ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

District Conversion or Limited Public Charter School
New Application

RECEIVED
OCT 29 2012
CHARTER SCHOOL OFFICE

Deadline for Submission: October 31

Charter School: **Blytheville High School-A New Tech School**

Date Submitted: 10/29/2012

Date Approved: _____

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

BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL
CONVERSION CHARTER APPLICATION
Table of Contents

A. General Information 1

B. General Description 2

C. Application Standards 4

D. Appendix of Attachments
- A. New Tech Relationship 23
- B. Proof of Public Hearing Publication in Blytheville Courier News 24
- C. Proof of Parental Contact through School Messenger 26
- D. Public Hearing Documentation 27
- E. 21st Century Skill Rubric: Oral Communications 32
- F. ESEA Flexibility Report 33
- G. Oral Communication Smart Core Waiver Form 34
- H. Zoning Map 35

E. Calendar & Daily Schedule 36

F. Proposed Two-Year Budget 38

G. Salary Schedule 46

H. Evidence of Parental/Community Support 47

I. Signature of Assurances 67

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

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Blytheville High School-A New Tech School

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

Name of School District: Blytheville School District

Name of Contact Person: Mrs. Teryn Spears

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

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

E-mail: tspears@blythevilleschools.net

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

Date of Proposed Opening: August 2013

Name of Superintendent: Mr. Richard Atwill

Address: 405 West Park Street City: Blytheville

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

FAX: (870)762-0168

E-mail: ratwil@blythevilleschools.net

B. General Description

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

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

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

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

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

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

New Tech focuses of three key elements of education: "a new instructional approach that engages learners through project-based learning, a culture that empowers students and teachers through trust, respect and responsibility, and fully applied technology that supports deep learning (New Tech Network: www.newtechnetwork.org)." The Network partners with public schools to create, support and sustain this learning environment. This learning environment will provide deeper implementation of the Common Core State Standards and will prepare our students for college, career and beyond.

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

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

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

APPLICATION STANDARDS

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

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

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

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

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

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

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

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

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

STANDARD 3: Describe the educational need for the school.

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

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

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

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

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

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

I. Project-Based Learning (PBL)

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

II. Interdisciplinary Courses

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

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

interdisciplinary in nature (as some subjects do not lend themselves to being combined). The number of these interdisciplinary courses is limited for several reasons. Logistically, (1) the facilities can only accommodate a certain number of larger classrooms, (2) the size of the faculty and (3) collaborative planning times do not allow for unlimited interdisciplinary courses.

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

III. STEM Focus: Design-Thinking

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

IV. Focused Internship & College Experience

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

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

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

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

V. Collaborative School Culture

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

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

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

VI. Class Size

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

VII. Educational Coherence

The New Tech Network has several strategies for educational coherence, such as (1) joined planning period sessions between teachers and submission of project plans to the high school principal. These sessions will allow for creative, innovative project planning that contextualizes projects in meaningful ways rather than isolating them within a particular subject matter. (2) Teachers will now be accountable for a project plan, what currently would be considered comparable to a lesson plan, which will be reviewed by the principal. These project plans will be outlines and planned in the aforementioned New Tech Echo Portal, which is accessible to all teachers and administrators (3) The project plan will address which Common Core State Standards are being taught within each project, keeping Blytheville New Tech in line with its continuing short term goal of increasing proficiency level of state End of Course assessments (4) The portal is an online system created and managed by the New Tech Network and serves as the ultimate mechanism for ensuring educational coherence. The portal serves multiple purposes. Teachers upload their project plans in the portal and have access to nearly a thousand pre-existing project plans from New Tech teachers across the nation. These projects are available to all teachers, and those who utilize the library renovate the project, if needed, to meet Common Core State Standards. The portal also provides a unique advantage in that teachers will be able to view other project calendars to manage student

workload.

VIII. Criterion Based Assessment

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

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

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

IX. Technology

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

X. Alternative Learning Environment

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

XI. Course Integration Across the Curriculum

Oral Communications. The Arkansas Department of Education has offered every New Tech Network school the opportunity to waive the oral communications requirement. (Please see Appendix G for a copy of this request.) As part of the New Tech Network model, students will give oral presentations and speeches as part of project presentation (at the close of each project). Therefore, students will become strong communicators by virtue of applying the skill in context. As speech skills will be discussed, utilized and evaluated in all courses, the Speech and Oral Communications course will not be necessary. This will enhance the educational program through expanding the frequency and depth of skills formerly taught in Speech & Oral Communications. The student's experience gained within the Freshmen and Sophomore years obtaining Speech & Oral Communication credit would also fulfill the Debate l and Forensics l requirements, opening the door for a student to take ELA Drama, Debate ll, Debate lll as well as Forensics ll and Forensics lll as electives.

XII. Graduation Requirements

The curriculum provided for Blytheville New Tech would exceed state graduation requirements by requiring: (1) community service, (2) electronic portfolio, (3) senior project accompanied by a public presentation and (4) an application to post-secondary school, application to the armed forces OR a career readiness certification. These requirements will solidify 21st century skills, build civic engagements and prepare the students to leave Blytheville New Tech with the capacity to successfully choose college, armed forces or career.

XIII. School Day

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

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

XIV. Academic Calendar

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

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

Please see Appendix F for reference to goals below.

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

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

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

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

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

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

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

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

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

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

III. Teachers will be responsible for ensuring the Frameworks/Standards in their core subject matter within their co-taught courses. The teachers will continue to use their blended TIA's as the basis for deciding which skill sets students should master.
IV. Projects that are developed will address appropriate Frameworks/Standards, with all frameworks/standards being addressed in advance of the ITBS, EOC Literacy, and EOL assessments. Projects used from the Project Library and the ECHO Learning Management System will be adjusted to address the Common Core State Standards.
V. The Blytheville High School administrators will monitor instruction.
VI. All project plans will be required to be programmed into the portal two weeks before they become effective, providing ample opportunity to redress Frameworks /Standards issues if necessary.

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

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

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

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

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

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

terminal degree in the field of education.

II. Assistant Administrators Responsibilities (4):

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

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

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

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

III. Counselor Responsibilities (3):

*Provide Academic, Social and emotional supports

*Disseminate and clarify graduation requirements

*Coordinate post-secondary opportunities

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

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

*Facilitate state-mandated assessments

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

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

*On-going professional development for teachers

*Provide demonstrations to strengthen the instructional process

*Provide content development for teachers

*Plan and conduct professional team meetings

*Collect data, analyze results, and report findings

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

*Identify needs and make recommendations for appropriate materials

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

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

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

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

*Create an intervention schedule for students and teachers

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

*Attend collaboration with teachers to attend to needs for students

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

IV. Teacher Responsibilities (63 with ALE instructors included)

*Conduct classroom instruction

*Work collaboratively with colleagues to plan and teach courses

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

V. School Board & Staffing Plan

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

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

(A) Guidance Program
(B) Health Services
(C) Media Center
(D) Transportation
(E) Food Services
(F) Special Education
(G) Alternative Education/ALE
(H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

(A)Guidance Program

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

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

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

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

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

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

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

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

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

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

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

serve gifted and talented students as well).

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

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

STANDARD 11: Describe the facilities to be used. Give the present use of the facility and the use for the past three years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

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

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

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

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

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

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

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

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

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

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

STATUTE 6.17.114
III. Blytheville New Tech will continue to provide adequate planning time for teachers (200 minutes per week), but requests greater flexibility in parceling planning time. This flexibility will allow for larger blocks of time for co-planning and developing large projects.

STANDARD 9.03.4.1 CURRICULUM: LANGUAGE ARTS
IV. Currently, Arkansas public schools are required to teach Speech & Oral Communications as an independent class. As aforementioned in this application, communication is an important tenet of a Blytheville New Tech education. With a curriculum that is based on the PBL model, students will graduate from Blytheville New Tech with a deep, meaningful repertoire of presentation history and with a distinctively strong ability to communicate orally. The proper tools for strong oral communication skills will still be taught and measured uniformly, as all classes will use the same presentation rubric. Blytheville School District proposes that students receive their oral communication credit after two years of English in the ninth and tenth grades, at which point students will have had an ample oral communications background (See Appendix G Oral Communications Waiver Form).

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

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

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

STANDARD 10.02.05 CLASS SIZE AND TEACHING LOAD

VII. As standards currently state, only thirty students can be in a classroom. Blytheville New Tech requests exemption from this standard. By combining courses and increasing the number of teachers in a classroom, the size of classes will need to increase. Blytheville New Tech requests to increase the number of students a teacher can instruct in one day. As teachers will be a part of interdisciplinary, double blocked courses, they have the potential to teach many more students in one day. In that same vein, they will be co-teaching these students which will offset the increase in students.

STANDARD 14.03 UNIT OF CREDIT

VIII. Blytheville New Tech requests the ability to teach multiple subjects simultaneously, thus exempting it from Carnegie Units. This would shift the focus to skills acquired and mastery rather than amount of time students spend in a seat. This would be another factor to provide greater flexibility in scheduling.

STANDARD 15.03 LICENSURE AND RENEWAL

IX. Blytheville New Tech requests the ability to hire the best teachers regardless of licensure status. Teachers who may be the best candidates may include but are not limited to teachers with career experience, outside career certification or licensure in a specific field but extensive education in a different content matter. All interdisciplinary classes will be taught with at least one certified instructor and all core subjects will be taught by instructors who are highly qualified as defined by NCLB standards.

STANDARD 18.0 GIFTED AND TALENTED

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

STANDARD 16.01.3 GUIDANCE AND COUNSELING

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

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

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

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

Blytheville New Tech will continue to operate under School Choice and Legal Transfer laws. The school will comply with current standards and monitor enrollment with the utmost discretion. The conversion charter will have no negative effects on Blytheville School District in insuring compliance with court orders and maintaining a unitary status of a desegregated public school.

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

Families and guardians will be involved in important ways in the Blytheville School District, and particularly in Blytheville New Tech.
(1) Parents will be contacted in cases of emergency and for informational reasons through School Messenger, the district's notification system.
(2) The schools Home Access Center, HAC, online portal, in conjunction with the Blytheville School District website, allows for parents to see grades as they are posted in real, assignments posted, attendance records and e-mail contact information with teachers.
(3) Parents and guardians will be involved in new and exciting ways to celebrate students' successes and also hold them accountable for quality academic work through public presentations.
(4) Community members will be involved in Project Based Learning. Their engagement may be manifested in presentation evaluation and as the source for real world projects.
(5) Parents will be involved in the career advisory aspect of the Career Choices Seminar course as the students move into their junior and senior years.
(6) The Blytheville New Tech leadership team, discussed in the response section "V. Criterion Based Evaluation" of Standard #4, is responsible for gathering input, implementing and evaluating the implementation of the Arkansas Comprehensive School Improvement Plan (ACSIP). The leadership team, along with other administrators, is also responsible for identifying performance criteria, namely standards based testing (aforementioned in Standard #5)

(7) Community members are also invited into these discussions on performance criteria and school improvement through discussions with the school board. The Blytheville School Board hosts an annual report to the public, in which a variety of subject matters are discussed, including school performance, progress on the current school improvement plan and ideas for improvement in the future. Inviting community input will benefit both parties, as the feedback will ensure the school is improving in diversified, substantive ways and will build community investment in Blytheville New Tech.
(8) Arguably, the most enriching parental involvement will occur organically in ways that the school district cannot yet envision.

New Tech Network

2013 Planning Agreement

Dear Superintendent Atwill,

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

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

New Tech Network

2013 Planning Agreement

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

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

Blytheville Public Schools:

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

Superintendent Signature

Date: 4/4/12

Lydia Dobyns, NTN President

Date: 4.19.12

Please return one signed original to:

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

10-3 10-10 10-17

APPENDIX B

PROOF OF PUBLICATION

STATE OF ARKANSAS]
County of Mississippi,] ss.

David Tennyson

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

said county and state; that the annexed Notice

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

First publication was in the issue of October 3

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

October 17, 20 12

Publisher.

Number squares _____ Printers Fee $ 135.00

Received Payment _____

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

By _____

1,100

1,000

SOUR

WEDNESDAY, OCTOBER 3, 2012 • PAGE 7

Commodities

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

FUELS	CLOSE	PVS.	%CHG	%YTD
Crude Oil (bbl)	91.89	92.48	-0.64	-7.0
Ethanol (gal)	2.37	2.35	...	+7.8
Heating Oil (gal)	3.13	3.14	-0.33	+6.5
Natural Gas (mm btu)	3.53	3.48	+1.47	+18.1
Unleaded Gas (gal)	2.87	2.92	-1.74	+6.8
METALS	**CLOSE**	**PVS.**	**%CHG**	**%YTD**
Gold (oz)	1772.70	1780.50	-0.44	+13.2
Silver (oz)	34.60	34.88	-0.79	+24.1
Platinum (oz)	1682.90	1681.50	+0.08	+20.2
Copper (lb)	3.81	3.79	+0.37	+10.9
Palladium (oz)	652.55	644.45	+1.33	-0.5
AGRICULTURE	**CLOSE**	**PVS.**	**%CHG**	**%YTD**
Cattle (lb)	1.23	1.23	+0.20	+0.3
Coffee (lb)	1.84	1.78	+3.15	-19.0
Corn (bu)	7.58	7.57	+0.20	+17.3
Cotton (lb)	0.70	0.70	+0.85	-23.4
Lumber (1,000 bd ft)	281.90	284.80	-1.02	+14.1
Orange Juice (lb)	1.16	1.14	+2.16	-31.3
Soybeans (bu)	15.31	15.60	-1.91	+27.7
Wheat (bu)	8.72	8.84	-1.44	+33.5

Quotable

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

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

Renovation Plus Construction

Licensed - Insured

- Asphalt Shingle Roofing Specialist
- The Quote Beater
- We Beat all Contractor's Prices

LYNN BROOKS
731-445-3722
rpcconstruction.com

NOTICE OF PUBLIC MEETING FOR ESTABLISHMENT OF CONVERSION PUBLIC CHARTER SCHOOL

The Blytheville School District will hold a public hearing on Monday, October 22, 2012, at 5:00 PM, at Blytheville Charter School, 415 Tennessee Street, for the purpose of providing information about and assessing support for the establishment of a conversion public charter school at Blytheville High School.

WEDNESDAY, OCTOBER 10, 2012 • PAGE 7

Commodities

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

FUELS	CLOSE	PVS.	%CHG	%YTD
Crude Oil (bbl)	92.39	89.33	+3.43	-6.5
Ethanol (gal)	2.41	2.40	+0.17	+9.6
Heating Oil (gal)	3.20	3.14	+1.87	+9.1
Natural Gas (mm btu)	3.47	3.40	+1.88	+16.0
Unleaded Gas (gal)	2.96	2.89	+2.27	+10.1
METALS	**CLOSE**	**PVS.**	**%CHG**	**%YTD**
Gold (oz)	1763.00	1773.50	-0.59	+12.6
Silver (oz)	33.95	33.98	-0.09	+21.8
Platinum (oz)	1691.60	1694.90	-0.19	+20.9
Copper (lb)	3.73	3.73	+0.05	+8.7
Palladium (oz)	656.75	655.50	+0.19	+0.2
AGRICULTURE	**CLOSE**	**PVS.**	**%CHG**	**%YTD**
Cattle (lb)	1.25	1.23	+1.09	+1.5
Coffee (lb)	1.65	1.69	-2.26	-27.1
Corn (bu)	7.42	7.42	...	+14.8
Cotton (lb)	0.70	0.70	+0.09	-23.2
Lumber (1,000 bd ft)	272.80	274.50	-0.62	+10.4
Orange Juice (lb)	1.12	1.13	-0.67	-33.7
Soybeans (bu)	15.50	15.51	-0.06	+29.3
Wheat (bu)	8.64	8.67	+0.38	+32.4

Quotable

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

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

Renovation Plus Construction

Licensed - Insured

- Asphalt Shingle Roofing Specialist
- The Quote Beater
- We Beat all Contractor's Prices

LYNN BROOKS
731-445-3722
rpcconstruction.com

NOTICE OF PUBLIC MEETING FOR ESTABLISHMENT OF CONVERSION PUBLIC CHARTER SCHOOL

The Blytheville School District will hold a public hearing on Monday, October 22, 2012, at 5:00 PM, at Blytheville Charter School, 415 Tennessee Street, for the purpose of providing information about and assessing support for the establishment of a conversion public charter school at Blytheville High School.

WEDNESDAY, OCTOBER 17, 2012 • PAGE 7

Commodities

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

FUELS	CLOSE	PVS.	%CHG	%YTD
Crude Oil (bbl)	92.09	91.85	+0.26	-6.8
Ethanol (gal)	2.38	2.39	+0.13	+8.1
Heating Oil (gal)	3.20	3.21	-0.33	+9.0
Natural Gas (mm btu)	3.44	3.49	-1.41	+15.0
Unleaded Gas (gal)	2.85	2.85	-0.18	+5.9
METALS	**CLOSE**	**PVS.**	**%CHG**	**%YTD**
Gold (oz)	1744.70	1736.00	+0.50	+11.4
Silver (oz)	32.92	32.71	+0.66	+18.1
Platinum (oz)	1642.70	1631.30	+0.70	+17.4
Copper (lb)	3.71	3.71	-0.09	+8.1
Palladium (oz)	639.25	632.90	+1.00	-2.5
AGRICULTURE	**CLOSE**	**PVS.**	**%CHG**	**%YTD**
Cattle (lb)	1.26	1.24	+1.13	+2.2
Coffee (lb)	1.63	1.61	+1.21	-28.2
Corn (bu)	7.38	7.37	+0.14	+14.2
Cotton (lb)	0.75	0.72	+3.48	-18.5
Lumber (1,000 bd ft)	296.60	286.90	+3.38	+20.0
Orange Juice (lb)	1.13	1.12	+0.67	-33.1
Soybeans (bu)	14.94	14.93	+0.08	+24.5
Wheat (bu)	8.48	8.48	-0.06	+29.9

Quotable

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

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

Renovation Plus Construction

Licensed - Insured

- Asphalt Shingle Roofing Specialist
- The Quote Beater
- We Beat all Contractor's Prices

LYNN BROOKS
731-445-3722
rpcconstruction.com

NOTICE OF PUBLIC MEETING FOR ESTABLISHMENT OF CONVERSION PUBLIC CHARTER SCHOOL

The Blytheville School District will hold a public hearing on Monday, October 22, 2012, at 5:00 PM, at Blytheville Charter School, 415 Tennessee Street, for the purpose of providing information about and assessing support for the establishment of a conversion public charter school at Blytheville High School.

Blytheville High School-A New Tech School

School Messenger Call-Out System

Proof of Call

Friday, October 29, 2012

SCHOOL MESSENGER

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

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

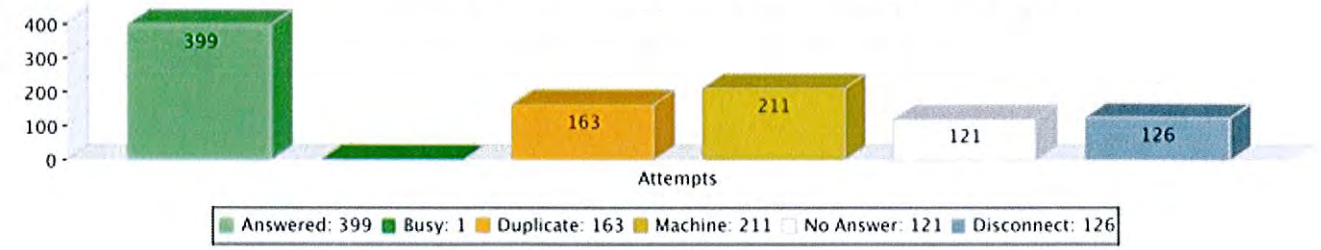
# of Jobs: 1

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

Totals

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

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



Sunday, October 21, 2012

SCHOOL MESSENGER

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

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

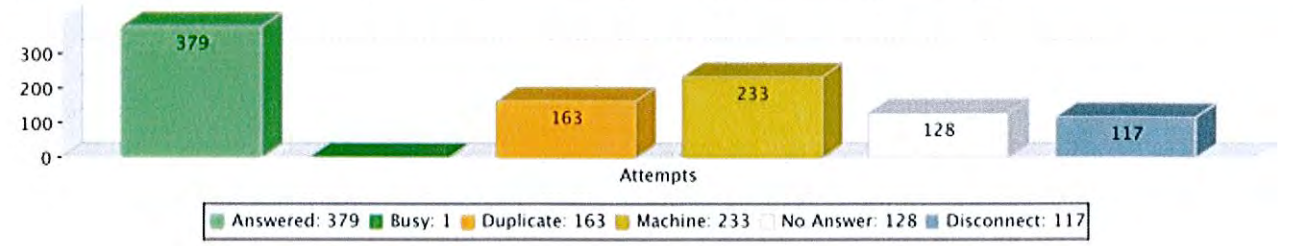
# of Jobs: 1

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

Totals

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

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



BLYTHEVILLE SCHOOL DISTRICT

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

October 22, 2012

Agenda

1. Welcome & Introductions: Richard Atwill, Superintendent

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

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

4. Questions/Answers/Feedback

5. Adjourn

Conversion Charter Public Meeting

October 22, 2012

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

BLYTHEVILLE SCHOOL DISTRICT

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

Meeting Minutes

October 22, 2012

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

the future. reimagine.

Blytheville High School
October 22, 2012
Charter Public Hearing

Why?

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

What they do...

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

The Route: District Conversion Charter

Re-imagine Teaching & Learning

What would it look like to you?

What do you believe about our students?

How?

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

New Tech Network

BHS: District Conversion Charter

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

Student Acceptance?

Blytheville School District Students in Grades 9-12

Legal Transfers under School Choice

Enrollment Cap (1000) met: Lottery

Core Values

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

STEM Focus: Design Thinking

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

Course Integration

Oral Communications

Agricultural Sciences

Blytheville High School- A New Tech School

Vision & Mission

Vision:

Learners Today, Leaders Tomorrow

Mission:

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

Project Based Learning

Real-World Projects

Real-World Learning

Global/Community-Based

Echo Portal

21st Century Skills

Life Skills

Graduation Requirements

Community Service

Portfolio

Application to:
college
armed forces
career

Assessment

Relevant: Work World Criterion Based (Rubrics)

State: End of Course

In-House: STAR Testing

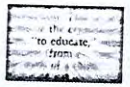
The Learning Institute Biology

Interdisciplinary Courses

Flexibility

English I +World Geography=Global Studies

Biology +Health=BioLife



Instructional Technology

1:1

MacBooks

8th Grade Training

Training for staff: January

Technology: Tool

Seminar/ Guidance

Career Choices

10 Year Plan

Teams

Community Service

Portfolio

Graduation Requirements

Individual Planning for Internship/ College

The Bottom Line

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

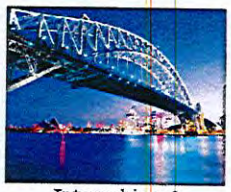
Collaborative School Culture

9th Grade Academy

Continue Student Centered Collaboration

Teachers will shadow New Tech teachers as part of training

June 2013 New Tech Training for all involved



Internships & College Experience

Alternative Learning Environment

Available as a Program

Individualized Instruction

Meet Needs of Students

We Need You!

Parents

Community Members

Project Volunteers

Evaluate Effectiveness of Education

NEW TECHNOLOGY HIGH SCHOOL
ORAL PRESENTATION SCORING RUBRIC

PRESENTER: _____

PROJECT: _____

EVALUATOR: DATE:

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

ADDITIONAL COMMENTS:

Copyright (c) 2001-2002 New Technology High School & New Technology Network.
All rights reserved. Use of this material constitutes your agreement to the terms of use.

2012 Arkansas School ESEA Accountability Report

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

Needs Improvement Focus School

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

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

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

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

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

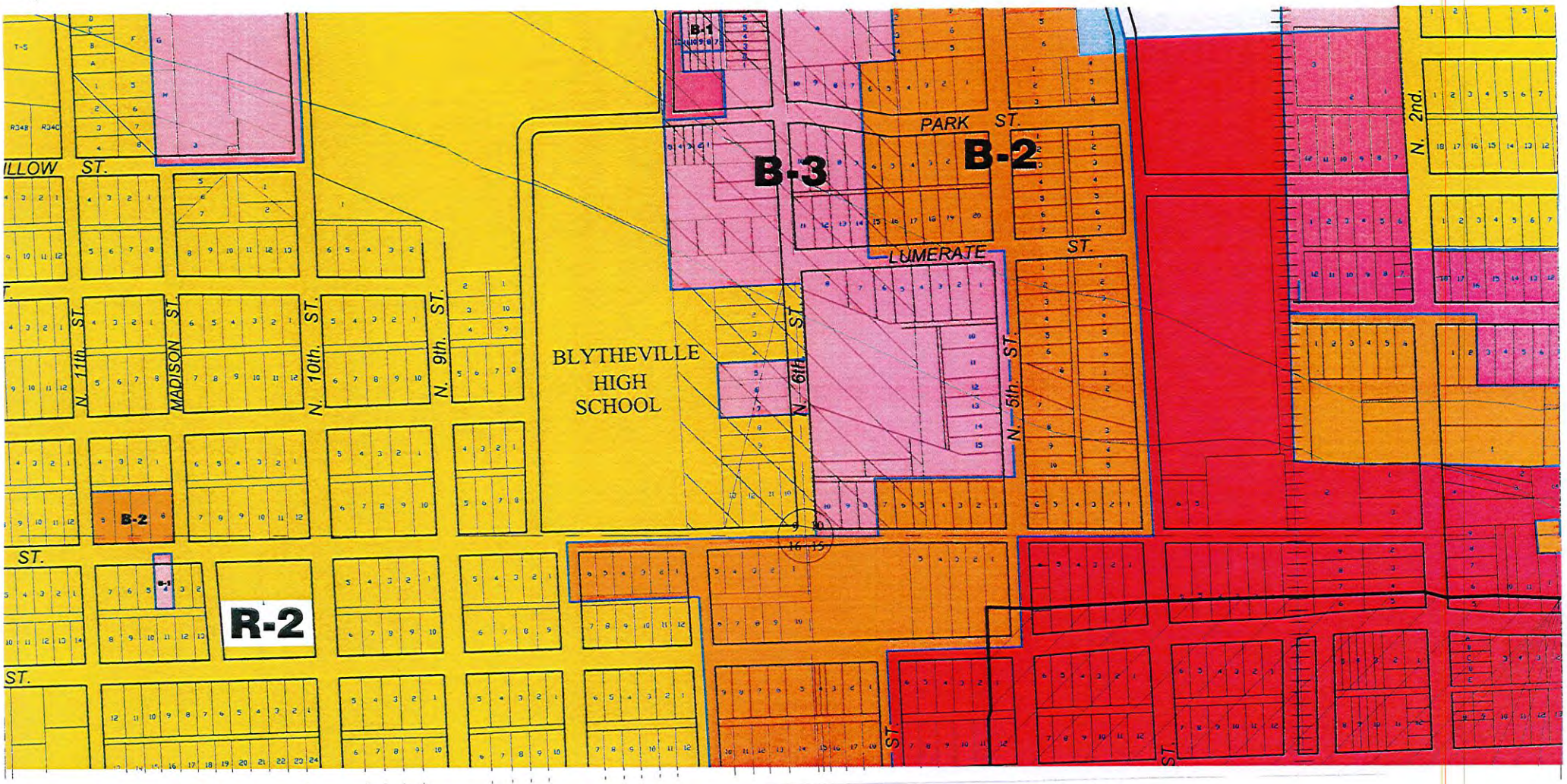
Arkansas schools and districts who have or will elect to implement the New Tech Network approach are eligible to request a waiver from offering the Arkansas Smart Core required courses of Oral Communications 416000 (1/2 unit) and/or Oral Communications 414010 (1 unit) from the Arkansas State Board of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

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

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

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

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



6.02.02. Low Density Residential (R-2)

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

BLYTHEVILLE PUBLIC SCHOOLS
BHS 2013 – 2014

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

Total Student Days – 178 Total Teacher Days – 190

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

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

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

Blytheville High School-A New Tech School

Daily Schedule

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

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

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

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

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

(Budget Continued)

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

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions1___)*	42,500.00	
118	Fringe Benefits	9,350.00	
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		$51,850.00
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits		$0.00
127			
128	If Applicable: Facilities Lease/Purchase (contract for one total		
129	year including facility upgrades)		
130	*Please list upgrades:*		
131			
132	If Applicable: Utilities (contract for one total year including facility upgrades)		
133	IIf Applicable: Insurance (contract for one total year including facility upgrades):		
134	If Applicable: Property Insurance		
135	If Applicable: Content Insurance		$0.00
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*(Describe)*		$0.00
140			
141	**TOTAL EXPENDITURES**		$6,144,313.21

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

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (_797) x $6,267.00 State Foundation Funding		
3			4,994,799.00
4	No. of Students (_797__) x $42.38 Professional Development		33,777.00
5	No. of Students (_797___) x eligible rate* NSLA Funding		669,891.00
6	Total State Charter School Aid		$5,698,467
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts	10,000.00	
10	Federal Grants (List the amount)	651,675.00	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$661,675.00
15			
16	**TOTAL REVENUES**		$6,360,142.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions__5_)*	356,141.00	
21	Fringe Benefits	84,640.00	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$440,781.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions_59__)*	2,454,438.00	
29	Fringe Benefits	618,576.21	
30	Purchased Services		
31	Supplies and Materials	106,300.00	
32	Equipment	200,000.00	
33	Other *(Describe)*		$3,379,314.21

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

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

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions_1.5__)*	68,185.00	
Fringe Benefits	16,573.00	
Purchased Services	2,500.00	
Supplies and Materials	9,500.00	
Equipment		
Other *(Describe)*		$96,758.00
Fiscal Services:		
Salaries: *(No. of Positions_1__)*	20,000.00	
Fringe Benefits	4,400.00	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$24,400.00
Maintenance and Operation:		
Salaries: *(No. of Positions_3__)*	61,444.00	
Fringe Benefits	15,090.00	
Purchased Services (include utilities)	446,000.00	
Supplies and Materials	83,000.00	
Equipment	3,000.00	
Other *(Describe)*		$608,534.00
Pupil Transportation:		
Salaries: *(No. of Positions_11__)*	155,035	
Fringe Benefits	43,540.00	
Purchased Services		
Supplies and Materials	93,085.00	
Equipment		
Other *(Describe)*		$291,660.00
Food Services:		
Salaries: *(No. of Positions_12__)*	124,568.00	
Fringe Benefits	33,693.00	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$158,261.00

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions1___)*	42,500.00	
118	Fringe Benefits	9,350.00	
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		$51,850.00
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits		$0.00
127			
128	If Applicable: Facilities Lease/Purchase (contract for one total		
129	year including facility upgrades)		
130	*Please list upgrades:*		
131			
132	If Applicable: Utilities (contract for one total year including facility upgrades)		
133	IIf Applicable: Insurance (contract for one total year including facility upgrades):		
134	If Applicable: Property Insurance		
135	If Applicable: Content Insurance		$0.00
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*(Describe)*		$0.00
140			
141	**TOTAL EXPENDITURES**		$6,094,111.21

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

Adopted 3/29/2010

LEA: 47-02, Mississippi County

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

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

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

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

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

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

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

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

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

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

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

To: Arkansas Department of Education

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

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

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

Thank You

Jackie Plunkett

Proud Parent

10/26/12

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

Announcements/Accolades

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

Agenda:

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

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

Next Faculty Meeting – November 29th, 2012

BHS EMPLOYEE LIST 2012-2013

FACULTY MEETING 10/18

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

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

Sandy Hughes, Admin
Hester Ellis, Facilitator

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

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

Announcements/Accolades

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

Agenda:

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

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

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

Next Faculty Meeting – November 29th, 2012

Arkansas Northeastern
COLLEGE

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

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

October 21, 2012

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

Dear Sir/Madam:

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

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

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

Sincerely,

Sherri Bennett

Sherri Bennett
Vice President for Advancement

Mississippi County
ARKANSAS
Our Greatest Industry Is Hard Work

MISSISSIPPI COUNTY
ECONOMIC DEVELOPMENT

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

clifchitwood@yahoo.com
www.misscoeda.com

NOTICE OF WORKFORCE DISCUSSION

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

Dear Plant Manager and HR Representatives:

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

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

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

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

MEETING SIGN-IN SHEET

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

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

	Name	Title	Company	Phone	Initials	E-Mail
1	Bailey, Charles		Nucor Steel Arkansas		C.B.	
	Beal, John	Admin Manager	DENSO			John_beal@denso-diam.com
	Betts, Charles	Manager	Nu Way Recycling			charlesbtts@yahoo.com
2	Bell, Donna	HR Manager	Viskase			Donna.bell@viskase.com
3	Brackin, Anita	Director of Special Projects	ANC, Solutions Group	870-623-6222	AB	abrackin@smail.anc.edu
	Brinkley, Randy	Existing Business Resource Div., Manager	AEDC	870-215-3486	RB	rbrinkley@arkansasedc.com
	Bunn, Jim	Plant Manager	Evonik			James.bunn@evonik.com
4	Carney, Randy	County Judge	Mississippi County		RC	rcarney@mcagov.com
5	Chitwood, Clif	President & County Developer	Miss Co Economic Development		CC	clifchitwood@yahoo.com
6	Chitwood, Zach	Director	ART		Z	
7	Cook, David	Assistant Superintendent	Osceola School District		[illegible]	dcook@osd1.org
8	Cooke, Sally		Blytheville School District		SC	scooke@blythevilleschools.net
9	Cox, Mike	Superintendent	Osceola School District	870-563-2561	MHC	mcox@osd1.org
10	Crain, Kellie	HR Manager	Nucor Steel Arkansas	762-2100	KC	Kellie.crain@nucor.com
11	Curtis, Heather	HR Manager	Omnium	763-2002	HLC	HLCurtis@landolakes.com
12	Delph, LaJuana		AEDC		LD	
13	Devolt, Dave		Nucor Steel Arkansas		DD	
14	Eagle, Kara		Blytheville School District		KE	Keagle@blytheville schools.net
15	Floria, Tom		ANC, Soultions Group		TF	tfloria@smail.anc.edu

	Name	Title	Company	Phone	Initials	E-Mail
16	Hancock, Jimmie	HR	Tenaris	776-5563		jhancock@tenaris.com
17	Haynes, Judy	HR Supervisor	Nucor Yamato Steel	762-5500		jhaynes@nucor-yamato.com

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

	Name	Title	Company	Phone	Initials	E-Mail
33	Scott, Randy	President	Farmer's Bank & Trust		RS	Randy.scott@fbtbly.com
34	Scruggs, Sam	Executive Director	MCAEOC		SS	Sam.scruggs@sbcglobal.net
35	Shemwell, James	VP for Finance	ANC		V	jshemwell@smail.anc.edu
36	Singleton, Robin	Business &Tech Division Chair	ANC	762-3161	RS	rsingleton@smail.anc.edu
	Uber, Rick	General Manager	ART			Ruber@artmaintenance.com
37	Vickerson, Paul	Plant Manager	Omnium		PEV	PEVickerson@landolakes.com
38	Warren, Ken	Production Manager	American Greetings		KW	Ken.Warren@amgreetings.com
	Wiltfang, Jon	General Manager	Actagro			
39	Woodard, Kennon	Sr. Project Manager	American Greetings	870 819/305	KW	Kennon.woodard@amgreetings.com
40	Wyatt, Mike	HR Manager	Evonik		MW	Mike.wyatt@evonik.com
	Yancey, Jimmy	Engraving Manager	American Greetings			Jimmy.Yancey@amgreetings.com
41	Quevedo, Ben	President	ART		OK	
42	GARY MASTERS	SUPT	SMC SCHOOL	870 655-8633	GM	
43	Beth Thompson					
44	Walter, Jim					
45	Thomas, Archie	Pastor				

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

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

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

The following members were absent:

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

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

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

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

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

4. SCHOOL PRIDE RECOGNITION

Ann Lewis, Principal, Blytheville Charter School/ALC

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

5. INFORMATION ITEMS AND REPORTS

A. Superintendent's Report

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

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

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

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

B. Report to the Public

1. Sandy Hughey, Assistant Superintendent

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

2. Jean Cole, Director of Support Services

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

6. ACTION ITEMS

A. Minutes of the September 24, 2012, Meeting

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

C. September Financial Report

D. Continuing Disclosure Dissemination Agreement

E. Submit Conversion Public Charter School Application

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

Motion passed by unanimous vote.

7. PERSONNE RECOMMENDATIONS

The Board took the following personnel actions:

A. Resignation of Licensed Employees

Kevin Scarberough	Grade 5	BIS
Marcie Woods	Grade 6	BIS

B. Appointment of Classified Employee

Sharyl Stewart	Cafeteria	BHS

C. Resignation of Classified Employees

Camille Bragg	Paraprofessional	CES
Barbara James	Paraprofessional	BHS

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

Motion passed by unanimous vote.

8. ADJOURNMENT The meeting adjourned at 6:58 p.m.

Richard Atwill
Ex-officio Financial Secretary

Blytheville High School- A New Tech School

District Conversion Charter

Rationale for Seeking a Charter:

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

Vision:

Learners Today, Leaders Tomorrow

Mission:

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

Core Values:

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

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

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

Educational Program:

1. Project-Based Learning (PBL)

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

2. Interdisciplinary Courses & Course Integration

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

3. STEM Focus: Design Thinking

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

4. Instructional Technology

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

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

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

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

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

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

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

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

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

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

Attendees, please sign below:

1. [illegible]
2. Jennifer [illegible]
3. [illegible] Thomas Williams
4. Donald Davis
5. Bobby Ashley
6. Vera James
7. Chris Pinkard
8. Amy Louise Gullic
9. Sharon Randolph
10. Vera P Thomas
11. James Tony Hollis
12. [illegible]
13. [illegible]
14. Willie Taylor
15. Nigeria Jones
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.
31
32.
33.
34.
35.
36.
37.
38.
39.
40.
41.
42.
43.
44.
45.
46.
47.
48.
49.
50.

BLYTHEVILLE
COURIER NEWS

SUNDAY
October 21, 2012
75 cents

Blytheville to hold public hearing on conversion charter

By CHRIS PINKARD
Blytheville Courier News

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

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

"Basically this is the public's chance to come out and hear the plan and ask questions and be able to communicate with us and maybe give some input back on that," Spears said.

Spears explained that applying for charter was a necessary step in moving forward with the New Tech Network and allows the district some leeway in how it structures the school day, all while still exceeding state standards.

"We're not going below the standards," Spears said. "We just need a little bit of flexibility in our day with the

• See Charter, Page 3

Charter:

From Page 1

New Tech Network."

Spears also stressed that converting to a charter school is in no way a relief from state expectations or standards and said the school will still be on the same campus and house grades 9-12.

"For all intents and purposes it will be the same school it'll just look a little different," she said.

The hearing will be held at 5 p.m. in the cafeteria at the charter school and is open to the public.

cpinkard@couriernews.net

BLYTHEVILLE
COURIER NEWS

TUESDAY
October 23, 2012
75 cents

High school plans discussed at event

By CHRIS PINKARD
Blytheville Courier News

Members of the community had an opportunity to take part in a discussion about plans for a New Tech School District Conversion Charter for Blytheville High School during a public hearing Monday night. The district is hoping the charter will revolutionize not only the school but the community around it.

The New Tech learning model, which is currently being used in 18 states across the country and Australia, utilizes non-traditional learning avenues such as project-based learning, focused internships and college experience, collaborative school culture, instructional technology and many others to make sure that each student graduates ready to enter college, the armed forces or the workforce; whichever the student feels is right for them.

District parental involvement facilitator Teryn Spears said graduating better prepared students holds the potential to completely change the community for the better, especially in regard to the local workforce.

The new learning endeavors proposed with the charter would not undermine current state requirements, rather build on them, according to Richard Atwill, superintendent of schools.

"This is not instead of state standards and Common Core,

• See Charter, Page 7

Chris Pinkard/Courier News
Parental involvement facilitator Teryn Spears talks about the District Conversion Charter during Monday's public hearing.

Charter: Would encompass entire high school

From Page 1

but over and above it," Atwill said.

Though the high school would become a charter school as a part of the New Tech network, Atwill stressed it would not be like the Alternative Learning Environment charter school the district already has, which will be relinquishing its charter next year. This conversion charter would give BHS necessary leeway in regard to things like classroom and daily structure.

The district's vision states "Learners Today, Leaders Tomorrow," and it plans to use this motto as a push to facilitate relevant and rigorous learning through collaboration, communication, critical thinking and problem-solving for students through the tools and support offered as a New Tech school, according to Spears.

The district will have an overview of the what students, parents and teachers can expect with the charter up on its website later today. For more information, visit www.blythevilleschools.com or call 870-762-2053.

cpinkard@couriernews.net

DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

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

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The proposed district conversion or limited public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district.

3. In accordance with federal and state laws the proposed district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.

5. The proposed district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not so waived by the approved charter.

6. The proposed district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of the school district is covered.

7. The proposed district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.

9. The district conversion or limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title; and

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

11. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Signature of Superintendent of School District

Date: 10/25/12

Richard Atwill

Print or type name