy
Proposed Daily Schedule
2013-2014

7:00 a.m.	Extended Hour Services Begin
8:00 a.m.	First ½ Day of Classes Begins (applicable for students only required to attend for ½ day)
11:00 a.m.	First ½ Day of Classes Dismissal
11:00 a.m.	Lunch (For Full Day Students)
11:30 a.m.	Extra Practice Instructional Opportunities (For Full or Second ½ Day Students)
12:00 p.m.	Second ½ Day of Classes Begins (applicable for students only required to attend for ½ day)
3:00 p.m.	Dismissal of Second ½ Day and Full Day Students/ The Beginning of Extended Hour Services
5:00 p.m.	End of Extended Hour Services

BAUXITE PUBLIC SCHOOLS
CERTIFIED SALARY SCHEDULE
2012/2013
EDUCATIONAL INCREMENT $207 (MSE $415)
EXPERIENCE INCREMENT $518

	BSE	BSE+12	BSE+24	MSE	MSE+12	MSE+24
0	37,496	37,703	37,910	38,325	38,532	38,739
1	38,014	38,221	38,428	38,843	39,050	39,257
2	38,532	38,739	38,946	39,361	39,568	39,775
3	39,050	39,257	39,464	39,879	40,086	40,293
4	39,568	39,775	39,982	40,397	40,604	40,811
5	40,086	40,293	40,500	40,915	41,122	41,329
6	40,604	40,811	41,018	41,433	41,640	41,847
7	41,122	41,329	41,536	41,951	42,158	42,365
8	41,640	41,847	42,054	42,469	42,676	42,883
9	42,158	42,365	42,572	42,987	43,194	43,401
10	42,676	42,883	43,090	43,505	43,712	43,919
11	43,194	43,401	43,608	44,023	44,230	44,437
12	43,712	43,919	44,126	44,541	44,748	44,955
13	44,230	44,437	44,644	45,059	45,266	45,473
14	44,748	44,955	45,162	45,577	45,784	45,991
15	45,266	45,473	45,680	46,095	46,302	46,509
16	45,784	45,991	46,198	46,613	46,820	47,027
17	46,302	46,509	46,716	47,131	47,338	47,545
18	46,820	47,027	47,234	47,649	47,856	48,063
19	47,338	47,545	47,752	48,167	48,374	48,581
20	47,856	48,063	48,270	48,685	48,892	49,099
21	48,374	48,581	48,788	49,203	49,410	49,617
22	48,892	49,099	49,306	49,721	49,928	50,135
23	49,410	49,617	49,824	50,239	50,446	50,653
24	49,928	50,135	50,342	50,757	50,964	51,171
25	50,446	50,653	50,860	51,275	51,482	51,689
26		51,171	51,378	51,793	52,000	52,207
27			51,896	52,311	52,518	52,725
28				52,829	53,036	53,243
29					53,554	53,761
30						54,279

Sick Leave -Accumulates one (1) day per contracted month up to 90 days.
Benefits: Health Insurance up to $173.04
Dental Insurance up to $19.75
Life Insurance (One times Salary, Rounded to next $1000)

Board President Signature

5/21/12
Date

Administrator Salary Schedule

Base:	
$60,000	12 month
$55,000	11 month
$50,000	10 month

Education:	
Ed.D or Ph.D	$3,000
Ed.S	$2,000
Master + 30	$1,500
Master	$1,000

Administrative Experience:	
10-19 years	$2,500
5-9 years	$1,500
0-4 years	$1,000

Education Experience:	
20-29 years	$2,000
10-19 years	$1,500
0-9 years	$500

Additional Duties:
(not following under job description index)

Custodial and Maintenance Director	$3,600
Activities Director	$3,600
Public Information Director	$2,000

Certified Administrative Indexes:	
Superintendent	1.75
Deputy Superintendent	1.28
Director	1.18
High School Principal	1.23
Middle School Principal	1.18
Elementary Principal	1.15
High School Asst. Principal	1.1
Middle School Asst. Principal	1.08
Elementary School Asst. Principal	1.08

Board President Signature/Date

Bauxite School District
2012/2013
Teacher Aide/Nurse

Step	Teacher Aide	Daily Rate 183 days Per Day	Hourly Rate 7.5 hours Per Hour
0	14,351.00	78.42	10.46
1	14,606.00	79.81	10.64
2	14,861.00	81.21	10.83
3	15,116.00	82.60	11.01
4	15,371.00	83.99	11.20
5	15,626.00	85.39	11.39
6	15,881.00	86.78	11.57
7	16,136.00	88.17	11.76
8	16,391.00	89.57	11.94
9	16,646.00	90.96	12.13
10	16,901.00	92.36	12.31
11	17,156.00	93.75	12.50
12	17,411.00	95.14	12.69

Step	Specialist	Daily Rate 183 days Per Day	Hourly Rate 7.5 hours Per Hour
0	17,213.00	94.06	12.54
1	17,468.00	95.45	12.73
2	17,723.00	96.85	12.91
3	17,978.00	98.24	13.10
4	18,233.00	99.63	13.28
5	18,488.00	101.03	13.47
6	18,743.00	102.42	13.66
7	18,998.00	103.81	13.84
8	19,253.00	105.21	14.03
9	19,508.00	106.60	14.21
10	19,763.00	107.99	14.40
11	20,018.00	109.39	14.59
12	20,273.00	110.78	14.77

Step	Registered Nurse	Daily Rate 183 days Per Day	Hourly Rate 7.5 hours Per Hour
0	29,580.00	161.64	21.55
1	29,835.00	163.03	21.74
2	30,090.00	164.43	21.92
3	30,345.00	165.82	22.11
4	30,600.00	167.21	22.29
5	30,855.00	168.61	22.48
6	31,110.00	170.00	22.67
7	31,365.00	171.39	22.85
8	31,620.00	172.79	23.04
9	31,875.00	174.18	23.22
10	32,130.00	175.57	23.41
11	32,385.00	176.97	23.60
12	32,640.00	178.36	23.78

Step	Licensed Practical Nurse	Daily Rate 183 days Per Day	Hourly Rate 7.5 hours Per Hour
0	27,474.00	150.13	20.02
1	27,729.00	151.52	20.20
2	27,984.00	152.92	20.39
3	28,239.00	154.31	20.57
4	28,494.00	155.70	20.76
5	28,749.00	157.10	20.95
6	29,004.00	158.49	21.13
7	29,259.00	159.89	21.32
8	29,514.00	161.28	21.50
9	29,769.00	162.67	21.69
10	30,024.00	164.07	21.88
11	30,279.00	165.46	22.06
12	30,534.00	166.85	22.25

Board President Signature

5/21/12
Date/Approved

Arch Ford Education Service Cooperative

Susan Ward, Special Education Supervisor

101 Bulldog Drive, Plumerville, AR 72127
phone 501-354-2269
fax 501-354-0167

Wednesday, October 24, 2012

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

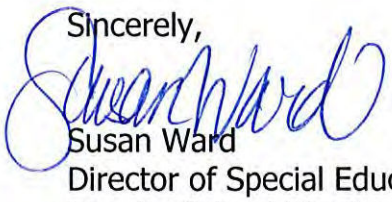
Dear Arkansas Department of Education,

I very excited to be writing in support of the Bauxite School District's application for a District Conversion Charter. I have served as the Director of Special Education for the Bauxite School District for several years. I have personally seen many students that would greatly benefit from the services the district is proposing to provide.

The educators that serve the students in the Bauxite School District are dedicated to providing a quality education and a high school diploma to all students. I am confident they will work diligently to make the proposed charter a model for other districts in the areas of personalized learning, credit recovery, and alternative learning environments.

Please contact me if I can be of any assistance.

Sincerely,



Susan Ward
Director of Special Education
Bauxite School District
susanl@afsc.k12.ar.us

Department of Education members,

I recently attended an informational meeting about the "Miner Academy" Charter concept. I was very much impressed with the forward thinking of the educators and administrators in Bauxite with the emphasis on meeting the needs of every student. This is a totally unique opportunity that could give some students the chance to succeed and finish their high school education who might have thought dropping out was their only option. As a former public school teacher of 38 years, I know how important it is to "think outside the box" when we are searching for ways to help all students succeed.

I hope members of the Department of Education will take this opportunity to move forward with this exciting educational concept concerning this Bauxite Charter application.

Sincerely,

Barbara Nix

Barbara Nix
Former State Representative, District 28

October 24, 2012

Wednesday, October 24, 2012

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

Dear Arkansas Department of Education,

I have been a resident of the Bauxite Community all of my adult life. I have been privileged to have served on the Bauxite School Board and also as the mayor of the city of Bauxite. I married a Bauxite girl and have been blessed to have been able to send all of my children and now my grandchildren to this outstanding school district. I am very happy to write this letter of support for the Bauxite School District as they work to get a charter school in order to better serve our kids. The community of Bauxite has always been family and education focused. Since the days of the bauxite boom when all of the people here worked for one of the plants, making a sure our children have every opportunity possible.

The proposed conversion charter school will provide the extra support necessary to make sure that all of our kids graduate. It will also allow the school to offer a different way of learning for students that need something more. I am looking forward to seeing what the future holds for Bauxite.

Sincerely,

Gary Duncan
Bauxite, AR 72011

Miner Academy - Public Meeting - Feedback Form

SurveyMonkey

1. Please rate your level of support for the application for a Conversion Public Charter School in the Bauxite School District

	Response Percent	Response Count
Very Supportive	**88.2%**	**15**
Some What Supportive	11.8%	2
No Opinion	0.0%	0
Not Supportive	0.0%	0
answered question		**17**
skipped question		**1**

2. IF you support this application, why do you believe that Bauxite needs this Conversion Charter School

	Response Count
	16
answered question	**16**
skipped question	**2**

3. Do you have other questions about the District Conversion Charter School Application that were not answered? If so, please list them below.

	Response Count
	6
answered question	**6**
skipped question	**12**

4. IF you have unanswered questions that you listed in Question #3, please include your phone number and/or email address so that someone can contact you.

	Response Count
	3
answered question	3
skipped question	15

Q2. IF you support this application, why do you believe that Bauxite needs this Conversion Charter School

1	The district must work to meet the needs of students who do not respond to instruction in the traditional way.	Oct 24, 2012 1:15 PM
2	I think it would help our students grade scores and increase senior graduation rates	Oct 24, 2012 10:50 AM
3	I support the Miner Academy because I believe it will better serve our students & our community	Oct 24, 2012 10:43 AM
4	All children need support to graduate high school. It is vital to the future of our community.	Oct 24, 2012 10:24 AM
5	The students of Bauxite need the extra opportunities to graduate and and be successful. This is an amazing opportunity.	Oct 23, 2012 6:21 PM
6	I support Miner Academy because we lose too many students because we cannot meet their needs with the traditional school setting.	Oct 23, 2012 6:16 PM
7	I support Miner Academy because we lose too many students because we cannot meet their needs with the traditional school setting.	Oct 23, 2012 6:16 PM
8	So many students are disenfranchised by our current education model. Offering an alternative model is exciting.	Oct 23, 2012 6:14 PM
9	To allow our students to be able to learn and grow at their own pace without having to follow the traditional school format.	Oct 23, 2012 6:14 PM
10	We need to offer alternative learning to meet the varied learning styles of our students.	Oct 23, 2012 6:14 PM
11	Meeting the needs of diverse children is so important and this is an excellent opportunity for Bauxite students.	Oct 23, 2012 6:14 PM
12	It will assist students that may not fit effectively in the traditional learning environment.	Oct 23, 2012 6:14 PM
13	Benefit to the students would be wonderful.	Oct 23, 2012 6:13 PM
14	New approach! very innovative	Oct 23, 2012 6:13 PM
15	There are many students who get behind in high school credits that could benefit from being able to catch up on credits at their own pace.	Oct 23, 2012 6:13 PM
16	because it helps students	Oct 23, 2012 3:43 PM

Q3. Do you have other questions about the District Conversion Charter School Application that were not answered? If so, please list them below.

1	none	Oct 23, 2012 6:14 PM
2	Everything was well explained and thorough.	Oct 23, 2012 6:14 PM
3	How much expansion will the program address. Will it take away from the traditional learning environment.	Oct 23, 2012 6:14 PM
4	Not at this moment.	Oct 23, 2012 6:13 PM
5	no	Oct 23, 2012 6:13 PM
6	what is that great presentation app you used on your ipad?	Oct 23, 2012 3:43 PM

Q4. IF you have unanswered questions that you listed in Question #3, please include your phone number and/or email address so that someone can contact you.

1	none	Oct 23, 2012 6:14 PM
2	No questions but my email is bnix2@@att.net	Oct 23, 2012 6:14 PM
3	asdf	Oct 23, 2012 3:43 PM

Minutes of Regular Board Meeting
Bauxite Board of Education
August 27, 2012

Prior to the meeting a reception for outgoing president, Russell Baxley was held. Mr. Williams presented him with a plaque for he years of service. Mr. Baxley's family was in attendance for this honor.

When & Where	Monday, August 27, 2012 Bauxite Middle School Professional Development Room
Members Present	Frank Torres Mike Parsons Jeremy McDade Russell Baxley Richard Childress
Others Present	See Attached Sign-In Sheet
IN THE MATTER OF: Call to Order/Quorum	The meeting was called to order at 7:07 p.m. and a quorum was established with five members present.
IN THE MATTER OF: Pledge of Allegiance	Those present said the Pledge of Allegiance.
IN THE MATTER OF: Approval of Board Minutes	The board took action to approve minutes of the July 23, 2012 regular board meeting as written and mailed.

Motion by: Frank Torres
Second by: Jeremy McDade

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

N THE MATTER OF:
Monthly Expenditures

The board voted to approve the monthly expenditures for July, 2012.

Motion by: Richard Childress
Second by: Mike Parsons

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

IN THE MATTER OF:
Superintendent Updates

Informational

1. Shannon Moore with ASBA Risk Management Program sent the district a letter stating they are placing the contractor on notice for installing the roofs on the high school and gymnasium improperly.

2. Bridget Chitwood presented information to the board regarding the Miner Mentoring. The teachers involved in mentoring must be selected by the principal and must go to extensive training. They work with the new teacher four extra hours per month that is not during the school day and twenty five additional hours.

3. The student count as of 8/27/12 was 1539. A true count will be after labor day. We will have a school report for the percentage of School Choice students after at that time.

IN THE MATTER OF:
Board Action Items

Board Action Items presented at meeting:

A. Conversion District Public Charter School – Mrs. Chitwood presented to the board the information she has researched on having an Alternative Learning Center on the Bauxite High School Campus. Ms. Ann Webb and Mrs. Chitwood will visit Blytheville and other schools who are around our size in population to check out how they run their Alternative Learning Centers. Jeremy McDade questioned the staffing of the ALC. Assent will provide one of their workers to be in the school. It will be staffed with one member and possibly a paraprofessional. The board voted to apply for a Conversion District Public Charter School.

Motion by: Richard Childress
Second by: Mike Parsons

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

B. Cleaning services – With one of our substitute janitorial worker's no longer with us anymore. Mr. Quinn recommended Environment Services pickup the additional out buildings on the high school campus to clean. This includes the band room, science rooms, and the business/family and consumer science rooms.

Motion by: Richard Childress
Second by: Jeremy McDade

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

C. The Additional Pay Scale for Sign Language Interpreter was approved.

Motion by: Jeremy McDade
Second by: Frank Torres

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

D. The proposal for Certified/Paraprofessional substitute pay increase was approved.

Motion by: Mike Parsons
Second by: Richard Childress

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

E. The proposal for Save the Children literacy tutor rate and NuPA Coordinator Rate was approved.

Motion by: Mike Parsons
Second by: Jeremy McDade

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

F. The proposed Athletic Budget presented by Ms. Mary Michal Duncan was approved.

Motion by: Jeremy McDade
Second by: Mike Parsons

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

IN THE MATTER OF:
Executive Session

Entered Executive session at 7:31 p.m.

Motion by: Richard Childress
Second by: Mike Parsons

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

Returned to regular session at 7:53 p.m.

Motion by: Jeremy McDade
Second by: Mike Parsons

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

IN THE MATTER OF:
Resignations

The board voted to accept the following resignations:

Matt Newcomb as a classified staff member

Motion by: Jeremy McDade
Second by: Frank Torres

Voting For: Jeremy McDade
Russell Baxley
Frank Torres
Mike Parsons
Richard Childress

IN THE MATTER OF: The board voted to hire the following:
Hirings

Shannon Morrison as a tutor for Save the Children Program
Shelly Page as a literacy tutor for Save the Children Program
Shannon Sledd as the Nutrition and Physical Activity Coordinator for Save the Children Program
Detra Gibson as a literacy tutor for Save the Children Program
Melissa Warner as a full time employee in the Child Nutrition Program
Kelly Giles as the Sign Language Interpreter retroactive to 08/20/12

Motion by: Jeremy McDade
Second by: Frank Torres

Voting For: Jeremy McDade
Russell Baxley
Frank Torres
Mike Parsons
Richard Childress

IN THE MATTER OF: The board voted to adjourn at 7:54 p.m.
Adjournment

Motion by: Mike Parsons
Second by: Jeremy McDade

Voting For: Jeremy McDade
Russell Baxley
Frank Torres
Mike Parsons
Richard Childress

(President, Russell Baxley)

(Vice-President, Frank Torres)

(Secretary, Mike Parsons)

(Board Member, Richard Childress)

(Board Member, Jeremy McDade)

BAUXITE PUBLIC SCHOOLS
800 School Street
Bauxite, AR 72011
(501)557-5453 (501)557-2235 fax

October 29, 2012

To whom it may concern:

Bauxite School Board approves the use of district space for a District Conversion Charter School to be developed.

Sincerely,

Mike Parsons
Board President

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: 10/24/12

Jerrod Williams

Print or type name

2012-2013 Application Cycle

Additional Documents

Miner Academy
Bauxite School District

2012-2013 Application Cycle

Review Council Overview

The Academies at Jonesboro High School
Jonesboro Public Schools

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

December 20, 2012

Dr. Kim Wilbanks, Superintendent
Dr. Mike Skelton
Jonesboro School District
301 Hurricane Drive
Jonesboro, AR 72401

Re: The Academies at Jonesboro High School Conversion Charter School Application

Dear Charter Applicant:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on December 18, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

Based upon the information currently available, the Charter Review Council can support your conversion 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 14, 2013. You will receive a separate hearing notice advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

An Equal Opportunity Employer

The Academies at Jonesboro High School
Jonesboro Public Schools
Review Council
December 3 & 18, 2012

	Does not meet the Standard	Partially meets the Standard	Meets the Standard
Pre-Application			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/Align			X
Standard 7: Enrollment Criteria/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			X
Standard 14: Parental Involvement			X
Finance & Budgets			X
Total	0	0	16

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

The Academies at Jonesboro High School
Jonesboro Public Schools

THE ACADMIES AT JONESBORO HIGH SCHOOL

District:	Jonesboro Public Schools
Grade Levels:	10-12
Student Enrollment Cap:	1,800
Address of Proposed Charter:	301 Hurricane Drive, Jonesboro, Arkansas 72401

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED
(Partially Meets Standard)

- Explain how the proposed model would lead to improved student learning and the achievement of state education goals.

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES
(Meets Standard)

- Confirm that all students who reside in the district will be allowed to attend and that an amendment to the charter will be requested of the State Board of Education well before the enrollment cap is reached.
- Confirm the understanding that a lottery is only used when more students apply to the school than can be accommodated and that all students who reside in the district will be admitted.

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

Arkansas Department of Education

Charter School Application Evaluation Instrument

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

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

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

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

EVALUATION RUBRIC AND RESPONSES

Name of Proposed School: **THE ACADEMIES AT JONESBORO HIGH SCHOOL**

Sponsoring School District: **JONESBORO**

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
		X

Strengths
Concerns and Additional Questions

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

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

Evaluation Criteria:
A response that meets the standard will present:
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- A thorough description of the results of the public hearing; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions
Explain the ways in which the achievement of the mission will be measured. **Upon further review of the school's proposed mission statement, the following mission statement will be presented instead of the original statement.** **The mission of the Academies at Jonesboro High School is to provide a high quality, research-based education for all students in order to equip them with the essential skills necessary to be successful in today's changing global community. Through strong partnerships with business and community stakeholders, the Academies at Jonesboro High School will ensure high achievement in all subjects through an expanded curriculum and the use of data-driven methods to evaluate and implement proven instructional strategies. The Academies at JHS will foster respect for global diversity and maintain a commitment to create exceptional opportunities for the educational growth of every child.** **This mission statement will be measured through many different sources. The provision of high-quality, research-based education will be documented through teacher lesson plans, through PLC agendas and minutes and through documentation of Professional Development on proven instructional strategies such as KAGAN strategies, Mike Mattos RTI Training, Peer Observations and work with Marzano's effective instructional practices. Community involvement and business partnerships will be documented and measured through student internships, teacher externships and through documented hours of sponsor and business partner donated time in classrooms, and extracurricular academy related activities. Student Achievement will be measured through EOC testing scores, other standardized testing including universal screeners in both Literacy and Math, student individual grades and graduation rate. TAGG and "All" Student groups scores will also be documented as a measurement of how the school model will reduce the gap of learning. Formative and summative assessments will be used to further document the level of student achievement as well as the levels of student engagement and true learning. The school master schedule for each Academy will serve as the documentation and measurement of the expansion of the school curriculum over the course of the Charter. This expansion will include many more offerings over the maturity of the academy model in the school, many with a more global and far reaching vision for the school. While the new school model will offer expanded academic options for the students, extracurricular opportunities will not be neglected with the goal of offering more professional and service opportunities for the students.**

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
	X	

Strengths
Concerns and Additional Questions
Explain the clear option for students that will be provided in the charter school. **Through the creation of the Academies at Jonesboro High School, students will be presented the opportunity to fully engage in the educational process by targeting their educational focus on a chosen academy path of learning and therefore increasing their own engagement and personal responsibility for their future.** **Describe the plan for school improvement that addresses the ways in which the charter school will improve student learning and meet state education goals.** **The Academies at Jonesboro High School will provide students the opportunity to have more and more clearly defined input into the selection of their paths of study during the 10-12 school years. This will allow the students to choose their educational path with a more direct focus on their future college or career goals and in turn will foster stronger levels of student engagement in the student's classes and programs of study.** **The provisions in the proposed charter for the school will allow for quality time for planning for each teacher (both cross-curricular and departmental) during the school day with a more flexible schedule for PLC meetings with departments as well as for each academy. Students will be provided a more in depth, individualized intervention/remediation period during the flexible schedule (i.e.: Late start day) that will allow teachers to work with students for point in time remediation and interventions that will directly impact their learning.** **The charter will also provide opportunities for our students to experience a more real-world understanding of the inter-relationships between subjects, tandem taught, that are normally separated by school bells. They provision for teacher class loads to be slightly higher will accommodate these tandem-taught courses and the possibilities of course combinations are a strength in the academy model that is proposed.** **Through project based learning and presentations, students at this school will be exposed to multiple opportunities to have their work showcased in front of business leaders, community and school stakeholders as well as their own peers. The skill set that will be acquired and polished by the students through these public and semi-public presentations will be a direct connection to the skills required for student success in their post-secondary goals.**

Through the flexibility of community partners in education coming into the regular and extended classroom setting, students will garner invaluable experience firsthand through the real-world vision and mentorship of the academy sponsors and community support.

By offering additional upper level courses, students are more engaged in their learning through their opportunities for choice and will provide them with a better world view in their chosen academy path.

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

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

Evaluation Criteria:
A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths

Concerns and Additional Questions

Clarify how core courses will be included as part of the academies.
Each Academy will provide all core courses for all students within that academy. The faculty will be placed in academies teaching assignments to meet the needs of the projected enrollment of that particular academy. Any courses that are considered to be "global" will be available to all students across all academies. Courses that do not warrant more than three sections will be placed in an academy, but the students will be allowed to "cross" academies to have open access to all courses.

The applicant states that on Monday students attend 8 periods at 43 minutes each. This equates to 344 minutes. Verify that the required amount of seat time will be achieved.
This is the current bell schedule for the 2012-13 school year which is a modified A/B block with a "Fast Track" Monday with all 8 periods meeting for shorter periods of time. 7 periods are 43 minutes each, while one period is 60 minutes for a total of 361 minutes of instructional seat time each day.

The proposed bell schedule for the 2013-14 school year under the proposed charter will be a rolling A/B Modified Block with 4 courses meeting each day and the schedule alternating each week to meet the required time for Carnegie Units. The "Fast Track" day will not be used for this coming school year, as the students, teachers and parents are all extremely happy with the full modified block schedule.

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:
A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions

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 implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths
Concerns and Additional Questions
Provide evidence that the staff of the Academies at Jonesboro High is prepared to implement the requirements and timeframe of the Common Core State Standards. **During the 2012-13 school year, JHS has partially implemented CCSS in all departments.** **The JHS English Department began to work with Ken Stamatis during the 2010-11 to align curriculum with College Board standards to increase the rigor of all courses in grades 10-12. During the 2011-12 school year, the focus of Mr. Stematis' work shifted to include the history and science departments in conjunction with the English department for the coming CCSS implementation.**

Throughout the school during the 2012-13 school year, all three departments continue to meet regularly and work closely with Mr. Stematis to develop and teach lessons that are based strictly on common core state standards.

Beginning in the 2012-13 school year, the Math and English Departments chose to utilize the CCSS alignment for all TLI (The Learning Institute) Interim assessments. This provided the students and teachers opportunities to become familiar with online testing format as well as enhanced multiple choice items as well as more in-depth writing events.

All other JHS PLC departments have also begun to develop these same types of lessons to be prepared to fully implement the Common Core State Standards for the 2013-14 school year.

Therefore, all teachers of the Academies of Jonesboro High School will be fully ready to implement the CCSS in compliance with the state mandated timeline.

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
		X

Strengths

Concerns and Additional Questions

Please explain what actions your district will take when enrollment nears the student enrollment cap.
If the Academies at Jonesboro High School nears the student enrollment cap of 1800 students grades 10-12, a public, random lottery selection process will be in place to address accommodate the maximum number of students possible. All students that do not gain entry to the school through this lottery placement will be placed on a waiting list and addressed as room becomes available.

The Applicant failed to provide assurances for a random lottery selection process as required by the rubric.
The Academies at JHS will incorporate a random, lottery selection process as required by the state when school enrollment begins to near the enrollment cap of 1800 students in grades 10-12.

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
		X

Strengths

Concerns and Additional Questions

Define "significant, substantive, and strong experience in education."
The Qualifications for Administration, as this statement pertains to, require experience in the educational administrative field that demonstrates a record of strong positive impact on the culture and curricular needs of the school. Candidates for administrative positions should have substantial evidence of support of school improvement efforts and support of student achievement through strong leadership qualities. Minimal requirements for this position will be a current Arkansas Administrative license in the secondary school range and advanced terminal degrees in the field of education are a plus.

Provide a staffing plan that clearly outlines both the types and numbers of positions to be filled at the school.

Administration:
1 Executive Principal
3 Academy Principals
Total: 4 administrative positions.

Teachers:
10FTE English teachers,
8 FTE Math teachers,
8 FTE Social Studies teachers,
8 FTE Science Teachers,
6 FTE Fine Arts teachers,
5 FTE Business Teachers,
1 FTE Family/Consumer Science Teacher,
1 FTE PE/Health Teacher,
4 FTE Foreign Language Teacher,
9 FTE Special Education teachers
Total: 60 FTE Certified Teachers

Counselors:
3 FTE School Guidance Counselors

Data Processing/Secretarial Positions:
7 FTE Secretarial positions

Security:
1 FTE School Resource Officer
2 FTE Security Personnel

Nurse:
1FTE School Nurse

Cafeteria Staff:
1FTE Cafeteria Manger
12 FTE Cafeteria Associates

Custodial:
10 FTE Custodial/Maintenance

- **Note that all salary schedules are attached to the proposed charter as stated in the budget/financials section of the review committee.**

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
		X

Strengths

Concerns and Additional Questions

Verify that applicant will comply with all state and federal special education regulations.
As stated on page 16, the school and district will comply with all aspects of IDEA, 504 designations and IEP implementation as required by both state and federal special education regulations. This will continue in the same manner that is verified under the current school setting with the district providing a Director of Special Education Services to continually monitor and ensure the compliance of the school with all required law and statutes. Students will be provided with various levels of support through the Special Education program designed for each individual student to best me that student's needs and to provide the least restrictive environment for the education of each child.

Discuss the instructional program to be offered to meet the needs of bilingual students and students who are English language learners.
Current ELL and bilingual students are served through a variety of venues varying on their level of language acquisition. District level ELL directors continually monitor the progress of our identified ELL students and adjust their curriculum to best fit the needs of the students. Support is provided through individualized ReadingSmart programs, through seminar course work and individual remediation/ interventions by trained ELL personnel and teachers within the academy. This program of support will be continued and enhanced in the academy model by providing more flexibility and the ability to tailor the student's schedules to better meet their needs and to comply with all federal and state laws and mandates regarding the implementation of student LEPs.

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:
A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		

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
		X
Strengths		
Concerns and Additional Questions		

STANDARD 12 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Legal Comments
1. **Requested Waivers:** **a.) Ark. Code Ann. §§ 6-15-213 ("Course considered as taught under certain circumstances") and 6-15-214 ("Advanced placement course counted as core curriculum course taught"); Standard 9.03.4.1 of the Standards for Accreditation (requiring credit in oral communication for graduation): Waiver of Ark. Code Ann. §§ 6-15-213 and 214 is not necessary to integrate graduation credit for oral communication with other courses; therefore, no waiver of these statutes will be granted in the absence of another rationale. Standard 9.03.4.1 will be waived only to the extent necessary to allow this credit integration.** **Ark. Code Ann. §§ 6-15-213 ("Course considered as taught under certain circumstances") and 6-15-214 ("Advanced placement course counted as core curriculum course taught") will not be asked for waiver consideration. Only Standard 9.03.4.1 will be sought for waiver consideration and only in the extent necessary to allow the oral communications curriculum to be integrated into courses taught throughout the academy model and demonstrated through the numerous presentations required by the academies.** **b.) Standard 10.01.5 of the Standards for Accreditation: The Standards do not contain a section 10.01.5, so it is presumed this is intended to be a request for waiver of Standard 10.01 ("Required time for instruction and school calendar"). The Applicant should clarify why this waiver is sought, what specific variance is sought for the number of instructional days, and what the specific schedule will be for the "late arrival day". So long as the total number of instructional days equals or exceeds 178 days, and so long as the length of instructional time per day averages six hours, no waiver of this Standard is necessary for the proposed "late arrival day". To effectuate this waiver, the district should also request a waiver of Ark. Code Ann. § 6-16-102 and § 6-18-211, or adjust its calendar and daily schedule to meet the requirements of these sections.** **No variance is sought for the number of instructional days, with the proposed calendar included in the proposed Charter showing 178 instructional days in alignment with state regulations. The specific schedule for the "late arrival day" is also shown on the 2013-14 proposed bell schedule included in the proposed charter. This variance allows for individualized student intervention and remediation on this day during the set aside block of time each Wednesday. While the Late start day will show only 315 minutes of instructional time one day a week, the other 4 days of block schedule will provide the students at total of 375 minutes of instructional time each day, 15 minutes over the required 360 minutes per day. This collectively will provide the students with more than adequate instructional time (375 minutes, 4 days a week and 315 minutes, 1 day per week = 1815 minutes of instructional time per week) to meet the weekly minimum instructional seat time (360 minutes**

per day, 5 days per week = 1800 minutes of instructional time per week). While we are requesting flexibility to offer this time of intervention and remediation for our struggling students, it will in no way require any students to be deprived of weekly minimal seat time, but will rather provide more than the required number of minutes per week of instructional time.

c.) Standard 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 no waiver will be granted.
Maximum proposed teaching load requested is for 180 students per teacher to accommodate courses to be taught in tandem with like/supportive simultaneous courses.

d.) Standard 14.03 of the Standards for Accreditation (regarding required clock hours for units of credit): Waiver will be granted to the extent necessary to allow for simultaneous classes, and to allow for the integration of oral communication graduation credit with other courses.

e). 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"), 6-17-309 ("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 statues 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.
All Core Academic Teachers will be HQT in their area of teaching assignment.

- 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 ACTAAP testing guidelines will be maintained and procedures pursuant to these testing protocols will be strictly adhered to with HQT certified teachers administering all tests.

- **All teachers and school personnel must submit to the criminal background and central registry checks.**
  All district and school personnel will submit to criminal background and central registry checks.

- **It is noted that the Applicant has not requested waiver of Ark. Code Ann. §6-17-302, requiring the school to have a properly licensed principal.**
  The school does not seek waivers for having a properly licensed Principal or assistant principals.

  This waiver request is specifically to allow outside professionals (i.e.: licensed nurses, licensed architects, practicing lawyers, etc…) to teach in conjunction with HQT teachers in the classrooms to provide real world experiences and deep community and stakeholder involvement to the newly proposed academy model. Students gain the most benefits from the infusion of the professional community in all aspects of their chosen academy

f.) **Standards 9.03.4.2 and 14.02 of the Standards for Accreditation (regarding required science courses): Because 9.03.4.2 allows districts to offer other science courses with ADE approval, no waiver of this Standard is necessary, and no waiver will be granted. The State Board is prohibited by law from waiving graduation requirements; therefore, before Standard 14.02 may be waived to allow the substitution of the two proposed courses for graduation credit, the Applicant must document and demonstrate that the two proposed courses (1) are equal or greater in rigor to the courses required by Standard 14.02; and (2) are or will be approved through the Department's course approval process.**
Courses requested to be allowed as the third science credit are both approved by the state Department's course approval process and being taught in the school for the 2012-13 school year.

Concerns and Additional Questions

State the maximum number of students that will be served by one teacher.
A Maximum of 180 students per day to be served by one teacher will allot for cross-curricular taught courses to have larger numbers in the course, with both teachers being assigned to all students, to facilitate the students receiving credits in these simultaneous classes.

Define "manageable numbers of students."
A maximum of 180 students per day will be defined as a "manageable" number of students.

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
Concerns and Additional Questions

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
		X

Strengths
Concerns and Additional Questions

FINANCIAL/BUDGET COMMENTS:

~~**Partially meets standards**~~ **MEETS STANDARD**

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

Concerns and Additional Questions:

Applicant should clarify number of positions budgeted for Administration and Regular Classroom Instruction. Staffing plan did not include required number of positions or explain. Amounts provided for salaries budgeted cannot be verified.

Administration:
1 Executive Principal
3 Academy Principals
Total: 4 administrative positions.

Teachers:
10FTE English teachers,
8 FTE Math teachers,
8 FTE Social Studies teachers,
8 FTE Science Teachers,
6 FTE Fine Arts teachers,
5 FTE Business Teachers,
1 FTE Family/Consumer Science Teacher,
1 FTE PE/Health Teacher,
4 FTE Foreign Language Teacher,
9 FTE Special Education teachers
Total: 60 FTE Certified Teachers

Counselors:
3 FTE School Guidance Counselors

Data Processing/Secretarial Positions:
7 FTE Secretarial positions

Security:
1 FTE School Resource Officer
2 FTE Security Personnel

Nurse:
1FTE School Nurse

Cafeteria Staff:
1FTE Cafeteria Manger
12 FTE Cafeteria Associates

Custodial:
10 FTE Custodial/Maintenance

- **Note that all salary schedules are attached to the proposed charter as stated in the budget/financials section of the review committee.**

Applicant should clarify budgeted amounts under Regular Classroom Instruction for purchased services, Supplies & Materials and Equipment.
Purchased Services, Supplies and Materials and Equipment are all budgeted based on the previous year's expenditures in this area. These include the departmental budget requirements for regular classroom operations and teaching supplies.

Applicant should provide reasoning for budgeted amount for ALE purchased services. Is this current contract amount for school district?
Amount is a contracted amount with the County Wide ALE (SUCCESS School) for the school. This is set by the school board and is a county wide, budgeted amount.

Applicant should clarify number of positions for special education. Staffing plan did not include required positions.
9 FTE Special Education positions
See Staffing plan above and in Section 8 Responses.

G/T position listed as .01 FTE? Is this error? Please clarify.
The G/T position is a district level position that is the director of the Pre-AP/AP and Gifted and Talented program for the district. This is the only designated "G/T" position that is tagged in the APSCN reporting system. While the High School does provide all levels of Pre-AP and AP level course work in most departments (14 AP offerings) and Pre-AP offerings in all subject areas, and AP coordinator is one of the duties of one assistant principal, there is not a designated "G/T" position at the High school. The 0.01 FTE is the budgeted amount for our portion of the District level director, who is our gifted and talented director as well as the district level AP coordinator.

Applicant should clarify 4 positions budgeted for Guidance Counselor. Staffing states 3 positions.
Three Guidance counselors are budgeted for in the staffing plan. The fourth position is the guidance secretary. This should have been included in the secretarial positions rather than in the guidance counselors positions. This has been adjusted and corrected in the before mentioned Staffing plan in Section 8 responses.

Applicant should clarify amounts budgeted under Food Service for supplies and materials and equipment.

Supplies and Materials budgeted for include consumable foods and materials.

Equipment is used to replace/refurbish equipment as needed on a yearly basis.

Applicant should clarify number of positions budgeted for Maintenance and Operation, Pupil Transportation, Food Service, Data Processing, and Substitutes. Staffing plan did not include required number of positions.

All positions are now outlined in exact FTE positions in the above mentioned Staffing plan in section 8 responses.

Pupil transportation is only 3.04FTE contracted directly to the High School, while all other pupil transportation is budgeted on the district level, not through the school operating budget.

Substitutes are not set with a specific number of positions. This is documented and budgeted through the district office as well. At the High School, classified staff substitutes are allotted a $2,000 budget for the 2012-13 school year and certified staff substitutes are allotted a $105,000 budget.

The applicant does not include budgeted amounts for property or content insurance. Please clarify.

Property and Content Insurance is budgeted on the District level as a District "lump sum" and paid out of district funding, not out of the school operating budget.

2012-2013 Application Cycle

Application

Summary

and

Application

The Academies at Jonesboro High School
Jonesboro Public Schools

THE ACADEMIES AT JONESBORO HIGH SCHOOL

District: Jonesboro Public Schools

Grade Levels: 10-12

Student Enrollment Cap: 1,800

Address of Proposed Charter: 301 Hurricane Drive, Jonesboro, AR 72401

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-15-213	Course considered as taught under certain circumstances
6-15-214	Advanced placement course counted as core curriculum course taught
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher license requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract
6-18-211	Students in grades none through twelve—Mandatory Attendance

Waivers Requested from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.4.1	Language Arts Grades 9-12 (oral communication after two years of English at ninth and tenth grades)
10.01	Required time for instruction and school calendar
10.02.5	Class size and teaching load
14.02	Classes required for graduating class of 2013-2014 and thereafter (to allow for one credit of science elective for Earth & Space Science or Principles of Engineering once the applicant documents and demonstrates that the two proposed courses are equal or greater in rigor to the courses required by Standard 14.02 and are or will be approved through the ADE's course approval process)
14.03	Unit of credit and clock hours for a unit of credit (to allow for simultaneous classes and for the integration of oral communication graduation credit with
15.03	Licensure and Renewal

Waivers Requested from the Following Rules:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31

RECEIVED
OCT 26 2012
CHARTER SCHOOL OFFICE

Charter School: The Academies at Jonesboro High School

Date Submitted: October 26, 2012

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

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:
THE ACADEMIES AT JONESBORO HIGH SCHOOL

Grade Level(s) for the School: 10-12 Student Enrollment cap: 1800

Name of School District: JONESBORO PUBLIC SCHOOLS

Name of Contact Person: DR. MIKE SKELTON

Address (no P.O. Box please): 301 HURRICANE DRIVE City: JONESBORO ZIP: 72401

Daytime Phone Number: (870) 933-5881 FAX: (870)933-5812

E-mail: MIKE.SKELTON@JONESBOROSCHOOLS.NET

Charter Site Address: 301 HURRICANE DRIVE

City: JONESBORO ZIP Code: 72401

Date of Proposed Opening: AUGUST 19, 2013

Name of Superintendent: DR. KIM WILBANKS

Address: 2506 SOUTHWEST SQUARE

City: JONESBORO Zip Code: 72401

Phone Number: (870) 933-5800 FAX: (870) 933-5838

E-mail: KIM.WILBANKS@JONESBOROSCHOOLS.NET

B. GENERAL DESCRIPTION

Jonesboro School District proposes the implementation of The Academies at Jonesboro High School. The school will be located at the existing campus of Jonesboro High School. The school will continue to operate in its present grade configuration of 10th, 11th, and 12th grade students serving 1070 students as of October 1, 2013 with an anticipated cap of 1800 students. The focus of The Academies at Jonesboro High School will be to improve all students learning through the increased emphasis provided for student engagement, provide increased opportunities for project based learning, enable students to experience accelerated and rigorous learning through the use of technology, and to empower students and teachers to build a culture of learning through collaboration and research. Its charter will enable The Academies at Jonesboro High School to experience increased flexibility in the scheduling process for students and teachers. Struggling learners will receive additional time and attention from instructors. Students with advanced skills will be challenged to perform at higher levels than the present traditional culture allows. Students who are performing at the average level will receive the benefits of both remediation and acceleration through the use of strategies identified to address their needs. In addition, flexibility will allow teachers to collaborate within content areas, across curriculum areas, and vertically and horizontally in regard to content and grade levels. Patrons, business partners, higher education partners, and parents will be given opportunities to serve on advisory committees, provide technical assistance, and share in the development, implementation, and review of the Academies at Jonesboro High School. A new shared sense of accountability for student educational success will be the responsibility of all of the district's stakeholders. While Jonesboro High School has been recognized as being in the top 6% of the nation's high schools, it is currently identified as a Focus school. Its challenges are unique in that while in 2012, 68% its students received over $9.2 million dollars in scholarship offers, 277 students took 488 AP Exams, 226 students scored 3, 4, or 5 on the AP Exams, 47 students earned the designation of AP Scholar, and 15 AP classes were offered, its combined and African American population and economically disadvantaged population performed below the proficient/advanced level on the 11th grade Literacy exam. The district's student population has increasingly included more minority students with approximately 55.8% minority in 2012-13 compared to 45.89% minority in 2006-07. The city of Jonesboro remains predominately Caucasian at 74.7% indicating that the Jonesboro School District serves the majority of the minority students within the city itself. In addition, data indicates that the district's Free and Reduced Lunch percentage was 26.8% at Jonesboro High School in 2001-02 compared to the present district Free and Reduced Lunch percentage of 59% at Jonesboro High School for the 2012-13 school year. This change in demographics requires a change in methods to reach our students in the best possible way.

D. REQUIRED INFORMATION

1. Results of the Public Hearing

A public hearing was held September 27, 2012, at Jonesboro High School Media Center to discuss the proposed establishment of a Conversion Charter School at Jonesboro High School. The meeting began at 6:00 p.m. and concluded at 7:00 p.m. The meeting was publicized for three (3) consecutive weeks (September 5, 12, and 19th) in the *Jonesboro Sun*, the local newspaper and was advertised over the district's Alert Now System, a telephone system that calls every parent in the district with a voice message from the superintendent. In addition, the meeting was advertised on the district's web site and was communicated to the patrons in every district building through the PATHS (parent/teacher groups) groups. Information pertaining to the public meeting was also discussed at every community business meetings that were held, and information was presented to every district faculty by Dr. Mike Skelton and team during their scheduled faculty meetings.

Dr. Kim Wilbanks, Superintendent of Jonesboro School District, facilitated the meeting. The meeting was opened with a welcome and the following agenda was followed.

- Welcome and Background Information- Dr. Kim Wilbanks
- Description of Conversion Charter High School – Dr. Mike Skelton
- Academies Overview – Mrs. Leigh Anne Rainey
- Teacher Viewpoints - Mr. Wes Miller, Mrs. Sally Williams
- Presentation of Requested Waivers – Mrs. Leigh Anne Rainey
- Student Perspectives – Mr. Chuks Ota, JHS student
- Conclusion – Dr. Mike Skelton

Feedback from those in attendance was overwhelmingly positive in nature. Comments and input included:

- Concern for the current AP program of study. Parents/ Staff and Community are reassured that this program will not be lessened, but will be strengthened in that more opportunities will be available in the form of technology inclusion, time allotted and internships available for these students that are not afforded currently.
- Concern with how the academy selection process will be facilitated. This will be addressed through the incorporation of the 9th grade Keystone class to explore academies for each incoming student.
- Concern that the Fine Arts program currently offered will not be affected. This was addressed and assured that it will still be maintained at the current level of success by allowing this program/ course offerings across all academies
- Overwhelming support for the Internship possibilities for Juniors and Seniors.
- Overwhelming support for the Block schedule incorporated this current school year and support for movement to a full rolling block schedule with no fast track day in the future years.
- Support from Parents as well as Faculty and Administration for the implementation of a late start day once a week to allow for Academy prep time, as well as for remediation time for TAGG/Struggling learners.

- Concern/ Support for the maintenance of the "Identity" of Jonesboro High School to be preserved. Tradition is extremely important to this community and JHS is a pillar of this tradition.

2. The Conversion Charter School Mission Statement

The mission of The Academies at Jonesboro High School is to promote academic excellence, social development, emotional well-being and a passion for life-long learning for all students.

3. Description of the Educational Need for the School

The Jonesboro School District has a student population of 5472 and is located in northeastern Arkansas at the edge of the Mississippi River Delta Region. While the city of Jonesboro remains predominately white at 74.7%, the district's student population has become increasingly more minority with approximately 55.6% minority in 2011-12 compared to 45.89% minority in 2006-07, indicating that the Jonesboro School District serves the majority of minority students within the city itself. The population growth patterns within the Jonesboro School District attendance boundaries reflect a greater urban demographic composition than that of the neighboring districts within Jonesboro and Craighead County. Employment statistics continue to indicate many workers acquiring jobs within the city seek and require the least expensive housing. That housing continues to be located in the older and more affordable Jonesboro neighborhoods; almost all are located in either our district or one other neighboring district. This growth pattern continues to challenge the Jonesboro School District to adequately meet the needs of a diverse mobile student population.

Within the past fifteen (15) years, the district has seen an increase in the number of students eligible for the free and reduced lunch. The number of students eligible for free/reduced lunches has increased from 47.3% district in 2001 to 73.7% in 2011. The changing demographics of the Jonesboro School District are reflected in the demographics at Jonesboro High School. In 2001, Jonesboro High School had a total enrollment of 1009 students. Among that population, 70% of the students were identified as Caucasian and 30% Minority. In 2006, Jonesboro High School had a total enrollment of 1012 students. Among that population, 64.4% were identified as Caucasian and 35.6% Minority. In 2011, Jonesboro High School has an enrollment of 1088 students. Among that population, 52% are identified as Caucasian and 48% Minority.

Current data serves to identify the need for the existence of a high school that is able to provide a learning culture in which the needs of economically disadvantaged students and minority students are met in addition to meeting the needs of the advanced and proficient students.

For the last three years, economically disadvantaged students scored significantly lower on the End of Course geometry than other students. In 2008-09, 52% of the economically disadvantaged students were proficient while 86% of the non-economically disadvantaged students were proficient (34% gap). In 2009-10, approximately 47% of the economically disadvantaged students were proficient, 73% of the non-economically disadvantaged students were proficient (26% gap). In 2010-11, 52% of the economically disadvantaged students were proficient while 84% of the non-economically disadvantaged students were proficient (32% gap). The data shows that over a three year period, this learning gap has been reduced by 2%. The three year average for the economically disadvantaged students was 50.7% proficient or advanced.

For the last three years, economically disadvantaged students scored significantly lower on the End of Course literacy tests than the non-economically disadvantaged students. In 2008-09, 30% of the economically disadvantaged students were proficient while 83% of the non-economically disadvantaged students were proficient (53% gap). In 2009-10, approximately 41.3% of the economically disadvantaged students were proficient while 82% of the non-economically disadvantaged students were proficient (40.7% gap). In 2010-11, 46% of the economically disadvantaged students were proficient while 89% of the non-economically disadvantaged students were proficient (43% gap). This data shows that while attaining growth in both populations, there is little reduction in the gap between the scores

With a strong dedication to academic success, the district has committed time and resources to maintain a high level of academic achievement. Jonesboro High School currently offers thirteen (13) Advanced Placement courses. It is recognized as being in the top 6% of all high schools in the nation. In 2011, 286 JHS students took 512 AP Exams. Thirty-six earned designations as AP Scholar with one recognized as a national Scholar. In 2011, AAIMS Grant awarded JHS students over $11,000.00 based on their AP scores of 3, 4, or 5. Yet Jonesboro High School is a Needs Improvement Focus School due to the student performance of African-American and economically disadvantaged students. With approximately 60-70% of graduating seniors pursuing higher education, many students will leave JHS unprepared to go into the workforce or elsewhere with the skills, experience, or focus needed to achieve personal success. Of this 60-70% of students who will pursue higher education, research has shown that many of those students will require remediation or intensive assistance to prevent dropout.

Five years ago, the Jonesboro School District made a commitment to "think outside of the box" in order to reach out to students, parents, and the community. This commitment resulted in the transformation of its elementary schools into becoming Magnet Schools. With the restructuring of the Magnet Elementary Schools (International Studies, Micro-Society, Health, Wellness and Environmental Studies, Visual and Performing Arts, and Math and Science) the district has experienced growth in student enrollment as well as a renewed focus, excitement, and commitment by students, staff, administration, parents, school board, and community towards teaching and learning. It is believed that the pre-existing Magnet Elementary Schools will result in a potentially seamless transition into The Academies at Jonesboro High School.

Located on the Jonesboro High School's campus, the Northeast Arkansas Career and Technical Center currently offers 11 programs of study that attract students from several surrounding school districts. Approximately 200-250 students from JHS make up the enrollment at the Center. The Center offers programs in Advertising/Graphic Design, Auto Collision Teehnology, Auto Service Technology, Culinary Arts/Food Production, Criminal Justice, Electronics, Health Science Technology, Horticulture, Hospitality Management, Advanced Manufacturing, and HVAC. With the assistance of the NEA Career & Technical Center, it is believed that meshing these already existing programs with the core/non-core academic offerings at JHS will result in an increased opportunity for potentially effective and successful implementation of Academic Academics at JHS.

There is no question that Jonesboro High School struggles with many of the same problems that exist in many Mississippi Delta schools. Attendance rates, graduation rates, dropout rates, college completion rates, post-secondary remediation rates, and student engagement are all issues and concerns that are shared among the stakeholders at JHS and in the Jonesboro School District. In order to address these concerns as well as other concerns within our school and district, JHS and all other campuses have initiated Professional Learning Communities within each building. These PLC's along with rigorous course offerings in Pre-AP/AP and regular courses, concurrent credit opportunities with Arkansas State University, Arkansas Department of Education support and guidance, Crowley's Ridge Cooperative support and guidance, district and school board support guidance, and community and industry resources are all a recipe for a potentially successful implementation of The Academies at Jonesboro High School.

The changing demographics of the district and Jonesboro High School have encouraged the development of programs and services to meet the needs of our changing student population. With a strong commitment to meeting the needs of all students, Jonesboro High School has implemented numerous programs designed to ensure success for all students. Jonesboro High School faculty and staff address the needs and academic performance of students through collaboration during common planning times, during weekly Family Services meetings, during faculty/staff/administration, Professional Learning Community meetings, and during times set aside for mentoring with their students (POPS – Personal Opportunity Plan). Academic progress is addressed with students during seminar time. Title I, Special Education, and Mental Health services are provided for qualifying students as well. While a large range of programs and services targets and serves many students, a distinct population of our students continues to perform below district and building expectations.

During the 2012-13 school year, Jonesboro High School implemented a modified A/B block schedule to further allow for the success of each student. This feature allows for time in each classroom to focus on Project Based Learning as well as incorporate the Common Core State Standards in depth in each subject area. This schedule also allows for a Seminar period that provides time for remediation, tutoring, enrichment and other opportunities for all students in a controlled, scheduled environment.

Jonesboro High School currently has in place multiple programs and procedures that will assist in the successful implementation of The Academies at Jonesboro High School: Included are: an Existing Intern Program, Credit Recovery, Advisory/Mentoring programs, Existing College and Career Fairs, Concurrent Credit Affiliation with Arkansas State University, Existing Staff with Industry Certifications, Staff Accumulation of Professional Development hours well above state requirements, Affiliation with Jonesboro Chamber of Commerce, and Community Support evidenced by passage of a millage increase, the first millage increase in 22 years. This fact alone demonstrates commitment from the community in its support for the district in delivering increased opportunities for students. With the increase, the district and JHS will benefit from expanded space that will allow for restructuring within the building. This will be beneficial should there need to be movement or relocation of departments/programs.

Although many of the students at Jonesboro High School continue to perform well and make substantial academic gains, academic gaps continue to exist among our student population. In the spring of 2012, the all students group taking the 11th grade Literacy Exam scored 63.56% proficient or advanced. This fell short of the AMO by 5.7%. The TAGG student group scored 47.37% missing the AMO by 1.82%. In mathematics, the all students group scored 81.15% proficient or advanced, well above the AMO of 70.29%. The TAGG student group scored 73.79%, again well above the AMO of 57.31%. Graduation rate for both the all students group and the TAGG group failed to meet the AMO in 2011. The all students group graduated 76.44%, 10.18% below the AMO. The TAGG student group graduated 68.06%, 12.53% below the AMO.

Based on an analysis of current data, Jonesboro School District proposes the establishment of The Academies at Jonesboro High School.

4. Educational Program to be offered by the Conversion Charter

Imagine a school where students stride into the school building excited to create and collaborate with others on projects that impact their world today and tomorrow. Imagine a school where students choose an area of study that sparks their intellectual curiosity and desire to learn. Imagine a school that prepares students to emerge into the world as analytical thinkers, skilled communicators, and capable problem solvers. As a conversion charter career academy, The Academies at Jonesboro High School, the flagship school of Northeast Arkansas, is this school.

ACADEMIES

The first Academy will have a focus of STEM/ Manufacturing/ Information Technology and Agriculture. This will house the majority of the sciences, agri-science and engineering courses as well as informational technology courses and focus courses including manufacturing industry internships. Unique courses in this academy will be the Principles of Engineering, Introduction to Engineering Design, physics, AP chemistry, AP statistics, AP calculus, EAST, as well as vo-tech offerings such as advanced manufacturing, horticulture, and digital electronics. Special projects within this academy

will include work with local engineering firms, design firms as well as a close working relationship with the College of Architecture and Engineering at Arkansas State University. Senior internships will focus on work within the professional realms of these career focus areas with heavy emphasis on the local manufacturing plants such as NicePak, Nestle, Nordex, Post and Hytrol. Students that graduate from this academy will have a strong background in real-world problem-solving skills, a broad experience in effective communication, a strong educational foundation and real-life experiences in their focus areas to better prepare each student for their post-secondary options. This academy will also house the school district's first 1:1 student computer ratio environment with each academy student being provided a laptop computer by the school for their use throughout their tenure at JHS.

The second Academy will have a focus of Business, Communications and Finance. This academy will house the majority of the current Business and Finance courses as well as the career focus computer courses. Votech courses such as Advertising and Graphic Design will assist in this academy as well as Micro-Computer Applications (ASU Concurrent credit course), AP World History, College Algebra (ASU Concurrent credit course), French, Spanish, Banking and Finance, Marketing, Desktop Computing, and Investments and Securities on the JHS campus. This academy will also house the Microsoft IT Academy which will allow for this academy to be a testing center for various industry certifications in Microsoft Applications, Adobe and various other 21st century demanded programs. The vision for this academy is to produce career and college ready graduates that have real-life experience and industry ready skills and knowledge that will allow our students to be highly marketable for their post-secondary options.

The third and last academy will be the Health, Human Services, Law, and Government Administration academy. Courses that are unique to this academy will be AP Biology, Anatomy and Physiology, AP United States History, AP Government, Family and Consumer Sciences, Foods and Nutrition, Child Development, as well as the votech offerings of Criminal Justice, Hospitality and Tourism, and Health Sciences. Students in this academy will focus on preparing for post-secondary education or professions in the areas of health related industries and human service related industry and to develop a broad experience and knowledge base within these career clusters in order to better prepare them for future endeavors? Senior Internships will focus on the Medical fields through such industry as St. Bernard's Hospital and Health Services, NEA Baptist Hospitals, local hotel venues such as JK Kazi Hotel Company and Candlewood Suites, and local law enforcement agencies and law offices. Students will gain a better understanding of the career and educational offerings within this academy and work on real-world problem solving skills in this focus area.

INTERNSHIPS

To enrich and extend the students' academy experiences, students will participate in community internships in area businesses and industry. Students will participate in the internships at varied times during the day. Due to the variety of possible internship opportunities, teachers with various certifications will be responsible for supervising

these students. The internships will allow the students to delve deeper into their career areas of interest while earning an additional credit.

BLOCK SCHEDULE

During the 2012-13 school year, the traditional 7 period, 50 minute class day was replaced with a modified A/B block schedule. This model provides students the opportunity to attend all 8 classes for 43 minutes each on Monday. On Tuesday through Friday, the students attend 4 classes (A block schedule on Tuesday/Thursday and B block schedule on Wednesday and Friday) for a period of 4, 90 minute sessions.

PROJECT BASED LEARNING

Project based learning recognizes students' inherent drive to allow for in-depth exploration of authentic and important topics across the curriculum. The Academies at Jonesboro High School will be wall-to-wall project based learning in every classroom. Within the PBL model, all learning occurs through relevant projects that engage students. All projects will require that the students use and develop essential skills: communication, technology, thinking analytically and problem solving. These skills will be showcased in oral presentations as the culminating event of each project. To prepare for project-based learning, the faculty at the The Academies of Jonesboro High School has received professional development from The Kagan Institute and the Buck Institute, organizations focused on collaboration and project-based learning.

EXPANDED DAY LEARNING/ ZERO HOUR CLASSES

With the level of commitment that students have to extracurricular activities, it is very difficult to allow participation in all of the courses and opportunities that they would like to experience. While we do understand that not all students will be able to complete every course that they would like, we would like to be able to offer them flexible timing and as many opportunities as possible. The staff of Jonesboro High School would like to offer some select courses at a "Zero Hour" before the start of the regular school day to provide more opportunities for students that cannot make time in their regular schedule. These offerings will be at 7am, prior to the school day beginning at 7:50 each day and may include the same offerings from 3:00-3:50 as well. The possibility of evening classes has also been explored. We feel that this will allow more flexibility in the scheduling process and for interested students.

SENIOR ELECTRONIC PORTFOLIO

Students will begin to accumulate an electronic portfolio in their 9th grade Keystone classes. This portfolio will be expanded upon throughout their senior high career. Seniors will be evaluated on their portfolio by criteria to be set forth in their specific academy. This cumulative portfolio will include sample work from each year of performance as well as include a senior resume and sample college work, test scores (ACT/SAT) and sample career interest surveys, career studies and internship documentation to help prepare the graduating student for future endeavors. This portfolio

will be evaluated by a Senior Portfolio Panel composed of the academy teachers and representatives of the community relative to that particular academy.

TRANSITON

The vision for a student's transition from Elementary school to Junior High School to Senior High School at Jonesboro Public Schools is a seamless one. Elementary students will be transitioning from their chosen Magnet school into Small Learning Communities and an introduction to Project Based Learning in the Junior High Schools. From here, 9th graders will all participate in the Keystone courses to help with the transition to the Senior High School. The Senior High School is the apex of the learning process as the Capstone to the focus areas for each chosen student. The transition of the Senior High School to the Academy model as a Conversion Charter School will complete the transition process for the district.

TECHNOLOGY

The long range vision of Jonesboro High School is to have a 1:1 ratio technology school. While the current ratio is closer to 1:2, the district has invested a large sum of money into the implementation of this vision. With the purchase of 470 MacBook Air laptop computers on carts in teacher classrooms, this allows for a large percentage of students to have access to this in-house technology regularly. The incorporation of Project Based Learning into each classroom is facilitated on a large scale basis with this investment. Online testing (for CCSS) is also made less intrusive for teachers as well as for students with the carts simply available for teachers to move to the testing rooms when needed. Departments have each developed a method of distribution as well as numerous common formative assessments that integrate this technology on a daily basis. All teachers have received (and will continue to be trained) on the use and incorporation of these devices within each discipline in an effort to better prepare our students for the college and workplace environments. A district Technology Instructional Facilitator is located on campus for help with teachers 2 days a week. Her goal is to document and support teacher integration of the available equipment and programs into their daily and weekly lessons seamlessly.

TAGG/ FOCUS SCHOOL

During the summer of 2012, the Arkansas Department of Education received the ESEA Flexibility Wavier, changing how schools are held accountable for student performance. Under the new accountability system, Jonesboro High School is designated a Needs Improvement Focus School. In order to comply with the new regulations, the district has assigned Deb Cook, Literacy Specialist, as the District Appointed School Improvement Specialist. Jonesboro High School has implemented the use of a leadership team for the past three years. The role of the leadership team is to identify the root cause(s) of achievement gaps existing between the TAGG and ALL Student groups as defined in the new accountability wavier. Assisting the leadership team in continuing to identify the root cause(s) for achievement gaps, is the peer observation process implemented 2009-10. Lead by a Classroom Walk Through trained administrator, teachers rotate through each other's classroom identifying high yield strategies being used in classrooms. Data from the observations is then analyzed by the faculty to identify weaknesses in best

practice teaching methodology. Professional development is then provided based on teacher identified needs. Ken Stamatis is working with history, science, and English teachers, helping teachers better understand their role with Common Core State Standards. Teachers received training from the Kagan Institute in collaborative learning strategies to be used with block scheduling.

ACADEMY SELECTION

Students will begin their exploration of the Academies at JHS during their 9th grade year. Each student will participate in a semester Keystone Course in which they will be exposed to approximately 6 weeks of each of the three Academy offerings in the Senior High School setting. Students will work on projects that are based in exploring career options, college program of study options within each academy area, as well as learn the methods and ideals that each academy will entail. They will also use the KUDER Career Interest Inventory to identify their targeted areas of interest and strengths in aptitudes. Student choice and personal interest will also be used to work with the POP (Personal Opportunity Plan) Mentor to make the best decision of which academy to join upon entering the senior high school. Counselors, mentors and parents will work closely with each student to make the correct and best choice of study for their High School plan.

5. **List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student achievement for each year of the public schools' initial five (5) year period.**

A. Jonesboro High School Reading, and Reading Comprehension will increase to meet or exceed the following AMOs according to EOC 11th Grade Literacy data:

a. 2013: All Students, 72.05 % Proficient; TAGG Students, 53.81% Proficient
b. 2014: All Students, 74.85 % Proficient; TAGG Students, 58.43% Proficient
c. 2015: All Students, 77.64 % Proficient; TAGG Students, 63.05% Proficient
d. 2016: All Students, 80.44 % Proficient; TAGG Students, 67.67% Proficient
e. 2017: All Students, 83.23 % Proficient; TAGG Students, 72.29% Proficient
f. Each year, TLI Interim assessment data and quarterly AMOs will be assessed to determine the rate of proficiency as well as the forecast for each student (TAGG and ALL student groups).

B. Jonesboro High School Mathematics and Mathematics Comprehension will increase to meet or exceed the following AMOs according to EOC Geometry data:

a. 2013: All Students, 72.99% Proficient; TAGG Students, 61.19 % Proficient
b. 2014: All Students, 75.69 % Proficient; TAGG Students, 65.07% Proficient
c. 2015: All Students, 78.39 % Proficient; TAGG Students, 68.95% Proficient
d. 2016: All Students, 81.09 % Proficient; TAGG Students, 72.83% Proficient
e. 2017: All Students, 83.80 % Proficient; TAGG Students, 76.72% Proficient
f. Each year, TLI Interim assessment data and quarterly AMOs will be assessed to determine the rate of proficiency as well as the forecast for each student (TAGG and ALL student groups).

C. Jonesboro High School Graduation rate will increase to meet or exceed the following AMOs for Graduation rate:
   a. 2013: All Students, 89.05% Graduation Rate; TAGG Students, 84.12 % Graduation Rate
   b. 2014: All Students, 90.27% Graduation Rate; TAGG Students, 85.88 % Graduation Rate
   c. 2015: All Students, 91.48% Graduation Rate; TAGG Students, 87.65 % Graduation Rate
   d. 2016: All Students, 92.7% Graduation Rate; TAGG Students, 89.41 % Graduation Rate
   e. APSCN data and student attendance tracking systems will be used to document and track this running graduation rate.

6. **Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition curriculum to the requirements of the common core Standards in accordance with the time frame adopted by the State Board of Education.**

Jonesboro High School began the process of aligning the curriculum both vertically and horizontally 5 years ago. All core subject area departments have common planning times to facilitate professional learning. What began as a JHS initiative to increase the rigor through the Laying the Foundation professional development, has now expanded to include both junior highs and all sixth grade teachers district wide. Quarterly vertical alignment meetings address standards, technology, assessment, and instructional issues that span grades 6-12 in the core subject areas.

The district continues to contract with Ken Stematis, Harding University Professor, to deliver embedded professional development to teachers in the English, Science and Social Studies departments. Stematis' work has centered on helping teachers develop lessons and instructional strategies that will support students as they become college and career ready. The emphasis of this work has been on helping students understand complex texts and cite evidence from text in their writing. In an effort to assist staff at JHS and NEA Area Technical Center to bridge the gap of student academic achievement, JPS Math and Literacy Specialists have initiated a plan of action to address how both staffs can transition to the Common Core Standards.

Common Core State Standards for math and literacy have now been implemented across Arkansas in grades K-8. Last year the Jonesboro School District developed an aggressive strategic plan for implementing CCSS. Members of the JPS, SUCCESS, and NEATC communities receive weekly e-mail Common Core Updates that are archived on our Common Core wiki. JHS staff members and NEATC staff members are part of the JPS team that meets to analyze CCSS information and disseminate it at their buildings.

Teachers in the JHS Math Department have discussed the Common Core Standards for Mathematical Practice in their learning community and have compared proposed CCSS Algebra I, Algebra II, and Geometry courses to the standards in the current Arkansas

Frameworks. Geometry A has been eliminated from the curricular offerings at JHS, and the last sections of Geometry B are in progress this school year. Teachers who have attended Laying the Foundation and AP Math training are sharing lessons materials, strategies, and insights about Common Core Standards with all math faculty members.

The CCSS assessment goals of texts worth reading, questions worth answering, and problems worth solving put authentic tasks at the heart of why JHS is pursuing becoming an Academic Academy. Students must have a meaningful purpose as to why they are doing what they do. We believe that participating in the real world tasks that an Academic Academy provides can help students to find meaning and relevance in their education. Providing focus for a potential career will enable students to clarify their personal goals beyond JHS. The goal will be to ensure that all JHS students acquire the skills, ability, and motivation necessary to achieve personal success. Whether it is furthering their education in college or at a technical school, entering the workforce, or joining a branch of the armed forces, JHS students will benefit from the potential opportunities that exist with Academic Academies.

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 school than can be accommodated under the terms of the charter.**

All students who apply and are current residents of the Jonesboro School District will be eligible to attend The Academies at Jonesboro High School. Jonesboro High School will publicize its status on the district website, the marquee, an article in the *Jonesboro Sun* Newspaper as well as on the school website and through local news and radio announcements made by Superintendent Dr. Kim Wilbanks. The above publicity plan will allow for all community members to learn about and apply to the school. In each facet of the plan, two items will be clear: 1) Students will still be allowed to legally transfer into Jonesboro Public Schools via School Choice and legal transfer process; and 2) if Jonesboro High School meets its enrollment cap, (1800) students will be processed on a first come, first served basis.

8. **Summarize the job descriptions of the school director and other key personnel. Specify 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.**

- Administration (Building Principal and Assistant Principals) Responsibilities:
    - Act as chief executive operating officer of the school and carry out the School and District Missions
    - Select and hire/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 JPS School Board
- Ensure building maintenance and safety
- Oversee the implementation of the curriculum
- Monitor student academic achievement regularly in conjunction with the district level literacy and math specialists
- Qualifications: The qualifications of an administrator will be significant, substantive and strong experience in education and an advanced degree in the field of education.

- 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
  - Meet regularly with the departmental Professional Learning Community to plan common formative assessments and to assess student learning both vertically and horizontally.
  - Qualifications: All teachers, with the exception of instructors teaching career preparedness courses, must be highly qualified as according to NCLB and hold a valid Arkansas Teaching License.
- Counselor Responsibilities
  - Disseminating and clarifying graduation requirements
  - Aiding students in understanding, choosing, and moving forward with a post-secondary plan.
  - Assist students in course selection and in POPs conferencing scheduling for accurate, successful completion of graduation requirements.
  - Qualifications: The counselor's qualifications will be a Bachelor's degree, a current Arkansas teaching license with an endorsement for Counseling and experience within the field of education.
- Board of Directors and 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 Appendix for salary schedules)

9. **Describe the manner in which the school will make provisions for the following student serviees:**
   a. **Guidance Program**
   b. **Health Services**
   c. **Media Center**
   d. **Transportation**
   e. **Food Services**
   f. **Special Edueation**
   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.

The Academies at Jonesboro High School will be located on the current campus of Jonesboro High School. Current personnel and services will continue to be provided in the following areas:

A. Guidance Program
Jonesboro High School is currently served by three (3) HQT school counselors. They will continue to provide counseling services to the high school students. In addition, the district employs multiple mental health professionals at the high school site; therapists and case managers. The Academies at Jonesboro High School will continue to contract with the mental health agency to provide additional services to the students.

B. Health Services
Currently, one FTE licensed school nurse (RN) serves the students at Jonesboro High School. The district will continue to provide one FTE licensed RN at this location.

C. Media Center
Currently, one FTE Media Specialist and one paraprofessional serve the students at Jonesboro High School. Students have access to the media center and the services provided. Jonesboro School District will continue to employ one FTE Media Specialist and one paraprofessional in the Academies at Jonesboro High School.

D. Transportation
Transportation of the students to and from The Academies at Jonesboro High School will continue to be provided in the same manner it currently exists.

D. Food Services
Food services will continue to be delivered at the same professional level as they currently exist by the district's food service department.

F. Special Education
The Academies at Jonesboro High School will provide special education services appropriate for the needs of the high school students. Highly Qualified Teachers and qualified paraprofessional will continue to provide services. The district and high school will comply with all aspects of IDEA, 504, and IEP implementation.

G. Alternative Education
Jonesboro School District is currently a member of the Craighead County Alternative Learning Environment, SUCCESS; a county-wide alternative learning environment serving students K-12. Students who qualify for placement in SUCCESS will follow existing placement procedures that include recommendations by the existing placement team within Jonesboro High School.

H. Gifted and Talented Program

The Academies at Jonesboro High School will continue to implement a Gifted and Talented program. Presently Jonesboro High School offers AP classes in thirteen (13) content areas and seven (7) Pre-AP classes that feed into the AP Classes. AP offerings include English Literature and Composition, English Language and Composition, AP Biology, AP Chemistry AP Statistics, AP Calculus, AP Art History, AP US Government of Politics, AP United States History, AP World History, AP Spanish, AP Music Theory, and AP Studio Art. To support these classes Pre-AP Courses are offered in 10th Grade English, biology, chemistry, math (geometry & pre-cal), world history, and Spanish In the 2013-14 school year, AP Physics and Pre-AP Physics will be added back into the offerings. During the 2011-2012 school year 273 AP exams were administered in classes designated as AAIMS Classes (AP Eng. Lit, AP Eng. Lang., Calculus, Statistics, Biology, Chemistry, Physics). Of the exams taken in AAIMS designated classes, 139 (63%) scored a 3,4, or 5. Looking at the entire AP Program in 2011-2012, 484 exams were taken and 222 were scores of 3 or higher. This is 46% of the exams taken and a 10% increase over the previous year. Jonesboro High School plans to continue this program in the 2012-2013 school year supporting the AAIMS professional development offered to teachers and the prep session to students.

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 Academies at Jonesboro High School will fully participate in the requirements of the Arkansas Public School Computer Network, as required by state statute or by State Board of Education rule and will report education and financial data, including grants or private donations received promptly and completely. In addition, The Academies at Jonesboro High School will comply with all aspects of ACTAAP.

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. 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.**

    Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disability 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 Academies at Jonesboro High School will be located at the present site of Jonesboro High School. The campus is located on 32 acres with a 134,000 square foot, two-story brick main building that includes 60 classrooms, a 470 seat Performing Arts theatre, lunch room commons area, a choir facility, and a gymnasium. Construction is now underway on a 1,000 seat Center for the Performing Arts that will replace the existing theatre. Renovation of the present theatre will produce additional classrooms for the high school. The campus contains a multi-purpose building that houses a band facility and an indoor practice area. The campus also contains a basketball gymnasium as well as a football complex with a track. A 50,000 square foot Northeast Arkansas Career and Technical Center is connected to the high school and serves students from the Jonesboro School District and students from surrounding schools in Craighead County.

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 Academies at Jonesboro High School will be housed in the current high school which meets all zoning requirements. Jonesboro is located in a "dry county", Craighead County. Therefore, there will be no alcohol sales within 1000 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 School 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 specifie statue, rule, or standard requested to be waived by title and section number if applicable. Provide a brief description of the need of each waiver requested.**

STANDARD 9.03.4.1
Ark. Code Ann 6-15-213 and 6-15-214
Currently, Arkansas public schools are required to teach Speech & Oral Communications as an independent class. As aforementioned in this application, communications is an important tenet of The Academies at Jonesboro High School. With a curriculum that is based on the PBL model, students will graduate from The Academies at Jonesboro High School with a deep, meaningful repertoire of 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. Jonesboro Public Schools proposes that students receive their oral communication credit through skills embedded throughout the curricula after one year of academy enrollment at which point students will have shown mastery of oral

communication by meeting the Arkansas Frameworks and the Common Core State Standards.

STANDARD 10.01.5 Required Time for Instruction and School Calendar
The Academies at Jonesboro High School requests a late arrival day for one day a week. This will allow for remediation, cross-curricular collaboration and project planning time. Professional development will also be integrated into this day through common planning times.

STANDARD 10.02.5 Class Size and Teaching Load
The Academies at Jonesboro High School requests to 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. In that same vein, they will be co-teaching these students which will offset the increase in students.

STANDARD 14.03 Unit of Credit
The Academies at Jonesboro High School 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.

STANDARD 15.03 Licensure and Renewal
The Academies at Jonesboro High 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 with extensive education in a different content matter. All interdisciplinary classes will be taught with at least one highly qualified instructor and all core subjects will be taught by instructors that are highly qualified as defined by ESEA Accountability standards. Internship Instructors must also be accounted for in this waiver as this will require many teachers to actively supervise and mentor in various areas of certification. Internship Instructors will be working with manageable numbers of students in this program.

STANDARD 9.03.4.2 Science
STANDARD 14.02
The Academies at Jonesboro High School proposes to provide one credit of science credit for Earth & Space Science and Principles of Engineering because of the popularity of these subjects with our students, and these courses are in line with the proposed academy model because they provide introduction into additional career paths. This proposed waiver will allow for students to take either of the above mentioned courses as their third required science credit for graduation.

13. **Describe the potential impact of the proposed district conversion or limited 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.

Jonesboro Public Schools is currently under no court order or statutory obligation to create and maintain a unitary system of desegregated public schools.

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

Parents or guardians of The Academies at Jonesboro High School students will be involved with the school and its educational program. As required by Arkansas Standards for Accreditation, the district provides the following:
1. Annual Principal Report to the Public will be presented by the building administrators to each grade level at The Academies at Jonesboro High School during the pre-school Open Houses.
2. The District Annual Report to Public will be presented by the superintendent during a public meeting by November 5 or a date determined by state law. The report will address the district's progress toward goals, accreditation status, and proposals to correct any deficiencies. Inviting community input will help ensure the district's continued path toward building a community sense of investment for The Academies at Jonesboro High School.
3. The District Annual Report will be published in a local newspaper and on the district website.
4. Parents and patrons will continue to participate in the development of ACSIP. The school's goals shall be compatible with state and national education goals and shall address local needs. The plan shall be filed and reviewed by the Arkansas Department of Education annually. The ACSIP will be viewable to the public through the school district's website or the ADE website.
5. Parent/Teacher Conferences will be held at least two times per year.

In addition, The Academies at Jonesboro High School will:
1. Host its yearly POPS (Personal Opportunity Plan Conferences) during which teachers serving as student advisors meet with their advisees and their parents to develop, monitor, and adjust student academic plans.
2. Provide opportunities for parents to serve on advisory committees within The Academies at Jonesboro High School thus ensuring parental involvement and investment in the secondary and post-secondary plan.
3. Provide opportunities and encouragement to parents to participate in the PATHS (Parents and Teachers Helping Students organization at the high school level.
4. Work with the district to continue its present policy of hosting Business, Community, and Patrons' forums on a regularly scheduled basis in order to provide continual and timely updates on current programs and student performance.
5. Implement community mentoring and advisory councils through the development of its Seminar class.
6. Create and implement a program of community and business internship opportunities for its students through the development of its Seminar class.

7. Work to continue the development and growth of The Academies at Jonesboro High School Leadership Team whose responsibility includes evaluating current and future programs of study and student performance before sharing that data with parents.
8. The Academies at Jonesboro High School is convinced the level of parental involvement will increase as its conversion to a charter status allows it to work toward removing barriers to student/parent/school partnerships.

TIMELINE

January 2012	Awarded PLTW Grant: Pre-Engineering Pathway
February 2012	2/6: Tour of Southaven High School: Observation of Blocked Courses 2/17: David Vawter Block Scheduling PD Seminar
Late February:	Leadership Meeting/ Dept. Chair PLC to discuss possible Academy/ Career Cluster focus areas New-Tech Network Interest Meeting: N. Little Rock.
March 2012	Spring Business Leaders Meeting: update on status of School. Update on Academy Focus areas Order/ installation for all PLTW Engineering Equipment
April 2012	Master Scheduling complete for 2012-13 year
May 2012	Trial Block Bell Schedule runs PLC/ Departmentalized planning for block
June 2012	6/11-13: Kagan Cooperative Learning PD: Project Based Learning training 6/2-28: PLTW Engineering Training
July 2012	PLC/ Departmentalized planning for block 7/13-15: New Tech Echo Training: Grand Rapids, MI (IT Trainer and Academy Coordinator)
August 2012	Public Meetings: Charter Status New Tech Network Application for 2013-14 School Year Identify Academy Lead Teachers: Principal Appointed
Sept. 2012	JHS Apply for Charter Status JHS apply for ATE new Program of Study grant for Office Management JHS set names for Academies for 2013-14 Jr. High Application for 1/2 grant PLTW for intro level Engineering courses in 9th grade Jr. High development of "Keystone" course for 9th grade students Application to ATE for new career paths for Business Dept. (Banking/Finance and Securities/Investments)
October 2012	Fall Business Leaders Meeting: update on status of School. Update on Academy Focus areas Solicit Industry "sponsors" for each Academy for 13-14
Novem. 2012	Identify teacher strengths/ choices for academy placement Nov. 8-11: Lead Teachers, Co-Teachers and Administration to NCAC Conference in Nashville, TN. Mid-Nov: ACTE Conference (4 Business teachers attend)
Decem. 2012	Identify student career strengths (KUDER program) for 10-11th grades at JHS Identify student strengths (KUDER program) at each Jr. High (9th grade) Begin restructure of JHS physical locations (classroom relocation) planning

January 2013	Continue restructure/ relocation planning of JHS classrooms
	Begin Teacher Academy PLC rollout
	Begin Master Schedule Planning for 13-14
	Begin Personal Opportunity Planning (POPS) for 9/10/11 grades
	Begin scheduling movement: Keyboarding to Elementary/ CBA to Jr. Highs.
	February 2013 Begin Curriculum planning/ pacing guides for Academy-Focus new courses
	Application for upper level PLTW courses to be offered 12-13
	Continuing Planning/ Curriculum development Academy Model
March 2013	Propose new bell schedule for Charter status 2013-14 Year: Late start/ remediation day
	Spring Business Leaders Meeting: update on status of School. Update on Academy Focus areas
April 2013	Continuing Planning/ Curriculum development Academy Model
May 2013	JHS Classroom relocation to Academy locations
	Continuing Planning/ Curriculum development Academy Model
June 2013	PLTW Course Instructor training for new courses; Jr. High training and Keystone training JHS Classroom relocation to Academy locations
	Continuing Planning/ Curriculum development Academy Model
July 2013	JHS Classroom relocation to Academy locations
	Continuing Planning/ Curriculum development Academy Model
August 2013	Rollout Career Academy Model for School Year

Supporting Documentation

Section D

JONESBORO PUBLIC SCHOOL
ACCOUNTS PAYABLE 870-933-5800
2506 SOUTHWEST SQUARE
JONESBORO, ARKANSAS 72401
(ALL BILLING TO ABOVE ADDRESS)

PURCHASE ORDER

NO C.O.D. ORDERS ACCEPTED

PAGE:	1
DATE:	Aug 31, 2012

THIS NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES, AND PAPERS.

P.O. NUMBER 13001156

VENDOR NAME, ADDRESS AND NUMBER	SCHOOL/DEPARTMENT AND SHIP TO ADDRESS
THE JONESBORO SUN PAXTON MEDIA GROUP LLC 518 CARSON JONESBORO AR 72401 FAX: 870-935-1674	SUPERINTENDENT'S OFFICE JONESBORO PUBLIC SCHOOLS 2506 SOUTHWEST SQUARE JONESBORO AR 72401

VENDOR NUMBER: 1482	ATTN: K. WILBANKS	BUYER: K. WILBANKS
TERMS: NET 30 DAYS	F.O.B. BEST WAY	REQUISITION NO. 73326

LINE #	QUANTITY / DESCRIPTION	UNIT PRICE	TOTAL
1	1 EAC PLEASE RUN THE ATTACHED AD AS A 'DISPLAY AD" IN THE MAIN SECTION OF THE PAPER ON WEDNESDAY 9/5, 9/12, 9/19.	$285.0000	$285.00

VALID FOR 60 DAYS FROM DATE OF PURCHASE ORDER.

SUB TOTAL	$285.00
TOTAL	$285.00

ACCOUNT DISTRIBUTION DETAILS

1	2000232200000000-65400	$285.00

Approved By: Kim Wilbanks
Superintendent

Date: Aug 31, 2012

Received By: _____

Date: _____

NUMERICAL COPY

REQUISITION 00073326

REQUESTED	REQUIRED	LOCATION	BUYER
08/30/12	DISTRICT	000 OFFICE OF SUPT.	

SHIP TO 000-1
SUPERINTENDENT'S OFFICE
JONESBORO PUBLIC SCHOOLS
2506 SOUTHWEST SQUARE
JONESBORO AR 72401
ATTN: K. WILBANKS

VENDOR 1482
THE JONESBORO SUN
PAXTON MEDIA GROUP LLC
518 CARSON
JONESBORO AR 72401

FREIGHT
BEST WAY

LN/ST	COMMODITY	STOCK NO	QUANTITY	UOM	UNIT PRICE	EXTENSION/ TAX/TRADE-IN
01		1.00	285.0000	EAC	285.00	
O	PLEASE RUN THE ATTACHED AD AS A 'DISPLAY AD" IN THE MAIN SECTION OF THE PAPER ON WEDNESDAY 9/5, 9/12, 9/19.					0.00
						0.00

TOTAL PRICE 285.00

BUDGET UNIT	ACCOUNT	PROJECT	ACCOUNT	CHARGE AMOUNT
2000257200000000	65400			285.00

REQUISITION TOTAL 285.00

Requisitioner's Signature: J. Dent

Supervisor's Approval: _____

Asst. Supt. Approval: Rebecca Pitts

Return Mail

COMMUNITY

PUBLIC MEETING

The Jonesboro School District will hold a public meeting on Thursday, Sept. 27 at 6:00 p.m. in the Jonesboro High School Library to discuss the possible establishment of a Conversion Charter School. District patrons are encouraged to attend.

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ALERTNOW

Behind the Blackboard | My Profile | Privacy Policy | Logout

Welcome Kim Wilbanks - JonesboroSD

- Home
- Message Center
- Saved Messages
- Contacts
- Reports
- Admin
- Help

Saved Messages

Search Voice | Email | SMS | Survey

Page: [1]2345 6>>> (245 Messages Found) Order By: Date Created

Available Messages

Send	Picture Day Fall 2012 General - Math & Science Elem. Magnet School	Details Created Oct 04, 12
Send	Fund Raiser Pick-Up General - International Studies Elem. Magnet School	Details Created Oct 04, 12
Send	Literacy and Math roundup 2012 General - Jonesboro Kindergarten Center	Details Created Oct 02, 12
Send	Oct 3 detention General - Annie Camp Jr. High School	Details Created Oct 01, 12
Send	Financial Aid Night October 4th 2012 General - Jonesboro High School	Details Created Sep 30, 12
Send	Public Meeting General	Details Created Sep 25, 12
Send	Detention General - MacArthur Jr. High School	Details Created Sep 25, 12
Send	Immunizations General - Annie Camp Jr. High School	Details Created Sep 25, 12
Send	Fall pictures General - Jonesboro Kindergarten Center	Details Created Sep 24, 12
Send	Detention Sept 26 General - Annie Camp Jr. High School	Details Created Sep 24, 12

Delete Selected

Name: **Public Meeting**

Category: General

Content: Hello parents, this is Dr. Kim Wilbanks, Superintendent, of the Jonesboro School District calling to invite you to a Public Meeting on Thursday, September 27, at 6:00 pm in the Jonesboro High School library. We will be discussing possible changes at Jonesboro High School. As many of you know, JHS has been recognized for several years as one of the top high school in the nation. Our goal is to build upon these successes to make JHS an even stronger school. We would like your feedback on possible Conversion Charter status at JHS. This would in no way impact outstanding programs like Advanced Placement courses, athletics or fine arts. To find out more, join us Thursday evening to hear administrators, teachers, students and parents sharing about this opportunity. As a parent, your input in very important to us. Please make plans to attend the Public Meeting on Thursday, September 27 at 6:00 pm in the JHS library

Welcome to Jonesboro Public Schools.

Jonesboro School District has served Jonesboro and Northeast Arkansas for over 100 years with all schools fully accredited by the State of Arkansas and the North Central Association of Colleges and Schools. As the only AAAAAA school district in Craighead County, the Jonesboro School District offers a broad and deep curriculum that challenges the college bound and at the same time offers opportunities for all students to reach higher levels of success. Read more...

Events Across the District

Parent/Teacher Conferences
9/18/2012, 2:30pm-5:30pm - District Wide

Algebra I Retest Opportunity
9/19/2012, All Day - District Wide

Leadership Team Meeting
9/19/2012, 3:15pm - Jonesboro High School

Algebra I Retest Opportunity
9/20/2012, All Day - District Wide

Parent/Teacher Conferences
9/20/2012, 2:30pm-5:30pm - District Wide

Kindergarten Qualls Inventory Due
9/21/2012, All Day - District Wide

All Region Choir Clinic - ANC Blytheville
9/22/2012, All Day - Jonesboro High School

PLC Chair/Co-Chair Meeting
9/26/2012, 3:15pm-4:00pm - Jonesboro High School

Recent Announcements

Public Meeting
The Jonesboro School District will hold a public meeting on Monday, Sept. 27 at 6:00 p.m. in the Jonesboro High School Library to discuss the possible establishment of a Conversion Charter School. District patrons are encouraged to attend.

HWES News
Our first graders at Health Wellness and Environmental Studies are getting tours of their outdoor classrooms...

HWES Family
The HWES animal family grew this summer

Math & Science Robotics Team
Math and Science are writing their essays now, hoping to grab a spot on the Robotic's Team

MacArthur Junior High Choir
Great things are happening in the MacArthur Junior High Choir world!!

Subscribe to our News Feed

Featured Picture

2012 Heber Springs Classic Tournament Champions

Resources & Contact Info

ARRA Vendor Contracts
Parent internet Viewer
Job Opportunities
Lunch Pre-Payments
SES Information
New Student Registration
Contact the Webmaster
Student Insurance

Our Address

2506 Southwest Square
Jonesboro, AR 72401
(870) 933-5800

Central Office Fax Numbers

933-5843 (Food Service, Maintenance)
933-5838 (Superintendent and Asst. Superintendents)
933-5869 (Finance)
933-5829 (Transportation and Technology)
933-5811 (Special Education)
933-5816 (Federal Programs and Testing)

JPS Administration

Why choose JPS?
Testing information
Public information
School calendar
Reunion information
School Board

Elementary Schools

Jonesboro Pre-K Program
Jonesboro Kindergarten Center
Microsociety Magnet
Health/Wellness & Environmental Studies
Visual & Performing Arts Magnet
Math & Science Magnet
International Studies

Secondary Education

Annie Camp Junior High
MacArthur Junior High
Jonesboro High School
Area Technical Center
Success Achievement Academy

Public Charter Meeting: 9/27/2012	
Name	Position
Diane Roach	Administrator
Evelyn Gibson	citizen
Vara Mayfield	Board
Teresa Lasker	
David Jassen	
Renette McCargo	Grad Student
Sue Cassidy	Asst Supt
Kim Wilson	
Kim Anderson	Principal - HWES
Karen R. Nick R.	School parents
Ludivine Miles	teacher
Lee & Renee Dogwood	citizen parent
Chris Harrell	Board Member
Jane Jamison	Patron
Bobby Long	Parent
Karen White	Parent
Melissa Rose	Parent
Andrea McKinney	Parent
Kelly Chapman	Parent
John & Linda Rupard	Parent
John Mixon	Parent
ELIZABETH STAFFORD	TAX PAYER
Ralph Waddell	School Board
Anne Ryan	
Mike Skinner	Parent

Public Charter Meeting: 9/27/2012	
Name	Position
Connie Simmons	Parent
Jana Meade	Parent
Sally Williams	Parent
Deb Cook	Lit Spec.
Shannon Lewis	Asst. Prin. HS
Kaneen Sheets	C.O.
Sandy Pennington	CO
Brenda Bowen	Parent
Rebecca Mixon	Parent
Kim Cooper	Parent
Bayliss	Parent
Bonnie Kline	Parent / Employee
Leslie Jones	Employee
Lisa Milton-Jackson	parent
Amy Stanley	parent
Jane Sneed	Parent
Mike Skelton	principal

Public Charter Meeting:
Jonesboro High School Library
9/27/2012 6pm

Welcome/ Introductions by Dr. Kim Wilbanks

Dr. Mike Skelton: Introduction
Parents, Students, Staff have been included with this process of change over the past 2 years.
Background:

- exploration grant received
- staff, parents, students toured Mtn. Home High School as well as other model academies around the country.
- Feedback from all stakeholders was that this was a great opportunity.
- On pace to implement Fall 2012.
- Staff decided to slow down the pace and to institute the block schedule first and overcome what these staff members felt to be the largest obstacle to this move.
- Now under a modified A/B block schedule with a Fast Track day on Mondays.
- Extensive PD for teachers to transition to the block schedule from a traditional schedule. How to use time the most efficiently.
- Now we are preparing for application to the academy model.
- Preparing for application for conversion charter status for the 13-14 year.

All the things that have been great at JHS in the past will remain the same. The resounding response to this is our Nationally recognized AP program and our outstanding Extracurricular programs.

Presentation of Waivers: Mrs. Leigh Anne Rainey
1. Waive ½ credit of oral communications
2. Late Arrival Day
3. Relief for teacher class load
4. Relief from traditional carnegie units/units of credit
5. Allow for community professionals to co-teach with HQT teachers in the academy classrooms.
6. Allow upper level science courses to count as the third science credit.
7. Allow for competitive Community Based Internships for Seniors and Juniors.

Teacher Panels: Mrs. Stephanie Cockrill, Mrs. Sally Williams, Mr. Wes Miller
Student speaker: Mr. Chuks Ota

Open panel questions from the floor:
1. Will AP courses be affected?
2. How will my 8th grader choose an academy?
3. How will my 9th grader choose an academy?
4. How will my 10th grader choose an academy?
5. Will the Fine arts programs be affected by this?

Conclusions from Dr. Wllbanks/ Dr. Skelton, Mrs. Rainey
Dismissed 7:05
LAR

The Academies at JHS

Vision:
Working together to graduate every student college and/or career ready.

Why Career Academies?

- Fall 2010 JHS Administration was invited to attend a National Career Academy Conference in Austin, TX.
- Spring 2011: JHS received $30,000 exploration grant.
- Fall 2011: JHS Faculty, Parents and Students visited a number of different schools in Arkansas and across the nation to experience firsthand the Career Academy Model.

Why Career Academies?

- Spring 2012: JHS received an implementation grant of $50,000 to move into this model for the 2013-14 school year.

Ludivine Miles
JHS French, JHS Safety Team

"Our current school system is based on a one size fits all system that does not work for all of our students anymore. Career Academies would better prepare our students for the demanding global world we live in. I am very glad to work in a district who is taking progressive steps to better meet the needs of all our students."

Educational Need of JHS

- An educational system that provides a learning culture in which the needs of the economically disadvantaged students are met and exceeded while also meeting and exceeding the needs of the advanced and proficient students as well.
- The quickly approaching implementation of Common Core State Standards at the secondary level is a dramatic learning change that is demanding a dramatic instructional change to match the needs of our students.

Bryce Bennett
JHS Soc. Studies, Department Chair

"The academy model would give us an edge in completely reworking the traditional learning model, a model that is failing this generation of learners. We have an extraordinary opportunity to change the very perception of school itself. It would help us transform what many students see as an overly structured and uninteresting process, into a truly engaging, dynamic experience with real life applications."

Educational Need of JHS

- Need for each student at JHS to have the skills, experience and "focus" to achieve personal success, whether that be in the 4 year university setting, the 2 year community college setting or the workforce.
- 60-70% of graduating seniors pursue a 4 year college, while many of these are still unprepared and require remediation, or intensive assistance to prevent dropout.

Todd Rainey
Branch Mgr., Helena Chemical Corp.

"Potential employees with a strong grasp of basic knowledge and skills in their chosen direction, whether it be collegiate or directly into the workforce, make themselves valuable to companies in my field because they allow for immediate specialization, rather than having to utilize company resources for basic training skills. This in turn allows for expedited personal advancement for these graduates."

Where we are today:

- Fall 2011: Faculty/Staff trips to varied Career Academy Model Schools.
- Spring 2012: Voted to implement Mod.A/B Block schedule.
- Spring/Summer 2012:Various Training including collaborative learning and Project Based Learning.
- Fall 2012: Rollout of Modified A/B Block.
- October 2012: Conversion Charter Application to be filed with ADE.

Joyce Duncan
JHS English, JHS Publications

"I absolutely love the block schedule, and from what I've heard from my students, they like it too. We can get more accomplished, and because of the additional time, my student's learning is greatly enhanced. We are able to do more in class, thus leading them to a deeper understanding of the content being presented."

Stephanie Cockrill
JHS Special Education, Science

"I am enjoying the block scheduling at the high school. We are seeing, due to the extra time in each class, an increase in cooperative learning. The students are showing the benefits from the extra time spent on task which enhances their learning experience and provides for a deeper understanding of our objectives."

Public Conversion Charter Status

- Intent to File Letter Submitted.
- Maintain full JHS Campus with heavy collaboration with NEACTC Campus.
- Full Wall to Wall Academy Model implementation in 2013-14.
- 3 Academies to be implemented.
- Asking for the following Charter Waivers to accommodate the full Academy Model.

Dejah Haskins
JHS Junior, Track Team

"I absolutely love the new block schedule. Last year everything seemed rushed. I have time to finish this year and Seminar is the best thing yet! I have time to get help in classes that I am having trouble, work on homework, do my research and make up any tests. This year is much, much better than last year."

Mekelle Stanley
JHS Parent, OMJHS Parent

"The block scheduling is doing exactly what it should - providing more class time for instruction and projects, as well as providing a designated time for homework, review, make-up testing and meetings which they are doing during the seminar period. My senior daughter is pleased that with her heavy class load of 2 AP classes and a college concurrent class at JHS that she is able to work on projects, homework or consult a teacher during the seminar period."

Waiver 1:
Waive ½ Oral Communications Credit

- Oral communications curriculum will be weaved seamlessly throughout the entire academy model. Students will begin presentations in the 10th grade and will continue this throughout their tenure at JHS. The skills required within the Oral Communications Frameworks will be attained in conjunction with these project presentations in every course.

Waiver 2:
Late Arrival Day

- With the flexibility offered in the Conversion Charter, the students will have one late start day each week. This hour will be dedicated to the development of the academy teams, to student tutoring and enrichment as well as provide flexibility with the required hours of meeting time each day per the current ADE standards.

Waiver 3:
Teacher Class Load

- Current teacher class load for secondary classes is a maximum of 150 students per day. With the incorporation of Seminar period and eventual concurrently taught classes and double-blocked courses, this limit is very difficult to attain. This waiver allows for flexibility with scheduling for Junior and Senior Internships as well.

Waiver 4: Carnegie Unit/ Unit of Credits

- This waiver allows for courses to be taught concurrently and allow for credits to be offered for each part of the course.

Waiver 5: Licensure of Teachers

- This waiver will allow for career professionals and outside professionals to offer courses for credit that are specialized to the course of study for each given academy. Nurses, IT technicians and field level professionals have first hand knowledge that is imperative to our graduates. They will greatly benefit from input from these professionals in their weekly curriculum.

Waiver 6: Science Core 38 Curriculum

- This waiver is asking for the ADE to recognize as the third required science for graduating seniors to be recognized outside of the regular Physical Science, Biology and Chemistry credits. We would like for Principles of Engineering (Physics based) and Earth/ Space Science to count in place of a third required science.

Waiver 7: Community Based Internships

- We believe that the heart of this model is the direct impact that community has on our graduates. We seek to implement a community based internship in each academy to give our graduates first hand experience in the field that they are specializing before entering this on the college level or the workforce level for the first time. This waiver requests that local credit be granted for this imperative piece of the academy model.

What are the "Next Steps"?

- Conversion Charter Application School Board Approval
- Academy Model Master Scheduling
- Teacher Placement
- Student Placement
- Teacher training
- Academy Model rollout Fall of 2013.

School Name	Academi Indicator	Group	Total Number Attempting Literacy Year 2011	Percent Proficient in Literacy Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
JONESI	Literacy I	All Students	319	66.46	69.26	72.05	74.85	77.64	80.44	83.23
JONESI	Literacy I	Targeted Achievement Gap G	175	44.57	49.19	53.81	58.43	63.05	67.67	72.29
JONESI	Literacy I	African American	128	49.22	53.45	57.68	61.92	66.15	70.38	74.61
JONESI	Literacy I	Hispanic	15	40	45	50	55	60	65	70
JONESI	Literacy I	Caucasian	175	81.71	83.23	84.76	86.28	87.81	89.33	90.86
JONESI	Literacy I	Economically Disadvantaged	166	46.39	50.86	55.33	59.79	64.26	68.73	73.2
JONESI	Literacy I	English Learners	4	0	8.33	16.67	25	33.33	41.67	50
JONESI	Literacy I	Students with Disabilities	39	10.26	17.74	25.22	32.7	40.17	47.65	55.13

School Name	Academic Indicator	Group	Total Number Attempting Math Year 2011	Percent Proficient in Math Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
JONESI	Math Perfor	All Students	324	67.59	70.29	72.99	75.69	78.39	81.09	83.8
JONESI	Math Perfor	Targeted Achievement G	204	53.43	57.31	61.19	65.07	68.95	72.83	76.72
JONESI	Math Perfor	African American	132	48.48	52.77	57.07	61.36	65.65	69.95	74.24
JONESI	Math Perfor	Hispanic	22	54.55	58.34	62.13	65.91	69.7	73.49	77.28
JONESI	Math Perfor	Caucasian	168	83.93	85.27	86.61	87.95	89.29	90.63	91.97
JONESI	Math Perfor	Economically Disadvanta	202	53.96	57.8	61.63	65.47	69.31	73.14	76.98
JONESI	Math Perfor	English Learners	7	42.86	47.62	52.38	57.15	61.91	66.67	71.43
JONESI	Math Perfor	Students with Disabilities	12	25	31.25	37.5	43.75	50	56.25	62.5

JONESI	Graduation	All Students	510	80.4	80.82	82.35	84.12	85.88	87.65	89.41
JONESI	Graduation	Targeted Achievement G	160	78.82	80.59	82.35	84.12	85.88	87.65	89.41
JONESI	Graduation	African American	119	80.41	82.04	83.68	85.31	86.94	88.57	90.21
JONESI	Graduation	Hispanic	16	84.21	85.53	86.84	88.16	89.47	90.79	92.11
JONESI	Graduation	Caucasian	170	89.01	89.93	90.84	91.76	92.67	93.59	94.51
JONESI	Graduation	Economically Disadvanta	153	78.87	80.63	82.39	84.15	85.91	87.67	89.44
JONESI	Graduation	English Learners	8	80	81.67	83.33	85	86.67	88.33	90
JONESI	Graduation	Students with Disabilities	32	82.05	83.55	85.04	86.54	88.03	89.53	91.03

Supporting Documentation

Required

JONESBORO HIGH SCHOOL
2013-2014
Calendar

July

M	T	W	Th	F
1	2	3	4	**5**
8	9	10	**11**	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

5 - First Day 252/247
241 CRT/CLS
4 - Independence Day
11- First Day 221 CLS
11 - First Day 221 CLS
19 - First Day 219 CLS
26 - First Day 197 CLS
29- First Day 207 CLS

August

M	T	W	Th	F
			1	2
5	**6**	**7**	**8**	**9**
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1 - First Day 197/207 CRT
4 - First Day 190 CLS
9- First Day 190 CRT
(Summer Ex. Day 1)

13- First Day 183 CLS
12-16 - Professional Development
(Prof. Dev. Days 1-5)
19 - Begin 1st Quarter

September

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	**24**	25	**26**	27
30				

2- Labor Day
24 & 26 - Parent/Teacher
Conf. (2:45-5:15)

October

M	T	W	Th	F
	1	2	3	4
7	8	**9**	**10**	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

16 - End of 1st Quarter
17- Begin 2nd Quarter
25 - Professional Development
(Prof. Dev. Day 6)

November

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	**20**	**21**	**22**
25	26	**27**	**28**	**29**

18 & 19 - E Prof Dev. Days 7 & 8)
(Summer Ex. Day 2 & 3)
20-22 - Thanksgiving Break
21 - Thanksgiving

December

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	**20**
23	**24**	**25**	**26**	**27**
30	**31**			

16-18 - Exams
25 - Christmas
19-1 - Winter Break
- New Years Day

January

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1 - New Years Day
2 - End of 2nd Quarter
3- Begin 3rd Quarter
20 - Martin Luther King Jr. Day

February

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

21 - Professional Development
(Prof. Dev. Day 9)
17 - Presidents Day
(Holiday or Snow Day 1)

March

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	**18**	19	**20**	21
24	**25**	**26**	**27**	**28**
31				

18 - End 3rd Quarter
19 - Begin 4th Quarter
18 & 20 - Parent/Teacher Conf.
Conf. (2:45-5:15)
*24-28 - Spring Break

April

M	T	W	Th	F
	1	2	3	**4**
7	8	9	10	11
14	15	16	17	18
21	22	23	24	**25**
28	29	30		

18 - Good Friday
(Holiday/Snow Day 2)

May

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	**22**	**23**
26	**27**	**28**	**29**	**30**

15 - High School
Commencement
29 - Last Day of School
30,1,2 - Snow Days
(3,4,& 5)
26- Memorial Day

June

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
30				

12 - Last Day 221 CRT
13 - Last day 207 CRT
14 - Last Day 221 CLS
15 - Last day 207 CLS
30 - Last day252/247/
241 CRT/CLS
5- Professional Development
Day 10 (Summer Exchange

*Does not include custodian/central office personnel

2013-2014 JHS Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
First Block: 7:50-9:30 100	First Block: 7:50-9:30 100	TAGG: 7:50-8:45 55	First Block: 7:50-9:30 100	First Block: 7:50-9:30 100
Passing: 9:30-9:35	9:30-9:35	8:45-8:50	9:30-9:35	9:30-9:35
Second Block: 9:35-11:05 90	Second Block: 9:35-11:05 90	First Block: 8:50-10:10 80	Second Block: 9:35-11:05 90	Second Block: 9:35-11:05 90
11:05-11:10	11:05-11:10	10:10-10:15	11:05-11:10	11:05-11:10
Third Block: 11:10-1:10 90	Third Block: 11:10-1:10 90	Second Block: 10:15-12:05 80	Third Block: 11:10-1:10 80	Third Block: 11:10-1:10 90
A Lunch: 11:10-11:40	A Lunch: 11:10-11:40	A Lunch: 10:15-10:45	A Lunch: 11:10-11:40	A Lunch: 11:10-11:40
B Lunch: 11:55-12:25	B Lunch: 11:55-12:25	B Lunch: 10:55-11:25	B Lunch: 11:55-12:25	B Lunch: 11:55-12:25
C Lunch: 12:40-1:10	C Lunch: 12:40-1:10	C Lunch: 11:35- 12:05	C Lunch: 12:40-1:10	C Lunch: 12:40-1:10
1:10-1:15	1:10-1:15	12:05-12:10	1:10-1:15	1:10-1:15
Fourth Block: 1:15-2:50 95	Fourth Block: 1:15-2:50 95	Third Block: 12:10-1:30 80	Fourth Block: 1:15-2:50 95	Fourth Block: 1:15-2:50 95
		1:30-1:35		
		Fourth Block: 1:35-2:50 75		
375 Min. Instruction	375 Min. Instruction	370 Min. Instruction	375 Min. Instruction	375 Min. Instruction
420 Min. School Day	420 Min. School Day	420 Min. School Day	420 Min. School Day	420 Min. School Day

Charter School Budget Information

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

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (1080) x $6,267.00 State Foundation Funding		
3			6,768,360.00
4	No. of Students (1080) x $42.38 Professional Development		45,770.00
5	No. of Students (1080) x eligible rate* NSLA Funding		1,115,640.00
6	Total State Charter School Aid		7,929,770.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	0.00	
10	Federal Grants (List the amount)	0.00	
11	Special Grants (List the amount)	0.00	
12	Other *(Specifically Describe)*	0.00	
13			0.00
14	Total Other Sources of Revenues		0.00
15			
16	**TOTAL REVENUES**		7,929,770.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions: 4)*	239,075.00	
21	Fringe Benefits	57,380.00	
22	Purchased Services	7,000.00	
23	Supplies and Materials	2,900.00	
24	Equipment	0.00	
25	Other *(Describe)*	0.00	306,355.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions: 52)*	2,151,700.00	
29	Fringe Benefits	516,410.00	
30	Purchased Services	101,430.00	
31	Supplies and Materials	104,610.00	
32	Equipment	79,760.00	
33	Other *(Describe)*	8,430.00	2,962,340.00

**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.*

	(Budget Continued)		
Special Education:			
Salaries: *(No. of Positions: 13)*		524,496.00	
Fringe Benefits		125,879.00	
Purchased Services		0.00	
Supplies and Materials		1,625.00	
Equipment		0.00	
Other *(Describe)*		0.00	652,000.00
Gifted and Talented Program:			
Salaries: *(No. of Positions: 0.01)*		858.00	
Fringe Benefits		206.00	
Purchased Services		5,000.00	
Supplies and Materials		20,000.00	
Equipment		0.00	
Other *(Describe)*		389.00	26,453.00
Alternative Education Program/ALE:			
Salaries: *(No. of Positions___)*		CONTRACT	
Fringe Benefits		0.00	
Purchased Services		530,000.00	
Supplies and Materials		0.00	
Equipment		0.00	
Other *(Describe)*		0.00	530,000.00
Guidance Services:			
Salaries: *(No. of Positions: 4)*		207,258.00	
Fringe Benefits		49,741.00	
Purchased Services		0.00	
Supplies and Materials		1500.00	
Equipment		0.00	
Other *(Describe)*		0.00	258,499.00
Health Services:			
Salaries: *(No. of Positions: 1)*		25,210.00	
Fringe Benefits		6,050.00	
Purchased Services		537.00	
Supplies and Materials		2500.00	
Equipment		0.00	
Other *(Describe)*		0.00	34,297.00

74	*(Budget Continued)*		
75	Media Services:		
76	Salaries: *(No. of Positions: 2)*	89,227.00	
77	Fringe Benefits	21,415.00	
78	Purchased Services	0.00	
79	Supplies and Materials	16,647.00	
80	Equipment	0.00	
81	Other *(Describe)*	0.00	127,289.00
82			
83	Fiscal Services: DISTRICT		
84	Salaries: *(No. of Positions___)*		
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other *(Describe)*		
90			
91	Maintenance and Operation:		
92	Salaries: *(No. of Positions: 11)*	349,094.00	
93	Fringe Benefits	83,782.00	
94	Purchased Services		
95	(include utilities)	520,569.00	
96	Supplies and Materials	108,100.00	
97	Equipment	2,000.00	
98	Other *(Describe)*	0.00	1,063,545.00
99			
100	Pupil Transportation:		
101	Salaries: *(No. of Positions: 3.04)*	59,318.00	
102	Fringe Benefits	14,236.00	
103	Purchased Services	0.00	
104	Supplies and Materials	0.00	
105	Equipment	0.00	
106	Other *(Describe)*	0.00	73,554.00
107			
108	Food Services:		
109	Salaries: *(No. of Positions: 15)*	193,788.00	
110	Fringe Benefits	46,509.00	
111	Purchased Services	7,700.00	
112	Supplies and Materials	193,900.00	
113	Equipment	43,500.00	
114	Other *(Describe)*	0.00	485,397.00

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions: 6)*	165,049.00	
118	Fringe Benefits	39,611.00	
119	Purchased Services	0.00	
120	Supplies and Materials	0.00	
121	Equipment	0.00	
122	Other *(Describe)*	0.00	204,660.00
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*	107,000.00	
126	Fringe Benefits	25,680.00	132,680.00
127			
128	If Applicable: Facilities Lease/Purchase (contract for one total		
129	year including facility upgrades)	0.00	
130	*Please list upgrades:*	0.00	
131		0.00	
132	If Applicable: Utilities (contract for one total year including facility upgrades)	0.00	
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	$0.00
136			
137	Debt Expenditures:	0.00	$0.00
138	Other Expenditures:		
139	*(Describe)*	0.00	$0.00
140			
141	**TOTAL EXPENDITURES**		$6,857069.00

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (1100) x $6,267.00 State Foundation Funding		
3			6,893,700.00
4	No. of Students (1100) x $42.38 Professional Development		46,618.00
5	No. of Students (1100) x eligible rate* NSLA Funding		1,136,300.00
6	Total State Charter School Aid		8,076,618.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	0.00	
10	Federal Grants (List the amount)	0.00	
11	Special Grants (List the amount)	0.00	
12	Other *(Specifically Describe)*	0.00	
13			0.00
14	Total Other Sources of Revenues		0.00
15			
16	**TOTAL REVENUES**		$8,076,618.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions: 4)*	241,466.00	
21	Fringe Benefits	57,954.00	
22	Purchased Services	7,000.00	
23	Supplies and Materials	3,000.00	
24	Equipment	0.00	
25	Other *(Describe)*	0.00	$309,420.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions: 52)*	2,173,217.00	
29	Fringe Benefits	521,574.00	
30	Purchased Services	104,473.00	
31	Supplies and Materials	107,748.00	
32	Equipment	82,152.00	
33	Other *(Describe)*	8682.00	$2,997,846.00

**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.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions: 13)*	529,714.00	
Fringe Benefits	127,138.00	
Purchased Services	0.00	
Supplies and Materials	1,700.00	
Equipment	0.00	
Other *(Describe)*	0.00	$658,552.00
Gifted and Talented Program:		
Salaries: *(No. of Positions: 0.01)*	867.00	
Fringe Benefits	208.00	
Purchased Services	5,000.00	
Supplies and Materials	20,000.00	
Equipment	0.00	
Other *(Describe)*	420.00	$26,495.00
Alternative Education Program/ALE:		
Salaries: *(No. of Positions___)*	CONTRACT	
Fringe Benefits		
Purchased Services	550,000.00	
Supplies and Materials		
Equipment		
Other *(Describe)*		$550,000.00
Guidance Services:		
Salaries: *(No. of Positions: 4)*	209,331.00	
Fringe Benefits	50,239.00	
Purchased Services	0.00	
Supplies and Materials	2,000.00	
Equipment	0.00	
Other *(Describe)*	0.00	$261,570.00
Health Services:		
Salaries: *(No. of Positions: 1)*	25462.00	
Fringe Benefits	6110.00	
Purchased Services	600.00	
Supplies and Materials	2,700.00	
Equipment	0.00	
Other *(Describe)*	0.00	$34,872.00

	(Budget Continued)		
Media Services:			
	Salaries: *(No. of Positions: 2)*	90,120.00	
	Fringe Benefits	21,629.00	
	Purchased Services	0.00	
	Supplies and Materials	17,000.00	
	Equipment	0.00	
	Other *(Describe)*	0.00	$128,749.00
Fiscal Services:			
	Salaries: *(No. of Positions___)*	DISTRICT	
	Fringe Benefits		
	Purchased Services		
	Supplies and Materials		
	Equipment		
	Other *(Describe)*		$0.00
Maintenance and Operation:			
	Salaries: *(No. of Positions: 11)*	352,583.00	
	Fringe Benefits	84,620.00	
	Purchased Services		
	(include utilities)	536,187.00	
	Supplies and Materials	111,343.00	
	Equipment	2,500.00	
	Other *(Describe)*	0.00	$1,087,233.00
Pupil Transportation:			
	Salaries: *(No. of Positions: 3.04)*	59,912.00	
	Fringe Benefits	14,378.00	
	Purchased Services	0.00	
	Supplies and Materials	0.00	
	Equipment	0.00	
	Other *(Describe)*	0.00	$74,290.00
Food Services:			
	Salaries: *(No. of Positions: 15)*	195,725.00	
	Fringe Benefits	46,974.00	
	Purchased Services	8,000.00	
	Supplies and Materials	199,717.00	
	Equipment	45,000.00	
	Other *(Describe)*	0.00	$495,416.00

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions: 6)*	166,699.00	
118	Fringe Benefits	40,007.00	
119	Purchased Services	0.00	
120	Supplies and Materials	0.00	
121	Equipment	0.00	
122	Other *(Describe)*	0.00	$206,706.00
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*	108,070.00	
126	Fringe Benefits	25,936.00	$134,007.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	0.00	
130	*Please list upgrades:*	0.00	
131		0.00	
132	Utilities (contract for one total year including facility upgrades)	0.00	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	0.00	
135	Content Insurance	0.00	$0.00
136			
137	Debt Expenditures:	0.00	$0.00
138	Other Expenditures:		
139	*(Describe)*	0.00	$0.00
140			
141	**TOTAL EXPENDITURES**		$6,965,156.00

JONESBORO PUBLIC SCHOOLS
LICENSED SALARY SCHEDULE
2012-13 approved 6/12/12

YEARS EXP	STEP	BA	BA+15	MSE	MSE+15	MSE+30	MSE+45	ED.S	ED.D
0	1	35,500	36,060	38,300	38,860	39,980	40,540	42,780	45,020
1	2	36,060	36,620	38,860	39,420	40,540	41,100	43,340	45,580
2	3	36,620	37,180	39,420	39,980	41,100	41,660	43,900	46,140
3	4	37,180	37,740	39,980	40,540	41,660	42,220	44,460	46,700
4	5	37,740	38,300	40,540	41,100	42,220	42,780	45,020	47,260
5	6	38,300	38,860	41,100	41,660	42,780	43,340	45,580	47,820
6	7	38,860	39,420	41,660	42,220	43,340	43,900	46,140	48,380
7	8	39,420	39,980	42,220	42,780	43,900	44,460	46,700	48,940
8	9	39,980	40,540	42,780	43,340	44,460	45,020	47,260	49,500
9	10	40,540	41,100	43,340	43,900	45,020	45,580	47,820	50,060
10	11	41,100	41,660	43,900	44,460	45,580	46,140	48,380	50,620
11	12	41,660	42,220	44,460	45,020	46,140	46,700	48,940	51,180
12	13	42,220	42,780	45,020	45,580	46,700	47,260	49,500	51,740
13	14	42,780	43,340	45,580	46,140	47,260	47,820	50,060	52,300
14	15	43,340	43,900	46,140	46,700	47,820	48,380	50,620	52,860
15	16	43,900	44,460	46,700	47,260	48,380	48,940	51,180	53,420
16	17	44,460	45,020	47,260	47,820	48,940	49,500	51,740	53,980
17	18	45,020	45,580	47,820	48,380	49,500	50,060	52,300	54,540
18	19	45,580	46,140	48,380	48,940	50,060	50,620	52,860	55,100
19	20	46,140	46,700	48,940	49,500	50,620	51,180	53,420	55,660
20	21	46,700	47,260	49,500	50,060	51,180	51,740	53,980	56,220
21	22	47,260	47,820	50,060	50,620	51,740	52,300	54,540	56,780
22	23	47,820	48,380	50,620	51,180	52,300	52,860	55,100	57,340
23	24	48,380	48,940	51,180	51,740	52,860	53,420	55,660	57,900
24	25	48,380	49,500	51,740	52,300	53,420	53,980	56,220	58,460
25	26	48,380	49,500	52,300	52,860	53,980	54,540	56,780	59,020
26	27	48,565	49,685	52,485	53,605	54,725	55,285	57,525	59,765
27	28	48,565	49,685	52,485	53,605	55,285	55,845	58,085	60,325
28	29	48,565	49,685	52,485	53,605	55,285	56,405	58,645	60,885
		560	35,500						
		INCREMENT	BASE						

185 **ADDITIONAL INCREMENT FOR YEARS 26, 27, & 28**

JONESBORO PUBLIC SCHOOLS
ADDITIONAL RESPONSIBILITIES
2012-2013 approved 06/12/12

BASE	Figured on Base Salary (0 yrs/BSE) $35,500 DUTY	2012-2013 EFFECTIVE INDEX	2012-2013 EFFECTIVE AMOUNT
100	HEAD FOOTBALL COACH	0.23	$8,165
105	HEAD BASKETBALL COACH-SR. BOYS	0.23	$8,165
110	HEAD BASKETBALL COACH-SR. GIRLS	0.23	$8,165
115	HEAD TRACK COACH-SR. BOYS	0.10	$3,550
120	HEAD TRACK COACH-SR. GIRLS	0.10	$3,550
125	HEAD VOLLEYBALL- SR.	0.14	$4,970
126	ASST. VOLLEYBALL- SR.	0.10	$3,550
140	OFFENSIVE/DEFENSIVE COORD.-SR.	0.13	$4,615
150	FOOTBALL ASSISTANT - SR. BOYS	0.11	$3,905
155	WEIGHT COORDINATOR	0.05	$1,775
156	WRESTLING	0.07	$2,485
160	ASST. BASKETBALL-SR. BOYS	0.13	$4,615
165	ASST. BASKETBALL-SR. GIRLS	0.13	$4,615
170	ASSISTANT TRACK BOYS #1	0.07	$2,485
180	CROSS COUNTRY TRACK BOYS AND GIRLS	0.03	$1,065
185	ASSISTANT TRACK GIRLS	0.07	$2,485
190	GOLF BOYS AND GIRLS	0.10	$3,550
195	TENNIS BOYS AND GIRLS	0.10	$3,550
200	SENIOR HIGH BAND DIRECTOR	0.14	$4,970
205	ASSISTANT BAND DIRECTOR	0.10	$3,550
210	SENIOR HIGH CHOIR	0.14	$4,970
215	SENIOR CHEERLEADER SPONSOR	0.09	$3,195
216	JR. VARSITY CHEERLEADERS - SR. HIGH	0.07	$2,485
217	SR. CHEER & VARSITY **COMBINED** SPONSOR	0.13	$4,615
220	DRAMA DIRECTOR	0.10	$3,550
225	HIGH SCHOOL NEWSPAPER	0.02	$710
230	HIGH SCHOOL ANNUAL	0.02	$710
235	HEAD FOOTBALL COACH-JR.	0.09	$3,195
240	HEAD BASKETBALL BOYS - JR.	0.09	$3,195
241	HEAD BASKETBALL GIRLS - JR.	0.09	$3,195
245	HEAD TRACK COACH-JR. BOYS	0.07	$2,485
250	HEAD TRACK COACH-JR. GIRLS	0.07	$2,485
255	HEAD VOLLEYBALL COACH-JR.	0.07	$2,485
260	ASST. FOOTBALL-JR.	0.07	$2,485
265	SEVENTH GRADE FOOTBALL	0.04	$1,420
270	ASSISTANT BASKETBALL-JR. BOYS	0.07	$2,485
271	ASSISTANT BASKETBALL-JR. GIRLS	0.07	$2,485
275	7TH GRADE BASKETBALL BOYS	0.04	$1,420
276	7TH GRADE BASKETBALL GIRLS	0.04	$1,420
280	ASST. TRACK-JR. BOYS	0.05	$1,775
281	ASST. TRACK-JR. GIRLS	0.05	$1,775
285	JUNIOR HIGH BAND DIRECTOR	0.10	$3,550
290	CHEERLEADER SPONSOR-JR. HIGH	0.07	$2,485
295	SEVENTH GRADE VOLLEYBALL	0.04	$1,420
300	EIGHTH GRADE BASKETBALL BOYS	0.07	$2,485

301	EIGHTH GRADE BASKETBALL GIRLS	0.07	$2,485	
305	SEVENTH GRADE CHEERLEADER	0.04	$1,420	
306	TRANSPORTATION OF STUDENTS	0.01	$355	
310	SWIMMING BOYS & GIRLS	0.09	$3,195	change to .08 for new hires after 7/1/11
311	BOWLING	0.02	$710	
312	SWIMMING BOYS & GIRLS	0.10	$3,550	
315	HEAD BASEBALL	0.12	$4,260	
320	ASSISTANT BASEBALL	0.07	$2,485	
325	POM POM SPONSOR	0.05	$1,775	
326	J" TEAM	0.07	$2,485	
327	SOFTBALL COACH	0.10	$3,550	
328	ASST. SOFTBALL COACH	0.07	$2,485	
329	SOCCER COACH	0.10	$3,550	
330	ASST. SOCCER COACH	0.07	$2,485	
335	JUNIOR HIGH CHOIR DIRECTOR	0.05	$1,775	
365	PARENT COORDINATOR		$500	
550	VOCATIONAL HOME ECONOMICS		$200	
551	VOCATIONAL HOME ECONOMICS .50 FTE		$100	
555	VOCATIONAL DEGREE		$800	
560	DEPARTMENT HEADS		$100	
561	NATIONAL BOARD CERTIFICATION		$3,000	
565	D. E. COORDINATOR		$800	
570	I.C.T. COORDINATOR		$800	
610	VOCATIONAL NON-DEGREE (6TH YEAR EXP.AFTER 8)		$800	Staff hired prior to 07/01/10 only
663	FINANCE-MANAGER	.15 sal sched 099	$5,333	
664	CPA CERTIFICATE		$5,000	
675	FOOD SERVICE-ASST. MANAGERS		$450	
681	NIGHT SUPERVISOR-JHS		$2,000	
682	ESL- CLS		$1,800	
685	SUPERVISOR-CUSTODIAN		$2,000	
686	SUPERVISOR-MAINTENANCE		$2,500	

ADDITIONAL DUTY INDEXES - NEGOTIABLE

340	ASST. SUPERINTENDENT-ELEMENTARY	0.82	$29,110
345	ASST. SUPERINTENDENT-SECONDARY	0.82	$29,110
350	ASST. SUPERINTENDENT - BUSINESS AFFAIRS	0.82	$29,110
370	PRINCIPAL-HIGH SCHOOL	0.72	$25,560
390	PRINCIPAL-JR. HIGH SCHOOL	0.47	$16,685
410	PRINCIPAL-ELEMENTARY	0.33	$11,715
460	PRINCIPAL-KINDERGARTEN	0.33	$11,715
465	ASST. PRINCIPAL-HIGH SCHOOL	0.40	$14,200
485	ASST. PRINCIPAL-JR. HIGH SCHOOL	0.38	$13,490
510	ASST. PRINCIPALS-ELEMENTARY	0.20	$7,100
515	SPECIAL EDUCATION DIRECTOR	0.29	$10,295
520	ATHLETIC DIRECTOR	0.38	$13,490
522	VOCATIONAL DIRECTOR	0.29	$10,295
660	DIRECTOR OF TECHNOLOGY	0.29	$10,295
665	MARKETING	0.20	$7,100
680	DIRECTOR-JDC	0.31	$11,005
690	DIRECTOR OF PRE-K	0.33	$11,715
695	BAND COORDINATOR		$3,000

700	MAGNET RESOURCE SPECIALIST	0.20	$7,100
701	MAGNET COORDINATOR		$1,800
704	PSYCHOLOGY SPECIALIST	0.20	$7,100
705	SPEC-MA/LIT/SCI	0.20	$7,100
706	COA-MA/LIT/SCI	0.15	$5,325
709	FEDERAL PROGRAMS	0.29	$10,295
710	DIRECTOR OF FEDERAL PROGRAMS	0.47	$16,685
711	MAGNET DIRECTOR	0.33	$11,715
712	SPECIAL PROJECTS	0.20	$7,100
715	DIRECTOR FACILITIES	0.29	$10,295
720	TRANSPORTATION DIRECTOR	0.24	$8,520
900	HOLD HARMLESS		$100
901	FOOD SERVICE DIRECTOR	0.24	$8,520
902	HOLD HARMLESS		$9,156
915	SUPT SECRETARY		$1,000

Adopted 04/10/12

CENTER FOR REGIONAL PROGRAMS
Off-Campus Programs and Continuing Education

ARKANSAS STATE UNIVERSITY

P.O. Box 2260
State University, AR 72467-2260

Phone:
870-972-3052

Fax:
870-972-3849

www.astate.edu

Jonesboro, Arkansas

October 2, 2012

Arkansas Career Education
Rod Duckworth, Interim Director
Arkansas Department of Education
#3 Capitol Mall, Room 401
Little Rock, Arkansas 72201

Mr. Duckworth:
Arkansas State University (ASU), Continuing Education and Community Outreach (CECO) wish to express our support of the Jonesboro Public School System's plan to implement the Conversion Charter Proposal for the Academies at Jonesboro High School. ASU and CECO administrators and faculty have a strong relationship with the Jonesboro Public School System with many mutual examples of collaboration in the past. The University has served as a resource providing guidance and experience to the district's students and teachers. We anticipate this relationship to continue and to grow as JPS implements these innovative programs designed to most effectively meet the mission of the district. We look forward to providing continued support to JPS as they move to create their vision for the future that will include technology, innovative courses, and the increased emphasis on science, engineering, and math. We look forward to opportunities that may include serving on the advisory councils, collaborating with students and teachers, providing guest speakers for JPS, providing technical assistance, and initiating innovative opportunities for the students and faculty to continue to strengthen the relationship between ASU CECO and JSD. As CECO delivers the high school Concurrent college credit program, one specific goal that we have with this project, is to offer for high school credit an introductory level Engineering course appropriate for students enrolled in that specific academy.

Please feel free to contact me for additional information or assistance as you review the JSD application.

Sincerely,

Beverly Boals Gilbert

ST. BERNARDS
HEALTHCARE

August 8, 2012

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

Dear Sirs,

St. Bernards Medical Center of Jonesboro supports the Jonesboro Public Schools' quest for approval to establish a District Conversion Public Charter School to be located at the present site of Jonesboro High School. Our medical community has a strong relationship with the Jonesboro Public School System often providing guidance, expertise, and opportunities for both students and teachers to participate in activities sponsored by our facility. We anticipate that relationship to continue to grow as Jonesboro High School implements its Conversion Charter High School. St. Bernards looks forward to providing continued support to Jonesboro High School as they move to create their vision that may include academic academies, Gateway Technology, technology for the future, innovative Bio-Medical courses, and increased emphasis on science and math. We look forward to opportunities that may include serving on advisory councils, collaborating with students and teachers, providing guest speakers for JHS, providing ideas for potential technical assistance, and initiating innovative opportunities to the students and faculty to continue to strengthen the relationship between St. Bernards Medical Center and the Jonesboro School District. If I may provide other information or assistance in the review of the Jonesboro School District application, please contact me at St. Bernards Medical Center of Jonesboro.

Sincerely,

Chris Barber
President & CEO

225 East Jackson Avenue, Jonesboro, Arkansas 72401 • Phone (870) 972-4100
www.stbernards.info

OFFICE OF THE PRESIDENT

ARKANSAS STATE
UNIVERSITY
SYSTEM

P.O. Box 10
State University, AR 72467-0010

Phone:
870-933-7900

Fax:
870-933-7910

www.asusystem.edu

Jonesboro, Arkansas

August 9, 2012

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

Dear Sir or Madam:

I am pleased to write in support of an effort by the Jonesboro Public Schools (JPS) to establish the Jonesboro School District Conversion Charter School.

Arkansas State University (ASU) enthusiastically supported the district's creation of five elementary magnet schools, and we believe the implementation of the Conversion Charter School will serve to strengthen existing strategies implemented in the elementary magnets. These strategies include project based learning, collaboration among teachers and community partners, use of innovative technology, and an interdisciplinary curriculum made possible through the integration of math, science, and engineering across the entire curriculum.

ASU has an established, strong relationship with Jonesboro Public Schools. ASU has routinely placed educational interns and field students on JPS campuses and the university and school district have worked closely together to strengthen ASU programs of study. JPS personnel often serve on ASU advisory councils, and ASU staff frequently serve as partners with multiple JPS schools.

I anticipate that our relationship will continue to grow as Jonesboro Public Schools implements this program, and I am pleased to firmly support the application for a Jonesboro School District Conversion Charter School.

Sincerely,

Dr. Charles L. Welch
President

CLW:bc

Jonesboro Regional
CHAMBER OF COMMERCE

August 6, 2012

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

Dear Sirs,

The Jonesboro Chamber of Commerce enthusiastically supports the Jonesboro Public Schools' effort to establish its District Conversion Public Charter School. The Chamber and the Jonesboro School District have a long tradition of working together to create a community in which education is the foundation for a growing economy and increased economic opportunities for its citizens, thus producing a population of graduates who are academically and socially ready to compete in a world economy. As the district works to establish and define its Conversion Charter High School, including curriculum, course offerings, technology for the future, project based learning, and the needed input and support from its community partners, The Chamber will continue to work to strengthen its relationship with the district and Jonesboro High School. We will continue to work in an advisory capacity, collaborate with the district and Jonesboro High School students and teachers, and provide expertise in areas of economics, population and work force needs in the community, provide technical assistance when applicable, and provide a pool of professional guest speakers when needed.

Please contact me at the Jonesboro Chamber of Commerce if I may provide other information or assistance in the review of the Jonesboro School District application.

Sincerely,

Cari White

Cari White

website: www.jonesborochamber.com ★ email: jonesboroinfo@jonesborochamber.com
1709 East Nettleton ★ P.O. Box 789 ★ Jonesboro, Arkansas 72403-0789
870-932-6691 ★ FAX 870-933-5758

United States Chamber of Commerce ACCREDITED ☆ ☆ ☆ ☆

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.

Kim Wilbanks
Signature of Superintendent of School District

Date: 10/26/12

Dr. Kim Wilbanks

Print or type name

2012-2013 Application Cycle

Additional Documents

The Academies at Jonesboro High School
Jonesboro Public Schools

Charter School Budget Information

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

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (1080) x $6,267.00 State Foundation Funding		
3			6,768,360.00
4	No. of Students (1080) x $42.38 Professional Development		45,770.00
5	No. of Students (648) x eligible rate* NSLA Funding		669,384.00
6	Total State Charter School Aid		7,483,514.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	0.00	
10	Federal Grants (List the amount)	0.00	
11	Special Grants (List the amount)	0.00	
12	Other *(Specifically Describe)*	0.00	
13			0.00
14	Total Other Sources of Revenues		0.00
15			
16	**TOTAL REVENUES**		7,483,514.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions: 4)*	239,075.00	
21	Fringe Benefits	57,380.00	
22	Purchased Services	7,000.00	
23	Supplies and Materials	2,900.00	
24	Equipment	0.00	
25	Other *(Describe)*	0.00	306,355.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions: 52)*	2,151,700.00	
29	Fringe Benefits	516,410.00	
30	Purchased Services	101,430.00	
31	Supplies and Materials	104,610.00	
32	Equipment	79,760.00	
33	Other *(Describe)*	8,430.00	2,962,340.00

**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.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions: 13)*	524,496.00	
Fringe Benefits	125,879.00	
Purchased Services	0.00	
Supplies and Materials	1,625.00	
Equipment	0.00	
Other *(Describe)*	0.00	652,000.00
Gifted and Talented Program:		
Salaries: *(No. of Positions: 0.01)*	858.00	
Fringe Benefits	206.00	
Purchased Services	5,000.00	
Supplies and Materials	20,000.00	
Equipment	0.00	
Other *(Describe)*	389.00	26,453.00
Alternative Education Program/ALE:		
Salaries: *(No. of Positions___)*	CONTRACT	
Fringe Benefits	0.00	
Purchased Services	530,000.00	
Supplies and Materials	0.00	
Equipment	0.00	
Other *(Describe)*	0.00	530,000.00
Guidance Services:		
Salaries: *(No. of Positions: 4)*	207,258.00	
Fringe Benefits	49,741.00	
Purchased Services	0.00	
Supplies and Materials	1500.00	
Equipment	0.00	
Other *(Describe)*	0.00	258,499.00
Health Services:		
Salaries: *(No. of Positions: 1)*	25,210.00	
Fringe Benefits	6,050.00	
Purchased Services	537.00	
Supplies and Materials	2500.00	
Equipment	0.00	
Other *(Describe)*	0.00	34,297.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions: 2)*	89,227.00	
Fringe Benefits	21,415.00	
Purchased Services	0.00	
Supplies and Materials	16,647.00	
Equipment	0.00	
Other *(Describe)*	0.00	127,289.00
Fiscal Services: DISTRICT		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		
Maintenance and Operation:		
Salaries: *(No. of Positions: 11)*	349,094.00	
Fringe Benefits	83,782.00	
Purchased Services		
(include utilities)	520,569.00	
Supplies and Materials	108,100.00	
Equipment	2,000.00	
Other *(Describe)*	0.00	1,063,545.00
Pupil Transportation:		
Salaries: *(No. of Positions: 3.04)*	59,318.00	
Fringe Benefits	14,236.00	
Purchased Services	0.00	
Supplies and Materials	0.00	
Equipment	0.00	
Other *(Describe)*	0.00	73,554.00
Food Services:		
Salaries: *(No. of Positions: 15)*	193,788.00	
Fringe Benefits	46,509.00	
Purchased Services	7,700.00	
Supplies and Materials	193,900.00	
Equipment	43,500.00	
Other *(Describe)*	0.00	485,397.00

(Budget Continued)

Data Processing:		
Salaries: *(No. of Positions: 6)*	165,049.00	
Fringe Benefits	39,611.00	
Purchased Services	0.00	
Supplies and Materials	0.00	
Equipment	0.00	
Other *(Describe)*	0.00	204,660.00
Substitute Personnel:		
Salaries: *(No. of Positions___)*	107,000.00	
Fringe Benefits	25,680.00	132,680.00
If Applicable: Facilities Lease/Purchase (contract for one total year including facility upgrades)	0.00	
Please list upgrades:	0.00	
	0.00	
If Applicable: Utilities (contract for one total year including facility upgrades)	0.00	
IIf Applicable: Insurance (contract for one total year including facility upgrades):		
If Applicable: Property Insurance	0.00	
If Applicable: Content Insurance	0.00	$0.00
Debt Expenditures:	0.00	$0.00
Other Expenditures:		
(Describe)	0.00	$0.00
TOTAL EXPENDITURES		$6,857069.00

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (1100) x $6,267.00 State Foundation Funding		
3			6,893,700.00
4	No. of Students (1100) x $42.38 Professional Development		46,618.00
5	No. of Students (792) x eligible rate* NSLA Funding		818,136.00
6	Total State Charter School Aid		7,758,454.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	0.00	
10	Federal Grants (List the amount)	0.00	
11	Special Grants (List the amount)	0.00	
12	Other *(Specifically Describe)*	0.00	
13			0.00
14	Total Other Sources of Revenues		0.00
15			
16	**TOTAL REVENUES**		$7,758,454.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions: 4)*	241,466.00	
21	Fringe Benefits	57,954.00	
22	Purchased Services	7,000.00	
23	Supplies and Materials	3,000.00	
24	Equipment	0.00	
25	Other *(Describe)*	0.00	$309,420.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions: 52)*	2,173,217.00	
29	Fringe Benefits	521,574.00	
30	Purchased Services	104,473.00	
31	Supplies and Materials	107,748.00	
32	Equipment	82,152.00	
33	Other *(Describe)*	8682.00	$2,997,846.00

**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.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions: 13)*	529,714.00	
Fringe Benefits	127,138.00	
Purchased Services	0.00	
Supplies and Materials	1,700.00	
Equipment	0.00	
Other *(Describe)*	0.00	$658,552.00
Gifted and Talented Program:		
Salaries: *(No. of Positions: 0.01)*	867.00	
Fringe Benefits	208.00	
Purchased Services	5,000.00	
Supplies and Materials	20,000.00	
Equipment	0.00	
Other *(Describe)*	420.00	$26,495.00
Alternative Education Program/ALE:		
Salaries: *(No. of Positions___)*	CONTRACT	
Fringe Benefits		
Purchased Services	550,000.00	
Supplies and Materials		
Equipment		
Other *(Describe)*		$550,000.00
Guidance Services:		
Salaries: *(No. of Positions: 4)*	209,331.00	
Fringe Benefits	50,239.00	
Purchased Services	0.00	
Supplies and Materials	2,000.00	
Equipment	0.00	
Other *(Describe)*	0.00	$261,570.00
Health Services:		
Salaries: *(No. of Positions: 1)*	25462.00	
Fringe Benefits	6110.00	
Purchased Services	600.00	
Supplies and Materials	2,700.00	
Equipment	0.00	
Other *(Describe)*	0.00	$34,872.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions: 2)*	90,120.00	
Fringe Benefits	21,629.00	
Purchased Services	0.00	
Supplies and Materials	17,000.00	
Equipment	0.00	
Other *(Describe)*	0.00	$128,749.00
Fiscal Services:		
Salaries: *(No. of Positions___)*	DISTRICT	
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions: 11)*	352,583.00	
Fringe Benefits	84,620.00	
Purchased Services		
(include utilities)	536,187.00	
Supplies and Materials	111,343.00	
Equipment	2,500.00	
Other *(Describe)*	0.00	$1,087,233.00
Pupil Transportation:		
Salaries: *(No. of Positions: 3.04)*	59,912.00	
Fringe Benefits	14,378.00	
Purchased Services	0.00	
Supplies and Materials	0.00	
Equipment	0.00	
Other *(Describe)*	0.00	$74,290.00
Food Services:		
Salaries: *(No. of Positions: 15)*	195,725.00	
Fringe Benefits	46,974.00	
Purchased Services	8,000.00	
Supplies and Materials	199,717.00	
Equipment	45,000.00	
Other *(Describe)*	0.00	$495,416.00

(Budget Continued)

Data Processing:			
Salaries: *(No. of Positions: 6)*	166,699.00		
Fringe Benefits	40,007.00		
Purchased Services	0.00		
Supplies and Materials	0.00		
Equipment	0.00		
Other *(Describe)*	0.00	$206,706.00	
Substitute Personnel:			
Salaries: *(No. of Positions___)*	108,070.00		
Fringe Benefits	25,936.00	$134,007.00	
Facilities:			
Lease/Purchase (contract for one total year including facility upgrades)	0.00		
Please list upgrades:	0.00		
	0.00		
Utilities (contract for one total year including facility upgrades)	0.00		
Insurance (contract for one total year including facility upgrades):			
Property Insurance	0.00		
Content Insurance	0.00	$0.00	
Debt Expenditures:	0.00	$0.00	
Other Expenditures:			
(Describe)	0.00	$0.00	
TOTAL EXPENDITURES		$6,965,156.00	

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

December 20, 2012

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Dr. Frank Holman
America's Charter School
303 East Pridemore Dr.
Lincoln, AR 72744

Mr. Clay Hendrix, Superintendent
Lincoln Consolidated School District
P.O. Box 1127
Lincoln, AR 72744

Re: Notice of State Board Continuation Hearing: America's Charter School

Dear Charter Applicant and Affected School District:

On November 1, 2012, the State Board of Education tabled the open-enrollment charter application for America's Charter School. The State Board of Education will continue the consideration of this charter school application at its regularly scheduled meeting on **Monday, January 14, 2013**. 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.

Should either party wish to make an electronic presentation to the State Board of Education, a copy must be received in the General Counsel's office **no later than 4:30 p.m. on January 4, 2013.** A hard copy may be faxed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to Mary Perry, Charter Schools Program Coordinator, at (501) 683-5312.

Respectfully,

Mary Perry
Charter School Program Director

Cc: Ms. Phyllis Stewart, State Board Office
Mr. Mark White, Legal Services

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

An Equal Opportunity Employer

2012-2013 Application Cycle

Review Council Overview

America's Charter School
Lincoln, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
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October 12, 2012

Dr. Frank Holman
America's Charter School – Arkansas
206 W. Holt Rd.
Lincoln, AR 72744

Re: America's Charter School Public Charter School Application

Dear Dr. Holman:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on October 10, 2012. Enclosed for your review, you will find the final results of the application evaluation performed by ADE and its Charter Review Council.

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 1 or 2, 2012. You will receive a separate hearing notice from our Charter School Office advising you of the date and time of your hearing.

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

Respectfully,

Jeremy C. Lasiter
General Counsel

Enclosures

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

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

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America's Charter School Lincoln, Arkansas Review Council October 3 & 10, 2012			
	Non-Responsive	Partially Responsive	Fully Responsive
Pre-Application Materials			X
Standards 1 & 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 & Alignment			X
Standard 9: Geographical Service Area			X
Standard 10: Annual Progress Reports			X
Standard 11: Enrollment Criteria & Procedures			X
Standard 12: Staffing Plan			X
Standard 13: Business & Budgeting Plan		X	
Standard 14: Financial & 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
TOTAL	0	4	17

2012-2013 Application Cycle

ADE Evaluation and Applicant Responses

America's Charter School
Lincoln, Arkansas

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 open-enrollment 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 an open-enrollment public 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 WITH RESPONSES

Name of Proposed School: **AMERICA'S CHARTER SCHOOL**

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: **Pending**

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
		X

Strengths	Reference
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;
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

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 and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, 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.

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Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide valid and reliable data on the need for a charter school as an alternative to the traditional schools in the area to be served.	

Response: Like much of the state of Arkansas, Washington and Benton counties have a need for educational options especially for secondary students. One of the most significant data from the Arkansas Department of Education's Data Center is that there were over 2,300 drop-outs in the two counties of the proposed America's Charter School. This represents 20% of the student drop-outs for the state in the two counties (Washington and Benton). Parent and students are currently exercising their option for school choice by selecting home schooling. There are over 3,200 home school students in the two counties. Why are these two related data indicators so powerful, because the need for choice is going to be emphasized when the new ESEA Flexibility findings are released to the public? There are several schools that have been identified as priority or focus school because they have not met the educational standards established by the Arkansas Department of Education. These facts indicate the need for an option for secondary students in Benton and Washington counties.

The specific focus of the America's Charter School, was designed intentionally to address another issue found in Washington and Benton Counties. Access to high quality college and career technical coursework is not easily available, especially for students in the rural areas of the two counties.

Even though no statistical data is available, personal experience and conversations with other school administrators in Northwest Arkansas clearly show that students in the rural areas of the two counties have a difficult time taking college and career technical classes in vocational centers due to two major obstacles: 1) Distance and travel time from the rural settings to the vocational schools. 2) Lack of available seats in these centers because these centers are located in larger cities and in close proximity to large school district.

Due to these limiting factors, students in the rural parts of the two counties are not receiving the same opportunities to be served and provided the same access to college and career technical offerings as students who live in the larger cities in our area. As a result they are not properly prepared for entry into post secondary education or careers.

Many of the smaller rural areas are paying a higher percentage of their foundation aid for transportation of students and access to higher bandwidth and as a result fewer dollars are able to flow into high tech devices and digital media for curriculum and instruction.

Students sometimes are not able to fit into a traditional comprehensive high school and need more individual attention and flexibility to be able to continue on their educational track. Several factors may cause the difficult time for students to connect including:

- **At-risk behaviors;**
- **Lack of a focus and goals;**
- **Needing to work and support their family;**
- **Hopelessness associated with not being successful in the past and giving up;**
- **Language barriers;**
- **Credits lost due to attendance and/or;**
- **A lack of parental support.**

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide a specific rationale for the ways in which the charter school will enhance or expand the educational options currently available to the school's target student population. **Very little detail about the locations where students will be physically served is provided. Include the specific criteria that will be used to determine when a student will be allowed to work at home and the specific criteria that will be used to determine that a student is required to work at the school site.** **Provide a clear organization of the school day that meets minimum state requirements for length of day. The required seat time and physical location of the students are unclear.** **Provide more detail about the ways in which collaboration and project-based learning will be facilitated among students. Explain how students will communicate with one another.** **Describe how the complete frameworks for Oral Communication, Arkansas History, and Fine Arts will be incorporated into other courses in order to meet the standards for graduation.** **Explain how physical education credit will be earned.** **Explain how the required science laboratories will be conducted.**	**Pages 8-14**

Provide a specific rationale for the ways in which the charter school will enhance or expand the educational options currently available to the school's target student population.

Response: Because the targeted populations of students who will be served in this school are, for the most part, not participating in public education this school will unquestionably enhance and expand the educational options they presently have. In addition to providing these students with a viable educational opportunity these students will be able to use the latest technology, software, digital tools, and credit recovery programs to enhance and expand more offerings. The student will be a part of a collaborative work environment for teachers, students, parents, and community members. They will have more engagement with teachers on a one to one basis than in the traditional classroom setting by having specific assignments and feedback from the teacher. The amount of time spent with a teacher will almost double from the traditional classroom as the classroom will be flipped where students are given assignments to listen and watch video presentations at home, while assignments will be real world projects and students will work with peers, teachers, and experts in the field to produce their work. They are able to work at their own pace with extra help and support from the teacher through workshops, extra help sessions, and connected to a teacher outside the traditional day.

This type of delivery will enhance the student learning and provide a personalized and customized learning plan for every student.

Classroom Model	Instructional Delivery	Time	Resources	Learning
Traditional Classroom Setting- brick and mortar	1. Classroom Attendance, Review Previous Day Homework 2.Introduction of Objective 3.Teach to Objective 4.Guided Practice 5. Homework	8:00-3:30 Five Days a week 10 min 10 min 20 min 8 min 2 min Teach, Test, Move On-more standards to cover	Textbooks, Review Material, Notes taken in class, sometimes additional tutoring, and help after school, homework hotline	Restricted to pedagogy of the teacher
Blended Virtual Setting can be anywhere Classroom with Echo and HQT's	Hours and Hours have been spent working with integrated teachers to plan project with all standards being taught for mastery	24/7 with Scheduled time for content as well as extra help, with a great deal of flexibility 1.Role out the Project 2. Need to Knows 3. Rubrics for grading 4. Contract for team and collaborative activities 5. Time Schedule	Model Projects, Collaborative Team, Peer Reviews, Rubrics for clearly understanding expectations, Videos for 24/7 access, Skype with teachers or your team, or an expert in the field in your community or the world.	Use adaptive and interactive software and customized to students needs Constant feedback- written and oral, workshops for extra help, On site help, Presentation and feedback based on rubrics, Scored based on content mastery, and all other skills (Attendance, Work Ethic, Communications, IT Literacy, Critical Thinking and Problem Solving, Innovation and Creativity, Teamwork and Real World Application

Very little detail about the locations where students will be physically served is provided. Include the specific criteria that will be used to determine when a student will be allowed to work at home and the specific criteria that will be used to determine that a student is required to work at the school site.

Students will primarily work at home and in a collaborative environment using Echo. Echo is New Tech Network's learning management system (LMS) designed to support project-based learning (PBL), facilitate communication and collaboration, and improve teacher practice. Teachers, students, and parents at New Tech high schools use Echo on a daily basis to access course resources, project plans, assignments, a multi-dimensional gradebook, online groups, and an extensive library of instructional resources for teachers. Google Apps for Education is seamlessly integrated into the platform, providing schools with a powerful suite of communication and publishing tools including Gmail, Google Docs, and Google Sites. Also iBooks, ePub documents, iMovie Projects uploaded to You Tube Channel or Vimeo.

Echo is delivered as a web-based service that is accessible 24/7 via any web browser with an Internet connection. It is built on New Tech's deep experience with technology-enhanced, PBL instruction and assessment practices, and it includes access to hundreds of exemplary projects that can be easily customized and implemented by teachers. As a result, Echo is an integral component of New Tech Network's professional development programs. Students access The Echo System for projects, peer review, feedback, grading, and collaborative tools with the New Tech Network.

Students that are struggling and having difficulty will have workshop time to help them catch up with the necessary skills and projects. Students will have extra time on-line with teachers scheduled to have one to one face time using Skype, FaceTime or other digital tools for catching up. Students that are still struggling and needing extra help will be able to come on site in Lincoln working with content teachers. We will be able to accommodate 50 students at a time with the facility and will have it open for extra help and tutoring as needed but scheduled for Monday, Tuesday, and Thursday evenings. Lastly if a student is not progressing and not engaged in the required assignments they will be required to be on site until they have caught up and are back on track.

Provide a clear organization of the school day that meets minimum state requirements for length of day. The required seat time and physical location of the students are unclear.

The length of day, time per week, and seat time will be met but in a blended virtual setting using digital tools, digital resources, and mastery learning. Although we are asking for a waiver from the standards governing seat time and length of school day we will be able to demonstrate that students will spend much more than the 30 hours per week engaged in the work and assignments. They will be learning the material and standards in a collaborative environment in a blended virtual setting. Most of the time students will be off site and generally working from home. This school will move from seat time as an indicator of success to mastery learning with actual application of learning and the ability to apply the learning in many different situations and not just on a test.

The amount of time will be documented in the echo student management system as well as performance indicators for all students as part of the rubrics for accountability.

Provide more detail about the ways in which collaboration and project-based learning will be facilitated among students. Explain how students will communicate with one another.

We have been working on project-based learning for three years using many different tools and resources including: The Buck Institute, Apple Classrooms of Tomorrow Today (ACOTT), Discovery Learning and Gizmos, Khan Academy, and the New Tech Network. Students have access to all of these tools and more and will be able to communicate using the ECHO student management/project based system as well as Google documents, Skype, FaceTime and other electronic media tools.

Each student will have access to computers, digital devices, software, and collaborative tools in a safe electronic environment to produce their projects and work together under the supervision of a teacher.

Describe how the complete frameworks for Oral Communication, Arkansas History, and Fine Arts will be incorporated into other courses in order to meet the standards for graduation.

Part of the design for the project based learning design is to start with the standards being taught, and all projects/problems are structured and designed to teach the standards. Students are held accountable for the standards in that course and take ownership and accountability for their learning. In the case of Oral Communications students will learn all the different standards and also have numerous occasions to present their learning using presentations, projects, as well as defend their learning to experts in the field. Oral and written communications, IT Literacy, and the ability to apply the learning are integrated into all aspects of the students experience and students are given grades based on those skills.

Arkansas History and Fine Arts will be taught in a similar fashion with students learning through project design and integrated in different content the same standards. Arkansas History could be integrated with history or English in a real world context of learning. Fine arts will be integrated with almost all content areas as well using a variety of projects and presentations for understanding the required content in a real world setting.

Explain how physical education credit will be earned.

Students will focus on a health and wellness curriculum and life long skills. We will use the resources of ASCD Whole Child initiative to integrate into the curriculum for a healthy, safe, supportive, engaged, challenged and sustained environment. Students will be required to document 200 minutes of activity per week as part of their PE credit.
The physical education content is designed to give the student an opportunity to explore avenues other than the traditional physical education program. To be successful in this program a student should enjoy physical fitness and have the responsibility and discipline necessary to benefit from the freedom this opportunity

provides. Students enrolled in this class must have some type of activity in mind to satisfy course requirements. PE credit will be awarded in one-half (1/2) credit units of 100 hours of activity. Activities may include lessons, club sports, or personal exercise programs. Activities are supervised and evaluated by charter personnel and signed off by the parent. Students may engage in physical fitness that involves cardiovascular activity (i.e. rollerblading, jogging, biking, walking, etc.). The student will be required to submit in writing and certified by a parent, a description of the activities used to fulfill the course expectations.

The following physical activities are approved:

- **health-related fitness activities**
- **aerobic exercise**
- **team sports**
- **individual and dual sports**
- **gymnastics**
- **self-defense**
- **aquatics**
- **dance**
- **recreational games**

This wellness program is very important to the school's philosophy. Weight, height, body fat, and blood pressure are important factors for life long fitness and healthy living.

Explain how the required science laboratories will be conducted.

Students will have a waiver for required lab time but will also have access to virtual labs and assimilations for all lab activities using Science Gizmos and other digital lab tools. A majority of the assignments will require hands-on activities and assimilated labs to apply their new learning.

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 are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain how charter personnel will document students' 80% mastery of Student Learning Expectations (SLEs) by the end of each school year in order to report progress in meeting goals to the State Board of Education.	**Page 15**

Response: Students will take the North West Education Association (NWEA) Measures of Academic Progress assessments and teacher developed testing to determine an individualized growth measure that will identify academic skills mastered and skills that require assistance. Each student will have a specific report of skill proficiency based on the quarterly assessments. The results will be shared with the individual students and they will be involved in, determining, what growth they need to achieve in order to achieve mastery as related to grade level proficiency of the Common Core Standards and content. The software will allow teachers to set mastery levels before students are able to move on to another set of skills. Teachers will be able to monitor student's progress, assign them to workshops for extra help, keep them moving and making progress and achieve mastery of the content.

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 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 implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide information regarding the school districts to be affected by charter.	**Page 16**

Response: The primary area served will be the schools in Washington and Benton Counties with an emphasis on the rural schools in the area. We anticipate having 250 students from the five big schools (Fayetteville, Springdale, Rogers, Bentonville, and Siloam Spring) and the remainder of the 250 from the other 11 schools or about 25 students per district. (Lincoln, Prairie Grove, Farmington, West Fork, Greenland, Elkins, Huntsville, Pea Ridge, Decatur, Gentry, and Gravette).

According to the 2-11-2012 enrollment information housed on the Department of Education Data Center's website, the school districts listed above contained the following number of students:

School District	Number of students
Fayetteville	9,017
Springdale	19,376
Rogers	14,145
Bentonville	14,123
Siloam Springs	3, 922
Lincoln	1,275
Prairie Grove	1,753
Farmington	2,214
West Fork	1,188
Greenland	800
Elkins	1,168
Huntsville	2,283
Pea Ridge	1,695
Decatur	491
Gentry	1,384
Gravette	1,768

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain how the annual report will be disseminated to the public.	**Page 16**

Response: We will have numerous accountability reports for parents, the public, and the Arkansas Department of Education with data to demonstrate student achievement, fiscal and academic data, growth and or improvement and other accountability measures related to achievement. The standards and assurance status will be published, as well as all required reporting by the Arkansas Department of Education. Also all audits, academic and fiscal, will be made available to parents and the public. We will plan to have the data compiled in the summer as soon as reports are made available, put it on our web page, present the information to student and parents, and include it in a report to the public in September. We will also have the Board approve all the budgets before September 30 as required by ADE. We will use various methods of reporting including digital format, by electronic resources, and brochures, and pamphlets. We will also develop reporting to the State Board of Education for all required reporting as well as how the delivery of the blended virtual model is progressing toward achieving all goals outlined in the application. The Charter will also comply with all cycle reporting as required by ADE. The Charter model will necessitate a systemic plan, to address, to data collection, analysis and reporting in order to help the state make future decisions around this type of delivery and how it may be replicated in successfully in other parts of the state.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain if students will be enrolled and placed according to the grade levels assigned by their prior schools or if students will be assigned based on academic levels. **Discuss the assessments to be used to determine a student's academic level for placement.** **Include the specific wording from charter law for an anonymous lottery.**	**Page 16**

Explain if students will be enrolled and placed according to the grade levels assigned by their prior schools or if students will be assigned based on academic levels.

Response: We plan to use both methods of placement for determining the best placement of students. We will give all students an initial exam, developed by the charter as well as some exams beings used currently, in order to help determine the best placement for their success. Students who have previously been enrolled in a public school will initially be placed according to the grade level assigned by their previous school. We will also counsel with parents and students before making the final decision. Our goal is to maximize learning for all students and the best placement will be very important for the student to progress satisfactorily.

Discuss the assessments to be used to determine a student's academic level for placement.

Response: We will plan to use NWEA, Odyssey software, assessments developed by teachers, and others to make the best determination of placement along with a

review of their academic achievement growth as indicated by their past transcript and student records.

Include the specific wording from charter law for an anonymous lottery.
Response: Pursuant to Ark. Code Ann.§ 6-23-306 (14), if more eligible students apply for a first-time admission that America's Charter School is able to accept by the annual deadline that we have established for the receipt of applications for the next school year, we shall use a lottery to be conducted by school administrators as our random, anonymous student selection method.

If there are still more applications for admissions that we are able to accept after the completion of the lottery, then America's Charter School shall place such applicants on a waiting list for admission. The waiting list shall be valid until the next time we are required to conduct an admissions lottery.

America's Charter School shall allow, as a part of its student admissions process, an admissions preference for siblings of currently enrolled students.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**
Because the applicant has not requested waiver of the statutes and rules requiring licensure of superintendents, the superintendent must be properly licensed. The statute and rule requiring licensure are Ark. Code Ann. § 6-13-109 ("School superintendent") and Standard 15.01 of the Standards for Accreditation. The superintendent will also be subject to the mentoring program required by Ark. Code Ann. § 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program. **Clarify why the New Tech Director is to be licensed and other administrators and teachers will not be required to be licensed**.	

Response: In order to give it the maximum flexibility possible the best school superintendent to work in our unique school environment, we wish to clarify our application by requesting this waiver from the licensure requirements for our superintendent position.

- **Section 15.01 of the Standards Rules and Ark. Code Ann.§ 6-13-109 (both concerning the licensure of school superintendents; and**
- **Ark Code Ann.§ 6-17-427 and ADE Rules Governing the Superintendent Mentoring Program (concerning required mentoring of first-year superintendents).**
-

We are requesting the waiver for all licensing requirements including the superintendent and the New Tech Director. Even though we will seek a waiver from these requirements we will, to the fullest extent possible, employ fully licensed personnel in those positions generally required certification by Arkansas regulations but also seek the flexibility to hire, in special circumstances, persons with exceptional ability who may not be fully licensed.

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
	X	

Strengths	Reference
The applicant provided a certified salary schedule.	**Pg. 65**
Concerns and Additional Questions	**Reference**
The applicant references that a budget will follow procedures in the Financial Accounting Manual and will be developed and submitted to the Board for approval but does not reference ADE rules or that this process by completed by required date of September 30	**Pg. 18-19**
The applicant does not reference a Purchasing and Procurement Policy. Applicant should provide policy.	**Pg. 18-19**
Applicant budgeted revenue for NSLA but requested a waiver from food services requirements and stated that the charter would not participate in the National School Lunch Program & other federal nutrition programs except as they relate to instructional programs. Revenue would decrease by 129,250 year 1 and year two.	**Pg. 22**
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 should provide information for amount budgeted as debt of $210,000. No information provided regarding this debt, lease or purchase of computers and the same amount is listed for year two. Please clarify.	

Applicant should clarify budgeted amount for teacher salaries. Budgeted amount appears to be Masters and maximum years' experience.	**Pg. 57**
Total for Regular classroom instruction year one should be $2,279,636.56 (50,250)	**Pg. 57**
Total for Regular classroom instruction year two should be $2,295,717.81 (50,500)	**Pg. 61**
Applicant should clarify purchased services amount budgeted for health services with waiver being requested.	**Pg. 58**
Correct revenue should be $3,154,690, correct expenditures should be $3,091,476.56	**Pg. 60**
Correct revenue should be $3,154,690, correct expenditures should be $3,109,774.18	**Pg. 64**
The Facilities Utilization agreement lists 2,000 square feet in certain areas and 20,000 square feet in another area. The term is also inconsistent and listed as one year beginning August 1, 2012 – July 31, 2014 which is two years. In another area the dates listed are August 1, 2013 – July 31, 2014. Applicant should clarify.	**Pgs. 20, 56, & 116**
Applicant references in application that attendance will increase by 1% after first year for two years and .5% each subsequent year, budget submitted is for cap at 500 in year 1.	

The applicant references that a budget will follow procedures in the Financial Accounting Manual and will be developed and submitted to the Board for approval but does not reference ADE rules or that this process by completed by required date of September 30.

Response: We will make sure we follow all procedures in the Financial Accounting Manual and ADE rules and will develop an annual budget that will be submitted and approved by the Board no later than September 30.

The applicant does not reference a Purchasing and Procurement Policy. Applicant should provide policy.

Response: America's Charter School will follow all rules, regulations, and laws pertaining to procurement and training associated with Tier I and Tier 2 requirements. We will have all required employees attend and go through the training and rules associated with Tier 1 and 2. We will also implement the policy below:
The board of directors shall solicit bids and may adopt other rules governing the procurement of commodities in accordance with state purchasing rules.

The Charter will reimburse teachers, employees, and vendors only with approved invoices/receipts and a record of the transaction following Arkansas Financial Handbook accounting guidelines.

6-21-304. Manner of making purchases.

(a) (1) All purchases of commodities by the Charter, except those specifically exempted by § 6-21-305, shall be made as follows:

(A) In each instance in which the estimated purchase price shall equal or exceed ten thousand dollars ($10,000), the commodity shall be procured by soliciting bids, provided that the purchasing official may reject all bids and may purchase the commodity by negotiating a contract. If the purchasing official, after rejecting all bids, determines that the purchase should be made by negotiation, then each responsible bidder who submitted a bid shall be notified of the determination and shall be given a reasonable opportunity to negotiate;

(B) Open market purchases may be made when the purchase price is less than ten thousand dollars ($10,000); and

(C) No purchasing official shall parcel or split any item or items with the intent or purpose to enable the purchase to be made under a less restrictive procedure.

(2) (A) In soliciting bids for the purchase of a commodity, a school district or a person or organization acting on behalf of the Charter shall not impose qualifications or specifications that unreasonably restrict competition for the purchase of a commodity.

(B) (i) As used in this subdivision (a)(2), "specifications" means a technical description or other description of the physical or functional characteristics of a commodity.

(ii) Specifications shall not include the name or identity of any specific vendor.

(3) (A) The Charter shall notify in writing all actual or prospective bidders, off errors, or contractors who make a written request to the Charter for notification.

(B) Notice under subdivision (a)(3)(A) of this section shall be provided in sufficient time to allow actual or prospective bidders, off errors, or contractors to submit a bid or otherwise appropriate response.

(4) (A) Any competitive bid submitted to the Charter in response to a solicitation for bids for the purchase of a commodity shall be accompanied by a form substantially similar to the following that is signed and notarized by the agent of the bidder:

Click here to view form(In packet for bidder)

(B) Any person determined to have made a false statement on the form prescribed by subdivision (a)(4)(A) of this section or any bidder who acts contrary to the requirement will be excluded.

Applicant budgeted revenue for NSLA but requested a waiver from food services requirements and stated that the charter would not participate in the National School Lunch Program & other federal nutrition programs except as they relate to instructional programs. Revenue would decrease by 129,250 year 1 and year two.

Response: Students will be given Child Nutrition forms to fill out for free, reduced, and not eligible for determine of their status. All students will have the opportunity to have contracted services meals on site. They will receive funding for NSL based on their status and poverty as defined by eligibility from the state.

> **"National School Lunch Students" are those students from low socioeconomic backgrounds as indicated by eligibility for free or reduced-price meals under the United States Department of Agriculture's National School Lunch Program as determined on October 1 of each previous school year and submitted to the ADE, unless the district is a Provision 2 District.**

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.

Response: America's Charter School wishes to request a waiver of the requirements of Ark. Code Ann.§ 6-15-2302 and the ADE Rules Governing Minimum Qualifications for General Business Managers. We will seek to employ a qualified person to perform the duties of the Business Manager in America's Charter School with experience and expertise in school accounting and procedures.

Applicant should provide information for amount budgeted as debt of $210,000. No information provided regarding this debt, lease or purchase of computers and the same amount is listed for year two. Please clarify.

Response: We are planning to purchase computers for all students and have them budgeted as a lease purchase in the budget $210,000 for year one and two and $105,000 for year three.

Applicant should clarify budgeted amount for teacher salaries. Budgeted amount appears to be Masters and maximum years' experience.

Response: 25 regular Classroom teachers, includes 30 extra days for extended learning for 5 teachers. Also includes $35,000 for Master/Mentor augmentation and $20,000 for 2 Master Teachers, and $5,000 each for 3 mentors. Also includes $80,000 for instructional technology staff for networking support, etc.

Estimated average of $45,000 per year salary + an average of $5,000 per teacher per year for performance bonus. Includes New Tech, Year 1 ($150,000) and TAP Portal (SAS) ($5,000) and online Curriculum, ($300,000). Also includes $7,500 for NWEA Assessments.

Total for Regular classroom instruction year one should be $2,279,636.56 (50,250)

After reviewing and with explanation we believe we are correct $2,329,886.56

Total for Regular classroom instruction year two should be $2,295,717.81 (50,500)

After reviewing and with explanation we believe we are correct $2,346,217.81

Applicant should clarify purchased services amount budgeted for health services with waiver being requested.

Response: We will plan to provide a nurse via contract services and follow up with Whole Child focus for students for health services.

Correct revenue should be $3,154,690, correct expenditures should be $3,091,476.56

$3,283,940.00 $3,070,723.83

Correct revenue should be $3,154,690, correct expenditures should be $3,109,774.18

$3,283,940.00 $3,160,274.18

The Facilities Utilization agreement lists 2,000 square feet in certain areas and 20,000 square feet in another area. The term is also inconsistent and listed as one year beginning August 1, 2012 – July 31, 2014 which is two years. In another area the dates listed are August 1, 2013 – July 31, 2014. Applicant should clarify.

Response: August 1, 2012 is an error. The correct date for the agreement is August 1, 2013-July 31, 2014 for a one year agreement. See attached documents. The facilities utilization agreement is for small groups and will serve the needs of students most of the time. The square footage for this facility is 2000 sq. ft. We have also a larger facility across the street for larger groups and will be able to handle 100 or more at this site for tutoring and extra help sessions as well as special events for all 500 students. The sq. ft. of this facility is 14,000 sq. ft.

Applicant references in application that attendance will increase by 1% after first year for two years and .5% each subsequent year, budget submitted is for cap at 500 in year 1.

Response: We were originally planning for a smaller number and expecting it to gradually move up over the two years. After visiting with educators in area and seeing the tremendous need I have budgeted for the 500 cap the first year of the school's operation. We will be prepared to adjust the budget according to actual enrollment and will provide services based upon a per student basis.

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

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 finance and 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 finance and educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Explain where the teachers will be working, from home or at this facility. **Clarify the square footage of the school property.** **Explain how students will be served in this limited space and where they will work to complete projects. Provide information on the size of the classrooms that students and teachers will use.** **Provide a signed Facility Utilization Agreement.** **Clarify the terms of the lease.**	**Pages 20 and 56**

Explain where the teachers will be working, from home or at this facility.

Most teachers will be working at home, but we will employ some that will work at the site, and have additional teachers to help with face-to-face instruction and tutoring for extra help at the site.

Clarify the square footage of the school property.

The square footage is just under 2000 square feet. We will have most of the learning on line and blended with a teacher but will be able to serve students on site for extra help sessions and math/science or English/social studies help sessions. We will have another site across the street, with approximately 14,000 square feet of space, for large group instruction for 20 or more attending that will serve over 100 students per instructional session and easily accommodate 500 for special events.

Explain how students will be served in this limited space and where they will work to complete projects. Provide information on the size of the classrooms that students and teachers will use.

They will work primarily at home with projects and in the ECHO student platform. The collaboration opportunities will be assigned as part of the projects and times will be scheduled for extra help sessions and workshops for skill attainment. The primary on-site facility has five rooms of approximately 400 sq. ft. The second facility has five rooms of over 1000 sq. ft. each. The facilities that will be used will be based upon the number of students scheduled and the needs.

Provide a signed Facility Utilization Agreement.

Attached:

Clarify the terms of the lease.

$500 per month for both the small and the larger facility

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
		X

Strengths	Reference
Concerns and Additional Questions	**Reference**

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;
- 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;
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide specific details on how students will be provided access to ALE. **Explain the specific methods to be used to meet the needs of English Learners.** **Explain the methods to be used to determine if students have special needs, and explain in more detail how special education services will be provided.** **Provide a comprehensive plan to address locating, identification, placement and programming of Special Education students.**	**Page 22**

Provide specific details on how students will be provided access to ALE.

Response: Students will be assigned to ALE based on the criteria outlined in Arkansas Department of Education ALE eligibility. Students will be able to make up credits, get extra help, tutoring, and take extra classes in the summer for credit. ALE students will take Jobs for Arkansas Graduates (JAG) and have a work place assignment with a job coach and mentor as 11th or 12th graders.

Explain the specific methods to be used to meet the needs of English Learners.

Response: We will ensure that at least some of the teachers hired in our school have ELL training and that we will obtain proven instructional tools to address the needs of the ELL students. Students will have access 24/7 to a computer and digital device

for the ability to have extended learning opportunities. We will ask students to engage their parents and/or custodian as part of their customized learning plan.

Explain the methods to be used to determine if students have special needs, and explain in more detail how special education services will be provided.

Response: We will use the same screening and referral process used in a regular public school setting to determine if any of our students have special needs. We will contract with certified agencies who have licensed staff qualified to perform the necessary testing to determine if a student is in need of special services. Students identified with special needs will be assigned a special education teacher and a customized plan will be developed to provide extra help, more time for tutoring, and extra resources to help them progress and reach their goals. For special needs students who have previously been enrolled in another public school, who enroll in our school, we will contact their previous school to receive records and a copy of their IEP. We will then follow the IEP provided for these students. Students with physical handicaps will be evaluated by a committee of teachers to determine correct 504 placement and services.

Provide a comprehensive plan to address locating, identification, placement and programming of Special Education students.

Response: The progress of all of our students will be regularly monitored and any student who appears to be struggling will be referred to our special education teacher for initial screening. Students who appear to have specific learning deficits will then be referred to our contracted testing center for an in-depth assessment and to determine if they, in fact, have a specific learning need that places them in a special needs category. Once students are placed for services our special ed. teacher will develop an IEP for the student and a new academic plan will then be developed to deliver an academic program appropriate to their specific needs.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Without a Child Nutrition Program there will be no NSLA funding. Explain the ways that the charter will recoup the funding included in the budget for participation in NSLA. **Describe the provisions that will be made to provide food services for students who are on campus at lunchtime.**	**Page 22**

Without a Child Nutrition Program there will be no NSLA funding. Explain the ways that the charter will recoup the funding included in the budget for participation in NSLA.

Response: All students will be given Child Nutrition form to fill out to determine the appropriate poverty level of our school. This form will fwill be reviewed and certified as correct in the same manner used in a regular public school. Once the NSL status is determined for the school we eligibility for NSL funding will be established. Additionally, we have stated that we will use contracted services to provide meals for students who want or need them. In fact we will be participating in the Child Nutrition Program under these terms and conditions.

Describe the provisions that will be made to provide food services for students who are on campus at lunchtime.

Response: Students wishing to take part in the child nutrition program will have the ability to have contracted meals served at the site.

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
	X	

Strengths	Reference
Concerns and Additional Questions	**Reference**
Provide information about how the proposal involves the broader community in carrying out the terms of the charter.	**Page 22-23**

The community and surrounding communities will be very important for carrying out the goals of the charter through direct and in-direct participation. We will use community members as part of the process for presenting projects, employing students for on the job experiences, and as experts in their field to engage students in real world problem solving. We have support from the Kiwanis, Chamber of Commerce, Ministerial Alliance, parents, and community members. We are working closely with the different organizations to provide a lab for projects and for community service learning experiences. Letters of support attached.

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X

Legal Comments

1. **Requested Waivers**

   a. **Ark. Code Ann. § 6-15-902(a) ("Grading scale – Exemptions – Special education classes"): The past practice of the State Board has been to grant this waiver only as to non-core (i.e., elective) courses when the request is made in a new charter school application. The State Board has in the past granted waiver as to core courses only after a charter school has established itself and demonstrated a substantial need for the waiver. In addition, waiver may be granted only to the extent that the proposed grading scale is more rigorous than the scale provided by statute. Finally, to effectuate this waiver, the Applicant must also request waiver of ADE Rules Governing Uniform Grading Scales.**

   b. **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"), & 6-17-919 ("Warrants void without valid certificate and contract"):**

      i. **To effectuate this waiver, the Applicant must also request waiver of Standard 15.03 of the Standards for Accreditation, 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 rules, the applicant's teachers may be required to be licensed.**

      ii. **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.**

      iii. **All teachers and school personnel must submit to the criminal background and central registry checks required by law.**

iv. **Waiver of Ark. Code Ann. § 6-17-401 et seq. shall not be construed as a waiver of the Code of Ethics for Arkansas Educators.**

c. **Ark. Code Ann. § 6-16-102 ("School day"): To effectuate this waiver, the Applicant must also request waiver of Ark. Code Ann. § 6-18-211, Standards 10.01.4 and 14.03 of the Standards for Accreditation, and ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve.**

d. **Ark. Code Ann. § 6-18-1001 et seq. ("Public School Student Services Act") and Standard 16.01 of the Standards for Accreditation: To effectuate this waiver, the Applicant must also request waiver of ADE Rules Governing Public School Student Services.**

e. **Ark. Code Ann. §§ 6-42-101 et seq. ("Gifted And Talented Children"): To effectuate this waiver, it is recommended that the Applicant also consider seeking waiver of Ark. Code Ann. § 6-20-2208(c)(6) ("Monitoring of expenditures"), Standard 18.01 ("Gifted and Talented Education") of the Standards for Accreditation, and ADE Rules Governing Gifted and Talented Program Approval Standards.**

f. **Standard 9.03.3.11 of the Standards for Accreditation (regarding Arkansas History): To effectuate this waiver, the Applicant must also seek waiver of Ark. Code Ann. § 6-16-124 ("Arkansas history -- Required social studies course") insofar as it relates to grades 5-8.**

g. **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.**

h. **Standard 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.**

i. **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.**

j. **Standard 9.03.3.9 of the Standards for Accreditation (regarding Career and Technical Education): Nothing in this Standard requires the teaching of Computer Technology Introduction. 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.**

2. **Waivers Not Requested**

   a. **The Applicant indicated an intent to seek waiver for the requirement to offer media services (p. 22), but no such waiver was requested. The applicable statutes and rules are Ark. Code Ann. §§ 6-25-103 ("Library media services program") & 6-25-104 ("Library media specialist"), and Standard 16.02 (regarding media services) of the Standards for Accreditation.**

Concerns and Additional Questions

1. **Requested Waivers**

   a. **Ark. Code Ann. § 6-15-902(a) ("Grading scale – Exemptions – Special education classes"): The past practice of the State Board has been to grant this waiver only as to non-core (i.e., elective) courses when the request is made in a new charter school application. The State Board has in the past granted waiver as to core courses only after a charter school has established itself and demonstrated a substantial need for the waiver. In addition, waiver may be granted only to the extent that the proposed grading scale is more rigorous than the scale provided by statute. Finally, to effectuate this waiver, the Applicant must also request waiver of ADE Rules Governing Uniform Grading Scales.**

      In order to clarify and to fully effectuate this waiver, America's Charter School wishes to request a waiver of the ADE Rules Governing Uniform Grading Scales. We will have grading for academic and other indicators for success such as:

      Communications
      Digital Literacy
      Thinking and Problem Solving
      Work Ethic
      Application of Knowledge
      Attendance
      Community Service Requirement
      On-the job experience as 11th or 12th graders

b. 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"), & 6-17-919 ("Warrants void without valid certificate and contract"):

i. America's Charter School wishes to clarify and fully effectuate this waiver request in this area and waive: (1) Section 15.03 of the ADE Rules Governing the Standards for Accreditation; (2)the ADE Rules Governing Waivers of Substitute Teachers; and (3) the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher.

ii. 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.

America's Charter School wishes to request a waiver from the requirement requiring that certified teachers administer the standardized assessments. We will follow all procedures and rules as outlined in Arkansas Comprehensive Testing Assessment and Accountability Program but ask for the waiver requiring certified teacher.

iii. All teachers and school personnel must submit to the criminal background and central registry checks required by law.

iv. Waiver of Ark. Code Ann. § 6-17-401 et seq. shall not be construed as a waiver of the Code of Ethics for Arkansas Educators

c. Ark. Code Ann. § 6-16-102 ("School day"): To effectuate this waiver, the Applicant also request waiver of Ark. Code Ann. § 6-18-211, Standards 10.01.4 and 14.03 of the Standards for Accreditation, and ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve.

America's Charter School wishes to clarify and fully effectuate this waiver request of Ark. Code Ann. § 6-18-211; and Sections 10.01.4 and 14.03 of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing the Arkansas Mandatory Attendance Requirement for Students in Grades eight through twelve.

d. Ark. Code Ann. § 6-18-1001 et seq. ("Public School Student Services Act") and Standard 16.01 of the Standards for Accreditation: To effectuate this waiver, the Applicant must also request waiver of ADE Rules Governing Public School Student Services.

America's Charter School wishes to clarify and fully effectuate this waiver request by requesting a waiver of the ADE Rules Governing Public School Student Services.

e. Ark. Code Ann. §§ 6-42-101 et seq. ("Gifted And Talented Children"): To effectuate this waiver, it is recommended that the Applicant also consider seeking waiver of Ark. Code Ann. § 6-20-2208(c)(6) ("Monitoring of expenditures"), Standard 18.01

In order to clarify and fully effectuate this waiver request, we wish to request a waiver of Ark Code Ann. § 6-20-2208 (c)(6) (Monitoring of expenditures), Section 18.01 (Gifted and Talented Education) of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing Gifted and Talented Program Approval Standards. ("Gifted and Talented Education") of the Standards for Accreditation, and ADE Rules Governing Gifted and Talented Program Approval Standards.

f. Standard 9.03.3.11 of the Standards for Accreditation (regarding Arkansas History): To effectuate this waiver, the Applicant must also seek waiver of Ark. Code Ann. § 6-16-124 ("Arkansas history -- Required social studies course") insofar as it relates to grades 5-8.

In order to effectuate this waiver, we would also request a waiver of Ark. Coe Ann. § 6-16-124 (Arkansas History-Required social studies course) as it relates to Grades 5-8.

g. 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.

We were not sure if all classes would count toward HS credit and if so do not want a waiver.

h. **Standard 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.**

Teaching size and load will be 165 per teacher or 10% above the requirement with 33 per class as maximum and in order to have additional flexibility and not hire additional staff and serve more students.

i. **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.**

We will plan to ask for waiver form CTE

j. **Standard 9.03.3.9 of the Standards for Accreditation (regarding Career and Technical Education): Nothing in this Standard requires the teaching of Computer Technology Introduction. 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.**

We will plan to ask for waiver from CTE

2. **Waivers Not Requested**

a. **The Applicant indicated an intent to seek waiver for the requirement to offer media services (p. 22), but no such waiver was requested. The applicable statutes and rules are Ark. Code Ann. §§ 6-25-103 ("Library media services program") & 6-25-104 ("Library media specialist"), and Standard 16.02 (regarding media services) of the Standards for Accreditation.**

America's Charter School wishes to clarify its application by requesting a waiver of Ark. Code Ann. § 6-25-103 ("Library media services program") and 6-25-104 (Library media specialist"), and Section 16.02 (concerning media services) of the ADE Rules Governing the Standards for Accreditation.

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:

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Delbert Neil Helm

Lessee (Tenant): Frank Holman. Director of America's Charter School

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: Vacant Office Spaces

Premises: 303 E. Pridemore
Lincoln AR 72744
address
Approximately 2000
Square footage

Terms of Lease: One year: August 1. 2013 through July 31. 2014
Under the condition the charter is approved

Rental Amount: $500 per month

Contingency: The terms of this agreement are contingent upon America's Charter Schooi-Arkansas(sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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 of Arkansas 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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

By E/Vi k' f/ttt.m

Date 9'/2v/z_

Lessor:

Date

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT

Lessor (Owner): l\E SArYCi#11. c h IJ/Vv

Lessee (Tenant): B\\t 1c. (h u, SLbO:> L

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:

Church

Premises: 310 I. ,tV(nW st-JLI;!'Cb
address

square footage

Terms of Lease: L orJ c, AS 11/ L);)2t;;1?

Rental Amount:

Contingency: The terms of this agreement are contingent upon

AA 1C.A' C. M't±>A- SII-ponsoring entity)
receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of /.::.'":3

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 of Arkansas 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:

By

Date , /-e ---'1f -L/.1.c = ----— —

Lessor:

By D'I?L!

Date /0 — /9 – (

ARKANSAS TECH
UNIVERSITY

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

Office of the President
Administration Room 210
1509 North Boulder Avenue
Russellville, Arkansas 72801

Office: 479-968-0237
Fax: 479-890-6493
www.atu.edu

September 6, 2012

Re: America's Choice Charter School

Dear Program Review Team:

I have had the opportunity to meet with Dr. Frank Holman to learn about his proposed America's Choice Charter School Application. This proposed charter school reflects a blended learning environment that would meet unique needs of students who qualify for enrollment through the proposed America's Choice Charter School.

Similar schools have been approved by the Arkansas Board of Education as conversion charters to serve students in Cabot and Lincoln. Dr. Holman has demonstrated the success of this model through these two initiatives. The proposal Dr. Holman has prepared offers students through the state an opportunity to benefit while providing a choice for communities and an alternative learning option for school districts.

As we continue to work with the concept of charter schools, we have an opportunity to learn from these learning environments while meeting needs of Arkansas students.

Sincerely,

Robert Charles Brown

President and Professor of Economics
Arkansas Tech University

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Delbert Neil Helm, MGR Lincoln Area Realty, LLC

Lessee (Tenant): Frank Holman, Director of America's Charter School

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: Vacant Office Spaces

Premises: 303 E. Pridemore
Lincoln, AR 72744
address
Approximately 2000
Square footage

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Under the condition the charter is approved

Rental Amount: $500 per month

Contingency: The terms of this agreement are contingent upon America's Charter School-Arkansas(sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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Lessee:

Fr Holman

By FRANK HOLMAN

Date 8/27/12

Lessor:

Delbert Helm mbr

By Lincoln Area Realty, LLC

Date 8/27/12

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT

Lessor (Owner): THE SANCTUARY CHURCH

Lessee (Tenant): AMERICA'S Charter School

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: CHURCH

Premises: 310 LINCOLN STREET
address

14,000
square footage

Terms of Lease: LONG AS NEEDED

Rental Amount: Ø

Contingency: The terms of this agreement are contingent upon

AMERICA'S Charter School (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 1, 2013

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 of Arkansas 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:

By _____

Date 10-19-12

Lessor:

By _____

Date 10-19-12

ARKANSAS TECH UNIVERSITY

Office of the President
Administration Room 210
1509 North Boulder Avenue
Russellville, Arkansas 72801

Office: 479-968-0237
Fax: 479-890-6493
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As we continue to work with the concept of charter schools, we have an opportunity to learn from these learning environments while meeting needs of Arkansas students.

Sincerely,

Robert Charles Brown
President and Professor of Economics
Arkansas Tech University

2012-2013 Application Cycle

Application

Summary

and

Application

America's Charter School
Lincoln, Arkansas

AMERICA'S CHARTER SCHOOL

Name of the proposed charter school:	America's Charter School
Grade level(s):	8-12
Student enrollment cap:	500
Name of the sponsoring entity:	America's Charter School-Arkansas
Address:	303 East Pridemore Drive Lincoln, AR 72744

Waivers Requested from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-601 et seq.	District Boards of Directors Generally
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-902(a)	Relating to the grading scale
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-16-105	United States flag
6-16-106	Arkansas state flag
6-16-124	Arkansas history
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17, Subchapter 3	Employment and Assignment
6-17, Subchapter 4	Certification Generally
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1302	Definitions (as teachers are excluded from the definition of school employee)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17, Subchapter 23	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-211	Students in grades none through twelve—Mandatory Attendance
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation

6-21-117	Leased academic facilities
6-42, Subchapter 1	General Provisions (gifted and talented)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications

Waivers Requested from Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.3.6	Fine Arts
9.03.3.7	Health and Safety
9.03.3.8	Tools for Learning
9.03.3.9	Career and Technical Education
9.03.3.11	Arkansas history (grades 5-8)
9.03.4.1	Language Arts (Speech and Oral Communications)
9.03.4.2	Science (Active student participation in laboratory experience)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
14.03	Unit of credit and clock hours for a unit of credit
15.03	Licensure and Renewal
16.01.3	Certified counselor
16.02	Media services
18	Gifted and Talented Education

Waiver Requested from the following:

- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools
- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31

RECEIVED
AUG 31 2012
CHARTER SCHOOL OFFICE

Charter School: **America's Charter School**

Date Submitted: August 31, 2012

Date Approved: _____

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

AMEERICA'S CHARTER SCHOOL APPLICATION FOR OPEN ENROLLMENT CHARTER SCHOOL

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STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: America's Charter School

Grade Level(s) for the School: 8-12 Student Enrollment cap: 500

Name of Sponsoring Entity: America's Charter School-Arkansas

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

[X] 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 a letter acknowledging nonprofit status from the Secretary of State will not suffice). To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive 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: Dr. Frank Holman

Address (no P.O. Box please): 206 West Holt Road City: Lincoln ZIP: 72744
Daytime Phone Number: 479-824-2800 FAX: 479-824-2859

E-mail: frankholman1@gmail.com

Charter Site Address: 303 East Pridemore Drive City: Lincoln, AR

ZIP: 72744 Date of Proposed Opening: Aug. 19, 2013

Chief Operating Officer
of Proposed Charter (if known): Dr. Frank A. Holman Title: Director

Address: 206 West Holt Road City: Lincoln

ZIP Code: 72744 Daytime Telephone Number: 479-824-2728

The proposed charter will be located in the Lincoln 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. Please note that Ark. Code Ann. § 6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: John Watson	Position: Board Member	State of Residence: Arkansas
Name: Mary Gunter	Position: Board Member	State of Residence: Arkansas
Name: Merle Dickerson	Position: Board Member	State of Residence: Arkansas
Name: John Davidson	Position: Board Member	State of Residence: Arkansas
Name: Vacant	Position: Board Member	State of Residence: Arkansas

List the current K-12 student enrollment of the district where the proposed public charter school will be located.

1230 (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets as necessary).

Lincoln	Prairie Grove	Greenland
Elkins	West Fork	Decatur
Bentonville	Springdale	Siloam Springs

B. GENERAL DESCRIPTION

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

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 America's Charter School-Arkansas proposes the formation of an open enrollment charter school; America's Charter School. This school will serve students from grades eight through twelve in an academic environment with four anchoring pillars:

The four pillars of America's Charter School are:

a. High Tech using one-to-one computers, digital resources, and the latest in technology delivery.

b. Teacher Advancement Program-all teachers will use the latest best practices portal and research of the TAP program with curriculum, instruction, assessments, and accountability for performance based incentives (TAP Portal)

c. New Tech Model of Project Based Learning, (PBL) and collaborative 21st Century tools for learning using the ECHO system with numerous rubrics and projects in the library.

d. College and Career readiness curriculum to prepare students to be successful for an Associate Degree or a Career Technical Education experiences and or industry certifications.

The primary reason we are including the eighth grade in the America's Charter School is 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 America's Charter School 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 will introduce algebra, foreign language 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 Tech model concepts within these content areas utilizing the latest digital technologies including one to one computers for students. The access and use of technology will allow for greater flexibility by creating a 24/7 environment.

The Teacher Advancement Program, (TAP), which utilizes the addition of Master and Mentor teachers to the teaching staff creates a truly embedded professional development environment for teachers that allows for continuous improvement in teaching skills that translates into improved learning opportunities for our students. By joining TAP we will partner with NIET, (National Institute for Excellence in Teaching),

who will provide support, training, research and use of their TAP portal. Another very important part of the TAP program is the teacher evaluation model that is based upon Charlotte Danielson's model.

To facilitate the transition to PBL the America's Charter School will join 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 Network schools are partnered with a Coach, who assists schools in transitioning into the New Tech 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. All of our teachers will receive a week of intensive training from the New Tech Network. All core teachers will be trained by New Tech for the first year to begin academic integration during the first year. We plan to train additional teachers as enrollment increases until all teachers in our system are fully trained in the New Tech Model and project based learning is fully implemented.

Students in America's Charter School will be able to enroll in concurrent college courses to obtain a jump start on a college degree. In addition to preparing students to become college ready we will also seek to provide industry certification in several career and technical programs and will encourage all of our students to focus on being able to successfully enter the workforce in high skills, high demand vocations or to be fully prepared to successfully enter college. We will strive to develop 21st Century Skills in all of our students in order to prepare them as fully as possible for success in life.

D. REQUIRED INFORMATION

The applicant for the proposed open-enrollment 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 State Board 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 55 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 open-enrollment public charter school. Provide copies of any supporting evidence received.***
(See Narrative Attachment #1, page 32)

The public meeting in which the charter application was discussed took place on August 14, 2012 in the Lincoln Community Center. Although those in attendance were small in number they were very supportive and as the NWA Times newspaper article said in the headlines the next day, "Idea for Open School Receives Strong Support at Public Meeting in Lincoln".

2. ***Provide documentation that each of the following requirements of Arkansas Code Annotated §6-23-302 were met:***

A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in America's Charter School in which the school will likely be located. (See Narrative Attachment #2, page 37)

B. The notice of the public hearing shall not be published in the classified or legal notice section of the newspaper. (See Narrative Attachment #3, page 38)

C. The last publication date of the notice shall be no less than seven (7) days prior to the public meeting. See application standard 1 and Narrative Attachment #, page 32)

D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendent of each of America's Charter Schools from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district

in which the open-enrollment public charter school will be located. The letters shall identify, at a minimum, the full legal name of the eligible entity which intends to apply for a charter; a contact person's name, full address, daytime telephone number, and e-mail address; the name of the proposed open-enrollment public charter school; and the proposed location of the proposed open-enrollment public charter school.(See Narrative Attachment #4, page 40)

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. As part of your response, please answer the following specific questions:***
The governing board for America's Charter School-Arkansas will serve as the governing board for America's Charter School and all governance decisions will be in compliance with the adopted bylaws and articles of incorporation. Administrators and teachers will fill roles similar to those in public schools with the administrators overseeing the business and academic programs of the school and also overseeing student discipline issues, public relations and accountability. The primary role of the teachers will be to provide instructional support to the students. They will be responsible for ensuring that required standards are embedded in the learning projects selected by the students and to ensure that students learn at required mastery levels. They also will serve as primary contacts with parents in dealing with academic and discipline issues. We see the role of the students as being very active. Students will select projects based upon their interests and will be responsible for completing assignments and tasks as part of a project team. They will have to collaborate regularly with team members and complete their assigned tasks on time. Students will also have broad decision making opportunities while working with team members and will help to decide upon the type of projects in which they engage, the nature of the reports they will produce and how they will interact with team members. The parents will play an important support role in overseeing the progress of their students to ensure that they are spending adequate amounts of time completing assignments. They can help to decide timelines with their children, and in collaboration with other parents and PBL team members. The parent involvement committee will allow interested parents to have input into schedules, how discipline issues may be handled and also into the school calendar. We see the community as a encompassing all of the geographical area of the school and hope to gain wide spread support for the school within this community. Our hopes are that this will lead to voluntary donations of both time and cash to grow and improve the school. (See Narrative Attachment # 5 and required attachment # 5, page 66)

A. Identify what individual job position(s) or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

(1) The Director, (CFO) will have final decision making authority over finance and purchasing as authorized by the governing board.
(2) In general, the principal will have authority over discipline of students. In serious circumstances decisions of the principal may be appealed to the director and then to the board, who will have final authority.
(3) All personnel will be hired and fired by the board upon recommendation of the director.
(4) The director will be hired and fired by the board.

B. Specify how the final decision-maker(s) identified in response to (3)(A) above will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.

The initial board members are a group of volunteers who have extensive experience in educational leadership at the K-12, Career Technical and college levels. These members are well known and respected across the state. After the first year members will be selected through an annual nomination and selection process for one year terms.

C. Explain how and to what extent the school's leadership will be accountable to parents.

Because of the nature of an open enrollment charter school, the leaders of the school are always accountable to the parents through the choice of enrollment in this school. Parents who are unhappy about the performance and actions of the school may chose to withdraw their students from this school. In addition, the school will always have an open door policy to discuss issues with parents and will have at least two parent/teacher conferences each year to allow parents to discuss the performance of their children as well as to discuss any areas of concern they may have with the school leadership.

4. ***Give the mission statement for the proposed open-enrollment public charter school.***

The mission of the America's Charter School 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 graduation rates, college remediation rates and by the number of students who graduate with industry recognized certification.

5. ***Describe the educational need for the school.***

America's Charter School will cover the geographic area of Northwest Arkansas, primarily Benton, Washington, Madison and Crawford Counties. These counties include approximately 1/4th of the student population of Arkansas. Some of the schools within this geographic region have schools that are approaching 80% poverty levels and preliminary, unpublished, reports indicate that several schools will be identified as priority and focus schools as defined by the latest accountability standards for Arkansas.

America's Charter School will primarily seek to serve students who are currently disenfranchised from the regular public school setting, including students with at risk needs, language barriers, students who have difficulty fitting into a traditional school environment and who need the flexibility and one to one attention needed for success.

America's Charter School will be 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. 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")

6. ***Describe the educational program to be offered by the open-enrollment public charter school.***

America's Charter School, proposes an educational program with several distinct facets

utilizing blended virtual, Compressed Interactive Video and face to face instruction. In our model blended virtual is defined as a computer based content delivery that has a teacher available to monitor and facilitate the different dimensions of learning.
One critical part of the definition of blended learning is that it involves "some element of student control of time, place, path, and/or pace." Digital Learning Now describes each dimension:

- Time: Learning is no longer restricted to the school day or the school year.
- Place: Learning is no longer restricted to the walls of the classroom.
- Path: Learning is no longer restricted to the pedagogy used by the teacher. Interactive and adaptive software allows students to learn [in a method that is customized to their needs].
- Pace: Learning is no longer restricted to the pace of an entire classroom of students.

Source: "Roadmap for Reform,"

In our model some students will actually attend face to face classes at the school site and participate in CIV classes, receive instructional support from their assigned teacher/facilitator and work directly with team members on learning projects. Other students may only come to the school facilities for required meetings, assessments, parent/teacher conferences or special events. Students who are up to date in assignments and who exhibit no learning deficits may fall into this category, while students who are struggling to keep pace with assignments will be required to take part in remedial or enrichment activities, on campus, until their performance improves. In all cases students will have access to supervising teachers at any time during the regular instructional day and through the approved digital tools during after hour periods.

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 more relevant graduation requirements aligned to 21st. Century Learning Skills. The school will be innovative and creative with personalized and customized curriculum delivered to students based on their individual needs. Students will have access to computers, digital content, and social media for collaboration, projects, and real world learning that will be required for them as they go to college or enter a career. Students will be required to be engaged and take ownership of their learning on a daily basis with responsibility for timelines, deadlines, and the ability to monitor and adjust if a team member is not being responsible.

Students will be able to participate and develop their understanding of the Common Core Standards being taught and create new meaning as they translate them into real world projects and apply their new learning to solve a problem. They will have the opportunity to present their work to peers, colleagues, faculty/staff,

Board/Administration, to the public. Also they will be able to have experts in the field provide feedback and suggestions for their projects as they proceed.

The school will provide computers and numerous digital tools, software, and videos for learning. The digital format allows almost immediate updates for books, materials, and digital learning with current learning not out of date.

The school will be able to have extended learning as a result of 24/7 access to content, software, projects (ECHO), media, and all the technology innovation. Students will have scheduled time each week for face to face meetings and instruction with their instructors using digital tools such as Skype, Blackboard, Compressed Distance Learning, or FaceTime. This will give students more flexibility but also ensure they are accountable for staying on track and not getting behind on assignments and projects. A more detailed example and explanation of this is given below:

I. 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. America's Charter will incorporate Project Based Learning in every classroom. All students will be assigned to project teams and will use the online tools just described to collaborate and communicate with their team members and facilitating teacher. Within the PBL model, all learning occurs through relevant projects that engage students. All projects require that the students use and develop the following skill sets: oral communication, written communication, content literacy, work ethic, real-world relevancy, collaboration and critical thinking. This model was developed over 15 years ago and now has over 80 schools across the nation as part of the New Tech Network. Recently the Governors Cabinet has worked with Governor Beebe to endorse this Project Based Learning model. America's Charter School faculty members will be training and implementing this model on the first year of operation and moving toward complete implementation in the future.

II. Interdisciplinary, or "Integrated Courses"

The second part of the educational philosophy of America's Charter School 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 will be complete PBL in America's Charter 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 training and technology must accommodate a certain number of collaborative teams, (2) the size of the faculty and (3) collaborative planning times do not allow for unlimited Integrated Courses. America's Charter School has chosen to initially implement two Integrated Courses in grades eight and nine; one for each grade. In the future America's Charter 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 the Charter school 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 model of collaborative teaming and shared learning will be necessary to develop electronically. This new charter school will be 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 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 America's Charter 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 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.

V. Teacher Advancement Program

Assessing America's Charter School overall progress as a New Tech school will be a process that involves several stakeholders. America's Charter School administration will work in parallel with the High School Leadership Team,(not defined), 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 America's Charter School's growth with the aforementioned short-term goals as mentioned in Standard #3.

VI. Technology

Technology is considered a foundational strategy for enabling our educational philosophy. As such, technology will remain an integral part of every student, team, and faculty member. Students will have the necessary tools to engage their learning and to take ownership for collaborative projects. These factors will remain integral to becoming a successful New Tech school. At America's Charter School, technology will be 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.

VII. Expanding Educational Offerings: Courses Integrated Across Curriculum

There are a number of course-specific changes that will enhance the educational program. First, because speeches and presentations will be an integral part of each course students will become strong oral communicators. Because 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 allow students to learn core academic material within a setting that integrates this content within a context that may be more appealing to the students, such as the integration of math and career/technical content within a learning project.

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 and allowing for an extra elective in place of this requirement.

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, (4) an application to post-secondary school, application to the armed forces or (5) industry recognized certification or on the Job Work Experience in the Junior or Senior Year. 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.

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.

I. America's Charter School achievement goals in Reading, Reading Comprehension, Mathematics and Mathematic Reasoning will meet or exceed AMO 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: NWEA assessment and teacher generated, standards based assessments.

III. After the first year, 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. After the first 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.

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

Transition to the Common Core Curriculum is already taking place and by the time this school becomes operational the move to Common Core Curriculum will already have taken place. Plans will be made to ensure that all curriculum adopted by the school are aligned to the new Common Core. The faculty will have extensive training in Common Core during the lead up to becoming a New Tech school.

I. America's Charter School will use NWEA assessments, which are standards based and will be aligned to Common Core.
II. Teachers will be responsible for ensuring that Common Core Standards in their core subject matter are taught within Integrated Courses.
III. Projects that are developed will address appropriate standards, with all Common Core Standards 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 Common Core Standards.
IV. The principal will supervise the process to ensure that Common Core Standards are being taught.
V. All project plans will be required to be programmed into the Portal two weeks before they become effective, providing ample opportunity to redress Common Core issues if necessary.

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.

America's Charter School will primarily serve the Northwest Arkansas Region of the state. Specifically the School will encompass Washington, Benton, Madison and Crawford Counties. America's Charter Schools that might be affected by this school include Bentonville, Rogers, Springdale, Huntsville, Gravette, Decatur, Pea Ridge, Siloam Springs, Gentry, Lincoln, Prairie Grove, Farmington, Fayetteville, Elkins, Greenland and West Fork.

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)

America's Charter School will develop a comprehensive improvement plan each year. This plan will be based upon student performance and growth in academic achievement, teacher/principal evaluations performance, budget information including revenue and expenditures, professional development needs and parent involvement activities. This information will be compiled into an annual report to the parents, public, the Arkansas Department of Education and the Arkansas State Board of Education before October 1st of each year.

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.

Students who are of legal public school age and who are of 8th grade level, or higher, by either age appropriate or documented academic performance levels will be eligible to apply for admission. Students will be recruited by brochures, pamphlets, school web site and public notice. America's Charter School will use a random, anonymous selection method, with sibling allowance, for selecting students in the event that the enrollment cap of 500 is reached.

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 America's Charter School personnel will be hired under the supervision and control

of the by the Board of Directors.

I. America's Charter School Director. (FTE of 1)

* Act as chief executive operating officer. Oversee all aspects of the operations of America's Charter School as directed by America's Charter School-Arkansas Board and in compliance with board bylaws including policy, articles of incorporation, state and federal law. (See Narrative Attachment # 5, page 66)
* Student and faculty recruitment.
*Chief Financial Officer.

Qualifications:

* Significant, substantive and strong experience in leadership, innovation and management and an advanced degree in the field of education or equivalent.

II. Administrator (Building Principal) (FTE of 1)

Responsibilities:

* Carry out the School and District missions as directed by the Director 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 degree in the field of education.

II. New Tech Director/TAP Master Teacher 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 personnel. * Identifies professional growth opportunities for staff.
* Collaborates with higher education and business partnerships to support college courses, internships and community service experiences for students.
* Lead and direct TAP cluster meetings, perform teacher evaluations and models research based instructional strategies. Conducts professional development activities as needed. Also builds student achievement data walls for use in cluster meetings and school improvement activities.

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 25)
*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. America's Charter School will be empowered to hire the best teachers for career preparedness course instructors despite licensure status.

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 business office for America's Charter School-Arkansas will follow all required accounting procedures in accordance with the Arkansas Financial Accounting Manual. The Director will primarily oversee all financial matters of the school and will hire a qualified bookkeeper and a data processor on a contracted service basis to take care of

the financial and data records. This will include processing of requisitions and purchase orders, maintaining employee contracts, processing of payroll and maintain records and reports through APSCN. The annual budget will be developed through shared leadership as part of the ACSIP process. The director will have the final responsibility for completing the annual budget request and submitting a budget recommendation to the board of directors for final approval.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. Act 993 of 2011 requires that the Division of Legislative Audit conduct every new charter school's first-year audit unless the State Board approves otherwise. If the school wishes to utilize a licensed accountant or licensed certified public accountant to perform the first-year audit, please identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this Application may not be changed without prior approval of the State Board of Education.

The annual audit for America's Charter School will comply with Act 993 of 2011 and will use the Arkansas Division of Legislative Audit to conduct its annual audit. Results of the financial and programmatic audit, including audit findings, will be posted on the school web site and made available to the public at the annual report to the public each year.

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

America's Charter School will participate in the Arkansas Public School Computer Network, (APSCN), as required by the state to report both educational and financial data, including grants and private donations received directly by the school.

16. Describe the facilities to be used. Give the present use of the facility. 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 Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

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 sponsoring entity or 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. 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.

An open-enrollment public charter school shall not commence operations with students in any facility unless the school has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of any facility shall be as determined by the local code official or state fire marshal.

The facilities to be used are approximately 2,000 square feet in size and have most recently been used as commercial offices. The facility has 5 office spaces, a kitchen area, a printing/copy room, a conference room and two rest rooms.

The owner of the facility is Delbert Neal Helm and he has no relationship with members of the board, employees of the proposed public school where the charter will be located, the sponsoring entity for the charter school or employees of the sponsoring entity for this charter school.

The facilities will comply with all requirements for handicap accessibility in accordance with ADA and IDEA and all other state and federal laws. No classes

will be held in this facility until all applicable inspections and certifications required for occupancy have been met.

The facility is in compliance with permissible use requirements of the local zoning authorities and there are no alcohol sales within 1000 feet of the facility.

17. For each and every individual specifically identified by name in Section A of the Application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

(A) Any other individual specifically identified by name in Section A of the Application;

(B) Any individual or entity whom the sponsoring entity or charter school has contracted with, or intends to contract with, to provide any services or products for the proposed charter school; or

(C) The owner(s) of the facilities to be used.

For the purpose of this Standard, an individual has a financial relationship with another individual or entity if he or she:

(1) Receives compensation or benefits directly or indirectly from the entity or individual;

(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; or

(3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

As defined by this standard, and in accordance with the adopted bylaws of the sponsoring entity, none of the of the other people named on section A of this application have any financial or family relationship with any individual or entity whom the sponsoring entity or charter school has contracted with, or intends to contract with, to provide any services or products to the proposed charter school or the owners of the facilities to be used.

18. Describe the manner in which the school will make provisions for the following student services unless a waiver is being sought:

A) Guidance Program

B) Health Services

C) Media Center

D) Transportation
E) Special Education
F) Alternative Education, including Alternative Learning Environments
G) 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 Program-Waiver and will have the principal providing services as well as some contracted services
B) Health Services-waiver and integrated with Whole Child criteria and on-line support
C) Media Center-Waiver and electronic media services provided
D) Transportation-Waiver and will not transport students
E) Special Education-will have 1.5 teachers and hire additional as needed
F) Alternative Education, including Alternative Learning Environments-will provide services and meet in several different ways of curriculum development
G) Gifted and Talented Program-Waiver but will also provide AP classes, concurrent classes, and career technical classes

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

Because much of the instruction will be virtual in nature and the student schedules will be flexible in nature, we will request a waiver from food services requirements and will not participate in the National School Lunch program and other federal nutrition programs except as they relate to instructional programs designed to increase nutritional literacy of our students.

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

Parents of students enrolled in America's Charter school will have opportunities for full involvement through a variety of tools and strategies. At the beginning of each school year parents will attend a parent orientation meeting at which time a Parent Involvement Committee will be formed that will include interested parents. Regular, virtual meetings will be held throughout the school year using Skype and other digital resources. New Tech's online tool, ECHO, has many resources available to parents and

will serve as a type of online parent center. In addition to parent/teacher conferences, America's Charter School will also use regular surveys to solicit parental input into the programs offered by the school to gather school improvement suggestions.

21. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the Standards for Accreditation of Arkansas Public Schools and School Districts that the open-enrollment 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 rationale for each waiver requested.

STANDARD 21: REQUESTS FOR WAIVERS

The applicant seeks exemption from the following portions of Title 6 of the Arkansas Code Annotated ("Education Code") and related State Board of Education Rules and Standards for Accreditation of Arkansas Public Schools and School Districts:

A. Subtitle 2, Chapter 10, Section 6-10-106: Uniform Dates for Beginning and End of School Year: America's Charter School seeks exemption from this portion of the Education Code. Instead, America's Charter School may adopt an alternative calendar that reduces the number of vacation days in the summer to other times in the year. By creating more flexibility with the calendar, the first and second semesters can be more equally balanced, thereby improving semester courses taught in the first semester. By shortening the summer vacation and reallocating those vacation days into the regular academic year, teachers and students alike will be more refreshed and summer learning loss will be reduced.

B. Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601et seq.: School District Boards of Directors Generally:

America's Charter School seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in America's Charter School by-laws.

C. Subtitle 2, Chapter 13, Subchapter 13, Section 6-13-1303: Adoption of Policy:

America's Charter School seeks exemption from this portion of the Education Code to the extent that its requires a vote by " licensed employees" before the Board of Directors may adopt a policy for implementing site-based decision making in America's Charter School, in light of the waiver request that is being made concerning "certified employees" under Section "G" on the following page. Instead, America's Charter School will require a vote by "instructional employees".

D. Subtitle 2, Chapter 13, Subchapter 14, Section 6-13-1401 et seq.: Consolidation, Annexation, and Formation:

America's Charter School seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.

E. Subtitle 2, Chapter 14, Section 6-14-101 et seq.: School Elections:

America's Charter School seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.

F. Subtitle 2, Chapter 15, Subchapter 9, Section 6-15-902(a): Grading Scale-Exemptions-Special Education Classes:

America's Charter School seeks exemption from this portion of the Education Code. Instead, America's Charter School will adopt the following more rigorous grading scale to ensure mastery of the relevant material: A = 90% to 100%, B = 80% to 89%, C = 70% to 79%, and F = 69% and below. Require 80% mastery before able to move on and lower than 70% for extra help.

G. Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1004: Qualified Teachers in Every Public School Classroom:

America's Charter 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 interdisciplinary classes will be taught with at least one certified instructor.

H. Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-102: School Day:

America's Charter School seeks exemption from this portion of the Education Code because the school's education program requires flexibility in addressing the unique needs of its at-risk student population. As such, America's Charter School requests that "school day" be defined as a day in which classes are in-session and students receive at least four (4) hours of documented face to face and/or virtual instructional time. The instructional day will be extended up to and beyond 6 hours for students in need of additional assistance using a variety of technology (Skype, Compressed Distance Learning, Face-Time, Blackboard, Web/based instruction, and other strategies. An average of thirty hours per week will be documented in a similar manner.

I. Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-105: United States Flag:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. America's Charter School may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, America's Charter School will seek alternative methods for prominently displaying the United States flag.

J. Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-106: Arkansas Flag:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires the display of the Arkansas flag on a flagstaff on the school grounds. America's Charter School may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, America's Charter School will seek alternative methods for prominently displaying the Arkansas flag.

K. Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-114:

Daily Planning Period: America's Charter School seeks exemption from this portion of the Education Code. The individualized curriculum utilized by America's Charter School dramatically reduces the time needed by a teacher for instructional planning.

L. Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117: Non-instructional Duties:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non-instructional duties per week. Instead, America's Charter School- Arkansas requests that the time be increased to two-hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and non-instructional duties to achieve efficient and economical operation of the school.

M. Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-203: Committee for Each School District:

America's Charter School seeks exemption from this portion of the Education Code. America's Charter School will not employ enough staff to comply.

N. Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301: Employment of Licensed Personnel:

America's Charter School seeks exemption from this portion of the Education Code. Instead, America's Charter School- Arkansas will employ all employees on an "at-will" basis. This means that employment with America's Charter School is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, America's Charter School may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.

O. Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-302: Public School Principals-Qualifications and Responsibilities:

America's Charter School seeks exemption from this portion of the Education Code. Instead, the America's Charter School principal will be employed on an "at-will" basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience in education and management, America's Charter School will ensure that its principal is appropriately

qualified to lead the school through extensive training in the school's educational methodology.

P. Subtitle 2, Chapter 17,. Subchapter 3, Section Certification-Waiver:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. America's Charter School will need the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program.

Q. Subtitle 2, Chapter 17, Subchapter 4: Certification Generally:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. America's Charter School will need the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program.

R. Subtitle 2, Chapter 17, Subchapter 8, Section 6-17-802: Twelve-Month Contracts for Vocational Agriculture Teachers:

America's Charter School seeks exemption from this portion of the Education Code.

S. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-902: Definitions:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, America's Charter School will have the flexibility to· identify and hire those individuals best suited to facilitate the school's unique educational program.

T. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-908: Teachers' Salary Fund:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in America's Charter School. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Trustees.

U. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-919: Warrants Void Without Valid Certificate and Contract:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, America's Charter School will have the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program.

V. Subtitle 2, Chapter 17, Subchapter 12, Section 6-17-1301 et seq.: Teachers' Minimum Sick Leave Law:

America's Charter School seeks exemption from this portion of the Education Code. America's Charter School is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for America's Charter School teachers will be addressed in Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302.

W. Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302: Definitions:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it excludes teachers from its definition of "school employee."

X. Subtitle 2, Chapter 17, Subchapter 15, Section 6-17-1501 et seq.: Teacher Fair Dismissal Act:

America's Charter School is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers will not require certificates and may be employed on an "at-will" basis. As such, America's Charter School will be free to hire teachers skilled in the implementation of its unique educational program while maintaining the flexibility to dismiss those teachers when it becomes apparent that they are not performing to the high standards required for the successful implementation of that program. Employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of Trustees.

Y. Subtitle 2, Chapter 17, Subchapter 17, Section 6-17-1701 et seq.: Public School Employee Fair Hearing Act:

America's Charter School seeks exemption from this portion of the Education Code. Instead, America's Charter School employees will be employed on an "at-will" basis. Employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of Trustees.

Z. Subtitle 2, Chapter 17, Subchapter 22, Sections 6-17-2201 et seq.: Classified School Employee Minimum Salary Act:

America's Charter School seeks exemption from this portion of the Education Code. Instead, America's Charter School employees will be employed on an "at-will" basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies detailed in Waiver Request "AA" immediately below.

AA. Subtitle 2, Chapter 17, Subch~pter 23: Personnel Policy Law for Classified Employees:

America's Charter School seeks exemption from this portion of the Education Code. Instead, the Board of Trustees for America's Charter School will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment; salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

BB. Subtitle 2, Chapter 17, Subchapter 24, Section 6-17-2401 et seq.: Teacher Compensation Program of 2003:

America's Charter School seeks exemption from this portion of the Education Code. Instead, America's Charter School will provide compensation that is competitive with local public school districts. America's Charter School reserves the right to determine specific salary schedules, taking into account the teacher's years of experience, skill, education, and other qualifications.

CC. Subtitle 2, Chapter 18, Subchapter 10, Section 6-18-1001 et seq.: Public School Student Services Act:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The principal and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, America's Charter School staff will be informed that they will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise.

DD. Subtitle 2, Chapter 19: Transportation:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires America's Charter School to implement a transportation program.

EE. Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117: Leased Academic Facilities:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by America's Charter School to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

FF. Subtitle 2, Chapter 42, Subchapter 1, Section 6-42-101 et seq.: Gifted and Talented -Children:

America's Charter School seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at America's Charter School. While there will undoubtedly be students who would qualify and benefit from such a program, the general student population at America's Charter School will be attending classes solely in order to get back on the path towards receiving their high school education as quickly as possible. Upon program assessment, if the need for such a program is determined then America's Charter School will attempt to align with a local distinguished college or university in order to offer students the opportunity to take duel-enrollment classes. Such classes would allow those interested in a college education the ability to complete advanced education courses while still working towards their high school diploma.

GG. STATUTE 6.17.114. Teacher planning time.

America's Charter School requests a waiver from the specific requirements of this standard for the new charter school. America's Charter School-Arkansas, 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.

HH. STANDARD 9.03.3.11 Arkansas History: GRADES 5-8

America's Charter School requests that it 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.

II. STANDARD 9.03.3.12 Course Credit: GRADE 8

America's Charter School requests that it be allowed to give credit to eighth graders for courses traditionally completed in High School specifically, Physical Science, CBA, Foreign Language, 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.

KK. STANDARD 9.03.4.1 CURRICULUM: LANGUAGE ARTS

We are asking for a waiver from teaching Speech & Oral Communications as an independent class. With a curriculum that is based on the PBL model, students will graduate from America's Charter School 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. America's Charter School 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.

LL. STANDARD 10.02 CLASS SIZE

America's Charter School requests that it 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.

MM. STANDARD 10.02.5 CLASS SIZE AND TEACHING LOAD

America's Charter School requests an increase in 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.

NN. STANDARD 14.01 GRADUATION REQUIREMENTS

I. America's Charter School requests exemption from teaching Career Orientation in eighth grade and to begin teaching the course CBA. Computer Business Applications (492129) (CBA).

II. America's Charter School requests a waiver from the state mandate to teach keyboarding in grades 5-8 but be allowed to move this instruction to mastery learning modules and integrated in the courses of the high school. Technology will remain an integral part of the charter 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.

OO. STANDARD 14.03 UNIT OF CREDIT

America's Charter School 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.

PP. STANDARD 16.01.3 GUIDANCE AND COUNSELING

The America's Charter will provide an 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.

QQ. STANDARD 9.03.3.6 GRADE 8; FINE ARTS

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, America's Charter School requests exemption from the grade 8 art requirement.

RR. STANDARD 9.03.3.7 HEALTH &SAFETY

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.

SS. STANDARD 9.03.3.8 TOOLS FOR LEARNING

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.

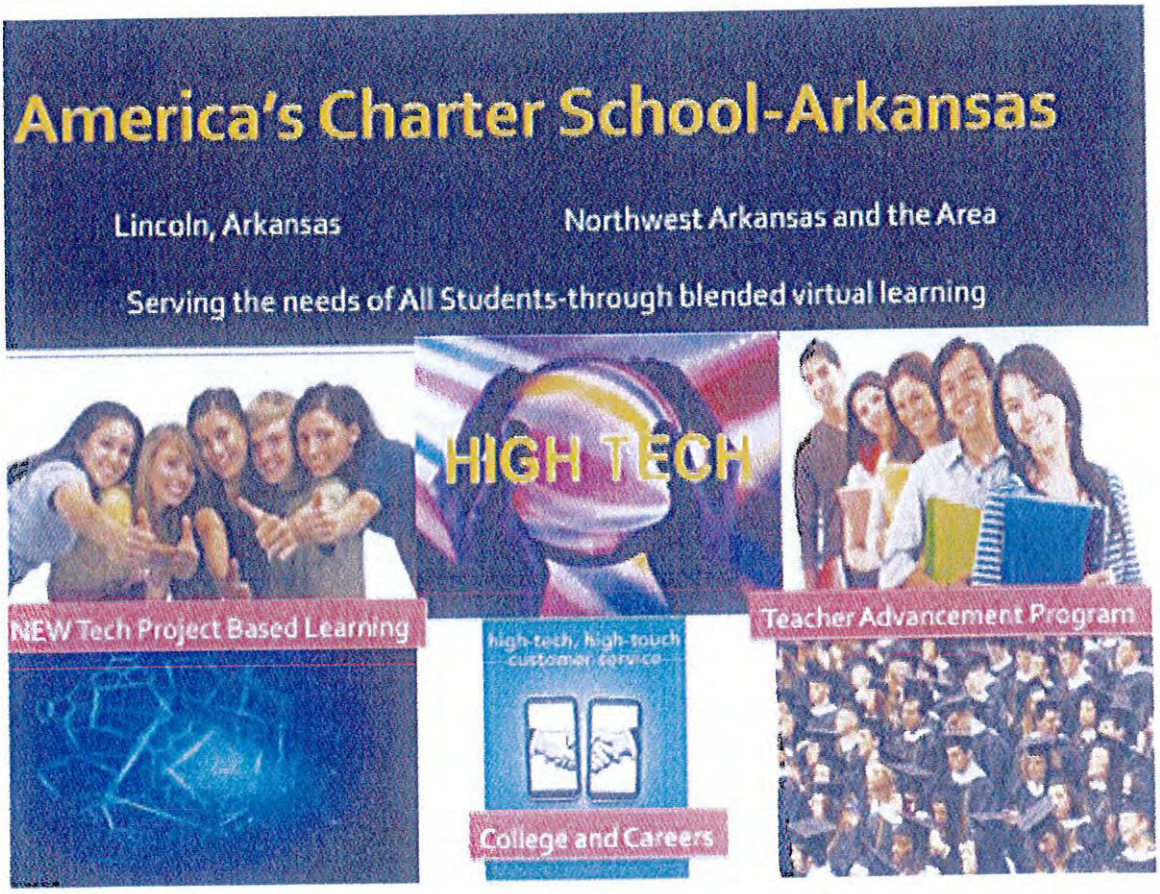
TT. STANDARD 9.03.3.9 CAREER AND TECHNICAL EDUCATION

America's Charter School provides excellent accessibility and consistent use of technology across the curriculum, through providing MacBooks to every student and digital resources. Regular technology skills such as keyboarding, program and software skills are utilized in every classroom. America's Charter School requests a waiver from teaching Computer Technology Introduction as technology will continue to be emphasized in every part of the curriculum.

22. 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 should not be any detrimental impact to public schools as a result of the open enrollment charter school. Schools will be able to work together to attract more students back to their campuses and also allow students more flexibility to increase the graduation rate in those schools.

This should not have any impact on any court orders in the area or have an effect on any desegregated public school in the areas to be served.



Public Meeting for Open Enrollment Charter School
Tuesday August 14, 2012
6:00 pm-7:00 pm
Lincoln Community Building on the Square

Agenda: America's Charter School-Arkansas

1. **Welcome and Introductions**
   Please fill out the Survey
   Sign In Sheet
2. **Presentation of Charter-Dr. Frank Holman**
3. **Responses**
4. **Questions**
5. **Other**
6. **Adjourn**

Public Meeting Sign In Sheet

America's Charter School-Arkansas Open Enrollment Meeting

Tuesday August 14, 2012 6:00-7:00 pm Lincoln Community Building

Name	Address	Organization Representing, Parent, Other	Phone-email- or Contact
JASA Gilbert	102 East Cedar St	Parent Pre-School (Little)	yasahere@yahoo.co
JAMES Gilbert	102 East Cedar St	Parent	479-595-6442
Frank Hayman	206 W Hall Rd	Retired Teacher/Farmer	4798242725
Jaye Hayman	206 Hall	Retired Teacher/Grandpa	479-595-9503
James Gregory	17133 West Wilson Rd Cane Hill AR	Other -	479.466.3089
Phil Davidson	936 Hwy 265 Canyon		
[illegible]	809 Summers Drive	Retired	479-0151
Rose Ann Pennell	NWAT		
JERRY MIZELL	316 E PLEASANT LINCOLN	FIRST ASSEMBLY OF GOD CHURCH	824 3705
Mary B Gooden	2306 E 7th St Russellville, Ark	ATU	264-2561
John Watson	827 Meadowview Rd, AR	ATU	968-0316
Dunn Gregory	17133 Wilkinson Rd Cane Hill AR		848 3796

Survey Instrument:

America's Charter School-Arkansas

Please fill out and sign or you may wish to leave it blank

1. What is your initial feeling about the information shared tonight concerning the proposed America's Charter School?

   a. Supportive b. Not Supportive c. Need more information

2. Do you believe this type of open enrollment public charter will help students to become successful?

   a. Yes b. no c. not sure

3. What is your greatest hope for this school to serve students in the area?

4. What are your top concerns or challenges you see ahead for the school?

5. What you like to receive additional information and materials in the future? If so be sure and have your contact information below.

   a. yes b. no c. not now

Signature_____

Contact _____

Memo: Public Meeting for America's Charter School-Arkansas
Where: Lincoln City Community Building on the Square
When: August 14, 2012 6:00-7:00 pm
Attendance: Small number 12-15
Communications: Advertised in NWA Times and Springdale News in regular section of the paper for three weeks prior to the meeting
Sent registered mail to Lincoln Superintendent of letter of intent to pursue the Charter and mailed hard copy of the public hearing to Lincoln, Prairie Grove, and Siloam Springs Superintendent's
Also sent out to all Superintendents in Washington, Benton, and Madison Counties and some in Crawford County, as well as I have personally discussed with seven superintendents in the area

Results: Although those in attendance were small in number they were very supportive and as the NWA Times newspaper article said in the headlines the next day, "Idea for Open School Receives Strong Support at Public Meeting in Lincoln".

Survey Instrument: America's Charter School-Arkansas
1. What is your initial feeling about the information share tonight concerning the proposed America's Charter School?

A. Supportive 100% B. Not Supportive C. Need more information

2. Do you believe this type of open enrollment public charter will help students to become successful?
A. Yes 100% B. No C. Not sure

3. What is your greatest hope for this school to serve students in the area?
All students will be served and have opportunities for college and career More options, Better financed, That the need for alternatives be made available to at risk students, Meet the needs of students that are not being met by other schools, Help students with special circumstances to become successful, Those who are struggling in the situation they are in now, Provide choice to parents and students for a high-tech problem based learning environment, Opportunity for students to have additional options to meet their diverse needs, Help students who might otherwise "fall through the cracks", To keep kids learning

4. What are your top concerns or challenges you see ahead for the school?
Funding, Approval and Funding, Changing educators paradigm from threat to supporting or path for students at the center, Adequate funding stream, Finance, staffing, public awareness, Other schools support, Getting it started and up and running, Communications and opportunity

5. Would you like to receive additional information and materials in the future?
A. Yes 90% B. No C. Not now 10%

Comments and Other Suggestions:

Importance of meeting needs of students/connection to college and career tech
Media is represented here tonight
Is a charter school a treat in the area? Committed to making it a win/win for charter and public schools
You have been able to get people to see the benefits.
Will it help prepare for college?
How about preparing teachers for teaching in this type school? It will be like a lab for high tech, energetic and NTL teachers
Home Career Center has been approved-would those $ be applicable
Encouraged by the ability to offer
Will it be open for adult education classes? Age requirements are what for this school?
Technology, not for profit and start up costs how does it get funded? Use of the foundation funding.
Will there be cooperative funding for start up?

Again very supportive, good questions, excited about the options for parents and students. No negatives and no opposition for people in attendance.

Mayor of Lincoln was not able to attend but made a point to see me the next day and voice his support and encouragement as well as help.

Narrative Attachment #2

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

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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:

AMERICA'S CHARTER SCHOOL
Notice of Public Meeting

Was inserted in the regular editions of
The Northwest Arkansas Times
The Springdale Morning News

on: July 20, 27, August 3, 2012

Publication Costs: $ 262.20

Karen Caler
Karen Caler

Subscribed and sworn to before me
This 6 day of Aug, 2012.

Cathy Wiles
Notary Public

My Commission Expires: 2/20/2014

CATHY J. WILES
Benton County
My Commission Expires
February 20, 2014

Do Not Pay from Affidavit

Invoice will be sent

Notice of Public Meeting

America's Charter School

America's Charter School, a proposed open-enrollment public charter school, is a unique and exciting new concept in education, offering a comprehensive, quality education for students in Grades 8-12 in a blended/virtual setting. Please join us on Tuesday, August 14 from 6:00 p.m. to 7:00 p.m. at the Community Center on the Square in Lincoln to hear more about this new and exceptional educational opportunity. For more information, please call us at (479) 824-2728. We look forward to seeing you on August 14.

Narrative Attachment #3

STAFF PHOTO ANDY SHUPE

Tyler Benson sit Thursday with Garry McKnight, who is accused
aimed contained a bomb, during a competency hearing in the

To State Hospital Twice Since Arrest

stions based on his score on the Georgia Competency Test. The test consists of 21 evaluations of a person's ability to comprehend court functions, assist their attorney and comprehend charges against them.

"He cooperated with me during the exam and his behavior was appropriate," Whitmore said.

McKnight appeared lethargic at times during the hearing Thursday. He often laid his head on the table in front of him.

At one point he shouted, "I'm not crazy."

"I can't ignore the fact that the defendant, on at least four occasions, has been found to be a malingerer," Storey said. "Dr. Back said it's a judgment call as to whether or not he's able to assist his attorney. In my judgment, the defendant is fit to proceed."

McKnight is in the Washington County Detention Center without bond.

than 2,000 of the signatures gathered by Keep Dollars in Benton County were invalid to have the certification overturned. The group needed 41,171 signatures to make the ballot.

Marshall Ney, spokesman for Keep Dollars in Benton County, has said the group will focus on getting voters to the polls on election day. He said after the signatures the number of signatures gathered, 41 percent of the county's voters, is a strong statement of support.

The challenge period was the last hurdle facing the group before the general election Nov. 6. Keep Dollars in Benton County spent five months and more than $400,000 to clear the signature requirement of 38 percent of registered voters needed for ballot access.

CORRECTIONS

As a matter of policy, the Northwest Arkansas Times will publish corrections of errors in fact that have been printed in the newspaper.

The corrections will be made as soon as possible after the error has been brought to the attention of the editor at 571-6429.

Sasha Volk is an employee of the Greenland Mini Mart. Her name was misspelled in a report in Thursday's edition about the store selling a $1 million lottery ticket.

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Notice of Public Meeting

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For more information, please call us at (479) 824-2728.

We look forward to seeing you on August 14.

SEAL YOUR CRIMINAL RECORD

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Tim Snively, Attorney (479) 521-7000

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Former Superintendent Seeks To Open School

IDEA RECEIVES STRONG SUPPORT AT PUBLIC MEETING IN LINCOLN

By Rose Ann Pearce
RPEARCE@NWAONLINE.COM

LINCOLN — A proposed open enrollment charter school, offering a blend of online courses and classroom time, received strong approval from a small, but supportive group, Tuesday night.

Frank Holman, retired Lincoln superintendent, plans to apply to the Arkansas State Board of Education to open America's Charter School Arkansas for the 2013-14 school year. The application is due to the Education Department by Aug. 30.

The Rev. Jerry Mizell, a local pastor, said he was encouraged by Holman's proposal to give teens a connection to alternatives in their education.

Mary Gunter, director of the Center for Leadership and Learning at Arkansas Tech University in Russellville, said, "Anytime there is an opportunity to provide parents and students with a viable choice, it's a win-win."

The proposal also opens up opportunities for teachers with nontraditional licenses to offer their professional expertise to students, she said.

The public meeting is part of the application process, according to the Education Department's website.

Holman's plan is to enroll 250 students the first year to offer a combination of online classes and personal time with teachers with a technology enriched curriculum which would be personalized and customized to meet the needs of individual students and their families.

The school will be designed to serve students with at-risk needs, language barriers and students who have difficulty fitting into the traditional school environment.

Students will be required to have 75 hours of community service per year, with 200 presentations to peers and the public and approved on-the-job experience before graduation, Holman said.

SEE SCHOOL PAGE 2A

TODAY'S WEATHER

90/70
BEAVER LAKE
1,112.6 FEET

NORTHWEST ARKANSAS TIMES
Volume 146, Number 25
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Cabela's Offers Sneak Peek

AT A GLANCE

OPENING DAY

Cabela's, headquartered in Sydney, Neb., will open at 9 a.m. Aug. 30 at 2300 Promenade Blvd. in Rogers. Cabela's sells fishing, hunting and camping gear, clothing and equipment. The company was founded in 1961 by brothers Dick and Jim Cabela in Nebraska.

SOURCE: STAFF REPORT

By Flip Putthoff
FPUTTHOFF@NWAONLINE.COM

ROGERS — A giant catfish named by the Cabela's staff as "Big Bertha" cruised lazily in a pool-sized aquarium Tuesday, wowing visitors with its size during a preview of the outdoor retail store.

The 45-pound fish will have an audience of thousands when Cabela's opens for business at 9 a.m. Aug. 30 at 2300 Promenade Blvd.

Chris Comer, general manager of the Rogers Cabela's, expects 3,000 to 6,000 customers on opening day who will browse the selection of outdoor gear, admire wildlife displays and watch fish swim in two aquariums big enough in which to swim.

Cabela's staff on

SEE PEEK PAGE 2A

STAFF PHOTO ANTHONY REYES

Chris Baker, aquarium curator at Cabela's, talks Tuesday about some of the fish in the warm water tank in Rogers. The store is set to open at 9 a.m. Aug. 30.

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Narrative Attachment # 4

July 27, 2012

Dr. Allen Williams: Wanted to share with you the following information and make sure you are aware of the Public Meeting on August 14 on the square. I have sent this to Mike at the Coop and asked him to give to the other superintendents in the coop. I have visited with several but will be happy to share how this could be a win/win for districts and the charter. Several of the applications are from out of state charters with corporations from out of state. I believe it will be better to have someone from in state and a supporter of public education to be approved for an open enrollment public charter school.

I am planning this charter to market home schoolers, students that struggle in a traditional school, at risk students, and students that need more flexibility.

Information below is provided to help you better understand the process and charter plan, hopefully if you or other superintendent's have questions just let me know or give me a call.

Thanks,

Frank Holman

Frank Holman, Director
America's Charter School PO Box 554
Lincoln, Arkansas 72744
479-966-7030

July 27, 2012

Mr. Clay Hendrix: Wanted to share with you the following information and make sure you are aware of the Public Meeting on August 14 on the square. I have sent this to Mike at the Coop and asked him to give to the other superintendents in the coop. I have visited with several but will be happy to share how this could be a win/win for districts and the charter. Several of the applications are from out of state charters with corporations from out of state. I believe it will be better to have someone from in state and a supporter of public education to be approved for an open enrollment public charter school.

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Thanks,

Frank Holman

Frank Holman, Director
America's Charter School PO Box 554
Lincoln, Arkansas 72744
479-966-7030

July 27, 2012

Mr. VanDyke (Mike): This letter is to inform you and other superintendents in the coop of my intention to open America's Charter School. I have visited with several but will be happy to discuss how this could be a win/win for districts and the charter. Several of the charter applications are from out of state charters with for profit corporations from out of state. I believe it will be better to have someone from in state and a supporter of public education to be approved for an open enrollment public charter school.

I am planning this charter to market home schoolers, students that struggle in a traditional school, at risk students, as well as students that need more flexibility.

Information below is provided to help you better understand the process and charter plan, hopefully if you or other superintendent's have questions just let me know or give me a call.

Thanks,

Frank Holman, Director
America's Charter School PO Box 554
Lincoln, Arkansas 72744
479-966-7030

America's Charter School is a proposed open enrollment charter school. A letter of intent to pursue the charter was sent into ADE June 30, 2012.
The application is due by August 31, 2012 and if approved by the state Board of Education students will enroll for the August 2013 school year.

Publications for a Notice of a Public Meeting is running for three weeks in the NWA Democrat/Gazette and we will have a public meeting in the community center on the square in Lincoln from 6:00 pm to 7:00 pm on Tuesday August 14th.

I am planning to meet with Coops and administrators to communicate the Charter will be a win-win proposition with districts and run by in state educators. It will be a, not for profit Charter, and a public school Charter if approved. Work is progressing on developing:

Application and 501c3 Corporation

Communications Plan including—web page, apps, research, and Charter information, goals, and results.

Partnership Opportunities: win/win for districts

America's Charter School is an open enrollment public school sanctioned and certified by the Arkansas Department of Education. This is an innovative and creative school for students with various learning needs and goals.

The school will be a blended/virtual school with instruction provided both on-line as well as at home, using face to face instruction through the latest in technology including Skype, FaceTime, live video, and blackboard. The student will have a combination of assignments, some work will be on computers alone, some work will involve collaboration with other students/teachers, as well as experts

in the field. Assessments will have a real world application to learning and students will be able to present their projects/solutions to peers and the public. Also the students will have quality teachers for guidance and assistance throughout their projects and will have direct instruction (workshops) as needed.

The four pillars of America's Charter School are:

a. High Tech using one-to-one computers, digital resources, and the latest in technology delivery.
b. Teacher Advancement Program-all teachers will use the latest best practices portal and research of the TAP program with curriculum, instruction, assessments, and accountability for performance based incentives (TAP Portal)
c. New Tech Model of project based learning and collaborative 21st Century tools for learning using the ECHO system with numerous rubrics and projects in the library.

d. College and Career readiness curriculum to prepare students to be successful for an Associate Degree or a Career Technical Education experiences and or industry certifications

America's Charter School will be able to customize and personalize the learning based on the needs of students as well as their families. The school will be able to serve students in the region including students with at risk needs, language barriers, and students that have difficulty fitting into the traditional school environment by providing the flexibility and personalization needed for success.

The Common Core Curriculum will be taught in a method to prepare students to be successful for College and Career in the new economy and apply the 21st Century Learning Skills based on their goals for the future.

Partnership with parents, other schools,

universities, career technical centers, business/industry, and other public agencies will be paramount for the success of this school. Students will be required to have a minimum of 75 hours of community service hours per year, 200 presentations to peers/public, and an approved on the job experience before graduation.

Narrative Attachment # 5

AMERICA'S CHARTER SCHOOL - ARKANSAS

BYLAWS

These Bylaws (the "Bylaws") govern the affairs of America's Charter School - Arkansas, a non-profit corporation (the "Corporation"), organized under the Arkansas Nonprofit Corporation Act (the "Act"). The Corporation is organized to enter into charters for one or more public charter schools in the State of Arkansas and to provide educational services to students and teachers throughout Arkansas.

ARTICLE I
Name and Incorporation; Purposes

Section 1. Name. The name of the corporation is America's Charter School - Arkansas.

Section 2. Location. The principal location of the Corporation shall be determined by the Board of Directors. The Board of Directors may change the location of any office of the Corporation at any time.

Section 3. Registered Office. The Corporation shall have and continuously maintain in the State of Arkansas a registered office and a registered agent whose office is identical with such registered office, as required by the Act. The registered agent and the address of the registered office may be changed from time to time by the Board of Directors as provided in the Act.

Section 4. Purposes. The purposes for which the Corporation is formed is exclusively for charitable and educational purposes as allowed by Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and applicable regulations there under, and as further set forth in the Articles of Incorporation. Any activity not permitted to be carried on by an organization exempt under Section 501(c)(3) of the Code is hereby expressly prohibited. The Corporation pledges all of its assets for use in performing the charitable and educational purposes described herein and in the Articles of Incorporation.

The Corporation shall have all the powers given by the Act and any subsequent amendment thereof; provided, however, that the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated in the Articles of Incorporation and above or the laws of the State of Arkansas.

The Corporation is organized for nonprofit purposes. No part of the net earnings of the Corporation shall inure to the benefit of any director or officer of the Corporation, or any private individual, except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes (and no director, officer of the Corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets).

Section 5. Non-discrimination. The Corporation shall admit students of any race, color, national origin or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. The Corporation shall not discriminate on the basis of race, color, national origin or ethnic origin in administration of its educational policies, admissions policies and athletic and other school-administered programs. The Corporation shall not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of public charter schools in the State of Arkansas.

ARTICLE II
Members

The Corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III
Board of Directors

Section 1. Powers. The Board of Directors shall have all powers and authority for the management of the educational services, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 2. Number. The initial number of directors shall be five. Thereafter, the number of Directors may be increased or decreased from time to time by resolution of the Board of Directors, or by due election of that number of directors, but no decrease shall have the effect of decreasing the number of directors below three (3).

Section 3. Qualifications and Nominations. Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board of Directors. The Corporation nominating committee, or if no committee shall have been appointed the full Board of Directors, shall present a slate of potential Directors and officers for election by the Board of Directors at the Annual Meeting of the Board of Directors.

Section 4. Term. The Board of Directors shall be self-perpetuating. Each Director's term shall be for a term of one (1) year beginning on the date designated by the Board of Directors upon electing such Director and shall continue until such term ends and such director's successor has been elected and qualified, or until the director's death, resignation, or removal. There shall be no limit to the number of terms, consecutive or otherwise, during which a person may serve as a Director.

Section 5. Resignation. Any director may resign at any time by giving written notice to the President or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 6. Removal. The Board of Directors may remove any Director or Officer from his/her position as a Director by two-thirds (2/3) vote of the entire Board of Directors at any regular or special meeting, provided that a written statement of the reason or reasons shall have been delivered to such Director or Officer at least thirty (30) days before any final action is taken by the Board of Directors. Such statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Director shall be given an opportunity to be heard by the Board of Directors at the time and place mentioned in the notice.

Section 7. Vacancies. The Board of Directors may fill vacancies on the Board of Directors that occur for any reason after the Annual Meeting of the Board of Directors.

Section 8. Annual Meeting. An annual meeting of the Board of Directors for the election of Directors and Officers and such other business as may come before the meeting shall be held once a year, at such time and at such place, as may be fixed by the Board of Directors.

Section 9. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Directors shall be held once a month from September through June, except in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine.

Section 10. Special Meetings. Special meetings of the Board of Directors may be held at any time upon the call of the President or three (3) directors for the transaction of such business as may properly be brought before the Board of Directors.

Section 11. Notice. Written notice to each Director shall be given not less than thirty (30) days before the date of the Annual Meeting, ten (10) days before any Regular meeting and not less than twenty-four (24) hours before a special meeting and shall include the time, place and purpose of such meeting. A waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Any and all meetings of the Board of Directors, or any committee thereof, shall be held in compliance with the Arkansas Freedom of Information Act, the Arkansas Charter Schools Act of 1999 and any other state law applicable to such meetings, including any notices required thereby.

Section 12. Quorum and Voting. A majority of the full number of directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Directors present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Articles of Incorporation, or by these Bylaws. Each Director shall have one (1) vote, except that the President shall only vote if there is an equal number of votes for and against a matter in order to break the tie and allow the matter to be decided. Every act of a majority of the directors entitled to vote and present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

Section 13. Meetings by Conference Telephone. Members of the Board of Directors, or any committee designated by the Board of Directors, may participate in a meeting of the Board of Directors or such committee by means of conference telephone or similar communications equipment if all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 13 shall constitute presence in person at such meeting.

Section 14. Compensation. Directors receive no payment for their services. With board approval, Directors may be reimbursed for out-of-pocket expenses incurred on approved board business.

Section 15. Committees. The Board of Directors may appoint standing committees and/or ad hoc committees as the Board deems necessary or advisable for the effective governing of the Corporation or any of its schools. Each committee shall have a charge specific to its permitted activities. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school.

Section 16. Meeting Attendance. Directors are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any director after such director's three unexcused, consecutive absences to ascertain the director's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

ARTICLE IV
Officers

Section 1. Titles. The Officers of the Corporation are a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Any two or more offices may be held by the same person.

Section 2. Election. The Officers shall be elected by the Board of Directors at each Annual Meeting of the Board of Directors and shall serve for one year and until their successors are elected and qualified. Any Officer or agent elected or appointed by the Board of Directors may resign at any time.

Section 3. Vacancies. If the office of the President or Secretary becomes vacant for any reason, the Board of Directors shall elect a person to fill the vacancy. If the office or any other Officer becomes

vacant, the Board of Directors may fill the vacancy as the Board of Directors deems proper.

Section 4. Duties and Powers. The Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Directors, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Director member.

ARTICLE VI
Conflict

No Officer or member of the Board of Directors shall enter into any contract with the Corporation in which the interest of such individual and that of the Corporation may conflict, unless such contract be approved by vote of at least two-thirds (2/3) of the members of the Board of Directors present and eligible to vote at any meeting at which a quorum is present.

ARTICLE VII
Indemnification and Insurance

Section 1. Indemnification of Officers, Directors and Agents. The Corporation may indemnify a person who was, is, or is threatened to be made a named defendant or respondent in a proceeding because the person is or was a director, officer, employee, agent or volunteer of the Corporation to the fullest extent permitted by the Act, specifically including A.C.A. § 4-33-851 and A.C.A. § 4-33-856, provided such indemnification is permitted by the applicable provisions of the Code. Such indemnification may include the advancement of expenses to the full extent permitted by the Act.

Section 2. Insurance. The Corporation may procure or maintain insurance and such other arrangements as are expressly authorized by the Act (A.C.A. § 4-33-857), at its expense, to protect it and officer, director, employee or agent, whether or not the Corporation would have the power to indemnify such person against such expense or liability.

ARTICLE VIII
General Provisions

Section 1. Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing. The Board of Directors shall establish a policy setting the amount above which checks must have the signatures of both the President and the Secretary.

Section 3. Execution of Documents. Unless specifically authorized by the Board of Directors or as otherwise required by law, all final contracts, deeds, conveyances, leases, promissory notes, or legal written instruments executed in the name of and on behalf of the Corporation shall be signed and executed by the President pursuant to the general authorization of the Board of Directors.

Section 4. Records. The Corporation will keep correct and complete records of account and will also keep minutes of the proceedings of the Board of Directors and committees. The Corporation will keep at its principal place of business the original or a copy of its bylaws, including amendments to date certified by the Secretary of the Corporation.

Section 5. Legal Authorities Governing Construction of Bylaws. The Bylaws shall be construed in accordance with the laws of the state of Arkansas. All references in the Bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Section 6. Legal Construction. If any Bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not affect any other provision, and the Bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the Bylaws.

ARTICLE IX
Dissolution

No Director, officer, or other private individual is entitled to share in any distribution of the Corporation's assets upon its dissolution. Upon the dissolution of the Corporation, and after winding up its affairs and paying or providing for all the other lawful liabilities of the Corporation under applicable law, the Corporation shall distribute its assets as set forth in the Articles of Incorporation.

ARTICLE X
Amendments

The Board of Directors shall have the power to make, amend, or repeal these Bylaws, either in whole or in part. The Bylaws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Directors and, if required, posted in all places required by the Arkansas Freedom of Information Act. Any change shall require the approval by a two-thirds (2/3) vote of the full membership of the Board of Directors, except that Article I, Section 4. and Article IX may be amended only by the affirmative vote of all of the members of the Board of Directors and no amendment shall authorize the Board of Directors to conduct the affairs of the Corporation in any manner or for any purpose contrary to the provisions of Section 501(c)(3) of the Code, or any successor provision.

The Board of Directors shall have the power to amend the Articles of Incorporation, either in whole or in part, by the approval of two-thirds (2/3) of the full membership of the Board of Directors, except that Article V may be amended only by the affirmative vote of all of the members of the Board of Directors and no amendment shall authorize the Board of Directors to conduct the affairs of the Corporation in any manner or for any purpose contrary to the provisions of Section 501(c)(3) of the Code, or any successor provision.

Required Attachment #1

Americas Charter School-Arkansas 2013-14 calendar

AUGUST
7th-9th New Teacher Orientation 12th-14th Teacher In-Service required School
19th First Day for Students
SEPTEMBER
2nd Labor Day Holiday
19th Parent Teacher Conference School
20rd Teacher In-Service required
OCTOBER
18th End of 1st quarter
NOVEMBER
25th-29th Thanksgiving Break
DECEMBER
23-January 5th Christmas Holiday

JANUARY
6th School Resumes
FEBRUARY
6th Parent Teacher Conf.
10th Teacher In-Service req.
MARCH
7th End of 3rd quarter 17-21 Spring Break
Good Friday Holiday
MAY
19th –21st Semester Test
End of 4th Quarter (178
26th Memorial Day Holiday May
22—28 Five Snow days built in
18-20 Semester Tests

178 Days for Students

2 Days for PTC

10 Days for PD

190 Days total

190 Total DaysAmerica's Charter School High School Instructional Schedule							
	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00-PM
Monday	Language Arts	Language Arts	Math		Teacher LAB	Teacher Lab	Teacher Extra Help Session
	Collaborative Time	Math Lab		Collaborative Time	Science		Elective
Tuesday	Math	Foreign Language	Math Lab	Reading Lab	Math Lab	Math Lab	LA LAB
	Writing Workshop		Science Lab		Social Studies / History	Integrated Class	Integrated Class
Wednesday	Math	Language Arts	Intensive Reading	Reading Lab	ART/Project Lab	Math Lab	Math Lab
							LA LAB
Thursday	Language Arts	Foreign Language	Elective	Reading Lab	Math Lab	Math Lab	Math Lab
		Career Planning					Advanced Learners
	Project Focus	Project	Project	Workshop	Workshop	Workshop	Career Planning
Friday	1 on 1/small group	Intensive Reading	1 on 1/ small group	1 on 1/small group	1 on 1/small group	Social Studies / History	Science
	Math Lab	Math Lab	Math Lab	Reading Lab	Workshop	Project Work	Career Planning

Math, Language Arts, Science, and Social Studies are all scheduled times for direct instruction with staff, as well as extra help sessions with Workshops assigned for students needed more assistance.

Integrated Classes will be assigned as soon as schedules are finalized based on student interests and career goals. Student performance will be able to be tracked and verified using ECHO system, and TAP Portal for teachers.

The instruction will be a competency based mastery learning system for students to meet mastery of the content at 80% levels and when falling lower than 70% a required time for extra help will be scheduled.

Content will be taught in projects using the library of New Tech, ACOTT, Buck Institute, Digital Libraries, and other sources to meet the Common Core Standards

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Delbert Neil Helm MBR Lincoln Area Realty

Lessee (Tenant): Frank Holman, Director, America's Charter School

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: Vacant Office Space

Premises: 303 East Pridemore Drive, Lincoln, AR 72744
address

20000
square footage

Terms of Lease: One Year: August 1, 2012 through July 31, 2014

Rental Amount: $500 per month

Contingency: The terms of this agreement are contingent upon America's Charter School-Arkansas (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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 of Arkansas 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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:	Lessor:
_____	_____
By _____	By _____
Date _____	Date _____

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

Line#	Revenues	Amount	Total
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 $42.38 Professional Development		$21,190.00.00
5	No. of Students (250) x eligible rate* NSLA Funding		$129,250.00
6	Total State Charter School Aid		$3,283,940.00
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		
15			
16	**TOTAL REVENUES**		$3,283,940.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions **2**)*	$160,000	
21	Fringe Benefits	$42,640	
22	Purchased Services	$25,000	
23	Supplies and Materials	$10,000	
24	Equipment	$5,000	
25	Other *(Describe)*		$242,640.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions **25**)*	$1,320,526.30	
29	Fringe Benefits	$351,920.26	
30	Purchased Services	$563,690.00	
31	Supplies and Materials	$12,250.00	
32	Equipment	$31,250.00	
33	Other *(Describe)*		$2,329,886.56

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions* **1.5** *)*	$75,000.00	
Fringe Benefits	$19,987.50	
Purchased Services	$3,750.00	
Supplies and Materials	$750.00	
Equipment	$1,875.00	
Other *(Describe)*		$101,362.50.00
Gifted and Talented Program:		
Salaries: *(No. of Positions 0)*	Waiver	
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions* **1** *)*	$50,000	
Fringe Benefits	$13,325.00	
Purchased Services	$2,500.00	
Supplies and Materials	$500.00	
Equipment	$2,500	
Other *(Describe)*		$68,825.00
Guidance Services:		
Salaries: *(No. of Positions* 0 *)*	Waiver	
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Health Services:		
Salaries: *(No. of Positions 0)*	Waiver Request	
Fringe Benefits		
Purchased Services	$21,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$21,000.00

(Budget Continued)

Media Services: Technology Support		
Salaries: *(No. of Positions (**1**)*	$50,000	
Fringe Benefits	$13,325.00	
Purchased Services	$2,500.00	
Supplies and Materials	$500.00	
Equipment	$2,500	
Other *(Describe)*		$68,825.00
Fiscal Services:		
Salaries: *(No. of Positions_**1**__)*	Contract Service	
Fringe Benefits		
Purchased Services	$40,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$40,000.00
Maintenance and Operation:		
Salaries: *(No. of Positions_**0**__)*	NA	
Fringe Benefits		
Purchased Services	Waiver- Leased facilities	
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*	None/Waiver	
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions_**0**__)*	Waiver Request	
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

	(Budget Continued)		
Data Processing:			
	Salaries: *(No. of Positions 1)*	Contract Service	
	Fringe Benefits		
	Purchased Services	$40,000	
	Supplies and Materials		
	Equipment		
	Other *(Describe)*		$40,000.00
Substitute Personnel:			
	Salaries: *(No. of Positions* 1@125 days*)*	@ $81.50 per day	
	Fringe Benefits (Contract Service)		$10,187.50.00
Facilities:			
	Lease/Purchase (contract for one total year including facility upgrades)	$6,000	
	Please list upgrades:		
	Utilities (contract for one total year including facility upgrades)	$2,400	
	Insurance (contract for one total year including facility upgrades):		
	Property Insurance		
	Content Insurance	$600	$9,000
Debt Expenditures:		Student Laptop computers	$210,000.00
Other Expenditures:			
	(Describe)		$0.00
TOTAL EXPENDITURES			$3,141,726.56

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
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 $42.38 Professional Development		$ 21,190.00
5	No. of Students (250) x eligible rate* NSLA Funding		$ 129,250.00
6	Total State Charter School Aid		$ 3,283,940.00
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**		$ 3,283,940.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 2)*	$160,000	
21	Fringe Benefits	$42,640	
22	Purchased Services	$25,000	
23	Supplies and Materials	$10,000	
24	Equipment	$5,000	
25	Other *(Describe)*		$242,640.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 25)*	$1,333,026.30	
29	Fringe Benefits	$355,251.51	
30	Purchased Services	$563,690.00	
31	Supplies and Materials	$12,500.00	
32	Equipment	$31,250.00	
33	Other *(Describe)*		$2,346,217.81

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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions* 1.5)	$75,750.00	
Fringe Benefits	$20,187.38	
Purchased Services	$3,750.00	
Supplies and Materials	$750.00	
Equipment	$1,875.00	
Other *(Describe)*		$102,312.38
Gifted and Talented Program:		
Salaries: *(No. of Positions_0_)*	Waiver	
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions(1)*	$50,500.00	
Fringe Benefits	$13,458.25	
Purchased Services	$2,500.00	
Supplies and Materials	$500.00	
Equipment	$2,500.00	
Other *(Describe)*		$69,458.25
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Health Services:		
Salaries: *(No. of Positions_0_)*	Waiver	
Fringe Benefits	Contract Service	
Purchased Services	$21,000	
Supplies and Materials		
Equipment		
Other *(Describe)*		$21,000.00

74	*(Budget Continued)*		
75	Media Services: Technology Support		
76	Salaries: *(No. of Positions 1)*	$50,500.00	
77	Fringe Benefits	$13,458.25	
78	Purchased Services	$2,500.00	
79	Supplies and Materials	$500.00	
80	Equipment	$2,500.00	
81	Other *(Describe)*		$69,458.25
82			
83	Fiscal Services:		
84	Salaries: *(No. of Positions 1)*	Contract Service	
85	Fringe Benefits		
86	Purchased Services	$40,000.00	
87	Supplies and Materials		
88	Equipment		
89	Other *(Describe)*		$40,000.00
90			
91	Maintenance and Operation:		
92	Salaries: *(No. of Positions 0)*	Waiver	
93	Fringe Benefits	Leased Facilities	
94	Purchased Services		
95	(include utilities)		
96	Supplies and Materials		
97	Equipment		
98	Other *(Describe)*		$0.00
99			
100	Pupil Transportation:	Waiver	
101	Salaries: *(No. of Positions 0)*		
102	Fringe Benefits		
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		$0.00
106	Other *(Describe)*		
107			
108	Food Services:	Waiver	
109	Salaries: *(No. of Positions 0)*		
110	Fringe Benefits		
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		$0.00
114	Other *(Describe)*		

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions_1_)*	Contract Service	
118	Fringe Benefits		
119	Purchased Services	$40,000.00	
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		$40,000.00
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions_1@125 days)*	@ $81.50 per day	
126	Fringe Benefits		$10,187.50.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	$6,000.00	
130	*Please list upgrades:*		
131			
132	Utilities (contract for one total year including facility upgrades)	$2,400.00	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance		
135	Content Insurance	$600.00	$9,000.00
136			
137	Debt Expenditures:		$210,000.00
138	Other Expenditures:		
139	*(Describe)*		$0.00
140			
141	**TOTAL EXPENDITURES**		$3,160,274.18

Required Attachment #4

Americas Charter School Teacher Salary Schedule. Can increase up to $5,000 average for performance incentives.

Experience	Bachelor	Masters
0	$36,000.00	$40,000.00
1	$36,500.00	$40,500.00
2	$37,000.00	$41,000.00
3	$37,500.00	$41,500.00
4	$38,000.00	$42,000.00
5	$38,500.00	$42,500.00
6	$39,000.00	$43,000.00
7	$39,500.00	$43,500.00
8	$40,000.00	$44,000.00
9	$40,500.00	$44,500.00
10	$41,000.00	$45,000.00
11	$41,500.00	$45,500.00
12	$42,000.00	$46,000.00
13	$42,500.00	$46,500.00
14	$43,000.00	$47,000.00
15	$43,500.00	$47,500.00
16	$44,000.00	$48,000.00
17	$44,500.00	$48,500.00
18	$45,000.00	$49,000.00
19	$45,500.00	$49,500.00
20	$46,000.00	$50,000.00
21	$46,500.00	$50,500.00
22	$47,000.00	$51,000.00
23	$47,500.00	$51,500.00
24	$48,000.00	$52,000.00
25	$48,500.00	$52,500.00

Administrator Salary will be based upon 1.5X teacher salary.
Director will be 1.75X teacher salary.

Instructional Aides will be paid .5 of Bachelor scale unless they have additional Industry Certifications in which case they will be paid .5 of the Masters Scale.

In addition all employees will receive fringe amount of $200 toward health insurance and other fringe benefits such as life insurance, dental and vision coverage.

STATE OF ARKANSAS

SECRETARY OF STATE

Mark Martin
ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Mark Martin, Arkansas Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation

of

AMERICA'S CHARTER SCHOOL

filed in this office August 24, 2012 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 24th day of August, 2012.

Mark Martin

Arkansas Secretary of State

FILED - Arkansas Secretary of State - Mark Martin - Doc#: 2714386001 - Filing#: 811020626 - Filed On: 8/24/2012 1:05:00 PM - Page(s): 4

ARTICLES OF INCORPORATION
OF
AMERICA'S CHARTER SCHOOL - ARKANSAS

The undersigned hereby states the following in order to form a nonprofit corporation under the Arkansas Nonprofit Corporation Act:

ARTICLE I

The name of the Corporation is: "America's Charter School - Arkansas" (referred to below as the "Corporation").

ARTICLE II

The Corporation is a nonprofit, public benefit corporation formed pursuant to the Arkansas Nonprofit Corporation Act (the "Act"). The Corporation shall have no members.

ARTICLE III

The initial registered office of the Corporation shall be: 206 West Holt Road, Lincoln, Arkansas 72744, and the registered agent is Dr. Frank Holman at such address.

ARTICLE IV

The name and address of the sole Incorporator are as follows: Dr. Frank Holman, 206 West Holt Road, Lincoln, Arkansas 72744.

ARTICLE V

Section 5.1. General Purposes. The Corporation is organized and shall be operated exclusively for charitable, educational and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future federal tax code (the "Code"), by entering into charters for the establishment of one or more charter schools (as defined in Ark. Code Ann. Title 6 Chapter 23) within the State of Arkansas, by providing educational services to primary or secondary school students, and by arranging for or providing management services to charter schools, as more particularly stated in Section 5.2 below. The schools shall be established in accordance with the Arkansas Act known by the title "The Arkansas Charter Schools Act of 1999."

Section 5.2. Specific Purposes and Powers. In addition to and in furtherance of the general purposes stated in Section 5.1, the Corporation shall operate for the following specific purposes and shall have the following powers:

(a) To enter into one or more charters for the establishment of charter schools;

(b) To form, manage, oversee, support and otherwise encourage the continuation of public charter schools within Arkansas;

(c) To provide educational services to primary and secondary school students of Arkansas;

(d) To solicit and accept contributions and grants from the general public, from governmental units, and from various charitable funding sources, exclusively for the charitable and educational purposes set forth in or permitted in this Article V;

(e) To receive, invest, reinvest, maintain, and sell or otherwise dispose of funds of money or other property and to use and apply all or any part of such money and property exclusively for charitable and educational purposes described in Section 501(c)(3) of the Code, including but not limited to:

(i) Direct expenditures in carrying out the activities or serving the purposes set forth in this Section 5.2; or

(ii) Contributions or distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code; and

(f) To perform any other lawful acts in furtherance of any exclusively charitable or educational purpose for which a nonprofit charitable corporation and a charter school organizer may be operated under applicable Arkansas law and Section 501(c)(3) of the Code.

Nothing in these Articles of Incorporation, except the succeeding Sections 5.3 through 5.4, limits the authorized purposes or activities of the Corporation under the Act or limits the duration and powers of the Corporation as provided in the Act.

Section 5.3. General Prohibitions and Restrictions. No part of the net earnings of the Corporation will inure to the benefit of any Director or officer of the Corporation or to the benefit of any other private individual other than public school students who attend charter schools that are operated and/or organized by the Corporation or who receive educational services from the Corporation. However, the Corporation may pay reasonable compensation for services rendered to the Corporation and may make payments and distributions in furtherance of one or more of the Corporation's exempt purposes stated in this Article V.

Notwithstanding any other provision of these Articles of Incorporation or state law, the Corporation shall be subject to the following provisions:

(a) The Corporation shall not engage in or carry on any activities that are not permitted by:

(i) A corporation exempt from federal income tax under Section 501(c)(3) of the Code; or

(ii) A corporation, contributions to which are deductible under Section 170(c)(2) of the Code; or

(iii) A public charter school organized under Arkansas law.

(b) The Corporation shall not engage in activities or use its assets in manners that are not in furtherance of one or more exempt purposes, as set forth above and defined by the Code and related regulations rulings, and procedures except to an insubstantial degree.

(c) The Corporation shall not serve a private interest other than one that is clearly incidental to an overriding interest.

(d) The Corporation shall not attempt to influence legislation by propaganda or otherwise, except as provided by the Code and related regulations, ruling and procedures.

(e) The Corporation shall not participate in or intervene in any political campaign on behalf of or in opposition to any candidate for public office. The prohibited activities include the publishing or distributing of statements and any other direct or indirect campaign activities.

(f) The Corporation shall not permit any part of the net earnings of the Corporation to inure to the benefit of any private individual.

(g) The Corporation shall not carry on an unrelated trade or business, except as a secondary purpose related to the Corporation's primary, exempt purpose.

(h) The Corporation shall make qualifying distributions each taxable year at such time and in such manner as not to subject the Corporation to tax under Section 4942 of the Code.

(i) The Corporation shall not engage in any act of self-dealing, as defined in Section 4941(d) of the Code.

(j) The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.

(k) The Corporation shall not make any investments in a manner that would subject it to tax under Section 4944 of the Code.

(l) The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

Section 5.4 Dissolution. No Director, officer, or other private individual is entitled to share in any distribution of the Corporation's assets upon its dissolution. Upon the dissolution of the Corporation, and after winding up its affairs and paying or providing for all the other lawful liabilities of the Corporation under applicable law:

(a) The Corporation shall first return to the Arkansas Department of Education (the "Department") all funds remaining that the Corporation received from the Department; and

(b) The Corporation shall distribute all of its other remaining assets exclusively for non-profit charitable or educational purposes to one or more organizations that are organized and operated for such purposes and which are, at the time of such distribution, a qualified 501(c)(3) organization described in Sections 170(c)(1) or 170(c)(2) of the Code.

ARTICLE VI

The initial Board of Directors of the Corporation (the "Board") shall be composed of five (5) members. The names and addresses of the persons who are to serve as the initial Board of Directors are:[1]

Dr. John Watson, 827 Meadow Rue, Russellville, AR 72802

John L. Davidson, 936 Hwy 287, Conway, AR 72032

Dr. Merle Dickerson, 23 Westville, Van Buren, AR 72956

Dr. Mary B. Gunter, 2306 West 7th Street, Russellville, AR 72802

All the Corporation's activities and operations shall be managed by the Board. The Board may from time to time fix the number of Directors as set forth in the Bylaws, but the number of directors shall not be less than three (3).

INWITNESS WHEREOF, the undersigned Incorporator executes these Articles of Incorporation on this 23 day of August, 2012, and certifies the truth of the facts stated therein.

Dr. Frank Holman, Incorporator

Department of the Treasury
Internal Revenue Service

Notice 1382

(Rev. December 2011)

Changes for Form 1023:

- Mailing address
- Parts IX, X and XI

Changes for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Change of Mailing Address

The mailing address shown on Form 1023 Checklist, page 28, the first address under the last checkbox; and in the Instructions for Form 1023, page 4 under *Where to File,* has been changed to:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192

Changes for Parts IX and X

Changes to Parts IX and X are necessary to comply with new regulations that eliminated the advance ruling process. Until Form 1023 is revised to reflect this change, please follow the directions on this notice when completing Part IX and Part X of Form 1023. For more information about the elimination of the advance ruling process, visit us at IRS.gov and click on "Charities and Non-Profits," then in the top right "Search" box type "Elimination of the Advance Ruling Process" (exactly as written) and select "Search."

Part IX. Financial Data

The instructions at the top of Part IX on page 9 of Form 1023 are now as follows. For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:

   a. Three years of financial information if you have not completed one tax year, or

   b. Four years of financial information if you have completed one tax year.

2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX, has not been updated to provide for a 5th year.

Part X. Public Charity Status

Do not complete line 6a on page 11 of Form 1023, and **do not sign** the form under the heading "Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code."

Only complete line 6b and line 7 on page 11 of Form 1023, if in existence 5 or more tax years.

Part XI. Increase in User Fees

User fee increases are effective for all applications post marked after January 3, 2010.

1. $400 for organizations whose gross receipts do not exceed $10,000 or less annually over a 4-year period.

2. $850 for organizations whose gross receipts exceed $10,000 annually over a 4-year period.

For the current user fee amounts go to IRS.gov and select "Charities and Non-Profits" from the buttons near the top. Then select "Where Is My Exemption Application" and in the second paragraph click on "user fee." Alternatively, you can do a search for "user fees" with the applicable year in the "Search" box in the top right. Finally, you can also call 1-877-829-5500.

Application for Reinstatement and Retroactive Reinstatement. After your organization's tax-exempt status was automatically revoked for failing to file a return or notice for three consecutive years, your organization must apply to have its tax-exempt status reinstated. You must file a Form 1023 if applying under section 501(c)(3) or Form 1024 if applying under a different Code section, pay the appropriate user fee, and write "Automatically Revoked" at the top of your application and the mailing envelope. If approved, the date of reinstatement will be the date of the application. See Notice 2011-44, 2011-25 I.R.B. 883, at *http://www.irs.gov/irb/2011-25_IRB/ar10.html*, for details. Smaller organizations -- defined as having annual gross receipts of not more than $50,000 in its most recently completed tax year -- that have lost their tax-exempt status because of failure to file a required electronic notice (Form 990-N e-Postcard) may be eligible for transitional relief, including retroactive reinstatement and a reduced user fee. See Notice 2011-43, 2011-25 I.R.B. 882, at *http://www.irs.gov/irb/2011-25_IRB/ar09.html*, for details.

Printed on recycled paper

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the instructions to complete this application and for a definition of all ***bold*** *items.* For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your **organizing document**) **America's Charter School - Arkansas**	2 c/o Name (if applicable)
3 **Mailing address** (Number and street) (see instructions) Room/Suite **206 West Holt Road**	4 Employer Identification Number (EIN) **46-0857452**
City or town, state or country, and ZIP + 4 **Lincoln, AR 72744**	5 Month the annual accounting period ends (01 – 12) **06**
6 Primary contact (officer, director, trustee, or **authorized representative**) a Name: **Frank Holman**	b Phone: **479-966-7030** c Fax: (optional)

7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative*, with your application if you would like us to communicate with your representative. ☑ **Yes** ☐ **No**

8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. ☐ **Yes** ☑ **No**

9a Organization's website:

b Organization's email: (optional)

10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. ☐ **Yes** ☑ **No**

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) **08 / 24 / 2012**

12 Were you formed under the laws of a **foreign country?** If "Yes," state the country. ☐ **Yes** ☑ **No**

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

1	Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.	☐ Yes	☐ No
2	Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.	☐ Yes	☐ No
3	Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.	☐ Yes	☐ No
4a	Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.	☐ Yes	☐ No
b	Have you been funded? If "No," explain how you are formed without anything of value placed in trust.	☐ Yes	☐ No
5	Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected.	☐ Yes	☐ No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

1	Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Pages 1-2, Article V	☑
2a	Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.	☑
2b	If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Pages 3-4, Article V, Section 5.4	
2c	See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: _____	☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present,* and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Dr. Frank Holman	Director of the School	206 West Holt Road Lincoln, AR 72744	$100,000
Dr. John Watson	Director	827 Meadow Rue Russellville, AR 72802	None
John Davidson	Director, Vice President	936 Hwy 287 Conway, AR 72032	None
Dr. Merle Dickerson	Director, Secretary, Treasurer	23 Westville Van Buren, AR 72956	None
Dr. Mary B. Gunter	Director	2306 West 7th Street Russellville, AR 72802	None

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached statement			

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached statement			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☑ No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☑ No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☑ No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☑ Yes ☐ No

b Do you or will you approve compensation arrangements in advance of paying compensation? ☑ Yes ☐ No

c Do you or will you document in writing the date and terms of approved compensation arrangements? ☑ Yes ☐ No

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

d	Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?	☑ Yes	☐ No
e	Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☑ Yes	☐ No
f	Do you or will you record in writing both the information on which you relied to base your decision and its source?	☑ Yes	☐ No
g	If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.		
5a	Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.	☑ Yes	☐ No
b	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?		
c	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?		
	Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.		
6a	Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☐ Yes	☑ No
b	Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than $50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	☐ Yes	☑ No
7a	Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases.	☐ Yes	☑ No
b	Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.	☐ Yes	☑ No
8a	Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.	☐ Yes	☑ No
b	Describe any written or oral arrangements that you made or intend to make.		
c	Identify with whom you have or will have such arrangements.		
d	Explain how the terms are or will be negotiated at arm's length.		
e	Explain how you determine you pay no more than fair market value or you are paid at least fair market value.		
f	Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.		
9a	Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.	☑ Yes	☐ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors *(Continued)*

b Describe any written or oral arrangements you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.

f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

1a	In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.	☑ Yes	☐ No
b	In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.	☐ Yes	☑ No
2	Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.	☐ Yes	☑ No
3	Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.	☐ Yes	☑ No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

1	Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G.	☐ Yes	☑ No
2	Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.	☐ Yes	☑ No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

1	Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain.	☐ Yes	☑ No
2a	Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.	☐ Yes	☑ No
b	Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.	☐ Yes	☑ No
3a	Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data.	☐ Yes	☑ No
b	Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.	☐ Yes	☑ No

c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities *(Continued)*

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☐ Yes ☐ No

- ☐ mail solicitations
- ☐ email solicitations
- ☐ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☑ foundation grant solicitations
- ☐ phone solicitations
- ☐ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☐ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☐ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☐ No

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☐ Yes ☐ No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☐ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☐ No

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☐ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☐ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☐ No

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☐ No

Part VIII Your Specific Activities *(Continued)*

11	Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.	☐ Yes	☑ No
12a	Do you or will you operate in a **foreign country** or **countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a.	☐ Yes	☑ No
b	Name the foreign countries and regions within the countries in which you operate.		
c	Describe your operations in each country and region in which you operate.		
d	Describe how your operations in each country and region further your exempt purposes.		
13a	Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.	☐ Yes	☑ No
b	Describe how your grants, loans, or other distributions to organizations further your exempt purposes.		
c	Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.	☐ Yes	☐ No
d	Identify each recipient organization and any **relationship** between you and the recipient organization.		
e	Describe the records you keep with respect to the grants, loans, or other distributions you make.		
f	Describe your selection process, including whether you do any of the following:		
	(i) Do you require an application form? If "Yes," attach a copy of the form.	☐ Yes	☐ No
	(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.	☐ Yes	☐ No
g	Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.		
14a	Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.	☐ Yes	☑ No
b	Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.		
c	Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.	☐ Yes	☐ No
d	Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.	☐ Yes	☐ No
e	Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.	☐ Yes	☐ No
f	Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.	☐ Yes	☐ No

Part VIII Your Specific Activities *(Continued)*

15	Do you have a **close connection** with any organizations? If "Yes," explain.	☐ Yes	☑ No
16	Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.	☐ Yes	☑ No
17	Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.	☐ Yes	☑ No
18	Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.	☐ Yes	☑ No
19	Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.	☑ Yes	☐ No
20	Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C.	☐ Yes	☑ No
21	Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F.	☐ Yes	☑ No
22	Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From 7/1/13 To 6/30/14	(b) From 7/1/14 To 6/30/15	(c) From 7/1/15 To 6/30/16	(d) From ... To ...	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	3,283,940	3,283,940	3,283,940		9,851,820
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					
	8 Total of lines 1 through 7	3,283,940	3,283,940	3,283,940		9,851,820
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9	3,283,940	3,283,940	3,283,940		9,851,820
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 **Unusual grants**					
	13 Total Revenue Add lines 10 through 12	3,283,940	3,283,940	3,283,940		9,851,820
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees	101,320	101,320	101,320		
	18 Other salaries and wages	2,005,590	2,023,638	2,023,638		
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)	21,000	21,000	21,000		
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)	1,025,817	1,026,316	1,026,316		
	24 Total Expenses Add lines 14 through 23	3,153,727	3,172,274	3,172,274		

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year) — Year End: N/A

			(Whole dollars)
	Assets		
1	Cash	1	
2	Accounts receivable, net	2	
3	Inventories	3	
4	Bonds and notes receivable (attach an itemized list)	4	
5	Corporate stocks (attach an itemized list)	5	
6	Loans receivable (attach an itemized list)	6	
7	Other investments (attach an itemized list)	7	
8	Depreciable and depletable assets (attach an itemized list)	8	
9	Land	9	
10	Other assets (attach an itemized list)	10	
11	Total Assets (add lines 1 through 10)	11	
	Liabilities		
12	Accounts payable	12	
13	Contributions, gifts, grants, etc. payable	13	
14	Mortgages and notes payable (attach an itemized list)	14	
15	Other liabilities (attach an itemized list)	15	
16	Total Liabilities (add lines 12 through 15)	16	
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. ☐ Yes ☑ No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See Instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ Yes ☑ No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the Instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☐

c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X Public Charity Status *(Continued)*

e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐

f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐

g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐

h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐

i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at *www.irs.gov* or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)	(Type or print name of signer)	(Date)
	(Type or print title or authority of signer)	

For IRS Use Only

IRS Director, Exempt Organizations	(Date)

b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) **(a)** Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐

(ii) **(a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person.** If the answer is "None," check this box. ☐

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) $5,000. If the answer is "None," check this box. ☐

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ **Yes** ☐ **No**

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed $10,000 annually over a 4-year period, you must submit payment of $750. If your gross receipts have not exceeded or will not exceed $10,000 annually over a 4-year period, the required user fee payment is $300. See Instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

1	Have your annual gross receipts averaged or are they expected to average not more than $10,000? If "Yes," check the box on line 2 and enclose a user fee payment of $300 (Subject to change—see above). If "No," check the box on line 3 and enclose a user fee payment of $750 (Subject to change—see above).	☐ Yes	☑ No
2	Check the box if you have enclosed the reduced user fee payment of $300 (Subject to change).	☐	
3	Check the box if you have enclosed the user fee payment of $750 (Subject to change).	☑	

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶ Frank Holman (Signature of Officer, Director, Trustee, or other authorized official)

Frank Holman (Type or print name of signer)

Director and President (Type or print title or authority of signer)

8/24/2012 (Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application. Form **1023** (Rev. 6-2006)

Schedule A. Churches

1a	Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents.	☐ Yes	☐ No
b	Do you have a form of worship? If "Yes," describe your form of worship.	☐ Yes	☐ No
2a	Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.	☐ Yes	☐ No
b	Do you have a distinct religious history? If "Yes," describe your religious history.	☐ Yes	☐ No
c	Do you have a literature of your own? If "Yes," describe your literature.	☐ Yes	☐ No
3	Describe the organization's religious hierarchy or ecclesiastical government.		
4a	Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins.	☐ Yes	☐ No
b	What is the average attendance at your regularly scheduled religious services?		
5a	Do you have an established place of worship? If "Yes," refer to the instructions for the information required.	☐ Yes	☐ No
b	Do you own the property where you have an established place of worship?	☐ Yes	☐ No
6	Do you have an established congregation or other regular membership group? If "No," refer to the instructions.	☐ Yes	☐ No
7	How many members do you have?		
8a	Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete lines 8b–8d, below.	☐ Yes	☐ No
b	If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.	☐ Yes	☐ No
c	May your members be associated with another denomination or church?	☐ Yes	☐ No
d	Are all of your members part of the same **family**?	☐ Yes	☐ No
9	Do you conduct baptisms, weddings, funerals, etc.?	☐ Yes	☐ No
10	Do you have a school for the religious instruction of the young?	☐ Yes	☐ No
11a	Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study.	☐ Yes	☐ No
b	Do you have schools for the preparation of your ordained ministers or religious leaders?	☐ Yes	☐ No
12	Is your minister or religious leader also one of your officers, directors, or trustees?	☐ Yes	☐ No
13	Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure.	☐ Yes	☐ No
14	Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches.	☐ Yes	☐ No
15	Do you issue church charters? If "Yes," describe the requirements for issuing a charter.	☐ Yes	☐ No
16	Did you pay a fee for a church charter? If "Yes," attach a copy of the charter.	☐ Yes	☐ No
17	Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.	☐ Yes	☐ No

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a	Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B.	☐ Yes	☐ No
b	Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B.	☐ Yes	☐ No
2a	Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.	☐ Yes	☐ No
b	Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.	☐ Yes	☐ No
3	In what public school district, county, and state are you located? Lincoln, Washington County, Arkansas		
4	Were you formed or substantially expanded at the time of public school desegregation in the above school district or county?	☐ Yes	☐ No
5	Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.	☐ Yes	☐ No
6	Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.	☐ Yes	☐ No
7	Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.	☐ Yes	☐ No
8	Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Note.** Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.	☐ Yes	☐ No

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

1	Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557.	☐ Yes	☐ No
2	Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy?	☐ Yes	☐ No
a	If "Yes," attach a representative sample of each document.		
b	If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.	▶ ☑	
3	Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain.	☐ Yes	☐ No
4	Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully.	☐ Yes	☐ No

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
N/A						
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
N/A								
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ Yes ☑ No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☑ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital.** See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing **hospital** or **medical care.** Complete Section I below. ☐

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II. ☐

Section I Hospitals

1a	Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected.	☐ Yes	☐ No
2a	Do you or will you provide medical services to all individuals in your community who can pay for themselves or have private health insurance? If "No," explain.	☐ Yes	☐ No
b	Do you or will you provide medical services to all individuals in your community who participate in Medicare? If "No," explain.	☐ Yes	☐ No
c	Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If "No," explain.	☐ Yes	☐ No
3a	Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain.	☐ Yes	☐ No
b	Does the same deposit requirement, if any, apply to all other patients? If "No," explain.	☐ Yes	☐ No
4a	Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide.	☐ Yes	☐ No
b	Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy.	☐ Yes	☐ No
c	Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements.	☐ Yes	☐ No
5a	Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e.	☐ Yes	☐ No
b	Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy.		
c	Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients.		
d	Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements.		
e	Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule.	☐ Yes	☐ No
6a	Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs.	☐ Yes	☐ No
b	Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs.	☐ Yes	☐ No
7	Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements.	☐ Yes	☐ No
8	Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative.	☐ Yes	☐ No
9	Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. **Note.** Make sure your answer is consistent with the information provided in Part VIII, line 8.	☐ Yes	☐ No

Schedule C. Hospitals and Medical Research Organizations *(Continued)*

Section I Hospitals *(Continued)*

10	Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Note.** Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.	☐ Yes	☐ No
11	Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment incentives and attach copies of all written recruitment incentive policies.	☐ Yes	☐ No
12	Do you or will you lease equipment, assets, or office space from physicians who have a financial or professional relationship with you? If "Yes," explain how you establish a fair market value for the lease.	☐ Yes	☐ No
13	Have you purchased medical practices, ambulatory surgery centers, or other business assets from physicians or other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals.	☐ Yes	☐ No
14	Have you adopted a **conflict of interest policy** consistent with the sample health care organization conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings.	☐ Yes	☐ No

Section II Medical Research Organizations

1	Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
2	Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
3	Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

Name	Address	EIN
		–
		–

2 Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go to Section II. If "No," go to line 3. ☐ Yes ☐ No

3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? ☐ Yes ☐ No

If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information:

- Part IX-A. Statement of Revenues and Expenses, lines 1–13 and
- Part X, lines 6b(ii)(a), 6b(ii)(b), and 7.

If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests:
Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or
Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or
Test 3: "Operated in connection with" one or more publicly supported organizations.

1 Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," continue to line 2. ☐ Yes ☐ No

2 Information to establish the "supervised or controlled in connection with" relationship (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. ☐ Yes ☐ No

3 Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. ☐ Yes ☐ No

4 Information to establish the alternative "operated in connection with" responsiveness test (Test 3)

a Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. ☐ Yes ☐ No

b Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. ☐ Yes ☐ No

c Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. ☐ Yes ☐ No

d Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. ☐ Yes ☐ No

e Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities.

Schedule D. Section 509(a)(3) Supporting Organizations *(Continued)*

Section II Relationship with Supported Organization(s)—Three Tests *(Continued)*

5 Information to establish the "operated in connection with" integral part test (Test 3)

Do you conduct activities that would otherwise be carried out by the supported organization(s)? If "Yes," explain and go to Section III. If "No," continue to line 6a. ☐ Yes ☐ No

6 Information to establish the alternative "operated in connection with" integral part test (Test 3)

a Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If "Yes," go to line 6b. (See instructions.) ☐ Yes ☐ No

If "No," state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.

b How much do you contribute annually to each supported organization? Attach a schedule.

c What is the total annual revenue of each supported organization? If you need additional space, attach a list.

d Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If "Yes," explain. ☐ Yes ☐ No

7a Does your organizing document specify the supported organization(s) by name? If "Yes," state the article and paragraph number and go to Section III. If "No," answer line 7b. ☐ Yes ☐ No

b Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

1a If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer "Yes." If your organizing document does not comply with this requirement, answer "No," and see the instructions. ☐ Yes ☐ No

b If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer "Yes," and go to Section IV. If your organizing document does not comply with this requirement, answer "No," and see the instructions. ☐ Yes ☐ No

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

1a Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. ☐ Yes ☐ No

b Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons. ☐ Yes ☐ No

c Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. ☐ Yes ☐ No

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier. If you are not eligible for tax exemption under section 501(c)(3) from your date of incorporation or formation, Schedule E is also intended to determine whether you are eligible for tax exemption under section 501(c)(4) for the period between your date of incorporation or formation and the postmark date of your application.

1	Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E.	☐ **Yes**	☐ **No**
2a	Are you a public charity with annual **gross receipts** that are normally $5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts.	☐ **Yes**	☐ **No**
b	If your gross receipts were normally more than $5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than $5,000? If "Yes," stop here.	☐ **Yes**	☐ **No**
3a	Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4.	☐ **Yes**	☐ **No**
b	If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here.	☐ **Yes**	☐ **No**
c	If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here.	☐ **Yes**	☐ **No**
4	Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule.	☐ **Yes**	☐ **No**
5	If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6, 7, or 8. If "No," go to line 6a.	☐ **Yes**	☐ **No**
6a	If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? If "Yes," you are eligible for an advance ruling. Complete Part X, line 6a. If "No," you will be treated as a private foundation. **Note.** Be sure your ruling eligibility agrees with your answer to Part X, line 6.	☐ **Yes**	☐ **No**
b	Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below.	☐ **Yes**	☐ **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation *(Continued)*

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Type of Revenue	Projected revenue for 2 years following current tax year		
	(a) From ..... To	(b) From ..... To	(c) Total
1 Gifts, grants, and contributions received (do not include unusual grants)			
2 Membership fees received			
3 Gross investment income			
4 Net unrelated business income			
5 Taxes levied for your benefit			
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)			
7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)			
8 Total of lines 1 through 7			
9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)			
10 Total of lines 8 and 9			
11 Net gain or loss on sale of capital assets (attach an itemized list)			
12 Unusual grants			
13 Total revenue. Add lines 10 through 12			

8 According to your answers, you are only eligible for tax exemption under section 501(c)(3) from the postmark date of your application. However, you may be eligible for tax exemption under section 501(c)(4) from your date of formation to the postmark date of the Form 1023. Tax exemption under section 501(c)(4) allows exemption from federal income tax, but generally not deductibility of contributions under Code section 170. Check the box at right if you want us to treat this as a request for exemption under 501(c)(4) from your date of formation to the postmark date. ▶ ☐

Attach a completed Page 1 of Form 1024, Application for Recognition of Exemption Under Section 501(a), to this application.

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing

Section I General Information About Your Housing

1 Describe the type of housing you provide.

2 Provide copies of any application forms you use for admission.

3 Explain how the public is made aware of your facility.

4a Provide a description of each facility.
b What is the total number of residents each facility can accommodate?
c What is your current number of residents in each facility?
d Describe each facility in terms of whether residents rent or purchase housing from you.

5 Attach a sample copy of your residency or homeownership contract or agreement.

6 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. ☐ Yes ☐ No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

7 Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services. ☐ Yes ☐ No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ Yes ☐ No

Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

9 Do you participate in any government housing programs? If "Yes," describe these programs. ☐ Yes ☐ No

10a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b. ☐ Yes ☐ No

b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.

c Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases. ☐ Yes ☐ No

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing *(Continued)*

Section II Homes for the Elderly or Handicapped

1a	Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing.	☐ Yes	☐ No
b	Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing.	☐ Yes	☐ No
2a	Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived.	☐ Yes	☐ No
b	Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined.	☐ Yes	☐ No
c	Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing is affordable.	☐ Yes	☐ No
3a	Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy.	☐ Yes	☐ No
b	Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements.	☐ Yes	☐ No
4	Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements.	☐ Yes	☐ No
5	Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other similar needs of the elderly or handicapped? If "Yes," describe these design features.	☐ Yes	☐ No

Section III Low-Income Housing

1	Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing.	☐ Yes	☐ No
2	In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined.	☐ Yes	☐ No
3a	Is your housing affordable to low income residents? If "Yes," describe how your housing is made affordable to low-income residents. **Note.** Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)	☐ Yes	☐ No
b	Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions.	☐ Yes	☐ No
4	Do you provide social services to residents? If "Yes," describe these services.	☐ Yes	☐ No

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. ☐ Yes ☐ No

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organzation that resulted in your creation. ☐ Yes ☐ No

b Provide the tax status of the predecessor organization.

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. ☐ Yes ☐ No

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. ☐ Yes ☐ No

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: _____ **EIN:** __-_____

Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (if a for-profit)

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. ☐ Yes ☐ No

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. ☐ Yes ☐ No

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. ☐ Yes ☐ No

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. ☐ Yes ☐ No

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. ☐ Yes ☐ No

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. ☐ Yes ☐ No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I *Names of individual recipients are not required to be listed in Schedule H.* **Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.**

1a Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.

b Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.

c If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).

d Specify how your program is publicized.

e Provide copies of any solicitation or announcement materials.

f Provide a sample copy of the application used.

2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions. ☐ Yes ☐ No

3 Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)

4a Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)

b Describe how you determine the number of grants that will be made annually.

c Describe how you determine the amount of each of your grants.

d Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)

5 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

6 Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?

7 Are relatives of members of the selection committee, or of your officers, directors, or **substantial contributors** eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections? ☐ Yes ☐ No

Note. If you are a private foundation, you are not permitted to provide educational grants to **disqualified persons.** Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.**

1a If we determine that you are a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? ☐ Yes ☐ No ☐ N/A

b For which section(s) do you wish to be considered?

- 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution ☐
- 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product ☐

2 Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? ☐ Yes ☐ No

3 Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2? ☐ Yes ☐ No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(Continued)*

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.** *(Continued)*

4a	Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer?* If "Yes," complete lines 4b through 4f.	☐ Yes	☐ No	
b	Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.)	☐ Yes	☐ No	
c	Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer?	☐ Yes	☐ No	☐ N/A
	If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39?	☐ Yes	☐ No	
d	Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer?	☐ Yes	☐ No	☐ N/A
	If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e.	☐ Yes	☐ No	
e	If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f. **Note.** Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.	☐ Yes	☐ No	☐ N/A
f	If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e.	☐ Yes	☐ No	

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

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Note. *Retain a copy of the completed Form 1023 in your permanent records. Refer to the* General Instructions *regarding Public Inspection of approved applications.*

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

☐ Assemble the application and materials in this order:

- Form 1023 Checklist
- Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
- Form 8821, *Tax Information Authorization* (if filing)
- Expedite request (if requesting)
- Application (Form 1023 and Schedules A through H, as required)
- Articles of organization
- Amendments to articles of organization in chronological order
- Bylaws or other rules of operation and amendments
- Documentation of nondiscriminatory policy for schools, as required by Schedule B
- Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
- All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

☐ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

☐ Employer Identification Number (EIN)

☐ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.

- You must provide specific details about your past, present, and planned activities.
- Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
- Describe your purposes and proposed activities in specific easily understood terms.
- Financial information should correspond with proposed activities.

☐ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___ No ✔	Schedule E	Yes ___ No ✔
Schedule B	Yes ✔ No ___	Schedule F	Yes ___ No ✔
Schedule C	Yes ___ No ✔	Schedule G	Yes ___ No ✔
Schedule D	Yes ___ No ✔	Schedule H	Yes ___ No ✔

☐ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) **Pg 1-2, Art V, 5.1-5.2**
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law **Pg 3-4, Art V, 5.4**

☐ Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at Part XI of Form 1023.

☐ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Printed on recycled paper

Hollis was unavailable. There was no immediate reaction to the lawsuit's dismissal from Hollis' attorney, Ken Swindle of Rogers. Swindle, according to his secretary, was out of the office. He also didn't answer an email sent to him.

"We are pleased with the judge's decision and look to move forward," said Alan Wilbourn, the public information officer for the school district.

SEE **LAWSUIT** PAGE 2A

STAFF PHOTO **ANDY SHUPE**

Dustin Ross, from left, Shawn Rochier, Brandon Williams, Dennis Osborn and Philip Kealy, all with the city of Fayetteville's Transportation Division, work Tuesday to lay forms before pouring sidewalks along the west side of College Avenue between Mountain and Center streets as a part of a project to improve sidewalks in the area.

an area psychiatrist who co-signed a 2007 bank loan with Marr. Mason also gave Marr 45 days to file documents showing his property and assets with the Washington County Circuit Clerk.

The debt owed by Marr is among thousands of dollars in claims against him from former business associates and unpaid federal income taxes.

Marr, who formerly served on the City Council, declined Tuesday to discuss what

Michael Hollomon, psychiatrist and friend Marr, filed the lawsuit June 2011.

Hollomon co-signed loan for $165,000 from t Bank of Fayetteville. Holl mon claimed in his lawsu Marr came to him explai ing a former employer h accused Marr of embezzl ment and he risked faci criminal charges if he did repay the company.

SEE **DISPUTE** PAGE 2A

Former Superintendent Seeks To Open School

IDEA RECEIVES STRONG SUPPORT AT PUBLIC MEETING IN LINCOLN

By Rose Ann Pearce
RPEARCE@NWAONLINE.COM

LINCOLN — A proposed open enrollment charter school, offering a blend of online courses and classroom time, received strong approval from a small, but supportive group, Tuesday night.

Frank Holman, retired Lincoln superintendent, plans to apply to the Arkansas State Board of Education to open America's Charter School Arkansas for the 2013-14 school year. The application is due to the Education Department by Aug. 30.

The Rev. Jerry Mizell, a local pastor, said he was encouraged by Holman's proposal to give teens a connection to alternatives in their education.

Mary Gunter, director of the Center for Leadership and Learning at Arkansas Tech University in Russellville, said, "Anytime there is an opportunity to provide parents and students with a viable choice, it's a win-win."

The proposal also opens up opportunities for teachers with nontraditional licenses to offer their professional expertise to students, she said.

The public meeting is part of the application process, according to the Education Department's website.

Holman's plan is to enroll 250 students the first year to offer a combination of online classes and personal time with teachers with a technology enriched curriculum which would be personalized and customized to meet the needs of individual students and their families.

The school will be designed to serve students with at-risk needs, language barriers and students w have difficulty fitting in the traditional school en ronment.

Students will be requir to have 75 hours of comm nity service per year, wi 200 presentations to pe and the public and approv on-the-job experience bef graduation, Holman said.

SEE **SCHOOL** PAGE 2A

TODAY'S WEATHER

Memo: Public Meeting for America's Charter School-Arkansas
Where: Lincoln City Community Building on the Square
When: August 14, 2012 6:00-7:00 pm
Attendance: Small number 12-15
Communications: Advertised in NWA Times and Springdale News in regular section of the paper for three weeks prior to the meeting
Sent registered mail to Lincoln Superintendent of letter of intent to pursue the Charter and mailed hard copy of the public hearing to Lincoln, Prairie Grove, and Siloam Springs Superintendent's
Also sent out to all Superintendents in Washington, Benton, and Madison Counties and some in Crawford County, as well as I have personally discussed with seven superintendents in the area

Results: Although those in attendance were small in number they were very supportive and as the NWA Times newspaper article said in the headlines the next day, "Idea for Open School Receives Strong Support at Public Meeting in Lincoln".

Survey Instrument: America's Charter School-Arkansas
1. What is your initial feeling about the information share tonight concerning the proposed America's Charter School?

A. Supportive 100% B. Not Supportive C. Need more information

2. Do you believe this type of open enrollment public charter will help students to become successful?

A. Yes 100% B. No C. Not sure

3. What is your greatest hope for this school to serve students in the area?

All students will be served and have opportunities for college and career More options, Better financed, That the need for alternatives be made available to at risk students, Meet the needs of students that are not being met by other schools, Help students with special circumstances to become successful, Those who are struggling in the situation they are in now, Provide choice to parents and students for a high-tech problem based learning environment, Opportunity for students to have additional options to meet their diverse needs, Help students who might otherwise "fall through the cracks", To keep kids learning

4. What are your top concerns or challenges you see ahead for the school?

Funding, Approval and Funding, Changing educators paradigm from threat to supporting or path for students at the center, Adequate funding stream, Finance, staffing, public awareness, Other schools support, Getting it started and up and running, Communications and opportunity

5. Would you like to receive additional information and materials in the future?

A. Yes 90% B. No C. Not now 10%

Comments and Other Suggestions:

Importance of meeting needs of students/connection to college and career tech
Media is represented here tonight
Is a charter school a treat in the area? Committed to making it a win/win for charter and public schools
You have been able to get people to see the benefits.
Will it help prepare for college?
How about preparing teachers for teaching in this type school? It will be like a lab for high tech, energetic and NTL teachers
Home Career Center has been approved-would those $ be applicable
Encouraged by the ability to offer
Will it be open for adult education classes? Age requirements are what for this school?
Technology, not for profit and start up costs how does it get funded? Use of the foundation funding.
Will there be cooperative funding for start up?

Again very supportive, good questions, excited about the options for parents and students. No negatives and no opposition for people in attendance.

Mayor of Lincoln was not able to attend but made a point to see me the next day and voice his support and encouragement as well as help.

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the President of the Board of Directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, 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 traditional 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 a public school district or public school districts 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 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;

    (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

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

13. 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.

14. Should the open-enrollment public charter school voluntarily or involuntary 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 or federal 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.

_____ Date: _____

Signature of
President of the Sponsoring Entity Board of Directors

_____

Print or type name

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

13. 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.

14. Should the open-enrollment public charter school voluntarily or involuntary 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 or federal 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.

Frank Holman Date: 8/28/12

Signature of
President of the Sponsoring Entity Board of Directors

FRANK HOLMAN

Print or type name

Open Enrollment Public Charter School Application Checklist

Required

Submit one page letter of intent by certified mail, following the letter of intent guidelines to ADE Charter School Office. (Copy of Letter to ADE and Certified Mail Receipt)

Submit copy of letter of intent to superintendent of local district by certified mail. Required

(Copy of Letter and Certified Mail Receipt)

June 27, 2012

To Whom It May Concern:

It is the intention of Dr. Frank Holman and Associates (3) to submit an application for an open-enrollment charter school in Lincoln, Arkansas, to be referred to as America's Charter School (ACS). Frank Holman and Associates (3) is currently in the process of applying for corporate recognition in Arkansas and exemption under Section 501(c)(3) of the Internal Revenue Code.

The contact for ACS is:

Dr. Frank A. Holman, Director
America's Charter School
P. O. Box 554
Lincoln, Arkansas 72744
Phone: (479) 966-7030
Fax: (479) 966-7030
Email: Frankholman1@gmail.com

The proposed school anticipates serving grades 8-12 with a maximum enrollment of 500 students. ACS anticipates serving 250 students in year one.

The purpose of ACS is to meet and address the educational needs of students by way of flexible digital/blended learning educational program. This school will seek to meet and address the educational needs of all students with particular focus to serve students with challenging financial, academic and at risk needs. This school will accomplish this purpose offering a unique, rigorous, quality educational program which has a primary focus involving a high-tech project based learning environment requiring 21st century learning skills.

Sincerely,

Dr. Frank A. Holman, Director AVCS

Cc: Superintendent, Lincoln Consolidated School District

June 27, 2012

To Mr. Clay Hendrix, Superintendent
Lincoln Public Schools:

It is the intention of Dr. Frank Holman and Associates (3) to submit an application for an open-enrollment charter school in Lincoln, Arkansas, to be referred to as America's Charter School (ACS). Frank Holman and Associates (3) is currently in the process of applying for corporate recognition in Arkansas and exemption under Section 501(c)(3) of the Internal Revenue Code.

The contact for ACS is:

Dr. Frank A. Holman, Director
America's Charter School
P. O. Box 554
Lincoln, Arkansas 72744
Phone: (479) 966-7030
Fax: (479) 966-7030
Email: Frankholman1@gmail.com

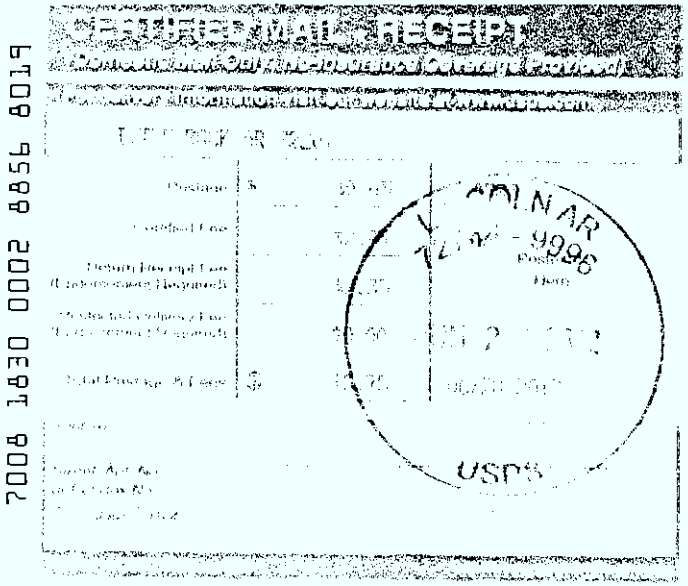
The proposed school anticipates serving grades 8-12 with a maximum enrollment of 500 students. ACS anticipates serving 250 students in year one.

The purpose of ACS is to meet and address the educational needs of students by way of flexible digital/blended learning educational program. This school will seek to meet and address the educational needs of all students with particular focus to serve students with challenging financial, academic and at risk needs. This school will accomplish this purpose offering a unique, rigorous, quality educational program, which has a primary focus of involving a high-tech project, based learning environment requiring 21st century learning skills.

Sincerely,

Dr. Frank A. Holman, Director AVCS

Cc: Superintendent Prairie Grove Public School District
Cc: Superintendent Siloam Springs Public School District



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1. Article Addressed to:

ARKANSAS DEPT OF EDUCATION
CHARTER SCHOOL OFFICE
FOUR CAPITOL MALL, ROOM 105-C
LITTLE ROCK, AR. 72201

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X [signature] ☐ Agent ☐ Addressee

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2. Article Number (Transfer from service label) 7008 1830 0002 8856 8019

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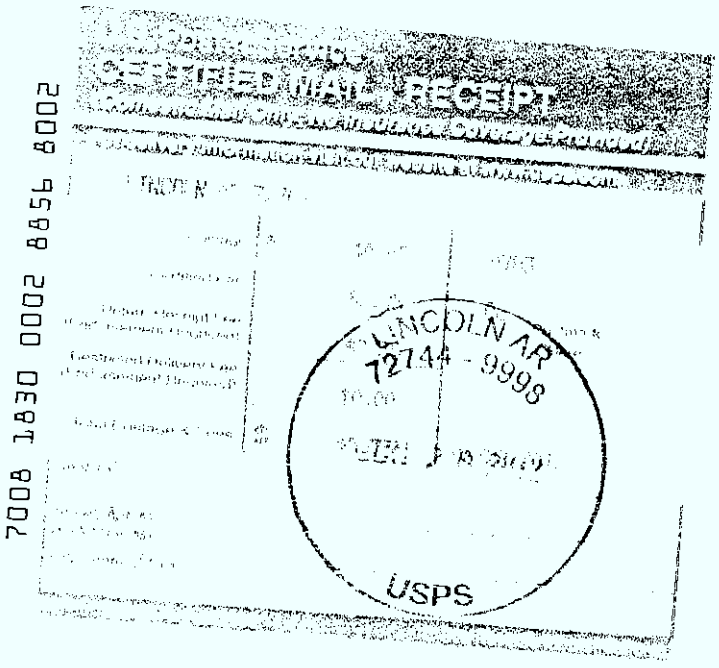

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1. Article Addressed to:

CLAY HENDRIX, SUPT
LINCOLN PUBLIC SCHOOLS
PO BOX 1127
LINCOLN, AR. 72744

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A. Signature
X Blendia Curtis ☒ Agent ☐ Addressee

B. Received by (Printed Name) Blendia Curtis C. Date of Delivery 7/2/12

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4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7008 1830 0002 8856 8002

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

July 27, 2012

Mr. Clay Hendrix, Supt. Lincoln Public Schools:

Wanted to share with you the following information and make sure you are aware of the Public Meeting on August 14 on the square. I have sent this to Mike at the Coop and asked him to give to the other superintendents in the coop. I have visited with several but will be happy to share how this could be a win/win for districts and the charter. Several of the applications are from out of state charters with corporations from out of state. I believe it will be better to have someone from in state and a supporter of public education to be approved for an open enrollment public charter school.

I am planning this charter to market home schoolers, students that struggle in a traditional school, at risk students, and students that need more flexibility.

Information below is provided to help you better understand the process and charter plan, hopefully if you or other superintendent's have questions just let me know or give me a call.

Thanks,

Frank Holman

July 27, 2012

Dr. Allen Williams, Supt. Prairie Grove Public Schools:

Wanted to share with you the following information and make sure you are aware of the Public Meeting on August 14 on the square. I have sent this to Mike at the Coop and asked him to give to the other superintendents in the coop. I have visited with several but will be happy to share how this could be a win/win for districts and the charter. Several of the applications are from out of state charters with corporations from out of state. I believe it will be better to have someone from in state and a supporter of public education to be approved for an open enrollment public charter school.

I am planning this charter to market home schoolers, students that struggle in a traditional school, at risk students, and students that need more flexibility.

Information below is provided to help you better understand the process and charter plan, hopefully if you or other superintendent's have questions just let me know or give me a call.

Thanks,

Frank Holman

July 27, 2012

Mr. Ken Ramey, Supt. Siloam Springs Public Schools:

Wanted to share with you the following information and make sure you are aware of the Public Meeting on August 14 on the square. I have sent this to Mike at the Coop and asked him to give to the other superintendents in the coop. I have visited with several but will be happy to share how this could be a win/win for districts and the charter. Several of the applications are from out of state charters with corporations from out of state. I believe it will be better to have someone from in state and a supporter of public education to be approved for an open enrollment public charter school.

I am planning this charter to market home schoolers, students that struggle in a traditional school, at risk students, and students that need more flexibility.

Information below is provided to help you better understand the process and charter plan, hopefully if you or other superintendent's have questions just let me know or give me a call.

Thanks,

Frank Holman

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Delbert Neil Helm, MBR Lincoln Area Realty LLC

Lessee (Tenant): Frank Holman, Director of America's Charter School

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: Vacant Office Spaces

Premises: 303 E. Pridemore
Lincoln, AR 72744
address
Approximately 2000
Square footage

Terms of Lease: One year: August 1, 2013 through July 31, 2014
Under the condition the charter is approved

Rental Amount: $500 per month

Contingency: The terms of this agreement are contingent upon America's Charter School-Arkansas(sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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 of Arkansas 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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

Fr Holman

By FRANK HOLMAN

Date 8/27/12

Lessor:

Delbert Neil Helm mbr

By Lincoln Area Realty, LLC

Date 8/27/12

August 30, 2012

Dear Mr. Clay Hendrix, Superintendent

The information in the packet is a letter of my intention to apply for an open enrollment charter school. The school is America's Charter School. In the packet you will find:

Letter of intent filed with the Arkansas Department of Education and the full Application I plan to submit tomorrow

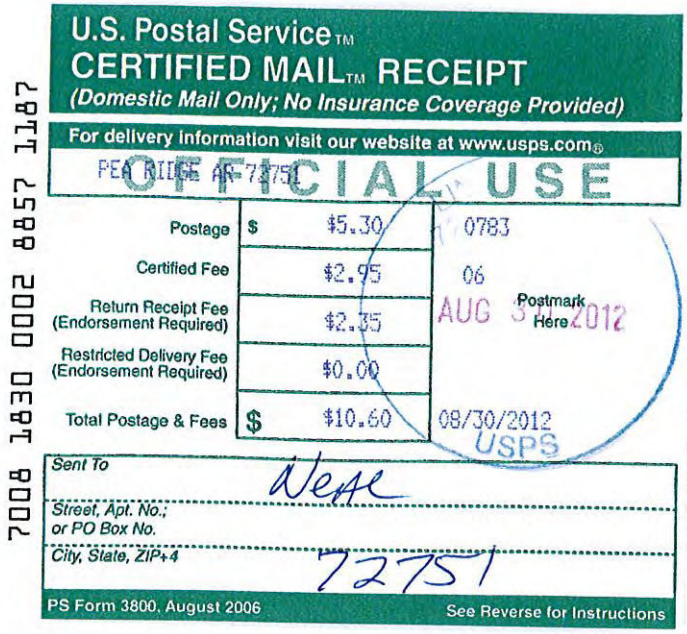
The application is very extensive and has a lot of required documents included, if you have any questions or need me to discus the information in detail I will be happy to schedule a time, at your convenience, for a follow up.

I believe this charter can be a win/win for districts and the charter with an opportunity to help students that do not fit into a traditional school have more flexibility and time to obtain their diploma. We are working closely with universities to prepare the students for college and career readiness standards and certifications.

Again, please let me know if you need more information. I respect the dedication and professionalism of NWA administrators and look forward to any comments.

Sincerely,

Dr. Frank Holman, Director
America's Charter School



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Total Postage & Fees	$ $10.60	08/30/2012

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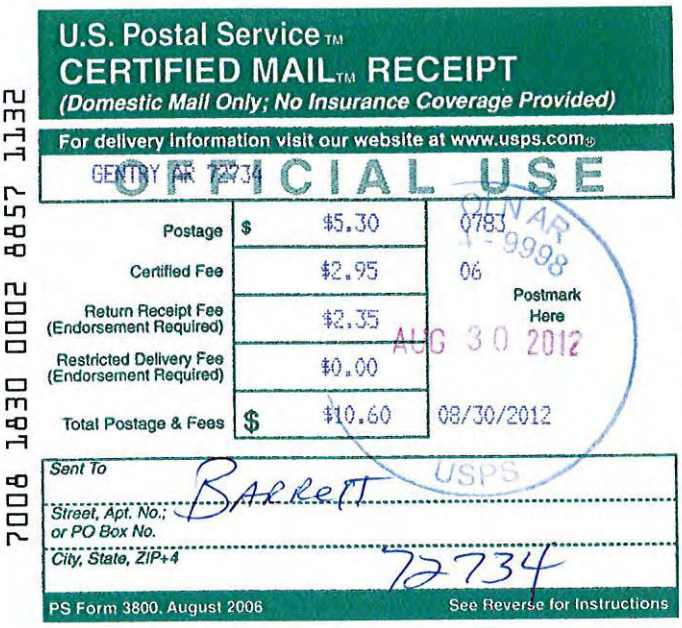

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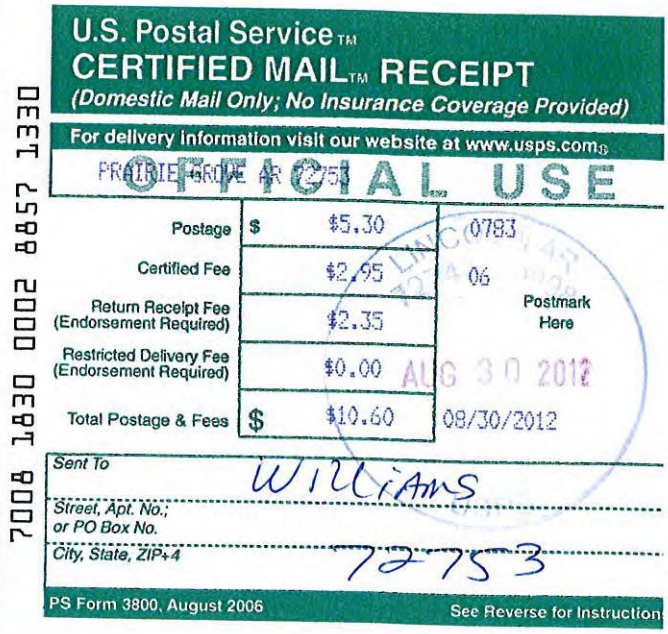

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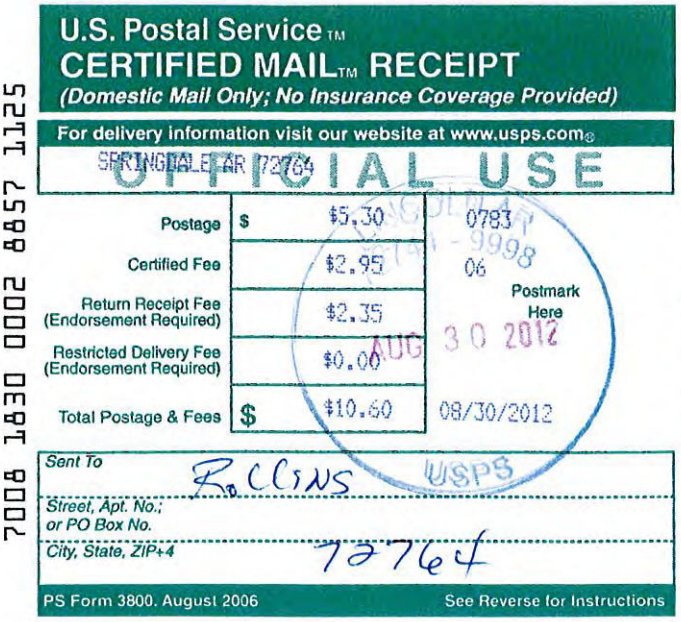

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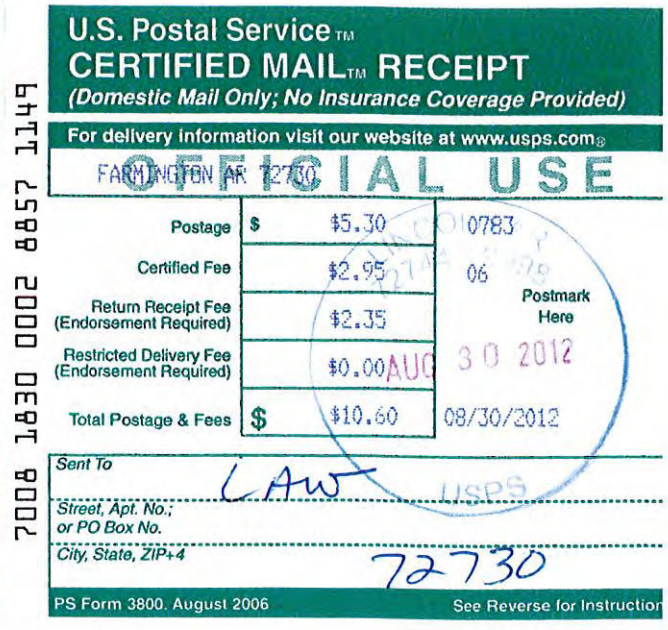

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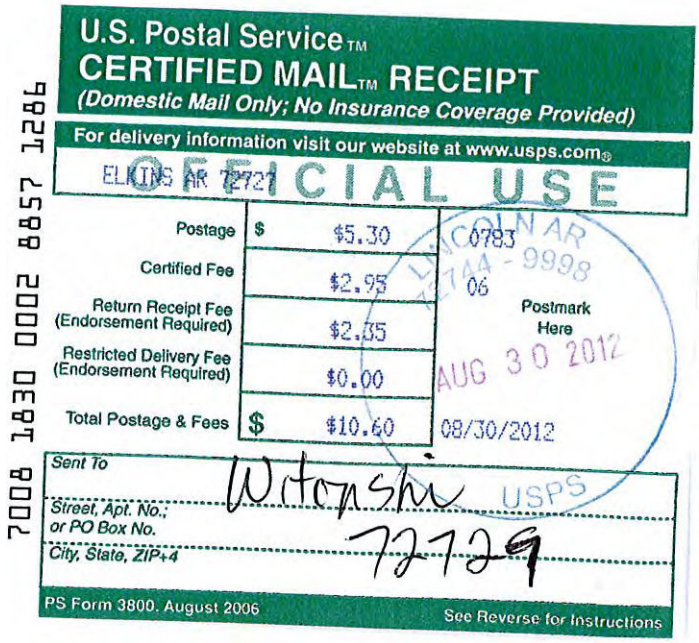

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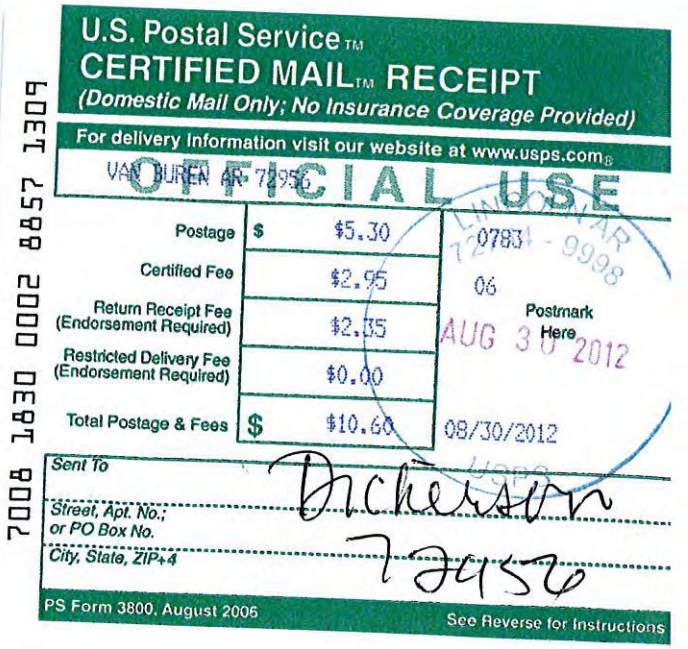

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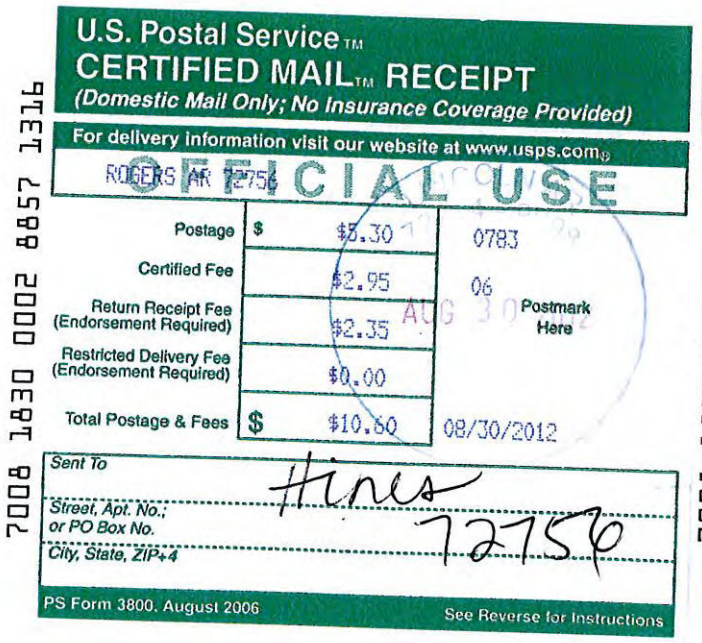

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Total Postage & Fees	$ $10.60

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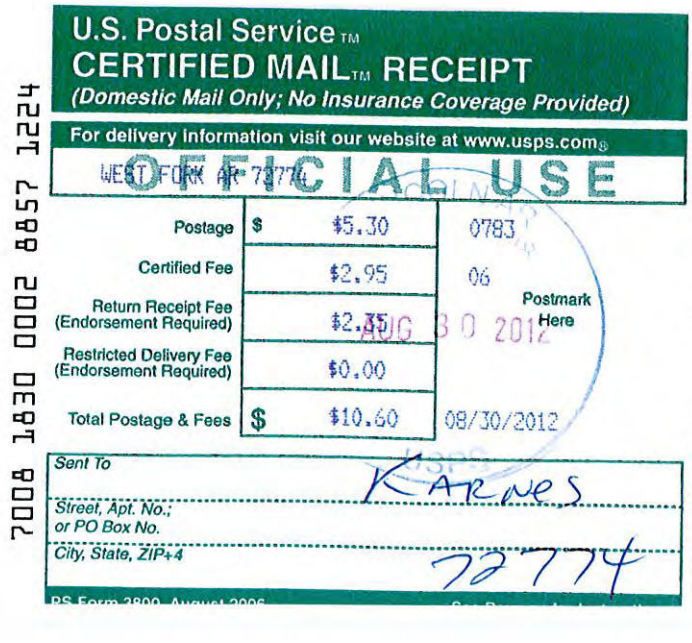

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Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $10.60

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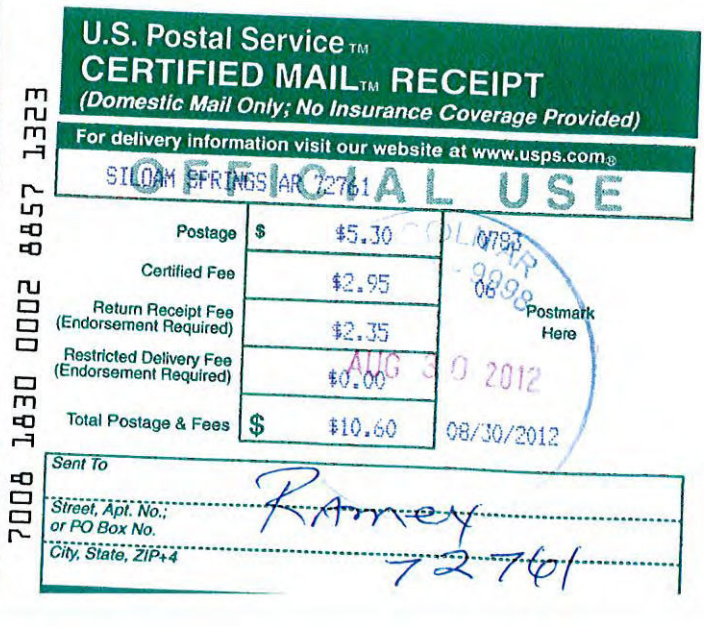

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2012-2013 Application Cycle

Additional Documents

America's Charter School
Lincoln, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

October 4, 2012

Dr. Frank Holman
America's Charter School-Arkansas
206 West Holt Rd.
Lincoln, AR 72744

Dear Dr. Holman:

Your response to the Department's evaluation of your *America's Charter School* open-enrollment public charter school application has raised some additional questions and concerns. The comments below are supplemental to the legal comments previously provided in ADE's evaluation rubric.

1. The response to Standard 6 states, "Students will have a waiver for required lab time…." However, to date you have not requested a waiver of the relevant portions of the Standards for Accreditation requiring lab time, nor have you provided a justification for waiver. Waivers that are not specifically requested and justified will not be granted.

2. The response to Standard 11 states the school will not necessarily place students according to the grade level assigned by their prior schools. However, standard 12.05.1 of the Standards for Accreditation requires that students transferring from an accredited public school must be placed at the grade level assigned by the prior school. No waiver has been requested of 12.05.1.

3. The response to Standard 16 states the school will utilize the facilities of a local church. Ark. Code Ann. § 6-23-302(c)(5)(C) states: "If the facility that will be used for the open-enrollment public charter school is owned by or leased from a sectarian organization, the terms of the facility agreement must be disclosed to the state board." Please identify the terms of your facility agreement with the church.

4. The response to Standard 21 requests a waiver of the requirement that state-mandated assessments be administered solely by licensed personnel. No waiver of this requirement will be granted, because Ark. Code Ann. § 6-23-401(b)(2) prohibits the State Board from waiving any statute or rule relating to public school accountability, including ACTAAP testing requirements.

5. On further reflection, I suggest you consider whether waiver of Ark. Code Ann. § 6-47-406(g) is necessary to implement the blended virtual program you propose.

Sincerely,

J. Mark White
Staff Attorney

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

An Equal Opportunity Employer

Mr. J. Mark White, ADE Attorney
Ms. Mary Perry, Charter School Program Coordinator
Ms. Diane Gross, ADE Charter School

AMERICA'S CHARTER SCHOOL
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
Name of the proposed charter school: America's Charter School
Grade level(s): 8-12
Student enrollment cap: 500
Name of the sponsoring entity: America's Charter School-Arkansas
Type of eligible entity: Entity that has applied for nonprofit status through 501(c)(3) of the Internal Revenue Code
School district location: Lincoln School District

1. The applicant wishes to clarify its application and evaluation response by requesting a waiver of Standards 9.03.4.2 (Active student participation in laboratory experience – Grades 9-12) and 14.02 (Lab experience portion of Smart Core Natural Science requirement) of the ADE's Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (Standards Rules). The curriculum will be infused and integrated with Science/Technology/Engineering/Math STEM and emphasized through-out core content.

2. We do not wish to request a waiver of Standard 12.05.1 of the ADE's Standards Rules; we will place students transferring from accredited public schools at the grade level assigned by the prior school.

3. We previously submitted a copy of the proposed lease agreement with The Sanctuary Church with our responses to the ADE's evaluation. Important terms of the agreement include the effective dates of August 1, 2013 to June 20, 2014 for three (3) days per week tutoring and ability to use six days a week if necessary. Also use for special events.

4. We withdraw our request for a waiver of the ADE's requirement that state-mandated assessments be administered solely by licensed personnel.

5. Consider whether Ark. Code Ann. § 6-47-406 (g) is necessary to implement the blended virtual program proposed by America's Charter School-ADE Staff Attorney comment.

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Delbert Neil Helm, MGR LINCOLN ARK REALTY LLC

Lessee (Tenant): Frank Holman, Director of America's Charter School

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: Vacant Office Spaces

Premises: 303 E. Pridemore
Lincoln, AR 72744
address
Approximately 2000
Square footage

Terms of Lease: One year: August 1, 2013 through July 31, 2014
Under the condition the charter is approved

Rental Amount: $500 per month

Contingency: The terms of this agreement are contingent upon America's Charter School-Arkansas(sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

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 of Arkansas 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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

Fr Holman

By FRANK HOLMAN

Date 8/27/12

Lessor:

Delbert Neil Helm mbr

By LINCOLN ARK REALTY, LLC

Date 8/27/12

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT

Lessor (Owner): The Sanctuary Church

Lessee (Tenant): America's Charter School

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: Church

Premises: 310 Lincoln Street
address

14,000
square footage

Terms of Lease: Long as needed

Rental Amount: Ø

Contingency: The terms of this agreement are contingent upon

America's Charter School (sponsoring entity)
receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 1, 2013

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 of Arkansas 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:

By _____

Date 10-19-12

Lessor:

By _____

Date 10-19-12

December 12, 2012

Sent via E-Mail (mary.perry@arkansas.gov)
Ms. Mary Perry, Director of Charter/Home Schools
Four Capitol Mall, Room 304-B
Little Rock, Arkansas 72201

Re: Board Agenda

Ms. Perry:

Please accept this letter as the formal request of Responsive Education Solutions of Arkansas ("ResponsiveEd of Arkansas") to be placed on the agenda of the Arkansas State Board of Education's ("Board") January meeting. Specifically, ResponsiveEd of Arkansas would like to seek the Board's approval to amend the governance structure described in ResponsiveEd of Arkansas' recently approved charter applications for:

1. Northwest Arkansas Classical Academy,
2. Premier High School of Little Rock, and
3. Quest Middle School of Pine Bluff.

On August 31, 2012, ResponsiveEd of Arkansas submitted three open-enrollment public charter school applications to the Arkansas Department of Education ("Department"). Later, on September 26, 2012, responding to a request for clarification by the Department, ResponsiveEd of Arkansas described its governance structure as follows:

> [T]he governing board of the sponsoring entity, ResponsiveEd [of Arkansas], will also serve as the governing board for the school. As such, the governing board of the sponsoring entity and the governing board for the school will be one and the same.[1]

On November 1, 2012, the Board approved all three of ResponsiveEd of Arkansas' charter applications. After further discussions with those Arkansas residents who had originally agreed to serve on a statewide board, it was decided that ResponsiveEd of Arkansas should seek an amendment to its proposed governance structure. As such, in an effort to: (1) maximize the efficiency of the respective charters, (2) ensure the integrity and continued success of the proven academic program approved by the Board, and (3) attract those individuals who wish to invest their time in the mission of the particular charter in question, ResponsiveEd of Arkansas will request that the Board approve the following governance structure at the Board's January meeting:

1. ResponsiveEd of Arkansas: The Arkansas nonprofit organization and charter holder/sponsoring entity, having 501(c)(3) group exemption under ResponsiveEd. Board membership made up of individuals who may or may not be Arkansas residents (may mirror the ResponsiveEd national board).

2. School Board: A separate school board for each charter. Board membership made up of residents from the community/communities that the charter serves and/or Arkansas residents who can contribute meaningfully to the development of the charter's particular model (e.g., elementary, middle school, high school, classical, dropout, etc.).

Please feel free to contact me should you have any further questions.

Sincerely,

Chris Baumann
General Counsel

Cc: Mr. J. Mark White (mark.white@arkansas.gov)
Mr. Chuck Cook (ccook@responsiveed.com)

---

[1] Open-Enrollment Public Charter School Application Evaluation Responses: Premier High School of Little Rock, p. 1; Open-Enrollment Public Charter School Application Evaluation Responses: Quest Middle School of Pine Bluff, p. 1; Open-Enrollment Public Charter School Application Evaluation Responses: Northwest Arkansas Classical Academy, p. 1.

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

December 19, 2012

State Board of Education

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Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Mr. Chris Baumann
Responsive Education Solutions
1301 Waters Ridge Dr.
Lewisville, TX 75057

Re: Notice of State Board Hearing: Northwest Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine Bluff Amendments

Dear Mr. Baumann:

The State Board of Education will consider your request to amend the charters referenced above at its regularly scheduled meeting on **Monday, January 14, 2013**. 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.

Should you wish to make an electronic presentation to the State Board of Education, a copy must be received in the General Counsel's office **no later than 4:30 p.m. on January 4, 2013.** A hard copy may be faxed to (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 of Education 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 Mary Perry at (501) 683-5312.

Respectfully,

Mary Perry
Charter School Program Director

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

Cc: Ms. Phyllis Stewart, State Board Office
Mr. Mark White, Legal Services

An Equal Opportunity Employer

Listening. Learning. Leading.

Standard-setting Technical Report

PRAXIS™ JOURNALISM

Prepared for the Arkansas Department of Education

Licensure and Credentialing Research

Educational Testing Service

Princeton, New Jersey

June 2012

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EXECUTIVE SUMMARY

To support the decision-making process for the Arkansas Department of Education (ADE) with regards to establishing a passing score, or cut score, for the Praxis™ Journalism test, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study on May 24, 2012. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level journalism teachers.

RECOMMENDED PASSING SCORE

The recommended passing score is provided to help the ADE determine an appropriate operational passing score. For the Praxis Journalism test, the recommended passing score is 51 (out of a possible 80 raw-score points). The scaled score associated with a raw score of 51 is 155 (on a 100 - 200 scale).

SUMMARY OF CONTENT SPECIFICATION JUDGMENTS

Panelists judged the extent to which the knowledge and/or skills reflected by the content specifications were important for entry-level journalism teachers. The favorable judgments of the panelists provided evidence that the content covered by the test is important for beginning practice.

To support the decision-making process for the Arkansas Department of Education (ADE) with regards to establishing a passing score, or cut score, for the Praxis™ Journalism test, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level journalism teachers.

The study involved an expert panel of educators. Panelists were recommended by the ADE to participate. The ADE recommended panelists with (a) experience as journalism teachers and (b) familiarity with the knowledge and skills required of beginning journalism teachers. (See Appendix A for the names and affiliations of the panelists.)

The panel was convened on May 24, 2012, in Little Rock, Arkansas. The following technical report is divided into three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

The passing-score recommendation for the Praxis Journalism test is provided to the ADE. The ADE is responsible for establishing the final passing score in accordance with applicable state regulations. The study provides a recommended passing score, which represent the combined judgments of a group of experienced educators. The full range of a state's needs and expectations cannot likely be represented during the standard-setting study. Therefore, the ADE may want to consider the recommended passing score and other sources of information when setting the final Praxis Journalism passing score (see Geisinger & McCormick, 2010). The ADE may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no correct decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state's needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of Praxis Journalism test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows a state to recognize that a Praxis Journalism test score—any test score on any test—is less than perfectly reliable. A test score only approximates what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score

to the true score? The SEJ allow a state to consider the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), the state should consider the likelihood of classification error. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false positive decision or to minimize a false negative decision. A false positive decision occurs when a candidate's test score suggests he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false negative occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The state needs to consider which decision error may be more important to minimize.

OVERVIEW OF THE PRAXIS JOURNALISM TEST

The Praxis Journalism test specifications describe the purpose and structure of the test. In brief, the test measures whether entry-level journalism teachers have the knowledge and/or skills believed necessary for competent professional practice.

The two hour assessment contains 100 multiple-choice questions[1] covering four content areas: Mass Media and Communication (approximately 27 questions); Journalistic Writing and Photojournalism (approximately 33 questions); Student-Produced Media (approximately 20 questions); and Journalism in the School Community (approximately 20 questions)[2]. The reporting scale for the Praxis Journalism test ranges from 100 to 200 scaled-score points.

[1] Twenty of the 100 multiple-choice questions are pretest questions and do not contribute to a candidate's score.
[2] The number of questions for each content area may vary slightly from form to form of the test.

PROCESSES AND METHODS

The following section describes the standard-setting processes and methods. (The agenda for the panel meeting is presented in the Appendix B)

The design of the standard-setting study included an expert panel. The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test, which was attached to the e-mail. The purpose of the review was to familiarize the panelists with the general structure and content of the test.

The standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator explained how the test was developed, provided an overview of standard setting, and presented the agenda for the study.

REVIEWING THE TEST

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately an hour and a half to respond to the multiple-choice questions. (Panelists were instructed not to refer to the answer key while taking the test.) The purpose of "taking the test" was for the panelists to become familiar with the test format, content, and difficulty. After "taking the test," the panelists checked their responses against the answer key.

The panelists then engaged in a discussion of the major content areas being addressed by the test; they also were asked to remark on any content areas that they thought would be particularly challenging for entering journalism teachers, and areas that addressed content that would be particularly important for entering journalism teachers.

DEFINING THE JUST QUALIFIED CANDIDATE

Following the review of the test, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of knowledge and/or skills believed necessary to be a qualified journalism teacher. The JQC definition is the operational definition of the passing score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

The panel developed the JQC definition. The panelists were split into smaller groups, and each group was asked to write down its definition of a JQC. Each group referred to the Praxis Journalism test specifications to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach a consensus on a definition (see Appendix C for the definition).

PANELISTS' JUDGMENTS

The standard-setting process for the Praxis Journalism test was a probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

The panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- moderately difficult/easy questions for a JQC were in the .40 to .60 range; and
- easy questions for a JQC were in the .70 to 1 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on several questions on the test.

JUDGMENT OF CONTENT SPECIFICATIONS

In addition to the standard-setting process, the panel judged the importance of the knowledge and/or skills stated or implied in the content specifications for the job of an entry-level journalism teacher. These judgments addressed the perceived content-based validity of the test. Judgments were made using a four-point scale — Very Important, Important, Slightly Important, and Not Important. Each panelist independently judged the content categories and supporting statements.

RESULTS

EXPERT PANEL

A summary of the panelists' demographic information are presented in Table 1. The panel included nine educators. (See Appendix A for a listing of panelists.) In brief, eight panelists were teachers and one was a counselor. Seven panelists were White, one was Black or African American, and one was Hispanic or Latino. All of the panelists were female. Two-thirds of the panelists (six of the nine panelists) had seven or fewer years of experience as a journalism teacher.

Table 1
Panel Member Demographics

	N	%
Current Position		
Teacher	8	89%
Counselor	1	11%
Race		
White	7	78%
Black or African American	1	11%
Hispanic or Latino	1	11%
Gender		
Female	9	100%
Male	0	0%
Are you currently certified to teach this subject in your state?		
Yes	9	100%
No	0	0%

Table 2 (continued)
Panel Member Demographics

	N	%
Are you currently teaching this subject in your state?		
Yes	6	67%
No	3	33%
Are you currently supervising or mentoring other teachers of this subject?		
Yes	0	0%
No	9	100%
At what K-12 grade level are you currently teaching this subject?		
High School (9-12 or 10-13)	5	56%
Middle and High School	1	11%
Not currently teaching at the K-12 level	3	33%
Including this year, how many years of experience do you have teaching this subject?		
3 years or less	2	22%
4 - 7 years	4	44%
8 - 11 years	1	11%
12 - 15 years	1	11%
16 years or more	1	11%
Which best describes the location of your K-12 school?		
Urban	1	11%
Suburban	4	44%
Rural	4	44%
Not currently working at the K-12 level	0	0%

INITIAL EVALUATION

The panelists completed an initial evaluation after receiving training on how to make standard-setting judgments. The primary information collected was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. All panelists indicated that they were prepared to make their judgments.

SUMMARY OF STANDARD-SETTING JUDGMENTS

The standard-setting judgments are summarized in Table 2. The numbers in the table are the recommended passing scores—the number of raw points needed to "pass" the test—for each panelist. The panel's average recommended passing score and highest and lowest passing scores are reported, as are the standard deviation (SD) of panelists' passing scores and the standard error of judgment (SEJ).

The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments[3]. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test.

The panel's passing score recommendation for the Praxis Journalism test is 50.58 (out of a possible 80 raw-score points). The value was rounded to the next highest whole number, 51, to determine the functional recommended passing. The scaled score associated with 51 raw points is 155.

Table 2
Passing Score Summary

Panelist	Passing Score
1	43.70
2	40.90
3	59.20
4	50.55
5	49.35
6	46.45
7	54.80
8	58.15
9	52.10
Average	50.58
Lowest	40.90
Highest	59.20
SD	6.24
SEJ	2.08

[3] An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, in press).

Table 3 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scaled score associated with one and two CSEMs above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate, given that the Praxis Journalism test has not yet been administered operationally.

Table 4

Passing Scores Within 1 and 2 CSEMs of the Recommended Passing Score[4]

Recommended passing score (CSEM)		Scale score equivalent
51 (4.33)		155
- 2 CSEMs	43	141
-1 CSEM	47	148
+1 CSEM	56	164
+ 2 CSEMs	60	171

SUMMARY OF CONTENT-SPECIFICATION JUDGMENTS

Panelists judged the extent to which the knowledge and/or skills reflected by the content specifications was important for entry-level journalism teachers. Panelists rated the knowledge and/or skills statements on a four-point scale ranging from Very Important to Not Important. The panelists' ratings are summarized in Appendix D (see Table D1). All 15 of the knowledge and/or skills statements were judged to be Very Important or Important by at least two-thirds (or six) of the nine panelists.

SUMMARY OF FINAL EVALUATIONS

The panelists completed a final evaluation at the conclusion of their standard-setting study. The final evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation. A summary of the final evaluation results is presented in Appendix D (see Table D2).

All panelists strongly agreed or agreed that they understood the purpose of the study, and that the facilitator's instructions and explanations were clear. All panelists strongly agreed or agreed that they were prepared to make their standard-setting judgments. All panelists strongly agreed or agreed that the standard-setting process was easy to follow.

[4] The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next highest whole number and the rounded values are converted to scaled scores.

SUMMARY

To support the decision-making process for the Arkansas Department of Education (ADE) with regards to establishing a passing score, or cut score, for the Praxis™ Journalism test, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study on May 24, 2012. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level journalism teachers.

The recommended passing score is provided to help the ADE determine an appropriate operational passing score. For the Praxis Journalism test, the recommended passing score is 51 (out of a possible 80 raw-score points). The scaled score associated with a raw score of 51 is 155 (on a 100 - 200 scale).

Panelists judged the extent to which the knowledge and/or skills reflected by the content specifications were important for entry-level journalism teachers. The favorable judgments of the panelists provided evidence that the content covered by the test is important for beginning practice.

REFERENCES

Brandon, P.R. (2004). Conclusions about frequently studied modified Angoff standard-setting topics. Applied Measurement in Education, 17, 59-88.

Geisinger, K. F. & McCormick, C. M. (2010), Adopting Cut Scores: Post-Standard-Setting Panel Considerations for Decision Makers. Educational Measurement: Issues and Practice, 29: 38–44.

Hambleton, R. K., & Pitoniak, M.J. (2006). Setting performance standards. In R. L. Brennan (Ed.), Educational Measurement (4th ed., pp. 433-470). Westport, CT: American Council on Education/Praeger.

Tannenbaum, R.J., & Katz, I.R. (in press). Standard setting. In K.F. Geisinger (Ed.), APA Handbook of Testing and Assessment in Psychology. Washington, DC: American Psychological Association.

APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Praxis Journalism

Panelist	**Affiliation**
Meghan Ables	Stuttgart High School
Julanne Allison	Rogers Public Schools
Cheryln Cleveland	Bryant School District
Jennifer Crawford	Mountain Home High School
Rebeca M. Crow	Harrison High School
Jeani Johnson	Conway High School
Gladys Rink	Hartford High School
Lisa Schuller	Mena High School
Tonia Weatherford	Sylvan Hills High School

APPENDIX B

STUDY AGENDA

AGENDA

Praxis Journalism
Standard-setting Study

Registration and Breakfast

Welcome and Introduction

Overview of Study

Take the Test and Self-Score

BREAK

Discuss the Test Content

Discuss the Just Qualified Candidate (JQC)

LUNCH

Define the Just Qualified Candidate (JQC) - Continued

Training for Standard Setting Judgments

Complete Standard Setting Judgments

BREAK

Specification Judgment

Complete Final Evaluation

Collect Materials and Adjourn

APPENDIX C

JUST QUALIFIED CANDIDATE (JQC) DEFINITION

DESCRIPTION OF A JUST QUALIFIED CANDIDATE
PRAXIS™ JOURNALISM
(Developed for the ADE)

A JQC …

- Understands the major historical development (e.g., 1st Amendment, Zenger Case, war reporting, penny press, yellow journalism) of journalism in the United States
- Understands the significant historical, economic, social, and political roles of mass media in society over time
- Understands the skills needed to (a) evaluate mass media messages and (b) teach students to be a critical, informed consumer of mass media
- Understands and applies knowledge of major legal and ethical principles relevant to various journalistic media
- Understands skills for gathering varied information using journalistic research, interviews, and news judgment and develops students' ability to use these skills ethically to create media products
- Understands various forms of journalistic writing and skills, procedures, and proper attribution for effective journalistic products
- Understands methods for developing students' ability to use journalistic writing (AP style) and editing to create journalistic products
- Understands the major historical events and ethical and legal principles of photojournalism, including camera basics and caption writing
- Understands and teaches methods, equipment, and procedures in creating effective images.
- Understands major principles, elements, tools, and techniques of publication and design for various media
- Understands methods for developing students' ability to use publication design skills including layout, structure packages, typography, photography, and graphics to create effective, visually-pleasing student publications
- Understands and teaches the history, major principles, procedures, and techniques of broadcast journalism and methods for developing students' ability to create effective broadcast productions
- Understands the economics of student publications and methods for developing students' ability to use business management skills and procedures to produce and distribute journalistic products
- Understands methods for encouraging students' development of organizational, collaborative, and leadership skills through the creation and distribution of journalistic products
- Understands methods for advising and mentoring students and ways of working collaboratively with others in the school and community to maintain a positive working relationship

APPENDIX D

RESULTS FOR PRAXIS JOURNALISM

Table D1

Specification Judgments — Journalism

		Very Important		Important		Slightly Important		Not Important	
		N	%	N	%	N	%	N	%
I.	**MASS MEDIA AND COMMUNICATION**								
	1. Understands the historical development of journalism in the United States	5	56%	3	33%	1	11%	0	0%
	2. Understands the role of mass media in society	4	44%	5	56%	0	0%	0	0%
	3. Understands the skills needed to evaluate mass media messages and to be a critical, informed consumer of mass media	6	67%	3	33%	0	0%	0	0%
	4. Understands and applies knowledge of legal and ethical principles relevant to journalistic media	9	100 %	0	0%	0	0%	0	0%
II.	**JOURNALISTIC WRITING AND PHOTOJOURNALISM**								
	1. Understands skills for gathering information using journalistic research, interviews and news judgment, and develops students' ability to use these skills to create various journalistic products	8	89%	1	11%	0	0%	0	0%
	2. Understands various forms of journalistic writing	6	67%	3	33%	0	0%	0	0%
	3. Understands methods for developing students' ability to use journalistic writing and editing to create journalistic products	6	67%	3	33%	0	0%	0	0%
	4. Understands principles, procedures and techniques of photojournalism	3	33%	6	67%	0	0%	0	0%
	5. Understands methods for developing students' ability to create effective images for journalistic products	2	22%	7	78%	0	0%	0	0%

Table D1

Specification Judgments — Journalism

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
III. STUDENT-PRODUCED MEDIA								
1. Understands principles, elements, tools and techniques of publication and design	4	44%	5	56%	0	0%	0	0%
2. Understands methods for developing students' ability to use publication design skills to create effective, aesthetically pleasing student publications	4	44%	5	56%	0	0%	0	0%
3. Understands principles, procedures and techniques of broadcast journalism and methods for developing students' ability to create effective broadcast productions	4	44%	3	33%	2	22%	0	0%
IV. JOURNALISM IN THE SCHOOL COMMUNITY								
1. Understands the economics of student publications and methods for developing students' ability to use business management skills and procedures to produce and distribute journalistic products	3	33%	5	56%	1	11%	0	0%
2. Understands methods for encouraging students' development of organizational, collaborative and leadership skills through the creation and distribution of journalistic products	2	22%	6	67%	1	11%	0	0%
3. Understands methods for advising and mentoring students and ways of working collaboratively with others in the school and community	6	67%	3	33%	0	0%	0	0%

Table D2
Final Evaluation

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
• I understood the purpose of this study.	7	78%	2	22%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	6	67%	3	33%	0	0%	0	0%
• The opportunity to "take the test" and to discuss the test content was useful.	7	78%	2	22%	0	0%	0	0%
• The opportunity to practice making standard setting judgments was useful.	6	67%	3	33%	0	0%	0	0%
• The training for the standard setting judgments was adequate to give me the information I needed to complete my assignment.	6	67%	3	33%	0	0%	0	0%
• The process of making the standard setting judgments was easy to follow.	4	44%	5	56%	0	0%	0	0%