



AGENDA CHARTER AUTHORIZING PANEL

January 16, 2014

Arkansas Department of Education

Auditorium State Education Building

8:30 AM

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Action Agenda

A-1 Hearing of District Conversion Public Charter School Application: Fountain Lake Middle School Cobra Digital Prep Academy, Hot Springs, Arkansas

Representatives of the Fountain Lake School District are requesting to convert the middle school to a charter school. If approved, the charter will be called the Fountain Lake Middle School Cobra Digital Prep Academy and will serve students in grades 5-8 with a maximum enrollment of 455. ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's responses are included for review by the Charter Authorizing Panel.

Presenter: Mary Perry

A-2 Hearing of District Conversion Public Charter School Application: Pea Ridge Career and Technical Academy, Pea Ridge, Arkansas

Representatives of the Pea Ridge School District are requesting to create a district conversion charter school to serve students in grades 11-12. If approved, the charter will be called the Pea Ridge Career and Technical Academy and will have a maximum enrollment of 455. ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's responses are included for review by the Charter Authorizing Panel.

Presenter: Mary Perry

A-3 Hearing of District Conversion Public Charter School Application: Warren Middle School, Warren, Arkansas

Representatives of the Warren School District are requesting to convert the middle school to a charter school. If approved, the charter will serve students in grades 6-8 with a maximum enrollment of 450. ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's responses are included for review by the Charter Authorizing Panel.

Presenter: Mary Perry

A-4 Hearing of District Conversion Public Charter School Application: The Academies of West Memphis, West Memphis, Arkansas

Representatives of the West Memphis School District are requesting to convert the high school to a charter school. If approved, the charter will serve students in grades 10-12 with a maximum enrollment of 1,300. ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's responses are included for review by the Charter Authorizing Panel.

Presenter: Mary Perry

2013-2014 Application Cycle

**Fountain Lake
Middle School
Cobra Digital Prep
Academy
Summary**

**Fountain Lake School District
Hot Springs, Arkansas**

FOUNTAIN LAKE MIDDLE SCHOOL COBRA DIGITAL PREP ACADEMY

School District: Fountain Lake School District
Grade Levels: 5-8
Student Enrollment Cap: 455
Address of Proposed Charter: 4207 Park Avenue, Hot Springs, AR 71901

Mission Statement

“The mission of Fountain Lake Middle School Cobra Digital Prep Academy is to provide our students with knowledge and skills in preparation for high school, college and career success.”

The design of the Fountain Lake Middle School Cobra Digital Prep Academy is based on the following beliefs:

All of our students:

- Must be on track for College/Career Readiness by the end of 8th grade;
- Have an opportunity to earn high school credits in Middle School;
- Experience an exposure to a variety of professions;
- Excel in an area of STEM, Fine Arts or Accelerated Academics;
- Participate in Character Education;
- Demonstrate 21st Century Skills; and
- Experience extended learning time for Project Based Learning

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- The source for the definition of “similar demographic student populations” but did not provide the definition
- The lack of specificity about the methods of embedding courses and the courses to be embedded
- If all science, career-tech, social studies, PE, and health teachers were participants in the Literacy Design Collaborative and the reasons that ELA teachers did not participate in the collaborative
- The qualifications required for the principal, assistant principal, counselor, instructional facilitator, and teachers
- Meeting the needs of gifted and talented students

Documentation Provided in Support of the Charter

Emails of Support Included in Application

- | | |
|--------------------------------|------------------------------------|
| 1. Sarae Martin | Fountain Lake Middle School Parent |
| 2. Kenneth and Rodonna Needles | Fountain Lake Parents |
| 3. Jackson Keese | Fountain Lake Student |

Requested Waivers

Notes from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

Gifted and Talented

- The applicant seeks a waiver of Gifted and Talented statutes and rules, but states in its application that it will meet or exceed the services required by rule or law.
- The applicant states in its response that it needs the waiver to have the ability to make programmatic changes in the GT program during the implantation or the charter.
- The applicant should provide a description of the GT program that will be offered and whether the waiver is necessary.

From Ark. Code Ann.

6-15-1004	Qualified teachers in every public school classroom (pertaining to alternative learning programs)
6-16-130	Visual art or music
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42-101 et seq.	General Provisions (gifted and talented)

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.3.1	Language Arts
9.03.3.6	Grades 5-8 Fine Arts (to be integrated into the other curriculum)
9.03.3.7	Grades 5-8 Health and Safety
9.03.3.9	Grades 5-8 Career and Technical Education (to be embedded into middle school curriculum)
10.02.4	Requiring an average student/teacher ratio for grades 4-6 of no more than 25 students per and no more than 28 students per teacher in any classroom
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
15.02	Principals
15.03	Licensure and Renewal
18	Gifted and Talented Education

From Other Rules

- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (pertaining to gifted and talented programs)

2013-2014 Application Cycle

ADE

Evaluation and

Applicant

Responses

Fountain Lake School District
Hot Springs, Arkansas

FOUNTAIN LAKE MIDDLE SCHOOL COBRA DIGITAL PREP ACADEMY

School District: Fountain Lake School District
Grade Levels: 5-8
Student Enrollment Cap: 455
Address of Proposed Charter: 4207 Park Avenue, Hot Springs, AR 71901

Concerns and Additional Questions:

Confirm the enrollment cap. General information states 430, but the budget template shows that 440 students are anticipated in 2014-2015 and 455 are anticipated in 2015-2016.

The Fountain Lake School District would like to set the enrollment cap at 455 students. The charter school will serve all students enrolled in the district. The district anticipates possible student growth through school choice. With the staff and current facilities the school could serve in excess of 500 middle school students.

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 Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited 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;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and

- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

Meets the Standard

C-2 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 clear and succinct.

Meets the Standard

C-3 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Meets the Standard

C-4 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;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the process for developing personalized learning environments. Explain what data and other information will be considered and identify those who will be involved in the process.
- Explain how the personalized learning environments differ from the personal success plans. Provide the research on the success of using personal success plans.

All students will have a personalized education plan that will be developed by the student, parent, and school mentor. This plan will be developed around the student's academic, emotional, and social needs to address their college and career goals in the 21st century. The data used for this plan will include but not limited to NWEA, ACTAAP, TLI, or other similar assessments. Student

interest will be based on student/parent surveys in conjunction with the school counselor and advisory team. Students will be placed into enrichments and advisory groups based on their individual needs. The PSP is the process in which all students will be required to think analytically, be creative, and dream about their future employment. The personalized learning environment takes the PSP and addresses the individual student's current needs and provides a process for individual growth toward their plan for success. Fountain Lake administrators did a research scan of personalized learning plans and utilized this research in the development of their charter application. In order to assure that the research was considered, a written research summary was developed and shared with the design team. It is attached for your review.

- Provide a daily schedule for each grade, 5-8.

(See Attached)

- Name the businesses committed to providing extended job-shadowing opportunities for students.

The following businesses have been a resource in providing job shadowing activities for the students of the Fountain Lake School District and the district will continue to use these employers and elicit others to expose students to jobs in the 21st Century:

Arkansas Game and Fish Commission	Army Corps of Engineers
Department of Agriculture – Forest Service	The Pet Clinic
Waggin Wheel Vet Clinic	Sykes
Accent	Mercy Hospital
National Park Medical Center	First Step
Ortho Rehab	Mountain Valley Water
Walgreens	National Park Service
Community Counseling Services	Hot Springs Convention Center
Henderson State University	LifeNet
First Baptist Church Preschool	Magnet Cove High School
Lakeside Primary School	Jesseville Elementary School
Arkansas Surgical Hospital	Ecom Global Medical
Middleton Heat & Air	Riser Ford
Hot Springs Chrysler	Regions Bank
Glisson's Motorsports	Gayla's Gowns
Greeson Inc.	Kutting Korners
Brady Mountain Resort	Shear Madness
Exceptional Massage Institute	Arvest Bank
Mueller's Bakery	Hot Springs National Part Dental Group
Garland County Library	Harrison Energy Partners
B&F Engineering	City of Hot Springs
MidSouth Engineering	Hot Springs Village Voice

Hot Springs Police Department
Gayla's Gowns
Kutting Korner
Shear Madness
Hot Springs Fire Department

KLAZ 105.9
Ben E Keith Co.
Pepsi Beverages Company
AAR
Triumph

- Provide the rationale for differing the opportunities for Pre-AP students and students who are not taking Pre-AP courses in regard to project-based learning.

All students will be a part of project based learning, however the Pre AP students will be held accountable to the more rigorous Pre AP curriculum.

- State which courses the charter will want to have imbedded.

The district has requested waivers for the following courses which are going to be embed into the student's personalized learning environment: Career Orientation, Keyboarding, Physical Education, Health and Safety, and Oral Communication.

- Explain the role of Responsive Education Solutions (RES) with the charter school, as the budget includes funds for professional services from RES. Provide the contract between the RES and Fountain Lake School District.

RES will be used as needed for professional development needs only. Attached is a copy of a proposal that RES provided for the district to consider.

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The district understands that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

C5: CHARTER MODEL

The Charter Model section should explain the reasons that the district is requesting a charter school.

Evaluation Criteria:

A response that meets the standard will present:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus.

Does Not Meet the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide specific reasons why it is critical for the district to have a charter school.

- Explain why the plan outlined in the application cannot be implemented as part of the current high school.

Our expectation is for all students to leave the Fountain Lake School District prepared for life after high school in the 21st century. The data shows that many of our students are falling short in this area. The RIT scale scores of the NWEA MAP Assessment relate to the predictive relationship of success on the Explore, Plan and ACT. Currently, Fountain Lake Middle School MAP predictive score for Mathematics indicates that 20% of the student body is prepared for college and the Literacy rate of readiness is currently 27%. 97 of the 99 graduates in the class of 2013 scored a combined composite score of 18.0 on the ACT, which is below the state average composite of 20.2. In addition, only 6% of the 2013 graduates made the college readiness benchmarks in all areas (English, Math, Social Studies, and Biology). Considering our current middle school status of "Needs Improvement" with the ESEA and looking closely at this data, one can see that a high majority of our students are proficient or advanced on the ACTAAP, but fall short in predictive relationship of achieving success on the Explore, Plan and ACT. In order to ensure success for our students, they must be on track for college/career readiness by the end of the 8th grade. Therefore, we must change the way we approach the education of our students. The traditional structure in which we have educated our students is not working.

For the good of our students, our district must change how it prepares our students to be successful in life after high school. Thus, there is a need for a conversion charter school to give the district the structure to develop Personal Success Plans for every student. The district has applied for several waivers that will allow flexibility in developing the PSPs. Currently the school day is inflexible due to state standards that require courses to be taught each year as stand-alone courses. By imbedding keyboarding, career orientation, physical education, and health and safety, the daily schedule will be made more flexible to allow extended blocks of time to teach the project-based career focus units that will address individual student needs. The district is seeking a waiver to allow oral communication to be taught at the eighth grade level as it will be embedded into project-based instruction. In addition to course waivers, the district is requesting a waiver to increase the number of students a teacher can have assigned to them during the day as well as expand individual class size. This waiver would allow the flexibility to have larger classes to address specific needs of students. As stated in the application this would be limited to no more than 185 students in a day and no more than 37 in one particular class.

In conclusion, the district has attempted for the past several years to do innovative educational practices within the current guidelines and data shows that our efforts have not been successful. In preparation for a more personalized learning approach, FLMS went one-to-one with netbooks in 2009. Teachers received training to incorporate technology into student tasks as well as instruction. In addition to netbooks, FLMS Teachers were provided Promethean Boards and trained several teachers with the Promethean Train the Trainer model. In the fall of 2013, FLMS went 1:1 with Chromebooks thus allowing the elementary to take ownership of the netbooks. Fountain Lake Middle School has made academic gains by extending the literacy block with common core units of study and implementing an enrichment period. Teachers have had embedded professional development on Common Core for two years and have participated in both state and district provided trainings for this implementation. Teachers have had a tremendous amount of input in the curriculum development. While implementing last year teachers realized and share the constraints that prohibit further academic gains. In order to make the requested instructional changes, FLMS needs flexibility with the state requirements of non-core classes. This flexibility and design of personalized learning cannot be done without

the requested waivers. As a district, we are committed to do whatever it takes to give our students the greatest opportunity to dream about their future and provide a personalized path to fulfill those dreams.

- Confirm that a Chromebook has already been purchased for each student or provide the line item where the expense is included in the budget.

Students in grades 5-12 received Chromebooks to start the 2013-14 school year. Students in grades 5-8 have had a netbook for the previous four years. Technology will be utilized greatly in the charter school as it is vital in preparing students for the 21st century.

C-6: SCHOOL IMPROVEMENT

PLAN Evaluation Criteria:

A response that meets the standard will present:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan;
- A plan that addresses how the charter school will improve student learning and meet the state education goals;
- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard

Concerns and Additional Questions:

- Define the term “similar demographic student populations.”
- Name the Arkansas schools that currently have similar demographic student populations.

The Fountain Lake School District utilizes the Office for Education Policy’s (OEP) definition of similar demographic student populations since they have completed a report for the district focusing on merit pay policy. The Arkansas schools that currently have similar demographic student populations as defined by OEP include:

- Brookland
- Elkins
- Glen Rose
- Harmony Grove (Saline)
- Mansfield
- Lavaca
- Perryville
- West Fork

C7: 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 State 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 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 State Standards.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the statement that all science, career-tech, social studies, PE, and health teachers went through Literacy Design Collaborative (LDC). Explain why ELA teachers did not participate.

The ELA teachers were involved in the Common Core Curriculum Mapping Project and developed literacy units that were aligned to the Common Core. The Common Core Curriculum that ELA teachers developed were based on LDC templates. The teacher participated in the training via the involvement and training onsite by the instructional facilitator.

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- 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;
- 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;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain if a licensed gifted and talented teacher will be employed.

Yes, a licensed GT teacher will be employed. We currently have one teacher that serves our students grades K-12. GT students are presently served in grades 5-8 through Pre-AP

classes. In order to ensure flexibility for this process the district is requesting a waiver to give the school the ability to make programmatic changes in the GT program during the implementation of the charter. The district will make the commitment to meet the GT needs of all students

C-9: 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 timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report** to the public, that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Meets the Standard

C-10: 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, anonymous 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.

Meets the Standard

C-11: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;

- 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, and
- The staffing plan consistent with the staff members noted in the budget.

Partially Meets the Standard

Concerns and Additional Questions:

- Specify the qualifications to be required for the principal, assistant principal, counselor, instructional facilitator, and teachers.

All the above positions shall meet ADE requirements.

C-12: 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.

Meets the Standard

C-13: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- 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; and
- A sound plan for continued operation, maintenance, and repair of the facility.

Meets the Standard

C14: 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 charter school plans to participate in the National School Lunch program.

Meets the Standard

C15: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community 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.

Meets the Standard

C-16: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

Partially Meets the Standard

- **Section 9.03.3.9 of the ADE Rules Governing the Standards for Accreditation**
 - Pursuant to Ark. Code Ann. §6-5-1003, the Department of Career Education develops program standards for career and technical education courses of study. While the Charter Authorizing Panel has the authority to grant this waiver, the applicant should also seek approval from the Department of Career Education to embed these courses.

We request a waiver to embed Career Education coursework into the middle school coursework. We will determine the process for requesting approval from the Department of Career Education. We need the flexibility for students to be able to incorporate the skill development into regular courses based on the fact that our district provides 1:1 Chromebooks for all students. In order to maximize the ability of our students to utilize this technology tool and others, we need to provide keyboarding training integrated into our daily instructional practices. This will allow our students to incorporate real world skills in their project-based learning activities.

The applicant will also seek approval from the Department of Career Education to embed the Career and Technical Education curriculum into other courses.

- **Gifted and Talented**

- The applicant should explain why the waivers of the statutes and rules regarding gifted and talented programs is necessary when the applicant “ensures that all students referenced above will receive Gifted and Talented educational services that will meet or exceed the services required by law and rule.” (Page26 of Application).

In order to ensure flexibility for this process the district is requesting this waiver to give the school the ability to make programmatic changes in the GT program during the implementation of the charter. The district will make the commitment to meet the GT needs of all students.

- **Fine Arts**

- The applicant should confirm that it will comply with **Ark. Code Ann. § 6-16-130** or seek waiver of this statute.

In order to ensure flexibility for this process the district is requesting this waiver to give the school the ability to make programmatic changes during the implementation of the charter. The district is committed to embedding these standards into the PGP's of students. The applicant hereby confirms that it will comply with Ark .Code Ann § 6-16-130.

C-17: 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.

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

The applicant should explain its obligations under the Garland County School Desegregation Case Comprehensive Settlement agreement and explain why the proposed public charter school will not inhibit its obligations under the Agreement.

“The Garland County School Desegregation Case Comprehensive Settlement Agreement (Agreement) requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant hereby confirms that the operation of a conversion charter middle school would not inhibit its compliance with the Agreement.”

OTHER COMMENTS

BUDGET

- Review the budget considering that the legislative session reduced the amount of funding for professional development in 2014-2015. The current estimate is approximately \$26.67 per student.
- Provide details about the following expenditures as proposed in the budget:
 - Supplies pertaining to administration;
 - Equipment pertaining to administration;
 - Dues and fees pertaining to regular classroom instruction;
 - Travel expenses pertaining to regular classroom instruction;
 - Miscellaneous expenses pertaining to regular classroom instruction;
 - 63220 pertaining to a special education vendor;
 - Travel expenses pertaining to the gifted and talented program;
 - Dues and fees pertaining to the gifted and talented program;
 - Travel expenses pertaining to guidance services;
 - Dues and fees pertaining to guidance services;
 - Supplies pertaining to media services;
 - Travel pertaining to media services;
 - Purchased services pertaining to maintenance and operations;
 - Equipment pertaining to maintenance and operations;
 - Fees pertaining to maintenance and operations;
 - Fees pertaining to transportation; and
 - Dues and fees pertaining to data processing.

The above concerns are a reflection of the current middle school budget (2013-14). The district is committed to using all resources to address the fiscal needs of the students in the middle school.

Personalized Learning Research Summary

“The only thing that interferes with my learning is my education.” Albert Einstein

The Challenges

Changes in workplace culture, values and expectations

Times have changed. The internet has disrupted every business, including education. 1 Schools now have a responsibility to prepare students for careers and industries that may not yet exist. Because of changing environments, businesses are looking for workers who can learn on the job. They want employees who know and can use their strengths and adapt, create and innovate in the workplace. According to the American Institutes for Research, today’s economy demands a better-educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. Addressing this issue will require significant change across the entire education system. 7

Current school design model that teaches the “average student”

In the face of overwhelming evidence that all learning is personal and largely idiosyncratic, we continue to design schools as if learning were mechanical, uniform, and thoroughly impersonal – as if students respond identically to the experiences they have in school. 6

Four percent of dropouts in the US are intellectually gifted. That comes up to 50,000 minds each year who don’t fit in the average model. How much of this is bad design? We design learning environments for the average learner. We call our system age appropriate, but it is not. Learners vary on many dimensions of learning . . . If you design learning for the average, you design it for nobody . . . Designing average destroys talents in two ways:

- 1. The existing educational environment cannot challenge learners as it creates an environment where they become bored and sometimes drop out.*
- 2. It means that your weaknesses will make it harder for you to see your talent. 1*

Educational Equity

Educational Equity is not simply about equal access and inputs, but ensuring that a student’s educational path, curriculum, instruction, and schedule be personalized to meet a student’s unique needs inside and outside of school. 3

Why choose Personalized Learning?

As reported in “Mind, Brain and Research,”

- *Learning experiences shape the physical architecture of the brain.*
- *The brain's adaptability means that each student's abilities are continuously changing.*
- *The changes in the brain's connections that underlie learning occur when students are actively engaged in learning relevant information.*
- *Passive exposure to information does not necessarily lead to learning.*
- *Learning is happening all the time, both in formal and informal settings. Instructional strategies should meet the different needs and interests of students.*¹

Student-centered approaches to learning take advantage of what we know about how students learn. This occurs when educators:

- *Embrace the learner's experience and research on teaching and learning as the starting point of education.*
- *Emphasize motivation and engagement as central to learning.*
- *Harness the full range of learning experiences at all times of the day, week, and year.*
- *Expand and reshape the role of the educator.*
- *Determine progression based on mastery.*¹

What is a Personalized Learning System? What does it look like?

A Personalized Learning System is essentially a student-centered approach to learning.

*Personalized Learning can be formally defined as: The tailoring of pedagogy, curriculum and learning environments to meet the needs and aspirations of individual learners, typically with the support of technology.*⁵

*Personalized learning is a culture shift, a change that impacts the entire school community. Moving to learner-centered environments is more than just handing over the keys to the learner so they drive their own learning. This is about developing a self-sustaining system where teachers become partners with their learners as learners take responsibility for their own learning.*¹

*Understanding how each learner is motivated and engaged is central in designing learner-centered environments. The essential element in creating these environments is to give the learner voice and choice in the learning so he or she has a stake in what is learned and how it is learned.*¹

*Personalization is different from differentiation and individualization is that personalization is learner-centered and the others are teacher-centered.*²

In a Personalized Learning Environment, the Learners:

- *Drive their learning.*
- *Connect learning with interests, talents, passions and aspirations.*
- *Actively participate in the design of their learning.*
- *Are responsible for their learning, including voice and choice on how and what they learn.*
- *Identify goals and benchmarks for a learning plan along with guidance from a teacher.*

- Develop skills to select and use appropriate technologies and resources to support and enhance learning.
- Build a network of peers, experts, and teachers to guide and support their learning.
- Demonstrate mastery of content in a competency-based system.
- Become self-directed, with the ability to monitor their progress and reflect on learning.²

At a Symposium on Personalized Learning in August, 2010, the following essential elements were identified by the attendees as central to personalized learning:

1. *Flexible, Anytime/Everywhere Learning*
2. *Redefine Teacher Role and Expand “Teacher”*
3. *Project-Based/Authentic Learning Opportunities*
4. *Student Driven Learning Path*
5. *Mastery or Competency-Based Progression/Pace*

*These 5 core components of personalized learning lay the critical groundwork for providing opportunities to meet the needs of all students based on their needs, abilities and preferences. And while personalized learning is not about the technology itself, technology is a critical driver and conduit to transforming our current one-size-fits-all system.*³

What are some of the benefits?

- Students develop skills to self-direct, self-monitor, and become independent, expert learners.¹
- Students learn how to reflect on what they learn and make adjustments for understanding.¹
- Assessment of knowledge, skills, learning styles and interests is ongoing and dynamic.³
- Low-level skill is not enough; students must demonstrate a high level of mastery.³
- A range of social, emotional and physical needs can be accommodated.³
- Instructional resources are virtually unlimited. Students can be mentored by members of the community as well as school-based educators. These mentors may include informal learning providers (e.g. museums, boys/girls clubs, and businesses), social workers and health providers, scientists and other experts perhaps available online, and other tutors and teachers available in online communities.³
- Online or blended learning opportunities can provide access to courses not otherwise available, give additional help or support, and allow for learning at variable times.³
- Project-based and authentic learning opportunities help increase the relevance of learning and improve a student’s ability to apply knowledge and use critical thinking skills.³
- Personalized learning is standards-based, student-centered, differentiated, and flexible.
- The CDE Study survey on personalized learning ranked some of the top benefits when transitioning to this new approach. They include: 69% increased student engagement, 51% improved performance of staff and administration, 39% greater student retention, 28% improved test scores, 22% higher grades, 22% better attendance.⁵

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn,” Alvin Toffler

Questions to Consider

- *What innovative models, practices, and technologies can provide a paradigm shift to a student-centered, personalized learning system?*
- *What do practitioners need to implement, support and scale personalized learning and overcome barriers?*
- *What new school/institution culture is needed to transform to a system of personalized learning?*
- *What is required to manage a personalized environment where every student is a “school of one?”³*

Resources

1. *Personalize Learning, Transform Learning for All Learners*
[www.personalizelearning.com/search/label/personalized learning](http://www.personalizelearning.com/search/label/personalized%20learning)
2. *Personalization vs. Differentiation vs. Individualization Report, v2, (2013),*
Barbara Bray and Kathleen McClaskey
3. *Innovate to Educate: System [Re]Design for Personalized Learning, A Report From the 2010 Symposium, Mary Ann Wolf, PhD*
4. *How Personalized Learning is Supported by New Technologies*
5. *Pathways to Personalized Learning, A Research Report from The Center for Digital Education*
6. *Changing Systems to Personalize Learning*
7. *College & Career Readiness & Success Center at American Institutes for Research*

5th Grade Student Schedule Sample

8:00-8:20	Advisory (Career and Character Focus)
8:25-10:20	English/Social Studies or Math/Science Block (Personalized project based learning)
10:30-11:00	Personalized enrichment/intervention
11:00-11:30	Lunch
11:35-1:10	Personal Success plans covering a rotation through eight focus areas: career exploration, technology studies in NETS, project based activities, Art, Music, EAST/STEM, broadcasting
1:15-3:30	English/Social Studies or Math/Science Block (Personalized project based learning)

6th Grade Student Schedule Sample

8:00-8:20	Advisory (Career and Character Focus)
8:25-10:15	English/Social Studies or Math/Science Block (Personalized project based learning)
10:20-11:00	Music/Art/PE/Project Based Activity* (4 days- PE 1 day)
11:00-11:30	Lunch
11:30-12:20	Personalized Learning Enrichment/Intervention
12:20-1:10	Rotation of Robotics, Pre-Engineering, EAST/STEM, Project Based Lab, Foreign Language, Broadcasting
1:15-3:30	English/Social Studies or Math/Science Block (Personalized project based learning)

*Students from 5th and 6th could be combined based on personalized need (based on data)

7th Grade Student Schedule Sample

Time	3 Days a Week	2 Days a Week
8:00-8:20	Advisory	Advisory
8:25-9:15	Science Core Instruction	Speakers Focus on Collaborative Projects with students of same interest/tasks but not necessarily from class or grade
9:20-10:10	English Instruction	Career Exploration
10:15-11:05	Math Core Instruction	
11:10-12:00	Social Studies Core Instruction	
12:00-12:30	Lunch	Lunch
12:35-1:15	7 th Grade Athletics/ PE/	7 th Grade Athletics/ PE/
1:20- 2:00	Enrichment/Intervention	Enrichment/Intervention
2:05-2:45	Performing Arts/Visual Arts	
2:50-3:30	Student Choice based on Personal Success Plan	

*Project Lab is a time to focus on project of student choice

Teacher prep occurs during the 7th grade Athletics/PE

8th Grade Student Schedule Sample

Time	3 Days a Week	2 Days a Week
8:00-8:20	Advisory	Advisory
8:25-9:15	Science Core Instruction	Speakers Focus on Collaborative Projects with students of same interest/tasks but not necessarily from class or grade
9:20-10:10	English Instruction	Career Exploration
10:15-11:05	Math Core Instruction	
11:10-12:00	Social Studies Core Instruction	
12:00-12:30	Lunch	Lunch
12:35-1:15	Enrichment/Intervention	Enrichment/Intervention
1:20- 2:00	Student Choice based on Personal Success Plan	Student Choice based on Personal Success Plan
2:05-2:45	8 th Grade Athletics/ PE/	8 th Grade Athletics/ PE/
2:50-3:30	Performing Arts/Visual Arts	Performing Arts/Visual Arts

*Project Lab is a time to focus on project of student choice

Teacher prep occurs during the PE/Music/Project Based Activities

Middle School 2013-2014 Charter Schedule 11 21 2013 idea 3 M W TH										
7th grade	8-8:20	8:25-9:15	9:20-10:10	10:15-11:15	11:20-12:00	12:00-12:30	12:35-1:15	1:20-2:00	2:05-2:45	2:50-3:30
	Advisory	English	History	English	History	Lunch	7th Grade Ath	Enrich/Int	7 Fine Arts	PSP Select
	Advisory	Science	Science	Science	Science	Lunch	7th Grade Ath	Enrich/Int	7 Fine Arts	PSP Select
	Advisory	Math	Math	Math	Math	Lunch	7th Grade Ath	Enrich/Int	7 Fine Arts	PSP Select
	Advisory	English	History	English	History	Lunch	7th Grade Ath	Enrich/Int	7 Fine Arts	PSP Select
8th grade	8-8:20	8:25-9:15	9:20-10:10	10:15-11:15	11:20-12:00	12:00-12:30	12:35-1:15	1:20-2:00	2:05-2:45	2:50-3:30
	Advisory	English	English	English	English	Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
	Advisory	Prep	Science	Science	Science	Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
	Advisory	Algebra	Algebra	Math 8	Math 8	Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
	Advisory	History	History	History	History	Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
						Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
7/8 Grade Monday, Wednesday, Thursday Schedule										
PSP= Personal Success Plan Selection Course...Foreign Language, Art/Music, Broadcasting, Robotics, Project Based Labs										
PBA=Project Based Activity Area Mentor/Supervisor										

September 24, 2013

Fountain Lake School District
Attn: Mr. Darin Beckwith, Superintendent
4207 Park Avenue
Hot Springs, Arkansas 71901

Re: Charter Management Organization Proposal

Mr. Beckwith,

This proposal is presented to you in response to our discussions on September 16, 2013. During our conversation, you described a desire to establish a charter school program that would provide students in Grades 5-8 with exposure to 21st Century skills (e.g., career orientation, music, PE, keyboarding, etc.). You requested that ResponsiveEd provide you a proposal for consulting services related to the establishing such a charter school. In response, ResponsiveEd presents the following two options for your consideration.

Option 1: Comprehensive Analysis, Consultation, and Training	
Scope	ResponsiveEd provides 30 days of comprehensive consulting services and staff training in all aspects of school operations, including, but not limited to: academics, curriculum development, human resources, accounting, information technology, legal compliance, facility management, marketing, executive planning, child nutrition, risk management, media relations, student discipline, etc.
Fee	Fountain Lake School District pays ResponsiveEd the greatest of 10% of per pupil funding or \$60,000.00. This fee <u>includes</u> ResponsiveEd travel expenses.

Option 2: Discrete Analysis, Consultation, and Training	
Scope	ResponsiveEd provides discrete consulting services and staff training in one or more aspects of school operations, including, but not limited to: academics, curriculum development, human resources, accounting, information technology, legal compliance, facility management, marketing, executive planning, child nutrition, risk management, media relations, student discipline, etc.
Fee	Fountain Lake School District pays ResponsiveEd \$2,000.00 per day with a 10-day minimum. This fee <u>excludes</u> ResponsiveEd travel expenses.



Premier High Schools



Vista Academies



P.O. Box 292730, Lewisville, TX 75029 Phone: 972.316.3663 Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com VistaAcademies.com iSchoolHigh.com QuestMiddleSchools.com FoundersClassical.com

In addition, to the extent that such resources are desired, Fountain Lake School District may purchase ResponsiveEd courses at the following rate:

- \$32 per paper-based course, or
- \$125 per student per online course (100 license minimum).

We greatly appreciate the opportunity to provide you with this proposal and look forward to partnering with you to serve the students of Fountain Lake School District. Please feel free to contact me should you have any questions.

Sincerely,

Charles Cook
CEO

2013-2014 Application Cycle

Application

**Fountain Lake School District
Hot Springs, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application District Conversion or Limited Public Charter School

Deadline for Receipt of Submission: Thursday, October 31 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Fountain Lake Middle School Cobra Digital Prep Academy

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

**Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
DISTRICT CONVERSION OR LIMITED PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Fountain Lake Middle School Cobra Digital Prep Academy

Grade Level(s) for the School: 5-8 Student Enrollment Cap: 430

Name of School District: Fountain Lake School District

Type of Charter Proposed: District Conversion Public Charter School

Name of Contact Person: Brad Sullivan

Address: 4207 Park Avenue City: Hot Springs, AR

ZIP: 71901 Daytime Phone Number: (501) 701-1744 FAX: (501) 623-6447

Email: bsullivan@flcobras.com

Charter Site Address: 4207 Park Avenue

City: Hot Springs, AR

ZIP: 71901 Date of Proposed Opening: August 18, 2014

Name of Superintendent: Darin Beckwith

Address: 4207 Park Avenue City: Hot Springs, AR

ZIP: 71901 Daytime Phone Number: (501) 701-1710

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

MISSION STATEMENT

“The mission of Fountain Lake Middle School Cobra Digital Prep Academy is to provide our students with knowledge and skills in preparation for high school, college and career success.”

The design of the Fountain Lake Middle School Cobra Digital Prep Academy is based on the following beliefs:

All of our students:

- Must be on track for College/Career Readiness by the end of 8th grade;
- Have an opportunity to earn high school credits in Middle School;
- Experience an exposure to a variety of professions;
- Excel in an area of STEM, Fine Arts or Accelerated Academics;
- Participate in Character Education;
- Demonstrate 21st Century Skills; and
- Experience extended learning time for Project Based Learning

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

Applicant Response:

The district would change the school day from the traditional seven period day to extended blocks of time in the morning to teach the core subjects as well as embedding keyboarding, technology, character education, music, art, and physical education. At each grade level the focus would be on skill mastery and progression. The last two hours of the day would be reserved for electives. Educators would work as a team developing career focus units while embedding the common core state standards.

Fountain Lake Middle School is interested in pursuing a world class education for every one of its students. The design of each grade level builds the foundation skills for the next level of learning. Each student will also develop a Personal Success Plan that meets his or her individual needs and builds on their unique skills and talents.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

Applicant Response:

On Wednesday, October 16th Frank Janaskie, Middle School Principal; Steve Campbell, Middle School Assistant Principal; and Brad Sullivan, Director of Curriculum met with Middle School teachers during their Professional Learning Community time to discuss the proposed charter school. This was followed by the district hosting a public meeting on Tuesday October 22nd to inform stakeholders about the district's proposed charter school. The meeting was advertised in the local paper as well as the district's website. It was announced in the school's newsletter that was sent home on Friday October 18th. The Fountain Lake School Board was updated on information about the proposed new school during a working session on October 21, 2013.(Please see appendix C for documentation).

2. Give the mission statement for the proposed charter school.

Applicant Response:

MISSION STATEMENT

“The mission of Fountain Lake Middle School Cobra Digital Prep Academy is to provide our students with knowledge and skills in preparation for high school, college and career success.”

The design of the Fountain Lake Middle School Cobra Digital Prep Academy is based on the following beliefs:

All of our students:

- Must be on track for College/Career Readiness by the end of 8th grade;
- Have an opportunity to earn high school credits in Middle School;
- Experience an exposure to a variety of professions;
- Excel in an area of STEM, Fine Arts or Accelerated Academics;
- Participate in Character Education;
- Demonstrate 21st Century Skills; and
- Experience extended learning time for Project Based Learning

3. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

As the Fountain Lake School District considered the need to apply for a District Conversion Charter School at the Middle School, we were reminded of our vision to ensure that all students are prepared for life in the 21st century. The Fountain Lake School District has a high number of students living in poverty with 65% of the students qualifying for free and reduced lunch. Understanding the population of our students, the jobs in our community, and current student data we must determine what changes are needed to ensure that all students are prepared for life after high school.

Based on the data from the 2010/2011 ACTAAP material Fountain Lake Middle School had 75.62 percent of student proficient or advanced in literacy. 75.11 percent of students were proficient or advanced in math the same year. In 2011/2012 scores in both math and literacy increased to 79.18 (math) and 87.32 (literacy). Although an increase in both content areas was achieved the middle school did not make the required score in math to avoid being placed on alert status. The 2012/2013 school year data shows Fountain Lake Middle School is be a “Needs Improvement” school in the area of math. The school's math score was 81.60, which exceed the AMO set by the state, but it did not meet the necessary AMO goal based on targeted achievement groups. In literacy the school's score was 85.18 which exceeded the AMO and the school exceeded the mark in the targeted achievement groups, as well.

Fountain Lake School District is classified as a Needs Improvement District. There are two specific areas that impact this designation - Graduation Rate and Mathematics Achievement. This proposal will address both of these critical areas of need by establishing a personalized learning plan focusing on college and career readiness. The plan is to initially develop these learning plans at middle school but

they will be utilized throughout the student's secondary education.

In examining the Fountain Lake Middle School's status, they are also a Needs Improvement campus. The Middle School is achieving in Literacy with only two TAGG groups - African American and Students with Disabilities not meeting their AMO in growth. Specialized attention will be focused on these two groups under our new conversion charter plan. In the area of mathematics, All Students meet and exceeded the school's AMO but did not meet the growth indicator. More importantly, the TAGG groups overall did not meet either the performance or growth AMOs. The creation of a personalized learning plan will assist the school in focusing on these subgroups and specifically the need for enhanced opportunities in mathematics leading to all students showing growth. Fountain Lake Middle's trend data is identical to the state-wide pattern of decline in mathematics at the middle school grades. The utilization of the 1:1 Chromebook intervention paired with the use of Odyssey software will be personalized to the individual student needs and research shows this level of intervention should motivate students to increase their math content scores.

The following data shows that many of our students are falling short in the area college and career readiness:

- RITscale scores of the MAP NWEA Assessment as it relates to the predictive relationship of success on the Explore, Plan and ACT. Currently, Fountain Lake Middle School MAP predicative score for Mathematics indicates that 20% of the student body would be ready for college and in Literacy the rate of college readiness is currently 27%.
- The ACT composite of 18.0 of 97 of the 99 graduates of the class of 2013. (State average composite of 20.2) If the aggregate score on the RIT continues with a 2 point growth over the next four years, the average student would have a 47% chance of being college and career ready.
- Only 6% of the 2013 graduates made the ACT college ready bench marks in all areas.

(English, Algebra, Social Studies and Biology)

- The 2012-13 Elementary and Secondary Education Act (ESEA) status of Needs Improvement for each school in the district. Attached is a copy of the Middle School report and the District Summary Report (See Appendix C for documentation)

Based on this data, we committed to the following actions:

- Our secondary education system must be reengineered from a mass production teaching model to a student-centered, customized learning model and we will begin at the middle grades.
- The new model must address our students' backgrounds and needs as well as higher expectations of student productivity that focus on building responsibility of each student as a learner.
- Technology is not the solution but a tool to assure that personalized learning provides a platform to access a wide range of tools, resources, and various learning opportunities.

Each student will have a personalized education plan that will be developed by the student, parent, and school mentor. This plan will developed around the student's academic, emotional and social needs to address their college and career goals in the 21st century.

We believe that this approach will also address our current job market in the Hot Springs area which consists of a majority of low pay and low skill level opportunities. As our local economy transitions to higher paying and higher skills jobs, the Fountain Lake School District is committed to the development of a qualified workforce with 21st Century skills. Currently, the economic basis of our community includes sectors in health care with a focus on geriatrics, tourism - from golf course management to hospitality, and retail management. The job market of the future will continue to require higher level skills. As a

district we must plan to give our students the skills needed for the emerging job market by redesigning our secondary education program utilizing an approach based on personalization. One example of our commitment to building a viable college and career ready curriculum is the establishment of a 1:1 Chromebook initiative from 5th through 12th grade. Fountain Lake School District is initiating its secondary redesign with the middle school, but in the next two years the High School program will go through a major review and analysis of its current programmatic options to facilitate the district planning for a personalized approach to career and technical education.

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

Applicant Response:

The Fountain Lake Middle School's educational program will be structured around exploration and exposure to 21st Century skills needed for college and career readiness; integrating the Common Core State Standards, research-based best educational practices, and technology. The school will established a personalized learning environment that will tailor each student's instructional program to an interdisciplinary pathway that will allow for individual, experiential educational opportunities. As students and the faculty work together, the school will use an integrated core curriculum to smoothly facilitate the accumulation of student learning plans that will reflect the mastery not only of standards, but also the foundation for high school level college and career preparation.

The operationalization of the personalized learning environment will be developed specifically for each set of grade levels. The following descriptions provide how the school day would be differentiated and is provided to share more details about the redesign elements at the charter school.

5th and 6th Grade

These grade levels will have designed individualized learning plans to allow for personalized learning in order to ensure strong foundational skills while also being exposed to the Common Core curriculum. Once these skills are acquired, students are given the opportunity to excel at higher levels and in other areas. Student RIT Scores will be utilized to assign areas of learning and determine the success of each student.

Extended blocked classes in the four core areas will give more students the opportunity for success and allow for the embedding of technology skills such as keyboarding, into the class structure. Students performing below college/career ready predicted scores will attend classes designed to close the gap in learning and build foundational skills. Students performing on or above this predicted score will be placed in an Accelerated Academics strand.

All classes, regardless of level, will expect students to master speaking, writing, and listening skills and demonstrate this mastery by utilizing technology through application of their skills within real world, project-based, independent learning modules.

Extended enrichment times will allow for both teacher-directed and digital individualized instruction. Compass Learning is an example of one option while others could include arts-infused activities in either music, art, theatre, creative writing, journalism or TV and radio production.

Keyboarding and technology skills will be embedded in all courses by the academic teacher with the implementation of project-based, independent learning. Franklin Covey's **Seven Habits** will be facilitated by the counselor and enhanced by the mentoring teachers during the scheduled advisory strand.

Students will have the opportunity to be exposed to the following content skill sets:

Accelerated Academics:

Accelerated/Pre-AP Math; Accelerated/Pre-AP Social Studies/Accelerated/Pre-AP English

Fine Arts:

Art, Music, Spanish/Foreign Language; Journalism/Broadcasting

STEM

Robotics; Pre-Engineering; EAST; Project Based Lab Connected to one of the four core areas

5th Grade

Students will have extended core classes with four week sessions in each of the eight focus areas. (Four days a week) There will be a project based activity which is the culminating learning opportunity for each of the four week sessions. In addition to these, 5th graders will experience a three week intensive technology skill course focused on the National Educational Technology Standards (NETS). Bi-weekly (one day a week) students will be exposed to a variety of careers utilizing our local community resources. Bi-weekly (one day a week) students will be taught Covey's **Seven Habits**.

6th Grade

Pre-AP students will have extended core classes and will choose 4 -9 week rotations through either the STEM, Fine Arts, or Accelerated Academic track. Students in regular courses that are performing at or below grade level will have extended time in the areas in need of improvement and will choose 4- 9 week rotations through either STEM or Fine Arts track. This will give students a richer opportunity for learning in an area of interest while exposing them to new learning opportunities that can enhance their skill development. Students will continue to build technology skills through the assignments embedded in core classes that will focus on listening, speaking (components of the PARCC assessment), video editing and video design.

7th and 8th Grade

Modified Block schedule will be utilized at this level to allow three days a week traditional class schedule. Two days a week will be divided into large blocks of time to allow for integrated projects, extended job shadowing and extended learning opportunities such as, but not limited to, fieldtrips, speakers, online collaboration, video field trips and digital learning opportunities across the state/nation etc.

Technology aligned with NETS will be utilized in real world assignments each nine weeks and involve the entire curriculum across one academic year.

During the first year of implementation, the entire school, grades 5 through 8 will participate in Covey's Seven Habits or a similar program. There is a structured implementation plan which will allow for all students to have instruction in this specific social and emotional curriculum prior to entry into the high school setting.

As students move through the system, after two years of Covey's Seven Habits, at the 7th grade level, the curricular option will be the Renzulli model or a similar program. The Renzulli model will be utilized beginning at this grade-level to enhance the personalization of career exploration. With Renzulli Learning, educators provide students with dynamic educational experiences through advanced differentiation and help learners build 21st century skills. Renzulli allows students to create individualized interest, learning style, expression style, and ability-based learning profiles, and to map those profiles against tens of thousands of interactive enrichment resources. The system also permits parents, teachers, and administrative school officials to track the progress of their students, who can pursue an almost limitless variety of enrichment activities, projects, and learning experiences.

A Personal Success Plan (PSP). The PSP is a research-based, goal-oriented assessment and treatment tool designed to encourage students to think, dream, and succeed. This tool helps middle and high school students develop a plan for critical thinking skills and how to create tangible academic and career goals and develop plans for achieving those goals. It provides proven instructional strategies that raise achievement values in test scores, grades, and attendance. This plan will be the determining factor in which of the academies a student would enter during the 9th grade.

Students will choose two (one semester) areas of focus in one of the six focus areas that include:

- Foundation Skill Development;
- Fine Arts;
- Accelerated Academics (Pre AP);
- Technology Exploration;
- Career Exploration; and
- STEM.

In these focus areas, students will job shadow, research, and participate in project-based learning activities to grasp a full understanding of the opportunities within each area. By the end of 8th grade, students will have had four in-depth studies of a semester each across these offerings.

Project -Based Learning Pre-AP Students will have extended projects in related fields to the learning in these content areas in addition to having the opportunity to earn high school credit in core classes to allow for more time for concurrent credit classes in the future.

Non-AP students performing on grade level may have the opportunity to earn high school credits in the areas of CTE Courses, Spanish and Fine Arts

5. Describe specifically how the charter school will be able to better meet student academic needs than a traditional district school.

Applicant Response:

As we researched the issues of reengineering our secondary educational system, we quickly realized that personalization of learning was the key to our redesign. There has been an emerging emphasis on personalized learning evidenced by the recent US Department of Education Race to the Top District competition which was designed to support personalized instructional plans. The definition used in the grants process of personalization of learning from the US Department of Education is "Instruction paced to the learning needs, tailored to the learning preferences and tailored to the specific interests of different learners". We felt that this definition did not focus enough on the role of the student in directing his or her own learning so we utilize the following definition of personalization of learning:

"The tailoring of pedagogy, curriculum and learning environments to meet the needs and aspirations of individual learners, typically with the support of technology."

This definition emphasizes the learners' role as well as the importance of the system in providing differentiated and individual learning opportunities where the instruction selects the resources to support the students' differing needs. One of the most beneficial aspects of personalization of learning is the reengagement of students in their learning.

This innovative concept would be at the center of our charter design. It would mean that our charter school would establish a Personal Success Plan for every student. This paradigm shift would result in a realignment of resources, the use of data driven decision making and a focus on a heavy use of technology. Fountain Lake Middle School has prepared for this transition with the inclusion of Chromebooks in a 1:1 format for every middle school student. We believe that uniting technology with the principles of student-centered learning has the potential to transform our middle school.

Our participation in several initiatives has resulted in a new focus on technology and its application for instructional improvement. Our teaching staff has participated in professional development that was specifically designed to prepare them to utilize technology resources to create a personalized learning environment. We are committed to continuing their development and exploring how various technology supports can streamline our procedures and provide more effective learning opportunities for each of the students at our middle school.

This redesign is not just a new emphasis on technology or Common Core but it is the focus of all of our educational improvement efforts. We have examined our facilities to assure that the infrastructure is in place so that Personal Success Plans supported by technology can be the norm in every classroom and in each content area. We know state of the art technology is only as good as the infrastructure that supports it.

Our current curriculum has been enhanced with teacher designed Common Core lessons that are heavily dependent on the use of digital resources. As a participant in the Achieving by Changing initiative, we have access to high quality digital tools supporting the units of study aligned to the common core. We began the process two years ago of transitioning our curricular offerings to accommodate personalized learning by having an expectation that lesson plans had to be more interactive and include an assessment component.

The district would change the school day from the traditional school day to extended blocks of time in the morning to teach the core subjects as well as embedding keyboarding, technology, character education, music, art, and physical education. At each grade level the focus would be on skill mastery and progression. The afternoon hours would be reserved for electives, enrichment, and me

6. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Fountain Lake Middle School has an active Parental Involvement Advisory Committee which is also represented on the District Parental Involvement Advisory Committee. The written parental involvement plan specifies the Media Specialist as the Building Coordinator and defines her roles and responsibilities. The Advisory Committee is convened twice a year and provides their feedback while also serving as a set of building supporters within the community. On October 24th the committee is hosting a Technology Petting Zoo where parents have the opportunity to experience the new digital learning tools which are a significant part of our plan for personalized education.

As the Charter application and implementation strategies are developed, this Advisory Committee is available to assist with communication to all parents and serving as visible supporters of the charter process at the public meeting.

Teachers, parents, students, and other stakeholders will work together to utilize the Arkansas Comprehensive School Improvement Process to plan for school improvement. A Leadership Council with representatives from all stakeholder groups will be appointed to identify and address strengths, and weaknesses of the charter school. Building Parental Involvement Coordinator and District Volunteer Coordinator will work to provide all parents with opportunities for a variety of involvement activities.

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

Applicant Response:

In the past, Fountain Lake Middle School has implemented numerous educational strategies that were designed to address the improvement of academic achievement. This conversion charter application is the district's attempt to align all of the educational strategies into a cohesive systems-based approach to secondary redesign. The focus of the design is based upon a rigorous analysis of the comprehensive data sets from all programmatic areas at Fountain Lake Middle School. One of the results from this analysis was the awareness that while Fountain Lake Middle School was meeting or exceeding the state achievement standards, there were specific segments of the student population (including TAGG groups) that were not as successful as anticipated.

Based on this data, Fountain Lake Middle School designed a plan to address the personalization of every student's educational needs.

Fountain Lake Middle School will continue its use of data driven decision making as it reviews academic assessment results annually and with formative assessment during the school year. Quarterly reviews of assessment data will be utilized to make decisions regarding instructional opportunities, student support services, and other adjustments to the instructional services.

By offering a structured, Personal Success Plan for each student, the significant changes in the student's curriculum will include access to the following:

- Chromebook for each student to use as their individual technology tool;
- Rigorous and relevant curriculum aligned to the Common Core State Standards;
- Opportunity to earn high school credit in Middle School;
- Access to Pre AP coursework in all 4 of the major content areas;
- Exposure to a variety of professions;
- Enrichment curriculum offered in their interest area across STEM, Fine Arts or Accelerated Academics;
- Character Education;
- Access to technology supporting 21st Century Skill development; and
- Experience extended learning time for Project Based Learning.

The Personal Success Plan will provide the student the support they need to full participate in the rich curricular offerings and allow the students to exercise their own choice in the enrichment areas they want to pursue.

By focusing on each individual student and designing a schedule that allows for personalized and focused instruction, we believe that the gap in learning will be closed. Every student will be prepared to pursue college and/or careers by being on or above grade level by the end of the 8th grade. The Personal Success Plan will be built for each student will address not only the individual student's academic needs, but also tailor the overall educational program to the student's area(s) of interest. Long-range district level plans include expanding opportunities through the eventual development of an academy structure in high school.

- C) 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 school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

Fountain Lake Middle School's achievement goals in reading, reading comprehension, mathematics, and mathematical reasoning will be based on two assessment measures - the state mandated assessments under ACTAAP and then PARCC which will provide the date to reflect on gains measures to meet the Annual Measureable Objectives (AMOs) and the national normed Northwest Evaluation Association's Measures of Academic Progress.

Reading and Reading Comprehension

At grades 5 through 8, Fountain Lake Middle School will meet or exceed the state average for schools with similar demographic student populations on the required state performance-based assessments.

At grades 5 through 8, Fountain Lake Middle School will increase by 2 percent annually the number of students meeting their English Language Arts growth goal or meet the national average of RIT performance for appropriate grade level.

Mathematics and Mathematical Reasoning

At grades 5 through 8, Fountain Lake Middle School will meet or exceed the state average for schools with similar demographic student populations on the required state performance-based assessments.

At grades 5 through 8, Fountain Lake Middle School will increase by 2 percent annually the number of students meeting their Math growth goal or meet the national average of RIT performance for appropriate grade level.

Mathematics/Algebra

Fountain Lake Middle School will meet or exceed the state average for schools with similar demographic student populations on the End of Course Algebra Exam.

Career Readiness/Elective Courses

Fountain Lake Middle School will provide every student in grades 5 through 8 with a set of elective courses annually

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

In August 2011, the Fountain Lake Middle School Faculty began the year with curriculum (from state adopted textbook lists) and pacing guides aligned to the Arkansas Frameworks. During the 2011-12 school-year, Fountain Lake School District joined the Achieving by Changing Initiative. During this time middle school teachers and administrators attended regional and state wide meetings to learn more about Common Core. They then took this information back to their PLC's. PLC's and after school trainings (part of the district's professional development plan) were utilized to begin their journey of understanding the Common Core Standards and the process of selecting and designing a curriculum that would meet the rigorous demands of these new standards. During the time K-2 began the implementation, middle school teachers began having curriculum conversations among their building as well as including teachers from both the elementary and high school.

In order to make middle school a success, the staff and administration realized they must align with both elementary and high school. In addition to these district wide conversations, the middle school teachers learned about things such as the big shifts, text complexity and qualitative/quantitative rubrics. In order to be prepared for implementation in the 2012-13 school year, Fountain Lake Middle School Teachers worked two weeks in the summer of 2012 to write curriculum collaboratively.

Fountain Lake Middle School elected to follow the Common Core Curriculum Maps and utilized the expertise of the ABC Coaches and TLI Content Specialists. Beginning in the Fall of 2012, Fountain Lake Middle School began implementing the common core standards in grades 5-8. Throughout the school year, teachers worked collaboratively to plan weekly lesson plans and were given release time monthly to prepare curriculum to be utilized the following month with the assistance of an instructional coach. In addition to working with grade level colleagues, teachers worked to align their units vertically across grade spans 3-8. Each curricular unit was assessed utilizing the Tri-State Rubric to ensure each unit of study contained the appropriate rigor and relevance.

Beginning in Spring of 2013, all science, career-tech, social studies, PE and health teachers went through the Literacy Design Collaborative and began building their Common Core Units to align with the standards being taught in both the literacy and math classroom. To enhance the designed curriculum, the instructors utilized digital resources such as Compass Learning "Odyssey" and Study Island. Teachers also used data from the NWEA MAP assessments to design a differentiated group plan to utilize during the daily enrichment time. Teachers researched and selected resources such as the Writing Coach, Carnegie Math, Glencoe Mathematics and MDC Tasks.

During the current 2013-14 school year, teachers are working to integrate topics across courses to allow students a richer experience. It is apparent that while a solid curriculum is in place, students are in need of larger blocks of time in order to implement project based learning tasks with fidelity. While implementing the CCSS for the second year, teachers will continue to fine tune the curriculum adding the digital resources provided by the ABC Initiative and creating new assessments that align with both CCSS and met the expectations of the PARCC Assessment.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

Fountain Lake Middle School has a fully certified counselor serving grades 5-8 with a caseload that meets the state standards. The Counselor is currently under a ALP but has made adequate progress and will finish her full certification prior to the initiation of the charter. Her credentials are currently 7-12 counseling and she is gaining specific expertise with middle school certification

B) Health services;

Applicant Response:

Fountain Lake School District employs two full time nurses who provide required health screenings and services on the Middle School campus. The Registered Nurse is housed at the middle school. The District's three campuses are all located on one site providing easy access to nursing services at all times. This arrangement meets the state standards.

C) Media center;

Applicant Response:

Fountain Lake Middle School has a state of the art media center with technology supports that include 6 computer stations with a connecting computer lab with 30 stations. In addition to the school media center, each classroom is supported with Promethean boards, document cameras, the 1:1 Chromebooks and classroom libraries of informational and literary texts.

D) Special education;

Applicant Response:

Fountain Lake Middle School utilizes the Arkansas Department of Special Education's co-teaching model. The Middle School is supported by two age appropriate self-contained classrooms providing services at either the elementary or High School campus. Every self-contained student attends Science and all electives on the Middle School campus to assure inclusion during the instructional day. Our aim is to educate students in the least restrictive environment. Within the redesign of the curriculum laid out for the Fountain Lake Middle School, students with special needs would continue to thrive and operate within the co-teaching instructional model that will be conducive to learning as documented in the individualized education plan (IEP). Fountain Lake Middle School has a full array of support services including on-site Speech Therapy, OT/PT, assessment by the District Psychological Examiner, and on-site mental health counseling provided by a community partner. The special education program meets all state and federal requirements and is in full compliance as documented by the recent special education monitoring.

E) Transportation;

Applicant Response:

Fountain Lake School District will provide transportation services to all eligible students in its district and will comply with all transportation guidelines.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Fountain Lake School District, in a consortium with the Jessieville School District, has established an alternative education program located at an off campus location. Fountain Lake School District purchases services from Teachers in the alternative education program are fully certified and receive specialized trained in the pedagogy and curriculum the needs of the students

G) English Language Learner (ELL) instruction

Applicant Response:

Fountain Lake Middle School has two fully certified ELL instructors serving this campus and they provide direct support services based on the educational needs of the students. Each student has their Personal Success Plan which details the services, duration, intensity and identifies the student's deficits and interventions.

H) Gifted and Talented Program.

Applicant Response:

Fountain Lake Middle School offers an academically enriched component for grades 5-8. The general curriculum provides ample opportunities for students to express their creativity and demonstrated academic mastery of content. The teachers assigned to the Accelerated Academic courses, have agreed in writing to complete the required training and have formally filed with the Principal a ATP (Additional Training Plan) and it is on file with the Arkansas Department of Education.

The Personal Success Plan proposed in our charter application will not only meet the needs of the student population allows for optimal differentiation in the classroom, which will greatly benefit gifted and talented students.

9. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See Arkansas Code Annotated 6-23-202.*)

Applicant Response:

The report will be posted to the Fountain Lake Middle School website. A copy of the report will be shared with the Superintendent to be included in his/her remarks at a local School Board Meeting. A copy of the board minutes and the written report will be mailed to the authorizer.

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

Applicant Response:

All students enrolled in grades 5 through 8 in the fall of 2014 will be served in the Fountain Lake Middle School Cobra Digital Prep Academy.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

Yes

No

11. Summarize the job descriptions of the school administrator(s) 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 for the school.

Applicant Response:

Principal Responsibilities:

- Lead the school in creating a professional learning community that focuses on the curriculum and instruction to prepare students for high school and college/career readiness.
- 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.

Assistant Principal Responsibilities:

- 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.

Counselor Responsibilities:

- Provide Academic, Social and emotional supports.
- Individual and group counseling and guidance lessons
- Developing positive concept with improving understanding of self and others
- Developing more effective communications skills, improving problem-solving and decision-making skills
- Consults with teachers to facilitate the infusion of counseling activities into the regular education curriculum

- Acts as support to the building administration in carrying out school and district missions

Instructional Facilitator 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
- Studies recent technology curriculum/instructional trends and disseminates information
- Reviews data with leadership team to identify teacher and student needs
- Works closely with building leadership team to coordinate curriculum, instruction, assessment, professional development, resources, interventions, and partners with parents and communities
- Acts as support to the building administration in carrying out school and district missions

Teacher Responsibilities:

- Conduct classroom instruction utilizing best practices while maintaining an atmosphere conducive to learning
- Work collaboratively with colleagues in a PLC to plan and coordinate student learning
- Facilitate learning goals, assess, monitor and adjust for each student
- Communicate with parents on student progress and student need
- Acts as support to the building administration in carrying out school and district missions

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

Yes

No

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

Applicant Response:

"Fountain Lake Middle School currently serves approximately four hundred twenty (420) students in grades five (5) through eight (8). The Middle School's facility in which the school will continue to be located after its conversion to a charter school, opened in January, 2010. The facility contains thirty (30) classrooms, two (2) science laboratories, two (2) computer labs, an art room, library and various office spaces. The facility consists of two (2) stories and contains forty-seven thousand two hundred seventy one (47,271) square feet.

The facility is in full compliance with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA)

The facility's ongoing maintenance and upkeep are part of the District's Facilities Plan, and the District has committed sufficient monetary and human resources to ensure the continued maintenance of the facility in a manner that will keep it in compliance with IDEA and ADA requirements, as well as all federal, state and local requirements.

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 and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The Fountain Lake School District is not in an area subject to zoning. There is one business that sells alcohol located within 1,000 feet of the school, but this business was granted their permits by the Alcoholic Beverage Control Division over the objection of the school district. Therefore, the Applicant believes it has done all that it can to ensure compliance with Ark. Code Ann. §3-4-206.” (see Appendix C for documentation)

14. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Fountain Lake Middle School's students have access for breakfast and lunch via the School Lunch Program with approximately 65% participating in the free/reduced lunch program. Fountain Lake Middle School complies with USDA and Food Services regulations. Fountain Lake School District will provide oversight from district food services directors to ensure all food services are in compliance.

15. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Fountain Lake Middle School has an active Parental Involvement Advisory Committee which is also represented on the District Parental Involvement Advisory Committee. The written parental involvement plan specifies the Media Specialist as the Building Coordinator and defines her roles and responsibilities. The Advisory Committee is convened twice a year and provides their feedback while also serving as a set of building supporters within the community. On October 24th, the committee is hosting a Technology Petting Zoo where parents have the opportunity to experience the new digital learning tools which are a significant part of our plan for personalized education.

As the Charter application and implementation strategies are developed, this Advisory Committee is available to assist with communication to all parents and serving as visible supporters of the charter process at the public meeting.

Teachers, parents, students, and other stakeholders will work together to utilize the Arkansas Comprehensive School Improvement Process to plan for school improvement. A Leadership Council with representatives from all stakeholder groups will be appointed to identify and address strengths, and weaknesses of the charter school. Building Parental Involvement Coordinator and District Volunteer Coordinator will work to provide all parents with opportunities for a variety of involvement activities.

16. 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* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

- a.) Section 9.03.3.1 (“Language Arts”) of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake High School is required to teach Oral Communication as a separate class.

The Applicant is asking for a waiver of that requirement in order that the curriculum meets requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Oral Communication class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students required coursework.

- b.) Ark. Code Ann. §6-42-101 *et seq.* and §6-20-2208 (c) (6); Section 18.0 of the ADE Rules Governing the Standards for Accreditation, and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funds (all concerning Gifted and Talented Programs):

The Applicant requests a waiver of the above listed statutes and rules, to the extent necessary to permit it to assign students who meet the requirements for placement in Gifted and Talented programs students in grades five (5) and six (6) into its “Accelerated Academies” program, and students in grades seven (7) and eight (8) into the appropriate pre-advanced placement courses.

The granting of this waiver will allow students receiving Gifted and Talented Program services to receive enhanced educational offerings of sufficient rigor to meet their needs within the context of the charter school's curriculum plan, as opposed to “pull-out” type programs.

The Applicant ensures that the students referenced above will receive Gifted and Talented educational services that will meet or exceed the services required by law and rule.

- c.) Section 9.03.3.9 (“Career and Technical Education”) of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake Middle School is required to teach the Career and Technical Education curriculum requirements as separate classes (such as Keyboarding and Career Orientation).

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.

d.) Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing Standards for Accreditation; and the ADE Rules Governing Education Licenses (all concerning Teacher Licensure):

“The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary, for certified staff to teach courses outside of their area of certification. As noted in waiver request c.) above, the Applicant wishes to have the flexibility to embed Career Orientation and Keyboarding into career focus units, and thus potentially not use a licensed Career and Technical Education instructor as a stand-alone instructor. The Applicant may desire to teach High School credits in the conversion charter Middle School, such as Oral Communication , with the need for a waiver from secondary certification.”

e.) Section 10.02.4 (“Class Size and Teaching Load”) of the ADE Rules Governing Standards for Accreditation and specifically subsections 10.02.4 and 10.02.5:

“In order to fully implement its conversion charter curriculum, the Applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The Applicant believes that the unique curriculum delivery system that will be utilized in the charter school is truly an example of the “exceptional case” worthy of a waiver under Section 10.02.5 of the Standards.

A waiver is being specifically requested for our teachers to be able to instruct no more than 185 students, with a maximum of no more than 37 students per class. With the implementation of the charter's new curriculum delivery system, it is anticipated that some elective courses may lend themselves to having more students in one particular section of coursework. With the new track system to be implemented by the charter school, some teachers may need to have a class load of 185 students in the fall semester.”

f.) Section 9.03.3.6 (“Fine Arts”) of the ADE Rules Governing Standards for Accreditation:

“The Fountain Lake Middle School is required to provide Fine Arts coursework in order to meet the requirements of this Standard.

The Applicant is asking for a waiver of that requirement in order that students who participate in the STEM track of the charter school may be able to choose and complete the coursework in their areas of interest as opposed to Fine Arts courses. All courses which may be provided to such students in substitution of Fine Arts coursework shall meet or exceed all State curriculum requirements.”

g.) Section 9.03.3.7 (“Health and Safety Education”) of the ADE Rules Governing the Standards for Accreditation:

“The Fountain Lake Middle School is required to provide a Health and Safety Education course to meet the requirements of this Standard.

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all other applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Health and Safety class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant desires to embed the course content from the Health and Safety class within its Science coursework offerings.”

17. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

“The Fountain Lake School District, along with the six (6) other school districts in Garland County, is a party to the “Garland County School Desegregation Case Comprehensive Settlement Agreement” executed in 1991. The Arkansas State Board of Education is a signatory to the Agreement, and the Agreement imposes various requirements upon the Arkansas Department of Education.

After a careful review of the Agreement, the Applicant believes that the conversion of the Fountain Lake Middle School into a charter school will not inhibit its ability to comply with the Agreement, nor will it cause the remaining Garland County school districts or any other Arkansas school districts to be hindered or negatively affected in their efforts to operate desegregated school districts.”

APPENDIX A

From: Frank Janaskie
Sent: Tuesday, October 29, 2013 7:46 AM
To: Bradley Sullivan
Subject: FW: Charter School stuff

From: Sarae Martin [mailto:martin.sarae@gmail.com]
Sent: Tuesday, October 29, 2013 6:48 AM
To: Frank Janaskie
Subject: Charter School stuff

As a parent with five children in the Fountain Lake School District, I have an interest in what the schools are looking to do. The reaction of many people, including myself, when they hear the words “charter school” seems to be negative. I was grateful that the administrators at the Fountain Lake Middle School were willing to give me an afternoon of their time to answer my many questions about the direction they are headed in pursuing becoming a charter school. I walked away from that meeting with a changed perspective and excited about the changes to come.

Recently I have begun to ask Fountain Lake Graduates that have pursued college how college is going for them. The reaction I have heard multiple times is that they were not prepared for college. As a student at Ft. Lake they graduated with good grades, but never had homework, never had to read classic novels, never were taught how to study. This has been a grave concern for me. In talking with the administrators about the change to charter, I was excited to hear them say that they recognize that what we are doing now is not getting our students college and career ready. We have to stop what we are doing and look at doing something new. The pursuit of become a conversion public charter school is really based on the desire by our administrators to revamp Ft. Lake’s education system so that kids are better prepared for their futures. We need to do something different for the kids.

I also heard in the meeting the administrators emphasize that this pursuit of change is about the kids and their success. The administrators are not looking for change for their glory, or just for the sake of change. They really have a heart to help every kid be successful in their future. Ft. Lake’s pursuit of becoming a charter school is not to just get away from the rules set by the state. They desire the freedom to adapt education to fit the child; they hope to individualize students’ schedule to match their needs and goals. While they understand that this is a huge task to endeavor, they are willing to put in the time because it is about the kids and their readiness to be adults.

Not only am I a parent, but I am an educator by training as well. I understand what it takes to develop new curriculum. This is not an easy task that Ft. Lake is endeavoring. They are asking the faculty to not just get out of the box, but to get rid of the box. What they are purposing is a brand new paradigm that is not being

done anywhere else in the state. I love the new and innovative, but I also understand that this change will take time. The new systems will need years to be tweaked and worked out. As a parent who will have a child in the Ft. Lake Middle School for the next ten years, I am looking forward to seeing what the Ft. Lake School District becomes.

Our current education system was developed at the beginning of the industrial age and was geared towards preparing people to work in factories. We are in a new age termed the “digital age” or “the twenty first century.” We talk about change, but it is time to actually change. The step towards becoming a charter school is our school district saying, “Enough talk, it is time to actually change.” This is no easy task set before our educators at Ft. Lake, but if it can be pulled off could make for an innovative school that is changing how educators look at education.

Sarae Martin

Parent at Ft. Lake Middle School

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Michelle Durmon

From: Bradley Sullivan
Sent: Thursday, October 31, 2013 9:08 AM
To: Michelle Durmon
Subject: FW: Ft. Lake Middle School Charter School Application

From: Frank Janaskie
Sent: Thursday, October 31, 2013 9:06 AM
To: Bradley Sullivan
Subject: Fwd: Ft. Lake Middle School Charter School Application

Sent from my iPad

Begin forwarded message:

From: Kirby Needles <k2n@att.net>
Date: October 30, 2013, 11:48:58 PM CDT
To: Frank Janaskie <fjanaskie@flcobras.com>
Subject: Ft. Lake Middle School Charter School Application

Mr. Janaskie,

My family and I support Fountain Lake Middle School in their application process to become a Public Charter School.

We have seen a vast improvement in facilities and programs for the Fountain Lake Schools under this dedicated school board, administration and teaching staff and we support them 100% in their endeavors. As a taxpayer and parent of two advanced level Fountain Lake students, I am pleased with the direction we're headed in but expect more.

My wife and I attended the presentation to the public on Tuesday, October 22, 2013 about this application. We were able to ask all of our questions and receive satisfactory answers about the intended goals for our school and the process involved in this application.

We personally feel that America must continue to improve its education system to prepare and equip our youth to compete in the global economy and to continue America's role as leaders of the free world. We are concerned when surveys show us behind any other nation in science, technology, engineering or mathematics. We know that the only way to stay ahead is to teach our students the skills they need earlier so that they can move on to more advanced subjects. We want to see our students in Arkansas perform as well or better than any other state in America.

One example I personally see is of our youth using computers at earlier ages each year. They should be given keyboarding instruction at a very early age. Otherwise, they learn bad habits that will stay with them throughout their lives that will hold them back. I want to see them comfortably able to tackle more advanced math and science courses. None of our students should have to take remedial courses in college (at their own expense) to catch up on material that they should have received in high school.

I want to see our students prepared for the realities of life and the ups and downs of an ever changing economy. These students are our future. We must equip them for competition. We must not fail them. My family petitions the Arkansas Department of Education to decide in favor for the Fountain Lake Middle School in their application process to become a Public Charter School.

Thank you,

Kenneth K. & Rodonna R. Needles
91 Medina Way
Hot Springs Village, Arkansas 71909-4313
501-922-6905
K2n@att.net

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Bradley Sullivan

From: [REDACTED]
Sent: Tuesday, October 22, 2013 8:37 PM
To: [REDACTED] Bradley Sullivan
Subject: Charter School Meeting

This excites me! I am one of those students that gets done with their work quickly. I like this idea...that I could be able to go to extra curricular activities when I get done, instead of doing extra work or reading a book. I am motivated to learn about civil engineering and music. I know that that is an odd pair, but that is how I roll. Thank you for giving students this opportunity to customize their learning. I hope that the state will allow our school to be a charter school.

[REDACTED]

FOUNTAIN LAKE SCHOOL DISTRICT 2014-2015 CALENDAR

JULY 2014

S	M	T	W	Th	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 2014

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

SEPTEMBER 2014

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

OCTOBER 2014

S	M	T	W	Th	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	

NOVEMBER 2014

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

DECEMBER 2014

S	M	T	W	Th	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			

1st Day TEACHERS – August 11th, 2014
 Last Day TEACHERS – May 29th, 2015
**** Aug. 18 – FIRST Day – Students**
**** May 29– LAST Day – Students**

STAFF DEVELOPMENT

June (4 days Teacher Evaluation Training)
 August 13-15 (3 Days) **12th & 16th - OFF
 2nd Monday of every month 3:30-5:30 (3 Days)
 (09/9/13; 10/14/13; 11/11/13; 12/9/13; 01/13/14;
 02/10/14; 03/10/14; 04/14/14; 05/12/14)

HOLIDAYS/NO SCHOOL (IF IT IS NOT NEEDED FOR SNOW)

Sept. 1st, 2014 (Labor Day)
 October 24th, 2014
 Nov. 26th-28th, 2014 (Thanksgiving)
 Dec. 22nd - Jan. 2nd, 2015 (Christmas Break)
 Jan. 19th, 2015 (MLK Day)
 February 16th, 2015 (President's Day)
 March 23rd – 27th, 2015 (Spring Break-includes Friday before)
 April 17th, 2015 (Good Friday)
 May 25th, 2015 (Memorial Day)

PARENT/TEACHER CONFERENCES

October 21st & 23rd, 2014 **3:30 PM to 6:30 PM
 March 17th & 19th, 2015 **3:30 PM to 6:30 PM

End of 1st 9 Weeks:

Oct. 17th, 2014
 49-Teacher Days
 42-Student Days

End of 2nd 9 Weeks & 1st Semester:

Dec. 19th, 2014
 45-Teacher Days (9 weeks)
 43-Student Days (9 weeks)
 94-Teacher Days (Semester)
 85-Student Days (Semester)

End of 3rd 9 Weeks:

March 13th, 2015
 47-Teacher Days
 46-Student Days

End of 4th 9 Weeks & Second Semester:

May 29th, 2015
 49-Teacher Days (9 Weeks)
 47-Student Days (9 Weeks)
 96-Teacher Days (Semester)
 93-Student Days (Semester)

190 Teacher Days
178 Student Days

MAKE-UP DAYS If needed**

1/20/2014; 2/17/2014; 4/18/2014; 5/29/2014; 5/30/2014

**Act 1469(2009) requires public school districts to include 5 make-up days in addition to student interaction days. These days will be used as needed. If not needed, school will end on the 178th day of school.

JANUARY 2015

S	M	T	W	Th	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 2015

S	M	T	W	Th	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

MARCH 2015

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

APRIL 2015

S	M	T	W	Th	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		

MAY 2015

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

JUNE 2015

S	M	T	W	Th	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			62	

				Middle School 2014-2015	Charter Idea				
7th grade	8:00-12:00	8:00-12:00	8:00-12:00	8:00-12:00	12:00-12:30	12:35-3:30	12:35-3:30	12:35-3:30	12:35-3:30
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Enrich/GT-8	Enrich/GT-7	Elect/Inter	Elect/Inter
8th grade	8:00-12:00	8:00-12:00	8:00-12:00	8:00-12:00	12:00-12:30	12:35-3:30	12:35-3:30	12:35-3:30	12:35-3:30
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
5th grade	8:00-10:30	8:00-10:30	10:30-11:00	11:00-11:30	11:35-12:55	11:35-12:55	1:00-3:30	1:00-3:30	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
6th grade	8:00-10:30	8:00-10:30	10:25-11:05	11:00-11:30	11:35-12:55	11:35-12:55	1:00-3:30	1:00-3:30	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	

APPENDIX B

FOUNTAIN LAKE SCHOOL DISTRICT
 LICENSED SALARY SCHEDULE
 2013-14

APSCN STEP	STEP	BACHELORS	MASTERS	SPECIALIST	DOCTORATE
1	0	\$38,255.00	\$42,380.00	\$44,442.50	\$46,505.00
2	1	\$38,765.00	\$42,890.00	\$44,952.50	\$47,015.00
3	2	\$39,275.00	\$43,400.00	\$45,462.50	\$47,525.00
4	3	\$39,785.00	\$43,910.00	\$45,972.50	\$48,035.00
5	4	\$40,295.00	\$44,420.00	\$46,482.50	\$48,545.00
6	5	\$40,805.00	\$44,930.00	\$46,992.50	\$49,055.00
7	6	\$41,315.00	\$45,440.00	\$47,502.50	\$49,565.00
8	7	\$41,825.00	\$45,950.00	\$48,012.50	\$50,075.00
9	8	\$42,335.00	\$46,460.00	\$48,522.50	\$50,585.00
10	9	\$42,845.00	\$46,970.00	\$49,032.50	\$51,095.00
11	10	\$43,355.00	\$47,480.00	\$49,542.50	\$51,605.00
12	11	\$43,865.00	\$47,990.00	\$50,052.50	\$52,115.00
13	12	\$44,375.00	\$48,500.00	\$50,562.50	\$52,625.00
14	13	\$44,885.00	\$49,010.00	\$51,072.50	\$53,135.00
15	14	\$45,395.00	\$49,520.00	\$51,582.50	\$53,645.00
16	15	\$45,905.00	\$50,030.00	\$52,092.50	\$54,155.00
17	16	\$46,415.00	\$50,540.00	\$52,602.50	\$54,665.00
18	17	\$46,925.00	\$51,050.00	\$53,112.50	\$55,175.00
19	18	\$47,435.00	\$51,560.00	\$53,622.50	\$55,685.00
20	19	\$47,945.00	\$52,070.00	\$54,132.50	\$56,195.00
21	20	\$48,455.00	\$52,580.00	\$54,642.50	\$56,705.00
22	21	\$48,965.00	\$53,090.00	\$55,152.50	\$57,215.00
23	22	\$49,475.00	\$53,600.00	\$55,662.50	\$57,725.00
24	23	\$49,985.00	\$54,110.00	\$56,172.50	\$58,235.00
25	24	\$50,495.00	\$54,620.00	\$56,682.50	\$58,745.00
26	25	\$51,005.00	\$55,130.00	\$57,192.50	\$59,255.00
27	26	\$51,515.00	\$55,640.00	\$57,702.50	\$59,765.00
28	27	\$52,025.00	\$56,150.00	\$58,212.50	\$60,275.00
29	28	\$52,535.00	\$56,660.00	\$58,722.50	\$60,785.00
Schedule is based on 8 hours per day 190 days per year.					

**Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
Line#	List Positions				
1	Principal	1	\$76,849.47	1	\$80,691.94
2	Asst. Principal	0.91	\$72,722.84	0.91	\$76,358.98
3	Special Ed. Sup.	0.33	\$42,000.00	0.33	\$44,100.00
4	Curriculum Spec.	0.33	\$83,666.32	0.33	\$87,849.64
5					
6					
7	Subtotal:		\$184,497.14		\$193,721.99
8	Fringe Benefits (rate used 24%)		\$44,279.31		\$46,493.28
9	Total Administration:		\$228,776.45		\$240,215.27

Regular Classroom Instruction:		2014-2015 No. FTEs		2015-2016 No. FTEs	
10	Teachers	22.5	\$46,703.55	22.5	\$49,038.73
11	Aides				
12	Subtotal:		\$1,050,829.88		\$1,103,371.43
13	Teacher Fringe Benefits (rate used 24%)		\$252,199.17		\$264,809.14
14	Aide Fringe Benefits (rate used 24%)		\$0.00		\$0.00
15	Total Regular Classroom Instruction:		\$1,303,029.04		\$1,368,180.57

Special Education:		2014-2015 No. FTEs		2015-2016 No. FTEs	
16	Teachers	2.75	\$50,400.91	2.75	\$52,920.96
17	Aides	1	\$16,317.22	1	\$17,133.08
18	Subtotal:		\$154,919.72		\$162,665.72
19	Teacher Fringe Benefits (rate used 24%)		\$33,264.60		\$34,927.83
20	Aide Fringe Benefits (rate used 24%)		\$3,916.13		\$4,111.94
21	Total Special Education:		\$192,100.46		\$201,705.49

Gifted and Talented Program:		2014-2015 No. FTEs		2015-2016 No. FTEs	
22	Teachers	0.33	\$59,642.42	0.33	\$62,624.55
23	Aides				
24	Subtotal:		\$19,682.00		\$20,666.10
25	Teacher Fringe Benefits (rate used 24%)		\$4,723.68		\$4,959.86
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:		\$24,405.68		\$25,625.97

**Alternative Education Program/
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

	2014-2015 No. FTEs	2015-2016 No. FTEs
34 List Positions		
35		
36		
37		
38		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
42 List Positions		
43 Counselor	1	1
44		
45		
46		
47 Subtotal:		
48 Fringe Benefits (rate used <u>24%</u>)		
49 Total Guidance Services:		

Health Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
50 List Positions		
51 RN	0.33	0.33
52 LPN	0.33	0.33
53		
54		
55 Subtotal:		
56 Fringe Benefits (rate used <u>24%</u>)		
57 Total Health Services:		

Media Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
58	Media Specialist	1	\$51,589.47	1	\$54,168.94
59	Media Aide	1	\$15,442.22	1	\$16,214.33
60					
61					
62					
63	Subtotal:		\$67,031.69		\$70,383.27
64	Fringe Benefits (rate used <u>24%</u>)		\$16,087.61		\$16,891.98
65	Total Media Services:		\$83,119.30		\$87,275.25

Fiscal Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
66	District Level	0.67	\$91,410.12	0.67	\$95,980.63
67	Building Level	1	\$40,920.17	1	\$42,966.18
68					
69					
70					
71	Subtotal:		\$102,164.95		\$107,273.20
72	Fringe Benefits (rate used <u>24%</u>)		\$24,519.59		\$25,745.57
73	Total Fiscal Services:		\$126,684.54		\$133,018.77

Maintenance and Operation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
74	Director	0.33	\$82,149.89	0.33	\$86,257.38
75	Maintenance	0.331	\$131,493.00	0.331	\$138,067.65
76	Janitors	0.33	\$42,474.16	0.33	\$44,597.87
77					
78					
79	Subtotal:		\$84,650.12		\$88,882.62
80	Fringe Benefits (rate used <u>24%</u>)		\$20,316.03		\$21,331.83
81	Total Maintenance and Operation:		\$104,966.15		\$110,214.45

Pupil Transportation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
82	Bus Mechanics	0.33	\$32,359.56	0.33	\$33,977.54
83	Bus Drivers	5.33	\$13,211.94	5.33	\$13,872.54
84					
85					
86					
87	Subtotal:		\$81,098.29		\$85,153.23
88	Fringe Benefits (rate used <u>24%</u>)		\$19,463.59		\$20,436.77
89	Total Pupil Transportation:		\$100,561.89		\$105,590.00

Food Services:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
90	0	\$0.00	0	\$0.00
91	0	\$0.00	0	\$0.00
92	0	\$0.00	0	\$0.00
93				
94				
95	Subtotal:			
		\$0.00		\$0.00
96	Fringe Benefits (rate used <u>24%</u>)			\$0.00
97	Total Food Services:			\$0.00

Data Processing:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
98	0.33	\$72,691.12	0.33	\$76,325.68
99	0.33	\$155,550.47	0.33	\$163,327.99
100				
101				
102				
103	Subtotal:			
		\$75,319.72		\$79,085.71
104	Fringe Benefits (rate used <u>24%</u>)			\$18,980.57
105	Total Data Processing:			\$98,066.28

Substitute Personnel:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
106				
107				
108	Subtotal:			
109				
110				
111	Total Substitute Personnel:			

112	TOTAL EXPENDITURES FOR SALARIES:	\$2,350,986.08	\$2,468,536.02
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**Public Charter School Application
Estimated Budget Template**

REVENUES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
State Public Charter School Aid:			
Line#	2014-2015		
1	No. of Students <u>440</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$2,869,240.00</u>	
2	No. of Students <u>440</u> x <u>\$44.00</u> Professional Development	<u>\$19,360.00</u>	
3	No. of Students <u>281</u> x <u>\$517.00</u> eligible rate* NSL Funding	<u>\$145,277.00</u>	
4	No. of Students <u>11</u> x <u>\$4,305.00</u> Other: <i>Explain Below</i>	<u>\$47,355.00</u>	
5			
	2015-2016		
6	No. of Students <u>455</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$2,967,055.00</u>
7	No. of Students <u>455</u> x <u>\$44.00</u> Professional Development		<u>\$20,020.00</u>
8	No. of Students <u>291</u> x <u>\$517.00</u> eligible rate* NSL Funding		<u>\$150,447.00</u>
9	No. of Students <u>11</u> x <u>\$4,305.00</u> Other: <i>Explain Below</i>		<u>\$47,355.00</u>
10			
11	Total State Charter School Aid:	<u>\$3,081,232.00</u>	<u>\$3,184,877.00</u>
Other Sources of Revenues:			
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (<i>Specifically Describe</i>)		
15	Tax Revenue over Foundation Funding Amount	<u>\$405,975.90</u>	<u>\$450,000.00</u>
16	Total Other Sources of Revenues:	<u>\$405,975.90</u>	<u>\$450,000.00</u>
17	TOTAL REVENUES:	<u>\$3,487,207.90</u>	<u>\$3,634,877.00</u>

EXPENDITURES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
Administration:			
18	Salaries and Benefits	<u>\$228,776.45</u>	<u>\$240,215.27</u>
	Purchased Services - List Vendors Below		
19	V - AD 1		
20	V - AD 2		
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials	<u>\$12,000.00</u>	<u>\$12,600.00</u>
25	Equipment	<u>\$2,000.00</u>	<u>\$2,100.00</u>
	Other (List Below)		
26	Fees	<u>\$3,000.00</u>	<u>\$3,150.00</u>
27	Travel Expenses	<u>\$8,000.00</u>	<u>\$8,400.00</u>
28			
29			
30			
31	Total Administration:	<u>\$253,776.45</u>	<u>\$266,465.27</u>

Regular Classroom Instruction:		2014-2015 Amount:	2015-2016 Amount:
32	Salaries and Benefits	\$1,303,029.04	\$1,368,180.57
	Purchased Services - List Vendors Below		
33	V - CI 1 63220-Subteach	\$45,000.00	\$47,250.00
34	V - CI 2 63590- Other Services	\$1,500.00	\$1,575.00
35	V - CI 3 63900-Other Purchases Prof. Services*	\$50,000.00	\$50,000.00
36	V - CI 4 *Responsive Ed Solutions, Franklin Covey		
37	V - CI 5 Education and Renzulli		
38	Supplies and Materials	\$115,000.00	\$120,750.00
39	Equipment		
	Other (List Below)		
40	Dues/Fees	\$8,000.00	\$8,400.00
41	Travel Expenses	\$8,000.00	\$8,400.00
42	Misc. Expenses	\$17,000.00	\$17,850.00
43	Technology (Apple Computer Lab)	\$75,000.00	\$75,000.00
44			
45	Total Regular Classroom Instruction:	\$1,622,529.04	\$1,697,405.57
Special Education:			
46	Salaries and Benefits	\$192,100.46	\$201,705.49
	Purchased Services - List Vendors Below		
47	V - SE1 63220	\$7,000.00	\$7,350.00
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
	Other (List Below)		
54	Travel Expenses	\$200.00	\$210.00
55			
56			
57			
58			
59	Total Special Education:	\$199,300.46	\$209,265.49
Gifted and Talented Program:			
60	Salaries and Benefits	\$24,405.68	\$25,625.97
	Purchased Services - List Vendors Below		
61	V - GT1		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials	\$5,000.00	\$5,250.00
67	Equipment		
	Other (List Below)		
68	Travel Expenses	\$2,500.00	\$2,625.00
69	Dues/Fees	\$5,000.00	\$5,250.00
70			
71			
72			
73	Total Gifted and Talented Program:	\$36,905.68	\$38,750.97

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount:

2015-2016 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
75	V - ALE1 Fountain Lake/Jessieville	\$26,100.00	\$27,405.00
76	V - ALE2	_____	_____
77	V - ALE3	_____	_____
78	V - ALE4	_____	_____
79	V - ALE5	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)		
82	_____	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>\$26,100.00</u>	<u>\$27,405.00</u>

English Language Learner Program:

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
89	V - ELL1	_____	_____
90	V - ELL2	_____	_____
91	V - ELL3	_____	_____
92	V - ELL4	_____	_____
93	V - ELL5	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
	Other (List Below)		
96	_____	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	_____	_____

Guidance Services:

102	Salaries and Benefits	\$65,302.12	\$68,567.23
	Purchased Services - List Vendors Below		
103	V - GS1	_____	_____
104	V - GS2	_____	_____
105	V - GS3	_____	_____
106	V - GS4	_____	_____
107	V - GS5	_____	_____
108	Supplies and Materials	\$300.00	\$315.00
109	Equipment	_____	_____
	Other (List Below)		
110	Travel	\$300.00	\$315.00
111	Dues/Fees	\$300.00	\$315.00
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	<u>\$66,202.12</u>	<u>\$69,512.23</u>

Health Services:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
116	Salaries and Benefits	\$28,644.00	\$30,076.74
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124	Supplies	\$2,667.00	\$2,800.35
125	Equipment	\$0.00	\$0.00
126	Fees	\$333.00	\$349.65
127	Travel	\$67.00	\$70.35
128	Purchase Services	\$833.00	\$874.65
129	Total Health Services:	<u>\$32,544.00</u>	<u>\$34,171.74</u>

Media Services:			
130	Salaries and Benefits	\$83,119.30	\$87,275.25
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138	Supplies	\$11,000.00	\$11,550.00
139	Equipment	\$1,000.00	\$1,050.00
140	Fees	\$2,000.00	\$2,100.00
141	Travel	\$1,000.00	\$1,050.00
142	Purchase Services	\$0.00	\$0.00
143	Total Media Services:	<u>\$98,119.30</u>	<u>\$103,025.25</u>

Fiscal Services:			
144	Salaries and Benefits	\$126,684.54	\$133,018.77
	Purchased Services - List Vendors Below		
145	V - FS1		
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	Total Fiscal Services:	<u>\$126,684.54</u>	<u>\$133,018.77</u>

Maintenance and Operation:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	\$104,966.15	\$110,214.45
	Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1 Custodial Contract	\$97,374.00	\$102,243.00
160	V - MO2		
161	V - MO3		
162	V - MO4		
163	V - MO5		
164	Supplies and Materials		
165	Equipment		
	Other (List Below)		
166	Purchase Services	\$75,706.00	\$79,491.00
167	Utilities	\$202,333.00	\$212,450.00
168	Supplies	\$30,000.00	\$31,500.00
169	Equipment	\$4,500.00	\$4,725.00
170	Fees	\$1,167.00	\$1,225.00
171	Total Maintenance and Operation:	\$516,046.15	\$541,848.45

Pupil Transportation:			
172	Salaries and Benefits	\$100,561.89	\$105,590.00
	Purchased Services - List Vendors Below		
173	V - PT1		
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment	\$36,559.00	\$38,387.00
	Other (List Below)		
180	Purchase Services	\$2,833.00	\$2,975.00
181	Rental	\$19,833.00	\$20,825.00
182	Travel	\$267.00	\$281.00
183	Supplies/Diesel	\$45,000.00	\$47,250.00
184	Fees	\$500.00	\$525.00
185	Total Pupil Transportation:	\$205,553.89	\$215,833.00

Food Services:			
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1		
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194		\$0.00	\$0.00
195		\$0.00	\$0.00
196		\$0.00	\$0.00
197			
198			
199	Total Food Services:	\$0.00	\$0.00

Data Processing:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits	\$93,396.46	\$98,066.28
	Purchased Services - List Vendors Below		
201	V - DP1 63490-64320	\$10,666.67	\$11,200.00
202	V - DP2 Bandwidth-65331	\$23,680.00	\$24,864.00
203	V - DP3 Travel 65420	\$1,000.00	\$1,050.00
204	V - DP4		
205	V - DP5		
206	Supplies and Materials	\$82,333.33	\$86,450.00
207	Equipment		
	Other (List Below)		
208	Dues/Fees	\$6,600.00	\$6,930.00
209			
210			
211			
212			
213	Total Data Processing:	<u>\$217,676.46</u>	<u>\$228,560.28</u>
Substitute Personnel:			
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1 Subteach	\$64,152.00	\$67,359.60
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	<u>\$64,152.00</u>	<u>\$67,359.60</u>
Facilities:			
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222			
223			
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year		
230	Content Insurance for One Full Year		
231	Total Facilities:		

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	Debt Expenditures:		
	List Debts Below		
232	_____	\$0.00	\$0.00
233	_____		
234	_____		
	Total Debts:	<u>\$0.00</u>	<u>\$0.00</u>
	Other Expenditures:		
	List Other Expenditures Below		
235	_____		
236	_____		
237	_____		
238	_____		
239	_____		
240	_____		
241	TOTAL EXPENDITURES:	<u>\$3,465,590.08</u>	<u>\$3,632,621.62</u>
242	Net Revenue over Expenditures:	<u>\$21,617.82</u>	<u>\$2,255.38</u>

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

**2013 APPLICATION
DISTRICT CONVERSION AND LIMITED
PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

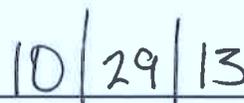
The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion or limited public school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the 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 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 schools not waived by the approved charter.
6. The 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 any other qualified employee of the school district is covered.
7. The 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 applicant confirms the understanding that certain provisions of state law shall not be waived. The 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District



Date



Printed Name

APPENDIX C



Fountain Lake School District

Home of the Cobras

[District Information](#) | [CAFETERIA](#) | [Parents & Community](#) | [Resources](#) | [Schools](#) | [Sports Center](#) | [Home](#) | [State-Required Information](#)

Quicklinks

- [Current Openings](#)
- [Faculty Email Access](#)
- [NutriKids - Pay for School Lunches Here](#)
- [Remote Apps](#)
- [State-Required Information](#)
- [High School Student-Parent Handbook 2013-2014](#)
- [Technology SysAid Trouble Ticket](#)
- [2013-2014 FREE AND REDUCED LUNCH APPLICATION](#)
- [GT](#)
- [2013/2014 SCHOOL CALENDAR](#)

Schools

[Fountain Lake Elementary](#)

News

SCHOOL CHOICE INFORMATION

Regular Board Meeting - November 14th, 2013 @ 5:30PM
Board Room - Administration Bldg

2013/2014 SY CALENDAR

New Online Job Applications

Fountain Lake School now has a fast easy way to submit your job application. Click here to go to the application page.

Snow Bus Routes

Arkansas 21st CCLC Grant Notice

Fountain Lake Elementary applying for Arkansas 21st CCLC Grant Fountain Lake Elementary School is applying for the Arkansas 21st Century Community...

EBD Insurance Presentation

PUBLIC Meeting on Charter School for Middle School - October 22, 2013 at 6:00 PM
Administration Board Room



Fountain Lake School District

Home of the Cobras

[District Information](#) | [CAFETERIA](#) | [Parents & Community](#) | [Resources](#) | [Schools](#) | [Sports Center](#) | [Home](#) | [State-Required Information](#)

Administration Board Room

4207 Park Ave, Hot Springs, Ar 71901 Ph: 501-701-1700 Fax: 501-623-6447

Public Meeting

Proposed Fountain Lake Middle School Cobra Digital Prep Academy

6:00 p.m.-October 22, 2013

Agenda

- Introduction of Administration
- Explanation of the need for the proposed charter school
- Presentation of the proposed charter school
- Questions and Comments

Minutes

Presentation

Brad Sullivan, Director of Curriculum welcomed guests and introduced administrators. There were fifteen guests present that consisted of parents of middle school students and current students. Mr. Sullivan, Frank Janaskie, Middle School Principal, and Steve Campbell, Middle School Assistant Principal presented information of the need for a change in the way we educate our students as we prepare them for college, career and life after high school. Information presented included data from the NWEA assessment and the district ACT composite from last year. This data showed that our students are lacking in skills that are needed in the 21st century. Also, information was presented on the implementation of the CCSS and the new PARCC assessment and how the proposed charter school structure would create a platform to address these changes. Mr. Sullivan explained how students in the middle school would have extended blocks of time in the morning to teach the core subjects as well as embedding keyboarding, technology and character education. Career focus

units would also be developed and the district would utilize the retirement community in Hot Springs Village to help in exposing the students to specific career fields that are of interest to students. Students, parents, and a school advisor/mentor would develop an personalized learning plan starting at the 5th grade to address the students interest, aptitude and plans for high school and beyond. Additional information was presented on how the new charter school would continue to give students the opportunity to take electives in the afternoon such as choir, band and athletics.

Questions and Comments

Participants asked the following questions:

What will the school day look like and will students be dismissed at 3:30?

How would the charter school address the needs of the low and high performing students?

When will we know if we are approved?

Explain what waivers the district would be seeking and will the school have certified teachers?

What is the difference in the charter school in Arizona, where my husband taught and this model?

What are the plans for the high school if the charter is approved?

Final comments were made by each administrator that included Mr. Campbell sharing how the new charter school will give educators the opportunity to address each student's needs and how that over the years he feels like our current structure has allowed students to fall through the cracks. Mr. Sullivan talked about his experience as a high school principal where students realized during their senior year they did not have the skills needed to pursue a career of choice. He went on to say that he was excited about how the new charter school would help ensure that students were

informed in middle school of the skills that are needed and an individualized learning plan developed to give direction each year in pursuing their career goals. This direction will give students the motivation and confidence to self-guide their life in the 21st century. Mr. Janaskie closed the comments by explaining, how educators have talked about teaching 21st skills for over fifteen years and that this new structure would give us the platform to change the way we are educating our students beginning next year. Mr. Sullivan closed the meeting by stating that there is much planning left to be done before school starts next year and that he invites anyone with questions or concerns to email or come see him. The meeting was adjourned at 7:25 after all questions had been answered and final comments were made.

Fountain Lake School District

CHARTER SCHOOL PUBLIC MEETING

10/22/13
Date

6:00 pm
Time

1. Kenneth K. & Rolanda R. Needles

2. CHAD & JENNIFER Cook

3. Cheryl Mason

4. Tiffany Glover

5. Beeth + Erino Graves

6. Rhonda King

7. Er. Westerman

8. Sarae Martin

9. Laura Keese

10. Jackson Keese

11. Donn Brewer

12. Haley Glover

13. _____

14. _____

15. _____

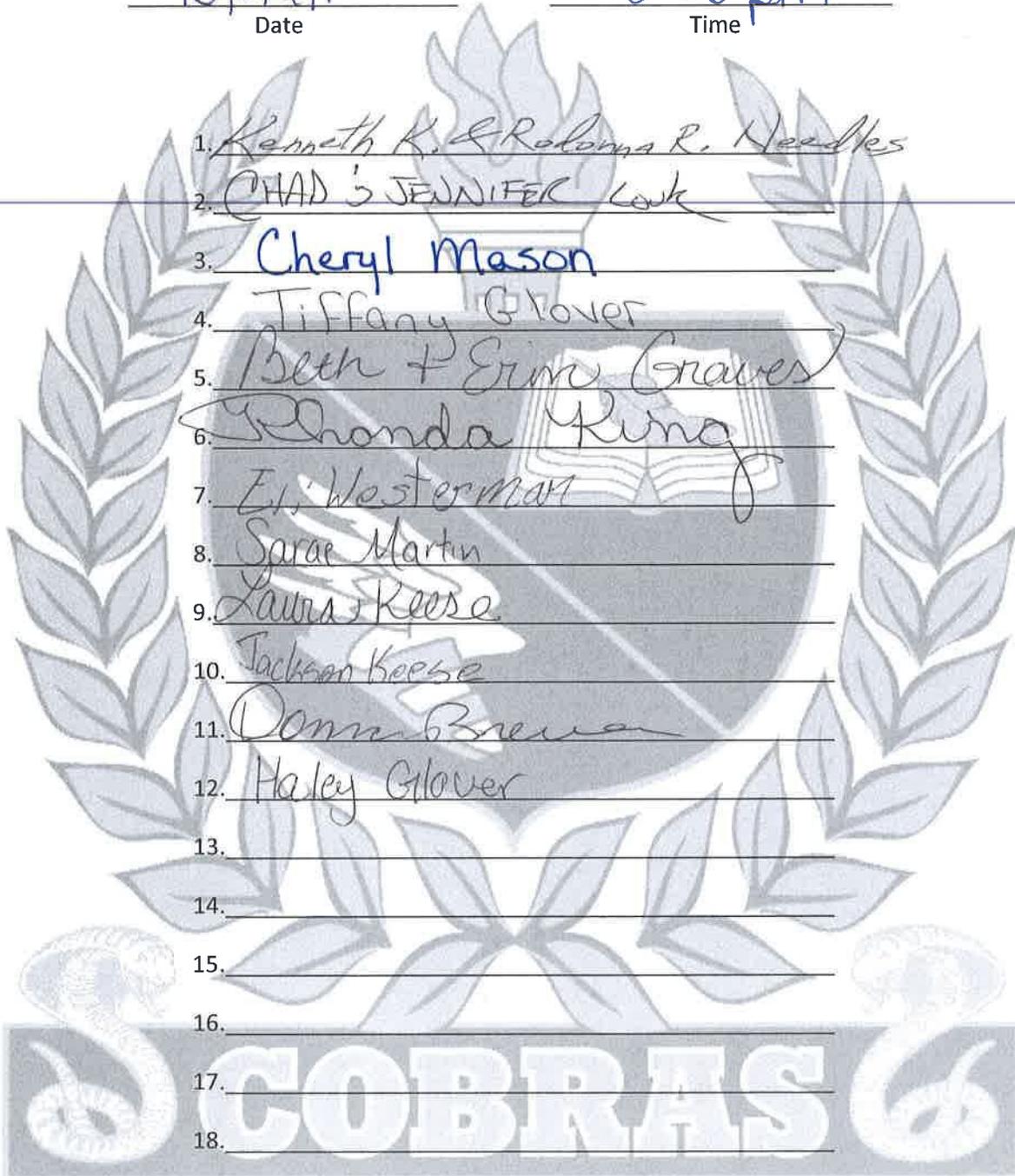
16. _____

17. _____

18. _____

19. _____

20. _____



Fountain Lake School District

SPECIAL/WORKING SESSION MEETING

10/21/13
Date

12:00 pm
Time

1. John D. Lands

2. Becky Fornos

3. Bob McCroskey

4. Akenda Sellers

5. Lisa Clanton

6. [Signature]

7. Stephen C. Campbell

8. Brand Sullivan

9. Dee Beckwith

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. **COBRAS**

18. _____

19. _____

20. _____

**FOUNTAIN LAKE SCHOOL DISTRICT
BOARD OF EDUCATION AGENDA**

October 21, 2013

12:00 PM

Board Room – Administration Building

Special / Working Session Meeting

ITEM 1: Charter School Application

ITEM 2: Legislative Update

ITEM 3: PARCC Assessment

Middle School PLC Agenda

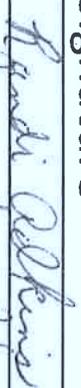
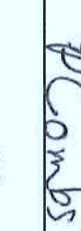
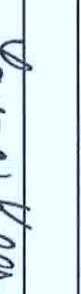
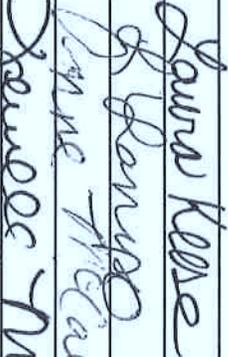
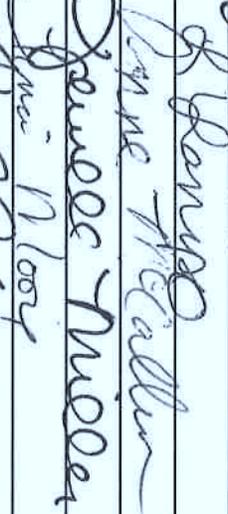
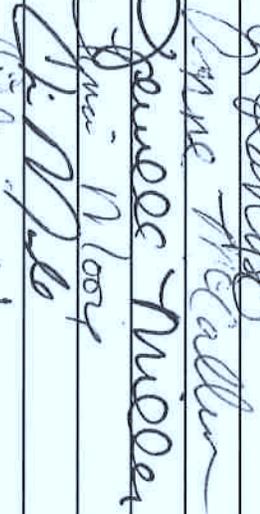
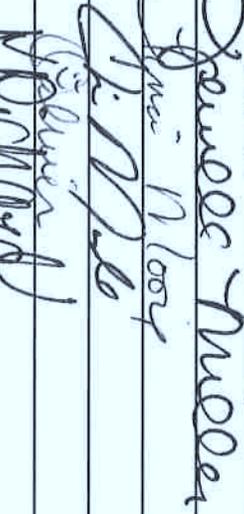
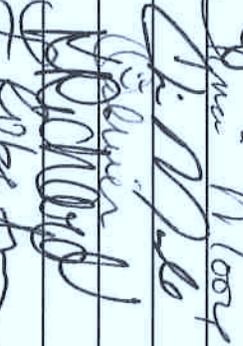
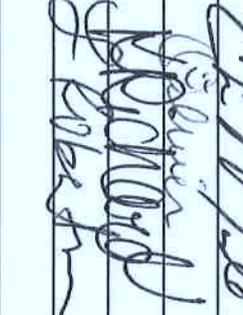
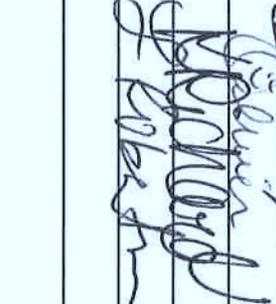
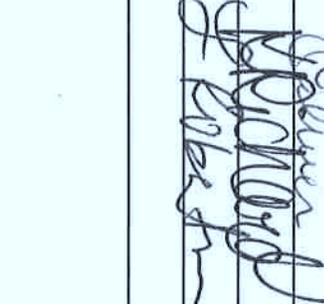
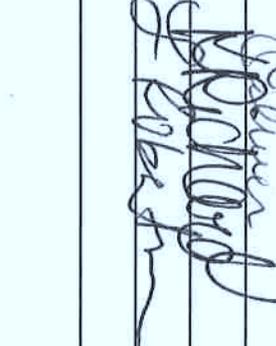
16 October 2013

Charter School

PGP

Wednesday

October 16, 2013

Name	Position	Signature
Randi Adkins	5 th Literacy + Soc. St.	
Brandy Blee	10 th Math/Science	
Caren Bowen	8 th Grade Math	
Patrick Combs	Band	
Cindy Crook		
Jake Dettmering	PE / Health / Coach	
Thomas Gilleran	CAREERS	
Tandy Gray		
Jeff Hedges		
Ginger Henson	8 th English	
Becky Hobby		
Jennifer Hughes	7 th Story	
Nancy Hull		
Jeff James		
Laura Keese	5 th -8 th LMS	
Lori Lampo	5 th Math/Sci	
Anne McCallum	Title	
Jewell Miller	6 th Lit.	
Tina Moore	5 th -6 th PE 7 th -Math	
Chris Mungle	PE / Health / Coach	
Barbara Oliver	5 th M/S	
Kim Richard	7 th Science	
Leann Robertson	7 th Lit	
Carol Rocconi		

Jayne Ann Rountree	Jill I Math	Jayne Ann Rountree
Chris Schroeder	5-8 Art	Chris Schroeder
Kathleen Scrimshire	6 th Math/Science	6 th Scrimshire
Kalynn Smith	Kalynn Smith	8 th Social Studies
Linda Webb	Linda Webb	Linda Webb
Sharon Westerman	Sharon Westerman	5 th SPED
Pam Harshfield	Art. Fac.	Pam Harshfield

District: FOUNTAIN LAKE SCHOOL DISTRICT Superintendent: DARIN BECKWITH
 School: FOUNTAIN LAKE MIDDLE SCHOOL Principal: FRANK JANASKIE
 LEA: 2602007 Grades: 05-08
 Address: 4207 PARK AVE. Enrollment: 414
 HOT SPRINGS, AR 71901 Attendance (3 QTR AVG): 97.61
 Phone: 501-701-1730 Poverty Rate: 58.21

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED									
ACHIEVING									
ESEA Flexibility Indicators	LITERACY					MATHEMATICS			
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	422	424	99.53	444	446	99.55			
Targeted Achievement Gap Group	276	278	99.28	284	286	99.30			
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage			
African American	10	10	100.00	10	10	100.00			
Hispanic	23	23	100.00	24	24	100.00			
White	363	365	99.45	383	385	99.48			
Economically Disadvantaged	254	256	99.22	262	264	99.24			
English Language Learners	16	16	100.00	17	17	100.00			
Students with Disabilities	60	60	100.00	60	60	100.00			

STUDENT PERFORMANCE -- LITERACY										
ACHIEVING										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	320	388	82.47	79.66	91.00	294	355	82.82	79.64	93.00
Targeted Achievement Gap Group	190	249	76.31	72.58	91.00	182	233	78.11	72.48	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	924	1140	81.05	79.66	91.00	866	1057	81.93	79.64	93.00
Targeted Achievement Gap Group	534	722	73.96	72.58	91.00	511	672	76.04	72.48	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	5	8	62.50	100.00		6	7	85.71	100.00	
Hispanic	18	22	81.82	88.09		17	20	85.00	80.39	
White	276	334	82.63	78.14		251	305	82.30	79.03	
Economically Disadvantaged	180	228	78.95	74.53		175	219	79.91	74.17	
English Language Learners	12	16	75.00	81.48		12	14	85.71	81.48	
Students with Disabilities	22	56	39.29	43.99		18	43	41.86	47.12	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT		STATUS PERFORMANCE -- MATHEMATICS				GROWTH PERFORMANCE -- MATHEMATICS			
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
ESEA Flexibility Indicators										
All Students	327	410	79.76	79.59	92.00	258	355	72.68	78.69	81.00
Targeted Achievement Gap Group	189	257	73.54	77.36	92.00	154	233	66.09	75.97	81.00
Three Year Average Performance										
All Students	994	1260	78.89	79.59	92.00	773	1059	72.99	78.69	81.00
Targeted Achievement Gap Group	575	781	73.62	77.36	92.00	453	674	67.21	75.97	81.00
ESEA Subgroups										
African American	5	8	62.50	66.67	2013 AMO	5	7	71.43	2013 AMO	66.67
Hispanic	19	23	82.61	77.28		16	20	80.00		70.59
White	282	354	79.66	79.50		218	305	71.48		78.48
Economically Disadvantaged	181	236	76.69	79.08		149	219	68.04		77.50
English Language Learners	14	17	82.35	62.97		12	14	85.71		62.97
Students with Disabilities	20	56	35.71	51.83		12	43	27.91		48.72

Report created on August 15th, 2013 - 11:00AM

District: FOUNTAIN LAKE SCHOOL DISTRICT
 School: FOUNTAIN LAKE SCHOOL DISTRICT
 LEA: 2602000
 Address: 4207 PARK AVE.
 HOT SPRINGS, AR 71901
 Phone: 501-701-1700

Superintendent: DARIN BECKWITH
 Principal:
 Grades: K-12
 Enrollment: 1284
 Attendance (3 QTR AVG): 95.48
 Poverty Rate: 56.85

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED

ACHIEVING

ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	717	726	98.76	717	726	98.76
Targeted Achievement Gap Group	441	448	98.44	462	470	98.30
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	12	12	100.00	11	12	91.67
Hispanic	37	37	100.00	37	37	100.00
White	618	626	98.72	615	623	98.72
Economically Disadvantaged	410	417	98.32	431	439	98.18
English Language Learners	22	22	100.00	24	24	100.00
Students with Disabilities	90	91	98.90	91	92	98.91

STUDENT PERFORMANCE – LITERACY

ACHIEVING

ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY			GROWTH PERFORMANCE -- LITERACY		
	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage
All Students	555	670	82.84	360	443	81.26
Targeted Achievement Gap Group	306	403	75.93	218	284	76.76
Three Year Average Performance	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage
All Students	1592	1943	81.94	1078	1311	82.23
Targeted Achievement Gap Group	896	1184	75.68	646	834	77.46
ESEA Subgroups	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage
African American	7	10	70.00	6	7	85.71
Hispanic	27	34	79.41	20	24	83.33
White	482	578	83.39	311	385	80.78
Economically Disadvantaged	291	373	78.02	209	267	78.28
English Language Learners	16	22	72.73	14	17	82.35
Students with Disabilities	34	86	39.53	22	52	42.31

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		NEEDS IMPROVEMENT		STATUS PERFORMANCE -- MATHEMATICS						GROWTH PERFORMANCE -- MATHEMATICS						
		# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
ESEA Flexibility Indicators		554	665	83.31	82.05	92.00	320	443	72.23	77.64	81.00					
All Students																
Targeted Achievement Gap Group		326	420	77.62	79.58	92.00	188	284	66.20	74.91	81.00					
Three Year Average Performance		1754	2162	81.13	82.05	92.00	950	1313	72.35	77.64	81.00					
All Students																
Targeted Achievement Gap Group		1027	1338	76.76	79.58	92.00	563	836	67.34	74.91	81.00					
ESEA Subgroups		# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO						
African American		6	10	60.00	79.17		5	7	71.43	58.33						
Hispanic		29	34	85.29	78.26		20	24	83.33	71.02						
White		445	542	82.10	81.86		274	385	71.17	77.41						
Economically Disadvantaged		314	392	80.10	81.02		181	267	67.79	77.15						
English Language Learners		20	24	83.33	77.28		15	17	88.24	70.24						
Students with Disabilities		37	87	42.53	58.73		18	52	34.62	45.83						

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT		2012 SCHOOL GRADUATION RATE							
		# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
ESEA Flexibility Indicators		83	93	89.25	86.25	94.00					
All Students											
Targeted Achievement Gap Group		27	35	77.14	83.33	94.00					
Three Year Average Performance		246	298	82.55	86.25	94.00					
All Students											
Targeted Achievement Gap Group		83	109	76.15	83.33	94.00					
ESEA Subgroups		# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL					
African American		2	2	100.00	100.00						
Hispanic		4	5	80.00	72.23						
White		75	84	89.29	85.96						
Economically Disadvantaged		25	32	78.12	84.85						
English Language Learners		0	1	0.00							
Students with Disabilities		5	7	71.43	73.96						

Report created on August 15th, 2013 - 11:00AM

Fountain Lake School District

Darin Beckwith • Superintendent

September 23, 2011

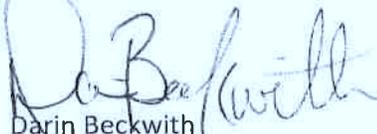
ABC Administration
1515 West 7th Street
Suite 503
Little Rock, AR 72201

RE: Application – Dollar General Store #12461

Please accept this document as a formal letter of opposition to the application made by Dollar General Store #12461 at 4310 Park Avenue, Hot Springs, AR 71901. As the representative for the Fountain Lake School Board, we declare our opposition to the granting of this license request due to the potential negative impact relating to the store's proximity to Fountain Lake School's location and population. While we appreciate the location of this store for many reasons – including convenience and value, we are equally concerned about the safety of our students.

Please review our request and notify us of your decision when it does come available. Should you have any questions or need further information, please do not hesitate to contact me at the number below. Thank you in advance for your help in this matter.

Sincerely,



Darin Beckwith
Superintendent

DB:cs





STATE OF ARKANSAS
ALCOHOLIC BEVERAGE CONTROL DIVISION

1515 West 7th Street, Suite 503
Little Rock, Arkansas 72201
Telephone (501) 682-1105
Fax (501) 682-2221

Michael W. Langley
Director

Donald R. Bennett
Attorney

Milton R. Lueken
Attorney

March 9, 2012

BOARD MEMBERS:

Thomas P. Powell, Jr., Chairman
Ron Fuller
Tony Ellis
Jean Hervey
Martin B. Silverfield

Mr. Darin Beckwith, Superintendent
Fountain Lake School District
4207 Park Avenue
Hot Springs, Arkansas 71901

Dear Mr. Beckwith:

In reviewing the file on Michael Anderson, d/b/a Dollar General Store #12461, 4310 Park Avenue, Fountain Lake, we find that you have voiced objections to his application for a retail beer permit.

We have scheduled a hearing before the Alcoholic Beverage Control Board on this matter for Wednesday, March 21, 2012, at the hour of 11:00 a.m., in the Fifth Floor Conference Room of the 1515 Bldg., 1515 West 7th St., Little Rock, Arkansas. It would be helpful in the Board's determination if you or a representative could appear at this hearing and state your reasons why this application should not be approved.

Documents may be submitted into the record as exhibits at the hearing, and should consist of an original and six (6) copies in order to facilitate Board Member review.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael W. Langley".

Michael W. Langley, Director
Alcoholic Beverage Control Division

MWL/jkc

Fountain Lake School District

Darin Beckwith • Superintendent

March 13, 2012

State of Arkansas
Alcoholic Beverage Control Division
1515 West 7th Street
Suite 503
Little Rock, AR 72201

RE: HEARING – Michael Anderson d/b/a Dollar General Store #12461

We are in receipt of the letter of notice for the hearing on the application for a retail beer permit for the Dollar General Store #12461. The letter states that the hearing is scheduled for March 21, 2012. Due to the short notice of the scheduled hearing and the fact that all public schools in Arkansas will be on Spring Break, (i.e.-vacation plans have been made well in advance) we will be unable to attend the hearing.

We would like to submit a copy of our original letter of opposition and hope this information alone will suffice in having this application denied. We are sorry for any inconvenience this may have caused.

Sincerely,



Darin Beckwith
Superintendent

DB:cs



2013-2014 Application Cycle

Pea Ridge Career and Technical Academy Summary

**Pea Ridge Public Schools
Pea Ridge, Arkansas**

PEA RIDGE CAREER AND TECHNICAL ACADEMY

School District: Pea Ridge School District
Grade Levels: 11-12
Student Enrollment Cap: 400
Address of Proposed Charter: 18781 W. Pickens, Pea Ridge, AR 72751

Mission Statement

The Pea Ridge Career and Technical Academy will provide a nurturing and challenging atmosphere in which students in their junior and senior years of high school will acquire personalized, industry-based knowledge and experiences through STEM education and a project-based learning approach. They will be prepared to enter the skilled workforce as industry partners who have developed high academic standards and essential career skills while gaining extensive experiences in service to their community. In this way, Pea Ridge Career and Technical Academy will also serve to strengthen the Northwest Arkansas Region by deepening the commitment among the school district, its young people, and the business community.

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- The lack of specificity about the methods of embedding courses and the courses to be embedded
- The district contract with Responsive Education Solution stating an amount of \$60,000 per year for two years when the budget reflects \$70,000 per year for two years.

Documentation Provided in Support of the Charter

Letters of Support Included in Application

1. Senator Cecile Bledsoe State of Arkansas, District 3
2. Representative Sue Scott State of Arkansas, District 95
3. Mayor Jackie Crabtree Pea Ridge
4. Vice President Rick Harris Community First Bank, Pea Ridge
5. Director Kim D. Davis Education and Workforce Development
Northwest Arkansas Council
6. President Jeff Neil Arvest Bank, Pea Ridge

Requested Waivers

Notes from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Standards for Accreditation 9.03.4.1 (38 units-Oral Communication)**
 - Typically, this waiver is only granted when the charter will still meet the content requirements of each course through embedded courses.
- **Standards for Accreditation 9.03.3.9 (Career and Technical Education)**
 - This Standard applies to grades 5-8. The Panel lacks the authority to grant a waiver for grade levels not included in the charter.
 - The district could seek a waiver from this Standard by following the process outlined in Ark. Code Ann. § 6-15-201(b).
- **Standards for Accreditation 10.01.4 (Planned Instructional Time)**
 - Based on the application and responses, it does not appear this waiver is necessary.
 - If the applicant intends to provide less instructional time than is required by this Standard, a waivers of **Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** are also necessary.

From Ark. Code Ann.

6-15-1004	Qualified teachers in every public school classroom(pertaining to alternative learning programs)
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher’s salary only upon filing of a teacher’s certificate with the county clerk’s office, if the requirement of a teacher’s certificate is waived for such teacher)

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.3.9	Grades 5-8 Career and Technical Education (request to teach the career and technical education into middle school curriculum)
9.03.4.1	Requiring oral communication as part of the language arts curriculum
9.03.4.9	Health and Safety Education and Physical Education (will teach one unit of physical education at the charter school)
10.01.4	Planned instructional time (to offer less than 30 hours per week)
10.02	Class Size and Teaching Load (a maximum of 180 students per teacher and 30 students per class)
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction

- 14.03 Unit of credit and clock hours for a unit of credit (the 120 clock hour requirement)
- 15.02 Principals
- 15.03 Licensure and Renewal

From Other Rules

- ADE Rules Governing Educator Licensure

2013-2014 Application Cycle

ADE

Evaluation and

Applicant

Responses

Pea Ridge Public Schools
Pea Ridge, Arkansas

PEA RIDGE CAREER AND TECHNICAL ACADEMY

School District: Pea Ridge School District
Grade Levels: 11-12
Student Enrollment Cap: 400
Address of Proposed Charter: 18781 W. Pickens, Pea Ridge, AR 72751

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 Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited 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;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide the date that the notice of public hearing about the proposed charter was first published in a newspaper having general circulation in the Pea Ridge School District. The publication is required to be published at least three weeks prior to the date of the meeting which was held on October 15.

The date that the notice of public hearing about the proposed charter was first published in a newspaper having general circulation in the Pea Ridge School District was on September 25, 2013. The notice was additionally published on October 2 and October 9, 2013. (The documentation of the published announcement and meeting was included in the appendix in the original charter application submission; however the narrative on page 4 of the original application erroneously stated that the three weeks in which the notice was published were October 2, 11, and 19, 2013.)

See attached documentation.

C-2 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 clear and succinct.

Meets the Standard

C-3 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Meets the Standard

C-4 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;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Confirm the understanding that, as proposed, the charter school would not meet the federal definition of a public charter school as it would not provide “a program of elementary or secondary education or both.” With literacy, social studies, and electives to be taken in their regular format at Pea Ridge High School for a half a day and the other half of the day to be

spent in in the “Industry Lab,” no complete program of study for students in grades 11 and 12 will be offered at the charter.

As originally proposed, the Pea Ridge Career and Technical Academy would not meet the federal definition of a public charter school as it would not provide a full "program of ... secondary education"; however, upon resubmission of the application, the Pea Ridge School District is amending the original design of the charter school. Teachers from Pea Ridge High School will be assigned to the Academy full-time to assure that all courses and services are part of the charter school. Using an i-School model, literacy, social studies, math, science, and electives will be taken at the Academy rather than the humanities and electives courses being taken during a half-day at the high school. Academy students will still spend one-half of their day in the Industry Lab and one-half of their day taking coursework which will meet Common Core standards and Arkansas frameworks. The difference between the original proposal and the current one is that all coursework will now be taken at the Academy.

- Confirm that ADE curriculum frameworks and the Common Core literacy standards will be used in all content areas.

Pea Ridge Career and Technical Academy will utilize the Common Core State Standards and/or the Arkansas Curriculum Frameworks as the basis for instruction in all content areas. By giving students access to 1:1 technology and using Responsive Ed's i-School High model with an emphasis on career-ready education and their web-based curriculum, all students enrolled in the Academy will be required to meet the educational standards set forth by the Arkansas Department of Education. Responsive Ed will provide the Pea Ridge Career and Technical Academy with comprehensive consulting services and staff training. These consultations will include academics and curriculum development, as well as all aspects of school operations. Responsive Ed will also develop and provide new curricula as needed.

- Provide a copy of the agreement between the Pea Ridge School District and Responsive Education Solutions (RES).

See attached documentation.

- Identify where the expenses for RES were included in the budget.

See attached documentation.

- Explain the process and timeline for a student to change from one career academy to another.

Students will enroll in the Academy during their junior year in high school. Upon enrollment, they will be asked to choose their pathway of interest; however, prior to the end of the first semester of their junior year, they may choose to select a different career pathway. The first semester of coursework will consist of general workforce readiness courses which will be suitable and appropriate for any of the pathways offered. In order for a student to change pathways, he or she must first meet with the Career Counselor and the Family Liaison to ascertain whether the change is suited to the student. If the student, his or her family, and the counselor and instructors all agree to the change, and if there is a current opening in the newly chosen pathway, then the student will be moved with no loss of credits acquired to that point.

- Describe a typical week for a charter school student. Include the beginning time of the day, any travel time, the half of the day in the traditional high school, the half of the day in the industrial lab, and the JAG seminars on Friday. Demonstrate how the student receives 360 minutes of instruction each week. Include the time that school will end as the text on page 9 shows an ending time of 3:20, but the daily schedule shows an ending time of 4:15.

Students enrolled in the charter school will attend school five days per week from 8:00-4:15. (The original application stated an end time of 3:20 which was an error.) Because of the change in the design of the Academy from that which was presented in the original application, there will be no travel time or time spent in the traditional high school. Monday through Thursday will constitute time spent in coursework meeting ADE standards (one-half day) and in the Industry Lab (one-half day). On Friday, students will attend JAG Seminar (one-half day) and work in the Industry Lab (onhalf day). Students will receive a minimum of 360 minutes of instruction per day as demonstrated by the attached Master Schedule.

- Describe STEM as it applies to the charter and the student population to be served by the charter.

STEM education (science, technology, engineering, mathematics) is applicable to the charter school and those students it serves because it is crucial that students not only comprehend STEM concepts, but can apply them in a workplace environment using a project-based learning approach. Integrating STEM concepts such as analytical mathematics, principles of technology and physics, and engineering design and presentation directly into the industry projects created by students, and ensuring the use of industry-standard technology, will ensure that the work quality and knowledge-base of graduates is of the highest quality and meets the employment needs of potential employers.

- Explain if welding technology and precision metal fabrication will be the only two programs offered through the charter school.

At the time of the original application submission, welding technology and precision metal fabrication were the two programs that were to be offered at the charter school. At this time, four additional pathways are to be added: Health Informatics, Logistics Management/ Supply Chain Command, Industrial Technology and Maintenance, and Sales Communication/ Broadcasting.

- Explain which core courses will be taught as part of the charter and which core courses will be taught traditionally at the high school.

Due to the amended design of the Academy, all courses will be taught as part of the charter school. No courses will be taught to Academy students in a traditional high school setting.

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

Pea Ridge Career and Technical Academy will only offer digital coursework from approved providers identified by the Arkansas Department of Education to assure that all requirements are met ensuring access to quality digital /earning content and online blended learning

C5: CHARTER MODEL

The Charter Model section should explain the reasons that the district is requesting a charter school.

Evaluation Criteria:

A response that meets the standard will present:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus.

Does Not Meet the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide specific reasons why it is critical for the district to have a charter school.

There are many reasons why it is critical for the Pea Ridge School District to open the Pea Ridge Career and Technical Academy. As stated in the original application, the Pea Ridge School District believes it is a service organization for the community, and as such, we have a duty to provide a quality education for all students, one which will propel those who have the potential for earning capacity but may not be inclined toward a traditional college path into the workforce and into the quality of life everyone deserves. Due to the isolation of the district, many of our students do not have the opportunity to attend off-campus certification programs, but the existence of our charter school would provide them with the opportunity to acquire the real-world skills necessary to obtain highly-skilled jobs in industry and manufacturing. By creating personalized career and technical plans for each Academy student which are not available in a traditional high school setting, the Academy will prepare students to enter the workforce with the skills and certifications necessary to earn a livable wage. Additionally, the enhanced exit options which are not available with a traditional high school diploma, but are inherent in the value-added diploma of the Academy, will remove barriers such as cost prohibitive tuition and travel restraints and give each student the means for success upon graduation. The integration of the business community will provide a true industrial curriculum and ensure that industry standards are met in the Academy's Industry Lab while supporting instruction for the incorporation of STEM and a Project-Based Learning (PBL) format in all classes. STEM and PBL as utilized in our industrial program need the support of the requested waivers, and in fact, the waivers are necessary for full implementation of the programmatic changes. The charter status will highlight our new, innovative approach to serving high school students, the design of which best meets the needs of our small, but growing, community. The industrial pathways that we are proposing are the result of the needs expressed by regional business and industry owners. The Pea Ridge School Board is in agreement with the charter application and feels that the opening of the Pea Ridge Career and Technical Academy is the best way to move forward with the innovations that will serve both our students and our community.

- Explain why the plan outlined in the application cannot be implemented as part of the current high school.

The proposed design of the Pea Ridge Career and Technical Academy cannot be implemented as part of the current high school due to the necessity of the requested waivers which would allow full implementation of the programmatic changes. Request to waive Oral Communications in the 9th grade:

Currently, Oral Communications is taken by 9th and 10th grade students at Pea Ridge High School; however, for those students who express an interest in the Academy program, the Pea Ridge School District is requesting a waiver from this requirement which would allow the content of this course to be embedded in literacy courses, thereby affording those students the opportunity to enroll in courses designed as prerequisites for the manufacturing academy.

Request to waive Career and Technical Education in the 7th, 8th, and 9th grades:

who Currently, Career and Technical Education courses including Computer Business Applications, Family & Consumer Science, and Survey of Agriculture are taken by 9th grade students at Pea Ridge High School; however, for those students who express an interest in the Academy program, the Pea Ridge School District is requesting a waiver from this requirement which would allow these courses to be offered in the 8th grade. Additionally, Keyboarding and Career Orientation are currently taken in the 8th grade. The District is requesting a waiver allowing the content of Keyboarding to be embedded into Computer Business Applications and the content of Career Orientation to be embedded into Family & Consumer Science or Career Orientation, thereby affording those students the opportunity to enroll in courses designed as prerequisites for the manufacturing academy.

Request to waive Health and Safety Education: Currently, Health and Safety is taken by 9th and 10th grade students at Pea Ridge High School; however, for those students who express an interest in the Academy program, the Pea Ridge School District is requesting a waiver from this requirement which would allow the content of this course to be embedded in every career pathway within the Academy, thereby affording those students the opportunity to enroll in courses designed as prerequisites for the manufacturing academy.

Request to waive Clock Hours for Units of Credit requirements:

In conjunction with the waivers requesting embedded courses, the Pea Ridge School District requests a waiver from the required Clock Hours, or 'seat time', of those courses. There will be no dilution of course content with the reduction of seat time. Additionally, concurrent credit courses provided as a result of the articulation agreements with NWACC and ATU-0 will be delivered with standard clock hours for each single course though course credit will be given for both high school and college credit.

Request to waive Planned Instructional Day requirements:

per During the weeks of a student's internship, as well as during the one-half day of JAG Seminar on Fridays, the District is requesting a waiver from the 30 hours week of the Planned Instructional Day requirements. All curricular content requirements and weekly instructional hours will be met through the programmatic offerings of the Academy; however, due to the design of the Academy which includes a lengthened school day, internship opportunities, and weekly seminar, the weekly instructional hours may be configured differently than that of a traditional high school day or week.

Request to waive Class Size and Teaching Load requirements:

As the Pea Ridge School District recruits students and builds relationships with regional businesses resulting in additional career pathway opportunities, the Academy expects to enroll up to 400 students. A waiver from the Teaching Load maximum of 150 students per teacher is requested, affording the Academy the ability to enroll up to 180 students per teacher per day with the Class Size remaining at 30 students per class.

Request to waive Rules Governing Educator Licensure:

Because of the design of the Academy, industrial instructors in each career

pathway of the Industry Lab will be hired based on their certification and expertise in their trade area rather than on ADE educator licensure requirements. The District is requesting a waiver from the requirements mandating educator licenses for these instructors so that a true partnership with regional industries and exemplary, industry-standard instruction can be assured.

C-6: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

A response that meets the standard will present:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan;
- A plan that addresses how the charter school will improve student learning and meet the state education goals;
- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain the ways in which parents and patrons are involved in **developing and implementing** the school improvement plan.

As with the other school improvement plan committees across the district, parents and patrons involved with the Pea Ridge Career and Technical Academy will serve on ACSIP sub-committees to develop goals and suggest changes which would enhance the learning of the Academy's students.

- Explain if STEM education and project-based learning will be unique to the charter school.

STEM Education and Project-Based Learning are research-based instructional designs that are useful in teaching all students and important when teaching the Common Core. STEM and PBL are used in all schools in the Pea Ridge School District; however, the format for using these designs in the Academy will be different due to the integration of community businesses and the influence of industrial instructors on the curriculum.

- Confirm the understanding that the NORMES system is no longer used by the ADE.

Pea Ridge Public Schools understands that NORMES is no longer an existing resource and has been replaced by the Arkansas Data Center which provides the data analysis and enhanced services that had previously been provided by NORMES.

- Explain how the district plans to evaluate the success of the charter school and to attribute student academic performance to the charter if charter school students spend half the day enrolled in courses at Pea Ridge High School.

As with the other school improvement plans across the district, performance criteria for the charter school will be based on AMOs for Math, Literacy, and ELL, and BM/ results for Health and Wellness. The success of the Academy will be measured by analyzing the goals, performance criteria, and achievement of its students, as well as through tracking its graduates to determine successful industry employment. With the amended design of the charter school, Academy students will not spend half their day enrolled in courses at Pea Ridge High School, and therefore, all student academic performance will be attributed to Pea Ridge Career and Technical Academy.

C7: 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 State 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 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 State Standards.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain if the district plans for PARCC results to be attributed to the charter school or to Pea Ridge High School.

With the amended design of the charter school, Academy students will not spend half their day enrolled in courses at Pea Ridge High School, and therefore, all student PARCC results will be attributed to Pea Ridge Career and Technical Academy.

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- 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;
- 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;
- A transportation plan that will serve all **eligible** students;

- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students.

Meets the Standard

Concerns and Additional Questions:

- Explain when and how charter students will be enrolled in concurrent college courses.

Students at Pea Ridge Career and Technical Academy will obtain concurrent college courses during the school day between 8:00-4:15 through the articulation agreements with Northwest Arkansas Community College (NWACC) and Arkansas Tech University-Ozark (ATU-0).

See attached documentation.

C-9: 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 timeline for data compilation and completion of an annual report to parents, the community and the authorizer, separate from the district's annual report to the public, that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain how the following data to be collected, analyzed, and disaggregated can be attributed to the charter, separate from Pea Ridge High School:
 - Grade point averages;
 - High school credits earned;
 - High school graduations earned;
 - Dual credits earned;
 - Number of graduates attending college;
 - Number of graduates entering the workforce at higher than minimum wage;
 - Number graduating from a two-year institution within two years; and
 - Results of PARCC assessments.

With the amended design of the charter school, Academy students will not spend half their day enrolled in courses at Pea Ridge High School, and therefore, all data which will be collected, analyzed, and disaggregated will be attributed to Pea Ridge Career and Technical Academy.

- Explain how district personnel will track graduates and access detailed information after students complete high school.

Graduates and their detailed post-graduation information will be tracked through the Jobs for Arkansas Graduates (JAG) program, just as for other graduates in the Pea Ridge School District. Originally designed as Jobs for American Graduates, the JAG program has been redesigned to meet the needs of students graduating from Arkansas high schools. The JAG program provides a curriculum which trains students to build introductory workplace skills which will enable them to be successful in the job market and includes soft skills and internship opportunities. Additionally, the JAG program allows its users to create a database of students during their senior years of high school and track their progress for the next two years.

C-10: 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, anonymous 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.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide the maximum number of students for each academy .

For the 2013-14 school year, each pathway in the Academy will enroll up to 25 students based on a lottery system. As more students are recruited into the Academy, the expectation of the district is that additional industry partnerships will be formed and additional career pathways will be offered, resulting in a total student enrollment that will cap at 400.

C-11: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- 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, and
- The staffing plan consistent with the staff members noted in the budget.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- List the subject areas in which the two educators who work with metal fabrications and welding will be licensed.

Industry instructors who work in each career pathway will not be licensed. They will be approved based on their certification in their trade area. This is addressed in the section on Waiver Requests.

- Explain why two teachers and four instructors are indicated, but only five teachers are included in the budget.

The amended staffing plan now includes the following FTEs:

Family Liaison/Parental Involvement	0.5 FTE
Sales and Communication/Broadcasting	0.5 FTE
Industrial Technology and Maintenance	1.0 FTE
Welding/Metal Fabrication	1.0 FTE
Supply Chain Command/Logistics Management	1.0 FTE
Health Informatics	1.0 FTE
Math/Science	1.0 FTE
English/Social Studies	1.0 FTE

See attached documentation.

C-12: 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.

Meets the Standard

C-13: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school’s program, the school’s targeted population, and the public;
- 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; and
- A sound plan for continued operation, maintenance, and repair of the facility.

Meets the Standard

C14: 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 charter school plans to participate in the National School Lunch program.

Meets the Standard

C15: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community 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.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Confirm that the school will succeed in developing and maintaining meaningful, productive parental and community involvement in the charter's educational program.

With the inclusion of a Family Liaison employee on staff at the Academy, the charter school will thrive in its development and maintenance of meaningful and productive parental and community involvement. The Family Liaison will take an active role in assisting with the recruitment of students and families that represent the diversity of the student population, ensuring that non-discrimination policies and lottery procedures are followed, and providing follow-up to families seeking to enroll. Additional responsibilities will include on-going contact with families to facilitate the school-family partnership, coordinate and organize family engagement activities, and assess family needs.

- Explain the school's requirements regarding parental involvement.

The Pea Ridge Career and Technical Academy will follow the minimum guidelines set forth by the Arkansas Department of Education regarding Parental Involvement requirements, and will enhance those requirements with the aforementioned responsibilities of the Family Liaison.

- Name the businesses that are committed to partnering with the charter school.

Businesses committed to partnering with the Pea Ridge Career and Technical Academy thus far include:

Bentonville Plastics	Nunnally Chevrolet
Walmart	Everett Chevrolet
40/29 News	Northwest Arkansas Community College
JR Welding	Arkansas Tech University - Ozark

See attached documentation.

C-16: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

Partially Meets the Standard

See descriptions of waiver information in section C-5 of this resubmission documentation.

The Pea Ridge School District confirms that all students enrolled in Pea Ridge Career and Technical Academy will be enrolled in one unit of physical education.

- **Section 9.03.1 of the ADE Rules Governing the Standards for Accreditation**
 - The applicant should explain why this waiver is necessary when it will serve grades 11-12 only. This Standard applies to grades 5-8.

This waiver request mistakenly cited Section 9.03.1 of the ADE Standards Rules; the request should have cited Section 9.03.4.1 of the ADE Standards Rules.

The applicant wishes to amend the waiver request to reflect the citation change; the rationale for the request remains the same as contained in the original application.

- **Section 9.03.9 of the ADE Rules Governing the Standards for Accreditation**
 - The applicant should explain why this waiver is necessary when it will serve grades 11-12 only. This Standard applies to grades 5-8.

The waiver is necessary here in order to help students in the seventh and eighth grades be better prepared to participate in, and derive the most educational benefit from, the Pea Ridge Career and Technical Academy (Academy). Although the seventh and eighth grades are not part of the charter application, the applicant strongly believes that the ability to be able to present the Career and Technical Education curriculum to those students in the manner set forth in the waiver request will help provide a valuable educational link from the middle school to the Academy.

- **Section 10.01.4 of the ADE Rules Governing the Standards for Accreditation**
 - The applicant should explain why this waiver is necessary. It appears the planned instructional time will meet the requirements of this Standard.

- If the applicant does intend to provide less instructional time than is required by this Standard, a waiver of **Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** is also necessary.

The waiver is essential to the Academy to assure that within the Academy's programs there would be the necessary flexibility to allow for instructional variance based on individual student needs. With the embedding of courses (such as Oral Communications), there could be the need for a flexible time to allow for more performance-based tests that are student directed. Additionally, as mentioned in the waiver request, this waiver affects the Internship & Business and Manufacturing Seminars which are valuable Academy offerings. Without this waiver, as program areas are implemented, the lack of flexibility could impact students' abilities to fully participate in the Academy experience.

- **Section 14.03 of the ADE Rules Governing the Standards for Accreditation**

- The Panel lacks the authority to grant waiver of graduation requirements. However, in the past the authorizer has granted a waiver of the 120 clock hour requirement upon satisfaction that the charter will adhere to full curriculum alignment with Arkansas frameworks.

In light of the Legal Comments received, the applicant wishes to amend this waiver request to ask for a waiver of the 120 clock hour requirement. The applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas frameworks, and will be glad to submit to the Panel any additional information desired to satisfy the Panel.

- **Section 9.03.4.9 of the ADE Rules Governing the Standards for Accreditation**

- The applicant should confirm that it will still teach one unit of physical education.

The applicant hereby confirms that it will still teach one (1) unit of physical education at the Pea Ridge Career and Technical Academy.

C-17: 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.

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

Meets the Standard

Desegregation assurances do not apply to the Pea Ridge School District.

OTHER COMMENTS

Budget

- Review the budget considering that the legislative session reduced the amount of funding for professional development in 2014-2015. The current estimate is approximately \$26.67 per student.

See attached documentation.

**Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2014-2015	Salary 2014-2015	2015-2016	Salary 2015-2016
<i>Line#</i>	List Positions	No. FTEs		No. FTEs	
1	Principal	1	\$75,000.00	1	\$75,000.00
2					
3					
4					
5					
6					
7	Subtotal:		\$75,000.00		\$75,000.00
8	Fringe Benefits (rate used 26%)		\$19,500.00		\$19,500.00
9	Total Administration:		\$94,500.00		\$94,500.00

Regular Classroom Instruction:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
10	Teachers	7	\$45,000.00	10	\$45,000.00
11	Aides	2	\$30,000.00	0.5	\$30,000.00
12	Subtotal:		\$375,000.00		\$465,000.00
13	Teacher Fringe Benefits (rate used 26%)		\$81,900.00		\$117,000.00
14	Aide Fringe Benefits (rate used _____)		\$0.00		\$0.00
15	Total Regular Classroom Instruction:		\$456,900.00		\$582,000.00

Special Education:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
16	Teachers				
17	Aides				
18	Subtotal:				
19	Teacher Fringe Benefits (rate used _____)				
20	Aide Fringe Benefits (rate used _____)				
21	Total Special Education:				

Gifted and Talented Program:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2014-2016 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2014-2016 No. FTEs	2015-2016 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2014-2016 No. FTEs	2015-2016 No. FTEs
42 Career Counselor	0.5	1
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used 26%)		
49 Total Guidance Services:		

Health Services:

List Positions	2014-2016 No. FTEs	2015-2016 No. FTEs
50 _____		
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:

58
59
60
61
62
63
64
65

List Positions

2014-2015
No. FTEs

2015-2016
No. FTEs

2014-2015 No. FTEs	2015-2016 No. FTEs

Subtotal:

Fringe Benefits (rate used _____)

Total Media Services:

Fiscal Services:

66
67
68
69
70
71
72
73

List Positions

2014-2015
No. FTEs

2015-2016
No. FTEs

2014-2015 No. FTEs	2015-2016 No. FTEs

Subtotal:

Fringe Benefits (rate used _____)

Total Fiscal Services:

Maintenance and Operation:

74
75
76
77
78
79
80
81

List Positions

2014-2015
No. FTEs

2015-2016
No. FTEs

Secretary

2014-2015 No. FTEs	2015-2016 No. FTEs
1	1

Subtotal:

Fringe Benefits (rate used 26%)

Total Maintenance and Operation:

Pupil Transportation:

82
83
84
85
86
87
88
89

List Positions

2014-2015
No. FTEs

2015-2016
No. FTEs

2014-2015 No. FTEs	2015-2016 No. FTEs

Subtotal:

Fringe Benefits (rate used _____)

Total Pupil Transportation:

Food Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
90 List Positions		
91		
92		
93		
94		
95 Subtotal:		
96 Fringe Benefits (rate used _____)		
97 Total Food Services:		

Data Processing:

	2014-2015 No. FTEs	2015-2016 No. FTEs
98 List Positions		
99		
100		
101		
102		
103 Subtotal:		
104 Fringe Benefits (rate used _____)		
105 Total Data Processing:		

Substitute Personnel:

	2014-2015 No. FTEs	2015-2016 No. FTEs
106 Number of Certified Substitutes _____		
107 Number of Classified Substitutes _____		
108 Subtotal:		
109 Certified Fringe Benefits (rate used _____)		
110 Classified Fringe Benefits (rate used _____)		
111 Total Substitute Personnel:		

112 TOTAL EXPENDITURES FOR SALARIES:	<u>\$620,700.00</u>	<u>\$777,961.50</u>
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**Public Charter School Application
Estimated Budget Template**

REVENUES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
State Public Charter School Aid:			
2014-2015			
1	No. of Students <u>125</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$815,125.00</u>	
2	No. of Students <u>125</u> x <u>\$44.00</u> Professional Development	<u>\$5,500.00</u>	
3	No. of Students <u>62</u> x <u>\$517.00</u> eligible rate* NSL Funding	<u>\$32,054.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
2015-2016			
6	No. of Students <u>250</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$1,630,250.00</u>
7	No. of Students <u>250</u> x <u>\$44.00</u> Professional Development		<u>\$11,000.00</u>
8	No. of Students <u>125</u> x <u>\$517.00</u> eligible rate* NSL Funding		<u>\$64,625.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u><u>\$852,679.00</u></u>	<u><u>\$1,705,875.00</u></u>
Other Sources of Revenues:			
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
15	Other (<i>Specifically Describe</i>)		
16			
16	Total Other Sources of Revenues:		
17	TOTAL REVENUES:	<u><u>\$852,679.00</u></u>	<u><u>\$1,705,875.00</u></u>

EXPENDITURES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
Administration:			
18	Salaries and Benefits	<u>\$94,500.00</u>	<u>\$94,500.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 _____		
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials		
25	Equipment		
	Other (List Below)		
26	Furniture/Tables Chairs/ Misc	<u>\$20,000.00</u>	<u>\$20,000.00</u>
27			
28			
29			
30			
31	Total Administration:	<u><u>\$114,500.00</u></u>	<u><u>\$114,500.00</u></u>

Regular Classroom Instruction:		2014-2015 Amount:	2015-2016 Amount:
32	Salaries and Benefits	\$456,900.00	\$582,000.00
	Purchased Services - List Vendors Below		
33	V - CI 1 Professional Development	\$20,000.00	\$20,000.00
34	V - CI 2 Industry Consultant Responsive Ed	\$60,000.00	\$60,000.00
35	V - CI 3 Responsive Ed Curriculum	\$70,000.00	\$70,000.00
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials		
39	Equipment		
40	Other (List Below)		
41			
42			
43			
44			
45	Total Regular Classroom Instruction:	\$606,900.00	\$732,000.00

Special Education:			
46	Salaries and Benefits		
	Purchased Services - List Vendors Below		
47	V - SE 1		
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
54	Other (List Below)		
55			
56			
57			
58			
59	Total Special Education:		

Gifted and Talented Program:			
60	Salaries and Benefits		
	Purchased Services - List Vendors Below		
61	V - GT1		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
69			
70			
71			
72			
73	Total Gifted and Talented Program:		

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount: 2015-2016 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
75	V - ALE1 _____	_____	_____
76	V - ALE2 _____	_____	_____
77	V - ALE3 _____	_____	_____
78	V - ALE4 _____	_____	_____
79	V - ALE5 _____	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
82	Other (List Below)		
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>_____</u>	<u>_____</u>

English Language Learner Program:

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
89	V - ELL1 _____	_____	_____
90	V - ELL2 _____	_____	_____
91	V - ELL3 _____	_____	_____
92	V - ELL4 _____	_____	_____
93	V - ELL5 _____	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
96	Other (List Below)		
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	<u>_____</u>	<u>_____</u>

Guidance Services:

102	Salaries and Benefits	<u>\$31,500.00</u>	<u>\$63,661.50</u>
	Purchased Services - List Vendors Below		
103	V - GS1 _____	_____	_____
104	V - GS2 _____	_____	_____
105	V - GS3 _____	_____	_____
106	V - GS4 _____	_____	_____
107	V - GS5 _____	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
110	Other (List Below)		
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	<u>\$31,500.00</u>	<u>\$63,661.50</u>

Health Services:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
116	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
117	V - HS1 _____	_____	_____
118	V - HS2 _____	_____	_____
119	V - HS3 _____	_____	_____
120	V - HS4 _____	_____	_____
121	V - HS5 _____	_____	_____
122	Supplies and Materials	_____	_____
123	Equipment	_____	_____
	Other (List Below)		
124	_____	_____	_____
125	_____	_____	_____
126	_____	_____	_____
127	_____	_____	_____
128	_____	_____	_____
129	Total Health Services:	=====	=====
Media Services:			
130	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
131	V - MS1 _____	_____	_____
132	V - MS2 _____	_____	_____
133	V - MS3 _____	_____	_____
134	V - MS4 _____	_____	_____
135	V - MS5 _____	_____	_____
136	Supplies and Materials	_____	_____
137	Equipment	_____	_____
	Other (List Below)		
138	_____	_____	_____
139	_____	_____	_____
140	_____	_____	_____
141	_____	_____	_____
142	_____	_____	_____
143	Total Media Services:	=====	=====
Fiscal Services:			
144	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
145	V - FS1 _____	_____	_____
146	V - FS2 _____	_____	_____
147	V - FS3 _____	_____	_____
148	V - FS4 _____	_____	_____
149	V - FS6 _____	_____	_____
150	Supplies and Materials	_____	_____
151	Equipment	_____	_____
	Other (List Below)		
152	_____	_____	_____
153	_____	_____	_____
154	_____	_____	_____
155	_____	_____	_____
156	_____	_____	_____
157	Total Fiscal Services:	=====	=====

Maintenance and Operation:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	<u>\$37,800.00</u>	<u>\$37,800.00</u>
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 _____	_____	_____
160	V - MO2 _____	_____	_____
161	V - MO3 _____	_____	_____
162	V - MO4 _____	_____	_____
163	V - MO5 _____	_____	_____
164	Supplies and Materials	_____	_____
165	Equipment	_____	_____
166	Other (List Below)		
167	_____	_____	_____
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	Total Maintenance and Operation:	<u><u>\$37,800.00</u></u>	<u><u>\$37,800.00</u></u>

Pupil Transportation:			
172	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
173	V - PT1 _____	_____	_____
174	V - PT2 _____	_____	_____
175	V - PT3 _____	_____	_____
176	V - PT4 _____	_____	_____
177	V - PT5 _____	_____	_____
178	Supplies and Materials	_____	_____
179	Equipment	_____	_____
180	Other (List Below)		
181	_____	_____	_____
182	_____	_____	_____
183	_____	_____	_____
184	_____	_____	_____
185	Total Pupil Transportation:	_____	_____

Food Services:			
186	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
187	V - FD1 _____	_____	_____
188	V - FD2 _____	_____	_____
189	V - FD3 _____	_____	_____
190	V - FD4 _____	_____	_____
191	V - FD5 _____	_____	_____
192	Supplies and Materials	_____	_____
193	Equipment	_____	_____
194	Other (List Below)		
195	_____	_____	_____
196	_____	_____	_____
197	_____	_____	_____
198	_____	_____	_____
199	Total Food Services:	_____	_____

Data Processing:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
201	V - DP1 _____	_____	_____
202	V - DP2 _____	_____	_____
203	V - DP3 _____	_____	_____
204	V - DP4 _____	_____	_____
205	V - DP5 _____	_____	_____
206	Supplies and Materials	_____	_____
207	Equipment	_____	_____
	Other (List Below)		
208	_____	_____	_____
209	_____	_____	_____
210	_____	_____	_____
211	_____	_____	_____
212	_____	_____	_____
213	Total Data Processing:	=====	=====
Substitute Personnel:			
214	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
215	V - SB1 _____	_____	_____
216	V - SB2 _____	_____	_____
217	V - SB3 _____	_____	_____
218	V - SB4 _____	_____	_____
219	V - SB5 _____	_____	_____
220	Total Substitute Personnel:	=====	=====
Facilities:			
221	Lease/Purchase Contract for One Full Year	_____	_____
	Facility Upgrades - List Upgrades Below		
222	Remodel Rooms for Career Pathway Classes	\$20,000.00	_____
223	_____	_____	_____
224	_____	_____	_____
225	_____	_____	_____
226	_____	_____	_____
227	_____	_____	_____
228	_____	_____	_____
229	Property Insurance for One Full Year	_____	_____
230	Content Insurance for One Full Year	_____	_____
231	Total Facilities:	=====	=====

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	Debt Expenditures:		
	List Debts Below		
232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	Total Debts:	=====	=====
	Other Expenditures:		
	List Other Expenditures Below		
235	_____	_____	_____
236	_____	_____	_____
237	_____	_____	_____
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	TOTAL EXPENDITURES:	<u>\$810,700.00</u>	<u>\$947,961.50</u>
242	Net Revenue over Expenditures:	<u>\$41,979.00</u>	<u>\$757,913.50</u>

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

The TIMES of Northeast Benton County

P.O. Box 25
981 N. Curtis Ave.
Pea Ridge, AR 72751

December 2, 2013

To whom it may concern:

The Pea Ridge School District provided the date of the public hearing to discuss the proposed charter school at Pea Ridge High School which was held at 6 p.m. Tuesday, Oct. 15, 2013, in the Pea Ridge High School cafeteria. It was published in The TIMES of Northeast Benton County, a weekly newspaper, on Sept. 24, Oct. 2, and Oct. 9.

Sincerely,



Annette Beard
managing editor
Phone: 479-451-1196
Cell phone: 479-445-4081
Fax: 479-451-9456
e-mail: abeard@nwaonline.com

Providing soles for little souls

The "Heart and Soles" project is a special service in Pea Ridge School District.

"Four years ago we saw a need for properly fitting shoes and warm socks for some of our students in our Elementary campus and decided to fulfill that need," said Cheryl Tillman

about the program founded by nurse Val Colburn and her.

"We bought tennis shoes and socks and gave them out just before Christmas break. The next year, word had gotten around and we had requests for shoes throughout the entire district."

Tillman said the need has grown as the school has grown.

"We are asking for a monetary donation to help support this project in our district of Pea Ridge. We are hoping to provide 200 plus pairs of tennis shoes to students and their siblings this

year. We always have a need throughout the year as well. The school nurses try to keep a few pairs of shoes to support those needs. We go through several pairs each year," Tillman said.

To contribute to the cause, call either Tillman or Colburn at 451-1555.

PRHS NEWS

Pea Ridge School District Public Meeting

What: Public meeting to discuss conversion charter for High School

When: 6 p.m. Tuesday, Oct.15, 2013

Where : Pea Ridge High School Cafeteria

PEA RIDGE PUBLIC SCHOOLS

Monday, Sept. 30 — Chicken taco salad, lettuce, tomato, refried beans, fruit, milk; **Breakfast:** Sausage and biscuit, juice and milk.

Tuesday, Oct. 1 — Ground beef and macaroni, mixed spinach salad, green beans, fruit and milk; **Breakfast:** Pancake on a stick, juice and milk.

Wednesday, Oct. 2 — Baked ham, mashed potatoes with gravy, green peas, whole wheat roll, fruit and milk; **Breakfast:** Breakfast pizza, juice and milk.

Thursday, Oct. 3 — Frito pie, lettuce, tomato, corn, apple crisp, milk; **Breakfast:** Bagel with cream cheese, juice and milk.

Friday, Oct. 4 — Cheeseburger, oven baked fries, lettuce, tomato, fruit, milk; **Breakfast:** Biscuit with gravy, juice and milk.

BLACKHAWK SPORTS CALENDAR



December 5, 2013

Mr. Rick Neal
Superintendent
Pea Ridge School District
1391 Weston Street
Pea Ridge, AR 72751

Dear Mr. Neal:

Northwest Arkansas Community College (NWACC) is excited about the opportunity to partner with Pea Ridge Schools in the proposed conversion charter school. I believe NWACC's degree and certificate programs align with your goal to help students have marketable job skills upon high school graduation. NWACC's Early College Experience program partnering with Pea Ridge can offer students the opportunity to earn certifications and college credit while still in high school. NWACC is committed to helping provide curriculum, advising, registration, and in some cases faculty to help make this program a success.

Sincerely,

Diana Johnson

Diana Johnson, Ed.D.
Executive Director of
High School Relations

December 5, 2013

Dr. Tom Kimbrell
Commissioner of Education
Arkansas State Department of Education
#4 Capitol Mall
Little Rock, AR

Dear Dr. Kimbrell,

I'm writing on behalf of the Pea Ridge School District conversion charter school application, submitted for review by the Charter Council and, if approved, for potential opening in the fall of 2014.

As you know, Northwest Arkansas is a rapidly growing region, and school leaders all across the region are contemplating ways in which they might effectively respond to business and community demands for a highly-trained workforce. The Pea Ridge School District has responded to this challenge by crafting a conversion charter application to create industry standard certifications for students to enter the workforce in high-skill positions upon graduation from high school. The certifications will also allow students to work in these fields while they pursue additional certifications or degrees if desired.

To assure they effectively navigate all the flexibility opportunities and management issues associated with implementing a charter school, the district has partnered with Responsive Education Solutions, a successful charter management organization that has been approved to open four other schools in Arkansas.

We at the foundation applaud and support Pea Ridge's efforts to both serve students in a different way, and partner with a successful organization to assure strong implementation.

Sincerely,

Kathy Smith

Senior Program Officer
Arkansas Education

CONSULTATION AGREEMENT

This Consultation Agreement (“Agreement”) is dated effective as of January 1, 2014, between Responsive Education Solutions, a Texas not-for-profit corporation (“Contractor”), and Pea Ridge School District (the “District”); Contractor and the District collectively, the “Parties,” and each individually, a “Party.”

RECITALS

- A. **WHEREAS**, Contractor is knowledgeable and experienced in operating high-quality charter schools; and
- B. **WHEREAS**, the District desires to engage Contractor to assist in establishing a charter school program based on ResponsiveEd’s iSchool High model with a career readiness emphasis;

NOW THEREFORE, in consideration of the foregoing premises, of the covenants and agreements contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

AGREEMENT

1. **Type of Services.** Contractor shall provide the District with up to 240 hours of comprehensive consulting services and staff training in all aspects of school operations per school year, including, but not limited to: academics, curriculum development, human resources, accounting, information technology, legal compliance, facility management, marketing, executive planning, child nutrition, risk management, media relations, student discipline, and any such similar services on which the parties may mutually agree in writing (collectively referred to herein as the “Services”).
2. **Term of Contract.** The Term of this Agreement shall commence on January 1, 2014, and conclude on June 15th, 2016.
3. **Payment/Consideration.** The consideration for providing the Services shall be ONE HUNDRED TWENTY THOUSAND (\$120,000.00) (“Fee”). District shall pay Contractor the first installment of \$60,000 (“Fee”) on the later of either: (a) February 1, 2014, or (b) fourteen (14) days following the approval of this Agreement by the Arkansas Department of Education. The District shall pay the Contractor the second installment of \$60,000 (“Fee”) prior to June 1, 2015 for services rendered during the 2015-2016 school year.
4. **Taxes.** Contractor acknowledges that it is not an employee of the District, but rather is an independent contractor according to rulings and regulations issued by the Internal Revenue Service, and agrees to pay all income and self employment taxes on the Consideration paid to Contractor under this Agreement. The District shall not be responsible for the payment of any federal, state, or local taxes for or on behalf of the Contractor, under any circumstances.
5. **Indemnification/Hold Harmless.** To the fullest extent permitted by law, the District shall indemnify and hold harmless Contractor and agents and employees of any of Contractor from and against claims, damages, losses, and expenses, including but not limited to attorney’s

fees, arising out of or resulting from Contractor's performance of the Services, but only to the extent that such claims, damages, losses, and expenses are not caused by the gross negligence of the Contractor and agents and employees of the Contractor.

6. **Independent Contractor Relationship.** Contractor acknowledges and agrees that Contractor is an independent contractor.
7. **Background Checks.** Contractor agrees to provide written consent for the District to perform background checks for all individuals performing Services for the District. Contractor agrees to provide written consent for the District to have the individuals providing the Services to be finger printed if deemed necessary by the District prior to providing the Services and if the individuals will be working during school hours and/or around students. In addition, Contractor agrees that the District may choose to perform background checks on selected Contractor personnel at the sole expense of the District.
8. **No Fringe and Other Benefits.** No fringe benefits or other benefits are payable to Contractor other than the Consideration described in Paragraph 3, above. The District will not be required to furnish Contractor the tools and equipment necessary to complete the job (i.e. laptop, cell phone, or other materials and supplies which Contractor may need to perform the services set forth in Paragraph 1, above).
9. **Expenses.** Contractor is responsible for all expenses it incurs in performing the Services.
10. **Transmittal of Notices.** All notice permitted or required by this Agreement, shall be in writing and delivered or mailed to the other Party at the appropriate address given in this Agreement. Said notices may be transmitted in person, by certified mail, or by overnight courier.
11. **Modification.** No modification of this Agreement shall be valid unless approved in writing by both Parties to this Agreement.
12. **Governing Law.** This Agreement shall be governed by the laws of the state of Arkansas. Venue for any action, suit, or other proceeding relating to this Agreement shall lie exclusively in the state courts of Arkansas, and the Parties irrevocably consent to the exclusive jurisdiction of those courts. Attorney's fees in any legal action shall be awarded to the prevailing Party.
13. **Waiver.** Waiver by one Party hereto of a breach of any provision of this Agreement by the other shall not be construed as a continuing waiver.
14. **Entire Agreement.** This document constitutes the entire Agreement between the District and the Contractor. All other agreements between the Parties are herewith superseded.
15. **Confidentiality.** The Parties agree, to the extent permitted by law, to keep strictly confidential all confidential or proprietary information about or belonging to a Party (including without limitation any works, work product, or related information) to which the other Party gains or has access to by virtue of the Parties' relationship. Except as disclosure may be required to obtain the advice of professionals or consultants or as may be required by applicable law, each Party shall use its best efforts to ensure that such information is not

disclosed to any other third person or entity without the prior written consent of the other Party. The Parties further acknowledge and agree that the District, in fulfilling its duties and responsibilities under this Agreement, shall maintain all records and shall make such records publicly available as may be required by applicable law. Further, Contractor acknowledges state and federal requirements regarding the confidentiality of student information and agrees to strictly adhere to such requirements.

16. **Effective Date.** The effective date of this Agreement shall be January 1, 2014.

17. **ADE Approval.** This Agreement is contingent upon the Arkansas Department of Education's approval of this Agreement.

18. **Signatures.**

District

Rick Neal
Superintendent
Pea Ridge School District
781 West Pickens Road
Pea Ridge, Arkansas 72751

Contractor

Charles Cook
Chief Executive Officer
Responsive Education Solutions
1301 Waters Ridge
Lewisville, Texas 75057
Phone: (972) 316-3663

Approved as to Form:

Chris Baumann
General Counsel
Responsive Education Solutions
1301 Waters Ridge
Lewisville, Texas 75057
Phone: (972) 316-3663

2013-2014 Application Cycle

Application

**Pea Ridge Public Schools
Pea Ridge, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application District Conversion or Limited Public Charter School

Deadline for Receipt of Submission: Thursday, October 31 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

PEA RIDGE CAREER AND TECHNICAL ACADEMY

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

**Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
DISTRICT CONVERSION OR LIMITED PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: PEA RIDGE CAREER AND TECHNICAL ACADEMY

Grade Level(s) for the School: 11-12 Student Enrollment Cap: 400

Name of School District: PEA RIDGE PUBLIC SCHOOLS

Type of Charter Proposed: District Conversion Public Charter School

Name of Contact Person: RICK NEAL

Address: 781 W. PICKENS City: PEA RIDGE

ZIP: 72751 Daytime Phone Number: (479) 451-8181 FAX: (479) 451-8235

Email: rneal@prs.k12.ar.us

Charter Site Address: 781 W. PICKENS

City: PEA RIDGE

ZIP: 72751 Date of Proposed Opening: AUGUST 2014

Name of Superintendent: RICK NEAL

Address: 781 W. PICKENS City: PEA RIDGE

ZIP: 75751 Daytime Phone Number: (479) 451-8181

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The Pea Ridge Career and Technical Academy will provide a nurturing and challenging atmosphere in which students in their junior and senior years of high school will acquire personalized, industry-based knowledge and experiences through STEM education and a project-based learning approach. They will be prepared to enter the skilled workforce as industry partners who have developed high academic standards and essential career skills while gaining extensive experiences in service to their community. In this way, Pea Ridge Career and Technical Academy will also serve to strengthen the Northwest Arkansas Region by deepening the commitment among the school district, its young people, and the business community.

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

Applicant Response:

Through a deeply-rooted partnership with area industries and NWACC, students will be provided career-centered learning and engage in real-world applications throughout the program. Enhanced exit options include graduating with a value-added diploma which will provide technical certification or concurrent college credit.

Program curricula will be driven by STEM education and allow for increased rigor as well as the differentiation necessary to meet students' specific needs and scaffold instruction for at-risk learners.

Students will engage in Project-Based Learning incorporating 21st Century Skills, including: use of technology, communication skills, real-world problem solving, and collaboration.

Students will create and design projects using 1:1 technology. Industry-standard software blended with quality career pathways and relevant experiences will deepen engagement for all learners.

Each student will have a personalized learning plan that structures their learning opportunities and defines the value-added diploma including any technical certification or concurrent college credit that will be available as part of his or her academic path.

Relevant professional development will be provided. Faculty members will be provided appropriate training and participate in summer internships. Faculty members will actively participate in professional learning communities throughout the school year.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

Applicant Response:

A public hearing was held October 15, 2013 from 6:00-7:00 pm at Pea Ridge High School cafeteria to discuss the proposed establishment of Pea Ridge Career and Technical Academy. The meeting was publicized for three consecutive weeks (October 2, 11, & 19, 2013) in the local newspaper, The Pea Ridge Times. Additionally, the meeting was advertised on the district's website. Information pertaining to the public meeting was also discussed at community business meetings, and information was presented to district faculty by Rick Neal, superintendent, during faculty meetings.

Rick Neal, Superintendent of Pea Ridge Public Schools, facilitated the meeting and welcomed participants. The agenda was as follows:

- ~ Welcome and Background Information - Rick Neal, Superintendent
- ~ Description of Conversion Charter School - Keith Martin, Asst. Superintendent
- ~ Academies Overview - Rick Neal
- ~ Teacher Viewpoints - Perry Mason and Joe Stewart
- ~ Conclusion - Rick Neal

Feedback from those in attendance was overwhelmingly positive with no participant expressing concerns. Business and community leaders expressed support and enthusiasm for this model which would allow them to be deeply involved in designing the curriculum and selecting students from the program for internship opportunities.

In addition, a meeting of the NWA Economic Council was convened on October 11, 2013 from 10:00-11:00 am and facilitated by Rick Neal. Mr. Neal invited business partners to "become part of the change" as Pea Ridge School District endeavors to embrace the business community by providing high-quality employees for their businesses. Mr. Neal's statement that "current programs are outdated" was met with agreement and enthusiasm from the business leaders as he explained the model for allowing businesses to be deeply rooted in the development of the academy curriculum. Overwhelming support from two area Chambers of Commerce, Northwest Arkansas Community College, and nine represented businesses indicates that true industry

partnership has the potential to complement the efforts of educational agencies for the betterment of both the students and the community.

2. Give the mission statement for the proposed charter school.

Applicant Response:

The Pea Ridge Career and Technical Academy will provide a nurturing and challenging atmosphere in which students in their junior and senior years of high school will acquire personalized, industry-based knowledge and experiences through STEM education and a project-based learning approach. They will be prepared to enter the skilled workforce as industry partners who have developed high academic standards and essential career skills while gaining extensive experiences in service to their community. In this way, Pea Ridge Career and Technical Academy will also serve to strengthen the Northwest Arkansas Region by deepening the commitment among the school district, its young people, and the business community.

3. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

Pea Ridge School District, located in Benton County and consisting of 53 square miles, lies within the city limits of Pea Ridge, Arkansas. The city of Pea Ridge has a population of approximately 4,777 people. The county population is approximately 222,000. The district has a student population of approximately 1,750 students and, like the Northwest Arkansas (NWA) region, has experienced significant, continued growth over the last 10 years.

Many of our students do not attend college or receive training after high school. With 65% of our students entering the workforce before completing a post-secondary degree, current data serves to identify the need for the existence of a charter school that is able to provide students with the opportunity to acquire the real-world skills necessary to obtain highly skilled manufacturing jobs. The isolation of our district increases the need for the Pea Ridge Career and Technical Academy. Many of our students are unable to utilize other career programs which are located 45 to 60 minutes from our campus resulting in a greatly reduced number of students who can attend due to time and cost restraints.

Companies within our region are actively recruiting individuals to fill their vacancies. They are seeking potential employees who are ready to make an immediate impact within their companies. By creating personalized career and technical pathways for students, the academy will prepare students to enter the workforce with the skills and certifications necessary to obtain these positions and earn a livable wage. Students will receive a value-added high school diploma which will enable them to be competitive within the ever-changing job market.

The largest employers in the area are Wal-Mart, J.B. Hunt, and Tyson; however, Northwest Arkansas has a well-diversified employment portfolio that indicates manufacturing jobs make up 12% of employment as of June 2013 (U.S. Bureau of Labor Statistics). When compared to peer regions identified by virtue of a similar industry mix or geographic proximity, NWA tied with the Tulsa region for the second lowest unemployment rate in 2012, but the highest poverty rate in 2011 (U of A Center for Research and Economic Development). In a statement made during an October 11, 2013 meeting of the NWA Economic Council, regional industries made 459 calls last

year to prospective employees, and 50% of industries reported an inability to find qualified people to work in their fields. Workplace essential skills for even entry-level positions have not been taught in traditional vo-tech programs and are critical to the businesses. As an example, the owner of Bentonville Plastics who is committed to partnering with the Pea Ridge School District, indicated that tool and die skills are being sent to China, and "therefore, we need people who are beyond the basics and who aren't going to come in at entry positions." In order to reduce the high poverty rate, students must be prepared not only to participate in the local workforce, but to lead the industrial innovations of the future. This can only be accomplished through a truly authentic, personalized, career-prep curriculum that is heavily dependent on interdisciplinary STEM education and enjoys a deeply-rooted partnership with regional industries.

The uniqueness of this academy will stem from three things: its partnerships with the business community, its commitment to a true STEM approach utilizing industry-standard technology, and its enhanced exit options that include a technical certification or concurrent college credit in addition to the high school diploma. Recently, U.S. Deputy Secretary of Education, Tony Miller, suggested that for educational success, educational agencies must coordinate with businesses to build needed job skills. To date, nine area industries, two Chambers of Commerce, and one community college associated with the University of Arkansas have expressed interest in partnering with the Pea Ridge School District to make the academy a successful endeavor.

The skills gap in the workplace, which was discussed above, will be addressed through Project-Based Learning and the integration of STEM curricula and industry-standard technology. A rigor of high standards of product quality which mirror those required in industry coupled with the relevance of authentic workplace situations will ensure successful candidates for employment graduate from the academy. A portable technical certification upon graduation will eliminate the barriers previously experienced by Pea Ridge students who were unable to attend post-graduation certificate programs because they were cost-prohibitive due to travel or tuition restraints. Should a student choose the concurrent credit value-added exit option, he or she will have up to 18 college hours that can be applied toward a two-year degree. By gaining a non-traditional education in critical thinking, problem-solving, and technical skills, as well as STEM and core academics, students will be prepared for all aspects of the industry.

The Pea Ridge Board of Education's Vision for the District consists of seven statements:

1. Academic Achievement
2. High Quality Instruction
3. Recruitment and Retention of Outstanding Personnel
4. Comprehensive Growth Opportunities for Students
5. Development of Character
6. Prudent Utilization of Resources
7. Community/School Partnerships

The mission of the academy will align perfectly to the seven vision statements of the school board listed above. By aligning the mission of the academy with the vision and mission of the district, we would be able to make a lasting impact on our students and community.

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

Applicant Response:

FOUNDATIONAL PHILOSOPHY

In some parts of our nation, the economy has forced students to have a college degree in order to make a middle class living. Not all students have the means to attend college, but all deserve to be provided with an education that will afford them the opportunity to enter the workforce at more than minimum wage. Traditionally, public education has done a fair job of providing a quality education to academically gifted, college-bound students. Even a cursory glance at current economic indicators reveals that employment and poverty rates, the costs of home ownership, and acquisition of health care are directly tied to personal income. Between 2007 and 2011, personal income grew more slowly in Northwest Arkansas than in all peer comparison regions and the state (University of Arkansas Center for Business and Economic Research). Every school has a segment of their student population that shows the potential for earning capacity but may not be inclined toward college. As a service organization for our community, we have a duty to provide a quality education for these students which will propel them into the workforce and into the quality of life we all deserve. As we are providing for individual students, we are also serving our community by providing exemplary employees who are prepared to meet the demands of the global economy.

PERSONALIZED MODEL

The Pea Ridge Career and Technical Academy will function as a "school-within-a-school" and provide the highest quality business-guided programs and pathways that are aligned to workforce and economic development within the Northwest Arkansas Region. We will implement a multi-tiered advisory structure to increase business, industry, post-secondary, and community involvement in the creation and implementation of the educational program offered within the academy. In conjunction with Responsive Ed., we will implement an i-School model to ensure that the academy is a personalized learning center complete with student-centered projects, internships, entrepreneurship, community service, and creative ventures conceived and generated by students.

Students will attend one-half of their day at the on-site academy for instruction in STEM and industry applications, and 21st Century Skills. They will attend the other one-half of their day at Pea Ridge High School. The academy will provide the students with a full complement of courses to augment the core curriculum. Rather than an enrichment program, the academy will be a school with full academic offerings. All necessary coursework will be provided during these structured half-days. Instruction will be delivered in the following formats:

CORE CURRICULA

Humanities and electives will be taught in their regular format at Pea Ridge High School during the half-day that the student attends the high school. (Their other half-day will be spent in the Industry Lab.) The academy will partner with Responsive Ed. to ensure the core curricula is relevant and blends with the student's personalized pathway.

STEM CURRICULA

STEM courses will be taught at the academy in a project-based format that applies to the industry. Crucial to success in advanced manufacturing is that students not only comprehend STEM concepts, but can apply them in the workplace. Working closely with business partners, STEM courses will be designed which integrate analytical mathematics, principles of technology and physics, and engineering design and presentation into an application curriculum.

PROJECT-BASED LEARNING

Working in collaborative teams, students will apply the skills they have learned in their STEM courses and seminar through relevant and engaging projects that are tied directly to their personalized education program and relate directly to their chosen pathway. All projects will require the students to use essential skills found in the work environment and meet the product standards for quality and safety found in the industry. Students will also be expected to demonstrate 21st Century Skills of communication, collaboration, and problem-solving.

DIGITAL LEARNING

Each student will be provided with a laptop with additional memory for running industry-standard software.

Providing relevant experiences using 1:1 technology will ensure that all students enrolled in the academy will graduate with the essential technology skills necessary for entering the workforce beyond entry-level positions. Additionally, the use of technology blended with a quality personalized curriculum will ensure that applications can be scaffolded and differentiated for at-risk learners. The use of technology supports the Pea Ridge School District's approach to instruction. With access to computers and the latest technologies, every student becomes a self-directed learner.

INDUSTRY LAB

Students will spend one-half of their day at the academy engaged in authentic situations which utilize industry-standard software and equipment. Students will be involved in one of two available pathways: welding technology or precision metal fabrication.

SEMINAR

On Fridays, students will attend JAG Seminar (Jobs for Arkansas Graduates) which will address the "soft skills" that are required for success throughout the world of business and industry. Employability skills, workplace ethics, resume' building, adaptability to the workplace, business etiquette, OSHA certification, budgeting, and family planning will be expressly taught.

INTERNSHIPS

To extend the students' academy experiences, bring real world relevance into their personalized education program, and enhance knowledge gained through the academy's courses of study, senior students will participate in 6-week (120 hours total) community internships with regional businesses and industries in their chosen career pathway. The internships may occur at varied times throughout the day, or in the summer, to meet the needs of the individual student. The hours accumulated during internship will apply toward the technical certification which can be earned as part of the value-added diploma.

PORTFOLIO

Students will maintain a portfolio of their work during their two years in the academy. The contents of the portfolio will include their personalized Academic and Career Plan, their course of study, major accomplishments, samples of course work, pictures, evidence of collaboration with fellow students and business leaders, and a resume'. They will be expected to present this evidence of their authentic learning to internship interviews, potential employers, and college recruiters.

THE ROLE OF INDUSTRY PARTNERSHIPS

Because businesses are so deeply rooted in the operations of the academy, business owners and leaders will have open opportunities at all times to visit the academy, observe the skills and work ethics of the students, select individuals for internship opportunities, and contract with them regarding post-graduation employment.

VALUE-ADDED DIPLOMA

Students will engage in a two-year program that is individualized to meet their specific needs. Upon graduation, they will have two exit options. In addition to a high school diploma in accordance with ADE regulations, they may choose a technical certification that allows them immediate entry into the workforce, or they may choose concurrent credit which will afford them 18 college hours toward a two-year degree in a community college associated with the University of Arkansas.

VIABILITY

The Pea Ridge School District is a fiscally sound district. As a bedroom community to larger districts and with the amending of School Choice, we continue to see annual student growth which translates into the financial ability to provide innovative programs and exceptional facilities for our students. Given the deeply-rooted partnerships with regional businesses, some of whom have indicated an interest in assisting with providing industry equipment for the academy, the Pea Ridge Career and Technical Academy will be able to sustain itself for many years.

LENGTH OF SCHOOL DAY AND YEAR

Students enrolled in the academy will attend school from 8:00-3:20 each day resulting in 360 instructional minutes per week. The length of the school year will be coordinated with start and end dates, as well as holiday breaks, equivalent to the other schools within the district and in accordance with state law.

5. Describe specifically how the charter school will be able to better meet student academic needs than a traditional district school.

Applicant Response:

Traditional high schools generally do a good job of providing a college-prep program for students who are interested in pursuing a four-year degree; however, a significant portion of the student body remains without the means to attend college or even a post-graduate certificate program. Issues such as transportation, tuition funding, and even time restraints create barriers that prevent young adults from attaining a middle class lifestyle. Our responsibility to our community requires that we continually look for innovative ways to break down these barriers and provide an equal education for all students.

Pea Ridge Career and Technical Academy will permit students to participate in an individualized, mastery-based, career-centered educational program with a heavy emphasis on STEM academics, Project-Based Learning, and an industry-based lab. One of the distinguishing characteristics of the academy not found in a traditional high school will be its true partnership with leaders in business and industry in our region. Because regional industry partners will have a vested interest in the success of the program, they will develop relationships with the students enrolled in the academy which will lead to opportunities for internships and prospective future employment. The culture of the academy will be that of a true business model in which students will be expected to utilize a time-clock, demonstrate excellent attendance and punctuality, take care of personal business during 15-minute morning and afternoon breaks, exhibit business etiquette, collaborate and problem-solve with partners, and excel in their chosen industry both in the lab and in their coursework. The industry leaders will enjoy a cultural paradigm shift in which they will be involved in developing their future employees from the beginning of their training rather than spending additional weeks after their hire re-training them in skills that should have been previously learned in high school or even in a traditional vo-tech program. Because business partners will be instrumental in developing the curriculum and criteria for graduation, they will be able to identify the salient ingredients which they deem valuable and even indispensable in a prospective employee, and they will ensure that these are contained within the curriculum. The business sector recognizes the need for a heavily-weighted STEM education for students who are entering the workforce in a manufacturing field and hope for a position beyond entry-level. They will be able to work with the LEA to construct coursework that is interdisciplinary in nature and presents science, math, and technology in a project-based format. This partnership will reduce the skills gap currently present in the workplace. Additionally, the open opportunities for visiting the industry lab and seminar will allow the business partners to maintain rapport with the students prior to accepting them as interns or hiring them as employees and to continually assess the effectiveness of the curriculum in order to recommend changes as necessary.

The exit options that students are given with a value-added diploma will enable them to obtain technical certification or 18 hours of concurrent college credit in addition to their high school diploma. Traditionally, high school graduates begin their post-graduation lives by accepting college financial aid or hoping to find a job that pays more than minimum wage. For students in the latter category, the academy will afford them the opportunity to either enter the workforce immediately upon graduation without the uncertainty that surrounds many graduates, or have a jump-start on their two-year degree with the ability to eliminate one semester and begin earning a livable wage sooner.

Clearly, a traditional school model cannot meet the needs of students for whom the Pea Ridge Career and Technical Academy is designed as well as the academy itself will. Opportunities for immediate post-graduation employment or a reduction in the time it will take to obtain a degree, coupled with an interdisciplinary, Project-Based Learning approach is the right way to provide an equal education for this section of the student body, as well as to meet our responsibility of contributing to the economic well-being of our region. Such a program is feasible only with the increased flexibility provided through the charter school model. Such flexibility cannot be obtained through the traditional district school model.

Pea Ridge anticipates a continual growth in the Pea Ridge Career and Technical Academy. As new pathways are developed, partnerships within the business community will continue to be a primary focus. These partnerships will drive the industry pathways that are implemented in order to continue to meet the needs of the students of Pea Ridge and the regional industries.

6. Describe the school improvement plan by addressing the following:
 - A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Parents and patrons will continue to participate in the development of ACSIP. The goals of the Pea Ridge Career and Technical Center will be compatible with state and national education goals and will also address local needs. The plan will be filed with the ADE and reviewed annually. It will be available for review by the parents and community members through the district's website.

The academy's improvement plan will have the same four broad goals as the other schools in the district: Literacy Improvement, Math Improvement, English Language Learners, and Health and Wellness. The employees of the academy and parents of enrolled students will serve on each subcommittee to develop specific goals that pertain to the expected outcomes of the academy.

Performance criteria will be identified based on AMOs for math, literacy, and ELL, and BMI results for Health and Wellness. Early each fall semester, the goals, performance criteria, and achievement will be evaluated to determine the effectiveness of the plan and identify any necessary changes.

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

Applicant Response:

Included in the academy's school improvement plan will be the initiatives of STEM education and Project-Based Learning. On these two initiatives hinge the academic portion of the success of the academy. Students who learn using technology and an interdisciplinary approach with real-world applications show significant gains over those who do not. Since these two initiatives align with Common Core State Standards, the state's education goals will be met.

Two major strengths of the district are the use of data and the high quality of instruction taking place throughout the district. Pea Ridge School District continues to see academic growth, as well as growth in student numbers. The district is dedicated to providing the best educational opportunities for all students.

- C) 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 school’s initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

Pea Ridge Career and Technical Academy will always set goals for itself equivalent to those set by the state as demonstrating mastery. For the first three years of the academy's initial five-year period, the AMOs set by the state and delivered through NORMES will be utilized unless the ADE presents a different set of goals to measure success. The tool to measure the academic performance of enrolled students will be the assessments developed through PARCC.

Reading & Reading Comprehension will meet or exceed the following AMOs according to PARCC literacy data:

- a. 2015: All Students, 82.37% Proficient; TAGG Students, 78.43% Proficient
- b. 2016: All Students, 84.58% Proficient; TAGG Students, 81.13% Proficient
- c. 2017: All Students, 86.78% Proficient; TAGG Students, 83.83% Proficient
- d. 2018: ADE goals for measuring student achievement
- e. 2019: ADE goals for measuring student achievement
- f. Each year, TLI Interim Assessment data will be disaggregated to determine the rate of proficiency as well as the forecast for each student enrolled in the academy.

Math & Math Reasoning will meet or exceed the following AMOs according to PARCC math data:

- a. 2015: All Students, 86.33% Proficient; TAGG Students, 86.05% Proficient
- b. 2016: All Students, 88.04% Proficient; TAGG Students, 87.79% Proficient
- c. 2017: All Students, 89.75% Proficient; TAGG Students, 89.54% Proficient
- d. 2018: ADE goals for measuring student achievement
- e. 2019: ADE goals for measuring student achievement
- f. Each year, TLI Interim Assessment data will be disaggregated to determine the rate of proficiency as well as the forecast for each student enrolled in the academy.

The Pea Ridge School District has a strong drive for providing an exceptional learning opportunity to all students. The district is striving to exceed merely meeting the needs of all students. The district has an ongoing process of examining teacher and student accountability with the use of data-driven information. By examining trend data, the district identifies curricular, instructional, and individual student weaknesses. Research-based practices are investigated and introduced to continue a cycle of improvement.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

The Common Core State Standards include a recognition of the importance of interdisciplinary instruction in a project-based format. The standards include an integration of science and technical subjects within literacy standards, and they embed the mathematics necessary for career-readiness into the math standards. Problem-solving, reasoning, critiquing, attending to precision, communicating, and other 21st century skills are also included in the Common Core. The standards themselves do not dictate curriculum, pedagogy, or delivery of content. Rather, individual states and districts must determine whether to follow traditional course sequences or integrated sequences that will model new pathways.

To this end, the Pea Ridge Career and Technical Academy will work with industry leaders to identify rigorous course combinations and sequences that will enhance the relevance of the industry projects that students will be completing. STEM courses will be designed which integrate analytical mathematics, principles of technology and physics, and engineering design and presentation into an application curriculum which is aligned to both the Common Core and the Arkansas State Frameworks. STEM courses will be taken at the academy, and rather than be taught as stand-alone courses with a lecture-style delivery, students will be engaged in these courses in a way that is applicable to the industry. They will be immersed in project-based activities that will cut across a variety of STEM-related content areas. Algebra II will focus heavily on quadratic and square root functions, rational functions, and exponential and logarithmic functions which are areas critical to manufacturing. Analytical integrated mathematics must include basic hydraulic concepts, mechanical drives, manufacturing processes, thermal systems, plastics technology, and structural design thus integrating math, science, and technology into a course of study crucial to success in industry. Principles of technology and physics will be taught in a manner to ensure mastery of topics such as energy converters and radiation, while courses addressing engineering design will ensure that students master metric conversions, mass and weight, and calculations such as acceleration and force. Clearly, these STEM courses will provide a high degree of rigor and relevance to the academy projects and ensure mastery of skills equal to industry quality and safety standards.

Literacy, social studies, and electives will be taken on the traditional campus using Common Core standards and will continue to enhance the learning that has been gained by the students in their academy experiences. The 21st Century skills will transfer across the curriculum in order to be ingrained in students regardless of whether they are working in the industry lab or with a small group in a traditional class.

Access to 1:1 technology through the use of laptops loaded with extra memory and industry-standard software will ensure that students are given the knowledge and first-hand experiences of industrial science. In 2000, Sivin-Kachala and Bialo reviewed 311 research studies on technology and student achievement which revealed consistent patterns of significant gains in achievement in all subject areas when students were engaged in technology-rich environments. Students enrolled in the academy will take all state-mandated tests including PARCC, and due to the rigor of the STEM education, the humanities education provided at Pea Ridge High School, and the technology-rich environment of the industry lab, it is expected that all enrolled students will do well on these tests, meeting the AMOs and industry requirements for mastery.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

Pea Ridge High School is currently served by one HQT school counselor. This person will continue to provide counseling to all high school students including those enrolled in the academy. The district employs a scholarship coordinator to assist students in securing scholarships for post-secondary education. For academy students who choose the value-added diploma that will provide them with 18 hours of concurrent college credit, the scholarship coordinator will assist those students in securing financial aid in order to complete their two-year degree. In addition, the district contracts with multiple mental health agencies to employ therapists and case managers. Pea Ridge Career and Technical Academy will continue to contract with the mental health agencies to provide additional services to students.

B) Health services;

Applicant Response:

Currently, one FTE health-care paraprofessional under the direction of a Registered Nurse serves the students at Pea Ridge High School. The district will continue to provide health related services to students enrolled in the academy.

C) Media center;

Applicant Response:

One FTE Media Specialist and one .5 FTE paraprofessional serve the students at Pea Ridge High School. Students have access to the media center and services provided. This service will continue for students enrolled in Pea Ridge Career and Technical Academy.

D) Special education;

Applicant Response:

Pea Ridge School District recognizes the opportunities for differentiated instruction that can be provided through the Pea Ridge Career and Technical Academy for students with disabilities. Special education services which are appropriate for the needs of the students enrolled and are in accordance with each student's Individualized Education Plan will be provided. Highly Qualified Teachers and qualified paraprofessionals will continue to provide services. The district and the academy will comply with all aspects of IDEA, 504, and IEP implementation.

E) Transportation;

Applicant Response:

Transportation for the students enrolled in the academy will continue to be provided in the same manner as it currently exists.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Pea Ridge School District provides an Alternative Learning Environment within our district for students in grades 7-12. Student enrolled in the ALE program will have the opportunity to enroll in the academy if they meet the entrance criteria.

G) English Language Learner (ELL) instruction

Applicant Response:

The Pea Ridge School District recognizes the opportunities for differentiated instruction that can be provided through the Pea Ridge Career and Technical Academy for students who are English Language Learners. ELL services which are appropriate for the needs of the students enrolled and are in accordance with each student's

ELL program will be provided. One Highly Qualified ELL teacher will continue to provide services. The district and the academy will comply with all aspects of ELL regulations.

H) Gifted and Talented Program.

Applicant Response:

Pea Ridge High School offers a variety of Advanced Placement courses for academically talented students, as well as its SEEK Gifted & Talented program. Recognizing the rigor of a curriculum heavily weighted toward STEM academics, the academy will likely attract students in the GT program. These students will continue to be served by the district's GT Coordinator.

9. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

Each fall in conjunction with the presentation of the district's Annual Report to the Public, but in a separate presentation, the Pea Ridge Career and Technical Academy will present compiled data that will serve to demonstrate the progress and impact made by the academy during the previous academic year.

For each year of the academy's operation, a variety of measurable data clearly related to the academy's intended outcomes will be collected for analysis and disaggregation. Data collected will include 1) grade point averages for enrolled individuals, 2) high school credits earned, 3) high school graduations earned, 4) dual credits earned, 5) number graduating with a technical certificate, 6) number of graduates attending college, 7) number of graduates entering the workforce at higher than minimum wage, 8) number graduating from a two-year institution within two years, and 9) hours of related professional development earned by teachers. In addition, results of the PARCC assessment for enrolled students will be included. Where applicable, these results will be determined for sub-populations including gender, disabilities, and poverty.

At the end of each academic year, a Progress Review meeting will be convened of the participating business partners and academy officials to review progress and make needed adjustments for subsequent years. The Progress Review will include the data included above as well as a review of STEM curricula and industry projects. At the end of three years, and each year thereafter, three-year trend data will describe the magnitude of the impact the academy has had on its students, the community, and the business partnerships.

Summaries of these analyses will be published in the local newspaper and the district's website, given to parents, and submitted to the ADE.

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

Applicant Response:

Recruiting and retaining students from diverse backgrounds will be an early focus of Pea Ridge Career and Technical Academy. Business partners and educational administrators will work together to create brochures outlining the distinguishing characteristics of the academy and emphasizing the qualities of the academy that will be beneficial to the future of each student who enrolls. These brochures will be placed in the school and in businesses within the community for easy access to both parents and students.

The editor of the local newspaper will interview the administrator of the academy as well as a few of the industry leaders with whom the academy will partner in order to release critical information about the academy in the form of print media so that parents and students may make informed choices concerning their educational opportunities.

A campus-based recruitment plan will target middle school students with basic information about careers and the importance of considering the academy during their high school years. Students will be given more specific information about the academy during their freshman and sophomore years as they finalize plans for coursework leading to graduation.

Enrollment and admission into Pea Ridge Career and Technical Academy will begin with state requirements for residency within the district. In addition to this, students will be allowed to apply for a legal board-to-board transfer or School Choice. Once accepted into the district, students may apply for admission to the academy. Should the number of interested students exceed the number of available openings within the academy, a random, anonymous lottery will be held. When a student is selected through the lottery, he or she is guaranteed to retain his or her place in the academy for the duration of the two-year program unless he or she leaves voluntarily or is removed by school administration following the procedures outlined in the district handbook for attendance or discipline violations.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

Yes

No

11. Summarize the job descriptions of the school administrator(s) 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 for the school.

Applicant Response:

ADMINISTRATION RESPONSIBILITIES (One Principal)

- *Facilitate the partnership between the academy and industry leaders.
 - *Recruit students for academy enrollment.
 - *Communicate with the community through various types of media and/or meetings.
 - *Oversee the implementation of curriculum and standards.
 - *Use technology to enhance and support instructional practices.
 - *Supervise and evaluate the building staff and programs to ensure increased student achievement.
 - *Analyze student achievement data and work with staff to make adjustments in instruction and curriculum to increase student success.
 - *Evaluate performance and effectiveness of programs.
 - *Conduct the annual Progress Review meeting.
 - *Participate in and provide effective professional development.
 - *Implement the district and academy's mission and vision.
- Qualifications: Master's degree in Educational Leadership or equivalent;
Valid building administrator's license for high school grade levels.

COUNSELOR RESPONSIBILITIES (One Counselor)

- *Oversee the coordination of state assessments.
 - *Assist administration with data disaggregation and compiling of reports.
 - *Facilitate the use of industry leaders as Career Counselors for academy students.
 - *Guide students through the development and implementation of educational and career plans.
 - *Implement the high school guidance curriculum in the academy.
 - *Conduct structured, goal-oriented counseling sessions in response to needs of individuals or groups of students.
 - *Refer students with problems to specialists or community agencies; facilitate the intervention team.
 - *Conduct or provide opportunities for parent education programs.
 - *Assist families with school-related problems; serve as a student advocate.
- Qualifications: Master's degree in Educational Counseling or equivalent;
Valid school counseling license for high school grade levels.

TEACHER RESPONSIBILITIES (Two Licensed Educators; one working with Welding & one with Metal Fab)

- *Align curriculum, instruction, and assessment with Common Core and Arkansas Frameworks.
 - *Utilize industry-standard technology during instruction.
 - *Incorporate STEM education and Project-Based Learning into daily lessons and activities.
 - *Provide high-quality instruction in specialized skill area including demonstration lessons.
 - *Analyze student data to ensure mastery of skills.
 - *Assist with facilitating internships with business partners.
- Qualifications: Bachelor's degree or higher in related educational field;
Valid teaching license for high school grade levels.

INDUSTRIAL INSTRUCTOR RESPONSIBILITIES (Four Industrial Instructors; two Welding & two Metal Fab)

*Utilize industry-standard technology during instruction.

*Incorporate STEM education and Project-Based Learning into daily lessons and activities.

*Provide high-quality instruction in specialized skill area including demonstration lessons.

*Assist with facilitating internships with business partners.

Qualifications: Minimum 5 years experience in industry field.

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

Yes

No

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

Applicant Response:

Pea Ridge High School is located on the west campus of the Pea Ridge School District. The main building includes classrooms, an attached gymnasium, a cafeteria with an outdoor commons area, a television lab, an agriculture education area with 8-10 welding bays, and a band room. Adjacent to the main building is a multi-purpose building with indoor practice and weight-training areas and a new football stadium. Construction plans are underway for a new Performing Arts Center that will include a theater/ stage area, classrooms, and practice rooms for band and choir.

Presently and for the past three-plus years, all areas have been used for instruction in the courses for which they were originally built with the exception of the television lab. Two years ago, the choir room was redesigned to house the newest course offerings in television and broadcasting. The choir was moved to the middle school fine arts area which is within easy walking distance of the high school and is connected by a sidewalk.

The Pea Ridge Career and Technical Academy will be housed in the west end of the existing Pea Ridge High School facility where the band room and welding bays are currently located. This area will be redesigned to accommodate the equipment needed for the industry lab. With the completion of the new Performing Arts Center, the high school band and choir will move into their own facility.

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 and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The facility to be used for Pea Ridge Career and Technical Academy complies with all requirements for accessibility in accordance with the ADA, IDEA, and all other state and federal laws. No additional items will need to be addressed in order to bring the facility into compliance.

Because the academy will be housed in existing high school facilities, it already meets the requirements of the local zoning authority.

There are currently no liquor stores, dining establishments, or other businesses that have a license to sell alcohol within the city limits of Pea Ridge.

14. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Pea Ridge Career and Technical Academy will apply to participate in the federal National School Lunch Program.

Students in the academy will be offered the same meals as students attending Pea Ridge High School. All nutritional guidelines established by the Arkansas Department of Education Child Nutrition Unit will be followed.

15. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Pea Ridge Career and Technical Academy understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the school and those it serves; therefore, Pea Ridge Career and Technical Academy shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community.

Students receive much of their guidance and support from parents. Families will be involved in assisting their students in making decisions related to their chosen career path. The academy will host a Parent Night annually to assist with career planning decisions, explain how to help their child achieve high academic and industry standards, and evaluate activities in which their student was involved during the year. During this meeting, the academy will also inform parents of the school's requirements regarding parental involvement and the parents' right to be involved in the education of their child.

Community involvement is inherent in the establishment of the academy in that its most distinguishing characteristic is its partnership with the business community. In the true sense of partnership, regional business leaders will have a vested interest in developing the curriculum, approving the equipment and technology software to ensure industry standards are met, and shaping the development of their future employees. Industry leaders may choose to serve as Career Counselors for individual students, assisting them in developing Career Plans that will help them meet their own chosen career-path goals, mentoring them in Seminar skills, and providing internship opportunities for them.

In addition to the opportunities for parents and community members stated above, the Pea Ridge Career and Technical Academy is committed to the following:

1. Explaining to parents and the community the State's content and achievement standards, state and local student assessments, how the school's curriculum is aligned with the assessments, and how parents can work with the school to improve their child's academic achievement;
2. Educating school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents in a language the parents can understand;
3. Finding ways to eliminate barriers that keep parents from being involved in their child's education, such as arranging meetings at a variety of times and being creative with parent/teacher conferences.

To help promote an understanding of each party's role in improving student learning, Pea Ridge Career and Technical Academy shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

16. 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* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

- a.) Section 9.03.1 (“Language Arts”) of the ADE Rules Governing the Standards for Accreditation:

The Pea Ridge School District is required to teach Oral Communication as a separate class to its ninth (9th) grade students.

To prepare students for the Academy experience, the Applicant is asking for a waiver of that requirement in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks, and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Oral Communication class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed the Oral Communication course content within all of its Manufacturing Academy courses.

- b.) Section 9.03.3.9 (“Career and Technical Education ”) of the ADE Rules Governing the Standards for Accreditation:

The Pea Ridge School District is required to teach the Career and Technical Education curriculum requirements as separate classes to its seventh (7th) and eighth (8th) grade students.

To prepare students for the Academy experience, the Applicant is asking for a waiver of that requirement in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school, and/or teach certain courses in the manner listed below.

The Applicant ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework, or by presenting the courses as listed below. Specifically, the Applicant requests to embed the course content of the Career Orientation class into other portions of the Middle School curriculum; introduce the Family and Consumer Science course at the eighth (8th) grade level; and introduce the Survey of Ag Science course at the eighth (8th) grade level.

- c.) Section 10.01.4 (“Planned Instructional Day”) of the ADE Rules Governing the Standards for Accreditation:

Due to the nature of the Academy experience as outlined in this application, the Applicant is

requesting a waiver of the Planned Instructional Day requirements. The programmatic offerings of the Academy, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week. Specifically, this waiver may be utilized as a result of the Internship and Business & Manufacturing Seminars which will be offered within the Academy. The Applicant has included these course offerings within the Block schedule format contained in this application.

d.) Section 10.02 (“Class Size and Teaching Load”) of the ADE Rules Governing Standards for Accreditation and specifically subsection 10.02.5:

In order to fully implement and optimize the Academy experience, the Applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The Applicant believes that the unique curriculum delivery system that will be utilized in the Academy is truly an example of the “exceptional case” worthy of a waiver under Section 10.02.5 of the Standard.

A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, with a maximum of no more than 30 students per class.

e.) Section 14.03 (concerning required clock hours for units of credit) of the ADE Rules Governing the Standards for Accreditation:

To allow for the teaching of simultaneous and/or embedded courses within the Academy structure, and to allow for the integration of graduation credit courses with other courses as necessary, the Applicant requests a waiver of the seat time requirement.

The Applicant assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses.

f.) Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing Standards for Accreditation; and the ADE Rules Governing Educator Licensure (all concerning Teacher Licensure):

The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Academy, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as an enhancement to the relationship which we seek to develop with the business community as a result of the inception of the Academy.

g.) Section 9.03.4.9 (“Health and Safety Education”) of the ADE Rules Governing the Standards for Accreditation:

The Pea Ridge High School is required to provide a one-half unit Health and Safety Education

course to the meet the requirements of this Standard.

The applicant is asking for a waiver of that requirement in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks, and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Health and Safety Education class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant desires to embed the course content from the Health and Safety class within all of its Manufacturing Academy courses.

17. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Pea Ridge School District 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 Pea Ridge School District is not under any court orders concerning the desegregation of its schools, nor are any of its surrounding school districts.

2014-2015 Academic Calendar

August 2014						
Su	Mo	Tu	We	Th	Fr	Sa
					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						

December 2014						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	!19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2015						
Su	Mo	Tu	We	Th	Fr	Sa
			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		

September 2014						
Su	Mo	Tu	We	Th	Fr	Sa
	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				

January 2015						
Su	Mo	Tu	We	Th	Fr	Sa
				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

May 2015						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	!21	M22	23
24	25	M26	M27	M28	M29	30
31						

October 2014						
Su	Mo	Tu	We	Th	Fr	Sa
			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 2015						
Su	Mo	Tu	We	Th	Fr	Sa
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

June 2015						
Su	Mo	Tu	We	Th	Fr	Sa
	M1	M2	M3	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				

November 2014						
Su	Mo	Tu	We	Th	Fr	Sa
						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						

March 2015						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	!13	14
15	#16	*17	18	*19	20	21
22	M23	M24	25	26	27	28
29	30	31				

Grading Period Begins
! Grading Period Ends
@ Teacher In-service Day
** Parent/Teacher Conference
+ Teacher Flex Days
M Make-up Day (See Schedule Below)
No School for Students

August 11-Teacher In-service
 August 12-Teacher In-service
 August 13-Teacher In-service
 August 14-Teacher In-service
 August 15-Teacher In-service
 August 18- Grading Period Begins
 September 1-No School
 October 15-Grading Period Ends
 October 16-Grading Period Begins
 October 20-P/T Conferences
 October 21-P/T Conferences
 November 24-Teacher Flex Day
 November 25-Teacher Flex Day
 November 26-No School
 November 27-No School
 November 28-No School
 December 19-Grading Period Ends

January 5-Grading Period Begins
 March 13-Grading Period Ends
 March 16-Grading Period Begins
 March 17-P/T Conferences
 March 19-P/T Conferences
 May 21-Grading Period Ends

May 22-Make-up Day 1
 May 26-Make-up Day 2
 May 27-Make-up Day 3
 May 28-Make-up Day 4
 May 29-Make-up Day 5
 June 1-Make-up Day 6
 June 2-Make-up Day 7
 June 3-Make-up Day 8
 March 23-Make-up Day 9
 March 24-Make-up Day 10

1st Quarter 42 Days
 2nd Quarter 42 Days
 3rd Quarter 50 Days
 4th Quarter 44 Days

Student Days	178
P/T Conferences	2
P.D.	10
Total	190

3 Days (18 hours) of pd must be earned through building level.
 2 Days (12 hours) of pd can be earned through flex days.

P/T Conferences 3:30-6:30

Bell Schedule

	Pea Ridge Academy Bell Schedule "Black day"		Pea Ridge Academy Bell Schedule "Red day"		Seminar Friday
1st period	8:00-9:30	2nd period	8:00-9:30	Morning	8:00-9:30
Commissary	9:30-9:45	Commissary	9:30-9:45		
3rd period	9:45-11:15	4th period	9:45-11:15		9:45-11:15
Lunch & Conference	11:30-1:00	Lunch & Conference	11:30-1:00	Lunch/Professional Learning Com	11:30-1:00
5th Period	1:00-2:30	6th Period	1:00-2:30	Afternoon	1:00-2:30
Commissary	2:30-2:45	Commissary	2:30-2:45		
7th Period	2:45-4:15	8th Period	2:45-4:15		2:45-4:15

President of the School Board

**ADMINISTRATION SALARY SCHEDULE
2013-2014**

Method of Calculation

- A. Administrators new to the district are placed on the masters range of the teacher salary schedule, on step 15 (Experience)
- B. Calculate the per diem rate. (Divide by 190) **\$47,150.00**
- C. Multiply the length of contract. (Multiply by 240)
- D. Apply the added administrative index

Indexes		Indexes	
Testing/Accountability	1.4275	Middle School	1.2708
High School	1.3405	Elementary	1.236

Each year of in-district administrative experience would move an administrator down the salary schedule.

Salary Schedule	Range 4	Range 1	Range 2	Range 3
	Testing/Accountability	High School	Middle School	Elementary
Years Experience				
0	\$85,018.89	\$79,837.36	\$75,686.17	\$73,613.56
1	\$86,168.89	\$80,937.36	\$76,736.17	\$74,613.56
2	\$87,318.89	\$82,037.36	\$77,786.17	\$75,613.56
3	\$88,468.89	\$83,137.36	\$78,836.17	\$76,613.56
4	\$89,618.89	\$84,237.36	\$79,886.17	\$77,613.56
5	\$90,768.89	\$85,337.36	\$80,936.17	\$78,613.56
6	\$91,918.89	\$86,437.36	\$81,986.17	\$79,613.56
7	\$93,068.89	\$87,537.36	\$83,036.17	\$80,613.56
8	\$94,218.89	\$88,637.36	\$84,086.17	\$81,613.56
9	\$95,368.89	\$89,737.36	\$85,136.17	\$82,613.56
10	\$96,518.89	\$90,837.36	\$86,186.17	\$83,613.56
11	\$97,668.89	\$91,937.36	\$87,236.17	\$84,613.56
12	\$98,818.89	\$93,037.36	\$88,286.17	\$85,613.56
13	\$99,968.89	\$94,137.36	\$89,336.17	\$86,613.56
14	\$101,118.89	\$95,237.36	\$90,386.17	\$87,613.56
15	\$102,268.89	\$96,337.36	\$91,436.17	\$88,613.56
Step Increase	\$1,150.00	\$1,100.00	\$1,050.00	\$1,000.00
	\$180.32	\$169.33	\$160.52	\$156.13

\$100.00 increase in teacher salary shedule would increase each salary

President of the School Board

Assistant Principal Salary Schedule

Method of Calculation

A. Administrators new to the district are placed on the masters range of the teacher salary schedule, on step 15

B. Calculate the per diem rate. (Divide by 190) **\$47,150.00**

C. Multiply the length of contract. (Multiply by 225)
D. Apply the added administrative index

Indexes		Indexes	
High School	1.207	Asst. HS/MS	1.1759632
Middle School	1.1606	ALE Director	1.1532662
Elementary	1.1141	LEA SPED Director	1.1532662

Each year of in-district administrative experience would move an administrator down the salary schedule.

Salary Schedule	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
	High School	Middle School	Elementary	ALE Director	HS/MS	SPED Supervisor - LEA
Years Experience						
0	\$67,393.48	\$64,802.71	\$62,206.36	\$64,393.23	\$65,660.52	\$64,393.23
1	\$68,193.48	\$65,552.71	\$62,906.36	\$65,043.23	\$66,435.52	\$65,143.23
2	\$68,993.48	\$66,302.71	\$63,606.36	\$65,693.23	\$67,210.52	\$65,893.23
3	\$69,793.48	\$67,052.71	\$64,306.36	\$66,343.23	\$67,985.52	\$66,643.23
4	\$70,593.48	\$67,802.71	\$65,006.36	\$66,993.23	\$68,760.52	\$67,393.23
5	\$71,393.48	\$68,552.71	\$65,706.36	\$67,643.23	\$69,535.52	\$68,143.23
6	\$72,193.48	\$69,302.71	\$66,406.36	\$68,293.23	\$70,310.52	\$68,893.23
7	\$72,993.48	\$70,052.71	\$67,106.36	\$68,943.23	\$71,085.52	\$69,643.23
8	\$73,793.48	\$70,802.71	\$67,806.36	\$69,593.23	\$71,860.52	\$70,393.23
9	\$74,593.48	\$71,552.71	\$68,506.36	\$70,243.23	\$72,635.52	\$71,143.23
10	\$75,393.48	\$72,302.71	\$69,206.36	\$70,893.23	\$73,410.52	\$71,893.23
11	\$76,193.48	\$73,052.71	\$69,906.36	\$71,543.23	\$74,185.52	\$72,643.23
12	\$76,993.48	\$73,802.71	\$70,606.36	\$72,193.23	\$74,960.52	\$73,393.23
13	\$77,793.48	\$74,552.71	\$71,306.36	\$72,843.23	\$75,735.52	\$74,143.23
14	\$78,593.48	\$75,302.71	\$72,006.36	\$73,493.23	\$76,510.52	\$74,893.23
15	\$79,393.48	\$76,052.71	\$72,706.36	\$74,143.23	\$77,285.52	\$75,643.23
Step Increase	\$800.00	\$750.00	\$700.00	\$650.00	\$775.00	\$750.00
	\$142.93	\$137.43	\$131.93	\$136.57	\$139.26	\$136.57

\$100.00 increase in teacher salary shedule would increase each salary

President of the School Board

Licensed Salary Schedule
2013-2014

		Range 1	Range 2	Range 3	Range 4	Range 5	Range 6	Range 7
APSCN	Years	BA	BA +15	BA +30	MA	MA +15	MA + 30	SPEC
STEP	Exp.							
1	0	\$36,725.00	\$37,575.00	\$38,425.00	\$39,275.00	\$40,125.00	\$40,975.00	\$41,825.00
2	1	\$37,250.00	\$38,100.00	\$38,950.00	\$39,800.00	\$40,650.00	\$41,500.00	\$42,350.00
3	2	\$37,775.00	\$38,625.00	\$39,475.00	\$40,325.00	\$41,175.00	\$42,025.00	\$42,875.00
4	3	\$38,300.00	\$39,150.00	\$40,000.00	\$40,850.00	\$41,700.00	\$42,550.00	\$43,400.00
5	4	\$38,825.00	\$39,675.00	\$40,525.00	\$41,375.00	\$42,225.00	\$43,075.00	\$43,925.00
6	5	\$39,350.00	\$40,200.00	\$41,050.00	\$41,900.00	\$42,750.00	\$43,600.00	\$44,450.00
7	6	\$39,875.00	\$40,725.00	\$41,575.00	\$42,425.00	\$43,275.00	\$44,125.00	\$44,975.00
8	7	\$40,400.00	\$41,250.00	\$42,100.00	\$42,950.00	\$43,800.00	\$44,650.00	\$45,500.00
9	8	\$40,925.00	\$41,775.00	\$42,625.00	\$43,475.00	\$44,325.00	\$45,175.00	\$46,025.00
10	9	\$41,450.00	\$42,300.00	\$43,150.00	\$44,000.00	\$44,850.00	\$45,700.00	\$46,550.00
11	10	\$41,975.00	\$42,825.00	\$43,675.00	\$44,525.00	\$45,375.00	\$46,225.00	\$47,075.00
12	11	\$42,500.00	\$43,350.00	\$44,200.00	\$45,050.00	\$45,900.00	\$46,750.00	\$47,600.00
13	12	\$43,025.00	\$43,875.00	\$44,725.00	\$45,575.00	\$46,425.00	\$47,275.00	\$48,125.00
14	13	\$43,550.00	\$44,400.00	\$45,250.00	\$46,100.00	\$46,950.00	\$47,800.00	\$48,650.00
15	14	\$44,075.00	\$44,925.00	\$45,775.00	\$46,625.00	\$47,475.00	\$48,325.00	\$49,175.00
16	15	\$44,600.00	\$45,450.00	\$46,300.00	\$47,150.00	\$48,000.00	\$48,850.00	\$49,700.00
17	16	\$45,125.00	\$45,975.00	\$46,825.00	\$47,675.00	\$48,525.00	\$49,375.00	\$50,225.00
18	17	\$45,650.00	\$46,500.00	\$47,350.00	\$48,200.00	\$49,050.00	\$49,900.00	\$50,750.00
19	18	\$46,175.00	\$47,025.00	\$47,875.00	\$48,725.00	\$49,575.00	\$50,425.00	\$51,275.00
20	19	\$46,700.00	\$47,550.00	\$48,400.00	\$49,250.00	\$50,100.00	\$50,950.00	\$51,800.00
21	20	\$47,225.00	\$48,075.00	\$48,925.00	\$49,775.00	\$50,625.00	\$51,475.00	\$52,325.00
22	21	\$47,750.00	\$48,600.00	\$49,450.00	\$50,300.00	\$51,150.00	\$52,000.00	\$52,850.00
23	22	\$48,275.00	\$49,125.00	\$49,975.00	\$50,825.00	\$51,675.00	\$52,525.00	\$53,375.00
24	23	\$48,800.00	\$49,650.00	\$50,500.00	\$51,350.00	\$52,200.00	\$53,050.00	\$53,900.00
25	24	\$49,325.00	\$50,175.00	\$51,025.00	\$51,875.00	\$52,725.00	\$53,575.00	\$54,425.00
26	25	\$49,850.00	\$50,700.00	\$51,550.00	\$52,400.00	\$53,250.00	\$54,100.00	\$54,950.00
27	26	\$50,375.00	\$51,225.00	\$52,075.00	\$52,925.00	\$53,775.00	\$54,625.00	\$55,475.00
28	27	\$50,900.00	\$51,750.00	\$52,600.00	\$53,450.00	\$54,300.00	\$55,150.00	\$56,000.00
29	28	\$51,425.00	\$52,275.00	\$53,125.00	\$53,975.00	\$54,825.00	\$55,675.00	\$56,525.00
30	29	\$51,950.00	\$52,800.00	\$53,650.00	\$54,500.00	\$55,350.00	\$56,200.00	\$57,050.00
31	30	\$52,475.00	\$53,325.00	\$54,175.00	\$55,025.00	\$55,875.00	\$56,725.00	\$57,575.00

All teaching experience will be accepted with proper documentation. Effective June 2012.

All licensed personnel are contracted for ten professional development days for the 2013-2014 school year. Eight days will be provided by the district with the teachers being required to schedule and attend two days of professional development that has district pre-approval.

When it becomes necessary for a teacher to substitute for another teacher, the substituting teacher will be compensated at a rate of \$8.02 per class period of duty or hour beyond his/her regularly scheduled teaching and/or supervision duty. This is to be reported on an Absence From Duty form.

President of the School Board

Range 1

APSCN STEP	Years Exp.	Speech/ Lang. Path
1	0	\$50,089.00
2	1	\$50,614.00
3	2	\$51,139.00
4	3	\$51,664.00
5	4	\$52,189.00
6	5	\$52,714.00
7	6	\$53,239.00
8	7	\$53,764.00
9	8	\$54,289.00
10	9	\$54,814.00
11	10	\$55,339.00
12	11	\$55,864.00
13	12	\$56,389.00
14	13	\$56,914.00
15	14	\$57,439.00
16	15	\$57,964.00
17	16	\$58,489.00
18	17	\$59,014.00
19	18	\$59,539.00
20	19	\$60,064.00
21	20	\$60,589.00
22	21	\$61,114.00
23	22	\$61,639.00
24	23	\$62,164.00
25	24	\$62,689.00
26	25	\$63,214.00
27	26	\$63,739.00
28	27	\$64,264.00
29	28	\$64,789.00
30	29	\$65,314.00
31	30	\$65,839.00

All teaching experience will be accepted with proper documentation. Effective June 2012.

All licensed personnel are contracted for ten professional development days for the 2013-2014 school year. Eight days will be provided by the district with the teachers being required to schedule and attend two days of professional development that has district pre-approval.

When it becomes necessary for a teacher to substitute for another teacher, the substituting teacher will be compensated at a rate of \$8.02 per class period of duty or hour beyond his/her regularly scheduled teaching and/or supervision duty. This is to be reported on an Absence From Duty form.

President of the School Board

SICK LEAVE

Days Contracted	Sick leave days	Personal Days
190	9	2
195	9	2
205	10	2
225	11	2
240	12	2

Any unused sick leave is accumulative up to a maximum of ninety (90) days. The District reserves the right to ask for verification of illness after three (3) consecutive absences or after absences beyond the number of allotted days in a contract year. Policy 3.8. Each full-time employee shall receive two (2) days of personal leave per contract year. Policy 3.11

Administrative Salaries

240 Days Contracted

Administrative Salaries

225 Days Contracted

Superintendent	\$ -
High School Principal	\$ -
Middle School Principal	\$ -
K-2 Elementary School Principal	\$ -
3-5 Elementary School Principal	\$ -
Testing & Accountability Coordinator	\$ -
Federal Programs Coordinator	\$ -

Asst. High School/Middle School Principal

\$ -
\$ -
\$ -
\$ -
\$ -
\$ -
\$ -

SPED Director

Stipends 2013-2014

Senior High	2013-2014
Head Football Coach	\$2,200.00
Asst. Football Coach	\$1,500.00
Sr. Boys Track	\$2,200.00
Sr. Girls Track	\$2,200.00
Asst. Girls Basketball Coach	\$1,500.00
Asst Boys Basketball Coach	\$1,500.00
Girls Softball Coach	\$2,500.00
Asst Softball Coach	\$1,500.00
Asst. Baseball Coach	\$1,500.00
Golf Coach	\$2,400.00
Asst. Volleyball Coach	\$1,500.00
Publications Director	\$700.00
Head Cross Country	\$2,400.00
Game Night	\$500.00
Pre-Season Band Practice	\$2,200.00
Sr. High Band	\$2,200.00
Drama Sponsor	\$800.00
Activity Coordinator	\$700.00
Student Council	\$700.00
Flag Line Sponsor	\$800.00
Tennis Coach	\$1,200.00
Parental Involvement	\$700.00

Stipends 2013-2014

Middle/Jr. High	2013-2014
7th Girls Basketball	\$ 1,100.00
7th Boys Basketball	\$ 1,100.00
7th Grade Football	\$ 1,100.00
7th Volleyball	\$ 1,100.00
Asst. Football Coach	\$ 1,200.00
Head Jr. Track Coach	\$ 1,200.00
Jr. Cross Country	\$ 1,200.00
Head Jr. Volleyball	\$ 1,200.00
Head Jr. High Band	\$ 1,200.00
Asst. Jr. Football	\$ 1,200.00
Asst. Jr. Basketball	\$ 1,200.00
Jr. Cheer Coach	\$ 1,200.00
Act/Stud Council	\$ 600.00
Parental Involvement	\$ 700.00
Elementary	
Parental Involvement	\$ 700.00
Nat'l Board Certified	\$ 3,000.00

Pea Ridge School District does not discriminate on the basis of race, color, sex, national origin or disability in any of its policies, practices or procedures

President of the School Board

INDEXES 2013-2014

Senior High

Athletic Director	10%
Head Football	10%
Sr. Girls Basketball Coach	10%
Sr. Boys Basketball Coach	10%
Head Boys Baseball Coach	10%
Head Girls Softball Coach	10%
Head Volleyball Coach	10%
Sr. Cheerleading Coach	10%
Asst. Sr. Football	5%
Sr. Defensive Coordinator	6%

Class Sponsors

Sophomore	\$250.00
Junior	\$500.00
Senior	\$500.00

Extended Contracts

Speech Language Pathologist	195 days
Family Consumer Science	205 days
High School Counselor	205 days
Mid Sch Counselor	205 days
Int. Elem Sch Counselor	205 days
Elem Sch Counselor	205 days
Athletic Coaches	205 days
Athletic Director	225 days
Athletic Attendant	225 days
SPED Director	225 days
Head Football	240 days
Vocational Agriculture	240 days

INDEXES 2013-2014

Middle/Jr. High

Jr. Girls Basketball	5%
Jr. Boys Basketball	5%
Jr. Football Coach	5%
Jr. Cheerleader Coach	5%

Longevity Stipend

6-10 Years	\$ 500.00
11-15 Years	\$ 750.00
16-20 Years	\$ 1,000.00
21-25 Years	\$ 1,250.00
26 Years & Up	\$ 1,500.00

** Longevity Stipends begin with the Completion of 5 years service.

** Years in district are completed years of service.

District

G T Coordinator	\$1,400.00
Title I Teacher	\$2,100.00
Jr. Quiz Bowl Sponsor	\$500.00
Sr. Quiz Bowl Sponsor	\$500.00
Response Intervention Consultant	\$1,000.00
Safe Room Site Coord/Dist. Safety Officer	\$1,500.00

**Public Hearing
Pea Ridge Career and
Tech Academy**
October 15, 2013
Pea Ridge High School Cafeteria
6:00pm

**Pea Ridge Career and
Tech Academy**

Vision
The Pea Ridge Career and Tech Academy will create a challenging learning environment that encourages high expectations for student success in the working fields such as, of welding precision metal manufacturing, and light industrial . We will empower students to successfully be competitive and workforce ready in our community and a global society

Why Career Academies

* Train and provide students with skills for the 21st century workforce.

Objective

- Pea Ridge Career and Tech Academy strives to achieve:
- Improved student achievement through career-centered learning
 - Increase student opportunities through a variety of technical offerings
 - Provide students with expanded choices in educational opportunities
 - Create new professional opportunities for teachers
 - Hold students accountable for meeting measurable outcomes
 - Realign educational Focus
 - Commit to Staff and Business Resources
 - Provide Internships in specialized job market areas within the region.
 - Provide and Advanced Value -Based High School Diploma

Student's Commitment

- Personalized Education Program
- Multi-Year commitment to the program
- Increased rigor of academic and career ready curriculum.
- Value Based High School Diploma

Educational Need

The Pea Ridge Career and Technical Academy will provide a nurturing and challenging atmosphere in which students in grades nine through twelve will acquire the knowledge and experience they need to prepare them to become productive member of society. The academy will simultaneously achieve high academic standards and develop essential skills while giving them extensive experiences in service to their community. In this way, Pea Ridge Career and Technical Academy will also serve to strengthen the Northwest Arkansas Region by deepening the commitment between the school district, business community and it's young people.

Where Are We Today

Sept 2013 Admin Team traveled to Lewisville, Texas to look at the 1-School Curriculum Model
Oct 11 - Meeting held with HWA Business leaders at the Northwest Arkansas Economic Council
Oct 15 Public Hearing - Pea Ridge High School Cafeteria
Spring/Summer 2013 Various Training and Professional Development
October 31 2013 Charter Application Deadline
(5) Academy pathways to be implemented

What are the next steps?

Conversion Charter Application/ School Board Approval
Academy Model/ Master Schedule/ Business Requested Pathways
Teacher Placement
Student Placement
Teacher Training
Academy Model Fall 2014

CECILE BLEDSOE
SENATOR
3RD DISTRICT
OFFICE: 479-636-2115
cecile.bledsoe@senate.ar.gov

709 SKY MOUNTAIN DRIVE
ROGERS, ARKANSAS 72756



**THE SENATE
STATE OF ARKANSAS**

CHAIRMAN:
PUBLIC HEALTH, WELFARE & LABOR

MEMBER:
JOINT BUDGET
JOINT AUDIT
INSURANCE & COMMERCE
EFFICIENCY

October 16, 2013

Mr. Rick Neal, Superintendent
Pea Ridge School District
781 West Pickens
Pea Ridge, Arkansas 72751

Dear Mr. Neal:

Thank you for the opportunity to write a letter supporting the Pea Ridge School District as it submits a charter school application to the Arkansas Department of Education. I have enclosed the letter for your application packet.

I hope the application receives a favorable review. If I can be of assistance in the future, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Cecile Bledsoe".

Cecile Bledsoe
State Senator
District 3

CB:lag

ENCLOSURE

CECILE BLEDSOE
SENATOR
3RD DISTRICT
OFFICE: 479-636-2115
cecile.bledsoe@senate.ar.gov

709 SKY MOUNTAIN DRIVE
ROGERS, ARKANSAS 72756



**THE SENATE
STATE OF ARKANSAS**

CHAIRMAN:
PUBLIC HEALTH, WELFARE & LABOR

MEMBER:
JOINT BUDGET
JOINT AUDIT
INSURANCE & COMMERCE
EFFICIENCY

October 16, 2013

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
4 Capitol Mall
Little Rock, Arkansas 72201

Dear Dr. Kimbrell:

It is my pleasure to submit this letter in support of the Pea Ridge School District as it submits a Conversion Charter School Application to the Arkansas Department of Education. I am writing to express my wholehearted support for Pea Ridge in this endeavor.

I understand the school district is considering implementing a curriculum model focused on advanced manufacturing and industrial science. This would be a wonderful opportunity for students, and I would ask those with the power to do so to give this application every possible consideration.

Thank you for your time and attention in this matter, and for everything you do on behalf of the State of Arkansas. If I can be of further assistance in any way, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Cecile Bledsoe".

Cecile Bledsoe
State Senator
District 3

CB:lag



October 16, 2013

Rick Neal, Superintendent
Pea Ridge School District
781 Pickens Road
Pea Ridge, AR 72751

Dear Mr. Neal:

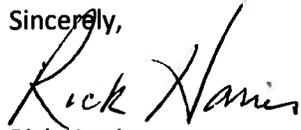
Please accept this letter of support of the Magnet Schools Assistance Program Grant proposal for the Pea Ridge School District for the 2013-2014 school year. Without a doubt, the increased need for skilled workforce is in high demand. I feel it is important for the Pea Ridge School District to expand and enhance their curriculum to provide an alternative opportunity for those kids that want to take a different career path to succeed.

We must recognize the diversity in our student bodies and provide those students with certain career ambitions, such as welding and metal manufacturing, a path in which to achieve their goals in order to compete in today's ever changing job market.

A school district taking a proactive approach in providing diversified programs for their students can only set an example for other districts to model.

It is for these reasons and many more, that I strongly encourage the support of the Magnet Schools Assistance Program Grant proposal.

Sincerely,



Rick Harris

Senior Vice President



P.O. Box 10 • Pea Ridge, Arkansas 72751 • (479) 451-1122

MAYOR
Jackie Crabtree

RECORDER
Sandy Button

October 21, 2013

Mr. Rick Neal, Superintendent
Pea Ridge School District
781 West Pickens
Pea Ridge, AR 72751

RE: Conversion Charter School Application

Mr. Neal

Please accept this letter of support for the Pea Ridge Conversion Charter School application proposed for the Pea Ridge School District. The success of our students depends on our ability to provide the knowledge and skill required to compete in today's job market.

The Conversion Charter School program is a unique opportunity that brings the business community together with the school to work hand in hand to train and develop a workforce capable of meeting their demands for quality employees.

Offering an additional career path for students opens new avenues that until now have not been available. All students, no matter which career path they choose, deserve a chance to be challenged, grow and be successful. The collaboration of school leaders, business leaders and community leaders can make that happen.

I fully support the Pea Ridge Conversion Charter School program.

Sincerely,

Jackie Crabtree
Mayor



October 23, 2013

Rick Neal, Superintendent
Pea Ridge School District
781 W. Pickens Road
Pea Ridge, AR 72751

Please accept this letter of support of the Pea Ridge school district's proposal for establishing a career and technical school of innovation focused on advanced manufacturing, industrial science and the supply chain command industry for the 2014-2015 school year. I strongly believe that this project will provide an opportunity for the district to expand and enhance their successful CTE program, while improving overall student achievement and providing students with the knowledge and skill set needed to compete in today's job market.

Northwest Arkansans are committed to providing students with quality academic and skills based programs that will prepare them for the future. In doing so, it is important to recognize that every student does not have the same path to success. We must recognize the diversity of thought and skills in our student bodies and provide students a path that will assess them in achieving their professional and life goals. In addition, it is important to recognize the workforce skills gap that will be addressed by the establishment of this program.

In a recent Business, Retention, Expansion (BRE) survey conducted by the NWA Council in conjunction with area chambers of commerce, our members have expressed concerns regarding future workforce capabilities. I believe we would be remiss if we didn't do everything to address their concerns by establishing institutions designed to meet their needs. It is my belief that the Pea Ridge school district's proposal responds to the need and views expressed by the business community in Northwest Arkansas.

I kindly request your favorable consideration of this request and if I may be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim D. Davis", written over a horizontal line.

Kim D. Davis
Director, Education and Workforce Development
Northwest Arkansas Council

ARVEST[®]

BANK

October 16, 2013

Rick Neal, Superintendent
781 W. Pickens St.
Pea Ridge, AR 72751

Dear Mr. Neal:

Please accept this letter of support for the Conversion Charter School Application – School within a school concept for the Pea Ridge Public School District for the 2014 – 2015 school year. I strongly support this project and believe that this program will provide the district the opportunity to improve overall student achievement by providing our students the knowledge and skills that are necessary to successfully compete in today's job market.

The community of Pea Ridge is committed to providing our students with quality academic programs that will prepare them for the future. In considering the needs of our students it is important to recognize that not every student has the same career path in mind. We must be mindful of the diversity of our student body and provide those students with career ambitions such as construction, or light manufacturing, a path to reach their goals. The Conversion Charter School will not only prepare our students for a college/ career track, it will also help build and strengthen the sense of community in Pea Ridge and the surrounding area by bridging the gap between the classroom and our skilled workforce.

There is no doubt that Northwest Arkansas has a high demand for a skilled workforce. I am certain that the addition of a Conversion Charter School to the Pea Ridge School District will give our students the opportunity to obtain a quality, hands-on education that would not be available to them otherwise. We would be remiss as a school if we didn't do everything in our power to make this a reality for our students.

It is for these reasons, and many more that I strongly encourage the support of the Conversion Charter School Application. I request your favorable consideration of this request and if I may be of any assistance please do not hesitate to contact me.

Sincerely,



Jeff Neil
President
Arvest Pea Ridge
479-451-3012



STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

Sue Scott
1412 Hilltop Farms Lane
Rogers, Arkansas 72756-2506

479-621-1265 Business
479-636-6665 Residence
479-636-8480 FAX
grandmotherscott@yahoo.com

DISTRICT 95

Counties:
Part Benton

COMMITTEES:

Judiciary
Vice Chairperson,
Corrections/Criminal Law
Subcommittee

Aging, Children and Youth, Legislative
and Military Affairs
Aging Subcommittee

October 16, 2013

To Whom It May Concern:

I am writing in support of the Conversion Charter School application submitted by the Pea Ridge School District. Parents, community members, and educators have been meeting for several months to develop their vision and believe that this is a desirable education option for students in our region.

Traditional public schools in Northwest Arkansas do a tremendous service for our communities; however, some students may be better served by the unique qualities of a charter school. I support the efforts, by many, in seeking to provide smaller classrooms, longer school days and calendar, project-based and service-based projects, STEM education, and 21st century career skills.

Again, I support the opening of Conversion Charter School. I hope you will approve their application. School choice provides parents the opportunity to choose a school they feel best meets the needs of their children.

If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Sue Scott".

Sue Scott
State Representative

SS/jnm



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COMMUNITY

THE TIMES OF NORTHEAST BENTON COU

CHARTER: Another first for Pea Ridge Schools

have the depth that career and tech can provide for students who don't want to attend a four-year institution. They want to get a job, they want to get on with their life. That's okay. Let's give it to them. This targets all three."

With AIMS (Arkansas Advanced Initiative for

Math and Science) and advanced placement classes, we've created a backboard of critical rigor and have students doing well in college, Neal said.

Neal said the state provides funding for charter schools.

"We are not interested in competing; we want to cre-

ate something unique," he said. "We want to provide something so that when our kids walk out of Pea Ridge High School on May 17 they can said: 'I've got a job.'"

A public meeting is set for 6 p.m. Oct. 15 in the cafeteria at Pea Ridge High School.

"I want to see the interest

from the parents and the community about future jobs for their kids.

I want to see the excitement about an opportunity to get jobs for their children — high wage, high skilled high demand, not minimum wage, minimum demand."

"We'll be the first one in the state," Neal said.

Conversion charter school sought

ANNETTE BEARD
abeard@mwaonline.com

From his experiences as a high school principal, Rick Neal saw the need for students to be better prepared to immediately enter the work force. He wants to provide Pea Ridge students with skills making them valuable to the work world in northwest Arkansas.

Neal, in his second year as Pea Ridge School superintendent, is seeking to start a Conversion Charter School — a school within a school concept.

"This really has spun out from my frustration with career and technical education. A lot of our kids, from my experience of being a principal, are not skill ready for the job market."

Many Pea Ridge students travel to Northwest Technical Institute in Springdale, creating logistical transportation problems.

"I want to create our own career and tech academy in Pea Ridge ... on the basis of providing for our students to come out of school and immediately be placed in the work force ... with certification

— high wage, high skills, high demand," Neal said.

Saying he has the support of the Walton Foundation and the Arkansas Public School Reform, Neal has scheduled a meeting on Oct. 11 with the Northwest Arkansas Economic Council "bringing business leaders within the region ... to open dialogue for what jobs they would like to see our academy teach. They're going to have input."

Neal said he is modeling the school after one in Waco, Texas.

"When these kids take these courses their junior and senior year, it will give them three paths — they'll immediately get a job, have an associate degree and be within range for a college degree," Neal said.

"By the time they reach their senior year, they will have the skills to get a \$15 to \$20 an hour job in the region and, if they want, go on to college without a huge student debt load."

"We will provide the place and the teachers. The businesses will provide the curriculum."

Teaching management skills is one aspect Neal says is essential. "That is a behavior you can train, even with young students."

"In my opinion, we have programs that are meeting the needs of a kid who is going on to a four-year program, but we don't

Conversion Charter public meeting

A public meeting to introduce the Pea Ridge Conversion Charter Career and Tech Academy is set for 6 p.m. Tuesday, Oct. 15, in the cafeteria at Pea Ridge High School. The academy will specialize in high wage, high skill, and high demand jobs within our region. The Pea Ridge Academy will provide the needed skills, certifications, and training for high school students from Pea Ridge and prepare them for the workforce immediately after graduation. The public meeting is a mandatory application requirement for the state charter.

Coat drive in Garfield

The second annual God's Pantry Coat Drive is until Nov. 1. Pantry officials are collecting gently used or new children's and adult coats to be given out during their Christmas Wish Tree gift giveaway. Last year more than 75 coats were distributed. The cli-

ents were very grateful for the gifts of warmth in the winter.

Deliver coats to God's Pantry 1-3 p.m. Tuesdays and 1-4 p.m. Thursdays, or call 359-3136. In Pea Ridge, drop off locations are Arvest and Community First banks.

Wednesday, October 2, 2013 ▶ 3B

PEA RIDGE HIGH SCHOOL BLACKHAWKS HOMECOMING

Friday, Oct. 11

8 - 8:30 a.m. — Blackout Pep Rally

8:40 - 9:30 a.m. — Powder Puff Football game on the football field; admission is \$1.

9:45 a.m. - 1:30 p.m. — Tailgating, parking lot must be cleaned by 1:30 p.m.

2 p.m. — Parade

6:30 p.m. — Homecoming Ceremony, football field

7 p.m. — Football game vs. Gentry

9:30 - 11:30 p.m. — Homecoming After Party in the gym.

Admission is \$2 and concessions will be for sale

Students attending the dance must be picked up by 11:30 p.m.

PEA RIDGE SCHOOL DISTRICT PUBLIC MEETING

What: Public meeting to discuss conversion charter for High School

When: 6 p.m. Tuesday, Oct.15, 2013

Where : Pea Ridge High School Cafeteria

Wednesday, September 25, 2013 ▶ 3B

PRHS NEWS

Pea Ridge School District Public Meeting

What: Public meeting to discuss conversion charter for High School

When: 6 p.m. Tuesday, Oct.15, 2013

Where : Pea Ridge High School Cafeteria

Printed Name	Signature	Email Address
Donna McKethan		donna.mckethan@wcccsd.org
Jackie Crabtree		pearidge.mayor@centurytel.net
Chung Tan		ctan@fayetteville.com
Diana Barnhart		dbarnhart@deltagroupinc.com
Scott Smith		s.smith@apsrc.net
Drew Williams		dwilliams@arkansasadec.com
JODY WIGGINS		jody.wiggins@sssd.k12.ar.us
Tom Ginn		tginn@bbvchamber.com
Dr. Hauser	Marianne Hauser	marianne.hauser@fayer.net
Vicki Thomas	Vicki Thomas	Vicki.Thomas@fayer.net
JAREE FINE		cfine@tyson.com
LISA MENDENHALL		lmendenhall@KNWA.com
Kirah Stokes		sstokes@prs.k12.ar.us
She Mc Elroy		smcelroy@prs.k12.ar.us
Terry Law		terry.bentonvilleplastics@yahoo.com
Dwayne Buxton		dbuxton@gates.com
CHARLES TOLKEA		charlest@ced-springdale.com
GARY COMISKEY		gary@silcochamber.com
Steve Jacoby		steve.jacoby@fayer.net
Vicki Thomas	Vicki Thomas	Vicki.Thomas@fayer.net
Jane Phillips	Jane Phillips	jane.phillips@wscstarfish.com
Tim Summers		tsummers@decision-point.org
Matt Wood		mwood@prs.k12.ar.us
Kick Neal		kneal@prs.k12.ar.us
JOHN LATTON		jlatt@prs.k12.ar.us
Annette Beard		a.beard@nwaonline.com
Kerth Martin		kmartin@prs.k12.ar.us

Printed Name	Signature	Email Address
Vicki Ingram	Vicki Ingram	vickii@centurytel.net
Perry Mason	Perry R. Mason	pmason@prs.k12.ar.us
Chesterne Ward	Chesterne Ward	
Roger Ward		
Jennifer Miller	Jennifer Miller	jmillera@prs.k12.ar.us
Izetta Osmond	Izetta Osmond	iosmond@prs.k12.ar.us
Joe Stewart	Joe Stewart	jstewart@PRS.K12.AR.US
Sue Stacey	Sue Stacey	sstacey@prs.k12.ar.us
Melissa Eubanks		
Melissa Eubanks	Melissa Eubanks	mwaeubanks.09@gmail.com
Tanner Flippo	Tanner Flippo	tflippo81@yahoo.com
Kathy Martin	Kathy Martin	kmartin@prs.k12.ar.us
Braxton Hurst	Braxton Hurst	braxton-hurst@yahoo.com
Ann Cato	Ann Cato	anncato@gmail.com
Jeff Cato	Jeff Cato	jeffcato2@gmail.com
Heather Cato	Heather Cato	
Chattin Cato	Chattin Cato	
Harrison Cato	Harrison Cato	
Kim Brown	Kim Brown	kbrown@arvest.com
Sandy Button	Sandy Button	sandy2725@yahoo.com
Tim Ledbetter	Tim Ledbetter	
Matt Wood	Matt Wood	mwood2@prs.k12.ar.us
Michael Schwartz	Michael Schwartz	mschwartz@prs.k12.ar.us
SANDY LASATER	Sandy Lasater	sandy.lasater@gmail.com
JOHN LASATER	John S. Lasater	JLASATER@ARVEST.COM

CHARTER APPLICATION
PEA RIDGE CAREER AND TECHNICAL ACADEMY
OCTOBER 2013

BIBLIOGRAPHY

University of Arkansas Center for Business and Economic Research (2013). *State of the Northwest Arkansas Region Report*.

U.S. Department of Labor (2013). Bureau of Labor Statistics: *Regional Employment by Sector*, June 2013.

Sivin-Kachala, J. & Bialo, E. (2000). *Research Report on the Effectiveness of Technology in School, 7th Edition*. Software and Information Industry Association.

Deputy Secretary of Education Tony Miller (2013, February 14). "Coordinate with Business to Build Needed Job Skills". OVAE Connection.

Bentonville Plastics Owner Terry Law (2013 October 11). NWA Economics Council Meeting.

**Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2014-2015	Salary 2014-2015	2015-2016	Salary 2015-2016
<i>Line#</i>	List Positions	No. FTEs		No. FTEs	
1	Principal	1	\$75,000.00	1	\$75,000.00
2					
3					
4					
5					
6					
7	Subtotal:		\$75,000.00		\$75,000.00
8	Fringe Benefits (rate used <u>26%</u>)		\$19,500.00		\$19,500.00
9	Total Administration:		\$94,500.00		\$94,500.00

Regular Classroom Instruction:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
10	Teachers	5	\$45,000.00	10	\$45,000.00
11	Aides				
12	Subtotal:		\$225,000.00		\$450,000.00
13	Teacher Fringe Benefits (rate used <u>26%</u>)		\$58,500.00		\$117,000.00
14	Aide Fringe Benefits (rate used <u> </u>)				
15	Total Regular Classroom Instruction:		\$283,500.00		\$567,000.00

Special Education:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
16	Teachers				
17	Aides				
18	Subtotal:				
19	Teacher Fringe Benefits (rate used <u> </u>)				
20	Aide Fringe Benefits (rate used <u> </u>)				
21	Total Special Education:				

Gifted and Talented Program:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used <u> </u>)				
26	Aide Fringe Benefits (rate used <u> </u>)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
42 Career Counselor	0.5	1
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:	\$25,000.00	\$50,525.00
48 Fringe Benefits (rate used 26%)	\$6,500.00	\$13,136.50
49 Total Guidance Services:	\$31,500.00	\$63,661.50

Health Services:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
50 _____		
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
58 List Positions		
59		
60		
61		
62		
63 Subtotal:		
64 Fringe Benefits (rate used _____)		
65 Total Media Services:		

Fiscal Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
66 List Positions		
67		
68		
69		
70		
71 Subtotal:		
72 Fringe Benefits (rate used _____)		
73 Total Fiscal Services:		

Maintenance and Operation:

	2014-2015 No. FTEs	2015-2016 No. FTEs
74 List Positions		
75 Custodian	0.25	0.25
76		
77		
78		
79 Subtotal:	\$9,332.00	\$9,332.00
80 Fringe Benefits (rate used <u>26%</u>)	\$2,426.32	\$2,426.32
81 Total Maintenance and Operation:	\$11,758.32	\$11,758.32

Pupil Transportation:

	2014-2015 No. FTEs	2015-2016 No. FTEs
82 List Positions		
83		
84		
85		
86		
87 Subtotal:		
88 Fringe Benefits (rate used _____)		
89 Total Pupil Transportation:		

Food Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
90 List Positions _____	_____	_____
91 _____	_____	_____
92 _____	_____	_____
93 _____	_____	_____
94 _____	_____	_____
95 Subtotal:	_____	_____
96 Fringe Benefits (rate used _____)	_____	_____
97 Total Food Services:	=====	=====

Data Processing:

	2014-2015 No. FTEs	2015-2016 No. FTEs
98 List Positions _____	_____	_____
99 _____	_____	_____
100 _____	_____	_____
101 _____	_____	_____
102 _____	_____	_____
103 Subtotal:	_____	_____
104 Fringe Benefits (rate used _____)	_____	_____
105 Total Data Processing:	=====	=====

Substitute Personnel:

	2014-2015 No. FTEs	2015-2016 No. FTEs
106 Number of Certified Substitutes _____	_____	_____
107 Number of Classified Substitutes _____	_____	_____
108 Subtotal:	_____	_____
109 Certified Fringe Benefits (rate used _____)	_____	_____
110 Classified Fringe Benefits (rate used _____)	_____	_____
111 Total Substitute Personnel:	=====	=====

112 TOTAL EXPENDITURES FOR SALARIES:	=====	=====
	\$421,258.32	\$736,919.82

**Public Charter School Application
Estimated Budget Template**

REVENUES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
State Public Charter School Aid:			
2014-2015			
1	No. of Students <u>125</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$815,125.00</u>	
2	No. of Students <u>125</u> x <u>\$44.00</u> Professional Development	<u>\$5,500.00</u>	
3	No. of Students <u>62</u> x <u>\$517.00</u> eligible rate* NSL Funding	<u>\$32,054.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
2015-2016			
6	No. of Students <u>250</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$1,630,250.00</u>
7	No. of Students <u>250</u> x <u>\$44.00</u> Professional Development		<u>\$11,000.00</u>
8	No. of Students <u>125</u> x <u>\$517.00</u> eligible rate* NSL Funding		<u>\$64,625.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u><u>\$852,679.00</u></u>	<u><u>\$1,705,875.00</u></u>
Other Sources of Revenues:			
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
15	Other (<i>Specifically Describe</i>)		
16			
16	Total Other Sources of Revenues:		
17	TOTAL REVENUES:	<u><u>\$852,679.00</u></u>	<u><u>\$1,705,875.00</u></u>

EXPENDITURES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
Administration:			
18	Salaries and Benefits	<u>\$94,500.00</u>	<u>\$94,500.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 _____		
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$1,000.00</u>	<u>\$2,000.00</u>
25	Equipment	<u>\$1,500.00</u>	<u>\$3,000.00</u>
26	Other (List Below)		
27	_____		
28	_____		
29	_____		
30	_____		
31	Total Administration:	<u><u>\$97,000.00</u></u>	<u><u>\$99,500.00</u></u>

Regular Classroom Instruction:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
32	Salaries and Benefits	<u>\$283,500.00</u>	<u>\$567,000.00</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 Professional Development	<u>\$20,000.00</u>	<u>\$20,000.00</u>
34	V - CI 2 Industry Consultant	<u>\$50,000.00</u>	<u>\$50,000.00</u>
35	V - CI 3		
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials	<u>\$50,000.00</u>	<u>\$75,000.00</u>
39	Equipment	<u>\$15,000.00</u>	<u>\$25,000.00</u>
40	Other (List Below)		
41			
42			
43			
44			
45	Total Regular Classroom Instruction:	<u><u>\$418,500.00</u></u>	<u><u>\$737,000.00</u></u>

Special Education:			
46	Salaries and Benefits		
	Purchased Services - List Vendors Below		
47	V - SE1		
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
54	Other (List Below)		
55			
56			
57			
58			
59	Total Special Education:		

Gifted and Talented Program:			
60	Salaries and Benefits		
	Purchased Services - List Vendors Below		
61	V - GT1		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
69			
70			
71			
72			
73	Total Gifted and Talented Program:		

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount:

2015-2016 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
75	V - ALE1 _____	_____	_____
76	V - ALE2 _____	_____	_____
77	V - ALE3 _____	_____	_____
78	V - ALE4 _____	_____	_____
79	V - ALE5 _____	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)	_____	_____
82	_____	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>_____</u>	<u>_____</u>

English Language Learner Program:

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
89	V - ELL1 _____	_____	_____
90	V - ELL2 _____	_____	_____
91	V - ELL3 _____	_____	_____
92	V - ELL4 _____	_____	_____
93	V - ELL5 _____	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
	Other (List Below)	_____	_____
96	_____	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	<u>_____</u>	<u>_____</u>

Guidance Services:

102	Salaries and Benefits	<u>\$31,500.00</u>	<u>\$63,661.50</u>
	Purchased Services - List Vendors Below	_____	_____
103	V - GS1 _____	_____	_____
104	V - GS2 _____	_____	_____
105	V - GS3 _____	_____	_____
106	V - GS4 _____	_____	_____
107	V - GS5 _____	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
	Other (List Below)	_____	_____
110	_____	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	<u>\$31,500.00</u>	<u>\$63,661.50</u>

Health Services:

2014-2015 Amount:

2015-2016 Amount:

116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:		

Media Services:

130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	Total Media Services:		

Fiscal Services:

144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1		
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	Total Fiscal Services:		

Maintenance and Operation:

2014-2015 Amount:

2015-2016 Amount:

158	Salaries and Benefits	<u>\$11,758.32</u>	<u>\$11,758.32</u>
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 <u>Arkansas Western Gas</u>	<u>\$5,108.00</u>	<u>\$6,000.00</u>
160	V - MO2 <u>Carroll Electric</u>	<u>\$19,180.00</u>	<u>\$22,000.00</u>
161	V - MO3 <u>Pea Ridge Water</u>	<u>\$3,493.00</u>	<u>\$4,500.00</u>
162	V - MO4 <u>Century Link</u>	<u>\$2,349.00</u>	<u>\$3,000.00</u>
163	V - MO5 _____	_____	_____
164	Supplies and Materials	_____	_____
165	Equipment	_____	_____
166	Other (List Below)	_____	_____
167	_____	_____	_____
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	Total Maintenance and Operation:	<u><u>\$41,888.32</u></u>	<u><u>\$47,258.32</u></u>

Pupil Transportation:

172	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
173	V - PT1 _____	_____	_____
174	V - PT2 _____	_____	_____
175	V - PT3 _____	_____	_____
176	V - PT4 _____	_____	_____
177	V - PT5 _____	_____	_____
178	Supplies and Materials	_____	_____
179	Equipment	_____	_____
180	Other (List Below)	_____	_____
181	_____	_____	_____
182	_____	_____	_____
183	_____	_____	_____
184	_____	_____	_____
185	Total Pupil Transportation:	<u>_____</u>	<u>_____</u>

Food Services:

186	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
187	V - FD1 _____	_____	_____
188	V - FD2 _____	_____	_____
189	V - FD3 _____	_____	_____
190	V - FD4 _____	_____	_____
191	V - FD5 _____	_____	_____
192	Supplies and Materials	_____	_____
193	Equipment	_____	_____
194	Other (List Below)	_____	_____
195	_____	_____	_____
196	_____	_____	_____
197	_____	_____	_____
198	_____	_____	_____
199	Total Food Services:	<u>_____</u>	<u>_____</u>

Data Processing:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1		
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	Total Data Processing:		

Substitute Personnel:			
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:		

Facilities:			
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222	Remodel Rooms for Career Pathway Classes	\$20,000.00	
223			
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year		
230	Content Insurance for One Full Year		
231	Total Facilities:	\$20,000.00	

Debt Expenditures:

2014-2015 Amount:

2015-2016 Amount:

List Debts Below

232

233

234

Total Debts:

=====

=====

Other Expenditures:

List Other Expenditures Below

235

236

237

238

239

240

241

TOTAL EXPENDITURES:

\$608,888.32

\$947,419.82

242

Net Revenue over Expenditures:

\$243,790.68

\$758,455.18

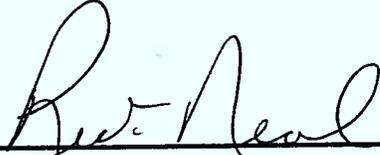
Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

**2013 APPLICATION
DISTRICT CONVERSION AND LIMITED
PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion or limited public school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the 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 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 schools not waived by the approved charter.
6. The 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 any other qualified employee of the school district is covered.
7. The 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.

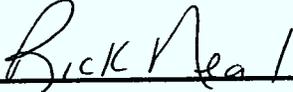
8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion or limited public charter school shall be reviewed for 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 applicant confirms the understanding that certain provisions of state law shall not be waived. The 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District

10/31/13

Date



Printed Name

2013-2014 Application Cycle

Warren Middle School

Summary

**Warren School District
Warren, Arkansas**

WARREN MIDDLE SCHOOL

School District: Warren School District
Grade Levels: 6-8
Student Enrollment Cap: 450
Address of Proposed Charter: 210 Scobey Drive, Warren, AR 71671

Mission Statement

The mission of the 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 the Warren Middle School is to do whatever it takes to teach each student the necessary skills for a productive life 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, and walk-through results indicating culture.

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- Lack of documentation for the federal funds noted in the budget as revenue
- No explanation for including general supplies for Warren High School in the budget
- Meeting the needs of gifted and talented students including the following:
 - The plan to design a tool to be used to identify gifted and talented students
 - Allowing only students who perform at Level 4 on the school's curriculum scales to attend Pre-AP classes

Letter Provided in Application in Support of the Charter

Jerry Daniels Warren School Board President

Requested Waivers

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant.

From Ark. Code Ann.

6-11-128	Arkansas Public School Computer Network—Financial and management systems (only as assignments to student grade levels may not match their testing levels)
6-15-902(a)	Grading scale—Exemptions—Special education (to implement a more rigorous grading scale)
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—Waivers
6-17-401 et seq.	Certification Generally

6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42-101 et seq.	General Provisions (gifted and talented)
6-80-107	Transcripts

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.3.5	Grades 5-8 Physical Education (not approved to the extent that it affects accountability)
9.03.3.6	Grades 5-8 Fine Arts (to be integrated into the other curriculum)
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability; waiver requests submitted for new technology course offering on December 2, 2013 to the Department of Career Education)
10.02	Class Size and Teaching Load
10.02.2	Requiring kindergarten classes have no more than 20 students for 1 teacher or 22 students with a half-time aide
10.02.3	Requiring an average student/teacher ratio for grades 1-3 of no more than 23 students per and no more than 25 students per teacher in any classroom
10.02.4	Requiring an average student/teacher ratio for grades 4-6 of no more than 25 students per and no more than 28 students per teacher in any classroom (will have no more than 180 students per teacher)
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction (will have no more than 180 students per teacher)
12.05	Transfer Between Schools (requiring a student transferring from a school accredited by ADE to be placed in the same grade)
15.03.2	Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned
15.03.3	Allowing a person not fully qualified for a position to be used in emergencies only
18	Gifted and Talented Education

From Other 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 the Processes to Ensure the Quality, Security, Validation and Timeliness of Public School Data in the Arkansas Public School Computer Network (only as assignments to student grade levels may not match their testing levels)

- ADE Rules Governing Educator Licensure
- Section 5 of ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program (only as assignments to student grade levels may not match their testing levels)

2013-2014 Application Cycle

ADE

Evaluation and

Applicant

Responses

Warren School District
Warren, Arkansas

WARREN MIDDLE SCHOOL

School District: Warren School District
Grade Levels: 6-8
Student Enrollment Cap: 450
Address of Proposed Charter: 210 Scobey Drive, Warren, AR 71671

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 Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited 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;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

Meets the Standard

C-2 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 clear and succinct.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)**Concerns and Additional Questions:**

- Explain how walk-through results indicate culture.

Walk-through results indicate culture (as defined by WSD in our Strategic Design: beliefs, attitudes, and behaviors which characterize the school) in the following ways:

1. Identifying the instructional practices, the grouping format, and the strategies used by the teachers and engaged in by the students indicating a collaborative culture of learning by all
2. Observing student and teacher actions and interactions such as respect and rapport, efficacy, celebration of meeting goals, student work posted and evidence of students and teacher tracking learning etc.
3. Using common language classroom to classroom, open and honest communication in PLCs and in advisee/advisor meetings, collaboration, and sense of community.
4. Observing “Standard-Operating Procedures” developed by teacher teams, interaction between students and teachers (mutual respect and rapport).
5. Observing teacher response to individual needs by noting differentiation by strategies and environment.
6. Observing evidence of implementing action plans based on SAI survey and any other surveys. (WSD has an established practice of not participating in any survey unless results are analyzed and used.)

The Building Leadership Team (BLT) will frequently review data collected and utilize it as a planning tool for future professional development and focus team meetings.

C-3 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Meets the Standard**C-4 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;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Meets the Standard

Concerns and Additional Questions:

- Explain what is meant by, “Instruction moves forward only when all students are ready.”

This quote is part of the explanation of what our model is NOT. It is from the section of the application in which standards-based, standards-referenced, and tracking were contrasted. For your convenience, we have added a chart detailing our design of these models.

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

We will use the standards-based model to meet the needs of our students.

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

We confirm the understanding that every digital course must be offered from a provider approved by the ADE and must meet or exceed curriculum standards and requirements established by the ASBE in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online learning.

C5: CHARTER MODEL

The Charter Model section should explain the reasons that the district is requesting a charter school.

Evaluation Criteria:

A response that meets the standard will present:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus.

Does Not Meet the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide specific reasons why it is critical for the district to have a charter school.
- Explain why the plan outlined in the application cannot be implemented as part of the current middle school.

WMS has applied for a charter school for the following reasons:

- Our elementary schools have already been granted charter status; and as students come to Middle School, patterns of moving through learning levels by demonstrating proficiency, grouping and re-grouping, scoring procedures, standard operating procedures, vocabulary around the model, etc., will have been established. Students at Eastside New Vision Charter School and Brunson New Vision Charter School “own” their learning. They are part of the goal setting process, understand “their job” in providing evidence of learning, and because they have participated in data dialogues, they are able to discuss their learning goals and where they are on their learning path with others. We want this educational opportunity to continue as students grow up in our district. We have spent considerable time and effort in teaching our parents the new system as well. Part of our strategic design is to move the standards-based education model to the other campuses as the students move up for continuity of the program for the benefit of students, parents, and staff. This will provide an innovative opportunity for students at any point of their learning path to have their learning customized for their needs. (A copy of our District Strategic Design / CtAG which was created by a group of 69 stakeholders in January 2013 is attached to this document.)
- Our school proposes to use scoring scales of 4, 3, 2, and 1. This practice conflicts with the ADE requirements of using percentage and letter grades. We use a digital platform called Educate for recording and reporting progress on standards. While we are working with

APSCN field representatives and our consultants to devise a way to record an omnibus scale score, we need to stay true to the standards-based model in which a student might be working at “6th grade” or in our system, learning level 7 in math and “8th grade” or learning level 9 in Literacy. With Educate reporting, districts receiving our students will know on which standards a student has demonstrated proficiency, which standards on which they are currently working, and which standards are next in their learning pathway.

- WMS houses what is currently Grades 6, 7, & 8. Some teachers are certified to teach up to 6th grade, while others are certified to teach 7th grade and up. In personalizing student learning needs, we have a need for all of the teachers to be able to facilitate learning for any of the students as they will group and regroup according to needs. A charter setting will allow for this innovative opportunity.
- A “tight” part of our strategic design is for learning to be the constant and time the variable, and within this type of setting, it could be possible that a student’s (s’) learning need could be best met in a classroom that according to the standards is already full. It is not our intent to “load up” classes, but it is our intent to provide for student needs and therefore, we have asked for a waiver to allow an overage of up to 5 students if needed. Similarly, given this scenario, it could be possible that a teacher might see more than the allowable 150 students in a day. Again, the unique model that we are building is possible in a charter setting.
- As the district has worked on a new technology sequence of courses in preparation for the PARCC assessments, we see reasons to offer courses at different levels than those stipulated. Again, in a charter school, waivers to offer courses with flexibility are a preferred option.
- Furthermore, within the charter setting that we propose, we see a way to connect the PreAP classes to the core curriculum we have developed by establishing a norm that the PreAP students must demonstrate proficiency and consistent work at level 4 of the scale rather than level 3 which is the target in other classes. Other waivers, allowed through a charter setting include flexibility on scheduling as described in the application. Again, within a charter setting and with these waivers, this design is possible.
- Our district has invested untold hours and considerable funds in visits to out-of-state schools implementing this type of system, research and investigation, and curriculum work because we believe this is a system of learning that can work for all students. We don’t want to lose this momentum by stopping in Grade 5!

C-6: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

A response that meets the standard will present:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan;
- A plan that addresses how the charter school will improve student learning and meet the state education goals;
- Specific goals in:

- Reading;
- Reading Comprehension;
- Mathematics; and
- Mathematics Reasoning;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain if Warren Middle School teachers have been involved in working with “standards and formatting them into a curriculum scoring scale format” in addition to the high school team.

The indication of WHS was a typo and should have read WMS. All schools in Warren School District have had teams involved in working with the standards and formatting them into a curriculum scoring scale format.

- Provide the increase, by percentage, of all students and students in subgroups to be college and career ready.

All Students:	Lit Performance – 3.19%	Lit Growth – 3.09%
	Math Performance – 2.21%	Math Growth – 2.47%
TAGG:	Lit Performance – 3.74%	Lit Growth – 3.52%
	Math Performance – 2.63%	Math Growth – 2.82%

These percentages are based upon the AMO chart.

- Explain “being active at the content level to or above their grade level.”

The statement to which you refer reads as follows in our application: “being active at the content level **equal** to or above their grade level”. In the SBE model, students work through learning levels as they demonstrate proficiency. Learning, not time, is the constant, however, Educate data points are available indicating if students are “on-track” with the pace of their learning- that is, we can identify if students are currently working at or above the expected pace for their “grade level”. Even though grade levels are blurred in this system, pacing is still an important factor that we monitor. Our standards, written in scale scoring format, are based on common core standards, and therefore they meet (scale score level 3) or exceed (scale score level 4) state requirements.

- Explain who is developing scales for social-emotional goals. Explain when they will be written; how they will be taught, and how they will be evaluated. Explain how it will be determined if the evaluation of social-emotional goals is valid and reliable.
 - a. *Our school will use Habits of Mind (HOM) by Kallick and Costa as the basis for our social-emotional development. The Maine Consortium for Mass Customized Learning (MCL), uses HOM as its social and emotional development, and they have already written the scales, and as our partner in learning, they have given us permission to use*

them as they are or to personalize them. WMS teachers will review the scales and revise as needed once they have received their training in HOM which we expect to begin this spring.

- b. The “paths” of HOM will be taught in our middle-level Advisory program; and students, as they did in Maine, will self-evaluate and track their progress on the achievement of the “paths” of HOM, as well as being evaluated by their teacher advisor.*
- c. Bena Kallick, co-author of HOM and educational evaluation expert, will continue consulting with us on how to ensure that the evaluation of the model is valid and reliable. Data points include: student discipline data, student self-assessments, and teacher surveys.*

C7: 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 State 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 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 State Standards.

Meets the Standard

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- 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;
- 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;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students.

Meets the Standard

C-9: 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 timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report** to the public, that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Meets the Standard

C-10: 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, anonymous 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.

Meets the Standard

Concerns and Additional Questions:

- Confirm the understanding that amendment requests must be submitted to the Charter Authorizing Panel rather than State Board of Education.

The Warren School District and Warren Middle School understand that any amendment requests must be submitted to the Charter Authorizing Panel, not the State Board of Education.

C-11: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- 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, and
- The staffing plan consistent with the staff members noted in the budget.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain why 22 teachers are listed in the budget, but 16.25 are listed on page 23.

When we got clarification on which teachers to include as “regular classroom teachers” for the budget, we failed to update that number on page 23. The correct number on page 23 should read 22 as it does on the budget page.

- Confirm the understanding that there must be highly qualified teachers in core content areas.

Warren School District and Warren Middle School understand that there must be highly qualified teachers in core content areas and will continue to require compliance.

C-12: 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.

Meets the Standard

C-13: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school’s program, the school’s targeted population, and the public;
- 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; and
- A sound plan for continued operation, maintenance, and repair of the facility.

Meets the Standard

C14: 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

charter school plans to participate in the National School Lunch program.

Meets the Standard

C15: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community 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.

Meets the Standard

C-16: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

Partially Meets the Standard

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

- **Gifted and Talented**

- The applicant should explain why this waiver is necessary based on the language provided on Page 20 of the Application.

A waiver is requested so that we may craft an evaluation tool specific to the program we propose to implement. Without the waiver, the state evaluation tool will have to be used and we feel we can collect information for more effective use by using a tool aligned with our program. The programming for PreAP courses will be based upon our curriculum scales with the expectation that students in the PreAP courses will perform at level 4 of the scoring scale rather than level 3 which is the target in other courses.

- **Section 9.03.3.9 of the ADE Rules Governing the Standards for Accreditation**

- Pursuant to Ark. Code Ann. §6-5-1003, the Department of Career Education develops program standards for career and technical education courses of study. While the Charter Authorizing Panel has the authority to grant this waiver, the applicant should also seek approval from the Department of Career Education to embed these courses.

Waivers were included in the transition plan for the new technology course offering sequence which was submitted to the Department of Career Education on December 2, 2013. (See transition plan on page 7-8.)

C-17: 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.

Meets the Standard

OTHER COMMENTS

Budget

- Review the budget considering that the legislative session reduced the amount of funding for professional development in 2014-2015. The current estimate is approximately \$26.67 per student.
- Provide documentation for the federal funds noted as revenue.
- Explain why maintenance general supplies for WHS are included in the budget.

Warren School District	14/15				15/16			
	Transition Plan	1 st Qt	2 nd Qt	3 rd Qt	4 th Qt	1 st Qt	2 nd Qt	3 rd Qt	4^{th} Qt
4 th Grade requesting 2 waivers for 4 th /5 th see below.*	Keyboarding/Input Technology 50 min week min.*	Keyboarding/Input Technology 50 min week min.*	Keyboarding/Input Technology 50 min week min.*	Keyboarding/Input Technology 50 min week min.*	Keyboarding OR Input Technology* * Teacher	Keyboarding OR Input Technology* * Teacher	Keyboarding OR Input Technology* * Teacher	Keyboarding OR Input Technology* * Teacher
5 th Grade requesting 2 waivers for 4 th /5 th see below.*	Keyboarding/Input Technology 50 min week min.* Teacher	Keyboarding/Input Technology 40 min week min.* Teacher	Keyboarding/Input Technology 40 min week min.* Teacher	Keyboarding/Input Technology 40 min week min.* Teacher	Keyboarding OR Input Technology* * Teacher	Keyboarding OR Input Technology* * Teacher	Keyboarding OR Input Technology* * Teacher	Keyboarding OR Input Technology* * Teacher
6 th Grade	Keyboarding	Keyboarding	Input Technology Tcher: New Person	Technology Communication Tcher: New Person	Tech. Comm 366910 daily for 9 weeks OR 40 min per week Tcher:			
7 th see waiver request	Intro to Bus Comm & Tech 378920 daily (60 clock hrs or 1 semester) Teacher: Gwen Sledge [These students will have keyboarding spring 2014 as 6 th graders.]	Career Development (Take this semester or their 8 th grade year; 8 th graders may also have this 2 nd semester course as an option.) Teacher: D. Cuthbertson		Info & Comm Tech 378910 daily (60 clock hrs or 1 semester) Teacher: Gwen Sledge OR Careers (must have both courses 7 th or 8 th grade year)	Info & Comm Tech 378910 daily (60 clock hrs or 1 semester) Teacher: Gwen Sledge OR Careers (must have both courses 7 th or 8 th grade year)			
8 th see waiver request	Intro to Bus Comm & Tech 378920 daily (60 clock hrs or 1 semester) Teacher: New Person [These students will have keyboarding spring 2014 as 7 th graders.] Career Development (All 8 th graders must take it; option first semester or 2 nd . 7 th graders have an option to take it 2 nd semester IF room with waiver.) Teacher: D. Cuthbertson	Info & Comm Tech 378910 daily (60 clock hrs or 1 semester) Teacher: Gwen Sledge		Teacher: D.Cuthbertson	Teacher: D.Cuthbertson			
9 th Grade	CBA CBA MUST STILL BE TAUGHT DURING THIS SCHOOL YEAR .	CBA		TECH DESIGN & APPLICATION	TECH DESIGN & APPLICATION			
10 th				TECH DESIGN & APPLICATION NOTE: 15/16 WILL BE THE ONLY YEAR THAT THIS COURSE WOULD NEED TO BE OFFERED TO ALL 9 TH & 10 TH GRADERS.	TECH DESIGN & APPLICATION			

WAIVER REQUESTS:

***Any waiver needed from standards**

***CTE Waiver Request embedding Keyboarding and Input Technologies:**

We request a waiver to embed Keyboarding and Input Technologies to be taught at least 40 minutes a week for **both the 4th & 5th grade year**. We will begin keyboarding instruction with K-4th graders in spring of 2014 to begin this transition. With the standards-based model, students work through learning levels by demonstrating learning and skills. We want the flexibility for students to be able to work through proficiency in keyboarding and move directly into Input Technologies as they are ready whether this is a year-long process, shorter than or longer than a year. We plan to establish proficiency levels for keyboarding for each learning level starting with traditional kindergarten.

****CTE WAIVER REQUEST FOR Flexibility in when 35510 is taught.** We request a waiver for Input Technologies (355910) to be taught at the 4th or 5th grade level due to our district conversion charter's standards-based design in which grade levels are blurred and students work through learning levels as they demonstrate proficiency.

CTE Waiver Request for Flexibility in when 366910, 378910, and 388910 are taught: We request a waiver for Technology Communications, Information and Communications Technology, and Career Development to be taught in the correct sequence during 6th-8th grade without specifying a particular grade level per course. This waiver has also been requested in our district conversion charter application due to our district conversion charter's standards-based design in which grade levels are blurred and students work through learning levels as they demonstrate proficiency. As you can see from our transition plan above, we will begin with keeping Technology Communications within the traditional 6th grade year but as we see students demonstrating proficiency, we ask for flexibility for them to move through the technology courses as readiness is demonstrated.

CTE Waiver Request for Flexibility in the length of time a course may be taught: We request a waiver for flexibility in the time requirement for Technology Communications and Information and Communications Technology due to the standards-based concept in which students must demonstrate proficiency in order to move through learning levels. The standards-based framework includes learning as the constant and time as a variable.

Teacher: = Ar teaching license & Endorsement

Teacher: = Business Technology License

Teacher: = Ar teaching license covering grade 8 and complete ACE PD & Endorsement

The following pages are Warren School District's Strategic Design as referenced in C-5. This Strategic Design / CtAG plan was developed in January 2013 by 69 stakeholders including teachers, parents, administrators, community members, and board members.



WARREN SCHOOL DISTRICT

“We are deeply committed to providing every child a safe, positive, environment for learning skills necessary to live productively in a global society.”

STRATEGIC DESIGN CLOSING THE ACHIEVEMENT GAP (CTAG)

WSD defines “Mission” as: our purpose; why we exist.

WSD Mission Statement:

“We are deeply committed to providing every child a safe, positive, environment for learning skills necessary to live productively in a global society.”

Adopted: 8.31.09

Revisited: 5.25.10

Revisited: 1.24.13

WSD defines “Core Values” as: principles that guide our behavior and govern how we will work together as we carry out the mission and vision of our school district.

WSD Core Values:

Accountability: *taking responsibility for the content and process of decisions made, actions taken, and the resulting outcomes.*

Alignment: *purposeful, direct matching of decisions, resources, and organizational structures with our mission and vision.*

Communication: *two-way process of reaching mutual understanding and transparency in exchanging information, news, and ideas, as well as developing rapport through open relationships with all stakeholders.*

Courage: *mental or moral strength to venture, persevere, take initiative, take risks breaking the mold, and withstand fear or difficulty.*

Data Driven: *ensuring new undertakings are supported by data; research based.*

Efficiency: *doing more with less; “getting the biggest bang for the buck”, wise use of resources*

Excellence: *desire for, commitment to, and pursuit of the highest quality in any undertaking, process, product, result or attitude in an on-going effort for continuous improvement.*

Integrity: *embodiment of honesty, fairness, trustworthiness, honor, mutual respect, and consistent adherence to high-level moral principles.*

Teamwork: *Working collaboratively and cooperatively toward achieving a common recognized end.*

WSD defines Core Beliefs/Guiding Principles as: statements that are grounded in research; proven rules that guide our work; what we know to be true.

WSD Shared Core Beliefs/Guiding Principles

WSD beliefs about Students and Student Learning:

All students can learn.

Students learn in different ways and in different timeframes.

Students learn best in a safe, respectful, threat-free environment.

Active engagement (minds-on) is essential for optimal student learning.

Student learning is enhanced when it is goal-oriented; relevant; purposeful; and applicable to real-world.

Student learning is fostered by frequent, specific feedback.

Students can and should take ownership and responsibility in their learning and have a voice in how to demonstrate their learning.

WSD beliefs about Teachers and Teaching:

Teachers have a greater impact on student learning when they are knowledgeable about instruction, content, and their students.

Teachers have a stronger impact on student learning when they are role models of lifelong learning, collaboration, and continuous improvement.

Teachers have a greater impact on student learning when they are patient, passionate, learning facilitators who genuinely care about students and their learning.

Teachers set the conditions for motivation and for a safe, respectful, threat-free, joyful learning environment.

Teachers can impact learning when they demonstrate the appropriate use of humor in the classroom.

As the single most important factor in students’ learning, teachers are confident and instill confidence in their students.

Teachers have a more profound impact on student learning when supported by parents/guardians involvement.

WSD beliefs about Adult Learning and Professional Learning Communities:

All stakeholders in the community are partners in educating the students in WSD.
Adult learning is purposeful and specific, designed to improve content knowledge and skills.
Professional Learning Communities (PLCs) function effectively when all members are committed to collaboration and sharing of ideas to promote student learning.
PLCs provide involvement opportunities for all staff and encourage innovation.
PLCs function effectively when a clear purpose and direction are established.
PLCs function effectively when they align practices to support our guiding principles that students learn in different ways and different time-frames.
PLCs function effectively when all members encourage learning through research and investigation and are future-focused.
PLCs embrace cultural diversity.
PLCs function effectively when all members welcome accountability.
PLCs function effectively when all members are committed to the mission and vision with willingness to embrace change.

WSD defines vision as: a photograph in words of how we see our future

WSD Vision for Learning

What learning is like for our students:

WSD students know what their learning goals are, they are challenged, they are successful, they are actively engaged, and they want to meet their learning goals because learning experiences are matched to their developmental learning levels, learning styles, and interests.

Students advance through learning levels as they demonstrate proficiency. Students have voice, and choice in how to demonstrate proficiency and feel ownership of the learning process.

Students are grouped and regrouped based on their learning levels and learning needs. Time is the variable; learning is the constant.

WSD Vision for Instruction

How we will help our students learn:

WSD utilizes customized instruction to meet the unique learning needs of each student to prepare them for a global society. Grade levels have been eliminated resulting in a shift from “what grade is he in” to “what is he learning now”.

Student learning and motivation will be enhanced through technology integration.

Explicit instruction will be based on student learning goals.

Learning and demonstrating learning through real-world problem solving and projects are the norm.

Teachers serve as facilitators of learning.

WSD Vision for Curriculum

What we want our learners to learn:

A guaranteed and viable (doable) curriculum for each level of learning and each content area is based on required state standards and is written in a format that makes it clear what students must know and be able to do to be proficient.

The curriculum is designed to include student voice and choice in demonstrating proficiency and its design allows for learning opportunities 24/7.

The curriculum is relevant to preparing students for life which means the curriculum will be updated when new and relevant content/skills emerge.

WSD Vision for Assessment/Evidence of Learning

How we will know what students have learned:

Assessments measure the learning goals of our guaranteed, viable, and rigorous curriculum. Our definition of assessment extends to include any collection of evidence demonstrating what a student knows and can do in relation to the learning goals.

Because students must demonstrate learning at a 3 or try again, achievement gaps are eliminated resulting in higher achievement scores (state mandated tests, ACT, etc.) and resulting in more colleges and employers seeking Warren graduates.

WSD Vision for Technology

How we will use technology to increase access to learning opportunities:

All students will have the same access to technology at home and school giving them 24 hour access to learning through technology and giving parents 24 hour access to student learning records, to the curriculum, and to resources to use with their child.

Teachers use technology as one means of accelerating student learning when appropriate to challenge and motivate.

Technology acquisition is based upon what is most impactful for student learning.

WSD Vision for Personnel

Who will be our teachers, leaders, and support staff and how will we ensure quality personnel?

All personnel decisions are made with the best interests of students in mind.

Teachers, administrators, and support staff are highly qualified professionals who genuinely care about students and are committed to our mission and vision through the use of research-based practices. All staff members demonstrate high expectations for student learning and adult learning and they understand the importance of reflection and collaboration.

WSD Vision for Stakeholder Partnerships

How the community will support student learning:

The responsibility for educating our students is shared by family, school, and community.

Members of the community are familiar with and in support of WSD vision for student learning.

It is common to see parents and members of the community involved in various ways including providing additional, real-life learning opportunities for students (i.e. mentoring, job shadowing, and apprenticeships). Students, staff, and community work together to grow Warren's economy.

WSD facilities are safe, clean, inviting and include state-of-the-art technologies and other needed resources to support student learning.

2013-2014 Application Cycle

Application

**Warren School District
Warren, Arkansas**

RECEIVED

Arkansas Department of Education
Charter and Home School Office
Oct 31, 2013



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application District Conversion or Limited Public Charter School

Deadline for Receipt of Submission: Thursday, October 31 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Warren Middle School

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
DISTRICT CONVERSION OR LIMITED PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Warren Middle School

Grade Level(s) for the School: 6-8 Student Enrollment Cap: 450

Name of School District: Warren

Type of Charter Proposed: District Conversion Public Charter School

Name of Contact Person: Carla Wardlaw

Address: 408 Cherry City: Warren

ZIP: 71671 Daytime Phone Number: (870) 226-8500 FAX: (870) 226-8531

Email: carla.wardlaw@warrensd.org

Charter Site Address: 210 Scobey Drive

City: Warren

ZIP: 71671 Date of Proposed Opening: August 18, 2014

Name of Superintendent: Marilyn Johnson

Address: 408 Cherry City: Warren

ZIP: 71671 Daytime Phone Number: (870) 226-8500

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of the 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 the Warren Middle School is to do whatever it takes to teach each student the necessary skills for a productive life 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, and walk-through results indicating culture.

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

Applicant Response:

Warren Middle School proposes transforming to a Standards-Based Education (SBE) system where learner outcomes are aligned with the district's mission and vision, and learner progress is tracked by specific learning goals/targets. Grade levels are blurred. Learners are grouped and regrouped around learning goals/targets; learners advance through the curriculum as they demonstrate proficiency (teacher pace or faster). Students must achieve proficiency (80% or more of goals) to move to the next instructional level. Students are set up for success. Common Core/ State Frameworks are the basis for the curriculum; the curriculum is written in scoring scale (rubric) format; measurement topics are identified for all content areas (transparent and consistent); Technology is integrated as a learning tool to inquire, analyze, create, and collaborate. Design of curriculum is continuously transformed through the use of technology systems. Grading is based on mastering individual standards within integrated units. Grading does not include zeros or averaging. Non-academic is tracked separately. NWEA Map assessments are utilized in determining a learner's performance level and learning path; Compass Odyssey is used as one means to customize learning and to provide a blended learning environment. Students are allowed to be driver of their learning. Students track their own progress on specific learning goals/targets as well as on an electronic platform. School leaders are future-focused visionaries who foster a culture that values and rewards student success, creativity, and high expectations. In a traditional system time is the constant, and learning is the variable. In a SBE approach, the reverse is true: Learning is the constant, and time is the variable. Students learn at their own pace, an approach which honors natural developmental differences. Teachers, however, monitor closely the pacing and intervene as needed to redirect learning.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

Applicant Response:

We held our public hearing on Monday, September 23, 2013, in the Warren Middle School Cafeteria. It was advertised in the *Eagle Democrat*, a local weekly newspaper and "Shopper's Guide", a weekly publication that is distributed to all residents of the county. It was also advertised on *Saline River Chronicle*, an online local news site. In addition, it was posted on our district calendar and website. All staff were invited to attend by email, and reminders were included in the WMS daily bulletin. An invitation was sent via Blackboard Connect, a telephone school message system and it was announced at a football game, BCEDC, and Rotary. Sixty four people attended the meeting which included parents, grandparents, community members, all building level principals, and all district administrators. Interest in this meeting exceeded other meetings in the district such as the Annual Report to the Public.

Glenetta Burks, WMS Principal, gave the welcome and along with Superintendent Johnson presented the district background and history with SBE and the 3 types of charters. Mrs. Burks spoke about the initial steps being taken now at WMS and the work the staff has done on the mission and vision. Updates were given from the principals at the two district conversion charter schools on implementation of SBE. WMS principal also gave an update on preliminary steps being taken. The administrators then served on a panel to answer questions that were generated from the audience. Evaluation forms were completed by attendees.

Results from the evaluation survey:

"The information presented this evening was sufficient to help me understand the changes that will occur at WMS if this charter is approved."

Strongly agree: 30% Agree: 70% Disagree: 0% Strongly Disagree: 0%

"I believe that the proposed changes will help my child."

Strongly agree: 55% Agree: 45% Disagree: 0% Strongly Disagree: 0%

"I support the concept of Standards-Based Education."

Strongly agree: 52% Agree: 48% Disagree: 0% Strongly Disagree: 0%

Based upon the responses from the survey and Q & A session, it is apparent that stakeholders are in favor of

SBE implementation. Documentation regarding notifications and sign-in sheets are attached.

In addition to this public hearing, 2 previous public hearings have been held for the two previous charter applications. Principals have met with parent groups and civic groups over the last 3 years. District administration has also met with various civic and parent groups to discuss SBE. We have provided parent training on the use of the Educate electronic platform. A group of 69 individuals including teachers, administrators, board members, parents, and patrons met in January of 2013 to work through a process to create the district's Strategic Design/ CtAG Plan which outlines core values, core beliefs, mission, and vision statements. Talking and educating parent and patron groups will continue. Once they understand what it is we are trying to do and why, the overwhelming majority is in support of the effort.

2. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of the 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 the Warren Middle School is to do whatever it takes to teach each student the necessary skills for a productive life 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, and walk-through results indicating culture.

3. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

On the 2013 ESEA Accountability Report, WMS is listed as a "Needs Improvement School" overall, although in percent tested WMS met the AMO for all students and TAGG. The literacy status for WMS is "Achieving" with AMO met for literacy performance and literacy growth for all students (year and 3 year trend), yet the TAGG did not meet AMO for performance or growth for 2013. ESEA sub-groups not meeting AMO performance in literacy were Hispanics, Economically Disadvantaged, and ELL. Particular weaknesses in literacy are in the writing domains of content, literary, and style as well as open responses in all areas. These weaknesses reveal that not all of our students are able to read with understanding to extrapolate information from text to include in their writing.

The math status for WMS is "Needs Improvement" with AMO not being met for All Students and TAGG for performance and growth. The only AMO being met for math were the 6 ELL students who met AMO for performance and growth. Particular weaknesses in math are in the areas of Geometry and Measurement (MC and OR). 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 written responses are a requirement to provide evidence of learning.

Science scores at WMS have historically been low with only 7% passage rate as compared to 41% passage rate at the state level.

Through Standards Based Education (SBE) in a charter setting at Warren Middle School, we will have the opportunity to continue to create and extend implementation of the SBE system which we began two years in Eastside New Vision Charter School and last year in Brunson New Vision Charter School. Our vision is a truly learner-centered setting in which expectations are clear and consistent from class to class with a viable and guaranteed curriculum defined in a proficiency scale format and where learning is the constant and time is the

variable.

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, B, etc., does not define what a student knows or can do. However, in a standards-based system, learning goals and levels of achievement are evident to all parties involved—learner, teacher, and parents. In Warren Middle School, our vision includes expanding 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 Warren Middle School because we truly believe that extending the SBE concept as the students move through the system is what's best for the students.

The innovative components of SBE are more fully described throughout this application.

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

Applicant Response:

Warren Middle School proposes an educational model with several district components. WMS will employ an educational philosophy based on the precepts of standards-based learning, with curricular and instructional strategies, including personalized instruction and learner-centered practices which aligns with our practice of middle level concepts. The instructional day will include over 6 hours of instruction. The instructional year will include 178 interaction days, 2 parent-teacher conference days, 10 professional development days for a total of 190 contract days. To facilitate student success by expanding educational opportunities, several changes are described below:

A. Educational Foundations

Standards-based education is a comprehensive, student-centered approach to learning in which the entire educational system is organized around engaging students in developing 21st-century skills as they work at their own performance level and advance through the levels only as they demonstrate proficiency of the required knowledge or skills. Standards-based learning may also be defined as performance-based learning, mass-customized learning, and/or proficiency-based learning. At the core of this approach is this deep commitment to students: Every child can and will learn; every child can meet high standards, and every child can succeed in life. This is a learner-center approach, driven by a moral purpose within a system that unleashes every student's potential, and gives every child the opportunity for success. For these reasons, the school will be viable.

Some of the accompanying changes include the following:

*Students become owners of their learning process, assisting in setting learning goals.

*Teachers become facilitators and partners in learning

*Getting by with very low-level knowledge and skills is not acceptable. Students 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 a SBE approach, the reverse is true: Learning is the constant, and time is the variable. Students learn at their own pace, an approach which honors natural developmental differences. Teachers, however, monitor closely the pacing and intervene as needed to redirect the pacing.

We will implement a modified version of the Reinventing Schools Coalition (RISC) Approach to Schooling, Mass Customized Learning components, and researched-based 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? A group of 69 stakeholders met and created a district strategic design in January 2013.

2) Standards Based Design: *a future focused approach to teaching and learning based upon identifying what students will learn, providing opportunities for students to show what they know in various ways, assessing them and then providing specific feedback.*

Key aspects:

o *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.

o *Flexibility.* Students can move in and out of learning levels as they demonstrate proficiency.

o *Student ownership.* Students own, lead, and partner with their teachers in every phase of learning.

o *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.

o *Goal Setting and Tracking of Progress by students and teachers, through Student-Teacher Conferences.*

o *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 contrasts the terms standards-based, standards-referenced, and tracking/ability grouping. **Warren Middle School is proposing a standards-based model.**

Standards-based

Students work at their readiness level in all content areas.
Students own their learning- they are a part of the goal setting process.
Grouping is based on performance rather than age; students move in and out as needed.
Individual needs are met through students' interests, goals, and unique learning styles.
Instruction is balanced; students must understand the information and also be able to apply it in real life situations. (Declarative and Procedural Knowledge)
Progression is based on proficiency (to move through the learning levels).
Students, parents, teachers, administrators, support staff, and community members know the expectations.

Standards-referenced

Students work at grade level across content areas.
Teachers control learning.
Grouped by age – student progress in a time-bound system.
Group needs met through grade level standards.
Instruction is driven by prescribed programs and textbook assessments.
Progression is based on seat time.
Teachers know the expectations

Tracking

(Ability Grouping)

Grouping is based on a few assessments.
Teacher is the decision maker.
Groups have limited movement
Focus is on the system rather than the learning.
Instruction moves forward only when all students are ready.
Progression is based on group readiness.
Teachers control the expectations

3) Leadership — the deliberate focus on developing strong leaders at every level.

4) Continuous Improvement — the systemic processes at every level that ensure that improvement is never ending.

o 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 components, such as shared vision, code of conduct, and learning targets. The results of the learning goals are made transparent by posting results on students' goals sheets and in Educate.

o 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.

o 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.

o 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.reinventionschools.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. 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 Next Generation as soon as those standards are available. We will write curriculum scales for all content area courses at WMS and scales for the social/emotional aspect which will coordinate with PIES (Physical, Intellectual, Emotional, and Social) needs of middle level students. 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. Teams of teachers representing each campus, 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 this application.

C. Comprehensive Assessment System

WMS 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), 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 give access to a bank of assessment items created by schools across the nation. This will be on 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.).
- **Summative Assessments** will continue to be given to evaluate proficiency in student performance. WMS 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 to meet the educational needs of the individual student (a variety of forms can be used). The goal sheets are written in student-friendly language.
- **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.

D. Professional Development

WMS will continue to provide job-embedded professional development to all staff members. Just as the learning path for students will be based upon their needs, our vision for professional development is to customize the PD learning opportunities for teachers. That vision has already begun to be put into place by surveying the teachers to determine their level of knowledge and expertise, level of implementation, level of need for additional professional development, and support on the various components of SBE. District staff who are considered "experts" in the various components will facilitate PD as well consultants previously used and staff from the Co-op and APSRC.

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. Students will hold themselves and peers accountable to the code of conduct and monitor and provide feedback on their progress. Students will be instructed in the *Habits of Mind*.

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 use goal sheets and learning tools, such as graphic organizers, 2 column notes, and read-and-response journals, etc.

Assessment and Data-driven Dialogue, Tracking of Learning: The assessment, goal setting, and collection of evidence of learning are cyclical. After being pre-assessed and placed in the initial learning levels, students will meet with teachers to have data-driven dialogue discussing where they are on their learning path and options on evidence of that learning. 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, just where they are currently in their learning, and that a 3 is needed for proficiency for most learning targets. Students will track their own learning on goal sheets. The goal sheet along with other evidence of student learning will be kept in a student portfolio, and in time our vision is for students, parents and teachers to have access to this information electronically.

F. Interventions

The standards-based system is ideal for a struggling child, the average learner, or the child who is excelling. Learning is continuously monitored through various formative assessments, allowing for quick adjustments. WMS will continue to provide RTI (Response to Intervention) strategies for students who need support in their learning.

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). WMS will continue to integrate technology in the curriculum as an instructional tool and for students' use as a tool to produce learning evidence. Instructional technology tools will include but will not be limited to the following: computers, iPads, electronic readers, document cameras, smart boards, various software/internet sites such as digital storytelling, Chrome Books, My Big Campus, and wiki pages. WMS will make learning constantly accessible with Compass Learning Odyssey, Reading Horizons, and through Educate. Students will have access to the computer lab in the media center for research and for completing projects, mobile labs (iPad and computer). Additionally, each student will be scheduled in the computer lab for Compass Odyssey for at least 100 minutes weekly.

H. Research

WMS will continue to incorporate strategies and theory using researched based on the following sources:

Re-inventing Schools Coalition- *Delivering on the Promise*; Richard A Delorenzo, Battino, Rick Schreiber and B. Carrio;

Marzano 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
Carol Dweck: *Mind-Set*
John Hattie: *Visible Learning*
International Center for Leadership in Education: www.LeaderEd.com
Bena Kalick: *Habits of Mind*
Rick Wormeli: *Day 1 and Beyond*
Carnegie Corporation: *Turning Points*

5. Describe specifically how the charter school will be able to better meet student academic needs than a traditional district school.

Applicant Response:

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. Others may spend time "waiting on the teacher" because they already have the knowledge and skill sets for which the teacher is spending instructional time. 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 this: A child playing a video game must master one level before he is allowed to move to the next 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, he 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 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. For a student to physically move from one building to another, representatives from that building will serve on the intervention team and the student must demonstrate proficiency in literacy and math to move from one school building to another. The proximity of the buildings make it possible for students to have classes in more than one building.

Just as students have spent nine months at a certain grade, teachers on an existing traditional campus have been "grade bound". A charter setting will provide flexibility needed for grade levels to blur as the emphasis shifts to a focus on learning needs of students instead of scheduling based upon age or grade level.

While literacy and math have progressions that run across grade levels, science, social studies, careers course, and business courses will have proficiency scales, but there is less of a defined progression grade to grade in social studies and science, and no progression in the semester long courses such as careers. For these courses, students will work through the proficiency scales in each measurement topic and if they are ahead of pace, their learning will go deeper by working more on the 4 scale level, which is above and beyond target learning (3 on the scale). Those who need more time to reach the 3 will have that time. This will be accomplished through small group and individual reteaching/practice, blended learning situation with technology, RTI as needed, and additional time provided in the schedule.

This design will allow Warren Middle School to be able to better meet student academic needs than a traditional district school.

6. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

We will continue the school improvement development and evaluation process that is currently in place. As a school-wide Title I school, in late spring, the school improvement plan, including Title I programming is evaluated. Parents and patrons along with the building leadership teams are involved in this meeting which serves as an evaluation of the current year programming and needs assessment for the following year's programming. We have developed a tool to use in reviewing the plan. The parent involvement plan is evaluated in a separate session in which a diverse group of parents from each building and the building leadership team review the current year's parent involvement activities and make any changes or additions in the plan for the following year. This meeting is held in mid-May each year. Early each fall semester, a Title I meeting is held at each campus in which data is reviewed along with suggested programs, activities and strategies to address any deficiencies. Parents are given an opportunity in this meeting for input. The school improvement plan is then reviewed in late fall and in early spring through an established process of reviewing each intervention's actions and noting the extent to which the actions have been implemented, the extent of success and what evidence is there to support success or lack thereof, and next steps listed.

Performance criteria are established for each standard in our curriculum scale work that has been done and has been previously described in this application. The scale work is posted in Educate and is totally transparent to parents, students, and teachers. This scale work is a living document and as evidenced with our previous work at Eastside and Brunson New Vision Charter Schools, is revisited and tweaked as it is used. We regularly talk with parents and survey them for feedback. This will continue at WMS.

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

Applicant Response:

GUARANTEED AND VIABLE CURRICULUM:

The first step in planning for school improvement that addresses improving student learning and meeting state education goals is to provide a guaranteed and viable curriculum. A team from WHS has been involved in 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.

STANDARDS BASED STRUCTURE:

CURRICULUM: unpacking the standards; curriculum in scoring scale format

ASSESSMENT: designing assessment items for levels 4, 3, and 2 in the scoring scale

GRADING: giving feedback to students using a formative approach

INSTRUCTION: having a common language and consistent practice of best practice

CONTINUOUS IMPROVEMENT: We will continue to get better at getting better; developing leaders at all levels and *building capacity at all levels* through personalizing learning opportunities for students and staff. A part of this continuous improvement is continuing to work with nationally recognized consultants, networking with schools across the nation who are building customized, standards-based learning environments, attending Customized Learning Summit each summer, and participating in professional learning communities across the district with the purpose of sharing best practice, collaborating on units of study, viewing and scoring student work, using student data to group and regroup students as they move through their learning paths. etc.

LEVERAGING TECHNOLOGY:

Technology will be utilized for instruction, remediation, and enrichment learning opportunities for students in an integrated manner. Technology is also key in assessing students using an adaptive assessment system which has a bridge to a web-based instructional program so that students are assigned lessons at the appropriate level of difficulty and in areas of need. An electronic platform that is accessible by all stakeholders and to include teachers' monitoring of learning progress and design instruction based on individual student needs; students' monitoring of their learning progress and ability to navigate their learning pathway; and parent/guardians' ability to monitor progress and support student learning. Prior to technology, customizing student learning was a dream; but by leveraging technology, it is becoming a viable reality.

ESTABLISHING A CULTURE OF COMMITMENT AND MORAL PURPOSE:

By having a wide variety of stakeholders create our district-wide strategic design, we set the stage for this type of learning system to be a part of our fabric; a sustainable, viable approach to teaching and learning that can and will thrive even when the current administration is no longer in place. For this to be taken to scale district-wide, we are taking steps to make sure all are "all knowing" and understand the rationale behind this systems work. Warren Middle School revisited their mission statement this fall as a part of this effort. They will develop a school wide shared vision which will be in alignment with the district vision statements in the strategic design. Each classroom will develop a Code of Conduct and Shared Vision and will put into place Standard Operating Procedures (SOPs). WMS will be working with Benna Callick to implement Habits of Mind practices.

- C) 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 academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

I. WMS will annually increase the number and percentage of all students and students in sub-groups who are on track to being college and career ready as indicated by reaching proficiency standards on the state assessment and/or NWEA MAP in reading, reading comprehension and math and mathematics reasoning.
Tool: PARCC Assessment of CCSS (2015-2018; baseline 2015); NWEA MAP (Measures of Academic Progress)

II. Learners will demonstrate on-track for college and career readiness as measured by being active at the content level equal to or above their grade level. Annual targets are based on growth from baseline year 2015.
Tool: Educate

III. 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/mathematics reasoning). Tests will be administered each season.
Tool: NWEA MAP (Measures of Academic Progress)

IV. 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 of their focus area. 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.
Tool: Compass Odyssey

V. Increase Social-Emotional Development: As soon as we have scales written for social-emotional goals, we will be able to track student performance and will have as a goal to increase by at least 2% annually the number of students meeting social-emotional goals.
Tool: Educate

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

The first step in planning for school improvement that addresses improving student learning and meeting state education goals is to provide a guaranteed and viable curriculum. A team from WSD has been involved in 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, teams from Eastside and Brunson New Vision Charter beginning in January 2012 worked under the guidance of national consultants, Bea McGarvey and Dr. Gina Chambers. WMS teams joined the process last school year. 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/Next Generation 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:

WHAT is the essential knowledge? WHAT is the scope or progression of the knowledge?
WHAT are the proficiency levels for that knowledge? WHAT are the various ways students could demonstrate the knowledge?

This work is not about:

WHO is going to teach it? WHEN is it going to be taught?
WHERE is it going to be taught? 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.

STANDARDS BASED STRUCTURE:

- CURRICULUM: unpacking the standards; curriculum in scoring scale format
- ASSESSMENT: designing assessment items for levels 4, 3, and 2 in the scoring scale
- GRADING: giving feedback to students using a formative approach
- INSTRUCTION: having a common language and practice of best practice

We now have proficiency scales written K-8 for core subjects and work is continuing on writing proficiency scales for all subjects. 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)

4 (Advanced) Applying beyond level 3; beyond what's been taught

3 (Proficient) *Complex Targeted Knowledge*
Declarative Knowledge: concepts, principles
Procedural Knowledge: skills & processes

2 (Developing) *Simpler Foundational Knowledge*

1 (Emerging) With Help, has foundational knowledge

EDUCATE & NETWORKING:

We are currently networking with Lindsay, CA, a standards-based/performance mastery district who is a recent Race-to-the-Top winner and with Scott Bacon, of Educate, to write measurement topic assessments, and to locate free source technology resources for instruction as well as those for practice for each standard within a measurement topic to load into Educate for use by students. We are also providing professional development on The Art and Science of Teaching by Marzano and this will continue at WMS in addition to being a part of APSRC's ABC Initiative on implementing common core.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

Counseling is a confidential relationship which the counselor conducts with students individually and in small groups to help them solve or constructively cope with their problems and developmental concerns, moving toward self-actualization. The Warren Middle School counselor provides services for all students in Grades 6-8. The counselor helps all students by meeting with them individually and in small group sessions, collaborating with teachers, consulting with parents, and coordinating with administration, staff, and outside agencies.

Small group and individual counseling will be provided for students to promote the development of positive concepts of self and others; improvement in 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.

All students are assigned to a teacher-advisor for the school year. There are 12-15 students in these advisory groups, and the groups meet weekly at the beginning of the day on Friday. The focus of the advisory sessions is to foster academic, career, and personal/social development with emphasis on team-work.

The counselor works with parents, teachers, administrators, social workers, medical professionals, mental health agency therapists, and community health personnel in order to plan and implement strategies to help students be successful in school. The counselor collaborates with other counselors in the district to coordinate services. The counselor assists parents in obtaining needed services for their children.

B) Health services;

Applicant Response:

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 WMS.

C) Media center;

Applicant Response:

The purpose of the school's library media center is to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology. The goal of our library media center is to develop lifelong learners who are effective users of ideas and information. To accomplish this the media center staff will provide access to learning resources in a variety of formats, styles, and genres. The media specialist will provide instruction in research skills and information technology as required currently by the Arkansas Curriculum Frameworks for media and CCSS for literacy. The media staff will encourage students to build college and career readiness by:

- Providing access to learning resources in a variety of formats,
- Teaching skills necessary to locate, evaluate, and use these resources,
- Teaching students their roles and responsibilities in a digital society,
- Collaborating with other educators to design learning strategies that support the state curriculum and CCSS,
- Utilizing 30 imac computers, 2 macbook labs, 2 ipad labs, 10 kindles, and a wide variety of text complexities and lexile leveled reading materials.

D) Special education;

Applicant Response:

Warren Middle School anticipates a Special Education program operating with two classrooms 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 classes will operate as resource rooms where the teacher will work with students in small groups and one-on-one in meeting the requirements of the IEP with the vision of moving

toward a co-teaching situation with the resource teacher providing 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, Instructional Facilitator, administrators
- 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:

- o Pull out in resource room setting or related services setting (ie speech, OT, PT etc.)
- o Push in by resource teacher
- o Combination of both
- o Indirect Services
- o Self-Contained Services

E) Transportation;

Applicant Response:

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.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

WMS will continue to participate in the **Alternative Learning Environment Program** which is housed at Warren High School, across the street from WMS. Historically, there have not been many assignments made to ALE even though 5 seats are available in that program. The ALE program is a non-punitive program. ALE placement criteria include data on attendance, interpersonal skills, personal or family problems, transition to/from residential programs, serious discipline issues, pregnancy or single parenthood. When a student is recommended for placement in ALE, a conference is schedule with a committee to review data and prior plans. If ALE is determined to be the best placement for the child, a plan is developed to meet the student's academic, social, and emotional needs. Students work toward success on their individual learning plan (ILP). When the student is deemed ready to return to the regular classroom setting, a conference will be scheduled again and a transition/exit plan will be written. **Another alternate learning environment** that is shorter term is the in-school suspension program which is also located on the WHS campus. The focus of that program is to instruct students in making better behavior choices while continuing their learning. The short term assignment can be made as a punitive means and is preferable when policy allows to out of school suspension because the student's learning continues and is monitored.

G) English Language Learner (ELL) instruction

Applicant Response:

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.

H) Gifted and Talented Program.

Applicant Response:

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 the 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.

Sixth grade identified gifted students will be serviced through a cross curriculum complex reasoning seminar for forty-five minutes each week. All students in grades six through eight are serviced through Pre-AP classes in all content areas.

All students enrolled in the PreAP classes should be performing above their expected learning level and/or consistently performing at a four on the proficiency scale of their expected learning level. If a student in the Pre-AP classes are struggling to meet their expected learning pace, they will then be moved to a classroom/group that would better meet their learning needs.

All components of the gifted and talented program and the effectiveness of educational opportunities provided for gifted and talented students are evaluated annually. Warren Middle School proposes to craft and evaluation instrument that truly provides accurate, timely, and relevant information to be used in creating goals for program improvements.

9. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, separate from the district's annual report to the public, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See Arkansas Code Annotated 6-23-202.)

Applicant Response:

As described previously in this application, the district has a process in place in late spring to complete an evaluation of the current year's programs, activities, and strategies as implemented and detailed in the ACSIP and at the same time, allowing for input from parents and other stake holders in assessing needs for the next year's program. Early in the fall, at each school-wide Title I campus, a meeting is held in which parents and other stake holders are invited in which the needs assessment results are shared along with tentative plans for programs, activities, and strategies for each intervention in ACSIP to be reviewed, and again, stake holder input is requested. Data from the tools listed in section 6-C will be shared during these processes in determining if goals have been met.

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

Applicant Response:

As the only school in the district providing instruction to sixth, seventh, and eight grade age students, Warren Middle 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 450, 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. We will continue to recruit by placing ads in the newspapers and online news sites in the surrounding areas.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

- Yes
 No

11. Summarize the job descriptions of the school administrator(s) 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 for the school.

Applicant Response:

Administrators Responsibilities: (2 Administrators- Principal & Assistant Principal)

- 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: (16.25 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
- Collect artifacts to demonstrate growth on PGP areas in alignment with Domains and Components of TESS
- 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
- Assisting with scheduling

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.

Staffing Plan:

2 admins/2 admin asst. 2 instructional facilitators (.58 FTE) 1 counselor (1 FTE)
 1 media specialist 1.0 Media Aide 1.0 SpEd teachers 2.0
 SpEd aide 1.0 16.25 teachers Class. Interv. 1.0
 G/T Coordinator .25 .25 school social worker 1 ELL teacher (.25)
 1 ALE teacher .50 1 School Nurse (.23) Custodians 3.5
 Cafeteria Manager .60 Cafeteria Workers 3.0 PE .625
 Music/Band 1.25 FTE Vocational 2.625 Art 1/0
 Social Worker .25 Speech .25

Types of Administrative Positions:

- Principal
- Assistant Principal

Types of Teaching Positions:

- Math
- Literacy
- Science
- Social Studies
- Music (music, choir, band)
- Art
- Digital Learning (Computer Lab)
- Computer Technology
- Career Development
- Special Education (including speech)

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

Yes

No **Please note: 2 waivers requested on this component.**

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

Applicant Response:

Warren Middle School will be located at the current site of the school which is located at 210 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 as they are grouped and regrouped for instruction. The facility was built 9 years ago and contains 22 full-size classrooms, 3 smaller classrooms, media center, 2 computer labs with 25 stations, cafeteria, offices for administration, nurse, and counselor. 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.

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 and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

WMS complies with all the accessibility regulations in accordance with the ADA and IDEA.

There are no alcohol sales within 1,000 feet of the facility. The location is not subject to any local zoning authority.

14. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Breakfast and lunch will be served at Warren Middle School. All students may make application for free or reduced meals. WMS will comply with Food Services regulations through its approved child nutrition program.

15. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents and community members 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: School and District web-site, 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.

16. 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* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

1. 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):

Warren Middle School requests a waiver of the procedures concerning student coding in APSCN/ADE Reporting System, only as to subjects/courses as student assignments in the standards-based system are not made to grade levels (i.e., sixth grade, etc.), but are made to learning levels based on individual need. All students will be coded and entered into APSCN/ADE Reporting System in the usual manner by classroom schedule.

2. Ark. Code Ann. § 6-80-107 (Transcripts):

To the extent that a waiver is necessary from the above statute, in that its proposed grading scale may not be compatible with the statute's requirement to utilize electronic transcripts, the Warren Middle School requests this waiver due to its planned use of rubric and checklist scoring.

3. Arkansas Department of Education Rules (ADE Rules) Governing Waivers for Substitute Teachers, and ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher and Ark. Code Ann. § 6-15-1004 (Qualified teachers in every public school classroom), § 6-17-309 (Certification to teach grade or subject matter – exceptions – Waiver), § 6-17-401 et seq., (Teacher license requirement), § 6-17-902 (Definitions) and § 6-17-919 Warrants void valid certificate and contract) and Sections 15.03.2 and 15.03.3 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (Standards Rule) and the ADE Rules Governing Educator Licensure:

Warren Middle School requests a waiver from the above-referenced Rules and statutes concerning teacher licensure for the purposes of permitting teachers who are licensed at the K-6 level to teach students who are performing at learning levels equivalent to traditional 7th & 8th grade; allowing teachers with 7-12 license to teach students performing at learning levels equivalent to 5th & 6th grades; allowing classroom teachers to instruct Physical Education classes, and to allow professionals from the community to teach courses (such as Art).

The Applicant understands that the receipt of this waiver, if granted, carries with it some restrictions (no waiver of Highly Qualified Teacher requirements; no waiver of background checks, etc.).

4. Sections 10.02.2 and 10.02.3, Standards Rules, concerning class size:

Warren Middle School 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, the student-teacher ratio will not exceed current Standards by more than five (5) students.

5. Section 10.02 ("Teaching Load") of the ADE Rules Governing Standards for Accreditation and specifically Subsections 10.02.4 and 10.02.5:

In order to fully implement our unique curricular offerings, Warren Middle School requests a waiver of the Teaching Load requirements. WMS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the "exceptional case" worth of a waiver under Subsection 10.02.5 of the Standards. A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students.

6. Ark. Code Ann. § 6-15-902 and the ADE Rules Governing the Uniform Grading Scale:

To the extent that a waiver is necessary from the above statute and Rules, Warren Middle School requests this waiver due to its planned use of rubric and checklist scoring. The method of rubric and checklist scoring to be utilized by Warren Middle School 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).

7. Ark. Code Ann. § 6-20-2208(c)(6) (Monitoring of expenditures) and § 6-42-101 et seq., Section 18.0 of the ADE Standards Rules and the ADE Rules Governing Gifted and Talented Program Approval Standards:

Warren Middle School requests a waiver from the above listed rules, as necessary, to provide Gifted and Talented instructional services in the unique manner set forth in the following paragraphs:

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.

Sixth grade identified gifted students will be serviced through a cross curriculum complex reasoning seminar for forty-five minutes each week. Identified students in grade six through eight are serviced through Pre-AP classes/equivalent classes for identified gifted students in all content areas.

All students enrolled in the Pre-AP classes or equivalent classes for identified gifted students should be performing above their expected learning level and/or consistently performing at a four on the proficiency scale of their expected learning level. If a student in the Pre-AP classes/equivalent classes for identified gifted students is struggling to meet his/her expected learning pace, the student will then be moved to a classroom/group that would better meet their learning needs.

All components of the gifted and talented program and the effectiveness of educational opportunities provided for gifted and talented students are evaluated annually. Warren Middle School proposes to craft an evaluation instrument that truly provides accurate, timely, and relevant information to be used in creating goals for program improvements.

8. Section 12.05, ADE Standards Rules:

Warren Middle School 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. Warren Middle School will assess all students to determine the appropriate learning level.

9. Ark. Code Ann. § 6-17-111, concerning the provision of a duty-free lunch to certified personnel:

Warren Middle School 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.

10. Ark. Code Ann. § 6-17-117, concerning limitations on certified non-instructional duty time:

Warren Middle School 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.

11. Ark. Code Ann. § 6-16-130, and Section 9.03.3.6 of the ADE Standards Rules, concerning the provision of Art and Music Instruction:

Warren Middle School 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.

12. Ark. Code Ann. § 6-16-132 and Section 9.03.3.5 of the ADE Standards Rules, concerning Physical Education Instruction:

Warren Middle School requests flexibility in the delivery of physical education. We are fully committed to the well-being of our students and as a result wish to provide wellness opportunities and for the most part, we see that happening within physical education classes, however, with the grouping and regrouping of students based upon need, we wish to have the flexibility to allow classroom teachers to instruct physical education and allow for organized physical activities during lunch break to count as the physical education requirement. This flexibility is needed at the middle school level in meeting the various requirements of art, music, computer/ business courses, and careers while also providing extended learning blocks.

13. Ark. Code Ann. § 6-17-114, concerning teacher planning time:

Warren Middle School requests flexibility in providing teacher planning time. We will meet the minimum of two hundred (200) minutes weekly, but request the flexibility to not give the planning time in the minimum forty (40) minute increments required by the statute.

14. Section 5.0, ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program:

Warren Middle School 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 them to take state standardized tests based upon the grade level that most closely correlates with their learning level.

15. Section 9.03.3.9 (Concerning Career and Technical Orientation), ADE Standards Rules:

Warren Middle School requests flexibility under this section to be able to teach the following Career and Technical Education courses, given the unique nature of our conversion charter school education method, during a student's span of time at the school, as opposed to teaching the courses at a specific grade level: Technologies Communications 366910, Information and Communication Technology-378910, and Career Development 388910.

17. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Warren School District and Warren Middle 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.

Proof of Publication

STATE OF ARKANSAS,

County of Bradley

ss

I, Heather McGlaughlin 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 Warren Middle School Public Hearing. For discussion of a proposed conversion Charter School Application

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 SIX consecutive times, was made as follows:

Sept 4, 2013 Sept 9, 2013 Sept 11, 2013
Sept 16, 2013 Sept 18, 2013 Sept 23, 2013

Fees for Printing, \$ 189.00
Cost of Proof, . . . \$ 0
Total \$ 189.00

Subscribed and sworn to before me this 9 day of October 2013

Heather McGlaughlin
Notary Public Seal: BRADLEY COUNTY, ARKANSAS, No. 12380083

3-73-509 E-22303

Documentation of public hearing requirements

Warren Middle School Democrat

Rotary Club for Aug. 27-
er Rowell Hall and Kaitlyn

Baker was the father of Sam Fullerton and his beautiful sister, Mary Lu, who rests in the Fullerton family plot with her parents at Oaklawn Cemetery. Was she named for her mother, Mary and grandmother, Lucy Cook Fullerton?

Cleaning out a desk, and/or an office is a creative endeavor, as we discovered last week upon departing our 45-year cubbyhole at The Eagle Democrat.

You find all kinds of things. Like a letter my late Mother, the author of Reflections, wrote to her sister at Park College in Missouri in the fall of 1922.

She told of parties the ladies at the Presbyterian Church had for her, as well as one hosted by the regal and late Mabel Derby, her lifelong friend, at 307 West Pine Street.

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Links in the past.

Mrs. Virginia Wheeler Armstrong succumbed, way up in years, in Little Rock the other day.

Her father built the original Frazer's Funeral Home as a residence; later, he sold his sawmill to Samuel Holmes Fullerton, the St. Louis lumberman, and he then sent his two thirtyish and twentyish sons, Bob and Baker, to Warren to run the place.

This became Bradley Lumber Company of Arkansas, of course, once one of the nation's biggest producers of hardwood flooring . . . that and other lumber products.

**WARREN MIDDLE SCHOOL
PUBLIC HEARING**

For discussion of a proposed
Conversion Charter School Application

September 23
Warren Middle School
Media Center
6:00 p.m.

Immediately following will be the
Title I/CtAG meeting.

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With
es," and
ve Have in

transportation,
s and trained per-
ic way has been made
but the reality of it all
ains unchanged through all
ne years.

We've noted that it was our
assignment along with the late
Forrest Gardner to sit up with
the body of the late Mayor Jim
Hurley after his death in the fall
of '57.

I will remember the unsink-
able Forrest busying himself
cooking breakfast for every-
body present ere dawn that day.

Mr. Hurley was not even
sixty: I thought he was an old
man.

He had been nice to us boys,
treating us, as late teenagers,
like we were grownups (the late
Edwin Ives had that creative
touch, too.)

Mr. Hurley made a metric ton
of money on a lumber deal over
55 years ago and generously
shared it with institutions,
churches, friends in Bradley
County.

a leap of faith on September 7, 2003 . . .
and now we're celebrating 10 years at
1219 N. Myrtle St., Warren

Assembly of God Church
te to invite you to Celebrate

Documentation of
Public hearing requirements⁵⁸

Outbox

1 message found

Type	Message Title	Delivery Date	Recipients	Status
	Standards-Based Public Meeting WARREN MIDDLE SCHOOL	20 September 2013 6:00PM (CT)	389	Scheduled

page 1 of 1



Blackboard connect, telephone messaging system, call to parents reminding them of SBE public hearing.

Documentation of Public hearing Requirements

SRB

WARREN MIDDLE SCHOOL BULLETIN

Warren, AR 71671

Monday, September 16, 2013

Students:

1. The Jr. Jacks play the Lake Village Beavers Thursday night in Lake Village. Seventh-graders will NOT have a game.

Several parents have asked about a football schedule. A schedule may be found on the back of your *Student Handbook*. Seventh-grade games will be played on Thursdays before the Jr. Jacks.
2. Progress Reports will be given to all students this Thursday, September 17, during seventh period.
3. The Beta Club is selling T-shirts for \$12 each. See Ms. Cooper or Ms. McClellan to order one.
4. Ms. Mary Ann Johnson will announce the yearbook staff later this week. Yearbooks may be purchased this week for \$30 from Ms. Mary Ann.
5. Applications for being a Character Coach may be picked up from Ms. Cuthbertson.
6. Don't forget to show up for BOX!!
7. This Thursday, September 18, is the last day the following students may attend school unless they bring shot documentation.

ward
on J'Lisa

When you get your shot, take the "shot sheet" to the nurse or to the office!

8. Monday, September 23, parents are invited to a meeting in our cafeteria. We will discuss our plans to implement Standards-Based Education. Following this meeting we will have our Title I meeting, and all parents of WMS students are invited to attend that meeting also.

Faculty:

1. Grades must be complete in Grade Quick by noon Wednesday to give Ms. Arnold time to print Progress Reports.
2. Please be sure your Edline for parents is current.

Documentation of Public hearing requirements

Announced @ football game

WARREN MIDDLE SCHOOL BULLETIN

Warren, AR 71671

Monday, September 23, 2013

Students:

1. All Middle School students and their parents are invited to attend a public meeting TONIGHT Monday, September 23, 2013, at 6:00 in the WMS cafeterias to discuss Standards-Based implementation in our school next year.

Following this meeting a meeting will be held for Middle School parents to discuss Title I and how it is in our school.

2. The Jr. Jacks play Crossett Eagles in Crossett Thursday night. We will have a pep assembly, and the seventh graders will play at 5:30.
3. This Friday is Homecoming in Warren High School. We are affected in these ways:
 - a. School will be dismissed at 1:30 Friday for Homecoming
 - b. The school can not accept any delivery of Homecoming items.
 - c. Next week in WHS, every day is a Spirit Day. Our Homecoming "Spirit Days" are not the same as that of High School. These are the themes for WMS:
 - Monday-----Crazy Hat Day (To wear a hat or cap in the building, the hat or cap must be decorated in some way to represent orange and black or Jr. Jacks/Lumberjacks!
 - Tuesday-----Camo Day
 - Wednesday-----Duct Tape/Trash Bag Day
 - Thursday-----Orange and Black Day
 - Friday-----"Shades" Day; wear sunglasses and put the opponents "in the shade."

FACULTY:

1. Upcoming Events:

- | | |
|---|--|
| Monday, September 23, 2013 | 6:00 SBE Meeting
Title I Meeting
WMS Cafeteria
(Please try to attend.) |
| Tuesday & Wednesday, 9-24 & 25 | Reading Horizons
Haire, Wolfe, Shelby, Ferguson K & L., Ellis, Vanderzwaln, Tullos, and Pacheco |
| Thursday, September 26 | 12:30—3:30, ACSIP Team
Admin. Mtg. Room
7:00—Crossett, There |

Documentation of Public Hearing Requirements

This announcement was in the WMS bulletin from 9-16-2013 - 9-23-2013.

WARREN MIDDLE SCHOOL
210 Scobey Drive * P. O. Box 1210
Warren, AR 71671

AGENDA FOR STANDARDS-BASED EDUCATION (SBE)

PUBLIC MEETING

Monday, September 23, 2013
6:00 P. M.

- Welcome and Introductions-----Glenetta Burks, WMS Principal
Marilyn Johnson, Superintendent of Schools
Carla Wardlaw, Assistant Superintendent
Tommy Arnold, WMS Assistant Principal
Gary Jackson, WHS Principal
Bryan Cornish, WHS Assistant Principal
Regina Scroggins, Brunson Principal
Sara Weaver, Eastside Principal
Kathy Cornish, Eastside Assistant Principal
Middle School Faculty
- District Background for SBE-----Marilyn Johnson
and
Types of Charters
- Explanation and Discussion of SBE in WMS-----Glenetta Burks
- Updates from Other District Schools-----Sara Weaver,
Kathy Cornish, Regina Scroggins, and Gary Jackson
- Panel to Answer Questions from Audience-----Marilyn Johnson,
Carla Wardlaw, Glenetta Burks, Sara Weaver, Kathy Cornish, Regina Scroggins
- Evaluation-----Audience
- Closing-----Glenetta Burks

Documentation of Public Hearing Requirements

Results from the evaluation survey at the public hearing:

"The information presented this evening was sufficient to help me understand the changes that will occur at WMS if this charter is approved."

Strongly Agree	Agree	Disagree	Strongly Disagree
30%	70%	0%	0%

"I believe that the proposed changes will help my child."

Strongly Agree	Agree	Disagree	Strongly Disagree
55%	45%	0%	0%

"I support the concept of Standards-Based Education."

Strongly Agree	Agree	Disagree	Strongly Disagree
52%	48%	0%	0%

This data indicates a strong support base for the transition to a standards-based education system.



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 14, 2013

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 continues to be in support of the Standards-Based Initiative. The Board has been involved with this effort since its inception through site visits to other districts implementing Standards-Based/Performance-Mastery programs, public hearings, and development of the district's Strategic Design/CIAG Plan. We are pleased at the level of support indicated at the public hearing held in September.

During the October 2013 regularly called Board meeting, the board voted to support Warren Middle School's District Conversion Charter application.

Sincerely,

A handwritten signature in black ink that reads "Jerry Daniels".

Jerry Daniels, Warren School Board President

Page 3 Evidence of Parent and Community Support

Academics Come First

2014-2015 Proposed Warren School District Calendar (DRAFT)

Aug. 18-Sept. 19	Window for Kindergarten Screener (QUALIS)		
Aug. 11-13	Staff Development		
Aug. 18	First day of School		
Sept. 1	Labor Day		
Oct. 15	End of First Quarter	Wed. 42 days	
Oct. 27	Parent- Teacher Conferences	Monday 3-7	WMS, WHS, SEACBEC
Oct. 28	Parent- Teacher Conferences	Tuesday 3-7	Eastside & Brunson
Nov. 7	Staff Development (7 hrs.)	Friday 8:00-4:00	
Nov. 20-22	Thanksgiving		
Dec. 19	End of Second Quarter	42 Days	
Dec. 19- Jan.5	Christmas Break for Teachers & Students		
			84 days/semester
Jan. 6	Teachers & Students Return		
Jan. 19	Martin Luther King Day	Monday	
Feb. 10	Parent-Teacher Conference	Tuesday 3-7	Eastside & Brunson
Feb. 12	Parent-Teacher Conference	Thursday 3-7	WMS, WHS, SEACBEC
Feb. 16	President's Day Holiday	Monday	
March 13	End of Third Quarter	Friday 47 Days	
March 23-27	Spring Break	Monday-Friday	
April 3	Good Friday		
April 20	Staff Development (7 hrs.)	Monday 8-4	
May 22	Graduation	Friday	
May 26	Memorial Day Holiday	Monday	
May 29	Last day of School	Friday 47 Days	94 days/semester
June 1, 2,3,4,5	Make-up days, if needed		

Total student teacher interaction days	178
Total parent-teacher conference day	2
Total staff development (60)	10
Total contract days	190

5 makeup days are included in the calendar

60 hours—equivalent of 10 days of professional development provided by the district

*Nothing except emergency sick leave is granted for Staff Development days

WARREN MIDDLE SCHOOL

Sample Schedule for 2014-2015

Teacher	Room	Period 1	Period 2	Period 3	Period 4	Period 5 & Lunch	Advisory (F) & Intervent. (M-Th)	Period 6	Period 7	Period 8
		7:50-8:40	8:40-9:30	9:30-10:20	10:20-11:10	A-Lunch 11:10-11:40 B-Class 11:10-11:55 A-Class 11:40-12:45 B-Lunch 11:55-12:25	12:25-12:55	12:55-1:45	1:45-2:30	2:30-3:15
Anders	353	Pre-APAH	AmHist	Team/Int	AmHist	Prep	AI-6	AmHist	AmHist	Pre-AP
Ellis	326	ARHist	ARHist	Team/Int	PreAP AR His	AR Hist	AI-7	PreAP AR His	Prep	Sports
Bemberg	315	WHist	WHist	Team/Int	PreAP	WHist	AI-8	PreAP	Prep	Sports
Williams, K.	342	Pre-AP Sci	Science	Prep	Science	Science	AI-6	Team/Int	Pre-AP Sci	Science
Caudle	327	Science	Science	Prep	Science	Science	AI-7	Team/Int	Pre-AP Sci	Pre-AP Sci
Thaxton	320	Pre-AP Sci	Science	Prep	Pre-AP Sci	Science	AI-8	Team/Int	Science	Sports
Miller	Band	6 Choir	7-8 Choir	Gen Music	Gen Music	WHS	WHS	WHS	WHS	WHS
Hagler	Band	Gen Music	Prep	7-8 Band	Beg Band	WHS		Prep	BegBand	Music
Williams	Band	Prep	Compass	7-8 Ban.	Beg Band	WHS		WHS	BegBand	WHS
Johnson	328	Art	Prep	Art	Prep	Art	AI-8	Art	Art	Art
Whittemore	Gym	Prep	P. E.	P. E.	P. E.	P. E.	AI-7	P. E.	Prep	Sports
Cuthbertson R.	313	Sports	Prep	Compass	Compass	ALE	AI	Compass	Prep	Sports
Cuthbertson D.	322	CD	CD	Prep	CD	Prep	AI-8	CD	P. E.	CD
Sledge	315	ICT	ICT	Prep	ICT	Prep	AI-8	ICT	ICT	ICT

Tullios	330	Reading	Prep	Mathe	maties	Prep	AI	Mathe	maties	Compass
Vanderzwal	335	Compass	Prep	Sped Test.	Sped Test	Reading	AI-6	Reading	Prep	Reading
Lathan &		.....	---Math---	.....	Prep	Math	AI-8	.....Ma	th-----	Team/Int
Orleanski		.....	----- Liter	acy-----	Prep	Literacy	AI-8	-----Liter	acy-----	Team/Int
Owens &		.....	---Math---	.....	Prep	Math	AI-8	.....Ma	th-----	Team/Int
Lit. Teacher		.....	----- Liter	acy-----	Prep	Math	AI-8	-----Ma	th-----	Team/Int
Ellis		Prep	.....	..... Litera	acy-----	Literacy	AI-7	-----Liter	acy-----	Team/Int
Larance		Prep	.....	.....Math	.....	Math	AI-7	.....Ma	th-----	Team/Int
Ferguson		.....	----- Liter	acy-----	Prep	Literacy	AI-7	-----Liter	acy-----	Team/Int
Pope	343	.....	-----Ma	th-----	Prep	Math	AI-7	-----Ma	th-----	Team/Int
Cooper &	351	Prep	.....	-----Math	.....	Math	AI-6	..... Ma	th-----	Team/Int
Haire	349	Prep	.....	Literacy	.....	Literacy	AI-6	----- Liter	acy-----	Team/Int
J. Williams	350	.....	---Math---	.....	-----Ma	-----th----	AI-6	Math	Prep	Sports
Wolfe	347	.....	Literacy	.....	-----Liter	acy-----	AI-6	Literacy	Prep	Team/Int

**Matching color classes will be dividing 3 periods. Example: Students will be in Literacy with Mrs. Lathan for 75 minutes and then swap with students with Mrs. Orleanski for the remaining 75 minutes.

**Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
Line#	List Positions				
1	Principal	1	\$80,337.00	1	\$81,337.00
2	Asst. Principal	1	\$74,797.00	1	\$75,797.00
3	Admin. Assistants (office staff)	2	\$24,334.00	2	\$24,884.00
4	Instr. Facilitators (not admin)	0.58	\$55,855.00	0.58	\$56,507.00
5	Social Worker (not admin)	0.25	\$54,128.00	0.25	\$55,056.00
6					
7	Subtotal:		\$249,729.90		\$253,440.06
8	Fringe Benefits (rate used 27%)		\$67,427.07		\$68,428.82
9	Total Administration:		\$317,156.97		\$321,868.88
Regular Classroom Instruction:		2014-2015 No. FTEs		2015-2016 No. FTEs	
10	Teachers	22	\$40,735.00	22	\$41,340.00
11	Aides	1	\$13,709.00	1	\$13,935.00
12	Subtotal:		\$909,879.00		\$923,415.00
13	Teacher Fringe Benefits (rate used 28%)		\$250,927.60		\$254,654.40
14	Aide Fringe Benefits (rate used 38%)		\$5,209.42		\$5,295.30
15	Total Regular Classroom Instruction:		\$1,166,016.02		\$1,183,364.70
Special Education:		2014-2015 No. FTEs		2015-2016 No. FTEs	
16	Teachers	2	\$37,190.00	2	\$37,665.00
17	Aides	1	\$11,317.00	1	\$11,515.00
18	Subtotal:		\$85,697.00		\$86,845.00
19	Teacher Fringe Benefits (rate used 28%)		\$20,826.40		\$21,092.40
20	Aide Fringe Benefits (rate used 42%)		\$4,753.14		\$4,836.30
21	Total Special Education:		\$111,276.54		\$112,773.70
Gifted and Talented Program:		2014-2015 No. FTEs		2015-2016 No. FTEs	
22	Teachers	0.25	\$45,124.00	0.25	\$45,624.00
23	Aides				
24	Subtotal:		\$11,281.00		\$11,406.00
25	Teacher Fringe Benefits (rate used 27%)		\$3,045.87		\$3,079.62
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:		\$14,326.87		\$14,485.62

**Alternative Education Program/
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers	0.5	\$45,188.00	0.5	\$45,752.00
29 Aides				
30 Subtotal:		\$22,594.00		\$22,876.00
31 Teacher Fringe Benefits (rate used 20%)		\$4,518.80		\$4,575.20
32 Aide Fringe Benefits (rate used)				
33 Total Alternative Education Program/ Alternative Learning Environments:		\$27,112.80		\$27,451.20

English Language Learner Program:

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
34 List Positions				
35 Teacher	0.25	\$39,300.00	0.25	\$39,800.00
36				
37				
38				
39 Subtotal:		\$9,825.00		\$9,950.00
40 Fringe Benefits (rate used 28%)		\$2,751.00		\$2,786.00
41 Total English Language Learner Program:		\$12,576.00		\$12,736.00

Guidance Services:

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
42 List Positions				
43 Counselor	1	\$51,843.00	1	\$52,443.00
44				
45				
46				
47 Subtotal:		\$51,843.00		\$52,443.00
48 Fringe Benefits (rate used 27%)		\$13,997.61		\$14,159.61
49 Total Guidance Services:		\$65,840.61		\$66,602.61

Health Services:

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
50 List Positions				
51 Nurse	0.23	\$36,852.00	0.23	\$37,300.00
52				
53				
54				
55 Subtotal:		\$8,475.96		\$8,579.00
56 Fringe Benefits (rate used 28%)		\$2,373.27		\$2,402.12
57 Total Health Services:		\$10,849.23		\$10,981.12

Media Services:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
58 List Positions				
Media Specialist	1	\$44,696.00	1	\$45,244.00
59 Media Aide	1	\$11,425.00	1	\$11,608.00
60				
61				
62				
63 Subtotal:		\$56,121.00		\$56,852.00
64 Fringe Benefits (rate used 28%)		\$15,713.88		\$15,918.56
65 Total Media Services:		\$71,834.88		\$72,770.56

Fiscal Services:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
66 List Positions				
District Paid				
67				
68				
69				
70				
71 Subtotal:				
72 Fringe Benefits (rate used _____)				
73 Total Fiscal Services:				

Maintenance and Operation:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
74 List Positions				
Custodian	3.5	\$19,413.00	3.5	\$19,851.00
75				
76				
77				
78				
79 Subtotal:		\$67,945.50		\$69,478.50
80 Fringe Benefits (rate used 32%)		\$21,742.56		\$22,233.12
81 Total Maintenance and Operation:		\$89,688.06		\$91,711.62

Pupil Transportation:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
82 List Positions				
District Paid				
83				
84				
85				
86				
87 Subtotal:				
88 Fringe Benefits (rate used _____)				
89 Total Pupil Transportation:				

Food Services:

		2014-2015 No. FTEs		2015-2016 No. FTEs	
90	List Positions				
	Cafeteria Manager	0.6	\$18,945.00	0.6	\$19,545.00
91	Cafeteria Worker	3	\$11,717.00	3	\$12,036.00
92					
93					
94					
95	Subtotal:		\$46,518.00		\$47,835.00
96	Fringe Benefits (rate used 39%)		\$18,142.02		\$18,655.65
97	Total Food Services:		\$64,660.02		\$66,490.65

Data Processing:

		2014-2015 No. FTEs		2015-2016 No. FTEs	
98	List Positions				
99					
100					
101					
102					
103	Subtotal:				
104	Fringe Benefits (rate used _____)				
105	Total Data Processing:				

Substitute Personnel:

		2014-2015 No. FTEs		2015-2016 No. FTEs	
106	Number of Certified Substitutes				
107	Number of Classified Substitutes				
108	Subtotal:				
109	Certified Fringe Benefits (rate used _____)				
110	Classified Fringe Benefits (rate used _____)				
111	Total Substitute Personnel:				

112	TOTAL EXPENDITURES FOR SALARIES:		\$1,951,338.00		\$1,981,236.66
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**Public Charter School Application
Estimated Budget Template**

REVENUES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	State Public Charter School Aid:		
	2014-2015		
1	No. of Students <u>378</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$2,464,938.00</u>	
2	No. of Students <u>378</u> x <u>\$44.00</u> Professional Development	<u>\$16,632.00</u>	
3	No. of Students <u>378</u> x <u>\$1,003.00</u> eligible rate* NSI Funding	<u>\$390,474.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	2015-2016		
6	No. of Students <u>370</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$2,412,770.00</u>
7	No. of Students <u>370</u> x <u>\$44.00</u> Professional Development		<u>\$16,280.00</u>
8	No. of Students <u>370</u> x <u>\$1,003.00</u> eligible rate* NSI Funding		<u>\$382,210.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u>\$2,872,044.00</u>	<u>\$2,811,260.00</u>
	Other Sources of Revenues:		
	<small>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</small>		
12	Private Donations or Gifts		
13	Federal Grants (List the amount)	<u>\$210,000.00</u>	<u>\$213,000.00</u>
14	Special Grants (List the amount)		
15	Other (Specifically Describe)		
16			
16	Total Other Sources of Revenues:	<u>\$210,000.00</u>	<u>\$213,000.00</u>
17	TOTAL REVENUES:	<u>\$3,082,044.00</u>	<u>\$3,024,260.00</u>

EXPENDITURES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	Administration:		
18	Salaries and Benefits	<u>\$317,156.97</u>	<u>\$321,868.88</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Blackboard Connect</u>	<u>\$750.00</u>	<u>\$750.00</u>
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials		
25	Equipment		
	Other (List Below)		
26	<u>Social Worker Supplies & Materials</u>	<u>\$1,000.00</u>	<u>\$1,000.00</u>
27	<u>Parental Involvement Supplies & Materials</u>	<u>\$2,006.00</u>	<u>\$2,006.00</u>
28	_____		
29	_____		
30	_____		
31			
32	Total Administration:	<u>\$320,912.97</u>	<u>\$325,624.88</u>

Regular Classroom Instruction:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
32	Salaries and Benefits	<u>\$1,166,016.02</u>	<u>\$1,183,364.70</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 Educate	<u>\$15,000.00</u>	<u>\$5,000.00</u>
34	V - CI 2 NWEA - MAP	<u>\$5,000.00</u>	<u>\$5,000.00</u>
35	V - CI 3 Compass	<u>\$6,000.00</u>	<u>\$6,000.00</u>
36	V - CI 4 Reading Horizons	<u>\$2,000.00</u>	<u>\$2,000.00</u>
37	V - CI 5 Chambers Consulting	<u>\$10,000.00</u>	<u>\$10,000.00</u>
38	Supplies and Materials		
39	Equipment		
	Other (List Below)		
40	Core Subject Materials & Supplies (Fed/Categ)	<u>\$24,000.00</u>	<u>\$24,000.00</u>
41	Art Materials & Supplies (dist)	<u>\$1,425.00</u>	<u>\$1,425.00</u>
42	Career & Business Materials & Supplies (dist)	<u>\$1,900.00</u>	<u>\$1,900.00</u>
43	General Instr (+\$500 per 6th gr tcher) (dist)	<u>\$15,450.00</u>	<u>\$15,450.00</u>
44	Technology	<u>\$30,500.00</u>	<u>\$15,000.00</u>
45	Total Regular Classroom Instruction:	<u>\$1,277,291.02</u>	<u>\$1,269,139.70</u>

Special Education:			
46	Salaries and Benefits	<u>\$111,276.54</u>	<u>\$112,773.70</u>
	Purchased Services - List Vendors Below		
47	V - SE 1		
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
	Other (List Below)		
54	SpEd Materials & Supplies	<u>\$3,200.00</u>	<u>\$3,200.00</u>
55			
56			
57			
58			
59	Total Special Education:	<u>\$114,476.54</u>	<u>\$115,973.70</u>

Gifted and Talented Program:			
60	Salaries and Benefits	<u>\$14,326.87</u>	<u>\$14,485.62</u>
	Purchased Services - List Vendors Below		
61	V - GT 1 AGATE-Guest Speakers TBA	<u>\$1,000.00</u>	<u>\$1,000.00</u>
62	V - GT 2		
63	V - GT 3		
64	V - GT 4		
65	V - GT 5		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68	G. T. Supplies, Materials, Equipment	<u>\$6,000.00</u>	<u>\$6,000.00</u>
69	Fees/Dues	<u>\$2,275.00</u>	<u>\$2,275.00</u>
70			
71			
72			
73	Total Gifted and Talented Program:	<u>\$23,601.87</u>	<u>\$23,760.62</u>

Alternative Education Program/ Alternative Learning Environments:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
74	Salaries and Benefits	<u>\$27,112.80</u>	<u>\$27,451.20</u>
	Purchased Services - List Vendors Below		
75	V - ALE1 _____	_____	_____
76	V - ALE2 _____	_____	_____
77	V - ALE3 _____	_____	_____
78	V - ALE4 _____	_____	_____
79	V - ALE5 _____	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)	_____	_____
82	<u>ALE Supplies & Materials</u>	<u>\$1,000.00</u>	<u>\$1,000.00</u>
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>\$28,112.80</u>	<u>\$28,451.20</u>
English Language Learner Program:			
88	Salaries and Benefits	<u>\$12,576.00</u>	<u>\$12,736.00</u>
	Purchased Services - List Vendors Below		
89	V - ELL1 _____	_____	_____
90	V - ELL2 _____	_____	_____
91	V - ELL3 _____	_____	_____
92	V - ELL4 _____	_____	_____
93	V - ELL5 _____	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
	Other (List Below)	_____	_____
96	<u>ELL Supplies & Materials</u>	<u>\$5,800.00</u>	<u>\$5,800.00</u>
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	<u>\$18,376.00</u>	<u>\$18,536.00</u>
Guidance Services:			
102	Salaries and Benefits	<u>\$65,840.61</u>	<u>\$66,602.61</u>
	Purchased Services - List Vendors Below		
103	V - GS1 _____	_____	_____
104	V - GS2 _____	_____	_____
105	V - GS3 _____	_____	_____
106	V - GS4 _____	_____	_____
107	V - GS5 _____	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
	Other (List Below)	_____	_____
110	<u>Counselor materials & supplies</u>	<u>\$1,425.00</u>	<u>\$1,425.00</u>
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	<u>\$67,265.61</u>	<u>\$68,027.61</u>

Health Services:		2014-2015 Amount:	2015-2016 Amount:
116	Salaries and Benefits	\$10,849.23	\$10,981.12
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:	\$10,849.23	\$10,981.12

Media Services:		2014-2015 Amount:	2015-2016 Amount:
130	Salaries and Benefits	\$71,834.88	\$72,770.56
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138	Media supplies, materials, equipment	\$6,175.00	\$6,175.00
139			
140			
141			
142			
143	Total Media Services:	\$78,009.88	\$78,945.56

Fiscal Services:		2014-2015 Amount:	2015-2016 Amount:
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 We have no data per school. Fiscal services ar		
146	V - FS2 provided district wide.		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	Total Fiscal Services:		

Maintenance and Operation:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	<u>\$89,688.06</u>	<u>\$91,711.62</u>
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - M01 <u>Warren Water & Sewer</u>	<u>\$2,500.00</u>	<u>\$2,600.00</u>
160	V - M02 <u>Centerpoint Entergy (gas)</u>	<u>\$5,200.00</u>	<u>\$5,300.00</u>
161	V - M03 <u>Entergy (electricity)</u>	<u>\$36,750.00</u>	<u>\$38,000.00</u>
162	V - M04 <u>AT&T (including long distance & mobile)</u>	<u>\$5,500.00</u>	<u>\$5,600.00</u>
163	V - M05 <u>Trucks Htg/Air; B&B Plumbing; Funderbrg Elec.</u>	<u>\$14,000.00</u>	<u>\$15,000.00</u>
164	Supplies and Materials		
165	Equipment		
	Other (List Below)		
166	<u>District has a central warehouse for cust. supply</u>		
167	<u>Data per school is not available.</u>		
168	<u>Maintenance General supplies WHS</u>	<u>\$8,000.00</u>	<u>\$8,000.00</u>
169			
170			
171	Total Maintenance and Operation:	<u>\$161,638.06</u>	<u>\$166,211.62</u>
Pupil Transportation:			
172	Salaries and Benefits		
	Purchased Services - List Vendors Below		
173	V - PT1 <u>We have no data per school. Transportation is</u>		
174	V - PT2 <u>provided on district wide basis.</u>		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180			
181			
182			
183			
184			
185	Total Pupil Transportation:		
Food Services:			
186	Salaries and Benefits	<u>\$64,660.02</u>	<u>\$66,490.65</u>
	Purchased Services - List Vendors Below		
187	V - FD1 <u>We have no data per school. We have a central</u>		
188	V - FD2 <u>warehouse for the entire district.</u>		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194			
195			
196			
197			
198			
199	Total Food Services:	<u>\$64,660.02</u>	<u>\$66,490.65</u>

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	Data Processing:		
200	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1		
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	Total Data Processing:		
	Substitute Personnel:		
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SS1 SubTeach	\$30,000.00	\$30,000.00
216	V - SS2		
217	V - SS3		
218	V - SS4		
219	V - SS5		
220	Total Substitute Personnel:	<u>\$30,000.00</u>	<u>\$30,000.00</u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222	Content Insurance included with property insur		
223	below.		
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$14,104.00	\$14,250.00
230	Content Insurance for One Full Year		
231	Total Facilities:	<u>\$14,104.00</u>	<u>\$14,250.00</u>

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	Debt Expenditures:		
	List Debts Below		
232	<u>Debt service is covered by district and includes</u>	<hr/>	<hr/>
233	<u>the Brunson/WMS complex and multi purpose</u>	<hr/>	<hr/>
234	<u>building.</u>	<hr/>	<hr/>
	Total Debts:	<hr/>	<hr/>
	 Other Expenditures:		
	List Other Expenditures Below		
235	<hr/>	<hr/>	<hr/>
236	<hr/>	<hr/>	<hr/>
237	<hr/>	<hr/>	<hr/>
238	<hr/>	<hr/>	<hr/>
239	<hr/>	<hr/>	<hr/>
240	<hr/>	<hr/>	<hr/>
241	TOTAL EXPENDITURES:	<u>\$2,209,298.00</u>	<u>\$2,216,392.66</u>
242	Net Revenue over Expenditures:	<u>\$872,746.00</u>	<u>\$807,867.34</u>

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for OT because of waiver.

**2013 APPLICATION
DISTRICT CONVERSION AND LIMITED
PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

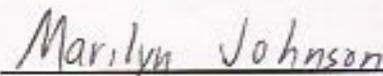
The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion or limited public school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the 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 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 schools not waived by the approved charter.
6. The 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 any other qualified employee of the school district is covered.
7. The 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 applicant confirms the understanding that certain provisions of state law shall not be waived. The 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.


Signature of Superintendent of School District

10-22-13
Date


Printed Name

2013-2014 Application Cycle

The Academies of West Memphis

Summary

**West Memphis School District
West Memphis, Arkansas**

THE ACADEMIES OF WEST MEMPHIS

School District: West Memphis School District

Grade Levels: 10-12

Student Enrollment Cap: 1,300

Address of Proposed Charter: 501 West Broadway, West Memphis, AR 72301

Mission Statement

The mission of the Academies of West Memphis is to provide a high quality, research based education and technical curricula which prepare students for global awareness, an appreciation for diversity, employment, and lifelong learning.

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- Students having only one opportunity, at the end of the 10th grade year, to change from one academy to another
- The lack of specificity about the methods of embedding courses and the courses to be embedded
- The lack of a clear statement that a full continuum of special education services will be offered
- If the technology used in the classroom will support the required assessment programs

Note from legal staff:

The applicant should confirm that it will seek an increase of its enrollment cap, if necessary, to accommodate all students legally entitled to attend the West Memphis School District.

Documentation Provided in Support of the Charter

Letters of Support Included in Application

- | | |
|--------------------------------------|--|
| 1. Senator Keith M. Ingram | State of Arkansas, District 24 |
| 2. Representative Deborah Ferguson | State of Arkansas, District 51 |
| 3. Mayor William H. Johnson | West Memphis, Arkansas |
| 4. President Glen Fenter | Mid-South Community College |
| 5. Executive Director Holmes Hammett | West Memphis Chamber of Commerce |
| 6. Director Ward Wimbish | Economic Development Office,
City of West Memphis |

Requested Waivers

Notes from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Standards for Accreditation 9.03.4.1 (38 units-Oral Communication)**

- Typically, this waiver is only granted when the charter will still meet the content requirements of each course through embedded courses.
- **Standards for Accreditation 10.01.4 (Planned Instructional Time)**
 - Based on the application and responses, it does not appear this waiver is necessary.
 - If the applicant intends to provide less instructional time than is required by this Standard, a waivers of **Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** are also necessary.

From Ark. Code Ann.

6-15-1004	Qualified teachers in every public school classroom(pertaining to alternative learning programs)
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher’s salary only upon filing of a teacher’s certificate with the county clerk’s office, if the requirement of a teacher’s certificate is waived for such teacher)

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.4.1	Requiring oral communication as part of the language arts curriculum
9.03.4.9	Health and Safety Education and Physical Education (to count 8 th grade physical education for high school credit with approval request made an approved by ADE as outlined in 9.03.3.12 of the Standards for Accreditation; one unit of physical education will be offered at the Academies of West Memphis)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load (a maximum of 180 students per teacher and 30 students per class)
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
14.03	Unit of credit and clock hours for a unit of credit, with adherence to full curriculum alignment with Arkansas frameworks
15.02	Principals
15.03	Licensure and Renewal

From Other Rules

- ADE Rules Governing Educator Licensure

2013-2014 Application Cycle

ADE

Evaluation and

Applicant

Responses

West Memphis School District
West Memphis, Arkansas

THE ACADEMIES OF WEST MEMPHIS

School District: West Memphis School District
Grade Levels: 10-12
Student Enrollment Cap: 1,300
Address of Proposed Charter: 501 West Broadway, West Memphis, AR 72301

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 Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited 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;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

Meets the Standard

C-2 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 clear and succinct.

Meets the Standard

C-3 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Meets the Standard

C-4 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;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Meets the Standard

Concerns and Additional Questions:

- Clearly explain the configuration of the charter school. Explain the following:
 - Which schools will serve charter school students

West Memphis High School will be the only conversion charter school serving grades 10-12. All West Memphis High School students will be part of the charter school since we are implementing wall-to-wall academies.

- The grade levels at each school to be included in the charter

Grades 10, 11, and 12 at West Memphis High School.

- The number of students per grade level to be charter students

10th – 421

11th – 382

12th – 339

Total of 1,142

*numbers based on Oct. 1, 2013.

- If it is the intention of the district to have students at multiple campuses enrolled in the charter school, explain how the district plans to report the students for purposes of funding and academic accountability.

It is not the intent of the district to have multiple campuses enrolled in the charter school. The Academies of West Memphis High School will not have multiple campuses. This conversion charter will operate at the physical address of West Memphis High School 501 West Broadway, West Memphis, AR 72301.

- Confirm the understanding that if the plan is to offer only certain classes to comprise the charter, the school would not meet the federal definition of a public charter school as it would not provide “a program of elementary or secondary education or both.”

The West Memphis School District has made the decision that the entire campus of West Memphis High School will comprise the public conversion charter school titled the Academies of West Memphis. WMHS already has a fully approved secondary curriculum.

- Explain how the core subjects will be taught at the charter school.

Core subjects will be taught through the fully approved secondary curriculum at West Memphis High School keeping with the standards of accreditation and ADE rules/regulations.

- Explain how the 8th grade students will be immersed in the academy model.

8th grade students will not be a part of this conversion charter school at West Memphis High School.

- Describe a typical day for a student enrolled in the charter school.

Students will operate on a traditional 7 period schedule from 8:00 a.m. to 3:30 p.m. in year 1 with a vision for block scheduling in the future for more performance based learning opportunities.

- Explain if all 9th grade students will participate in keystone classes. If not, explain the criteria for identifying students for these classes. Explain how the classes will assist a student in deciding on a career academy.

9th grade students are not part of the campus at West Memphis High School, therefore, will not be a part of the conversion charter.

- Explain the process and timeline for a student to change from one career academy to another.

Students will have one opportunity at the end of their 10th grade year to change from one academy / pathway to another.

- State which courses the charter will want to have imbedded.

See requested waivers on p 28,29
Health and Safety
Oral Communications

We are seeking additional courses for specific pathway equivalencies or substitutions:

See *C4 appendices:

<u>WMHS Graduation Requirement</u>	<u>HS Credit Requirement</u>	<u>MSCC Course</u>	<u>Credit Hours</u>
Math Electives	2	Math 1104	
		<u>Applied Technical Math</u>	<u>4</u>
		BUSN 1303	
		<u>Business Mathematics</u>	<u>3</u>
		HMGT 2023	
		<u>Food & Beverage Cost Controls</u>	<u>3</u>
		TECH 1003	
		<u>Intro to Blueprint Reading</u>	<u>3</u>
		PHAR 1023	
		<u>Pharmaceutical Mathematics</u>	<u>3</u>
Science Electives	1	TECH 1013	
		<u>Shop Essentials</u>	<u>3</u>
		PSCI 1003	
		<u>Applied Physics</u>	<u>3</u>
		ENER 2043	
		<u>Bioprocess Practices</u>	<u>3</u>
		TECH 2033	
<u>Basic Electricity & Electronics</u>	<u>3</u>		
Social Studies Electives	.5	PILT 1012	
		<u>Aviation History</u>	<u>2</u>
		ECON 2213	
		<u>Macroeconomics</u>	<u>3</u>
		ECON 2223	
<u>Microeconomics</u>	<u>3</u>		
Health	.5	HMGT 1513	
		<u>Nutrition and Menu Planning</u>	<u>3</u>

- Explain the role of Responsive Education Solutions (RES) with the charter school, as the budget includes funds for consulting services for RES, and provide the contract between the RES and West Memphis School District.

For the 2014-15 school year, ResponsiveED will work in a collaborative compact with the WMSD and the Academies of West Memphis Conversion Charter School at West Memphis High School to better provide high quality instruction and academic opportunities for all WMHS students. We will be collaboratively exploring work on the learning process by emphasizing a personalized approach. This program will deliver students a prescribed course of study. Using individualized curriculum plans as well as direct teaching, paper-based curriculum, and computer-based instruction, students can recover credits, accelerate credit accrual, and receive high-dosage tutoring in math and other needed subjects. This collaboration will increase college and career readiness for all students.

See attached contract from RES. This will serve as our final contract and signatures will be submitted upon approval from the Charter Authorizing Panel.

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in

accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The Academies of West Memphis Conversion Charter at West Memphis High School will only offer digital coursework from approved providers identified by the Arkansas Department of Education to assure that all requirements are met regarding access to quality digital learning content and online blended learning.

C5: CHARTER MODEL

The Charter Model section should explain the reasons that the district is requesting a charter school.

Evaluation Criteria:

A response that meets the standard will present:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus.

Does Not Meet the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide specific reasons why it is critical for the district to have a charter school.

The focus of The Academies of West Memphis 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.

The Academies of West Memphis is a comprehensive approach to high school re-design and impacts all major stakeholder groups in the following ways.

This charter will enable The Academies of West Memphis 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 of West Memphis High School.

- Explain why the plan outlined in the application cannot be implemented as part of the current schools.

The Academies of West Memphis High School will provide college and career preparation by concentrating elective courses in the Academy of Business, Technology, Art and Communications; the Academy of Service, Law, and Education and the Academy of

Manufacturing, Transportation, and Health Science. Graduates of The Academies of West Memphis High School 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.

This re-design is a necessary and thoughtful approach between West Memphis High School and Mid-South Community College. The global economy has brought about changes that are driven by economic development and initiatives that our traditional educational model has yet to address. We have to rethink how we are providing education and training access to those who we are trying to develop as a new workforce. Our economy is only as good as our ability to supply a workforce to our industries and businesses. We feel that we can not integrate these specific and skilled CTE classes in our current model without the conversion charter, waivers, and partnerships. This type of conversion charter will allow us to seek community alignment and build partnerships like never before. We also feel like this conversion charter will allow us the chance to seek some youth connect career grants in cooperative partnerships with MSCC. The truth of the matter in the Delta is this - there is a disconnect between how we finance student's education, what we are expecting them to do as part of their high school experience, and what we are expecting them to do when they leave high school. Investing in this charter will mean more relevance for a poverty stricken region of our state.

C-6: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

A response that meets the standard will present:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan;
- A plan that addresses how the charter school will improve student learning and meet the state education goals;
- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain the specific ways in which licensed employees and parents will be involved in developing and implementing the school improvement plan.

Licensed employees and parents will continue to participate in the development of the school improvement plan. Advisory committees will be established and meet regularly to assist in providing technical feedback and investment for the conversion charter. Opportunities will be provided to encourage and orientate parents to The Academies of West Memphis and specific skill set pathways for better job training. Work will continue with our local school board and district leadership team to host business, community, and parent forums on a regular basis in order to provide continual and timely updates on current programs and student performance.

We plan to implement a CEO of Champions mentoring and advisory council to help facilitate career expectations for our graduates as well as outreach/experiential training for our faculty.

As this process evolves, we envision the development and growth of The Academies of West Memphis Leadership team whose primary responsibility will include evaluating current and future programs of study and student performance. We are convinced that the level of parental involvement will increase as this conversion charter allows us to work toward removing barriers to student-parent-school partnerships.

- If students other than those at West Memphis High School will be charter school students, include goals for them.

Only students at West Memphis High School will be charter school students.

- Explain how the district plans to evaluate the success of the charter school and to attribute student academic performance to the charter if charter school students are at different campuses.

Charter students will not be at different campuses.

C7: 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 State 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 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 State Standards.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Tell the length of time that the school district has used the external provider Elbow-2-Elbow and explain if these services will be continued at the charter school.

West Memphis School District has worked with Elbow-2-Elbow as our external provider for the previous 10 years. They have successfully served our school district in the areas of professional development, student engagement, and performance growth in all areas of school improvement. We intend to continue these services at The Academies of West Memphis Conversion Charter school since it is at WMHS and WMHS is a focus school.

- Explain the cooperative arrangement between West Memphis High School and Mid South Community College. Provide a copy of the agreement.

The district and MSCC are in the process of final review and approval of the Agreement. As soon as the review and approval process is completed by both the district and MSCC, a signed copy of the Agreement will be forwarded to the ADE. We assure the ADE that the executed copy will be submitted in time to allow for a full internal review before the Panel's meeting in January

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- 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;
- 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;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain how all of the services will be provided to middle school students.

Services will only be provided to students in grades 10-12 at West Memphis High School.

- Confirm that the required student/counselor ratio will be met.

We will operate under the ADE required student/ratio compliance since this conversion charter will be only at West Memphis High School.

- Confirm the understanding that career coaches and resource officers are not counselors and cannot be considered when calculating the number of required counselors.

The West Memphis School District understands that career coaches and resource officers are not counselors and can not be considered when calculating the number of required counselors.

- Confirm that the charter school will offer a full continuum of special education services.

This conversion charter school will do nothing different for our special education students that would exclude them in services for the conversion charter since it is all at West Memphis High School.

- Explain the process for moving a student enrolled in an academy to an Alternative Learning Environment (ALE). Discuss the options to be afforded a student who moves to the ALE from an academy different from the two that the district plans to offer for ALE students.

Students will not have to be removed from an academy just because they are in ALE. We intend to offer ALE academic, career and technical courses at West Memphis High School and Mid South Community College.

- Confirm that the charter will comply with ALE.

West Memphis School District confirms that this conversion charter will comply with ALE as it has been offered to our students in the past according to ADE rules/regs.

- Confirm that the charter school will meet the requirements for English language learners.

West Memphis School District confirms that this conversion charter will meet the requirements for ELL.

- Confirm that the charter school will comply with requirements for gifted and talented programs.

West Memphis School District confirms that this conversion charter will meet the requirements for G & T programs.

C-9: 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 timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report** to the public, that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide a timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report** to the public, that outlines the school's progress. Include the approximate date for conducting a public meeting to discuss these results.

The applicant will be compiling data for the completion of an annual report to the public and to the CAP. We intend to share our timeline from start to current date each time we hold a new meeting. Historically, our district date for this type of dissemination of data is the third Tuesday of September.

The West Memphis School District plans to report on this conversion charter school in the Fall of 2014 (September 16, 2014). At this initial annual report we intend to share the following:

Academy structure for 2014-2015 academic year

Pathways / Programs of study

Skill certificates / value added diploma

Internship opportunities

Job Shadowing

Teacher experiential opportunities

Business partnerships

Community involvement

Faculty & staff

Enrollment numbers

Department of Labor statistics for greater Memphis area job market

Department of Career Education statistics for CTE clusters

Advisory Committee recruitment / report

Explain what the future report will look like after completion of year 1

The West Memphis School District plans to report on this conversion charter school in the Fall of 2015 (September). At this meeting we intend to discuss some of the same from above as well as report any new offerings and implementations.

- Confirm that Family Educational Rights and Privacy Act (FERPA) will be followed when preparing videos.

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. Educational records subject to this protection include all academic, attendance, health, guidance and special service reports.

West Memphis High School Academies will ensure no violations of FERPA when using student information or likeness in images, videos, or documents by obtaining written consent from parent or guardians through the use of a signature release form. Sample form is attached.

C-10: 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, anonymous 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.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain the statement that the enrollment cap is 1,300 for the West Memphis school since 1,900 is the stated cap in the general information section of the application.

There will be a cap of 1,300 students at West Memphis High School based on our historical enrollment trends.

- Explain if the plans are to use lottery process or first come, first served, as both are stated.

All students who apply and are current residents of the West Memphis District will be eligible to attend the Academies at West Memphis High School. West Memphis High School will publicize its status on the district website, the marquee, an article in the Evening Times as well as through local news and radio announcements made by Superintendent Jon Collins. The above publicity plan will allow for all community members to learn about the school and allow interested parties to apply. In each facet of the plan, two items will be clear: (1) Students will still be allowed to legally transfer into West Memphis School District via School Choice and legal transfer process; and (2) Should more students be eligible for admission into the Academies than the Academies' enrollment cap allows, the applicant will utilize a random, anonymous lottery selection process. All applicants and the general public will be given advance notice of the date and time of the lottery and the specific procedures to be utilized.

C-11: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- 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, and
- The staffing plan consistent with the staff members noted in the budget.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Confirm that special education teachers will be licensed.

All special education teachers will be licensed that teach at this conversion charter school.

C-12: ARKANSAS PUBLIC SCHOOL COMPUTE 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.

Meets the Standard

C-13: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- 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; and
- A sound plan for continued operation, maintenance, and repair of the facility.

Meets the Standard

C14: 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 charter school plans to participate in the National School Lunch program.

Meets the Standard

C15: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community 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.

Meets the Standard

C-16: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

Partially Meets the Standard

- **Section 9.03.1 of the ADE Rules Governing the Standards for Accreditation**

- The applicant should explain why this waiver is necessary when it will serve grades 9-12 only. This Standard applies to grades 5-8.

This waiver request mistakenly cited Section 9.03.1 of the ADE Standards Rules; the request should have cited Section 9.03.4.1 of the ADE Standards Rules.

The applicant wishes to amend the waiver request to reflect the citation change; the rationale for the request remains the same as contained in the original application.

- **Section 9.03.9 of the ADE Rules Governing the Standards for Accreditation**

- The applicant should explain why this waiver is necessary when it will serve grades 9-12 only. This Standard applies to grades 5-8.

In light of the applicant's request to amend its application to only include the West Memphis High School (Grades 10-12) campus, it is requested that this waiver be withdrawn.

- **Section 10.01.4 of the ADE Rules Governing the Standards for Accreditation**

- The applicant should explain why this waiver is necessary. It appears the planned instructional time will meet the requirements of this Standard.
- If the applicant does intend to provide less instructional time than is required by this Standard, a waiver of **Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** is also necessary.

The waiver is essential to the redesign of West Memphis High School to assure that within the specific programmatic academies there would be the necessary flexibility to allow for instructional variance based on individual student needs. With the embedding of courses (such as Oral Communications), there could be the need for a flexible time to allow for more performance-based tests that are student directed. Without this waiver, as the programmatic areas are implemented, the lack of flexibility could impact students' abilities to participate in the specific academy of their choice.

- **Section 14.03 of the ADE Rules Governing the Standards for Accreditation**

- The Panel lacks the authority to grant waiver of graduation requirements. However, in the past the authorizer has granted a waiver of the 120 clock hour requirement upon satisfaction that the charter will adhere to full curriculum alignment with Arkansas frameworks.

In light of the Legal Comments received, the applicant wishes to amend this waiver request to ask for a waiver of the 120 clock hour requirement. The applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas frameworks, and will be glad to submit to the Panel any additional information desired to satisfy the Panel.

- **Section 9.03.4.9 of the ADE Rules Governing the Standards for Accreditation**
 - The applicant should confirm that it will still teach one unit of physical education.

The applicant hereby confirms that it will still teach one (1) unit of physical education at the Academies of West Memphis.

C-17: 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.

Meets the Standard

OTHER COMMENTS

Budget

- Review the budget considering that the legislative session reduced the amount of funding for professional development in 2014-2015. The current estimate is approximately \$26.67 per student.

The West Memphis School District acknowledges that professional development funding has been reduced to \$26.67 per student. We will adjust according to the legislative & ADE allowances x 1,300 students.

- Explain how \$300,000 will cover the cost of laptops for all students and provide the cost per unit.

The originally submitted \$300,000 budget for student computing devices was based on the calculations of \$300 (tax & shipping included) per device for 1000 devices. West Memphis High School (WMHS) is a Google Apps for Education school and plans to deploy and implement Google Chromebooks for a one to one computing initiative for all students attending this campus. Chromebook laptops were chosen due to their intuitive use of the already Google Apps services, 7+ hour battery life, and budget-friendly cost. WMHS serves between 1000 and 1100 students in grades ten through twelve.

This budget item was based on last year's ADM of 1053 in the third quarter and the historic fluctuations our district experiences due to declining enrollment. Our commitment is to provide a device for every student.

CONSULTATION AGREEMENT

This Consultation Agreement (“Agreement”) is dated effective as of February 1, 2014, between Responsive Education Solutions, a Texas not-for-profit corporation (“Contractor”), and The West Memphis School District (the “District”); Contractor and the District collectively, the “Parties,” and each individually, a “Party.”

RECITALS

- A. **WHEREAS**, Contractor is knowledgeable and experienced in operating high-quality charter schools; and
- B. **WHEREAS**, the District desires to engage Contractor to assist in establishing a charter school program that will provide a pathway for those students the geographic area served by the District who are performing in the 20th to 50th percentile toward graduation and career readiness;

NOW THEREFORE, in consideration of the foregoing premises, of the covenants and agreements contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

AGREEMENT

1. **Type of Services.** Contractor shall provide the District with up to 240 hours of comprehensive consulting services and staff training in all aspects of school operations, including, but not limited to: academics, curriculum development, human resources, accounting, information technology, legal compliance, facility management, marketing, executive planning, child nutrition, risk management, media relations, student discipline, and any such similar services on which the parties may mutually agree in writing (collectively referred to herein as the “Services”).
2. **Term of Contract.** The Term of this Agreement shall commence on February 1, 2014, and conclude on May 31, 2015.
3. **Payment/Consideration.** The consideration for providing the Services shall be SIXTY THOUSAND AND NO/100 DOLLARS (\$60,000.00) (“Fee”). District shall pay Contractor the Fee on the later of either: (a) February 1, 2014, or (b) fourteen (14) days following the approval of this Agreement by the Arkansas Department of Education.
4. **Taxes.** Contractor acknowledges that it is not an employee of the District, but rather is an independent contractor according to rulings and regulations issued by the Internal Revenue Service, and agrees to pay all income and self employment taxes on the Consideration paid to Contractor under this Agreement. The District shall not be responsible for the payment of any federal, state, or local taxes for or on behalf of the Contractor, under any circumstances.
5. **Indemnification/Hold Harmless.** To the fullest extent permitted by law, the District shall indemnify and hold harmless Contractor and agents and employees of any of Contractor from and against claims, damages, losses, and expenses, including but not limited to attorney’s fees, arising out of or resulting from Contractor’s performance of the Services, but only to

the extent that such claims, damages, losses, and expenses are not caused by the gross negligence of the Contractor and agents and employees of the Contractor.

6. **Independent Contractor Relationship.** Contractor acknowledges and agrees that Contractor is an independent contractor.
7. **Background Checks.** Contractor agrees to provide written consent for the District to perform background checks for all individuals performing Services for the District. Contractor agrees to provide written consent for the District to have the individuals providing the Services to be finger printed if deemed necessary by the District prior to providing the Services and if the individuals will be working during school hours and/or around students. In addition, Contractor agrees that the District may choose to perform background checks on selected Contractor personnel at the sole expense of the District.
8. **No Fringe and Other Benefits.** No fringe benefits or other benefits are payable to Contractor other than the Consideration described in Paragraph 3, above. The District will not be required to furnish Contractor the tools and equipment necessary to complete the job (i.e. laptop, cell phone, or other materials and supplies which Contractor may need to perform the services set forth in Paragraph 1, above).
9. **Expenses.** Contractor is responsible for all expenses it incurs in performing the Services.
10. **Transmittal of Notices.** All notice permitted or required by this Agreement, shall be in writing and delivered or mailed to the other Party at the appropriate address given in this Agreement. Said notices may be transmitted in person, by certified mail, or by overnight courier.
11. **Modification.** No modification of this Agreement shall be valid unless approved in writing by both Parties to this Agreement.
12. **Governing Law.** This Agreement shall be governed by the laws of the state of Arkansas. Venue for any action, suit, or other proceeding relating to this Agreement shall lie exclusively in the state courts of Arkansas, and the Parties irrevocably consent to the exclusive jurisdiction of those courts. Attorney's fees in any legal action shall be awarded to the prevailing Party.
13. **Waiver.** Waiver by one Party hereto of a breach of any provision of this Agreement by the other shall not be construed as a continuing waiver.
14. **Entire Agreement.** This document constitutes the entire Agreement between the District and the Contractor. All other agreements between the Parties are herewith superseded.
15. **Confidentiality.** The Parties agree, to the extent permitted by law, to keep strictly confidential all confidential or proprietary information about or belonging to a Party (including without limitation any works, work product, or related information) to which the other Party gains or has access to by virtue of the Parties' relationship. Except as disclosure may be required to obtain the advice of professionals or consultants or as may be required by applicable law, each Party shall use its best efforts to ensure that such information is not disclosed to any other third person or entity without the prior written consent of the other Party. The Parties further acknowledge and agree that the District, in fulfilling its duties and

responsibilities under this Agreement, shall maintain all records and shall make such records publicly available as may be required by applicable law. Further, Contractor acknowledges state and federal requirements regarding the confidentiality of student information and agrees to strictly adhere to such requirements.

16. **Effective Date.** The effective date of this Agreement shall be February 1, 2014.

17. **ADE Approval.** This Agreement is contingent upon the Arkansas Department of Education's approval of this Agreement.

18. **Signatures.**

District

Jon Collins
Superintendent
West Memphis School District
301 South Avalon
West Memphis, Arkansas 71901

Contractor

Charles Cook
Chief Executive Officer
Responsive Education Solutions
1301 Waters Ridge
Lewisville, Texas 75057
Phone: (972) 316-3663

Approved as to Form:

Chris Baumann
General Counsel
Responsive Education Solutions
1301 Waters Ridge
Lewisville, Texas 75057
Phone: (972) 316-3663

**CONCURRENT CREDIT
Memorandum of Understanding
2014-15**

**Mid-South Community College
and
West Memphis School District**

Mid-South Community College (MSCC or College) and the West Memphis School District (WMSD or the District), collectively referred to as “the Parties,” enter into this Memorandum of Understanding.

Purposes

The District desires to work with MSCC by accessing coursework and academic facilities to provide pathways through concurrent credit opportunities for students served by the District toward graduation and technical career readiness.

MSCC desires to work with the District to assist in establishing pathways through concurrent credit opportunities for local students toward college and career readiness.

This agreement identifies MSCC courses that provide District students with concurrent credit opportunities and technical programs that lead to a certificate of proficiency or technical certificate (Appendix A) . The general education courses that offered for concurrent credit are listed in the online Arkansas Course Transfer System (ACTS). Other courses or programs may be developed and taught as interest and needs require. This agreement also delineates certain obligations, responsibilities, and requirements of the Parties (WMSD, Appendix B; MSCC, Appendix C).

Confidentiality

The Parties acknowledge state and federal requirements regarding the confidentiality of student information and agree to strictly adhere to all such requirements.

Concurrent Enrollment Authority

The Parties will execute the terms of this agreement in compliance with the concurrent enrollment policy of the Arkansas Higher Education Coordinating Board (Appendix D) and the concurrent enrollment rules of the Arkansas State Board of Education (Appendix E).

Assignment of Agreement

The Parties may not assign rights or obligations under this agreement without the prior consent of the other.

Agreement Period and Review

This agreement is for one academic year and will be reviewed and renewed annually, with the review to occur and be finalized no earlier than February 1 and no later than March 31. During the review period, the Parties may modify or terminate the current written, signed agreement.

Termination

If either or both of the Parties elect to terminate the agreement, a semester's notification must be provided in writing and during the annual review period. Termination of this agreement cannot occur during a semester when students are already enrolled in classes. If students are enrolled in technical programs that consist of multiple semesters, arrangements must be made for those students to complete the programs before termination occurs.

Academic Calendar

The Parties will provide their respective academic calendars for review and reconciliation during the annual review period of this agreement. The calendars will be for the upcoming academic year and will become part of this agreement (Appendix F).

Financial

MSCC Technical Center Student Funding. This agreement complies with the Arkansas Department of Career Education funding policy (Appendix G). Responsibilities of the Parties are outlined in Appendices B and C.

General Education. This agreement complies with *Item V. Concurrent Credit Enrollment – Payment of Tuition and Fees*, AHECB Policy 5.16: Concurrent Enrollment Policy (Appendix D) .

Instructor Credentials

Guidelines and requirements for approval of MSCC instructors are included in Appendix H.

Assessment of Courses

Guidelines for approval and assessment of courses are included in Appendix H.

Guidelines and Requirements for Admission and Eligibility of Students

Guidelines for MSCC course and/or technical center program admission and eligibility of concurrent students are included in Appendix H.

Requirements for Course Syllabi

Guidelines for course syllabi are included in Appendix H.

Non-Compliance Statement

The non-compliance statement for MSCC is included in Appendix H.

By signature below, the Parties indicate understanding and acceptance of the purposes, terms, and obligations of this agreement and appendices. The Parties further acknowledge that this is the only agreement of the Parties regarding this subject, and it supersedes any prior written or oral agreements between the parties regarding this subject.

Jon Collins, Superintendent
West Memphis School District

Dr. Glen Fenter, President
Mid-South Community College

Date

Date

Address:
West Memphis School District
301 South Avalon
West Memphis, AR 72301

Address:
Mid-South Community College
2000 W. Broadway
West Memphis, AR 72301



APPENDIX A

MSCC Technical Center Concurrent Credit Programs

A/V Tech and Film*
Aviation Mechanics*
Computer Engineering
Diesel Technology
Food Service Management*
Health Science Technology (Medical Professions)
Machining Technology
Welding Technology

*new programs beginning Fall 2014

A/V Tech and Film Course Equivalencies

Semester	High School Course Name	Course Code	Units	College Course Name	Credit Hours
1	Fundamentals of Audio/Video Tech & Film	493640	.5	Introduction to Film	3
	Fundamentals of A/V Tech & Film Lab	493670	.5		
2	Fundamentals of Audio/Video Tech & Film	493640	.5	Film and Video Production	3
	Fundamentals of A/V Tech & Film Lab	493670	.5		
3	Intermediate Audio/Video Tech & Film	493650	.5	Audio Production	3
	Intermediate A/V Tech & Film Lab	493670	.5		
4	Intermediate Audio/Video Tech & Film	493650	.5	Screenwriting	3
	Intermediate Audio/Video Tech & Film Lab	493670	.5		
5	Advanced Audio/Video Tech & Film	493660	.5	Digital Radio	3
	Advanced Audio/Video Tech & Film Lab	493670	.5		
6	Advanced Audio/Video Tech & Film	493660	.5	Cinematography	3
	Advanced Audio/Video Tech & Film Lab	493670	.5		

Aviation Mechanics Course Equivalencies

Semester	High School Course Name	Units	College Course Name	Credit Hours	FAA Hours
1	Aviation Mechanics I	.5	Introduction to Aviation	3	N/A
	Lab	.5			
2	Aviation Mechanics I	.5	Aviation Math	2	42
	Aviation Mechanics I	.5	Aviation Physics	2	42
3	Aviation Mechanics I	.5	Aviation Shop Practices	3	70
	Lab	.5			
4	Aviation Mechanics I	.5	Basic Aviation Electricity	3	84
	Lab	.5			
5	Aviation Mechanics II	.5	Aviation Drawings	1	28
	Lab	.5	Ground Operations	2	56
6	Aviation Mechanics II	.5	Weight & Balance	2	42
	Lab	.5	Federal Regulations	2	42

Computer Engineering Course Equivalencies				
Semester	High School Course Name	Units	College Course Name	Credit Hours
1	494420 Computer Operations	.5	ISTC 1013 IT Principles and Practices	3
	Lab	.5		
	494400 Computer Diagnostics	.5	IT1023 IT Essentials I	3
	Lab	.5		
2	49440 Computer Diagnostics	.5	ISTC 1043 A+ Certification Prep Course	3
	Lab	.5		
	494420 Computer Operations	.5	ISTC 1033 IT Essentials II	3
	Lab	.5		
3	494410 Computer Networking	.5	ISTC 1513 Cisco Network Fundamentals	3
	Lab			
	494420 Computer Operations	.5	ISTC 2613 Fundamentals of UNIX	3
	Lab			
4	494410 Computer Networking	.5	ISTC 1523 Routing Protocols & Concepts	3
	Lab			
	494420 Computer Operations	.5	ISTC 2623 Unix System Administration I	3
	Lab			

Diesel Technology Course Equivalencies				
Semester	High School Course Name	Units	College Course Name	Credit Hours
1	494650 Diesel Mechanics I	1	HTDM 1014 Preventive Maintenance	4
2	494650 Diesel Mechanics I	1	HTDM 1034 Brake Systems	4
3	494660 Diesel Mechanics II	1	HTDM 1054 Diesel Engines I	4
4	494660 Diesel Mechanics II	1	HTDM 1094 Diesel Engines II	4

Food Service Management Course Equivalencies				
Semester	High School Course Name	Units	College Course Name	Credit Hours
1	Generic course code tbd by ADCE	.5	Applications of Food Service Management in the Hospitality Industry	3
	Lab	.5		
2	Food Production, Mgmt, & Services	.5	Food Services Mgmt	3
	Lab	.5		
3	Food & Nutrition	.5	Nutrition and Menu Planning	3
	Lab	.5		
4	Food Production, Mgmt, & Services	.5	Food and Beverage Cost Controls	3
	Lab	.5		
5	Intro to Culinary Arts	.5	Principles of Food Prep	4
	Lab	.5		
6	JAG Apprenticeship/ Work-Based Learning	.5	Hospitality Capstone	3
	Lab	.5		

Health Science Technology (Medical Professions) Course Equivalencies

Semester	ADCE Course Name	Units	College Course Name	Credit Hours
	495340 Introduction to Medical Professions	.5	Intro to Medical Professions I	3
	Lab	.5		
	495360 Medical Terminology	.5	Medical Terminology	3
	Lab	.5		
	495380 Introduction to Medical Professions, Extended	.5	Intro to Medical Professions II	3
	Lab	.5		
	495330 Medical Procedures	.5	Medical Procedures	3
	Lab			
	495300 Human Anatomy and Physiology	1	Anatomy and Physiology	3
	495310 Medical Specialization	.1	Nursing I/CNA or Intro to Pharmacy or Intro to Respiratory Care	4

Machining Technology Course Equivalencies				
Semester	High School Course Name	Units	College Course Name	Credit Hours
1	495210 Machine Tool Lab	.5	TECH 1013 Shop Essentials	3
	Lab	.5		
	495200 Machine Tool I	.5	TECH 1003 Intro to Blueprint Reading	3
	Lab	.5		
2	495210 Machine Tool Lab	.5	MACH 1023 Intro to Metallurgy	3
	Lab	.5		
	495200 Machine Tool I	.5	MACH 1063 Inspection & Testing	3
	Lab	.5		
3	495220 Machine Tool II	.1	MACH 1203 Intro to Manual Machining	3
				3
4	495220 Machine Tool II	1	MACH 1223 Intro to CNC Machining	3
				3

Welding Technology Course Equivalencies				
Semester	High School Course Name	Units	College Course Name	Credit Hours
1	495580 Shielded Metal Arc Welding	.5	TECH 1013 Shop Essentials	3
	Lab	.5		
	495580 Shielded Metal Arc Welding	.5	TECH 1003 Intro to Blueprint Reading	3
	Lab	.5		
2	495580 Shielded Metal Arc Welding	.5	TECH 1303 Industrial Safety	3
	Lab	.5		
	495580 Shielded Metal Arc Welding	.5	WELD 1053 Fundamentals in Welding	3
	Lab	.5		
3	495580 Shielded Metal Arc Welding	1	WELD 1123 Shielded Metal Arc Welding (SMAW)	1
4	495550 Gas Metal Arc Welding	1	WELD 1133 Gas Metal Arc Welding (GMAW)	1

APPENDIX C

WEST MEMPHIS SCHOOL DISTRICT RESPONSIBILITIES

- Assure student and parent acknowledgement that a student participating in a concurrent enrollment program/course will do so in accordance with stated MSCC and WMSD participation requirements.
- Recommend WMSD students who desire to enroll in one or more concurrent credit courses at MSCC. This recommendation must be provided by the student's school principal or designee.
- Inform students and parents that the student is responsible for all costs associated with enrollment in a concurrent credit course, unless the costs of enrollment in a course is paid by another approved public or private entity.
- Advise students and parents about *potential limitations* concerning the transfer of college course credit.
- Remit payment to MSCC each semester for students participating in MSCC Technical Center courses/programs. MSCC will invoice WMSD each semester, with invoice calculations based on full-time equivalent (FTE) enrollment and the current billing FTE billing amount set by the Arkansas Department of Career Education.

APPENDIX C

MID-SOUTH COMMUNITY COLLEGE RESPONSIBILITIES

- Maintain approval from the Arkansas Higher Education Coordinating Board to offer concurrent credit.
- Provide freshman and/or sophomore level concurrent credit courses that are approved through established state and institutional processes and published in the *MSCC Catalog*.
- Demonstrate ownership of concurrent credit courses in which students are reported for funding purposes, based on criteria in the AHECB concurrent enrollment policy.
- Provide WMSD with concurrent enrollment requirements and program/course information for distribution to students and parents each academic year.
- Provide WMSD with a list of concurrent credit courses and technical programs that may be offered for concurrent college credit during the academic year.
- Provide WMSD with master course syllabi for concurrent credit courses, transmitting syllabi electronically to the WMSD administration prior to the fall semester of each academic year.
- Provide MSCC faculty who teach concurrent credit courses with guidelines for concurrent credit courses and technical programs each academic year.
- Advise students about *potential limitations* concerning the transfer of college course credit.
- Provide an orientation session for students who are enrolled for concurrent credit.
- Invoice West Memphis School District each semester for students enrolled in the MSCC Technical Center subsequent to MSCC technical center enrollment reporting to the Arkansas Department of Career Education (ADCE). Invoice calculations are based on full-time equivalent (FTE) enrollment and the current FTE billing amount set by ADCE.

APPENDIX D

AHECB POLICY 5.16: CONCURRENT ENROLLMENT Effective Fall 2013

I. **Concurrent Enrollment** is the enrollment of a high school student in a college course taught on a high school campus (or in selected cases on the college campus) for high school credit and college-level credit. (Arkansas Code §6-18-223)

Dual enrollment is the enrollment of a high school student in postsecondary education for college-level credit exclusively. (Arkansas Code §6-60-202)

II. Concurrent Course Credit – Institutional Requirements

For concurrent course enrollments to be counted for FTE/higher education funding purposes, the following conditions must be met:

1. Program Accreditation/Authorization - If an institution of higher education offers a concurrent *credit* course(s) on a high school campus taught by a high school teacher, the institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); **or** the college/university must be approved by the Arkansas Higher Education Coordinating Board to offer courses, including courses offered via distance technology, for concurrent credit.
2. Concurrent Credit Courses - Concurrent credit courses must be freshman-level and/or sophomore-level college/university courses that are approved through the established process of an institution and included in the institutional catalog. The general education courses offered for concurrent credit must be listed in the Arkansas Course Transfer System (ACTS). A list of the career and technical education (CTE) courses offered for concurrent credit must be attached to the signed Memorandum of Understanding (MOU) between the high school/school district and the college/university.

The course offered for concurrent credit must meet the same standards as college courses taught on the college/university campus. Students can earn college credit and/or one unit of high school credit for successful completion of each general education concurrent course and each blended AP/concurrent course that is a minimum of 3 semester credit hours. Students can earn college credit and/or up to one unit of high school credit for successful completion of each CTE course that is a minimum of 3 semester credit hours.

The college/university administration must exercise direct oversight of all aspects of the concurrent course, including participation in the faculty selection, orientation, and evaluation processes.

The instructor teaching the college course for concurrent credit must:

- 1) use the approved college/university course syllabus,
- 2) use the same textbook or a textbook with aligned content and course learning outcomes as approved by the college/university,
- 3) adopt the same learning outcomes and assignments as those developed for the course offered on the college/university campus with limited exceptions approved by the college/university, and 4) use the same course grading standards as those on the college/university campus. If departmental exams are used in college/university campus courses, then those course exams must be used at the high school site.

Note: It is understood that one high school may have a concurrent agreement with more than one college/university; however, there should not be unnecessary duplication of college course offerings.

If there is not agreement among multiple institutions offering college courses at one high school/school district, the college/university seeking clarification on the implementation of the concurrent enrollment policy must

contact the ADHE Director in writing and follow AHECB Policy 5.17: Off-Campus Instruction Policy-Criteria for Conflict Resolution.

3. **AP/Concurrent Blended Courses (College/University Participation Optional)** - Advanced Placement (AP) courses are high school courses in which students are required to take the AP Exam and make the requisite score in order to receive college credit from an Arkansas institution of higher education. (**Note:** Student enrollments in AP courses cannot be reported through the Arkansas Higher Education Student Information System.)

The merging of AP courses and general education college courses is allowed under certain circumstances, and these merged courses will be referenced as blended AP/concurrent courses.

- Colleges and universities that offer blended AP/concurrent courses must ensure that these blended courses meet all the requirements of concurrent courses as set forth in this concurrent enrollment policy.
 - The AP course guidelines specified by the College Board in its published course description must be incorporated into the blended AP/concurrent course syllabus.
 - The blended AP/concurrent course syllabus must be submitted by the high school teacher for approval by the College Board AP Course Audit; and the school district must have on file the written documentation of the College Board approval of the blended AP/concurrent course syllabus. A copy of the blended AP/concurrent course syllabus currently approved by the College Board must be submitted for college/university approval during the concurrent instructor/course approval process.
 - **All students enrolled in blended AP/concurrent courses are required to take the AP exam;** and the high school must have written documentation on file of the students who took the AP exam with this AP exam data provided to the college/university upon request.
 - Students can earn at least three semester credit hours of college credit and one unit of high school credit for successful completion of one blended AP/concurrent course only if the student registers for concurrent course credit at the beginning of the term. (A minimum score on the AP exam is not required for the student to earn college credit for the blended AP/concurrent course.) All other students enrolled in the blended AP/concurrent course can earn only one unit of high school credit for the course.
 - Students enrolled in these blended AP/concurrent courses must meet all college/university requirements included in this concurrent enrollment policy.
 - Any high school that cannot furnish data on AP test takers (during an ADE/ADHE concurrent enrollment program audit) will not be approved for the continued offering of blended AP/concurrent courses.
4. **Concurrent Course Ownership**
Institutions of higher education must demonstrate “ownership” of any course offered for concurrent credit for which students are reported for funding purposes. Ownership of courses means that the college/university will:

- Provide the instructors with appropriate training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements after approval of the instructors to teach the college/university courses.
- Ensure that instructors receive continuing collegial interaction with college faculty through professional development, required seminars, and site visits. These interactions will address topics such as course

content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study.

- Ensure that students have the opportunity to utilize institutional resources including the college/university library and academic advising on the college/university campus. Simply awarding college credit to students who are enrolled in concurrent courses offered by a sponsoring college/university does not meet the principle of “course ownership” as described above.

5. Teaching Credentials

Faculty teaching general education concurrent courses must have a master’s degree with a minimum of 18 graduate college credit hours in the subject area being taught. College or university faculty who travel to the high school or secondary center to teach concurrent courses (and/or faculty and staff that have direct contact with the high school student) must have a criminal background check and complete the child maltreatment training course as required of public school teachers.

The teacher of the blended AP/concurrent course(s) must have completed AP training in the subject area(s), must have a master’s degree with a minimum of 18 graduate college credit hours in the subject area being taught, must be approved to teach the concurrent course(s) by the college/university, and must provide the college/university with documentation of successful completion of AP training.

The instructor of record must be the individual that teaches the concurrent course(s); and for general education concurrent courses and blended AP/concurrent courses these individuals must have a master’s degree with a minimum of 18 graduate college credit hours in the subject areas being taught.

For the purpose of teaching a concurrent course under this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member of the college/university.

III. **Concurrent Course Enrollment**

Concurrent College Admission

High school students enrolled in general education concurrent courses will be those who have successfully completed the eighth grade and are admitted to the college/university as non-award seeking students. Each college/university must specify the concurrent admission requirements for high school students.

Concurrent Course Registration

Because discrete classes that totally separate concurrent credit students from nonconcurrent credit students may be prohibitive to operate in some cases, those classes with a mixed population must have at least a majority of the students enrolled for concurrent credit; and **all high school students enrolled in the concurrent course must meet the same requirements for completion of the course whether or not the student is registered for college credit.** The concurrent course withdrawal process and procedures must be implemented in accordance with established college/university guidelines.

Concurrent/Dual Course Placement/Statewide Minimum Exam Scores

High school students must have scored 19 or better on the ACT Reading sub-test **or** have a score on the EXPLORE, PLAN or PSAT assessments (see Table 1) that are projected to produce a 19 or better on the ACT Reading sub-test, or comparable score on the SAT, ASSET or COMPASS, to enroll in **any** general education course.

Enrollment in English Composition and mathematics courses also require a 19 or better on the respective ACT sub-test **or** a score on the EXPLORE, PLAN or PSAT assessments (see Table 1) that are projected to produce a 19 or better on the respective ACT sub-tests or comparable score on the SAT, COMPASS or ASSET.

The designated exam scores are statewide minimum scores. **Any college/university campus may elect to set higher minimum scores for general education concurrent courses, and may choose to require the COMPASS or ASSET score in addition to EXPLORE, PLAN or PSAT scores.**

**Table 1
EXPLORE and PLAN Scores that Project an ACT Score of 19**

ACT sub-test	ACT/COMPASS/ASSET	EXPLORE	PLAN
Reading	19/83/43	14	15
Math	19/41/39	15	17
English	19/80/45	14	16

PSAT Scores that Project the Statewide Minimum SAT Scores

SAT sub-test	SAT	PSAT	
Reading	470	47	
Math	460	46	
English/Writing	450	45	

IV. Concurrent Course Enrollment - Data Reporting (via Student Information System)

Only students who are enrolled in concurrent courses for college credit can be counted for FTE purposes by the college/university.

Students enrolled in blended AP/concurrent courses can be counted for FTE purposes.

Students enrolled in career and technical education courses for concurrent credit at a secondary center can be counted for FTE purposes.

High school students enrolled in remedial/developmental courses for concurrent credit cannot be counted for FTE and higher education funding purposes.

(Note: More details on data reporting for concurrent enrollment will be included in ADHE guidelines on institutional data submissions.)

V. Concurrent Course Enrollment - Payment of Tuition and Fees

The college/university will establish tuition and fee rates for concurrent students.

Colleges and universities cannot claim student semester credit hours or funding if tuition is not received by the institution in any form.

The high school student shall be responsible for all costs of college/university courses taken for concurrent credit, unless the costs for these courses are paid by the public school district, a college/university scholarship, a grant, or a private foundation. **If the costs for a college/university course(s) are paid by the public school district, a college/university scholarship, a grant, or a private foundation; a signed agreement must exist between the public school district, the external entity or foundation, and the Arkansas state-supported college/university.**

If the college/university sets tuition and fees at a lower rate than the regular full tuition rate on campus, the difference between the regular rate and the charged rate must be reported as an academic scholarship for all purposes and must be reported as such to ADHE.

For formula recommendation purposes, ADHE will include the regular full tuition and fees for all concurrent courses (except remedial/developmental education concurrent courses) in the funding recommendation.

Pursuant to Arkansas Code §6-53-501, the intent of this concurrent policy is that the college courses described above shall include but not be limited to articulated courses designed for instruction of secondary students qualifying for state aid from the public school fund. Nothing in this policy shall preclude money flowing to the secondary centers under Arkansas Code §6-51-305.

High school students enrolled in college/university remedial/developmental education courses for concurrent credit cannot be counted for FTE/higher education funding purposes. (Note: More details on funding for concurrent enrollment will be included in AHECB institutional finance policy.)

VI. Concurrent Course Enrollment - Career and Technical Education Courses

Students enrolled in Career and Technical Education (CTE) courses that are included in the MOU agreement between the school district and college/university can be awarded college credit and/or up to one unit of high school credit for successful completion of each CTE course that is a minimum of 3 semester credit, as delineated in the MOU agreement.

VII. Concurrent Course Enrollment – Remedial/Developmental Education Courses (College/University Participation Optional)

A high school senior who possesses at least an ACT sub-test score of 17 in English, reading or mathematics (or comparable exam score) may enroll in the requisite remedial/developmental education courses in English, reading, and mathematics at an Arkansas state-supported college/university.

A high school senior enrolled in remedial/developmental education courses in English, reading and/or mathematics must be notified verbally and in writing by the high school principal or designee that **successful completion of remedial/developmental education courses at one college/university does not guarantee college-level course placement at another Arkansas college/university, unless there is a written/signed college course placement agreement with the other Arkansas college/university.**

A remedial/developmental education course cannot be used to meet the high school or college/university core subject area/unit requirements in English and mathematics. A three-semester credit hour remedial/developmental education course shall be the equivalent of one-half unit of credit for a high school career focus elective.

A list of the colleges/universities with a signed college course placement agreement must be:

- 1) attached to the signed Memorandum of Understanding (MOU) between the school district and college/university,
- 2) included in the Concurrent Enrollment Student Guide/Information Sheet, and
- 3) posted on the college/university website.

Note: Nothing in this concurrent policy, shall require a college/university or school district to offer remedial/developmental education courses in English, reading and mathematics for concurrent credit.

VIII. Partnership Agreement/Memorandum of Understanding (MOU)

A written and signed Memorandum of Understanding (MOU) must exist to reflect the various expectations, obligations, and responsibilities of all parties. The MOU must be reviewed annually, and the college/university must provide to the high school a list of all college courses that may be offered for concurrent credit during the school year. The unit of high school credit that will be awarded for each college course must be noted for each concurrent course along with the high school course replacement/substitution. The high school/school district or the college/university can modify or terminate the written, signed concurrent agreement during the annual review period.

[FYI: The Arkansas Department of Education indicated that in some course areas that the high schools may need to require the completion of two college courses to meet state course content requirements for high school graduation. The example given by ADE was for United States History, but the high schools must determine which ADE/state course content standards will require the completion of two college courses.]

High school students who desire to enroll in a college or university first must be recommended by their high school principal or designee.

If remedial/developmental education courses in English, reading or mathematics are offered for concurrent credit to high school seniors, a list of the colleges/universities with a signed college course placement agreement must be attached to the MOU, published in the student guide/information sheet, and posted on the college/university website.

The college/university must provide the school district with a student guide or information sheet for concurrent enrollment that the high school must distribute to students and parents that outlines the college/university and school district requirements for student participation. The high school will assure that the student and parent acknowledge that the student will participate in the concurrent program in accordance with the stated college/university and school district participation requirements.

Concurrent program requirements and guidelines required for course instruction must be provided by the college/university to the school district and concurrent instructors.

IX. State Authorization for Concurrent Enrollment Program

A college/university must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or be authorized by the Arkansas Higher Education Coordinating Board (AHECB) to participate in the Concurrent Enrollment Program (CEP).

I. College/University offering Concurrent Courses on College/University Campus Only

A college/university only offering concurrent courses on the college/university campus (and does not offer or plan to offer concurrent courses on the high school campus) has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation.

The college/university must submit to ADHE no later than June 1, 2014, a copy of the written, signed MOU agreement between the college/university and high school/school district as verification of the on-campus college/university concurrent enrollment program. The MOU must outline in detail the concurrent enrollment arrangements between the two parties. A copy of the current written, signed MOU agreement must be submitted to ADHE by June 1 of each subsequent year for continued authorization.

Any college/university currently not offering concurrent courses on a high school campus must follow the concurrent program approval process outlined in Item III below; and the college/university must have AHECB authorization for its institutional (high school) concurrent enrollment program prior to the offering of concurrent courses on a high school campus.

II. College/University with NACEP Accreditation Initial Authorization for Concurrent Enrollment Program

1) A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation, and must maintain NACEP accreditation for continued CEP participation; or 2) **A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation and may request AHECB authorization to satisfy the requirements for continued CEP participation when current NACEP accreditation expires. The college/university must submit the written notification to ADHE no later than**

June 1, 2014, or June 1 of a subsequent year, requesting AHECB authorization for continued CEP participation.

III. College/University without NACEP Accreditation (and offering Concurrent Courses on High School Campus) Initial Authorization for Concurrent Enrollment Program

To receive initial authorization through the state review process, developed in cooperation with the colleges and universities, and implemented by the Arkansas Department of Higher Education (ADHE); **a college/university must demonstrate that the college/university concurrent program meets or exceeds all requirements outlined in the AHECB Concurrent Enrollment Program (CEP) policy.**

AHECB approval will be granted to the college/university to offer concurrent credit courses for a period not to exceed seven (7) years once the college/university has submitted a CEP proposal that has been reviewed and recommended for approval by a 3-member review team selected from a panel of reviewers agreed upon by the Concurrent Review Committee (CRC) and ADHE.

The initial proposal for offering concurrent credit must specify how the college/university concurrent enrollment program satisfies each component of the CEP policy by providing evidence of the following:

1. Faculty

Each college/university must have a policy for selecting faculty to teach concurrent courses that meets AHECB guidelines. Each concurrent instructor for general education courses at a minimum must hold a master's degree and have 18 graduate-level hours in the subject to be taught.

Each college/university must have an official transcript on file for each instructor approved for concurrent courses which clearly indicates that the concurrent faculty member has the required academic credentials.

Each college/university must have a description of the orientation process for new concurrent faculty and a sample of information that is provided to concurrent faculty during orientation.

Each college/university must have a description of the plan to assure concurrent faculty receive appropriate professional development.

2. Courses

Each college/university must present a current list of proposed concurrent courses by course name, number (i.e. ENGL 1013), the associated Arkansas Course Transfer System (ACTS) course number, and indicate any pre-requisite courses.

3. Syllabi and Textbooks

Each college/university must have a policy regarding final approval of concurrent syllabi and textbooks.

4. Students

Each college/university must verify that students have met admission n criteria for the college/university and that the process conforms to AHECB guidelines.

Each college/university must provide an explanation of how grades are awarded and recorded with the college/university Registrar.

5. Student Guide for Concurrent Enrollment

Each college/university must have a student guide for concurrent enrollment available to students and parents that outlines the college/university and school district participation requirements; and includes information regarding syllabi, academic standing, grading, links to ACTS, academic dishonesty, transcripts, current contact information for the concurrent enrollment liaison at the college/university,

drop/withdrawal from class, academic due process guidelines, use of the college/university library, and student evaluation of instruction procedures.

6. Faculty Guide for Concurrent Enrollment

Each college/university must have a faculty guide for concurrent enrollment detailing the syllabus requirements, FERPA requirements, academic dishonesty policy, grading system, access to input grades, grade changes, student academic due process, student evaluation of instruction, policy for students with disabilities, sexual harassment policy, contact information for the college/university concurrent liaison, and child maltreatment and reporting policy, non-compliance policy, and process of faculty evaluation by the academic unit head from the college/ university.

7. Assessment

By academic discipline, a description of the process for assuring concurrent course content satisfies the requirements of the college/university academic unit. Examples may include common examinations, approval of concurrent tests by the college/university, common grading criteria, etc.

8. Evaluation

Each college/university will analyze its student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success.

9. Memorandum of Understanding

The college/university must have on file a current written, signed Memorandum of Understanding with each high school with whom the college/university offers or desires to offer concurrent enrollment.

The Memorandum of Understanding must include the following:

1. The names and addresses of the college/university and the participating school district/high school;
2. Academic calendar with dates the college/university and the high school must comply;
3. Guidelines and requirements for approval of instructors;
4. Guidelines for approval and assessment of courses;
5. Guidelines and requirements for admission and eligibility of students;
6. Requirements for syllabi;
7. Non-compliance statement;
8. Length of time covered by the MOU and procedures for termination of MOU;
9. Description of the concurrent course billing process.

All evidence indicating how the college/university plans to offer a concurrent enrollment program must be submitted to ADHE by June 1, 2014, (or by June 1 of a subsequent year if concurrent courses will be offered for the first time during the next academic year) for an evaluation by a review team selected from among those designated by the Arkansas Department of Higher Education to serve on the Concurrent Review Committee. The Committee members will be selected by ADHE and will serve for a three-year period.

The CRC evaluation report will be forwarded to the Arkansas Department of Higher Education for consideration of a recommendation for AHECB approval of the institutional concurrent enrollment program.

AHECB Continued Authorization

A college/university with AHECB initial authorization for the Concurrent Enrollment Program can offer courses for concurrent enrollment for a period of up to seven (7) years unless the AHECB requires a follow-up review within the 7-year timeframe and/or the NACEP accreditation has expired.

A college/university that wishes to continue to offer courses for concurrent enrollment must request AHECB reauthorization or must maintain NACEP accreditation.

The request for AHECB CEP reauthorization must include documentation of the following:

1. A current Memorandum of Understanding with each high school with whom the college/university desires to offer concurrent enrollment.
2. A current list of concurrent courses offered by course name, number (i.e. ENGL 1013), the ACTS course number, and any pre-requisites courses.
3. By academic discipline, a description of the process for assuring that concurrent course content satisfies the requirements of the college/university academic unit.
4. A current list of concurrent instructors offering courses for concurrent credit including a statement that each instructor meets the minimum requirements for instruction as required by AHECB and the academic department offering the concurrent credit.
5. An explanation of how grades are awarded and recorded with the college/university Registrar.
6. An analysis of student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success for the three years prior to the reauthorization request year.

The information for continued authorization must be submitted to ADHE by June 1 before the expiration date of AHECB CEP initial authorization; and reviewed by a 3-member team selected by ADHE from among those designated to serve on the Concurrent Review Committee. Based on the CRC review, ADHE will make a recommendation to AHECB for continued authorization **or** a recommendation for discontinuation of the institutional concurrent enrollment program.

A college/university with NACEP accreditation must submit written documentation to ADHE of its current accreditation status within 30 days of NACEP notification of reaccreditation to maintain AHECB CEP continued authorization.

AHECB Policy 5.16: Concurrent Enrollment

Adopted: Agenda Item No. 19 - October 23, 1998

Revised: Agenda Item No. 38- July 23, 1999; Agenda Item No. 12-April 27, 2007;

Agenda Item No. 2-June 28, 2011

APPENDIX E

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING CONCURRENT COLLEGE AND HIGH SCHOOL CREDIT FOR STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE December 2012

1.0 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures concerning concurrent college and high school credit for students who have completed the eighth grade.

2.0 REGULATORY AUTHORITY

- 2.01 These rules shall be known as the Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade.
- 2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105 and Ark. Code Ann. § 6-18-223.

3.0 DEFINITIONS

- 3.01 A student who “has successfully completed the eighth grade” is a student who has been promoted to the ninth grade.
- 3.02 A student in grades 9-12 is considered "enrolled" in a public secondary school so long as he/she is counted for average daily membership of the school pursuant to Ark. Code Ann. § 6-20-2303(3)(C).
- 3.03 “Private institution” is defined as an institution of higher education accredited by the Western Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, or North Central Association of Colleges and Schools.

4.0 ENROLLMENT GUIDELINES FOR STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE

- 4.01 Any student who is enrolled in grades 9-12 in an Arkansas public school shall be eligible to enroll in a publicly supported community college, technical college, four-year college or university, or private institution in accordance with the rules and regulations adopted by the college or university.
- 4.01.1 If an Arkansas public college or university or private institution requires a college course placement score greater than a score of 19 on the ACT or an equivalent measure, the public school student must meet that institution’s concurrent admissions and course placement requirements.
- 4.01.2 A student in grade 12 who possesses at least an ACT sub-score of 17 in English, reading or mathematics (or an equivalent measure) may enroll in remedial/developmental education courses in English, reading and mathematics at a publicly supported community college, technical college, four-year college or university, or private institution.
- 4.01.3 Any institution of higher education offering a remedial/developmental education course(s) must inform the public school student, verbally and in writing, that successful completion of remedial/developmental education courses in English, reading and mathematics at one college or university does not guarantee college course placement at another Arkansas college or university, unless there is a written/signed college course placement agreement with the other Arkansas college or university. A list of the institutions of higher education

with a signed college course placement agreement must be 1) included in the signed Memorandum of Agreement between the school district and college/university, 2) published in the current college/university catalog, and 3) posted on the college/university website.

- 4.02 Any public school student in grades 9-12 who enrolls in and successfully completes a course(s) offered by a publicly supported community college, technical college, four-year college or university, or private institution shall be entitled to receive both high school and college grades and credit (credit earned by CLEP examination may not be counted as high school credit) toward graduation, as outlined in these regulations. Participation in the concurrent high school and college credit program must be documented by a written agreement between:
- 4.02.1 The public school student, and his or her parent(s) or guardian(s) if the public school student is under the age of eighteen (18);
 - 4.02.2 The public school or public school district where the student is enrolled; and
 - 4.02.3 The publicly supported community college, technical college, four-year college or university, or private institution.
- 4.03 Students must comply with applicable enrollment or graduation requirements of the public high school the student attends while the student participates in the concurrent credit program. Public school students who previously earned high school credit through the concurrent credit program shall maintain the earned credit through graduation, regardless of whether the student subsequently transfers to a public school or school district that opts not to participate in the concurrent credit program.
- 4.04 Three semester hours of college credit taken by a student in grades 9-12 at a publicly supported community college, technical college, four-year college or university, or private institution shall be the equivalent of one unit of high school credit in the same subject area. A three-semester hour remedial/developmental education course shall be the equivalent of one-half unit of credit for a high school career focus elective. A remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.
- 4.05 College credit earned at a publicly supported community college, technical college, four-year college or university or private institution by an eligible student shall be counted by the high school toward graduation, including credit earned through summer terms.
- 4.06 The student shall be responsible for all costs of higher education courses taken for concurrent college credit, unless the costs for these courses are paid by the public school district, a college/university scholarship, a grant, or a private foundation. If the costs for a higher education course(s) are paid by the public school district, a college/university scholarship, a grant, or a private foundation, a signed agreement must exist between the public school district, the external entity or foundation, and the publicly-supported or private institution of higher education.
- 4.07 Public school students in grade 12 who are enrolled in remedial/developmental education courses will not be counted for public higher education funding purposes.
- 4.08 Nothing in these rules shall be construed to require Arkansas public schools, publicly supported community colleges, technical colleges, four-year colleges or universities, or private institutions to participate in a concurrent credit program.
- 4.09 Any public school district and publicly supported or private institution of higher education that chooses to participate in a concurrent credit program shall implement and carry out the concurrent

credit program in accordance with the rules of the Arkansas State Board of Education and the policies of the Arkansas Higher Education Coordinating Board.



APPENDIX F

ACADEMIC CALENDARS

Academic calendars will be inserted at the time of the annual review prior to each academic year.



APPENDIX G

Arkansas Department of Career Education (ADCE) Secondary Center Reporting and Funding*

Expenditure Reports

A. Semester Report

Enrollment data shall be submitted to ADCE each semester. Each center will include enrollment verification from each participating high school. Enrollment and verification forms are available on the Secondary Technical Center website.

B. Yearly Reports

1. An annual expenditure report is to be completed and sent to the Department of Career Education.
2. The center will report to ACE each school year a list of participating high schools (School Participation Report).
3. The center will report to ACE all eligible students enrolled in center programs during the school year (End-of-Year Report).
4. The center sponsored by an institution of higher education or having a Memorandum of Understanding (MOU) with an institution of higher education shall report annually the number of students earning concurrent credit and the number of hours earned. (Annual Concurrent Credit Report).

Funding

1. **Technical center aid** will be calculated and distributed by the Department of Career Education based upon each secondary technical center's eligible student FTE count. Centers receiving technical center aid with an enrollment exceeding 60 percent of the total enrollment from any one sending school will not receive funding for those FTEs over the 60 percent threshold. This funding exception will apply to the secondary technical center's main campus as well as satellite/off-campus locations.
2. The minimum training fee is set in accordance with ACA 6-20-2305(2)(A) and shall be calculated from the eligible student FTE count within the 60 percent funding threshold of the previous school year.
3. The secondary technical center will bill each participating high school based upon current enrollment.

4. A secondary technical center will only receive funding for eligible students within the 60 percent funding threshold.
5. Funds not expended in accordance with ACA 6-51-301 to 6-51-305 shall be carried forward into the succeeding year. Unexpended funds shall be carried forward for the sole purpose of conducting summer programs and community-based education centers or supporting vocational center operations in succeeding years.
6. Funding modifications shall be approved by the SBCE. Centers which have enrollment exceeding 60 percent of population from one sending school shall seek funding consideration from the sending school with more than 60 percent of sending population.

APPENDIX H

MSCC Technical Center Admission Requirements

General Education Concurrent Enrollment Admission Requirements

Goldsby Scholarship for Concurrent High School Students

Concurrent Billing Process

MSCC Curriculum Review Process

Faculty Credentials

Non-Compliance Statement

Assessment of Student Academic Achievement

MSCC Syllabi Components

MSCC TECHNICAL CENTER Admissions Requirements

Prospective students apply for admission to MSCCTC programs through their local high school counselor. Admission is based on student grade point average; ACT, PLAN, ASSET, or COMPASS test scores; school attendance; citizenship; motivation; ability; and aptitude.

All students are required to submit:

1. A completed application for admission form
2. A current high school transcript for each semester of enrollment
3. ASSET, COMPASS, PLAN or ACT test scores
4. Signed student/parent agreement
5. Proof of immunization against mumps, measles, and rubella
6. Written recommendation from the high school principal and counselor

Students must meet minimum grade point average criteria and minimum ACT/PLAN, COMPASS, or ASSET scores as identified in the Ability to Benefit admissions criteria for unconditional admission into their chosen program of study. Admission for students who do not meet minimum GPA criteria will be subject to conditional approval by their local high school counselor and principal and the MSCCTC director.

Career Pathway	Unconditional Admission GPA	Conditional Admission GPS
A/V Tech and Film	2.5	2.25
Aviation Maintenance Technology	2.5	2.25
Computer Engineering	2.5	2.25
Diesel Technology	2.5	2.25
Food Service Management	2.5	2.25
Health Science Technology (Medical Professions)	2.5	N/A
Machining Technology	2.5	2.25
Welding Technology	2.5	2.25

Conditional Admission

Students who meet the Ability to Benefit criteria and have a GPA of less than a 2.5 but at least a 2.25 GPA may be admitted conditionally at the mutual discretion of the high school counselor, principal and MSCCTC director.

Students who are conditionally admitted must earn at least a 2.25 in their first semester at MSCCTC in order to remain in the program.

Health Science Technology (Medical Professions) applicants are not eligible for conditional admission.

Ability to Benefit Admission

Mid-South Community College Technical Center may conditionally admit students who have demonstrated the potential to succeed but who do not meet the GPA requirements. Students must meet or exceed the minimum required scores on the exam as shown.

All students must meet the Ability to Benefit Admissions criteria for admission to MSCCTC.

	ACT/PLAN	ASSET	COMPASS
English/Writing	14	35	32
Reading	14	35	62
Numerical	15	33	25



GENERAL EDUCATION CONCURRENT ENROLLMENT Admission Requirements

Requirements for Participation

To participate in the general education concurrent enrollment program, students must have successfully completed the 8th grade and meet the following criteria:

- Have an overall high school grade point average (GPA) of 3.0 or better. Students who have previously completed college courses must have both a high school GPA and a college GPA of 3.0 or better.
- Have ACT scores of 19 or better on the appropriate subtests. Students enrolled in English or mathematics must have a grade point average of 3.0 or better in the subject area as well.
- Students who have not taken the ACT or whose ACT scores are below 19 on a specific subtest must take the COMPASS or ASSET placement test and score appropriately prior to enrolling in college courses. Required scores are listed below.

	ACT	COMPASS	ASSET	SAT
Reading	19+	83+	43+	470+
English	19+	80+	45+	450+
Math	19+	41+	39+	460+

- Have the written approval of their parent/legal guardian, high school guidance counselor, and high school principal.

GOLDSBY SCHOLARSHIP FOR CONCURRENT HIGH SCHOOL STUDENTS

Qualified students have the opportunity to participate in an innovative educational program thanks to the generosity of West Memphis community leader, Thomas B. Goldsby, Jr. The Goldsby Scholarship provides funding for high school students to enroll in concurrent classes at Mid-South Community College.

Students participating through the Goldsby Scholarship and who succeed in Mid-South Community College classes during each semester of their junior and senior years of high school can complete more than 24 college-level hours before graduation from high school.

The scholarship may be applied to two courses each fall and spring semester for high school juniors and seniors. Students may choose from Mid-South Community College courses approved by their high school principal that will count toward high school graduation requirements.

The Goldsby Scholarship is available to students concurrently-enrolled in high school and college courses, which will count towards both high school and college graduation requirements. To be entitled to this scholarship, the student must meet the college admission requirements for concurrently-enrolled high school students and receive appropriate authorization from their high school principal and parent/legal guardian.

Scholarship Value

The Goldsby Scholarship covers the tuition and fees for two college-level courses each semester of the junior and senior year of high school. Students or their high schools are responsible for transportation to and from the College and for the cost of textbooks and other materials required for college courses.

Additional Requirements

Additional requirements for the Goldsby Scholarship include:

1. Students must be in the 11th or 12th grade, or its equivalent, and attend a public or private high school in Crittenden or surrounding Arkansas counties or home-schooled.
2. Students must maintain a cumulative 3.0 GPA at their high school and at MSCC on any previous college coursework completed.
3. Students must reapply each semester.
4. Students must sign the media release.
5. Students must write a thank you note to Mr. Goldsby for each semester the scholarship is awarded.
6. Students must attend the President's Reception

CONCURRENT BILLING AND PAYMENT PROCESS

General Education Concurrent Credit

The high school student is responsible for all costs of MSCC courses taken for concurrent credit, unless the costs for these courses are paid by an institutional or private scholarship, a grant, private foundation, or other private entity. The following items are applicable:

- The costs of tuition, fees, books, and course materials for general education concurrent courses are NOT assumed by the public school district; therefore, MSCC does not bill the public school district for general education concurrent students.
- All costs of MSCC courses taken for concurrent credit are the same as for other college students enrolled in MSCC courses.
- Concurrent students enrolled in general education concurrent courses are responsible for self-pay for costs not paid by a scholarship, grant, or foundation, as stated. This includes the Thomas B. Goldsby Scholarship, which pays for tuition and fees but no other course costs.
- Payment procedures for students enrolled in general education concurrent courses are the same as the payment procedures for other college students enrolled in MSCC courses. The college payment procedures are included in the *MSCC Catalog* and are also provided below.

MSCC Payment Procedures for Tuition and Fees

Students who register during Early Registration must pay tuition and fees before Regular Registration as listed in the Academic Calendar to hold enrollment in those courses unless they have approved Pell grants or scholarships awarded. Students may pay in full by cash, check, or credit card or utilize the FACTS-Nelnet Management payment plan. MSCC accepts MasterCard, Discover, VISA, and American Express credit cards. A 2.5% convenience fee will be assessed for each transaction paid for with a credit card. Online payment is available by logging on to MyCruiser under My Account. Students with Pell grants or scholarships must check with the Finance Office at the time they register to ensure that all tuition and fees are covered.

Students who do not pay or who do not have approved Pell grants or scholarships will lose their classes and must re-register during Regular Registration. Students who register during Regular and Late Registration must pay tuition/fees when they register by paying in full, setting up a payment plan, or ensuring they have approved financial aid in place. Students who set up a payment plan must make the initial payment in order to retain their classes. If payment is not received, students will be administratively dropped from their classes.

Students receiving institutional waivers for classes may register during Early or Regular Registration, but enrollment is dependent upon sufficient paid enrollment for classes to make.

Technical Center Concurrent Credit

The high school student is not responsible for costs of participating in MSCC Technical Center courses and programs. The cost of tuition, fees, books, and materials is supported by state vocational aid calculated and remitted by the Arkansas Department of Career Education and by pass-through funding received by the public school district as part of Average Daily Membership (ADM) funding.

Each fall and spring semester, MSCC invoices the public school district for full-time equivalent (FTE) enrollment of students from the district. Billing occurs subsequent to MSCC's enrollment report to the Arkansas Department of Career Education, which formalizes the MSCC Technical Center FTE enrollment by school district and by program. The invoice calculations are based on full-time equivalent (FTE) enrollment and the current billing FTE billing amount set by the Arkansas Department of Career Education. Invoices are based on current FTE enrollment, but the pass-through funding to the public school district is for the prior year's enrollment.

MSCC CURRICULUM REVIEW PROCESS

Although the administration identifies new programs to meet the economic needs of the College's service area, the faculty has primary responsibility for curriculum and instruction. In technical areas, faculty seeks the advice of advisory committees who are encouraged to review curricular content and learning objectives to help ensure that programs meet the real-world needs of business and industry.

To ensure the quality and integrity of the curriculum, MSCC follows a clear process for curricula additions, modifications, or deletions. New associate degree or technical certificate programs require review and approvals from the MSCC Curriculum Committee, composed primarily of full-time faculty, through the Vice President for Learning and Instruction, the Executive Vice President, the President, and the Board of Trustees before being forwarded to the state for review and approval of the Arkansas Higher Education Coordinating Board. The Curriculum Committee also reviews and approves faculty requests for additions, deletions, or modifications to existing program requirements before forwarding proposals for administrative approval. The addition of certificates of proficiency, program name changes, and program suspensions or deletion requires only notification to the Arkansas Department of Higher Education.

Curricular Integrity and Quality. All MSCC courses, regardless of delivery method, follow the same syllabi format, and faculty have created master syllabi for each course, which specify the required textbook and other course materials; approved learning objectives for the course; a calendar of class activities, assignments, and graded activities; the grading scale; and an explanation of how the final course grade is computed. Semester syllabi also specify the class meeting times as well as the instructor's name, office hours, and contact information. The Curriculum Committee and appropriate Associate Vice President must approve course syllabi.

FACULTY CREDENTIALS

MSCC complies with the Arkansas Higher Education Coordinating Board and accreditation requirements regarding faculty credentials and with the Arkansas Department of Career Education requirements for technical center faculty credentials.

- A. Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education, CHEA, or from institutions with comparable status, certification, or recognition in other countries.
- B. To teach in the following areas, faculty must have:
 - 1. General Education: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
 - 2. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
 - 3. Associate Level: At least one full-time faculty must have at least an associate degree in the teaching field.

Arkansas Department of Career Education Secondary Center Instructor Qualifications

- 1. Technical instructors teaching at a college-based secondary technical center must have a minimum of an associate degree within the area of instruction or related area.
- 2. Technical instructors must have completed Arkansas State Police and FBI background checks and meet all college accrediting standards for instructors.
- 3. Secondary Technical Centers shall submit documentation of these records to the Office of Workforce Training, ACE.
- 4. Centers will annually submit a list of instructors providing concurrent credit and upon meeting the above requirement, these instructors will be given an annual waiver from teacher licensure requirements.
- 5. Instructors not meeting these requirements or instructors teaching non-concurrent credit classes must hold an Arkansas Teacher's License/Technical Permit.

NON-COMPLIANCE WITH CONCURRENT CREDIT REQUIREMENTS

Arkansas statute (ACA 6-63-104) and AHECB policy 5.05 require that each Arkansas institution of higher education conduct an annual review of faculty performance and submit an annual report to ADHE regarding the review process. ADHE is required to monitor the evaluation process, and to annually report findings to the Arkansas Higher Education Coordinating Board and the Legislative Council. The annual report is posted on the MSCC Web site.

If faculty are found to be non-compliant with MSCC's policies and procedures governing instruction, curriculum, or instruction, the VP for Learning and Instruction will outline a professional development plan that addresses identified deficiencies and monitor performance to assure compliance. Continued non-compliance will result in dismissal.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

Mid-South Community College is committed to quality instruction that supports documented student learning outcomes. General education and technical/occupational learning outcomes are listed in the Academic Program sections of the *MSCC Catalog*.

To inform the continuous improvement of its academic programs and services, College personnel support a variety of evaluation activities such as the following:

- A. Placement testing of students upon initial enrollment
- B. Course-level assessment of learning outcomes
- C. Performance tracking in subsequent, related courses
- D. General education and major field tests prior to graduation
- E. Tracking student retention and graduation rates
- F. Student evaluations of instruction
- G. Student satisfaction surveys
- H. Job placement rates of graduates
- I. Employer satisfaction surveys
- J. Alumni surveys
- K. Student performance at transfer institutions

Information gathered from these instruments and activities is analyzed and used to make improvements in instructional strategies, facilities, curricula, services, and scheduling for the purpose of improving student learning.

Arkansas Comprehensive Testing, Assessment and Accountability Program

The Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) encompasses the state's Smart Start Initiative, which focuses on Grades K-4; the state's Smart Step Initiative, which focuses on Grades 5-8; and education for Grades 9-12.

The authority to implement ACTAAP is established in legislation by Act 999 of 1999. ACTAAP is a comprehensive system that focuses on high academic standards, professional development, student assessment, and accountability for schools. The focus of ACTAAP is to improve student learning and classroom instruction; provide accountability by establishing expected achievement levels and reporting on student achievement; provide program evaluation data; and assist policymakers in the decision-making process.

The U.S. Department of Education approved Arkansas's assessment system under Title I of the **Elementary and Secondary Education Act of 1965** (ESEA), as amended by the **No Child Left Behind Act of 2001** (NCLB).

ACTAAP includes End-of-Course Examinations for students completing Algebra I or the equivalent, Geometry or the equivalent and Biology for high school graduation credit. The End-of-Course examinations are administered at mid-year and spring each year.

Career and Technical Assessment

The Arkansas Department of Career Education conducts end-of-course assessment for all core courses in each of the CTE programs of study. Districts with students enrolled in any of the assessed courses are required to test students through the web-based assessment system. The assessment results are used to guide program improvement at the district, coop, and state levels. Along with industry-credentials/certifications, the end-of-course assessment data is used to measure technical skill attainment as required by the federal Perkins Act.

MSCC SYLLABI COMPONENTS

Course number, name and section, and meeting times
Faculty's name, office hours, and contact information
Semester/year
Course Description and prerequisites, if applicable
Required text and other materials
Approved learning objectives
Attendance and make-up work policy
Academic Honesty policy
Calendar of class activities, assignments, and graded activities
Grading scale and explanation of how final course grades are computed.
ADA statement

By signature below, the Parties indicate understanding and acceptance of the purposes, terms, and obligations of this agreement and appendices. The Parties further acknowledge that this is the only agreement of the Parties regarding this subject, and it supersedes any prior written or oral agreements between the parties regarding this subject.

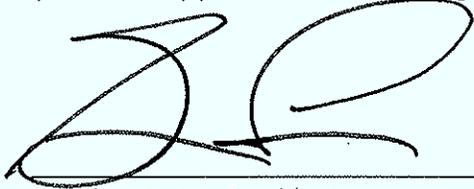


Jon Collins, Superintendent
West Memphis School District

12-9-13

Date

Address:
West Memphis School District
301 South Avalon
West Memphis, AR 72301



Dr. Glen Fenter, President
Mid-South Community College

12/9/13

Date

Address:
Mid-South Community College
2000 W. Broadway
West Memphis, AR 72301

2013-2014 Application Cycle

Application

**West Memphis School District
West Memphis, Arkansas**

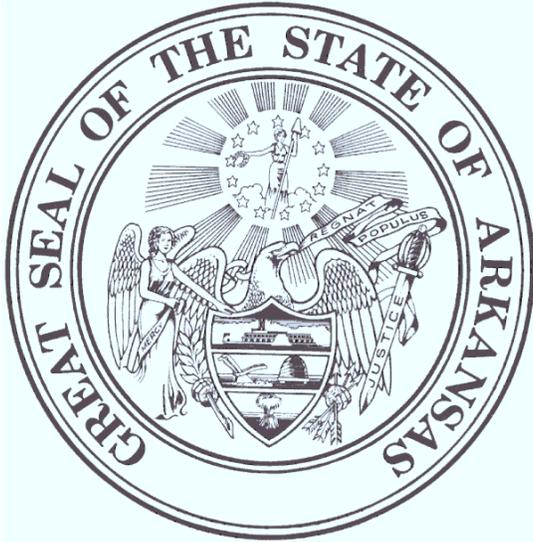
RECEIVED
Arkansas Department of Education
Charter and Home School Office
Oct 31, 2013



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application District Conversion or Limited Public Charter School

Deadline for Receipt of Submission: Thursday, October 31 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ The Academies of West Memphis _____

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

**Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
DISTRICT CONVERSION OR LIMITED PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: The Academies of West Memphis

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 1900

Name of School District: West Memphis School District

Type of Charter Proposed: District Conversion Public Charter School

Name of Contact Person: Jon Collins, Superintendent of West Memphis School District

Address: 301 South Avalon City: West Memphis

ZIP: 72301 Daytime Phone Number: (870) 735-1915 FAX: (870) 732-8643

Email: collins@wmsd.net

Charter Site Address: 501 West Broadway

City: West Memphis

ZIP: 72301 Date of Proposed Opening: August 2014

Name of Superintendent: Jon Collins

Address: 301 South Avalon City: West Memphis

ZIP: 72301 Daytime Phone Number: (870) 735-1915

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of the Academies of West Memphis is to provide a high quality, research based education and technical curricula which prepare students for global awareness, an appreciation for diversity, employment, and lifelong learning.

The mission statement will be measured through a variety of sources. The provision of high quality, research based education will be documented through teacher lesson plans, through Professional Learning Communities (PLC) agendas and minutes & through documentation of professional development. Through strong community stakeholder and business partnerships with some of the Mid-South's leading corporations, the Academies of WM will measure and analyze employment internships for relevance of course work.

Student achievement will be measured through End of Course (EOC) testing performance rates, student individual grades and graduation rate. TAGG and "All" student groups scores will also be documented as a measurement of how this model will reduce the achievement gap. The school master schedule will serve as the documentation & measurement of the expansion of the school curriculum over the course of the charter.

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

Applicant Response:

The Academies of WM will increase the college and career readiness access of our students. We will introduce and implement the College and Career Readiness (CCR) piece as a keystone unit for all career orientation classes. This will provide planned learning experiences focused on the pathways designed to motivate, challenge, and reward excellence in those who utilize them.

In grades nine through twelve, we will offer Academy pathway courses in a joint effort between WMHS and our local secondary and career-technology center located at Mid South Community College (MSCC). We plan to partner with MSCC to share intellectual capacities and resources. Our freshmen will receive focused, technology driven instruction which will continue their career and technical orientation pathway. Students in grades ten through twelve will be provided access to alternative offerings in addition to the ones already in place. The Academies of WM will be centered around responsiveness to economic, cultural, social, and human development by serving as a catalyst for community and educational improvements. Our programs will contain the highest quality technical instruction and some of the most sophisticated use of career technology in the Delta. This charter will enable the Academies of WM to experience increased flexibility and establish innovative and bona fide pipelines towards jobs and economic prosperity for our high school graduates as well as the Delta.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

Applicant Response:

A public hearing was held October 17th, 2013 at the West Memphis High School Performing Arts Center to discuss the proposed establishment of a Conversion Charter School at West Memphis High School. The meeting began at 6:30 p.m. and concluded at 7:45 p.m. The meeting was published for three consecutive weeks in the *Evening Times*, 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 and a text message. In addition, the meeting was advertised on the district's website. Information pertaining to the public meeting was also discussed at a community business meeting with local elected leaders.

Mr. Collins, Superintendent of the West Memphis School District, facilitated the meetings. The meetings were opened with a welcome and the following agenda was followed:

Welcome and Background - Mr. Jon Collins, Superintendent

Academy Overview and relevance - Mr. Dan Henderson, Principal WMHS

Waiver Discussion - Mrs. Susan Waggener, Asst. Principal WMHS

Behavioral & Academic ALE - Mr. Robert Gaines, Asst. Principal WMHS

Programs of Study - Mrs. Latarsha Johnson, Senior Counselor WMHS

Keystone Course Development - Mrs. Tamika Burnett, Sophomore Counselor WMHS

Outcomes - Mrs. Lisa Cloud, Junior Counselor WMHS

Question / Answer session

Conclusion - Mr. Collins

***SEE APPENDICES C1 - Newspaper PROOF and ADD / BlackBoard Connect voice/text/e-mail mass notification system documentation / Web-site snap shot / Attendee registration**

2. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of the Academies of West Memphis is to provide a high quality, research based education and technical curricula which prepare students for global awareness, an appreciation for diversity, employment, and lifelong learning.

The mission statement will be measured through a variety of sources. The provision of high quality, research based education will be documented through teacher lesson plans, through Professional Learning Communities (PLC) agendas and minutes & through documentation of professional development. Through strong community stakeholder and business partnerships with some of the Mid-South's leading corporations, the Academies of WM will measure and analyze employment internships for relevance of course work.

Student achievement will be measured through End of Course (EOC) testing performance rates, student individual grades and graduation rate. TAGG and "All" student groups scores will also be documented as a measurement of how this model will reduce the achievement gap. The school master schedule will serve as the documentation & measurement of the expansion of the school curriculum over the course of the charter.

3. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

For the last three years, economically disadvantaged students scored significantly lower on the End of Course Geometry Exam than other students. In 2010-2011, 63% of the economically disadvantaged students were proficient. There were only three non-economically disadvantaged students who took the exam that year. One student scored Below Basic, one student scored Proficient, and one student scored Advanced. In 2011-2012, 67% of the economically disadvantaged students were proficient. There were three non-economically disadvantaged students who took the exam that year, and all three were Below Basic. In 2012-2103, 59% of the economically disadvantaged students were proficient while 79% of the non-economically disadvantaged students were proficient on the exam. There was a 20% gap between economically disadvantaged students and other students in 2013, the only year for which comparable data is available. The three-year average for economically disadvantaged students was 63% proficient or advanced.

For the last three years, economically disadvantaged students scored significantly lower on the 11th Grade Literacy Exam than other students. In 2010-2011, 47% of the economically disadvantaged students were proficient. There were no non-economically disadvantaged students who took the exam that year. In 2011-2012, 40% of the economically disadvantaged students were proficient. There were no non-economically disadvantaged students who took the exam that year. In 2012-2103, 48% of the economically disadvantaged students were proficient while 69% of the non-economically disadvantaged students were proficient on the There was a 21% gap between economically disadvantaged students and other students in 2013, the only for which comparable data is available. The three-year average for economically disadvantaged students w 45% proficient or advanced.

Although many of the students at West Memphis High School continue to perform well and make substantia

academic gains, academic gaps continue to exist among our student population. The WMHS charter school will provide an alternative learning environment by providing hands on learning experiences through more individualized student-centric learning models. In the spring of 2013, the All Students group taking the 11th Grade Literacy Exam scored 53.59% proficient or advanced. This fell short of the 2013 AMO by 2.14%. The TAGG student group scored 47.91%, missing the 2013 AMO by 7.82%. In mathematics, the All Students group scored 64.44% proficient or advanced on the 2013 End of Course Exam. This fell short of the 2013 AMO by 5.09%. The TAGG student group scored 58.13%. This fell short of the 2013 AMO by 11.40%. The All Students group and the TAGG group failed to meet the Graduation AMO for 2012. The All Students group graduated 74.48% of the students, which is 1.45% below the AMO of 75.93%. The TAGG group graduated 75.24% of the students, which is 1.22% below the AMO of 76.46%.

The West Memphis story is simply unique. As a school district, we face similar challenges as many other schools: attendance rates, drop out concerns, post secondary remediation rates, college completion rates, etc. As a school district serving a poverty stricken Delta economy in the state of Arkansas, we have to be very aggressive in our efforts because our situation demands it. Maintaining the status quo in eastern Arkansas is not an option. Since we want different outcomes, we must continue to develop creative and innovative solutions that will take our students in a positive direction for the short and long term impact of their lives.

What separates our charter model needs from others are the innovative solutions our students and community could benefit from the positive directions of the Academies of West Memphis.

“The goal for everyone having a baccalaureate degree is in the past.” - Fred Smith, CEO & President FedEx

Historically, WMHS has experienced about 30% of graduating seniors pursuing higher education. Five percent enlist in the military and another five percent engage in some type of local sustaining work experience above minimum wage pay. Therefore, many others are leaving high school unprepared to enter the workforce and fall into the minimum wage line of employment. Research has shown that many of the college bound students will require remediation or intensive assistance to prevent dropout.

The WMSD has a student enrollment of 5,486 students. The community of West Memphis is 63.5% minority and the district is 77.67% minority. West Memphis Census Data shows a community loss of 1,421 people over the past ten years. The population growth patterns within the WMSD attendance zones reflect a greater urban demographic composition than that of neighboring districts within Crittenden County. The WMSD also experienced a decrease in enrollment (-124) from October 1, 2012 to October 1, 2013. Forty eight of those students moved from older and dilapidated Section 8/Public Housing Authority structures to newer assisted living homes and apartments in a neighboring district. This declining growth pattern coupled with the high mobility within district continues to challenge the WMSD to adequately meet the needs of such a diverse and mobile student population. We are a Provision II National School Lunch Program district feeding all 5,486 students free breakfast and lunch daily based on our community needs.

We must change the level and approach of education to provide value added skills, certificates, and meaningful experiences for students to achieve personal career success. The jobs of tomorrow are different. The tools are different. Global competition is different. Most importantly the prerequisites for success are different. The economic future of our area depends on our collective ability to understand our current reality and re-imagine a very different path for preparing our workforce. Skills have become the global currency of the 21st century.

By 2018, Department of Labor forecasts show the economy will create 46.8 million jobs - only 36% will require high school or less while 64% will require some college. An estimated 29 million jobs in the next five years will require workers who have a two year associates degree or an occupational certificate with some value. Obtaining a good job, one capable of providing a family-sustaining wage, has become the ultimate standard for educational adequacy.

Based on an analysis of Department of Labor statistics and forecasts, we chose the Academies of WM to respond and address the economic needs of our region. When Gallup asked people from all over the world they needed to be happy, the result was they wanted a good job. While a traditional high school diploma adequately prepared graduates for 75 percent of the jobs in 1973, today almost 75 percent of jobs require m education and skills. A 2011 report from the National Skills Coalition for the Southern Governors' Associatio

concluded that “middle skill jobs, which require more than a high school diploma, but not a four year degree, currently make up the largest segment of the jobs in the U.S., nearly half.”

The expectations for return on investment for our education and workforce development dollars are rising. Given our changing reality, some questions for educators are “what can, and should, we do about it?” How can we prepare the workers our businesses need to be competitive in a global market place? How can our citizens acquire the skills they need to succeed in their jobs? How can we turn this turmoil into an advantage?

The Academies of WM will expand access to learning and career pathways by sharing intellectual capacities and resources with all of our partners. We aim to organize around industry themes, combining academic core classes, industry-specific classes, and work-based learning activities. The innovation is in linking education and work experience to create a direction connection for our students between the skills they learn in the classroom and the skills that are in demand today.

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

Applicant Response:

West Memphis is the largest city in Crittenden County, and the state's 17th largest city, as reported by the 2010 census. Our city is considered to be part of the Memphis metropolitan area and is directly across the Mississippi River from Memphis. Because of its central location and transportation infrastructure, West Memphis has become a hub for distribution and assembly operations. Top Mid-South area employers for Crittenden County residents include Schneider National Carriers, Family Dollar Distribution, Bosch Power Tools, Federal Express, and Hino Motors, as well as, West Memphis School District, Southland Park Gaming and Racing, and Crittenden Memorial Hospital. The Academies of West Memphis will serve as a catalyst for providing students with the educational foundation necessary to compete for careers in today's workforce and be academically prepared for the post- secondary level of their education.

As a conversion charter career academy, The Academies of West Memphis High School will be an institution that prepares all students for post-secondary studies and high demand, high wage careers. Students will be able to select a program of study that allows them to develop their talents, in a personalized, alternative learning environment offering more engaging curriculum and instruction.

Although our high school houses students in grades 10-12, our vision is to immerse students into the academy model beginning in 8th grade. Students in eighth and ninth grade will complete career assessments such as Explore and Kuder , and be exposed to the opportunities available at the Academies of West Memphis through classroom presentations, tours of the high school and community college campuses, community meetings, and evening showcase events. In addition to exposure opportunities, ninth grade students will receive academic and career counseling and participate in a Keystone course to be prepared to select a program of study and transition to the high school campus. An eight period schedule at our junior high campuses will facilitate the addition of the new Keystone course.

The long range vision for The Academies of West Memphis is to offer programs of study for all 16 career clusters, in small, personalized learning environments. These small, personalized learning environments (academies) will allow students to work with classmates that share similar interests and a common team of teachers, thus building stronger relationships, and promoting a sense of belonging, while completing rigorous and relevant coursework that will ensure readiness for post-secondary education and careers. The academy structure will be enhanced after visiting various sites of currently operational career academies and continuing to work collaboratively with our faculty, staff, students, parents, community members, and local community college.

Proposed Programs of Study and Areas of Concentration Include:

Proposed Academy Programs of Study

Advanced Manufacturing and Bio-Fuels#
Construction Technology*
Digital Media# , Performing Arts: Instrumental Music, Visual Arts, and Vocal Music
Management*@
Education and Training*

Accounting*
Army JROTC*
Health Science#
Hospitality Management#
Family and Consumer Sciences Education*
Computer Engineering# , Digital Communications*
Criminal Justice*@
Entrepreneurship*@
Advanced Manufacturing and Bio-Fuels#
Applied Sciences@
Automotive Service Technology* , Diesel Technology# , Fed Ex Airframe and Power Plant#

Current Areas of Concentration to support Academy Programs

Agriculture, Food and Natural Resources
Architecture and Construction
Arts, Audio/Visual Technology, and Communications
Business Management and Administration
Education and Training
Finance
Government and Public Administration
Health Science
Hospitality and Tourism
Human Services
Information Technology (IT)
Law, Public Safety, Corrections and Security
Marketing, Services, and Sales
Manufacturing
Science, Technology, Engineering and Mathematics
Transportation, Distribution and Logistics

**Students who complete the program of study receive Arkansas Department of Career Education's Completion Certificate*

#Students who complete the program of study earn a certificate of proficiency or technical certificate from Mid-South Community College

@Projected program addition

Programs of study that lead to Arkansas Department of Career Educations' Completion Certificates will be taught at The Academies of West Memphis in the current structural space we have. Programs of study that lead to certificates of proficiency or technical certificates will be taught on Mid-South Community College's campus. Additional programs may be added based on the interests of students, licensure of faculty, and needs of the local economy.

One of the programs of study we plan to implement is Education and Training. Students in this program would continue to take courses necessary for graduation, in addition to the following:

Semester Taken , Course Number , Course Title

"Year 1, 1st Semester ",493020/493210,Child Development or Parenting
 "Year 1, 2nd Semester ",493020/493210,Child Development or Parenting
 "Year 2, 1st Semester ",493240,Orientation to Teaching I
 "Year 2, 2nd Semester ",493240,Orientation to Teaching I
 "Year 3, 1st Semester ",493290,Orientation to Teaching II
 "Year 3, 2nd Semester ",493290,Orientation to Teaching II
 "Optional: Year 3, 1st Semester",MSCC 513021,Freshman Composition I
 "Optional: Year 3, 1st Semester",MSCC 560900,Computer Fundamentals
 "Optional: Year 3, 2nd Semester",,English Composition I and Computer Fundamentals must be completed to take the following courses:
 "Optional: Year 3, 2nd Semester",MSCC,Intro to Educational Technology
 "Optional: Year 3, 2nd Semester",MSCC,Child Growth and Development
 "Optional: Year 3, 2nd Semester",MSCC,Survey of Early Childhood Education

Including this particular program of study is important, according to a report prepared by the National Commission on Teaching and America's Future, because a third of the nation's teachers have reached retirement age. Over the next seven years, districts could be looking for 1.7 million new teachers to replace the retiring "Baby Boomers." Our school district is currently experiencing a shortage of teacher applicants, with a severe shortage of minority applicants. The goal of this program is to allow students the opportunity to learn more about the profession, in hopes they will pursue this career path. After finishing this program of study at The Academies of West Memphis, graduates could obtain paraprofessional certification to be a teacher's assistant. An education degree will be attainable, even for our poorest students, through Mid-South Community College (MSCC) (one-half mile from our campus), which has a university center. The university center offers students an opportunity to obtain a bachelor's degree awarded by Arkansas State University (ASU), without having to leave West Memphis, an added plus for economically disadvantaged students with no means of transportation. All credits obtained at MSCC in this program fully transfer to ASU. This program, just like all of the other programs of study were chosen based on the needs of our local economy.

In order for the West Memphis School District, and its partnership with Mid South Community College, to meet their vision of graduating students who have successfully completed one of the Academies with a specialized career and technical certification based on a national assessment and/or a two year Associates degree and/or concurrent hours of credit within the Academy focus which can be utilized in any higher education setting, an alignment of the curriculum down to the 7th grade level must occur. The West Memphis School District will actively align the entire curriculum leading to a specific set of coursework for each of the Academies. Within this process, the District is requesting waivers that allow the embedding of specific courses into the redesigned curricular offerings and would include courses such as career orientation, keyboarding, oral communication and others.

In an analysis of the current Academies these courses have been identified to have the skills presented in the specific coursework at MSCC and each will be requested as part of the waiver process including:

An example of the type of embedding we are describing is when a specific course with the Academy at MSCC is counted as a required course at West Memphis High School for graduation purposes. As the partnership develops, specific coursework will need to become embedded. This is an initial listing of courses that need to be approved as part of the waiver addressing the embedding of curricular skills into a credit course offering from MSCC. Our current recommendations include the following courses:

***SEE APPENDICES C4 - "Recommended Embedded Course Equivalencies for Academies of West Memphis"**

The District will assure that the essential elements of the courses would be embedded and implemented within

the Academies' curricular design. With this flexibility and innovative design, West Memphis students will have the opportunity to utilize their high school focusing on their personalized learning plan which will lead to their mastery of a set of career skills that will prepare them for the postsecondary education and/or entry into the career of their choice.

There are several standards that will need to have waived, if West Memphis can utilize their innovative approach of curricular alignment to provide our students the opportunity to take higher level coursework specifically designed to address the rigor and relevance of the workplace. Some of these waivers include:

- Embedding of coursework including Speech and Oral Communications, Career Orientation, Keyboarding and Health and Safety are examples of the waivers necessary to facilitate the increase of content at the upper end of the student's high school career that is career focused. All of these courses include critical skill sets that are requirement for the career content identified in each of the Academies. Based on the curricular design utilizing project based learning activities, a focus on the ability to communicate in the workplace, and required presentation skills, the Academy design will meet or exceed the Common Core State Standards and the Arkansas Framework requirements in this embedded and real world format.
- Other areas of innovation that will need support includes flexibility on class size, teacher case load numbers, school calendar, required time of instruction weekly, units of credits that include the new career focused coursework.

These innovations would assure that within a student's secondary career in the West Memphis Public Schools, they would have an opportunity to participate in Academies that focus on increasing the rigor and relevance of the required courses by providing these curricular skills within an embedded MSCC which is taught at the national career and technical industrial standard. This is truly allowing West Memphis students to be college and career ready upon graduation.

The mission of The Academies of West Memphis aligns with the mission statement for West Memphis School District, "Committed to educating all students to the highest standards of excellence by providing a rigorous and varied curriculum in a safe and respectful environment that will empower them to become productive citizens of a culturally diverse society." Becoming a conversion charter career academy will offer the district the opportunity to take its commitment to the students of this community to an even higher level. We are not only responsible for providing students with an education that awards a diploma, but we must also provide them opportunities to discover and develop their talents to ensure a seamless transition to the world of work and post-secondary education.

5. Describe specifically how the charter school will be able to better meet student academic needs than a traditional district school.

Applicant Response:

As graduation day approaches most high school graduates across the nation ask one simple question - "what's next?". Students in a traditional high school are caught between a set of standards that teaches and measures one set of skills and a rapidly evolving workplace that demands another. Education equals jobs which lead to a new approach to economic development. Change at the margins is not what we are aiming for. The Academies of WM will be responding to the reality of the needs of our Delta region. We want to utilize our pathways to address the gap between the knowledge and skills of the workforce and what is necessary to increase successes in business and industry.

Traditional instructional delivery has often times been described as a shoehorning approach of packing as many of the "required" courses as one can get into a school day or year. The Academies aim to add value to new career and technical courses for relevance in the workplace. Our curricular offerings will be blending conceptual and contextual reading, writing, and math courses inside some of the pathways to offer more meaningful and applicable focus.

Our goal is to start this concept in the junior high campus around the career orientation class. The Academies of WM will become an integral part of the career cluster studies. We feel that college and career planning needs to be part of each student's course of study. Freshmen students will participate in a keystone class that will provide at least six activities per year from job shadowing to college visits to developing a digital career profile. This will help them choose a career academy option and develop a required Individual Graduation Plan (IGP) in high school.

As students transition to the campus of WMHS they will be allowed to enter specific academy pathways and take part in specialized industry training in a joint effort between the Academies at the campus of WMHS and Mid South Community College. We feel it is going to be important that students are exposed to some of the expertise instruction from the Career and Technical Center faculty which was recently recognized as one of the Top 10 workforce training and development centers by Southern Business & Development.

While there is certainly some overlap between academic and employability skills, the traditional high school approach of college and career readiness are not necessarily synonymous and are only partial answers. The Academies of WM plan to implement comprehensive strategies that bridge the gap between education and workforce preparation.

***SEE APPENDICES C5 - "Charter Model" for more details on our proposed Academy Model and strategies"**

6. Describe the school improvement plan by addressing the following:
 - A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

A) Staff, stakeholders and parents/guardians of the students enrolled in the Academies of West Memphis Conversion Charter School will be involved with the school and its educational program. As required by Arkansas Standards for Accreditation, the district will provide the following:

1. Annual Principal Report to the Public will be presented by the building administrators to each grade level at The Academies of West Memphis during the pre-school Open Houses.
2. The District Annual Report to the Public will be presented by the superintendent during a public meeting by November 1 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 of West Memphis.
3. The District Annual Report will be published in a local newspaper and on the district website.
4. Staff, stakeholders and parents/guardians will continue to participate in the development of the ACSIP. The school's goals shall be compatible with state and national education goals and shall address the local needs of West Memphis. The plan will 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.
6. College and Career Readiness seminars for students and parents will take place one time each quarter.
7. Opportunities will be for parents and stakeholders to serve on academy advisory committees.
8. Work to continue the expansion of The Academies of West Memphis through the building leadership team at WMHS. This team which is comprised of faculty, staff, parents and students will continue to evaluate current trend data and future needs of the conversion charter based on student performance and data feedback from the community.
9. The Academies of West Memphis is convinced the level of parental and stakeholder engagement will increase as its conversion to a charter status will remove barriers to economic partnerships in our community.

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

Applicant Response:

Obtaining a good job, one capable of providing a family-sustaining wage, has become the ultimate standard for educational adequacy. Our research from the Department of Labor shows that 80% of the jobs that will occur in the next ten years will require something past a high school diploma but something less than a baccalaureate degree. These jobs will require a level of skill and technology that afford employers a competitive edge in this global economy. Prior to The Academies of West Memphis, students have not had access to these skills and technology or have employers had access to a trained workforce.

From our perspective, our model of education is one driven by economic development initiatives. Our educational models and pathways will be put in place based on what local employers tell us they need in order for them to make money. There is a nation-wide disconnect in terms of what companies need and what we have traditionally delivered in terms of our labor market.

The global economy has brought about changes that are driven by economic development and initiatives that our traditional educational model has yet to address. We have to re-think how we are affording education and training access to those who we are trying to train as a new workforce. Our economy is only as good as our ability to supply a workforce to our industries and businesses. Right now, the truth in the Delta is there is a disconnect on how we finance student's education, what we are encouraging them to do as a part of their public high school experience, and what we are expecting them to do when they leave high school. Investing in The Academies of West Memphis Conversion Charter School will mean more relevance for a poverty stricken region of our state. We feel like one does not have to know Chaucer or have a college degree to become an airframe mechanic that could make \$100,000 per year annual salary with the training in our partnership with Mid South Community College.

While complying with all Arkansas Department of Education and United States Department of Education requirements and guidelines for curriculum, instruction, assessment and accountability, the Academies of West Memphis gives us a real strategy for providing a value added and marketable skill to put students to work in our local economy. This is our vision and model for improving our school as well as improving our student learning.

- C) 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 school’s initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

West Memphis High School's Reading and Reading Comprehension scores will increase to meet or exceed the following AMOs according to the 11th Grade Literacy Exam data.

- a. 2014: All Students and TAGG Students, 60.16% Proficient
- b. 2015: All Students and TAGG Students, 64.59% Proficient
- c. 2016: All Students and TAGG Students, 69.01% Proficient
- d. 2017: All Students and TAGG Students, 73.44% Proficient

West Memphis High School's Math and Math Comprehension scores will increase to meet or exceed the following AMOs according to the End of Course Geometry Exam data:

- a. 2014: All Students and TAGG Students, 72.58% Proficient
- b. 2015: All Students and TAGG Students, 75.63% Proficient
- c. 2016: All Students and TAGG Students, 78.67% Proficient
- d. 2017: All Students and TAGG Students, 81.72% Proficient

West Memphis High School's Graduation Rate will increase to meet or exceed the following AMOs for Graduation Rate:

- a. 2014: All Students, 78.33% Graduation Rate; TAGG Students, 78.81% Graduation Rate
- b. 2015: All Students, 80.74% Graduation Rate; TAGG Students, 81.17% Graduation Rate
- c. 2016: All Students, 83.15% Graduation Rate; TAGG Students, 83.52% Graduation Rate
- d. 2017: All Students, 85.56% Graduation Rate; TAGG Students, 85.88% Graduation Rate

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

WMHS began the process of aligning the curriculum both vertically and horizontally five years ago. Geometry and eleventh grade literacy teachers have established professional learning communities to facilitate teaching and learning. WMHS expanded their Laying the Foundation professional development to include the junior high schools. Quarterly alignment meetings address standards, technology, assessment, instructional delivery and student learning. These meetings span from grades 7-12 in the core subject areas. Our district instructional facilitators meet weekly to discuss curriculum, instruction and alignment concerns as well.

The district continues to contract with Elbow-2-Elbow to serve as our external provider. Elbow-2-Elbow delivers Common Core State Standards embedded professional development to teachers in English, science, math, history and special education. They have centered their work on helping teachers develop lessons and instructional strategies that will support student engagement.

In a cooperative effort the staff at West Memphis High School and Mid South Community College are working to bridge the gap and connect the linkage between traditional academic course instruction and technical course instruction by embedding more contextual reading and writing into career and technical education.

Common Core State Standards have now been implemented across Arkansas in grades K-12. During the 2012-2013 school year, West Memphis High School implemented CCSS in all departments. Professional Learning Community meetings take place regularly and work is focused on developing lessons and delivering instruction based on the common core state standards.

West Memphis High School uses Target Interim Assessments for math and literacy departments. All other West Memphis High School Professional Learning Community departments have also begun to develop these same types of lessons and assessments this school year in order to fully immerse the campus with common core state standards. Therefore, all teachers of the Academies of West Memphis are ready to continue the immersion of the common core state standards across campus.

*** SEE APPENDICES C7 - "CAREER PATHWAYS FOR NEW PROGRAMS" for detailed information of academy programs offered through MSCC partnership.**

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

The maximum student enrollment at The Academy of West Memphis will require hiring Career Coaches. Until such time, all students at the Academy of West Memphis will be served by the three current counselors at West Memphis High School which meets current standards.

B) Health services;

Applicant Response:

The Academy of West Memphis High School will be served by one FTE licensed school nurse (RN). All mental health needs will be addressed through certified mental health providers in the West Memphis area which meets current standards.

C) Media center;

Applicant Response:

Students at the Academy of West Memphis will have access the media center at the current West Memphis High School site and the MSCC site both physically and virtually. The Media Center's creation of an integrated, seamless web of information will further streamline access. To serve future users, the Media center will preserve information across all formats that will ensure an effective storage and delivery systems. The Media Center's physical and virtual spaces will respond to the changing habits of its users to enrich the campuses experiences and to multiply the ways in which people can pursue inquiry. The current Media center's collaboration with its expanding partner (MSCC) will yield unified access, a broader knowledge, and enhanced services.

Both Media Center's sites will continue to embrace change and align it to thrive on diversity, to support professional growth and opportunity, and to reward flexibility and innovation. Certified media specialists will be available to assist the Academy of West Memphis students as needed and teachers will be able to reserve the use of the media centers, including the computers and technology resources, on an equal basis with their colleagues which meets current standards.

D) Special education;

Applicant Response:

The Academy of West Memphis 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 the Academy of West Memphis when appropriate. Special education services will be overseen by the District Special Services Supervisor. These are the same services we currently provide which meet state and federal standards.

E) Transportation;

Applicant Response:

Transportation will be provided by the West Memphis School District and overseen by Transportation Supervisor. The West Memphis School District and the Academy of West Memphis will comply with all transportation regulations. Currently West Memphis High

School students attending MSCC are transported using a district school bus and driver. Students enrolled in the Academy of West Memphis will be transported in the same strategy.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

West Memphis School District (WMSD) currently provides alternative learning environment at the West Memphis Learning Center (WMLC). The WMLC is an extension of West Memphis High School and serves students in grades 7-12. Students assigned must follow existing placement procedures and recommendations as determined by the alternative learning placement team that is comprised of staff members from the feeder schools and the WMLC.

Additionally, the Academies of West Memphis anticipates that part of the Student Action Plan (see Section 4.02.4 of the ADE Rules Governing the Distribution of the Special Needs Funding) developed for each student receiving alternative education services from the WMSD for between two hundred fifty (250) and four hundred (400) of its students, will be the inclusion of such identified alternative learning environment students into either the Airframe and Power Plant or Bio-fuels Pathways or other Academies. The provision of classes specific to these pathways will be on the campus of MSCC; the core curriculum for these students will be provided at WMSD through the WMLC.

WMSD strongly believes that the structure and design of the educational offerings through the Academies of West Memphis both on its own campus and at MSCC, can be fairly and accurately be described as an "intervention service" which properly belongs in a student's Student Action Plan. Additionally, as with all Academies students, a personalized educational plan will be created for each student. The Academies experience will prove to be a valuable tool in removing impediments to such students' academic growth, and the MSCC coursework through the Academies will add enrichment to the students' academic plan.

All non-academic services which are to be provided to ALE students will continue to be provided by WMSD in conjunction with the WMLC, in full compliance with all applicable statutory and Rule requirements.

G) English Language Learner (ELL) instruction

Applicant Response:

West Memphis School District currently provides a balanced English as a Second Language (ESL) program that prepares English Language Learners (ELLs) to function both academically and socially. The Pre-K-12 English Language Proficiency Standards and English Language Proficiency Frameworks will be used to deliver instruction to help English Language Learners in Grades K-12 succeed in the content areas while learning academic skills in the areas of listening, speaking, reading and writing.

H) Gifted and Talented Program.

Applicant Response:

All students in the Academy of West Memphis 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 West Memphis School District Gifted and Talented Supervisor.

9. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

As a Delta community - if we are going to truly build the future for our young people and sustain our community

- We've got to be ALL IN!

Frequent reviews will ensure continuous alignment with economic and workforce demands, as well as, student interests.

The two statements above are key factors in our conversion charter proposal. We obviously plan to communicate the anticipated progress and success of the program and participating students, but the question is how. Administrators of The Academies of West Memphis will compile feedback from periodic surveys given to students, parents, and staff. The compilation of data will be presented in a variety of ways. Spreadsheets of performance data for a variety of sub-populations (race, gender, socio-economic, at-risk, special needs, ALE, etc.) will be created from the survey feedback and participation data collected by the Academy teachers and administrators. This data will be utilized to render charts and graphs depicting the impact of the academies for those participating. Student academic performance, attendance, graduation rate, and enrollment increase/ decline will be included. Along with the charts and statistical data, the academy administrators will complete a narrative explaining both the objective data presented in the charts and subjective data gleaned from the surveys.

Reinforcement of the data gleaned from surveys will be carried out in the form of personal videos of student, staff, and community participants in the academies. These interviews will be video-recorded to capture the true perspective of participants and use this information to positively structure or re-structure the academies' implementation and/or offerings.

Resulting data, narratives, and *approved* videos will be shared periodically via the West Memphis School District website (www.wmsd.net), the district Twitter feed (@WestMemphisSD), the district YouTube Channel, the district mass voice/text/email system (BlackBoard Connect), local newspaper, and public meetings.

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

Applicant Response:

All students who apply and are current residents of the West Memphis District will be eligible to attend the Academies at West Memphis High School. West Memphis High School will publicize its status on the district website, the marquee, an article in the *Evening Times* as well as through local news and radio announcements made by Superintendent, Jon Collins. The above publicity plan will allow for all community members to learn about the school and allow interested parties to apply. In each facet of the plan, two items will be clear: 1) Students will still be allowed to legally transfer into West Memphis School District via School Choice and legal transfer process; and 2) If West Memphis School meets its enrollment cap, (1300) students will be processed on a first come, first served basis. "Should more students be eligible for admission into the Academies than the Academies enrollment cap allows, the Applicant will utilize a random, anonymous lottery selection process. All applicants and the general public will be given advance notice of the date and time of the lottery and the specific procedures to be utilized.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

Yes

No

11. Summarize the job descriptions of the school administrator(s) 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 for the school.

Applicant Response:

• 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 the district's missions.

~ APPLICATION RESTRICTIONS PREVENTING COMPLETION OF THIS RESPONSE THOUGH 8,500 CHARACTER LIMIT HAS NOT BEEN MET

****SEE APPENDICES C11 - "Staff Responsibilities"***

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

Yes

No

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

Applicant Response:

The Academies of West Memphis will be using facilities from our three junior high campuses to initiate the Keystone course for all 9th grade students as a follow up to 8th grade career orientation. Currently, all junior high campuses are being used daily for teaching and learning for students in the West Memphis School District in grades seven through nine. Academy classes will also be offered at the campus of West Memphis High School for students in grades ten through twelve.

East Junior High - 26 classrooms, library, cafeteria - 67,150 sq ft

West Junior High - 29 classrooms, library, cafeteria - 71,581 sq ft

Wonder Junior High - 53 classrooms, library, cafeteria - 74,586 sq ft

West Memphis High School - 68 classrooms, library, cafeteria - 219,317 sq ft

All of the West Memphis School District buildings meet all state facility requirements for instructional services, health and safety.

As a our cooperative higher education partner, Mid South Community College is less than ½ mile from the site of the West Memphis High School campus. These facilities comply with all requirements for instructional services, health and safety as well.

All sites comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The Academies of West Memphis will be housed in all of these sites and all meet the location requirements for restricting alcohol sales within 1000 feet of each of the facilities.

Mid-South Community College Facilities

Workforce Technology Center - 40,000 sq ft

The Workforce Technology Center currently houses the Mechatronics, Advanced Manufacturing, CNC Machining, Distribution and Logistics, and Airframe and Powerplant (Aviation Maintenance Technology) programs. Programs housed in the WTC in the past include Welding, Diesel Technology, Distribution and Logistics, and Computer Engineering.

The Aviation Maintenance Technology program is currently housed in MSCC's Workforce Technology Center, with two adjoining shops/labs, a total of 14,198 square feet. With the inclusion of the high school program, there will be three dedicated classrooms for college and high school programs, totaling 2,481 square feet.

MSCC has been awarded a \$1.5 million grant from the Economic Development Administration (U.S. Department of Commerce) and \$650,000 from the ASSISI Foundation to help support the construction of a \$3 million hangar and training facility at the West Memphis Airport, which will permanently house the program. The West Memphis Airport is adjacent to MSCC's South Campus.

Marion Berry Renewable Energy Center - 30,721 sq ft

The Marion Berry Renewable currently houses the Diesel Technology program. The Renewable Energy Technology program is being developed into a process control technology program.

Southland Greyhound Science Center - 27,802 sq ft

The Southland Greyhound Science Center houses Business Technology, Hospitality Management, Information Systems Technology, and much of the general education programming (including science laboratories). Prior to construction of the Allied Health Center, Southland also provided classroom/lab space for the secondary center Medical Professions program and the college CNA and EMT programs. The secondary center Computer Engineering program is now located in Southland.

Embedded within the Hospitality Management program, the Food Service Management program will also use allocated space in the Delta Cuisine Southern Kitchen Incubator facility, located on the MSCC campus. The planned facility for the Southern Kitchen Incubator will be approximately 6,000 square feet, with MSCC's Food Service Management program having access to approximately 1,000 square feet of kitchen facilities. The Food Service Management program will continue to have access to classroom space and instructional resources on the MSCC campus.

Allied Health - 15,507 sq ft

The Allied Health Building houses Medical Assisting, Respiratory Therapy, Pharmacy Tech, CNA, and EMT programs.

Other

This information was not requested, but the secondary center AV Tech & Film program will be housed in the University Center (40,000 sq ft), using the same classroom/lab (1,134) that the college Digital Media program uses.

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 and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

All facilities meet compliance standards.

14. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The Academies of West Memphis will continue to operate under the same food service format as West Memphis High School currently operates. The West Memphis School District is a *provision II* school district under the federal National School Lunch program. We provide every child a free breakfast and a free lunch. The Academies of West Memphis will provide the same free breakfast and free lunch provisions under the conversion charter. We will master schedule our courses around our campus lunch times to continue to provide our students this free breakfast and lunch opportunity. The Academies of West Memphis will take into account the need for our poverty stricken students to have free and adequate nutrition access as they progress through their career and technical pathways.

15. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

The parents and guardians of the enrolled students and other members of our community will be involved with the school to positively impact the charter school's educational programs by many of the points we have outlined in item 7. The Academies of West Memphis will adopt the philosophy of "include everyone, exclude no one". We will be holding parent and community meetings over the course of the next year to orientate West Memphis to the conversion charter approach. As the conversion charter evolves and progresses over the next five years so will these meetings with our stakeholders. The guidance counselor team at West Memphis High School as well as East, West and Wonder Junior High Schools will be conducting seminars at Parent-Teacher conferences to provide information and gather feedback on developing stronger relevant career pathways for our students. The Academies of West Memphis will be developing advisory committees with parents and community members to glean information from the local West Memphis and greater Memphis area economic needs. Our intent is for each student to serve half day in the Academies at West Memphis High School and have all the privileges of that campus as well as taking classes in our value added pathways at Mid South Community College during the other half day and enjoy the higher education privileges MSCC has to offer. With both institutions working cooperatively to impact the economic needs of the local Delta area, all parents and community members will be involved to positively impact and influence the charter's programs. The Academies of West Memphis will continue to involve parents and stakeholders in the school improvement and accreditation process on the state and federal level.

16. 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* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

1.) Waivers”

- a.) Section 9.03.1 (“Language Arts”) of the ADE Rules Governing the Standards for Accreditation:

“The West Memphis School District is required to teach Oral Communications as a separate class to its tenth (10th) grade students.

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students required coursework. “

- b.) Section 9.03.3.9 (“Career and Technical Education”) of the ADE Rules Governing the Standards for Accreditation:

“The West Memphis School District is required to teach the Career and Technical Education curriculum requirements as separate classes (such as Keyboarding and Career Orientation) to its seventh (7th) and eighth (8th) grade students.

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.”

- c.) Section 10.01.4 (“Planned Instructional Day”) of the ADE Rules Governing the Standards for Accreditation:

“Due to the nature of the Academies experience as outlined in this application, the Applicant is requesting a waiver of the Planned Instructional Day requirements. The programmatic offerings of the Academies, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week.”

- d.) Section 10.02 (“Class Size and Teaching Load”) of the ADE Rules Governing Standards for Accreditation and specifically subsection 10.02.5:

“In order to fully implement and optimize the Academies experience, the Applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The Applicant believes that the unique curriculum delivery system that will be utilized in the Academies is truly an example of the “exceptional case” worthy of a waiver under Section 10.02.5 of the Standard.

A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, with a maximum of no more than 30 students per class.”

- e.) Section 14.03 (concerning required clock hours for units of credit) of the ADE Rules Governing the Standards for Accreditation:

“To allow for the teaching of simultaneous and/or embedded courses within the Academies structure, and to allow for the integration of graduation credit courses with other courses as necessary, the Applicant requests a waiver of the seat time requirement.

The Applicant assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses.”

- f.) Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing Standards for Accreditation; and the ADE Rules Governing Educator Licensure (all concerning Teacher Licensure):

“The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Academies, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as a part of the collaboration process between the school district and the community which will further the linkage process created by the school and the district with the community.

- g.) Section 9.03.4.9 (“Health and Safety Education”) of the ADE Rules Governing the Standards for Accreditation:

“The West Memphis High School is required to provide a one-half unit Health and Safety Education course to the meet the requirements of this Standard.

The applicant is asking for a waiver of that requirement in order that content meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Health and Safety Education class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant desires to embed the content from the Health and Safety class within the OSHA Industrial Health and Safety Class to be taught at MSCC.

17. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The West Memphis School District and the Academies of West Memphis 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 West Memphis School District is not under any court orders concerning the desegregation of its schools.”

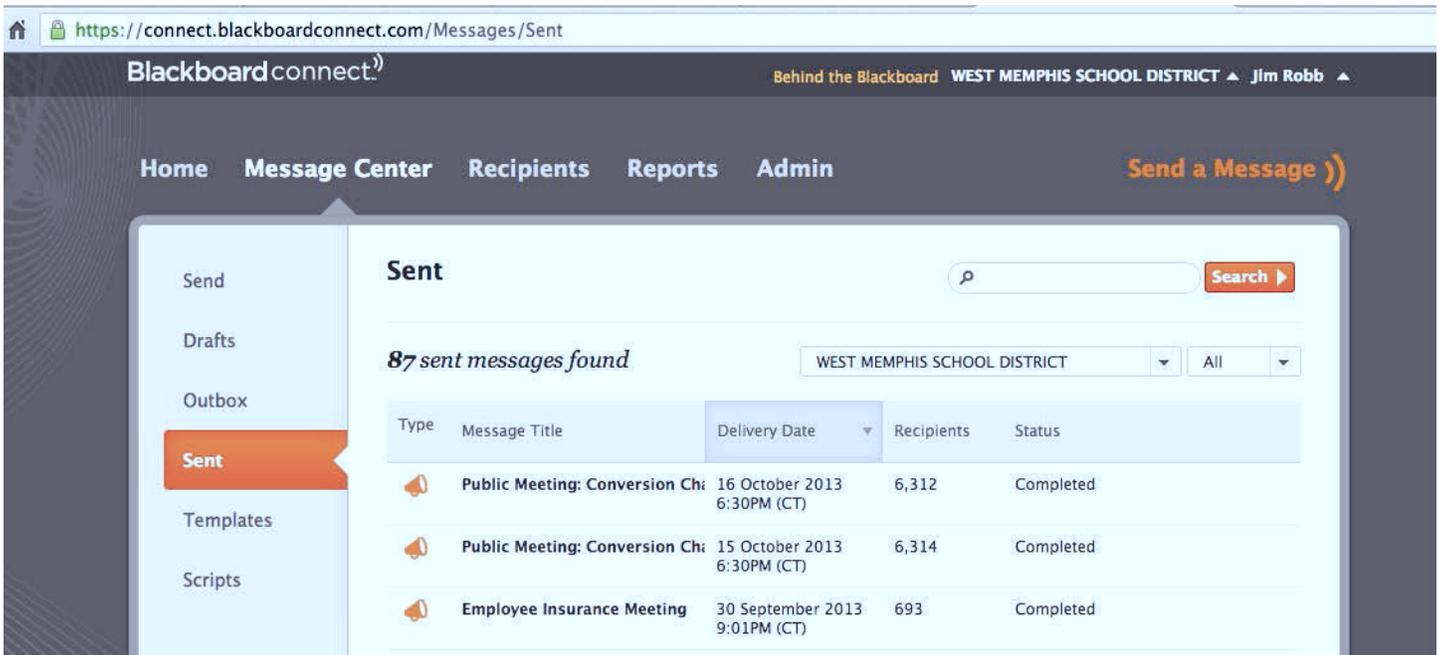
APPENDICES

West Memphis School District

2013 Application

District Conversion or Limited Public Charter School

*C1 a



The screenshot shows the Blackboard Connect interface for the 'Sent' messages section. The browser address bar shows the URL: <https://connect.blackboardconnect.com/Messages/Sent>. The page header includes the Blackboard Connect logo, the text 'Behind the Blackboard', the school district 'WEST MEMPHIS SCHOOL DISTRICT', and the user name 'Jim Robb'. The navigation menu includes 'Home', 'Message Center', 'Recipients', 'Reports', 'Admin', and a 'Send a Message' button. A left sidebar contains links for 'Send', 'Drafts', 'Outbox', 'Sent' (highlighted), 'Templates', and 'Scripts'. The main content area is titled 'Sent' and features a search bar and a dropdown menu set to 'WEST MEMPHIS SCHOOL DISTRICT' with 'All' selected. Below this, it states '87 sent messages found'. A table lists the following messages:

Type	Message Title	Delivery Date	Recipients	Status
	Public Meeting: Conversion Ch	16 October 2013 6:30PM (CT)	6,312	Completed
	Public Meeting: Conversion Ch	15 October 2013 6:30PM (CT)	6,314	Completed
	Employee Insurance Meeting	30 September 2013 9:01PM (CT)	693	Completed

Sent



87 sent messages found

WEST MEMPHIS SCHOOL DISTRICT

Type	Message Title	Delivery Date	Recipients	Status
	Public Meeting: Conversion Chi	16 October 2013 6:30PM (CT)	6,312	Completed
	Public Meeting: Conversion Chi	15 October 2013 6:30PM (CT)	6,314	Completed
	Employee Insurance Meeting	30 September 2013 9:01PM (CT)	693	Completed

Send

Drafts

Outbox

Sent

Templates

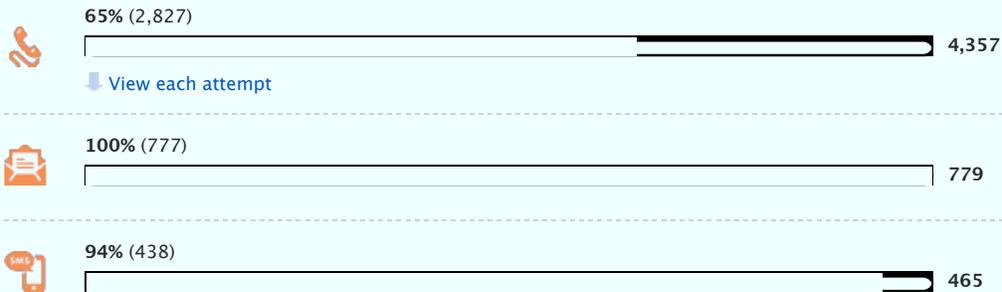
Scripts

Delivery Results

[Back to Sent](#) | [Print](#)

Title	Public Meeting: Conversion Charter
Message Type	Outreach
Site	WEST MEMPHIS SCHOOL DISTRICT
Scheduled By	Jim Robb
Send Time	15 October 2013 6:30PM (CT)
Voice Completed	15 October 2013 6:59PM (CT) (First attempt completed at 15 October 2013 6:58PM (CT))
Text Completed	15 October 2013 6:32PM (CT)
Email Completed	15 October 2013 6:31PM (CT)
Selected Contacts	6,314 Successfully reached 3,573 (56%)
Languages	English*

DEVICE DELIVERIES

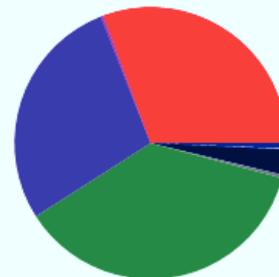


[Hide Detailed Results](#)

DETAILED DELIVERY RESULTS

[Select all](#)

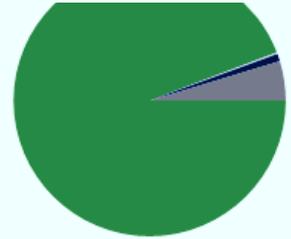
<input type="checkbox"/>	Voice	
<input type="checkbox"/>	Fax/Modem	28
<input type="checkbox"/>	Intl Disabled	4
<input type="checkbox"/>	Bad Phone Number	131
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<input type="checkbox"/>	Live Delivery	1,604
<input type="checkbox"/>	Answering Machine	1,223
<input type="checkbox"/>	Busy	14
<input type="checkbox"/>	No Answer	1,335



SMS

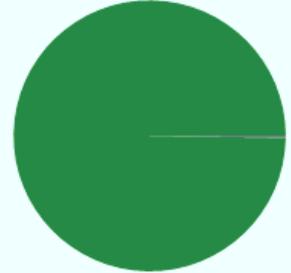
Text

<input type="checkbox"/>	Text Sent See More	438
<input type="checkbox"/>	Text Opted-Out	1
<input type="checkbox"/>	Invalid Text Phone	4
<input type="checkbox"/>	Portal Subscription Not Set	22



Email

<input type="checkbox"/>	Portal Subscription Not Set	2
<input type="checkbox"/>	E-mailed	777



Export

Resend



Send

Drafts

Outbox

Sent

Templates

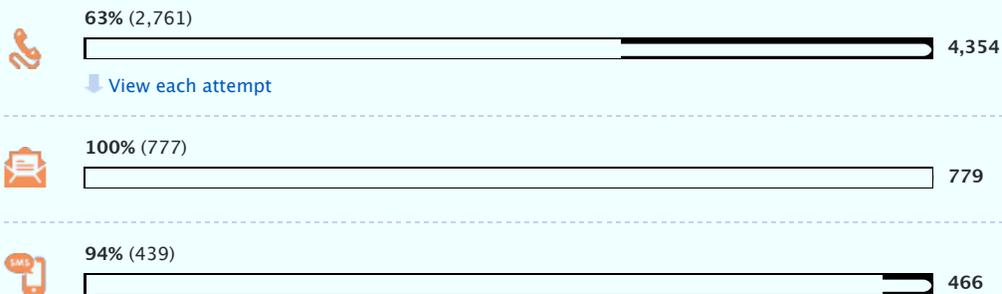
Scripts

Delivery Results

[Back to Sent](#) | [Print](#)

Title	Public Meeting: Conversion Charter
Message Type	Outreach
Site	WEST MEMPHIS SCHOOL DISTRICT
Scheduled By	Jim Robb
Send Time	16 October 2013 6:30PM (CT)
Voice Completed	16 October 2013 7:02PM (CT) (First attempt completed at 16 October 2013 6:39PM (CT))
Text Completed	16 October 2013 6:32PM (CT)
Email Completed	16 October 2013 6:32PM (CT)
Selected Contacts	6,312 Successfully reached 3,492 (55%)
Languages	English*

DEVICE DELIVERIES

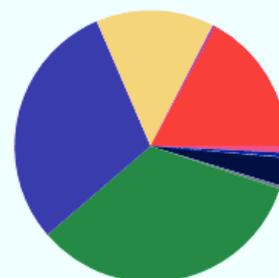


[Hide Detailed Results](#)

DETAILED DELIVERY RESULTS

[Select all](#)

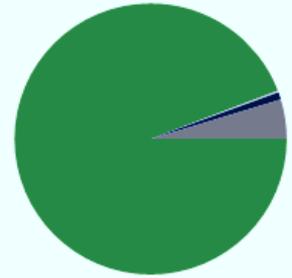
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<input type="checkbox"/>	Hangup	34
<input type="checkbox"/>	Fax/Modem	23
<input type="checkbox"/>	Intl Disabled	4
<input type="checkbox"/>	Bad Phone Number	143
<input checked="" type="checkbox"/>	Portal Subscription Not Set	18
<input type="checkbox"/>	Live Delivery	1,463
<input type="checkbox"/>	Answering Machine	1,298
<input type="checkbox"/>	Undeliverable	613
<input type="checkbox"/>	Busy	14
<input type="checkbox"/>	No Answer	743



<input type="checkbox"/>	No Answer	775
<input type="checkbox"/>	Phone Network Busy	1

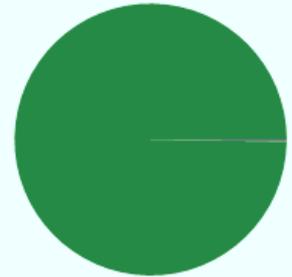
 **Text**

<input type="checkbox"/>	Text Sent See More	439
<input type="checkbox"/>	Text Opted-Out	1
<input type="checkbox"/>	Invalid Text Phone	4
<input type="checkbox"/>	Portal Subscription Not Set	22



 **Email**

<input type="checkbox"/>	Portal Subscription Not Set	2
<input type="checkbox"/>	E-mailed	777



[Export](#) [Resend](#)



West Memphis SD Calendar [October 2013]

[Print](#)

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	<p>1</p> <p>East Jr. 7th Grade Football vs. Wynne <i>Friendship Field</i></p> <hr/> <p>Starts at 5:00pm West Jr. Volleyball 7, Jr. A-B vs. Wynne <i>WMHS Girl's Gym</i></p> <hr/> <p>Starts at 5:00pm WMHS Volleyball Sr. A-B <i>@Central</i></p>	2	3	<p>4</p> <p>Starts at 5:30pm WMHS Chilli Supper</p> <hr/> <p>Starts at 7:00pm WMHS Football Homecoming vs. N. Little Rock</p>	5
6	<p>7</p> <p>WMHS Golf Tournament <i>Boys State Tournament</i></p> <hr/> <p>Starts at 5:00pm West Jr. Volleyball 7, Jr. A-B <i>@Hughes</i></p>	<p>8</p> <p>Wonder Jr. 7th Grade vs. West Jr. 7th Grade Football <i>Friendship Field</i></p> <hr/> <p>Starts at 4:30pm WMHS Volleyball Sr. A-B <i>@ Searcy</i></p>	9	<p>10</p> <p>Starts at 5:00pm WMHS Volleyball Sr. A-B vs. Jonesboro <i>WMHS Girl's Gym</i></p> <hr/> <p>Starts at 6:30pm West Jr. Homecoming vs. Wonder Jr. Football <i>Hamilton Shultz Field</i></p> <hr/> <p>Starts at 7:00pm East Jr. Football <i>@ Annie Camp</i></p>	<p>11</p> <p>Starts at 7:00pm WMHS Football <i>@L.R. Central</i></p>	12
13	<p>14</p> <p>Flu Shots @Bragg, Richland, & WMHS</p>	<p>15</p> <p>East Jr. 7th Grade Football vs. Blytheville <i>Friendship Field</i></p> <hr/> <p>Starts at 4:30pm WMHS & West Jr. Volleyball 7, Jr. A-B, Sr. A-B vs. Marion <i>WMHS Girl's Gym</i></p>	<p>16</p> <p>Flu Shots @Faulk, East Jr., & West Jr.</p>	<p>17</p> <p>Flu Shots @Wonder E., Wonder Jr., & WM Learning Center</p> <hr/> <p>Starts at 4:30pm WMHS Volleyball Sr. A-B vs. Mountain Home <i>WMHS Girl's Gym</i></p> <hr/> <p>Starts at 5:00pm West Jr. Volleyball 7, Jr. A-B <i>@ MacArthur</i></p> <hr/> <p>6:30pm - 7:30pm Public Meeting: Conversion Charter <i>WMHS Performing Arts Center</i></p> <hr/> <p>Starts at 7:00pm East Jr. Football <i>@ Marion</i></p> <p>More ></p>	<p>18</p> <p>End First Quarter 44 Days</p> <hr/> <p>Starts at 7:00pm WMHS Football vs. Marion</p>	19
20	21	<p>22</p> <p>West Jr. 7th Grade Football vs. Wynne <i>Friendship Field</i></p>	23	<p>24</p> <p>Starts at 7:00pm West Jr. vs. East Jr. Football <i>Hamilton Shultz Field</i></p> <hr/> <p>Starts at 7:00pm Wonder Jr. Football vs. MacArthur <i>Friendship Field</i></p>	<p>25</p> <p>Starts at 7:00pm WMHS Football <i>@ Cabot</i></p>	26
27	<p>28</p> <p>Starts at 2:30pm Parent/Teacher Conference</p>	<p>29</p> <p>East Jr. 7th Grade vs. West Jr. 7th Grade Football <i>Friendship Field</i></p>	30	<p>31</p> <p>Staff Development-No School</p> <hr/> <p>Starts at 7:00pm</p>	1	2

		<i>Friendship Field</i> Flu Shots @Jackson, Maddux, & Weaver		Starts at 7:00pm East Jr. vs. Wonder Jr. Football <i>Hamilton Shultz Field</i> Starts at 7:00pm West Jr. Football vs. Marion <i>Friendship Field</i>	
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West Memphis School District Conversion Charter Meeting

Signature	Position
Kim Drexler	Parent
Christy Brown	Parent
Jeraldine Mitchell	Parent
Lisa Adams	Parent / Teacher
Sheila Sussman	parent / Teacher
Steve	Parent
Sam Thibault	Parent
Lee Kulland	Parent
Janice M. Donald	Principal
Pindarius Lewis	parent
Serderick Lewis	parent
Dominica Ellis	parent
Lela Traylor	parent
Crystal Traylor	Student
Cannon McCoy	Student
Kellan McCann	Student
Haley Scalzo	Student
Vivkie R. Moore	Parent / Sub.
Alison Easonhaw	Parent

West Memphis School District Conversion Charter Meeting

Signature	Position
Freddie Bournon	Teacher
Bobbie Henderson	Para at L.R. Jackson
William Miller	Attendance Officer (WMSD)
June Adams	Student
Jetta Lewis	Principal East
Shelley Williams	Assist. Principal-East
Wanda Harris	Asst. Supt. WMSD
Bep Cole	BUSINESS MANAGER
Lori Knowlton	K-2 Literacy Coach
	Associate VP for Workforce Programs - MSEC
Dorinda Kirkland	High School Teacher
Anella Hall	Teacher
Demetrius McMillon	Student
Quilla Jones	Student
Eva Brown	Student
Jimmario Mason	Student

West Memphis School District Conversion Charter Meeting

Signature	Position
Jennifer Presley	Jerasha WMHS
Gabe Lundy	GT Coordinator
Gardyn Hand	Student
April Paige	Parent
Dorothy C Smith	Parent
Roshunda Nelson	Parent
James Allen	Parent
Jamie Spotts	
James Belmont	Leaker Leaker Belmont
Jordan Brown	Student
Nicole Foster	Parent
Alma Troxier	A/C
Deon Blawely	
Detavious James	

West Memphis School District Conversion Charter Meeting

Signature	Position
Lise Cloud	WMSD Counselor
Doug Conwill	WMSD Vocal Music
Dan Stewart	WMHS Student
Dr. A. L. Gullett	WMHS Teacher (physics) ^{AP}
Jamie Burnett	WMHS Counselor
MAURICE BLAIN	Attendance officer / connection sponsor
Koretta Dorsey	parent
Jeremy Brown	WMHS Student
Kate Brown	parent
Katruska Allen	parent
Keith Jackson	parent
Rebekah Walters	Student
Gray Fentler	Student
Ryan Sampson	Student
Sunnie Thacker	Student
Pluton Baline	student
AnnaKate Spotts	student
Melody Miller	parent
Ann Eaton	parent
Madison Burks	student

West Memphis School District Conversion Charter Meeting

Signature	Position
Susan Waggener	Teacher Evaluator
Mike Allen	Sheriff
Mark Randall	Evening Times
Lisa Cloud	WMHS Guidance
Bill Johnson	W. Memphis Mayo
Nancy Moore	Instructional Center
Janet Stately	Instructional Center
Paul Bomer	Instructional Center
Jim Johnson	West Memphis Tourism
Jennifer Burnett	WMHS Counselor
Ramona Taylor	Center for Regional Hospital
Tom Sullivan	City of W. Mem
Lauren McEldon	Boys + Girls Club
Wanda Smith	Men Making A Difference Everyday
Harold Smith	Federated Bank
Gary Masner	School Board
Philip Seneel	City Engineer
Antonia Figueroa	Arkansas Art Council
Mitchel Nick	Nicks Conveys
Charles Elliott	Real Estate Investments
Alex Collier	TIWA
Vernon D. Opler	Chief of Police
Helen French	Deborah
Deborah Ferguson	State Rep
Lorenzo Parker	Quorum Courts
Ramona Kahum	City Council
Jason Guinn	Business

West Memphis School District Conversion Charter Meeting

Signature	Position
Dowanda Kirkland	Teacher
Gabriel Halliburton	Teacher
CHARIE RICKS	TEACHER JROTC
Orinial machine	Teacher Auto
Deved Name	Teacher Construction
William Milliner	Attendance Officer
Tiffany Shumpert	Teacher
Rosie Hays	Teacher
Robin Nantz	Teacher
Brent D. Butler	Teacher
Janet R. Laye	Teacher
Sheryllyn Jennin	Teacher
Dana Broadway	Teacher
Reita Gorman	Teacher
Dana Fredrick	Teacher
Nathan Kfun	Teacher
Dr. LaLif Gellitte	Teacher
Mayraie Kpater	Teacher
Anick Kelly	Teacher
Audrey Crowen	Teacher
Brenda Branch	Teacher
Jennifer Presley	Teacher
Stacy Shupe	Teacher
Dr. [Signature]	Teacher

West Memphis School District Conversion Charter Meeting

Signature	Position
LaWanda Mansfield	Health Educator
Vicki Buck	Business Technology Education
Nancy LaTerney	Business Education
det Kara Morris	Res Teachers
Ashley Coons	math teacher
Marie Ethan Constant	Math teacher
Joseph Byrn	Math Teacher
Katie Hutton (Wartenberg)	Student Intern
Gemy Wartenberg	Business Education
Rebecca King	English teacher
Laura James Glover	English 10/11
Phelma J Smith	Dual Comm / Journalism
Joanne Smith	Math Teacher / Instructional coach
Bob Locke	Math
Laura Long	History teacher
Carol Baker	English IV
Amber McBride	English II
Frank B	Algebra II
Yolanda Broady	Business / Technology Education

West Memphis School District Conversion Charter Meeting

Signature	Position
Karen Hill	Teacher
Sheli Moss	Study Hall monitor
Cana Able	Teacher
Melanie Hicks	Spec. Ed. Teacher
Nancy Hurst	Spec. Ed
Keneth Smith	Absen Sys. Admin.
Whitney Smith	special Ed.
Charles Foster	Teacher
Cyona Jostey	Teacher
Sharon Bow	Teacher
Cheryl Henriqyos	FACS teacher
Roxane Lee	ART Teacher
Melissa Futton	Nurse
S. Hawthorn Stine (Emily)	Special ed. teacher
S. Denise Beyer	Special Ed teacher
F. Shane Strickland	Teacher
Doug Conrill	Vocal Music Sup
Melody Howell	history teacher
Norveta Langston	
Amanda Num	teacher
Denise Smithwick	Tech

*C1 b

Advertising Receipt

Evening Times

P.O. Box 459
West Memphis, AR 72303

Phone: 870-735-1010

Fax: 870-735-1020

WEST MEMPHIS SCHOOL DISTRICT/

P.O. BOX 826

WEST MEMPHIS , AR 72303

Acct #: 02100756

Ad #: 00064987

Phone: (870)735-1915

Date: 09/26/2013

Ad taker: tc

Salesperson:

Sort Line: WEST MEMPHIS HIGH SCHOOL PUBLI

Classification: 011

Description	Start	Stop	Ins.	Cost/Day	Total
01 Evening Times	09/27/2013	10/16/2013	4	7.40	29.60



RECEIVED
10-18-13

RECEIVED



Total: 29.60
Tax: 0.00
Net: 29.60
Prepaid: 0.00

Total Due 29.60

STATE OF ARKANSAS
 COUNTY OF CRITTENDEN

I, Alexander P. Coulter, do solemnly swear that I am publisher of the *Times*, a daily newspaper, published in the county and state aforesaid that I was so related to this publication at and during the publication of their annexed legal advertisement in the case of

Warning Order No. _____

Probate Notice No. _____

Commissioner's Sale No. _____

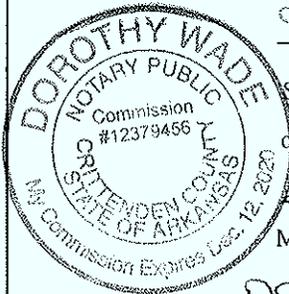
County Court Notice re. _____

WEST MEMPHIS
 HIGH SCHOOL
 PUBLIC MEETING
 For discussion of a proposed
 Conversion Charter School Ap-
 plication, Thursday, October
 17th, WMHS Performing
 Arts Center 6:30 pm.
 27,2,9,16

pending in the (Circuit-Chancery-County) Court in said county; that the dates of the several publications of said advertisements are hereinafter stated, and that during said periods and said dates said newspaper was printed and published in said county and had a bona fide circulation therein for the period of one month before the date of the first publication of said advertisement; and that said advertisement was published in the regular issues of said newspaper for 4 consecutive times; publication thereof was made on the following dates:

- | | | | | |
|--------------------|-----------|-----------|-----------|-----------|
| 1. <u>9/27/13</u> | 6. _____ | 11. _____ | 16. _____ | 21. _____ |
| 2. <u>10/2/13</u> | 7. _____ | 12. _____ | 17. _____ | 22. _____ |
| 3. <u>10/9/13</u> | 8. _____ | 13. _____ | 18. _____ | 23. _____ |
| 4. <u>10/16/13</u> | 9. _____ | 14. _____ | 19. _____ | 24. _____ |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ | 25. _____ |

Alexander P. Coulter, Publisher



Subscribed and sworn to before me this 16th day

of October, 2013

Dorothy Wade Notary Public

My Commission Expires 12-12-2020

Fee for Printing \$ 29.60

Possible Embedment Course Equivalencies for Academies of West Memphis

West Memphis Graduation Requirement	HS Credit Requirement	MSSC Course	Credit Hours
Math Electives	2	MATH-1104 Applied Technical Math	4
		BUSN-1303 Business Mathematics	3
		HMGMT-2023 Food and Beverage Cost Controls	3
		TECH-1003 Intro to Blueprint Reading	3
		PHAR-1023 Pharmaceutical Mathematics	3
Geometry	1	TECH-1013 Shop Essentials	3
Science Elective	1	PSCI-1003 Applied Physics	3
		ENER-2043 Bioprocess Practices	3
		TECH-2033 Basic Electricity & Electronics	3
Social Studies Elective	0.5	PILT-1012 Aviation History	2
		ECON-2213 Macroeconomics	3
		ECON-2223 Microeconomics	3
		HIST-2153 Arkansas History	3
Physical Education	0.5	HPED-1702 Concepts of Physical Activity	2
		HPED-1801 Fitness	1
Health	0.5	HPED-1113 Helath & Safety	3
		HMGMT-1513 Nutrition and Menu Planning	3

*C5

C5 Charter Model

Appendices

ACADEMIES:

Teacher Education Academy – Recruiting a workforce to West Memphis and to the Delta has become increasingly challenging due to a variety of economic and demographic factors. Students in this academy will focus on preparing for a post-secondary education or profession in the field of education. This academy will offer course work in planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services. Students will have the opportunity to obtain a paraprofessional certification as well as continue post-secondary work in the MSCC University Center and potentially receive a four year degree without ever leaving West Memphis. Our “catch phrase” to recruit high quality students into highly qualified teachers is “Start here. Go Anywhere. Stay Home.”

Potential Careers & Earnings:

Paraprofessional / \$12,500

Administrative Asst. / \$20,000

Teacher / \$40,000+

Administrator / \$60,000+

Advanced Manufacturing Academy – This pathway will prepare students for an exciting career that may include designing and planning processes and supervising production. They will have the opportunity to learn high demand skills in industrial and business processes, technology management, and manufacturing procedures. This dynamic field includes a variety of opportunities in using, testing, and managing systems and robotics. Students will have the chance to develop high tech, high demand skills in computer-aided drafting (CAD) and manufacturing (CAM), and computer-integrated manufacturing (CIM). Students will also learn problem solving management skills.

The Advanced Manufacturing Academy will also offer courses in Welding Technology. Based on skill standards established by the American Welding Society, the Welding Tech pathway provides theory and practical skills application in welding and cutting. Students will have the opportunity to develop skills in arc welding, plasma and air carbon arc cutting and oxyacetylene, TIG,MIG, and gas metal and flux-core arc welding. In the process, students will also learn welding inspection testing principles and fabrication techniques. Small, medium, and large facilities throughout the Mid South are in need of entry level welders, and this pathway will give students the training to find a quality job.

Potential Careers & Earnings:

Quality Assurance Tech / \$30,000

Safety Technicians / \$25,700

Machine Repairer / \$39,000

Maintenance Technician / \$43,200

Machine Operator / \$42,900

Chemical Plant Operator / \$47,300

Welding Machine Operator / \$40,000

Welder / Cutter / \$65,000

Combination Welder / \$65,000

FedEx Airframe & Power Plant Academy – The FedEx Airframe & Power Plant Academy will teach students all they need to know for the airframe and power plant (A&P) licensure exam, opening the door to a rewarding and dynamic career in the aviation industry and jobs maintaining a broad spectrum of aircraft from small aircraft to large scale commercial jets. The aviation maintenance technology curriculum starts with general entry level subjects such as aircraft familiarization, math, physics, and basic electricity as applicable to aircraft before moving on to airframe and power plant subjects such as hydraulics, landing gear, flight controls, and the teardown, inspection, buildup and testing of reciprocating and turbine engines.

Potential Annual Salary for Aviation Maintenance Careers:

\$30,000 - \$100,000+

Digital Media Academy The Digital Media Academy will focus on designing, producing, exhibiting, performing, writing, and publishing multimedia content including video and film production certificates. This academy will prepare students for entry level positions in fields such as film, graphic design, web design and advertising as well as the recording industry, radio, and internet-based films. Students pursuing a AAS degree from our partner MSCC in Digital Media Production provides a comprehensive introduction to the field while helping students develop a skill set that prepares them for employment. This academy will teach: advanced cinematography and lighting techniques for film and video, the entire film production process from pre-production through post-production, beginning and advanced graphic design techniques using industry standard software, the process of creating and maintaining dynamic web content specific to the needs of the industry professionals, standard operation of a digital radio station while receiving hands on experience with MSCC's own KWEM radio station.

Potential Careers & Earnings:

Editors and Camera Operators / \$45,490

Graphic Designers / \$43,500

Desktop Publishers / \$36,610

Web Developers / \$44,880

Information Technology –Certificate programs will be available in this track as well as exposure to degrees if a desire to go further exists. This will be a cooperative effort between shared staff at WMHS and MSCC to offer Networking Design and Administration options for students pursuing networking skills and knowledge needed for today's multiplatform networking environment, while the Certified Internet Web

Professional option includes website design, e-learning tutorial design, principles of ecommerce, and more. This academy will provide students with a core of general education courses, as well as courses which prepare them for certifications in Cisco Networking or Certified Internet Web Professional (CIW) technology. MSCC is a Certificate Partners training institution and a Regional Cisco Networking Academy where students can prepare for certification in Cisco Networking.

Potential Careers & Earnings:

Website Designer / \$25,000 - \$28,000

E-learning Design Specialist / \$32,000

Cisco CCNP / \$40,000 - \$50,000

Cisco CCNA / \$60,000 - \$70,000

Southland Gaming & Racing Hospitality Management Academy- Hospitality continues to be one of the world's most dynamic and growing industries. In the U.S. hospitality-related jobs employ 8.6 percent of the overall workforce (Bureau of Labor statistics, May 2013), and 29,000 jobs being added each month. According to the World Trade Organization, industry growth is expected to triple by 2020. If that growth is realized, the hospitality profession would become one of the largest employers around the globe. This academy will prepare students to work in supervisory positions upon completion of the seamless degree. Since local growth in the hospitality industry is projected to continue, individuals with this degree and relevant work experience will have opportunity for rewarding careers. The Jeremy Jacobs Hospitality Management degree program would be a seamless transition for students in this academy. The skills and knowledge needed for industry employment in the first two years of this academy curriculum can lead to a four year degree in hospitality management or related fields for those who want to transfer. This program includes a 320 hour internship which exposes students to the different facets of the industry such as tourism, hotels, events, conventions and resorts.

Possible Careers & Earnings:

Front Desk Associate / \$21,000

Sous Chef / \$36,000

Sales Manager / \$46,100

Director of Catering / \$65,400

Allied Health Academy- This academy will cover a broad array of services in the health profession field. Crittenden Regional Hospital, West Memphis Fire Department and local privatized EMT services have all committed to assist in job shadowing and field experiences for students in this academy. The EMT program will focus on basic life support skills such as airway maintenance and ventilator support, cardiopulmonary resuscitation, fracture immobilization, patient assessment and use of emergency medical services equipment. Upon successful completion of the semester long program, students will receive a Certificate of Proficiency and will sit for the EMT National Registry Exam.

The Bureau of Labor Statistics projects that more than 4.7 million new health care jobs will be created by 2014, and the increasing demand for health care services is expected to continue for 50 years. The

Medical Assistant program will introduce students to the overall operations of a physician's office and train students to assist in the examination room, to perform routine laboratory procedures, and to handle financial records, correspondence, insurance forms and other administrative functions. Upon completion of this program, students will be qualified to work in doctor's offices, clinics, public and private hospitals, and inpatient and outpatient facilities. Upon successful completion of this program, students will earn an associate of applied science degree and are prepared to sit for the CMA exam.

Nursing assistants, under the supervision of a Registered Nurse or Licensed Practical Nurse, work closely with patients and provide assistance with daily living tasks, such as dressing, bathing and feeding. Job opportunities include nursing homes, hospitals, hospice programs, rehabilitation centers and home care agencies. The certificate of proficiency in Nursing Assistant provides students with academic and clinical education in nursing related services for long term residents.

This program focuses on classroom and lab training including communication skills, infection prevention and control, safety/emergency procedures/ residents' rights, personal care, basic nursing skills, and basic restorative services. The final weeks allow the students to practice their classroom experience and lab skills under instructor supervision in long term care facilities. Upon successful completion of this semester program, students will receive a certificate of proficiency and will sit for the State of Arkansas CNA exam.

The Pharmacy Technology program is designed in accordance with the standards of the American Society of Health-System Pharmacists and prepares students for the opportunity to earn a technical certificate in three semesters and learn the skills and knowledge needed to pass the Pharmacy Technician Certification exam. Pharmacy technicians work under the direct supervision of a licensed pharmacist and perform many important tasks. Pharmacy techs work in a wide variety of practice settings, including community pharmacies, hospitals, the military, in-home health care settings, long term care facilities, mail service pharmacies, managed health care organizations, and educational programs.

Potential Annual Salary:

Emergency Medical Technicians / \$21,873 - \$37,877

Certified Medical Assistant / \$26,715 - \$33,076

Nursing Assistant / \$20,566 - \$30,867

Pharmacy Technicians / \$23,766 - \$27,000

SCALE TECHNOLOGY

To enrich and extend the students' academy experience, students will be able to explore Massive Open Online Courses (MOOCs). It is the goal of the Academies of WM to scale technology access so that every student can benefit from a high quality, personalized learning experience. We intend for these developmental on-line courses to help reduce the number of students needing remedial courses in college. Support for e-textbooks is growing and we want to explore their potential for a more enriched learning experience, including embedded video clips, personalized quizzes, and updated data. Career and technical education today demands more blended and on-line services for learning options and we fully intend to take advantage of the digital learning access that best meets our students' needs, abilities, and circumstances.

RE-ENGAGE DISCONNECTED LEARNERS

Non-traditional students demand more customized pathways to diploma, degree, or credential completion and a focus away from credit hours to the ability to demonstrate and apply knowledge. Research from the Social Science Research Council states that the lack of connection to a viable career option can leave scars that last a lifetime, affecting everything from earnings and financial independence to physical and mental health and even marital problems. The Academies of WM will utilize compressed specific pathways to balance the social support services and coordination with other agencies such as mental & behavioral health agencies and juvenile services. The Academies of WM will serve as the anchor of school or work at this stage of life for disconnected youth.

PROJECT BASED LEARNING

Project based learning recognizes students' inherent drive to all for in depth exploration of authentic and important topics across the curriculum. The Academies of WM will be wall to wall project based learning in every classroom. With the PBL model, all learning occurs through relevant projects that engage students. All projects will require that students use and develop essential skills: communication, technology, analytical thinking 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 Academies of WM has received professional development from The Kagan Institute.

We feel like the conversion charter status coupled with the academy approach better prepares our students for more options with a rigorous and relevant blend of academic core and high-skill projects that will lead to more advanced training, more college access & exposure and ultimately more options for jobs.

Career Pathways for New Programs.txt

CAREER PATHWAYS FOR NEW PROGRAMS

Aviation Technology

Aviation Mechanics (this is the ADCE name) will align with the Certificate of Proficiency (CP) in General Aviation Maintenance Technology. The complete pathway is as follows:

Certificate of Proficiency (CP) in General Aviation Maintenance Technology, 17 credit hours
Technical Certificate (TC) in Aviation Airframe Maintenance Technology, 32 credit hours
Technical Certificate (TC) in Aviation Powerplant Maintenance Technology, 31 credit hours
Associate of Applied Science (AAS) Degree in Aviation Maintenance Technology, 101 credit hours

The capstone component of the career pathway is the bachelor's degree, which has been implemented through articulation with the Bachelor of Science in Aerospace, Embry-Riddle Aeronautical University.

High school students who successfully complete the MSCC Technical Center Aviation Mechanics I and II courses will receive concurrent credit applicable toward the CP in General Aviation Maintenance Technology, both TCs, and the AAS degree.

Food Service Management

High school students who successfully complete MSCC Technical Center Food Service Management courses will receive concurrent credit applicable toward the CP and TC in Food Service Management and the AAS and AS Degrees in Hospitality Management.

Certificate of Proficiency (CP) in Food Service Management, 12 credit hours
Certificate of Proficiency (CP) in Hospitality Management, 18 credit hours
Technical Certificate (TC) in Food Service Management, 32/33 credit hours
Associate of Applied Science (AAS) Degree in Hospitality Management, 60/61 credit hours
Associate of Science (AS) Degree in Hospitality Management, 61 credit hours

The capstone component of the career pathway is the Bachelor of Arts degree with a major in Hospitality and Resort Management that articulates MSCC's Associate of Science degree with the Kemmons Wilson School of Hospitality and Resort Management of The University of Memphis. MSCC is the first community college to have a 2+2 seamless transfer into the Kemmons Wilson School of Hospitality and Resort Management that meets SACS accreditation standards. SACS is the Southern Association of Colleges and Schools.

A/V Tech and Film

High school students who successfully complete MSCC Technical Center A/V Tech & Film courses will receive concurrent credit applicable toward the CP in Film and Video Production and the Associate of Applied Science Degree in Digital Media.

Career Pathways for New Programs.txt

Certificate of Proficiency (CP) in Film and Video Production, 12 credit hours

Associate of Applied Science (AAS) Degree in Digital Media, 60 credit hours

MSCC has initiated discussion with The University of Memphis regarding the articulation of a bachelor's degree with the UM Department of Communications, which would be the capstone of the career pathway.



app C11 - Staff Responsibilities

- 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 the district's missions.
 - >> Prepare an annual budget to be presented to the West Memphis School District Board of Education.
 - >> 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
 - >> Monitor student learning
 - >> 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 as required by the ADE and the local district.
 - >> Continue to 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 the instructors teaching career preparedness courses, must be highly qualified as according to NCLB, ESEA and they must hold a valid Arkansas Teaching License.

- Counselor responsibilities:
 - >> Assist students in course and pathway selection for accurate, successful completion of graduation requirements.
 - >> Aid students in understanding, selecting, and moving forward with a college or career readiness plan.
 - >> Disseminating and clarifying graduation requirements
 - >> Qualifications: The counselor's qualifications will be a Master's degree, a current Arkansas teaching license with an endorsement for counseling and experience within the field of education.

- Board of Education and staffing plan
 - >> The West Memphis School District Board of Education, who is responsible for overseeing all functions of the school district, is therefore responsible for the staffing and salary schedule. (See Appendix)
As we incorporate the Academies of West Memphis and expand our course offerings and pathways to meet our local economic needs, we will be cooperating with our high education partner, Mid South Community College, for teaching assignments and needs. Mid South Community College meets all the qualifications set forth by the Arkansas Department of Higher Education for staffing the career and technical education pathways in our

app C11 - Staff Responsibilities.txt

Academies. We will be evolving job descriptions as we expand and progress the Academies over the course of the conversion charter to better meet the local economic needs of our business and industry partners.



This is a copy of our current 2013-2014 school calendar. We anticipate a calendar very similar to this for the 2014-2015 school year. The West Memphis School District Board of Education adopts the school calendar for the upcoming school year in March. Please accept this as a tentative plan and we amend as soon as our school board adopts the 2014-2015 school calendar.

Board Approved 3/18/2013
WEST MEMPHIS SCHOOL DISTRICT
SCHOOL CALENDAR
2013-2014

03/07/2013

August 12,13,14,15,16	Staff Development
August 19	First Day of School
September 2	Labor Day
October 18	End First Quarter 44 Days
*October 28	Parent/Teacher Conference
October 31 & November 1	Staff Development
November 27, 28 & 29	Thanksgiving Holiday
December 20	End First Semester End 2nd Quarter 40 Days
December 23 –January 3	Christmas Break
January 6	Staff Development
January 7	Classes Resume
January 20	Martin Luther King Holiday
February 17	President’s Day Holiday
March 14	End 3rd Quarter 47 days
March 20	Parent/Teacher Conferences
March 21	Staff Development
March 24-March 28	Spring Break
April 18	Good Friday
May 26	Memorial Day Holiday
May 30-Last Day for Students/Staff Development Double Day or teachers come back on May 31	End Fourth Quarter 47- Days End Second Semester Staff Development
Total teaching Days	178
Total Staff Development Days	10
Total Parent/Teacher Conference Days	2

This calendar is subject to any changes made by the ADE not foreseen at this date: 02/13/2013

**October 28 and April 13 will count as both a full day of school and a parent/teacher conference day.*

**First Day of school for student Attendance-on or after the Monday of the week in which August 19th falls. Not earlier than August 14th and not later than August 26th. (AR Code § 610-106)*

**Spring Break – must begin on Monday of the 38th week of the school year beginning July 1st. (AR Code § 610-106d)*

There have been no days included in this calendar for inclement weather. Any days missed will be added at the end of the school year. If the days are needed we will use the Presidents Day and Good Friday Holidays as make-up days.

A quarter may not exceed 50 days nor be less than 40 days in length. (Directive 93-7 ADE)

West Memphis High School Bell Schedule

8:09	Warning bell / Students enter the building
8:15 – 9:05	First Period
9:10 – 10:00	Second Period
10:05 – 11:00	Third Period
11:05 – 12:00	Fourth Period (for B lunch students)
11:00-11:40	A Lunch
11:45-12:40	Fourth Period (for A lunch students)
12:00-12:40	B Lunch
12:45 – 1:35	Fifth Period
1:40 – 2:30	Sixth Period
2:35 – 3:25	Seventh Period
3:30 -	Building cleared except for tutoring and extra-curricular activities

WEST MEMPHIS SCHOOL DISTRICT
2013-2014
TEACHER SALARY SCHEDULE
APPROVED BY THE BOARD ON NOVEMBER 20, 2012

Years of Exp.	Bachelor's DEGREE	Master's DEGREE	Specialist DEGREE	Doctoral DEGREE
0	\$ 41,500.00	\$ 43,775.00	\$ 44,575.00	\$ 45,375.00
1	\$ 41,950.00	\$ 44,225.00	\$ 45,025.00	\$ 45,825.00
2	\$ 42,400.00	\$ 44,675.00	\$ 45,475.00	\$ 46,275.00
3	\$ 42,850.00	\$ 45,125.00	\$ 45,925.00	\$ 46,725.00
4	\$ 43,300.00	\$ 45,575.00	\$ 46,375.00	\$ 47,175.00
5	\$ 43,750.00	\$ 46,025.00	\$ 46,825.00	\$ 47,625.00
6	\$ 44,200.00	\$ 46,475.00	\$ 47,275.00	\$ 48,075.00
7	\$ 44,650.00	\$ 46,925.00	\$ 47,725.00	\$ 48,525.00
8	\$ 45,100.00	\$ 47,375.00	\$ 48,175.00	\$ 48,975.00
9	\$ 45,550.00	\$ 47,825.00	\$ 48,625.00	\$ 49,425.00
10	\$ 46,000.00	\$ 48,275.00	\$ 49,075.00	\$ 49,875.00
11	\$ 46,450.00	\$ 48,725.00	\$ 49,525.00	\$ 50,325.00
12	\$ 46,900.00	\$ 49,175.00	\$ 49,975.00	\$ 50,775.00
13	\$ 47,350.00	\$ 49,625.00	\$ 50,425.00	\$ 51,225.00
14	\$ 47,800.00	\$ 50,075.00	\$ 50,875.00	\$ 51,675.00
15	\$ 48,250.00	\$ 50,525.00	\$ 51,325.00	\$ 52,125.00
16	\$ 48,700.00	\$ 50,975.00	\$ 51,775.00	\$ 52,575.00
17	\$ 49,150.00	\$ 51,425.00	\$ 52,225.00	\$ 53,025.00
18	\$ 49,600.00	\$ 51,875.00	\$ 52,675.00	\$ 53,475.00
19	\$ 50,050.00	\$ 52,325.00	\$ 53,125.00	\$ 53,925.00
20	\$ 50,500.00	\$ 52,775.00	\$ 53,575.00	\$ 54,375.00
21	\$ 50,950.00	\$ 53,225.00	\$ 54,025.00	\$ 54,825.00
22	\$ 51,400.00	\$ 53,675.00	\$ 54,475.00	\$ 55,275.00
23	\$ 51,850.00	\$ 54,125.00	\$ 54,925.00	\$ 55,725.00
24	\$ 52,300.00	\$ 54,575.00	\$ 55,375.00	\$ 56,175.00
25	\$ 52,750.00	\$ 55,025.00	\$ 55,825.00	\$ 56,625.00
26	\$ 53,200.00	\$ 55,475.00	\$ 56,275.00	\$ 57,075.00
27	\$ 53,650.00	\$ 55,925.00	\$ 56,725.00	\$ 57,525.00
28	\$ 54,100.00	\$ 56,375.00	\$ 57,175.00	\$ 57,975.00

*Based on 190 days

Data for Conversion Charter School Grant West Memphis High School

For the last three years, economically disadvantaged students scored significantly lower on the End of Course Geometry Exam than other students. In 2010-2011, 63% of the economically disadvantaged students were proficient. There were only three non-economically disadvantaged students who took the exam that year. One student scored Below Basic, one student scored Proficient, and one student scored Advanced. In 2011-2012, 67% of the economically disadvantaged students were proficient. There were three non-economically disadvantaged students who took the exam that year, and all three were Below Basic. In 2012-2103, 59% of the economically disadvantaged students were proficient while 79% of the non-economically disadvantaged students were proficient on the exam. There was a 20% gap between economically disadvantaged students and other students in 2013, the only year for which comparable data is available. The three-year average for economically disadvantaged students was 63% proficient or advanced.

For the last three years, economically disadvantaged students scored significantly lower on the 11th Grade Literacy Exam than other students. In 2010-2011, 47% of the economically disadvantaged students were proficient. There were no non-economically disadvantaged students who took the exam that year. In 2011-2012, 40% of the economically disadvantaged students were proficient. There were no non-economically disadvantaged students who took the exam that year. In 2012-2103, 48% of the economically disadvantaged students were proficient while 69% of the non-economically disadvantaged students were proficient on the exam. There was a 21% gap between economically disadvantaged students and other students in 2013, the only year for which comparable data is available. The three-year average for economically disadvantaged students was 45% proficient or advanced.

Although many of the students at West Memphis High School continue to perform well and make substantial academic gains, academic gaps continue to exist among our student population. In the spring of 2013, the All Students group taking the 11th Grade Literacy Exam scored 53.59% proficient or advanced. This fell short of the 2013 AMO by 2.14%. The TAGG student group scored 47.91%, missing the 2013 AMO by 7.82%. In mathematics, the All Students group scored 64.44% proficient or advanced on the 2013 End of Course Exam. This fell short of the 2013 AMO by 5.09%. The TAGG student group scored 58.13%. This fell short of the 2013 AMO by 11.40%. The All Students group and the TAGG group failed to meet the Graduation AMO for 2012. The All Students group graduated 74.48% of the students, which is 1.45% below the AMO of 75.93%. The TAGG group graduated 75.24% of the students, which is 1.22% below the AMO of 76.46%.

West Memphis High School's Reading and Reading Comprehension scores will increase to meet or exceed the following AMOs according to the 11th Grade Literacy Exam data.

- a. 2014: All Students and TAGG Students, 60.16% Proficient
- b. 2015: All Students and TAGG Students, 64.59% Proficient
- c. 2016: All Students and TAGG Students, 69.01% Proficient
- d. 2017: All Students and TAGG Students, 73.44% Proficient

West Memphis High School's Math and Math Comprehension scores will increase to meet or exceed the following AMOs according to the End of Course Geometry Exam data:

- a. 2014: All Students and TAGG Students, 72.58% Proficient
- b. 2015: All Students and TAGG Students, 75.63% Proficient
- c. 2016: All Students and TAGG Students, 78.67% Proficient
- d. 2017: All Students and TAGG Students, 81.72% Proficient

West Memphis High School's Graduation Rate will increase to meet or exceed the following AMOs for Graduation Rate:

- a. 2014: All Students, 78.33% Graduation Rate; TAGG Students, 78.81% Graduation Rate
- b. 2015: All Students, 80.74% Graduation Rate; TAGG Students, 81.17% Graduation Rate
- c. 2016: All Students, 83.15% Graduation Rate; TAGG Students, 83.52% Graduation Rate
- d. 2017: All Students, 85.56% Graduation Rate; TAGG Students, 85.88% Graduation Rate



City of West Memphis

William H. Johnson

Mayor

Arkansas Department of Education:

As the Mayor of West Memphis, I wholeheartedly support the Academies of West Memphis, which encourages underachieving students to stay in school and, of equal or greater importance, prepares high school graduates to enter college or the workforce.

The West Memphis School District consists of eight elementary schools, three junior high schools, and one high school located in high poverty areas in the Delta Region. West Memphis has a population of approximately 28,000 people with the racial make-up of 63.5% Black/African American, 34.4% White/Caucasian, 0.2% Native American, 0.4% Asian, and 1.6% Hispanic. The average income in West Memphis is below the national average, and the city is listed in the Top 101 cities with the most people below 50% of the poverty level. Statistics show that 29.5% of the families in West Memphis are below poverty level and 31.1% of individuals are listed below poverty level. In the population category of 25 years and over, 23.1% of the males and 50.2% of females, with less than a high school diploma, are at poverty level as opposed to 12.6% of males and 21.9% of females, with a high school diploma, are at poverty level. These unsettling figures demonstrate the high risk of our current students facing the same local statistics if they are not provided with educational opportunities to overcome limitations and barriers resulting in dropping out of school or failing to qualify for college admissions.

West Memphis High School contains a majority of low-income, minority, single-parent children who are at high risk for dropping out of school. The Academies of West Memphis will provide an Alternate Learning Environment for high risk students that promote success in school and advancement to post-secondary education and/or the workforce through individualized academic pathways. Research shows that income and career choices increase with students' increased level of education. Thus, a high school and college education will allow these students to set their goals for a productive life with rewarding career opportunities.

These personal statistics of my hometown is one of the main reasons I am 100% behind the Conversion Charter at West Memphis High School. I see the Academies of West Memphis as a plan that changes not just individual student's lives or a high school's mission statement. No, I see this Conversion Charter as an action plan that has the power to change an entire community.

William H. Johnson
Mayor of West Memphis, Arkansas

KEITH M. INGRAM
MINORITY LEADER

SENATOR
24TH DISTRICT
OFFICE: 870-735-9580
kmingram@aol.com

POST OFFICE BOX 1028
WEST MEMPHIS, ARKANSAS 72303-1028



VICE-CHAIR
INSURANCE & COMMERCE

MEMBER
LEGISLATIVE COUNCIL
JOINT PERFORMANCE REVIEW
JOINT AUDIT
JUDICIARY
EFFICIENCY
LEGISLATIVE FACILITIES

**THE SENATE
STATE OF ARKANSAS**

October 28, 2013

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

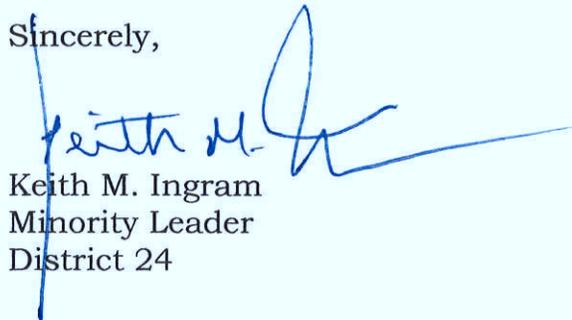
Dear Sir or Madam:

It is my pleasure to give my support to the West Memphis School District in their efforts to establish the Academies of West Memphis Conversion Charter School.

The Academies will offer students, grades 9 through 12, a specialized learning environment of personal interest to them which will lead to more graduates that are better prepared for college and other career opportunities. The local business community will be encouraged to partner with the college to provide internships and job-shadowing, engaging the student in practical work experience and further preparing the student for the workforce. An educated workforce is essential to further economic development.

I wholeheartedly support the Academies of West Memphis Conversion Charter School. It is my belief that we will see greater student achievement and more confident, workforce-ready individuals prepared to provide for themselves and their families.

Sincerely,


Keith M. Ingram
Minority Leader
District 24

KMI/db



STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

Deborah Ferguson
200 South Rhodes Street, Suite B
West Memphis, Arkansas 72301-4212

870-735-7098 Legislative Office
deborah.ferguson@arkansashouse.org

DISTRICT 51

Counties:
Part Crittenden

COMMITTEES:

Public Health, Welfare and Labor
Vice Chairperson,
Labor and Environment Subcommittee

Aging, Children and Youth, Legislative
and Military Affairs
Children and Youth Subcommittee

Rules

October 24, 2013

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

Dear Sir/Madam:

I am pleased to provide this letter of support for the establishment of the Academies of West Memphis Conversion Charter School.

As you are aware, a petition to establish and operate the Academies of West Memphis Conversion Charter School in the West Memphis School District has been submitted. I believe this form of public school will provide increased opportunities for learning and will encourage more parent and community involvement in public schools. The Academies of West Memphis Conversion Charter School will serve students in grades 9-12 and will better prepare these students for college and other career opportunities.

I support the conversion approach and I believe it will provide the West Memphis School District help in improving student achievement, and will help in improving the economy in the Delta.

Sincerely,

A handwritten signature in cursive script that reads "Deborah Ferguson".

Deborah Ferguson
State Representative
District 51



October 28, 2013

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

Dear Madam/Sir:

We are pleased to offer the support of Mid-South Community College to the West Memphis School District and the Academies of West Memphis conversion model.

We have worked closely with area public schools for the last twelve years. Correspondingly, this partnership will allow for an expansion of our Career and Technical education offerings, which will give students additional pathways for future academic and professional success. We look forward to this exciting endeavor and welcome the benefits it will provide our schools, region and most importantly, our students.

If we can be of further assistance to you, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Glen Fenter", written over the word "Sincerely,".

Dr. Glen Fenter
President

GFF:dw

Dr. Glen F. Fenter, President



Chamber of Commerce
WEST MEMPHIS

October 28, 2013

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

Dear Sir / Madam:

The West Memphis Chamber of Commerce is in full support of the Academies of West Memphis Conversion Charter effort of West Memphis High School. The Chamber and the West Memphis 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 better prepared workforce.

As a Delta community we will benefit tremendously from this concept. The needs of our local economy stand to grow as more graduates move through these pathways and gain more technical and career skills than the traditional model has afforded them. This is a win-win scenario for everyone involved.

I welcome the support of this concept. Please feel free to contact me if I can be of further assistance in this process.

Sincerely,

Holmes Hammett
Executive Director

October 24, 2013

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

Dear Sir / Madam:

The Economic Development Office for the city of West Memphis is pleased to endorse the Academies of West Memphis Conversion Charter application. We believe the implementation of the conversion charter school at West Memphis High School will serve to strengthen the local economic needs of our community.

As the city of West Memphis continues to prosper, we realize that educating and preparing our graduates for a career or technical skill will serve us well. Economic Development has an established, strong relationship with the West Memphis School District. We envision this relationship growing as West Memphis High School implements this program. I am pleased to firmly support this application for a West Memphis School District Conversion Charter School.

Sincerely,



Ward Wimbish

Director Economic Development

City of West Memphis

**Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2014-2015	Salary 2014-2015	2015-2016	Salary 2015-2016
<i>Line#</i>	List Positions	No. FTEs		No. FTEs	
1	Director of Academies	1	\$25,000.00	1	\$25,500.00
2					
3					
4					
5					
6					
7	Subtotal:		\$25,000.00		\$25,500.00
8	Fringe Benefits (rate used <u>27%</u>)		\$6,750.00		\$6,885.00
9	Total Administration:		\$31,750.00		\$32,385.00

Regular Classroom Instruction:		2014-2015		2015-2016	
		No. FTEs		No. FTEs	
10	Teachers				
11	Aides				
12	Subtotal:				
13	Teacher Fringe Benefits (rate used <u> </u>)				
14	Aide Fringe Benefits (rate used <u> </u>)				
15	Total Regular Classroom Instruction:				

Special Education:		2014-2015		2015-2016	
		No. FTEs		No. FTEs	
16	Teachers				
17	Aides				
18	Subtotal:				
19	Teacher Fringe Benefits (rate used <u> </u>)				
20	Aide Fringe Benefits (rate used <u> </u>)				
21	Total Special Education:				

Gifted and Talented Program:		2014-2015		2015-2016	
		No. FTEs		No. FTEs	
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used <u> </u>)				
26	Aide Fringe Benefits (rate used <u> </u>)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
42 College/Career Coach	1	1
43 School Resource Officer	1	1
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used 27%)		
49 Total Guidance Services:		

Health Services:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
50 _____		
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
58 List Positions		
59		
60		
61		
62		
63 Subtotal:		
64 Fringe Benefits (rate used _____)		
65 Total Media Services:		

Fiscal Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
66 List Positions		
67		
68		
69		
70		
71 Subtotal:		
72 Fringe Benefits (rate used _____)		
73 Total Fiscal Services:		

Maintenance and Operation:

	2014-2015 No. FTEs	2015-2016 No. FTEs
74 I.T. Support Technician	1	1
75		
76		
77		
78		
79 Subtotal:		
80 Fringe Benefits (rate used 27%)		
81 Total Maintenance and Operation:		

Pupil Transportation:

	2014-2015 No. FTEs	2015-2016 No. FTEs
82 Bus Driver	1	1
83		
84		
85		
86		
87 Subtotal:		
88 Fringe Benefits (rate used 27%)		
89 Total Pupil Transportation:		

Food Services:

	List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
90	_____	_____	_____
91	_____	_____	_____
92	_____	_____	_____
93	_____	_____	_____
94	_____	_____	_____
95	Subtotal:	_____	_____
96	Fringe Benefits (rate used _____)	_____	_____
97	Total Food Services:	_____	_____

Data Processing:

	List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	_____	_____	_____
102	_____	_____	_____
103	Subtotal:	_____	_____
104	Fringe Benefits (rate used _____)	_____	_____
105	Total Data Processing:	_____	_____

Substitute Personnel:

		2014-2015 No. FTEs	2015-2016 No. FTEs
106	Number of Certified Substitutes _____	_____	_____
107	Number of Classified Substitutes _____	_____	_____
108	Subtotal:	_____	_____
109	Certified Fringe Benefits (rate used _____)	_____	_____
110	Classified Fringe Benefits (rate used _____)	_____	_____
111	Total Substitute Personnel:	_____	_____

112	TOTAL EXPENDITURES FOR SALARIES:	\$135,890.00	\$139,192.00
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**Public Charter School Application
Estimated Budget Template**

REVENUES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
State Public Charter School Aid:			
2014-2015			
1	No. of Students <u>1900</u> x <u>\$6,521.00</u> State Foundation Funding	<u>12,389,900</u>	
2	No. of Students <u>1900</u> x <u>\$44.00</u> Professional Development	<u>\$83,600.00</u>	
3	No. of Students <u>1900</u> x _____ eligible rate* NSL Funding	<u>\$0.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
2015-2016			
6	No. of Students <u>1900</u> x <u>\$6,521.00</u> State Foundation Funding		<u>12,389,900</u>
7	No. of Students <u>1900</u> x <u>\$44.00</u> Professional Development		<u>\$83,600.00</u>
8	No. of Students <u>1900</u> x _____ eligible rate* NSL Funding		<u>\$0.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u><u>12,473,500</u></u>	<u><u>12,473,500</u></u>
Other Sources of Revenues:			
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
15	Other (<i>Specifically Describe</i>)		
16	Total Other Sources of Revenues:		
17	TOTAL REVENUES:	<u><u>12,473,500</u></u>	<u><u>12,473,500</u></u>

EXPENDITURES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
Administration:			
18	Salaries and Benefits	<u>\$31,750.00</u>	<u>\$32,385.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Responsive Ed. Consulting</u>	<u>\$60,000.00</u>	<u>\$60,000.00</u>
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials		
25	Equipment		
26	Other (List Below)		
27	_____		
28	_____		
29	_____		
30	_____		
31	Total Administration:	<u><u>\$91,750.00</u></u>	<u><u>\$92,385.00</u></u>

Regular Classroom Instruction:

2014-2015 Amount:

2015-2016 Amount:

32	Salaries and Benefits		
	Purchased Services - List Vendors Below		
33	V - CI 1 Laptop/Tablet 1 to 1 Student Devices	\$300,000.00	\$120,000.00
34	V - CI 2		
35	V - CI 3		
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials		
39	Equipment		
40	Other (List Below)		
41			
42			
43			
44			
45	Total Regular Classroom Instruction:	\$300,000.00	\$120,000.00

Special Education:

46	Salaries and Benefits		
	Purchased Services - List Vendors Below		
47	V - SE1		
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
54	Other (List Below)		
55			
56			
57			
58			
59	Total Special Education:		

Gifted and Talented Program:

60	Salaries and Benefits		
	Purchased Services - List Vendors Below		
61	V - GT1		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
69			
70			
71			
72			
73	Total Gifted and Talented Program:		

Alternative Education Program/ Alternative Learning Environments:

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
74	Salaries and Benefits		
	Purchased Services - List Vendors Below		
75	V - ALE1		
76	V - ALE2		
77	V - ALE3		
78	V - ALE4		
79	V - ALE5		
80	Supplies and Materials		
81	Equipment		
82	Other (List Below)		
83			
84			
85			
86			
87	Total Alternative Education Program/ Alternative Learning Environments:		

English Language Learner Program:

88	Salaries and Benefits		
	Purchased Services - List Vendors Below		
89	V - ELL1		
90	V - ELL2		
91	V - ELL3		
92	V - ELL4		
93	V - ELL5		
94	Supplies and Materials		
95	Equipment		
96	Other (List Below)		
97			
98			
99			
100			
101	Total English Language Learner Program:		

Guidance Services:

102	Salaries and Benefits	\$63,500.00	\$64,770.00
	Purchased Services - List Vendors Below		
103	V - GS1		
104	V - GS2		
105	V - GS3		
106	V - GS4		
107	V - GS5		
108	Supplies and Materials		
109	Equipment		
110	Other (List Below)		
111			
112			
113			
114			
115	Total Guidance Services:	\$63,500.00	\$64,770.00

Health Services:

2014-2015 Amount:

2015-2016 Amount:

116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:		

Media Services:

130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	Total Media Services:		

Fiscal Services:

144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1		
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	Total Fiscal Services:		

Maintenance and Operation:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	<u>\$34,290.00</u>	<u>\$35,560.00</u>
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 _____	_____	_____
160	V - MO2 _____	_____	_____
161	V - MO3 _____	_____	_____
162	V - MO4 _____	_____	_____
163	V - MO5 _____	_____	_____
164	Supplies and Materials	_____	_____
165	Equipment	_____	_____
166	Other (List Below)	_____	_____
167	_____	_____	_____
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	Total Maintenance and Operation:	<u><u>\$34,290.00</u></u>	<u><u>\$35,560.00</u></u>

Pupil Transportation:			
172	Salaries and Benefits	<u>\$6,350.00</u>	<u>\$6,477.00</u>
	Purchased Services - List Vendors Below		
173	V - PT1 _____	_____	_____
174	V - PT2 _____	_____	_____
175	V - PT3 _____	_____	_____
176	V - PT4 _____	_____	_____
177	V - PT5 _____	_____	_____
178	Supplies and Materials	_____	_____
179	Equipment	_____	_____
180	Other (List Below)	_____	_____
181	_____	_____	_____
182	_____	_____	_____
183	_____	_____	_____
184	_____	_____	_____
185	Total Pupil Transportation:	<u><u>\$6,350.00</u></u>	<u><u>\$6,477.00</u></u>

Food Services:			
186	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
187	V - FD1 _____	_____	_____
188	V - FD2 _____	_____	_____
189	V - FD3 _____	_____	_____
190	V - FD4 _____	_____	_____
191	V - FD5 _____	_____	_____
192	Supplies and Materials	_____	_____
193	Equipment	_____	_____
194	Other (List Below)	_____	_____
195	_____	_____	_____
196	_____	_____	_____
197	_____	_____	_____
198	_____	_____	_____
199	Total Food Services:	_____	_____

Data Processing:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1		
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	Total Data Processing:		
Substitute Personnel:			
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:		
Facilities:			
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222			
223	Network Infrastructure Additions/Upgrades	\$50,000.00	\$10,000.00
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year		
230	Content Insurance for One Full Year		
231	Total Facilities:	\$50,000.00	\$10,000.00

	<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
Debt Expenditures:		
List Debts Below		
232 _____	_____	_____
233 _____	_____	_____
234 _____	_____	_____
Total Debts:	<u>_____</u>	<u>_____</u>
 Other Expenditures:		
List Other Expenditures Below		
235 _____	_____	_____
236 _____	_____	_____
237 _____	_____	_____
238 _____	_____	_____
239 _____	_____	_____
240 _____	_____	_____
241 TOTAL EXPENDITURES:	<u>\$545,890.00</u>	<u>\$329,192.00</u>
 Net Revenue over Expenditures:	<u>11,927,610</u>	<u>12,144,308</u>

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

**2013 APPLICATION
DISTRICT CONVERSION AND LIMITED
PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion or limited public school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the 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 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 schools not waived by the approved charter.
6. The 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 any other qualified employee of the school district is covered.
7. The 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 applicant confirms the understanding that certain provisions of state law shall not be waived. The 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District

Jon Collins

Printed Name

10-31-13

Date