



# ARKANSAS DEPARTMENT OF EDUCATION



## District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31

RECEIVED  
OCT 22 2012



CHARTER SCHOOL OFFICE

Charter School: Rogers New Technology High School

Date Submitted: October 18, 2012

Date Approved: \_\_\_\_\_

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

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

**A. GENERAL INFORMATION (Please type.)**

Name of Proposed Charter School: Rogers New Technology High

Grade Level(s) for the School: 09 -12 Student Enrollment cap: 600

Name of School District: Rogers Public Schools

Name of Contact Person: Dr. Janie Darr

Address (no P.O. Box please): 500 W. Walnut St. City: Rogers Zip: 72756

Daytime Phone Number: (479) 636-3910 Fax: (479) 631-3504

E-mail: jdarr@rps.k12.ar.us

Charter Site Address: 2922 S. First St.

City: Rogers ZIP Code: 72758

Date of Proposed Opening: August 20, 2013

Name of Superintendent: Dr. Janie Darr

Address: 500 W. Walnut

City: Rogers ZIP Code: 72756

Phone Number: (479) 636-3910 FAX: (479) 631-3504

E-mail: jdarr@rps.k12.ar.us

## **B. GENERAL DESCRIPTION**

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

After three years of study and in an effort to meet the diverse needs of our students, Rogers Public Schools propose to open a stand-alone *Rogers New Technology High* (RNTH) school in the fall of 2013. Rogers School District has been officially accepted by the New Tech Network. The school will open with grades 9 and 10, serving 150 students in each grade. A grade level will be added each year, eventually serving 600 students in grades 9 -12 by the fall of 2015. Enrollment will be open to all students in the Rogers Public School district.

The charter school will be a part of the New Tech Network embracing the critical attributes of a 21<sup>st</sup> Century education through teaching that engages, technology that enables, and a culture that empowers. Our charter will use authentic project-based learning to improve student engagement, critical thinking and collaboration. Smart use of technology will prepare students for the emerging technologies in their future work fields, and a professional culture of trust, respect, and responsibility will prepare them to contribute in work and in society. These skills will support the state's commitment to preparing college and career ready students.

RNTH will provide college and career preparation by concentrating electives courses in pathways of Information Technology, Visual Arts, and STEM. Proposed programs of study include Digital Communications, Web Design, Mobile Applications Development, and Digital Photography. Graduates of RNTH will enter college, postsecondary training, or careers with portfolios filled with authentic real-world application and problem-solving, internships, early college experiences and community-service learning projects.

RNTH will follow the traditional school year calendar and length of day meeting all state requirements for length of school year and school day. In June 2012 the Arkansas Activities Association Board of Directors unanimously approved a request to allow Rogers New Technology High School students to participate in extra-curricular activities in the public school of their parent's domicile.

## D. Required Information

### Applications Standards:

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

Notice of the public hearing was distributed to the community during a school board study session held September 18, 2012 at 5:00 when Dr. Kristin Cuilla, director of new school development for the New Tech Network, met with school board members for a question and answer session following a site readiness visit. A front page article ran in the Rogers Morning News on September 19, 2012 reporting the study session and announcing the public hearing. A series of presentations were made to the Rogers-Lowell Area Chamber of Commerce, to the Rogers Parent-Teacher Organization Council, to the RNTH Technical Advisory Committee for CTE programs, and to the schools announcing the public hearing. A PACT Announcement was sent on October 1, 2012 to the district wide PTA and PTO presidents, which was distributed to membership. Notice of the hearing was emailed to all staff on October 1, 2012. Notice of the hearings was sent to parents through the parent newsletter, Facebook posting with 3,599 followers, on Twitter with 1,490 followers, and posted on the district and each school's website. Notice was published on a weekly basis for at least three consecutive weeks prior to the date of the hearing in the Rogers Morning News, a newspaper having general circulation in the school district. Specifically, notice was published September 20, 2012, September 27, 2012, and October 4, 2012.

The public hearing was held October 11, 2012 at 5:30 in the district's administration Joye R. Kelley building located at 500 West Walnut. 32 people attended the hearing. Dr. Janie Darr welcomed attendees and presented information regarding the proposed Rogers New Technology High School. Information presented included the projected future student enrollment, the study process leading to the proposal, the proposed school location and students served, potential course offerings, benefits to students and community, partnership with the New Tech Network, project-based learning, smart use of technology, professional culture, college credit, community service learning internships, the lottery selection process, and the waivers requested as part of the charter application. Videos were shown giving student and alumni perspectives on their New Tech High experiences.

Participants were given a chance to ask questions and were given responses. Dr. Darr asked all those in support of the proposed Rogers New Technology High conversion

charter to show hands. Support was unanimous. See Appendix D.1 for artifacts documenting notice of the public hearing on pages 20-24. See Required Items pages 45-49 for evidence of parental and community support.

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

In order to increase high school graduation, and college and career readiness, Rogers New Technology High School will *empower students for success in the 21<sup>st</sup> Century through teaching that engages, technology that enables, and a culture that empowers*, as measured by graduation rates and college eligibility indicators.

## **3. Describe the educational need of the school**

Equipping students with the skills for the 21<sup>st</sup> century is a challenge for all school districts. Georgetown University's Center on Education and Workforce predicts the state of Arkansas will create 217,000 jobs requiring post secondary credentials while the state ranks 49<sup>th</sup> in post secondary education intensity for 2018. Locally, the Greater Northwest Arkansas Development Council has set a goal to "elevate educational attainment and workforce skills so the Northwest Arkansas can more effectively compete for 21<sup>st</sup> century jobs". In 2008, only 25% of the regions adult population held a bachelor degree or higher.

Governor Mike Beebe and the Workforce Cabinet support the STEM initiative in Arkansas through STEM Works focus on education in high schools and universities, so that the state's workforce will be able to meet the escalating demand for employees in high-tech fields. STEM Works specifically seeks to overhaul the ways in which Arkansas high school students receive STEM education and to increase the number of well-qualified STEM teachers. According to STEM Works, the first component of STEM Works will accelerate and transform secondary STEM education to better prepare high-school graduates to pursue college degrees in STEM disciplines and can be achieved through the creation of New Tech High Schools.

The city of Rogers is in the heart of Northwest Arkansas, a robust and growing region of the state. Northwest Arkansas is home to the corporate headquarters of three Fortune 500 Companies, Wal-Mart Stores Inc, Tyson Foods Inc, and JB Hunt Transport Inc., as well as numerous other employers. Rogers Public Schools must educate a workforce that can support the area's business and industry. Graduation rates for our two highs schools are approximately 80%. RNTH will serve to improve graduation rates and create a learning environment that supports the development of those skills needed to prepare students for the 21<sup>st</sup> century. RNTH will incorporate the critical attributes of 21st century skills of rigor and relevance, an integrated and interdisciplinary curriculum, student centered instruction, technology and project-based learning.

Growth in the Rogers School District is steady and projected enrollment in the existing high schools will reach capacity soon. From October 1, 2008 through October 1, 2012

enrollment has increased an average of 200 students annually for a current enrollment of 14,455. The proposed facility to house RNTH is the former Kirksey Middle School located on 2922 First Street, a 117,062 square foot facility meeting ADE and ADA compliance requirements. This solution provides a cost efficient use of existing facilities as well as community and state funds.

In addition to providing a solution for space and growth conditions, RNTH will provide a choice for students who will still have access to the benefits of large, comprehensive high schools, yet who could benefit from a smaller learning community, project-based learning, and complete technology integration. Each student enrolled in RNTH will customize his or her high school experience through individual ownership and choice in project-based learning and smart use of technology in a professional culture. Each individual student will have choice in the projects, community service learning, internships and the information technology, visual arts, and STEM focused electives selected to support his or her personal goals for high school completion in preparation for college, career, and beyond.

#### **4. Description of Educational Program**

RNTH is a New Tech Network high school, accepted by the New Tech Network and approved by the Rogers School Board on October 16, 2012. The educational program offered at the RNTH is founded in a triumvirate of research-based concepts in teaching, technology, and culture.

**Project-based learning** is at the heart of our instructional approach, anchored in the constructivist approach to learning. In project-based learning, learning is contextual, creative, and shared. Students collaborate on projects that require critical thinking, communication, and teamwork. According to John Dewey and foundational constructivist theory, the "problem" drives the desire to learn. In a PBL classroom the projects are interesting, engaging and structured to allow students to have productive struggle with the process of learning. Students determine what they know, what they need to know more about, and how to address the problem. The focus is balanced between content, process and skill. By making learning relevant to them in this way, student engagement reaches new levels. This higher level of engagement is associated with better educational outcomes. This is known as *teaching that engages* in the New Tech model.

The smart use of **technology** supports our approach to instruction and culture. All classrooms have a one-to-one computing ratio. With access to Web-enabled computers and the latest in collaborative learning technology, every student becomes a self-directed learner who no longer needs to rely on teachers or textbooks for knowledge and direction. We use Echo, an online learning management system to create a vibrant network which helps students, teachers, and parents connect to each other and to student projects across the country. Electives courses and Career and Technical Education programs of study are centered in Information Technology, Communications, and STEM fields.

RNTH maintains a **culture** that promotes trust, respect, and responsibility. Students and teachers alike have exceptional ownership of the learning experience and their school environment. Working on projects and in teams, students are accountable to their peers and acquire a level of responsibility similar to what they would experience in a professional work environment. RNTH will expand learning opportunities beyond the classroom by requiring students to participate in community service learning opportunities, internships at various business and/or nonprofits in the northwest Arkansas region, and early college experiences through concurrent credit.

RNTH will provide college and career preparation by concentrating elective courses in pathways of Information Technology, Visual Arts, and STEM. Proposed programs of study include Digital Communications, Web Design, Mobile Applications Development, and Digital Photography. These courses offer students multiple pathways to concentrate their studies in technology and communication related fields.

RNTH will expand educational offerings to students within the Rogers School District by offering a choice. This choice will be in how students engage with their teacher, with each other, and with the content in the classroom. While students will continue to have the opportunity to participate in Arkansas Activities Association sanctioned sports and activities at the traditional high school of residence, they will have clear options in the instructional models offered within the district. Rogers Public Schools has made great strides in the engagement of students with both the curricula and activities. There are, however, certain students who remained unengaged and thus underserved in the traditional model of schooling and instruction. With the help of the New Tech Network and the use of technology, we will enable our students to meet head on the issues and challenges of the upcoming century.

RNTH will follow the traditional school year calendar and length of day meeting all state requirements for length of school year and school day. In June 2012 the Arkansas Activities Association Board of Directors unanimously approved a request to allow Rogers New Technology High School students to participate in extra-curricular activities in the public school of their parent's domicile.

See Appendix D.4.1 Letter of Acceptance from New Tech on page 25.

See Appendix D.4.2 Letter of Approval from Arkansas Activities Association on page 26.

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

RNTH achievement goals in reading, reading comprehension, mathematics, and mathematics reasoning, based on state mandated assessments under ACTAAP, will

reflect gains necessary to meet Annual Measurable Objectives (AMO) for individual student growth and proficiency as defined by Arkansas Department of Education.

RNTH attendance goals will meet or exceed state attendance rates as defined in ASCIP plans.

RNTH graduation rates will meet or exceed AMO for all students and targeted achievement gap groups.

RNTH will measure progress in improving student achievement using the New Tech Network **School Success Rubric**, evaluating the school's performance meeting indicators in these categories; curriculum & instruction, technology, school culture & autonomy, professional culture, partnership development, financial, academic success, learning outcomes, and post secondary. See Appendix D.5 School Success Rubric on pages 27-29.

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

RNTH teachers will participate in an intensive training process, including Shadow Training at a New Tech Network Demonstration Site, and New School Training. During trainings teachers are immersed in project-based learning as they practice and refine the process to develop projects aligned to the Arkansas Curriculum Frameworks and Common Core Standards.

RNTH will strive to meet indicators for "Emerging and Advanced" in the School Success Rubric for curriculum and instruction categories:

- Develop a clear set of school-wide learning outcomes based on 21<sup>st</sup> Century skills and incorporate them into curriculum and assessment
- Use project based learning as a primary mode in instruction
- Create and modify projects that are authentic, encourage active exploration and require students to apply what they have learned
- Use a variety of techniques to scaffold student skills defines in the learning outcomes
- Weave scaffolding and remediation strategies into the projects
- Develop projects that are community based, require connections with community resources and organizations, and have community members help evaluate them

See Appendix D.5 School Success Rubric on pages 27-29.

Staff will engage in on-going curriculum development supported with job-embedded collaborative time to develop projects. Following initial training, teachers will receive seven days of on-site coaching from an expert New Tech Coach, and 65 hours of

remote coaching in year one. They will receive 6 days on-site coaching and 50 hours remote coaching in year two. They will receive five days on-site coaching and 32 hours remote coaching in year three, and they will receive three days on-site coaching and 16 hours remote coaching in year four.

Teachers will participate in fall and spring regional content trainings and the Annual New Tech Conference. Staff will have access to a robust library of projects aligned to the Common Core Standards developed by expert teachers within the New Tech Network.

This process of developing, teaching and refining projects based on Arkansas Curriculum Frameworks and Common Core Standards during 2013-2014 aligns with the timeline to implement Common Core Standards.

See Appendix D.6 Curriculum Development Timeline on page 30.

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

Enrollment will be open to all students in the Rogers Public School district enrolling in grades 9 and 10 in the fall of 2013.

Recruitment will begin early in the spring of 2013 with all current 8<sup>th</sup> and 9<sup>th</sup> grade students and parents having multiple opportunities to learn about the course offerings and choices offered at RNTH. Recruitment information will be distributed through class meetings, newsletters, evening meetings, electronic communications and Skype sessions with New Tech students from other schools. Recruitment information will include a description of the instructional program, course offerings at RNTH, application process and the selection process.

Application to RNTH will be voluntary and offered as a choice. The only requirement will be a one year commitment by the student and the parent to attendance at RNTH if selected. Applications will be collected at the middle schools and high schools and stamped with the date and time of submission.

Boundaries are established in Rogers to create balanced enrollment for two destination high schools; Rogers High School and Heritage High School. Applications will be divided by the two high schools.

There will be 150 enrollment slots for each grade level. The number of enrollment slots will be assigned to the two high schools proportional to each high school's enrollment. This process will ensure all students have equal access to enrollment slots at RNTH.

Each high school will conduct a lottery drawing. Applicants will be randomly drawn until the enrollment slots are filled. All applications not drawn will be ranked according to the time and date stamp and will be added to a combined school waiting list per grade level in the event that enrollment slots become available. In the event that enrollment slots from a high school are not filled, remaining slots will be filled from the waiting list starting with the first candidate and progressing through the grade appropriate list. Enrollment slots may be adjusted by grade level to maintain a total enrollment of 300 in the first year.

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

RNTH will operate under direction of the Rogers School Board and supervision of the Rogers School District administration team including but not limited to Superintendent, Deputy Superintendent, Assistant Superintendent, and other district administrative positions as authorized by Rogers School Board policy CC Administrative Organization.

**Staffing Projection**

<b>Certified Personnel</b>	<b>Qualifications</b>	<b>2013 2014</b>	<b>2014 2015</b>	<b>2015 2016</b>
Principal/Director FTE	Meets Arkansas Licensure and HQT requirements	1.00	1.00	1.00
Asst. Principal	Meets Arkansas Licensure and HQT requirements	.0	.50	1.00
Counselor	Meets Arkansas Licensure and counseling endorsement	.50	.75	1.00
Technology/Academic Facilitator	Meets Arkansas Licensure and HQT requirements	1.00	1.00	1.00
Certified Teachers	Meets Arkansas Licensure and HQT requirements	16.00	23.00	30.00
<b>Sub-total</b>		<b>18.5</b>	<b>26.25</b>	<b>34.00</b>
<b>Classified Staff</b>				
Clerical Support		1.00	1.50	2.00
<b>Total</b>		<b>19.5</b>	<b>27.75</b>	<b>36.00</b>

Staff salary would be paid according to the Rogers Public School salary schedule. See Required Items pages 43-44.

***Principal/Director & Assistant Principal - Duties and Responsibilities***

The RNTH Principal/Director must be prepared to continue to innovate and support the implementation of a national model high school. The Principal/Director must demonstrate the willingness and skills to create a professional learning community, one that focuses on curriculum and instruction as the primary vehicle for improving student achievement and school culture.

- Implements the New Tech model, as measured by the New Tech Network Replication Fidelity Rubric
- Provides leadership to the staff in determining objectives and identifying school needs as the basis for developing long and short range plans
- Implements school-wide student-centered, project and problem-based learning tied to State and District standards
- Provides instructional leadership to all staff and assures integration and cooperation between curricular areas
- Commits to developing a culture of trust and responsibility among students, teachers, staff, and the RNTH community
- Participates with significant higher education and business partnerships to support college courses, internships and community service experiences for students
- Implements a technology infrastructure that supports the curriculum, the culture, the New Technology Network
- Advances educational reform by contributing to New Technology High School Network activities and the Project Library
- Commits to the school-wide implementation of the New Technology High School Learning System™ tools and curriculum
- Supervises and evaluate the performance of all assigned personnel in accordance with the District's adopted uniform guidelines for evaluation and assessment, recommends appropriate action in cases of substandard performances, and identifies and encourages individual teachers with leadership potential
- Develops school plans and organizational procedures for the health, safety, discipline and conduct of students as established in district procedures
- Identifies, provides, assigns, and coordinates professional growth opportunities for teaching personnel within the school
- Carries out a program of community relations as a means of disseminating and garnering community, parent, and other community organizations support
- Performs other duties as assigned

### **Teacher - Duties and Responsibilities**

- Create and maintain an environment that fosters student achievement and the development of lifelong skills
- Maximize opportunities for student success by creating positive working relationships with students
- Actively participate in the establishment of policies and procedures that make

sense for this unique teaching and learning environment

- Remain flexible, innovative and adaptive to change
- Support principles of Project Based Learning (PBL) and integration of curriculum
- Show confidence in working with new technology and various application packages
- Model life-long learning and professional behavior
- Model the learning expectations that students are to accomplish
- Effectively manage the design and execution of learning experiences, both formal and informal, that are very responsive to the needs of students and the context in which learning is taking place
- Demonstrate roles and responsibilities and are competent and willing to make a contribution to the learning experience in a variety of ways
- Handle multiple roles and adjunct duties to make the school work for the students
- Work closely with the building principal to collaboratively lead the school through a shared decision making process
- Engage community and business partners to be incorporated as a resource in curriculum development and student products
- Become comfortable with the use of technology knowing they may not be technology experts but have a desire to become proficient
- Attend and participate in required in-service activities

### ***Technology Specialist/Academic Facilitator - Duties and Responsibilities***

- Provides site-visit support to the classroom teachers via coaching or modeling for the utilization of technology tools and resources to support student learning
- Plans and conducts professional development activities related to maximizing the use and potential of existing and future technologies
- Provides second-level user support (general user errors, software configuration errors) to library media specialists, or their designees
- Studies recent technology curriculum/instructional trends and disseminates information
- Supports teachers, and principals with technology implementation through demonstration lessons, curriculum resources, and professional development
- Guides and supports teachers in the analysis of student work and assessment data
- Works closely with building leadership team to coordinate curriculum, instruction, assessment, professional development, resources, interventions, and partners with parents and/or community
- Reviews data with leadership team to identify teacher and student needs
- Stays current with and disseminates information about professional literature and the latest research on best practices, instructional strategies, and curriculum materials
- Other duties may be assigned

### ***Counselor - Duties and Responsibilities***

- Counsels groups or individual students through the development of educational and career plans
- Counsels small groups and individual students; refers severe concerns to appropriate community resources
- Consults with teachers, staff and parents regarding meeting the developmental needs of students.
- Evaluates and revises the building counseling program
- Conducts counseling activities in the classroom in conjunction with administration and teachers
- Consults with teachers to facilitate the infusion of counseling activities into the regular education curriculum
- Counsels/guides students and parents in use of test results for education/career planning
- Facilitates Student Assistance Program, if applicable
- Responds to crisis situations when appropriate
- Proctors PLAN, PSAT, SAT, and ACT tests
- Attends and/or facilitates informational meetings, pre-registration meetings and other programs and evening parent meetings as necessary
- Assists in student assessments and evaluations
- Is responsible for computerized management of student data: achievement tests, interest inventories, learning styles inventories, etc
- Assists with registration and scheduling of new students and conducts orientation to school procedures and the schools' various opportunities for learning
- Meets with each student in the assigned caseload at least one time annually
- Aids students in course and subject selections
- Maintains students records as applicable and protects their confidentiality
- Works to discover and develop special abilities of students
- Works to prevent students from dropping out of school
- Provides student information to colleges and potential employers, according to provisions of the Board's policy on student records and federal guidelines
- Makes recommendations to colleges for admissions and scholarships
- Makes recommendations for alternative learning environments
- Helps students evaluate career interest and choices; disseminates occupational information to students through classroom guidance, career education activities, and other means
- Works with students on an individual basis in the solution of personal problems related to academics, home and family, health, and emotional issues
- Confers with parents whenever necessary and appropriate
- Provides training on guidance topics for teachers and parents
- Communicates regularly with various internal and external publics to develop and maintain a positive school/community relationship

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

Rogers School District will operate the RNTH School as a conversion charter school within the district, so all services specified in section 9 will continue to be met in much the same manner as are currently provided to students in the district. Specifically:

**A) Guidance**

Rogers School District will provide guidance and counseling services as required in Standards for Accreditation 16.01. RNTH will employ a .5 FTE certified counselor in year one. In year two the counselor will serve .75 FTE, and in year three the counselor position will be 1 FTE.

**B). Health Services**

Rogers School District employees 18 licensed nurses and four paraprofessionals and will provide health services for students at RNTH as required in Standards for Accreditation 16.03.

**C). Media Center**

Rogers School District will request a waiver for Standard 16.02 in Section 12 of the application. RNTH will provide a technology based media center, utilizing technology resources as embedded in the New Tech model. One qualified technology facilitator/technician will serve students providing technical support, technology integration, and assistance in the development and use of research skills, including the Echo learning platform utilized by New Tech students.

**D) Transportation**

Rogers School District will provide transportation service to students in RNTH in accordance with Standards for Accreditation 21.0, applicable laws, regulations, and guidelines developed by the Department of Education. In addition to transportation services to and from school, shuttle service to and from the two high schools will be provided.

**E) Food Services**

Rogers School District will provide food service to students in RNTH in accordance with Standards for Accreditation 21.0, applicable laws, regulations, and guidelines developed by the Department of Education.

**F) Special Education**

Rogers School District will ensure that students with disabilities shall have equal access to RNTH. Services will be provided in accordance to their Individual Education Plans (IEPs) following the rules and regulations under Individual with Disabilities Education Act (IDEA). RNTH will be accredited in accordance with applicable laws and rules adopted by the State Board of Education as per Standards for Accreditation 17.0 and IDEA 17.00. RNTH will employ the appropriate FTE special education teachers based on enrollment needs.

**G). Alternative Education/ALE**

Rogers School District currently has an alternative school that will be located in the same facility as RNTH and will continue to provide an alternative setting for all students who meet the enrollment criteria for alternative placement.

**H). Gifted and Talented Program**

Rogers School District will provide Gifted and Talented Education services to students in RNTH as required in Standards for Accreditation 18.0. Specifically, all programs, curriculum, and services currently provided within the district will be provided to students in RNTH, including AP courses.

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

RNTH will participate in the Arkansas Public Schools Computer Network, as required by state statute or by the State Board of Education rule, for reporting education and financial data, including grants or private donations received by the school.

**11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance.**

**Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.**

RNTH will be located on 2922 South First Street, Rogers, Arkansas, site of the former Birch Kirksey Middle School. Since 2008 this site has housed the district alternative learning program, the extended day program, and the district's professional development center. The facility complies with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal guidelines.

The facility is designed in the pod layout to support learning team organization. District facilities managers, administration, and architects participated in the New Tech site readiness visit. Based on recommendations by New Tech Network the facility will be renovated to create identity and geographic autonomy for RNTH. Classroom spaces, common areas, and furniture will be designed with flexibility, mobility, transparency, and collaboration in mind. Renovation, infrastructure upgrades, and expansion plans are developed over three phases.

In December 2011 the Facilities Master Plan was presented to the Rogers School Board. Administration recommended two projects for application for funding in the 2013-2015 biennium; one was a \$2.5 million project for addition, renovation and remodel of The Annex for a high school program. A public hearing was set for January 17, 2012 at 5:00 pm. No opposition was voiced at the hearing. A resolution confirming the Facilities Master Plan was approved by the Rogers School Board at their January 17, 2012 meeting.

On October 16, 2012 the Rogers School Board approved a motion to locate the Rogers New Technology High School at 2922 South First Street, Rogers.

Plans for continued operation, maintenance, and repair are included in the district facilities plans. The current facilities are permitted for use from local zoning authorities, and there are no alcohol sales within 1000 feet of the facility.

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

RNTH proposes to begin the 2013-2014 offering courses for grades 9 and 10. In 2014-2015 courses for juniors will be added, and in 2015-2016 courses for seniors will be added. RNTH requests the following waivers:

**A. Standards for Accreditation 9.03.4.1 – Language Arts 6 units**

RNTH requests a waiver for the requirement to offer .5 units of drama. The .5 unit of Oral Communication will be waived through the ADE waiver granting New Tech High Students credit for oral communication through integration.

In 2013-2014 RNTH will offer English I and II, and Journalism, and requests a waiver for the requirement to offer English III and English IV.

In 2014-2015 RNTH will offer English I, II, III and Journalism and requests a waiver for the requirement to offer English IV.

By 2015-2016 RNTH will offer English I, II, III, IV and Journalism. A total of five units of Language Arts will be offered.

**B. Standards for Accreditation 9.03.4.2 –5 units of Science.**

In 2013-2014 RNTH will offer three units of science and requests a waiver for the requirement of two units.

In 2014-2015 RNTH will offer four units of science and requests a waiver for the requirement of one unit.

By 2015-2016 RNTH will offer five units of science.

**C. Standards for Accreditation 9.03.4.3 –6 units of Math.**

In 2013-2014 RNTH will offer three units of math and requests a waiver for the requirement of three units.

In 2014-2015 RNTH will offer four units of math and requests a waiver for the requirement of two units.

By 2015-2016 RNTH will offer six units of math.

**D. Standards for Accreditation 9.03.4.5 – 3.5 units Art.**

RNTH requests a waiver for the requirement to offer 1 unit vocal and 1 unit instrumental music. Students will have access to and participate in the existing programs offered at Rogers High School and Rogers Heritage High School.

RNTH requests a waiver for the requirement to offer .5 survey of fine arts.

RNTH requests a waiver for the requirement to offer 1 unit of art and proposes to seek course approval through the Arkansas Department of Education and Arkansas Career Education to offer 1 unit of approved art credit through CTE courses such as photography, graphics designs, etc.

**E. Standards for Accreditation 9.03.4.9 – 9 units of sequenced career and technical education courses (programs of study) representing three occupational areas.**

In 2013-2014 RNTH will offer four units of career and technical education courses and requests a waiver for the requirement of five units.

In 2014-2015 RNTH will offer seven units of career and technical education courses and requests a waiver for the requirement of two units.

By 2015-2016 RNTH will offer nine units of sequenced career and technical education courses representing three occupational areas of study.

Rogers School District has received approval from the Arkansas Department of Career Education for the waiver. See Appendix D.12 for letter of approval on page 31.

**F. Standards for Accreditation 9.03.4.11 – The course offerings should include appropriate Advanced Placement (AP) courses. Arkansas Code Ann. 6-16-806, 6-16-1204(c & d), 6-16-1206 & AP Rules**

In 2013-2014 RNTH will offer one unit of Advanced Placement courses in one core area and requests a waiver for the requirement of at least one course in three core areas.

In 2014-2015 RNTH will offer three units of Advanced Placement courses in three core areas and requests a waiver for the requirement of at least one course in one core area.

By 2015-2016 RNTH will offer at least one course of Advanced Placement courses in each of the four core areas.

**G. Standards for Accreditation 16.02 – Media Services.**

RNTH requests a waiver for the requirements of 16.02.3 to employ a licensed media specialist. RNTH proposed to employ a 1 FTE technology specialist/academic facilitator who will serve staff and students providing technical support, technology integration, and assistance in the development and use of research skills, including the Echo platform utilized by New Tech students. See Application Section D.8 on page 9 for job description.

RNTH requests a waiver for the requirement of 16.02.4 for the 3000 volume book requirement, instead utilizing electronic resources and media as the primary resources.

**H. Standards for Accreditation 10.02.05 – Class size.**

RNTH requests a waiver for the requirement of an individual class size limit of 30, extending class size up to 35. Extending class size to 35 would allow more flexibility in scheduling students in order to accommodate student course selections. Teachers will not be assigned more than 150 students daily.

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

RNTH will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; Rogers School District is not currently under any court ordered desegregation.

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

Parents and community members will be an important component to the success of the RNTH, and will be included in the functioning of RNTH in several ways:

A. RNTH will form a Site Council utilized to aid building leadership in making decisions related to RNTH. The Site Council will meet monthly to discuss issues related to RNTH, serving as an advisory group to provide parent and community perspective. Site Council will assist with creation of the RNTH Parental Involvement Plan.

B. The Echo instructional platform will be used as a communication tool between the parents, teachers, and students. This tool allows parents to see grades as they are recorded and access to classroom websites as well as contact via email with teachers.

C. RNTH will have a dedicated presence on the internet including a district initiated website, a Facebook page, Twitter feed, and blogging site. Students and parents will be encouraged to not only be a consumer of information, but a producer and contributor when appropriate.

D. Rogers RNTH will have a newsletter that is published electronically a minimum of four times per school year. This newsletter will be accessible via the website, Facebook, and can be emailed directly to parents so they may be up to date on the exciting things that will be happening at RNTH.

E. Parents, community members, and staff members will play an integral role in the formation of the school improvement plan.

G. Parents along with field and industry experts will serve as mentors and participants on student project presentations, community service learning projects, and internships.

H. RNTH will strive to meet indicators for “Emerging and Advanced” in the School Success Rubric for parent/community/business partnership categories. See Appendix D.5 for School Success Rubric on pages 28-30.

See Appendix D.14 Rogers School District Parental Involvement Plan on page 32.



# Item 3 – PACT Announcement about hearing sent to PTA/PTO Councils

PACT Announcement

Page 1 of 1

## PACT Announcement

Lisa [mmcentire1@cox.net]

Sent: Monday, October 01, 2012 17:49

To:

Cc: Siwiec\_Ashley Kelley (AKELLEY)

All those interested are invited to a public hearing on October 11th to discuss a proposed Conversion Charter School Application for the Rogers New Technology High program. It will be held at 5:30 p.m. in the district administration's Joye R. Kelley building located at 500 West Walnut in Rogers.

# Item 4 – Email notice about hearing sent to ALL STAFF October 1, 2012

[all] Public Hearing Notice

Page 1 of 1

## [all] Public Hearing Notice

all@rogers.k12.ar.us [all@rogers.k12.ar.us] on behalf of Siwiec\_Ashley Kelley (AKELLEY) [akelley@rps.k12.ar.us]

Sent: Monday, October 01, 2012 10:38

To: all@rogers.k12.ar.us

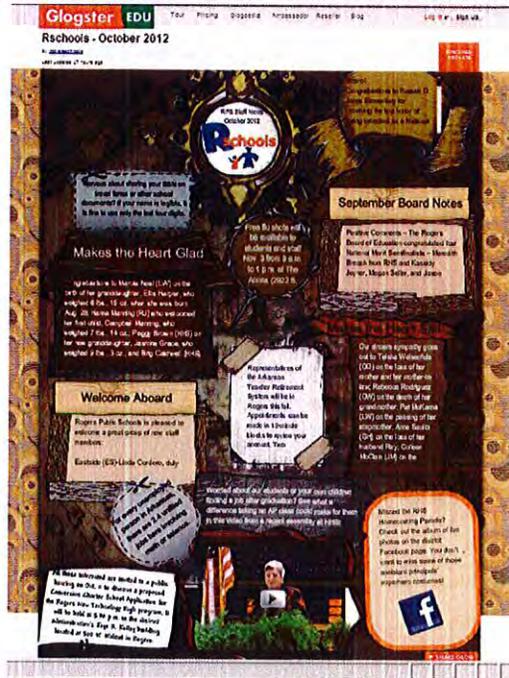
All those interested are invited to a public hearing on October 11th to discuss a proposed Conversion Charter School Application for the Rogers New Technology High program. It will be held at 5:30 p.m. in the district administration's Joye R. Kelley building located at 500 West Walnut in Rogers.

Ashley Kelley Siwiec  
Last name pronounced SHEEV-yets/  
Communications Director  
Rogers Public Schools  
500 W. Walnut  
Rogers, AR 72756

Visit our website at [rogersschools.net](http://rogersschools.net)  
Follow [Rogers Public Schools](#) on Facebook and [RogersSchools](#) on Twitter!

This e-mail and any attachments are confidential. If you are not the intended recipient, you may not disclose, copy, distribute or use this e-mail or its attachment.

# Item 5 – Newsletter sent October 2012



Item 6 – Hearing Notice posted on Facebook



Item 7 – Hearing notice posted as a Tweet



Item 8 – Hearing notice posted on District and School Websites Oct 1-11  
**Public Hearing Notices Published on Rogers School District and School Websites Oct. 1-11**



Item 9 Newspaper Notice of Hearing September 20, 2012

THURSDAY, SEPT. 20, 2012

NEWS

ROGERS MORNING NEWS 3A

**LOWELL PHARMACY IS NOW ACCEPTING TRANSFER PATIENTS.**

**WE WANT YOU**

**USA DRUG IS CLOSING ALL NWA LOCATIONS**

Lowell pharmacy accepts all insurance, Medicaid, Medicare plans and can help make this transition as easy as possible.

Listen to what some of our customers are saying: "I should've done this sooner, the service at Lowell Pharmacy is great, no more waiting for 2 hours to fill a prescription."

JG - Rogers AR

**Lowell Pharmacy**  
114 Harrison Ave. • Lowell, AR 72745  
(479) 770-0111 • Fax (479) 770-0113

**BRING IN THIS COUPON FOR A FREE GIFT**

A meeting to discuss a proposed Conversion Charter School Application for the Rogers New Tech High will be held at 5:30 p.m. October 11 in the Rogers School District Administration Building located at 500 West Walnut in Rogers.

All those interested are invited to attend this public hearing.

Also featuring the P-51 Mustang, The Blue M.

**RIDE ON THE B-29 & P-51**

**BRING THE KIDS AFTER SCHOOL**

Monday, September 24 2 p.m. to 7 p.m.  
Tuesday, September 25 9 a.m. to 7 p.m.  
Wednesday, September 26 9 a.m. to 7 p.m.

Gate Admission	Admission Includes
Age 5 and older \$15 Ages 4 and Kids \$5 Under 5 FREE	• Museum Admission • B-29 cockpit tour • Living history lesson • Talk to the crew • Watch the planes fly

Cockpit tours available while the B-29 is not flying.

Discover the Sight, Smell and Sound of HISTORY

Ride information at: [www.RideB29.com](http://www.RideB29.com)  
or call (432) 413-1100

Item 10 Newspaper Notice of Hearing September 27, 2012

THURSDAY, SEPT. 27, 2012

NEWS

ROGERS MORNING NEWS 3A:

to find Barnes through the tracking device, according to court documents.

Less than an hour earlier, Barnes left First Federal Bank at 1303 W. Hudson Road in Rogers without any money. He brandished a pistol that turned out to be a BB gun, according to court documents.

Barnes later was arrested in connection with a May 2009 robbery at First Western Bank in Rogers.

Green asked Barnes if was he guilty of the acts.

**AT A GLANCE**  
**WASHINGTON COUNTY CASES**

Anthony Timothy Barnes of Rogers also faces charges in Washington County in connection with six bank robberies. The robberies occurred between June 2007 and March 2009. Two were at the same bank in Springdale.

- Firstory Bank, East Mission Boulevard, Fayetteville
- Legacy National Bank, Butterfield Coach Road, Springdale
- Regions Bank, Sunset Avenue, Springdale
- Pulasik Bank, Robinson Avenue, Springdale
- Pulasik Bank, Robinson Avenue, Springdale
- First Federal Bank, Hensel & Tonti Boulevard, Forttown

Source: Staff Report

**Car Struck By Train On Dickson Street**

Angela Lamoureux, 29, was cited in connection with careless driving according to Sgt. Grant Stout.

Stout said the collision happened just before 6 p.m. Tuesday at the Arkansas Missouri Railroad crossing near Chipotle Mexico Grill.

Police said Lamoureux was heading east about 30 mph in a Nissan Xterra and the train was northbound about 8 mph.

Stout said Lamoureux didn't hear the train coming

**LOWELL PHARMACY IS NOW ACCEPTING TRANSFER PATIENTS.**

**WE WANT YOU**

**USA DRUG IS CLOSING ALL NWA LOCATIONS**

Lowell pharmacy accepts all insurance, Medicaid, Medicare plans and can help make this transition as easy as possible.

Listen to what some of our customers are saying: "I should've done this sooner, the service at Lowell Pharmacy is great, no more waiting for 2 hours to fill a prescription."

JG - Rogers AR

**Lowell Pharmacy**  
114 Harrison Ave. • Lowell, AR 72745  
(479) 770-0111 • Fax (479) 770-0113

**BRING IN THIS COUPON FOR A FREE GIFT**

Item 11 Newspaper Notice of Hearing October 4, 2012

OCT. 4, 2012

NEWS

ROGERS MORNING NEWS 3A

Resident Says Children Can't Bike On Newly Paved Road

FROM PAGE 1A

even talk to us. ew it on in one

others said the ignally paved and the county done what was repair potholes t with asphalt. t they were se road would with asphalt

o the meeting rd) said he was Cooper Road going to do this own said. "They Road last year,

**AT A GLANCE**  
**COUNTY WORK**

Benton County is working to repair and maintain paved roads to reduce the long-term costs of rebuilding deteriorated roads. Scott Stober, county public services administrator, said the county has done 30 miles of asphalt paving and 30 miles of chip and seal paving in 2012, compared to less than 10 miles of each of those paving applications in 2011.

Source: Staff Report

pavement peels up from the old pavement underneath

"Don't make it worse," Nogy said. "Don't spend our tax dollars making it worse."

Clinard said the county doesn't routinely notify resi-

originally been asphalt, but there had been another chip and seal paving job done on it before the county did the most recent work.

Clinard said the chip and seal paving will give the road several years of useful life before another major paving job will be needed. If the county hadn't done the chip and seal paving, he said, the road would have rapidly gotten worse.

"The road was going to deteriorate," he told the neighbors. "It was going to go away, it was going to fall apart."

Clinard told Stober to do a fog seal over a portion of the road before doing the entire

robbed four banks in Rogers, and in March 2009. The Washington County sentence will run concurrently with the Benton County sentence.

Barnes was free on bond in connection with three bank robberies at the time of or of this Benton County robbery. Barnes had been released on \$20,000 bond and ordered to wear an ankle monitor.

"Mr. Barnes was the definition of a career bank robber, based on his actions of doing the crimes, being released on bond and going out and doing it again," said Denis Dean, deputy prosecutor. "But, he wasn't very good at it."

Dean said Barnes will likely serve the full 40 years.

A meeting to discuss a proposed Conversion Charter School Application for the Rogers New Tech High will be held at 5:30 p.m. October 11 in the Rogers School District Administration Building located at 500 West Walnut in Rogers.

All those interested are invited to attend this public hearing.

## Appendix D.4.1 – New Tech Acceptance Letter



New Tech Network

T: 707.253.6951  
F: 707.253.6993  
www.newtechnetwork.org

October 3, 2012

Rogers Public Schools  
Superintendent Janie Darr  
500 W. Walnut St.  
Rogers, AR 72756

Dear Superintendent Darr,

On behalf of the New Tech Network, I want to congratulate you and your colleagues for your bold efforts to innovate in Rogers Public Schools. We have reviewed your School Application and are pleased to take this opportunity to accept your application for implementation of the New Tech model in the fall of 2013.

Throughout the exploration process, we have been impressed by your district's commitment to exploring the New Tech model through visits to network schools and participation in the New Tech Annual Conference Planning Track. It is clear that these experiences have provided all of your stakeholders with a clear vision of how New Tech can shape the teaching and learning in your community. We are excited about your plan to establish the first stand alone New Tech in Arkansas and are eager to support you in this transformation process.

Our intention is to provide you, within the next few weeks, the NTN Agreement, which contains specific Products and Services proposed for your district, outlines our support, and delineates the district's responsibilities. The next step in the planning process involves enrollment in the Echo Planning Academy, through which your team will complete a series of projects focused on things like facilities, technology, staffing, and financial sustainability. Our Planning Team will continue to support you through this process, providing you with ongoing feedback and access to resources from across our network of innovative schools.

We look forward to strengthening our partnership and building the future of education together!

Lydia Dobyns  
President

Central Office  
935 Clinton Street  
Napa, California 94559

436 14<sup>th</sup> Street  
Suite 310  
Oakland, California 94612

One West Fourth Street  
Suite 200  
Cincinnati, Ohio 45202

Appendix D.4.2 Arkansas Activities Association Letter of Approval



3920 Richards Road - North Little Rock, AR 72117 - Office: 501-955-2500 Fax: 501-955-2600

**ADMINISTRATIVE**

**STAFF**

LANCE W. TAYLOR  
Executive Director

JOEY WALTERS  
Deputy Executive Director

NICK LASKER  
Associate Executive Director

DON BRODELL  
Associate Executive Director

WADIE MOORE  
Assistant Executive Director

AMBER L. BALBOA  
Assistant Executive Director

ANNETTE SAVAGE  
Assistant Executive Director

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NATHAN GILLS  
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STEVE GREEN  
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GARY HINES  
Emerson-Taylor

BRYAN LAW  
Farmington

JIMMY D. LOYD  
Two Rivers

ALBERT MURPHY  
Genoa Central

JERRY NEWTON  
Poyen

October 9, 2012

Dr. Janie Darr, Superintendent  
Rogers School District  
500 West Walnut  
Rogers, AR 72756

Dear Dr. Darr:

The Arkansas Activities Association Board of Directors met for their annual summer workshop June 5-7, 2012. At the summer workshop the board of directors unanimously approved a request that allows students at Rogers New Tech High School to participate in extra-curricular school activities in the public school district of their parent's domicile.

Please do not hesitate to call if you have any questions or concerns.

Sincerely,

Lance W. Taylor

LWT/as

*Building Citizenship Through Activities Participation*





# SCHOOL SUCCESS RUBRIC

New Tech

FIDELITY OF IMPLEMENTATION		
SCHOOL CULTURE & AUTONOMY	TECHNOLOGY	CURRICULUM & INSTRUCTION
<ul style="list-style-type: none"> <li>School has failed to develop an identity separate from other institutions.</li> <li>Many staff or students feel anonymous or disconnected with the school community.</li> <li>School has failed to create a professional environment of trust and responsibility for both staff and students.</li> <li>School suffers from discipline, violence, vandalism and theft.</li> </ul>	<ul style="list-style-type: none"> <li>School has not attained a 1:1 networked computer to student ratio in any classrooms with current performance standards and applications.</li> <li>School network is inadequate, unstable or unreliable. IT staffing is insufficient to support computer and network infrastructure.</li> <li>Staff and/or students do not use email as part of regular classroom practice.</li> <li>NTN Echo collaborative learning environment is not used by staff or students.</li> <li>School is unable to secure district or outside funding for technology replacement and upgrades.</li> </ul>	<ul style="list-style-type: none"> <li>School has not developed a clear set of school-wide learning outcomes or has not incorporated them into the curriculum or assessment.</li> <li>Most courses are not using PBL as primary mode of instruction, or lack important project documents such as entry documents or rubrics.</li> <li>Few leaders are creating engaging and rigorous projects.</li> <li>Projects lack scaffolding and support strategies to support students or some scaffolding is not woven into the context of projects.</li> <li>Teachers provide little or no scaffolding of the learning outcomes.</li> <li>Little or no meaningful cross-curricular cooperation is occurring.</li> <li>Projects lack connections to community members, groups, or resources to help contribute to the project or evaluate students' products.</li> </ul>
<ul style="list-style-type: none"> <li>School has a unique identity.</li> <li>Staff and students have a positive association with the school and a commitment to its goals and vision.</li> <li>School culture promotes respect and responsibility.</li> <li>Students report feeling respected, cared about, and well known by staff and other students.</li> <li>School encourages professional behavior while acknowledging traditional student management techniques such as tardy bells, hall passes, or detentions.</li> <li>Fights, graffiti, vandalism and theft are decreasing in frequency.</li> </ul>	<ul style="list-style-type: none"> <li>School has attained a 1:1 networked computer to student ratio in all classrooms that is connected to the internet.</li> <li>School network provides individual and shared storage space for staff and students.</li> <li>IT support is sufficient to support computer and network infrastructure.</li> <li>Staff and students regularly use e-mail for classroom and school communication.</li> <li>Echo collaborative learning environment is used in most classes to support the teaching methodology.</li> <li>School has secured funding for additional technology replacement and upgrades through district or outside funding sources.</li> </ul>	<ul style="list-style-type: none"> <li>School has developed a clear set of school-wide learning outcomes based on 21<sup>st</sup> Century skills and has incorporated them into many areas of the curriculum and assessment.</li> <li>Most courses use PBL as primary mode of instruction using entry events and rubrics to introduce and assess projects.</li> <li>Teachers are creating or modifying projects that are authentic, encourage active exploration and require students to apply what they have learned (6 A.5).</li> <li>Teachers use a variety of techniques to scaffold student skills defined in the learning outcomes.</li> <li>Scaffolding and remediation strategies are woven into the projects and do not occur out of the context of the project.</li> <li>Course curriculum is integrated and cross-curricular projects are common among all subjects.</li> <li>Some projects are community based, require connections with community resources and organizations or have community members help evaluate students' projects.</li> </ul>
<ul style="list-style-type: none"> <li>In addition to the "Emerging" criteria:</li> <li>School culture closely mimics the professional environment of the workplace where all are treated with respect, trusted to do the right thing, and given the responsibility to make the school as good as it can be.</li> <li>Students and staff are empowered to help set school rules, policies and activities.</li> <li>Students and staff take great pride in the school's culture and actively work to reinforce and defend it.</li> <li>Fights, graffiti, vandalism and theft are virtually non-existent.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to the "Emerging" criteria:</li> <li>School network is fast, stable, reliable, and provides individual and shared storage space for staff and students.</li> <li>IT support provides robust support with little or no down time and is very responsive to issues as they arise.</li> <li>NTN Echo is heavily used by staff and students as communication and collaboration tool (within and between schools). NTN Learning System tools are widely used to support the teaching methodology and inter-school sharing.</li> <li>Teachers regularly incorporate other digital and online tools to support student engagement and instruction.</li> <li>School has secured funding through outside sources, or so that does not have to rely on district money to refresh and update computers and other site technology.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to the "Emerging" criteria:</li> <li>School has developed a clear set of school wide learning outcomes based on 21<sup>st</sup> Century skills and has incorporated them into all areas of the curriculum and assessment.</li> <li>All courses use PBL as primary mode of instruction and teacher evaluation is tied to successful development and implementation of standards-based projects.</li> <li>Teachers are creating projects that are rigorous, require adult connections, and are authentically assessed (6 A.5).</li> <li>Projects are diverse in format, entry event, and products.</li> <li>School has a thoughtful and systemic approach to scaffolding the learning outcomes.</li> <li>Many courses are integrated in team teaching environments and cross-curricular projects are common among all subjects.</li> <li>Many projects are community-based, require connections with community resources and organizations, or have community members help evaluate students' projects.</li> <li>Students contribute to project development or create their own projects (i.e. Senior Projects).</li> </ul>

Version 11/2010 © New Technology Network, LLC 2010

[1]



# SCHOOL SUCCESS RUBRIC

ENSURING SUSTAINABILITY			
PARTNERSHIP DEVELOPMENT	PROFESSIONAL CULTURE		
<p><b>NTN Partnership</b></p> <ul style="list-style-type: none"> <li>Teachers do not collaborate with other teachers in the NTN network, or don't attend Meeting of the Minds</li> <li>School staff does not attend the national conference.</li> </ul> <p><b>Collegial Higher Education Partnerships</b></p> <ul style="list-style-type: none"> <li>Students do not have access to college courses</li> <li>School has not established a partnership with a local higher education institution and has student teachers and regular visits from this partner</li> </ul> <p><b>Parent / Community/ Business Partnerships</b></p> <ul style="list-style-type: none"> <li>Parent group does not exist, or lacks structure</li> <li>Partnerships with local business do not exist</li> <li>Students are not participating in community service activities</li> <li>Site is not well known within the community.</li> <li>Site does not host events that raise the awareness of the school in the community.</li> </ul>	<p><b>NTN Partnership</b></p> <ul style="list-style-type: none"> <li>Teachers play an active role in collaborating with other teachers within the NTN network by attending Meeting of the Minds and communicating with teachers throughout the Network.</li> <li>School regularly sends a team to the NTN national conference.</li> </ul> <p><b>Collegial Higher Education Partnerships</b></p> <ul style="list-style-type: none"> <li>Students have access to college courses</li> <li>School has established a partnership with a local college and has student teachers and regular visits from this partner</li> </ul> <p><b>Parent / Community/ Business Partnerships</b></p> <ul style="list-style-type: none"> <li>Parents contribute to the school by volunteering to serve on panels, and participating in shared decisions.</li> <li>Partnerships with local business provide relationship opportunities to students and have been integrated into operational projects.</li> <li>School supports a community service component and all students participate in at least one community service activity.</li> <li>Site known and respected in the community.</li> <li>Site hosts tours and events that raise the awareness of the school in the community.</li> </ul>	<p><b>NTN Partnership</b></p> <ul style="list-style-type: none"> <li>Teachers play a role in training their own staff in the Learning System, present projects at Meeting of the Minds or other NTN functions, or submit projects to the NTN project library.</li> <li>School regularly sends most of their staff to the NTN national conference.</li> <li>School regularly hosts four groups sponsored by NTN</li> </ul> <p><b>Collegial Higher Education Partnerships</b></p> <ul style="list-style-type: none"> <li>All students take courses from a broad range of rigorous college offerings both on campus, online and at the college.</li> <li>School influences practices at the local higher education institution</li> <li>Research is done on campus to capture the success of the 21<sup>st</sup> century classrooms.</li> </ul> <p><b>Parent / Community/ Business Partnerships</b></p> <ul style="list-style-type: none"> <li>Parent group contributes in the financial sustainability of the school by facilitating large scale events or activities within the community</li> <li>Business partnerships play an advisory role, provide significant resources and financial support for the school</li> <li>School has developed community partnerships and process that allow all students to meet a service learning requirement by working with others to solve a problem important to them and their communities</li> <li>School is well known within the region as a model 21<sup>st</sup> century high school</li> <li>Site hosts high-profile tours which may generate revenue</li> </ul>	
	<p><b>Effective processes are not in place for staff members to collaborate, share in the decision-making process and have a voice in the direction of the school.</b></p> <ul style="list-style-type: none"> <li>Staff does not regularly discuss curriculum and teaching strategies through Critical Friends or other protocols</li> <li>Effective strategies are not in place for all staff to receive feedback to reflect on their own progress and the progress of the school</li> <li>Staff is not developing a capacity to support its own staff in PBL and 21<sup>st</sup> Century classroom practices</li> <li>Staff is not using formative assessments in the classroom to guide classroom activities</li> <li>Staff does not use their NTN coach as a resource for continued improvement</li> </ul>	<p><b>Transparent and effective processes are in place in which staff members collaborate, share in the decision-making, and have a voice in the direction of the school</b></p> <ul style="list-style-type: none"> <li>Staff has dedicated time (weekly or bi weekly) to meet, collaborate and discuss curriculum and teaching strategies through Critical Friends or other protocols</li> <li>Staff is developing the ability to provide staff development to its own staff</li> <li>Staff regularly use formative assessment data to determine the effectiveness of the classroom and adjust when needed</li> <li>Effective strategies are in place to provide feedback that allows all staff to reflect on their own performance and the progress of the school</li> <li>Teachers actively use their NTN Coach as a resource for continued improvement</li> <li>Accomplishments of the school and staff members are celebrated</li> </ul>	<p><b>Along with staff members, parents, district representatives, community members, etc. are actively involved providing feedback and have a voice in the setting the direction of the school.</b></p> <ul style="list-style-type: none"> <li>In addition to Critical Friends, the staff conduct classroom observations and other techniques to provide increased feedback and support to teachers</li> <li>Staff use formative and summative data to help improve student learning and the school experience</li> <li>Staff review projects and examine student products to reflect on rigor and relevance</li> <li>Staff is involved in helping to sustain the school by providing effective training and professional development in PBL, Curriculum Development and 21<sup>st</sup> century classroom practices</li> <li>At least one staff member has been dedicated to training and supporting the staff in PBL and 21<sup>st</sup> century classroom practices</li> <li>All staff plans for sustainability including active participation from local community, business, and/or university partners</li> </ul>



## SCHOOL SUCCESS RUBRIC

November 2010

STUDENT ACHIEVEMENT			
POST SECONDARY	LEARNING OUTCOMES	ACADEMIC SUCCESS	FINANCIAL
<ul style="list-style-type: none"> <li>Alumni report feeling poorly prepared for life after high school</li> <li>Few students applied or were accepted to a post-secondary education experience</li> <li>Few alumni report much community involvement</li> </ul>	<ul style="list-style-type: none"> <li>Many students fail to demonstrate a strong, professional work ethic</li> <li>Students demonstrate a passive learning attitude waiting for instructor direction</li> <li>Students are unaware of strengths and weaknesses regarding the school-wide learning outcomes</li> <li>Students don't use technology effectively to do productive work</li> <li>Students lack critical thinking, problem solving and creativity in the process of complete complex tasks</li> <li>Students are unable to thoughtfully reflect on their skills and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Many students are not proficient in the knowledge and skills as defined by the state or district content standards</li> <li>School is experiencing significant achievement gaps between various groups on campus</li> <li>Many students are receiving Ds and Fs</li> <li>Graduation and retention rates are lower than similar schools</li> <li>Student scores on state or district assessments are lower than those of similar schools</li> </ul>	<ul style="list-style-type: none"> <li>School has no clear long term budget</li> <li>School or district has been unable to secure or reallocate adequate and reliable district funding to support the various elements of the program</li> <li>School or district has been unable to secure grant or other soft money to support the various elements of the program</li> </ul>
<ul style="list-style-type: none"> <li>Nearly all alumni feel that their high school experience prepared them well for their next steps</li> <li>Nearly all alumni have enrolled in some sort of post-secondary education or have embarked on a career in the field of their choosing</li> <li>Many alumni report participating in activities that support the community</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate a strong, professional work ethic and takes personal responsibility for their success</li> <li>Students demonstrate self-directed learning and seek appropriate help when they need it</li> <li>Students are aware of strengths and weaknesses regarding the school-wide learning outcomes and work to improve their performance</li> <li>Students effectively use technology to conduct research, communicate, and create documents</li> <li>Some students have successfully used their knowledge and skills in a community experience (i.e. service learning, internship)</li> <li>Students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios)</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate proficient knowledge and skills as defined by the state or district content standards (met target)</li> <li>Students are successfully completing rigorous college prep courses</li> <li>Achievement gap between various groups on campus is shrinking</li> <li>Graduation and retention rates meet or exceed rates of similar and/or local schools</li> <li>Student scores on state or district assessments meet or exceed those of similar and/or local schools</li> <li>Student scores on other standardized assessments (SAT, ACT, etc) met or exceed those of similar and/or local schools</li> </ul>	<ul style="list-style-type: none"> <li>School or district has been able to secure or reallocate adequate and reliable district funding to support various elements of the program</li> <li>Businesses and community groups view the school as a valuable asset and have supported the school with financial and other resources</li> </ul>
<ul style="list-style-type: none"> <li>Alumni report a high college completion rate</li> <li>Older alumni report working in a field that is rewarding and at a sufficient salary</li> <li>Alumni have a reputation for giving back to the community through volunteer work and other community building activities</li> <li>Alumni have a reputation for a spirit of entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>Students consistently score well on each of the learning outcomes defined by the school</li> <li>Students effectively use technology as a means to do productive work, collaborate with others, and access a broad range of resources and media</li> <li>Students demonstrate critical thinking, problem solving and creativity in the process of complete complex tasks</li> <li>All students have successfully used their knowledge and skills in a community experience (i.e. service learning, internship, senior projects)</li> <li>Students demonstrate the ability highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume)</li> </ul>	<ul style="list-style-type: none"> <li>All students graduate completing the courses necessary for college entrance</li> <li>All students graduate successfully completing several college courses</li> <li>Achievement gaps between various groups are virtually non-existent</li> </ul>	

Appendix D.6 Curriculum Development Timeline

**Rogers New Technology High  
Curriculum Development Timeline 2013-2016**

	Spring 2013	Summer 2013	SY 2013-2014	Summer 2014	SY 2014-2015	Summer 2015	SY 2015-2016
<b>ADE Instructional Expectations for CCSS</b>			Implement CCSS in grades 9-12. Pilot CCSS Assessment system		Full implementation of CCSS Assessment system		
<b>Grades 9&amp;10</b>	Teachers study CCSS Standards and Expectations	Develop student learning outcomes & units at New School Training	Meet weekly to develop and refine units		Reflect and refine units		Reflect and refine units
<b>Grade 11</b>					Meet weekly to develop and refine units		Reflect and refine units
<b>Grade 12</b>							Meet weekly to develop and refine units
<b>New Tech Network Professional Development and Support</b>	Shadow Experience	New Schools Training	7 days on site coaching, 65 hours remote coaching, Fall & spring content training.	Annual New Tech Schools Conference	6 days on site coaching, 50 hours remote coaching, Fall & spring content training.	Annual New Tech Schools Conference	5 days on site coaching, 32 hours remote coaching, Fall & spring content training.

Appendix D.12 Letter of Approval from Arkansas Department of Career Education

STATE OF ARKANSAS



Department of  
Career Education

Mike Beebe  
Governor

William L. "Bill" Walker, Jr.  
Director

October 16, 2012

Dr. Janie Darr, Superintendent  
Rogers School District  
500 W. Walnut St.  
Rogers, AR 72756

Dear Dr. Darr:

Congratulations on your commitment to the New Tech model by opening Rogers New Technology High School in the fall of 2013. We are granting you a waiver for the requirement under Standard 9.03.4.10 – Career and Technical Education – 9 units of sequenced career and technical education courses (programs of study) representing three occupational areas in the first two years of operation to be included in your charter application for Rogers New Technology High School. This waiver will not be in effect for Rogers High School or Rogers Heritage High School.

- 2013-2014 – Four units of career and technical education courses will be offered.
  - Waiver of five units of career and technical education courses
- 2014-2015 – Seven units of career and technical education courses will be offered.
  - Waiver of two units of career and technical education courses
- 2015-2016 – Nine units of sequenced career and technical education courses (programs of study) representing three occupational areas will be offered.

If we can be of further assistance, please do not hesitate to contact us.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Sandra Porter".

Sandra Porter, Associate Director  
Arkansas Department of Career Education  
sandra.porter@arkansas.gov

(501-682-1040)

- c: Mr. Johnie Walters, Unit Leader, Standards Assurance, ADE  
Dr. Robert Gunter, Deputy Director, ACE  
Mr. Marion Fletcher, Program Manager, Agricultural Sciences & Technology, ACE  
Mr. Jim Brock, Program Manager, Business & Marketing Technology, ACE  
Ms. Suellen Ward, Program Manager, Family & Consumer Sciences, ACE  
Mr. Bruce Lazarus, Program Manager, School Improvement, ACE  
Mr. Ray Winiecki, Program Manager, Skilled & Technical Sciences, ACE  
Ms. Marylene Tate, Program Manager, Special Populations, ACE  
District File

13/SKP/pm/206

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<http://www.arkansas.gov>

## Appendix D.14 - District Parental Involvement Plan

Descriptor Term: <b>PARENTAL INVOLVEMENT PLAN</b>	Descriptor Code: <b>KB-PLAN</b>
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Parents play a crucial role in the success of their children in school, and the Rogers Public Schools encourages parents to be full partners in the education of their children. To help accomplish this goal, the district has developed a parental involvement plan at both the district and school levels. Each year teachers are required to have two hours of professional development on effective parental involvement strategies and administrators are required to have three hours of professional development on strategies and leadership.

### **District Responsibilities**

- Maintain district web site and publish district contact information.
- Maintain and publish the procedure for resolution of parent concerns.
- Compensate certified staff members who serve as parent facilitators in each building.
- Place an ad in the newspaper each year recognizing parents who have attended all conferences.
- Submit the plan to the Arkansas Department of Education by October 1 each year.

### **School Responsibilities**

- Develop a school parental involvement plan.
- Maintain school web site.
- Include the following in age-/grade appropriate family packets:
  - Description of the school's parent involvement program;
  - List of ways for parents to become involved in the school's programs;
  - List of activities planned to encourage parent involvement during the school year;
  - Description of how parents, teachers, and administrators can communicate effectively;
  - The recommended role of parent, student, teacher and school;
  - A description of the district's and school's parent involvement plan; and
  - A survey for parents regarding their interest in volunteer opportunities including the option of volunteering one time per year or helping from home.
- Develop a volunteer plan and a volunteer resource book.
- Establish a parent resource center and purchase appropriate materials for parent use.
- Schedule flexible parent involvement meetings at which parents are given a report on the state of the school and an overview of:
  - What students will be learning and how students will be assessed;
  - What parents should expect for their child's education;
  - How a parent can assist and make a difference in his or her child's education;
  - How parents can incorporate developmentally appropriate learning activities at home; and
  - Inform parents about the school's participation in Title I, the requirements of the program, and the right of parents to be involved during an annual meeting.
- Appoint a certified staff member as the parent facilitator each year.
- Include school parent involvement plan in the school's ACSIP.
- Consider recruiting an alumni advisory commission for each school.
- Involve parents in the planning, review and improvement of Title I programs, the parental involvement plan, and the school-wide Title I program.
- Provide parents opportunities to make suggestions and participate, as appropriate, in decisions related to their children.
- Form a school-parent compact at Title I schools outlining the partnership between students, staff and parents to improve student achievement, support students and provide high-quality curriculum and instruction as well as addressing the importance of communication between teachers and parents on an on-going basis through conferences, progress reports and access to staff along with opportunities to volunteer and observe classroom activities.
- Include the concern resolution process in the student handbook and/or information packet.

Required Item - Proposed School Calendar

# Rogers Public Schools

**2013-2014 School Calendar  
PROPOSED**

Professional Development	Aug 12, 13, 14, 15
Teacher Work Day	Aug 16
1 <sup>st</sup> Quarter Begins	Aug 19
Labor Day	Sept 2
1 <sup>st</sup> Quarter Ends	Oct 17
Professional Development	Oct 18
Days in Quarter	43
2 <sup>nd</sup> Quarter Begins	Oct 21
Parent Teacher Conferences	Oct 28-Nov 1
Flex Day	Nov 20
Thanksgiving Vacation	Nov 21-22
2 <sup>nd</sup> Quarter Ends	Dec 20
Days in Quarter	42
Days in Semester	85
Winter Vacation	Dec 23-Jan 3
3 <sup>rd</sup> Quarter Begins	Jan 6
Professional Development	Jan 20
Parent Teacher Conferences	Feb 10-14
Professional Development	Feb 17
3 <sup>rd</sup> Quarter Ends	Mar 14
Days in Quarter	48
Spring Break	Mar 17-21
4 <sup>th</sup> Quarter Begins	Mar 24
4 <sup>th</sup> Quarter Ends	May 23
Days in Quarter	45
Days in Semester	93
Memorial Day	May 26
Teacher Work Day	May 27

\*Two building professional development days will be completed on the third Mondays of September, October, November, April and May and the fourth Mondays of August, January and February. All staff must be in their buildings for these meetings.

\*Inclement weather days will be made up May 27, 28, 29, 30, and June 2. Professional Development Days may be used to make up inclement weather days.

Total Class Days	178
Teacher Work Days	2
Professional Development Days	10
Conference Days	2
Total Contract Days	192

Required Item - Proposed Daily Schedule

**Starting & Ending Times for 2013-2014 Rogers Public Schools  
Regular Schedule**

Elementary Teachers	7:30 - 3:00 p.m.
Elementary Students	7:45 - 2:45 p.m.
	2:50 Car
	2:55 Walkers
Middle School Teachers	7:45 - 3:15 p.m.
Middle School Students	8:00 - 3:00 p.m.
Rogers High School Teachers	8:05 - 3:40 p.m.
Rogers High School Students	8:20 - 3:25 p.m.
Rogers Heritage High School Teachers	8:10 - 3:45 p.m.
Rogers Heritage High School Students	8:25 - 3:30 p.m.
Rogers New Technology High School Teachers	8:05 - 3:35 p.m.
Rogers New Technology High School Students	8:20 - 3:20 p.m.
The Annex Teachers	8:00 - 3:35 p.m.
The Annex Students	8:15 - 3:20 p.m.

Proposed Rogers New Technology High Daily Schedule								
9 <sup>th</sup> Grade Schedule					10 <sup>th</sup> Grade Schedule			
Minutes	Period	Beginning Time	Ending Time		Minutes	Period	Beginning Time	Ending Time
60	1	8:20	9:20		60	1	8:20	9:20
50	2	9:25	10:15		50	2	9:25	10:15
50	3	10:20	11:10		50	3	10:20	11:10
30	L	11:10	11:40		50	4	11:15	12:05
50	4	11:45	12:35		30	L	12:05	12:35
50	5	12:40	1:30		50	5	12:40	1:30
50	6	1:35	2:25		50	6	1:35	2:25
50	7	2:30	3:20		50	7	2:30	3:20
Total = 360 Instructional Time								

# Required Item - Proposed Two-Year Budget

## Year 1

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

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Year 1</u>
1	State Public Charter Aid:		
2	No. of Students <u>(300)</u> x <u>\$6,267.00</u> State Foundation Funding		
3			\$1,880,100
4	No. of students <u>(300)</u> x <u>\$42.38</u> Professional Development		\$12,714
5	No. of students <u>(300)</u> x eligible rate * NSLA Funding		\$155,100
6	Total State Charter School Aid		\$0
7			<u>\$2,047,914</u>
8	Other Sources of Revenues		
9	Private Donations or Gifts	\$0	
10	Federal Grants (List the amount)	\$0	
11	Special Grants (List the amount)	\$0	
12	Other (Specifically Describe)	\$0	
13			\$0
14	Total Other Sources of Revenues		\$0
15			
16	<b>TOTAL REVENUES</b>		<b>\$2,047,914</b>
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration		
20	Salaries (No. of Positions <u>2</u> )	\$109,533	
21	Fringe benefits	\$27,383	
22	Purchased Services	\$2,000	
23	Supplies and Materials	\$3,000	
24	Equipment	\$0	
25	Other (Describe)	\$0	\$141,916
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>14.64</u> )	\$805,200	
29	Fring Benefits	\$201,300	
30	Purchased Services	\$150,000	
31	Supplies and Materials	\$25,000	
32	Equipment	\$10,000	
33	Other (Describe)	\$0	\$1,191,500

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

Year 1

34			
		(Budget Continued)	
35	Special Education:		
36	Salaries: (No. of Positions .14)	\$7,700	
37	Fringe Benefits	\$1,925	
38	Purchase Services	\$0	
39	Supplies and Materials	\$0	
40	Equipment	\$0	
41	Other (Describe)	\$0	\$9,625
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions .14)	\$7,700	
45	Fringe Benefits	\$1,925	
46	Purchase Services	\$0	
47	Supplies and Materials	\$0	
48	Equipment	\$0	
49	Other (Describe)	\$0	\$9,625
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions ___)	\$0	
53	Fringe Benefits	\$0	
54	Purchase Services	\$0	
55	Supplies and Materials	\$0	
56	Equipment	\$0	
57	Other (Describe)	\$0	\$0
58			
59	Guidance Services:		
60	Salaries: (No. of Positions .S)	\$29,648	
61	Fringe Benefits	\$7,412	
62	Purchase Services	\$0	
63	Supplies and Materials	\$500	
64	Equipment	\$0	
65	Other (Describe)	\$0	\$37,560
66			
67	Health Services:		
68	Salaries: (No. of Positions ___)	\$0	
69	Fringe Benefits	\$0	
70	Purchase Services	\$0	
71	Supplies and Materials	\$0	
72	Equipment	\$0	
73	Other (Describe)	\$0	\$0

## Year 1

74	<i>(Budget Continued)</i>		
75	Media Services:		
76	Salaries: (No. of Positions ___)	\$0	
77	Fringe Benefits	\$0	
78	Purchase Services	\$0	
79	Supplies and Materials	\$0	
80	Equipment	\$0	
81	Other (Describe)	\$0	\$0
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions ___)	\$0	
85	Fringe Benefits	\$0	
86	Purchase Services	\$0	
87	Supplies and Materials	\$0	
88	Equipment	\$0	
89	Other (Describe)	\$0	\$0
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions ___)	\$0	
93	Fringe Benefits	\$0	
94	Purchase Services		
95	(include utilities)	\$20,000	
96	Supplies and Materials	\$0	
97	Equipment	\$0	
98	Other (Describe)	\$0	\$20,000
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions ___)	\$0	
102	Fringe Benefits	\$0	
103	Purchase Services	\$0	
104	Supplies and Materials	\$0	
105	Equipment	\$0	
106	Other (Describe) Shuttle Costs	\$10,000	\$10,000
107			
108	Food Services:		
109	Salaries: (No. of Positions ___)	\$0	
110	Fringe Benefits	\$0	
111	Purchase Services	\$0	
112	Supplies and Materials	\$0	
113	Equipment	\$0	
114	Other (Describe) Shuttle Costs	\$0	\$0

## Year 1

115			
	<i>(Budget Continued)</i>		
116	Data Processing:		
117	Salaries: (No. of Positions ___)	\$0	
118	Fringe Benefits	\$0	
119	Purchase Services	\$0	
120	Supplies and Materials	\$0	
121	Equipment	\$0	
122	Other (Describe) Shuttle Costs	\$0	\$0
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions <u>N/A</u> )	\$7,000	
126	Fringe Benefits	\$1,750	\$8,750
127			
128	Facilities:		
	Lease/Purchase (contract for one total		
129	year including facility upgrades)	\$0	
130	Please list upgrades: renovation/furnishing/equipment for 22,000 sq.ft.	\$1,500,000	
131		\$0	
	Utilities (contract for one total year		
132	including facility upgrades)	\$0	
	Insurance (contract for one total year		
133	including facility upgrades):		
134	Property Insurance	\$0	
135	Content Insurance	\$0	\$1,500,000
136			
137	Debt Expenditures:	\$0	\$0
138	Other Expenditures:		
139	(Describe)	\$0	\$0
140			
141	<b>TOTAL EXPENDITURES</b>		<b>\$2,928,976</b>

## Year 2

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

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Year 1</u>
1	State Public Charter Aid:		
2	No. of Students <u>(450)</u> x <u>\$6,267.00</u> State Foundation Funding		
3			<u>\$2,820,150</u>
4	No. of students <u>(450)</u> x <u>\$42.38</u> Professional Development		<u>\$19,071</u>
5	No. of students (450) x eligible rate * NSLA Funding		<u>\$232,650</u>
6	Total State Charter School Aid		<u>\$0</u>
7			<u>\$3,071,871</u>
8	Other Sources of Revenues		
9	Private Donations or Gifts	<u>\$0</u>	
10	Federal Grants (List the amount)	<u>\$0</u>	
11	Special Grants (List the amount)	<u>\$0</u>	
12	Other (Specifically Describe)	<u>\$0</u>	
13			<u>\$0</u>
14	Total Other Sources of Revenues		<u>\$0</u>
15			
16	<b>TOTAL REVENUES</b>		<b><u>\$3,071,871</u></b>
17			
18		<b>Amount</b>	<b>Total</b>
19	Administration		
20	Salaries (No. of Positions <u>2</u> )	<u>\$111,233</u>	
21	Fringe benefits	<u>\$27,808</u>	
22	Purchased Services	<u>\$2,000</u>	
23	Supplies and Materials	<u>\$3,000</u>	
24	Equipment	<u>\$0</u>	
25	Other (Describe)	<u>\$0</u>	<u>\$144,041</u>
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>18.64</u> )	<u>\$1,025,200</u>	
29	Fring Benefits	<u>\$256,300</u>	
30	Purchased Services	<u>\$125,000</u>	
31	Supplies and Materials	<u>\$30,000</u>	
32	Equipment	<u>\$10,000</u>	
33	Other (Describe)	<u>\$0</u>	<u>\$1,446,500</u>

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

## Year 2

34			
	<i>(Budget Continued)</i>		
35	Special Education:		
36	Salaries: (No. of Positions <u>.14</u> )	\$7,700	
37	Fringe Benefits	\$1,925	
38	Purchase Services	\$0	
39	Supplies and Materials	\$0	
40	Equipment	\$0	
41	Other (Describe)	\$0	\$9,625
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>.57</u> )	\$31,350	
45	Fringe Benefits	\$7,837	
46	Purchase Services	\$0	
47	Supplies and Materials	\$0	
48	Equipment	\$0	
49	Other (Describe)	\$0	\$39,187
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u>__</u> )	\$0	
53	Fringe Benefits	\$0	
54	Purchase Services	\$0	
55	Supplies and Materials	\$0	
56	Equipment	\$0	
57	Other (Describe)	\$0	\$0
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>.75</u> )	\$33,800	
61	Fringe Benefits	\$8,450	
62	Purchase Services	\$0	
63	Supplies and Materials	\$500	
64	Equipment	\$0	
65	Other (Describe)	\$0	\$42,750
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>__</u> )	\$0	
69	Fringe Benefits	\$0	
70	Purchase Services	\$0	
71	Supplies and Materials	\$0	
72	Equipment	\$0	
73	Other (Describe)	\$0	\$0

## Year 2

74	<i>(Budget Continued)</i>		
75	Media Services:		
76	Salaries: (No. of Positions ___)	\$0	
77	Fringe Benefits	\$0	
78	Purchase Services	\$0	
79	Supplies and Materials	\$0	
80	Equipment	\$0	
81	Other (Describe)	\$0	\$0
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions ___)	\$0	
85	Fringe Benefits	\$0	
86	Purchase Services	\$0	
87	Supplies and Materials	\$0	
88	Equipment	\$0	
89	Other (Describe)	\$0	\$0
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions ___)	\$0	
93	Fringe Benefits	\$0	
94	Purchase Services		
95	(include utilities)	\$25,000	
96	Supplies and Materials	\$0	
97	Equipment	\$0	
98	Other (Describe)	\$0	\$25,000
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions ___)	\$0	
102	Fringe Benefits	\$0	
103	Purchase Services	\$0	
104	Supplies and Materials	\$0	
105	Equipment	\$0	
106	Other: Shuttle Costs	\$10,000	\$10,000
107			
108	Food Services:		
109	Salaries: (No. of Positions ___)	\$0	
110	Fringe Benefits	\$0	
111	Purchase Services	\$0	
112	Supplies and Materials	\$0	
113	Equipment	\$0	
114	Other (Describe) Shuttle Costs	\$0	\$0

## Year 2

115	<i>(Budget Continued)</i>		
116	Data Processing:		
117	Salaries: (No. of Positions ___)	\$0	
118	Fringe Benefits	\$0	
119	Purchase Services	\$0	
120	Supplies and Materials	\$0	
121	Equipment	\$0	
122	Other (Describe) Shuttle Costs	\$0	\$0
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions <u>N/A</u> )	\$7,000	
126	Fringe Benefits	\$1,750	\$8,750
127			
128	Facilities:		
	Lease/Purchase (contract for one total		
129	year including facility upgrades)	\$0	
130	Please list upgrades: 5,000 sq.ft. addition	\$2,000,000	
131		\$0	
	Utilities (contract for one total year		
132	including facility upgrades)	\$0	
	Insurance (contract for one total year		
133	including facility upgrades):		
134	Property Insurance	\$0	
135	Content Insurance	\$0	\$2,000,000
136			
137	Debt Expenditures:	\$0	\$0
138	Other Expenditures:		
139	(Describe)	\$0	\$0
140			
141	<b>TOTAL EXPENDITURES</b>		<b>\$3,725,853</b>

Required Item - Proposed Teacher Salary Schedule

**ROGERS PUBLIC SCHOOLS  
CERTIFIED TEACHER SALARY SCHEDULE  
2012 - 2013**

Step	Years Experience	BA	BA + 15	BA + 30	MA	MA + 15	MA + 30 Ed.S.	PHD.
1	0	42,500	43,316	44,133	44,946	45,763	46,578	47,392
2	1	43,316	44,133	44,946	45,763	46,578	47,392	48,208
3	2	44,133	44,946	45,763	46,578	47,392	48,208	49,023
4	3	44,946	45,763	46,578	47,392	48,208	49,023	49,839
5	4	45,763	46,578	47,392	48,208	49,023	49,839	50,654
6	5	46,578	47,392	48,208	49,023	49,839	50,654	51,469
7	6	47,392	48,208	49,023	49,839	50,654	51,469	52,283
8	7	48,208	49,023	49,839	50,654	51,469	52,283	53,098
9	8	49,023	49,839	50,654	51,469	52,283	53,098	53,915
10	9	49,839	50,654	51,469	52,283	53,098	53,915	54,730
11	10	50,654	51,469	52,283	53,098	53,915	54,730	55,545
12	11	51,469	52,283	53,098	53,915	54,730	55,545	56,361
13	12	52,283	53,098	53,915	54,730	55,545	56,361	57,176
14	13	53,098	53,915	54,730	55,545	56,361	57,176	57,991
15	14	53,915	54,730	55,545	56,361	57,176	57,991	58,805
16	15	54,730	55,545	56,361	57,176	57,991	58,805	59,620
17	16	55,545	56,361	57,176	57,991	58,805	59,620	60,436
18	17	56,361	57,176	57,991	58,805	59,620	60,436	61,252
19	18	57,176	57,991	58,805	59,620	60,436	61,252	62,067
20	19	57,991	58,805	59,620	60,436	61,252	62,067	62,883
21	20	58,805	59,620	60,436	61,252	62,067	62,883	63,698
22	21	58,805	60,436	61,252	62,067	62,883	63,698	64,512
23	22	58,805	61,252	62,067	62,883	63,698	64,512	65,328
24	23	58,805	61,252	62,883	63,698	64,512	65,328	66,142
25	24	58,805	61,252	63,698	64,512	65,328	66,142	66,957
26	25	58,805	61,252	64,512	65,328	66,142	66,957	67,775
27	26	58,805	61,252	64,512	66,142	66,957	67,775	68,591
28	27	58,805	61,252	64,512	66,957	67,775	68,591	69,407
29	28	58,805	61,252	64,512	67,775	68,591	69,407	70,223

Experience: The Rogers Public School District will allow up to thirteen (13) years of public school experience outside the state of Arkansas; full credit for a public school accredited by the Ar. Department of Education, or a private school within the state of Arkansas accredited by a nationally recognized accrediting association, or an institution of higher education within the state of Arkansas accredited by a nationally recognized institution accrediting association. Ark. Code 6-17-2403(c)

An increment will be paid for the 15 hour step between degrees provided: 1. Credit leads to an advanced degree; or 2. Work is done in area of teacher assignment, and only after minimal certification requirements have been met. (It shall be the responsibility of the teacher to have records in the central office and eligibility established by October 1. Contract will be changed at that time.)

Paid Planning Ratio per teaching period (effective 7/1/92)	Teaching period	Planning period
	1 to 2	none
	3 to 4	one-half
	5 to 6	one

Based on 192 days, 7 hour day. Revised 4/11.

Required Item – Proposed Administrator Salary Schedule

**ROGERS PUBLIC SCHOOLS  
CERTIFIED ADMINISTRATIVE SALARY SCHEDULE  
2010 - 2011**

**I. Method of Calculation**

- A. New administrators are placed on the appropriate range of the teacher salary schedule, beginning on step 18.
- B. Calculate per diem rate (divide by 192).
- C. Multiply by length of contract.
- D. Apply the added administrative index.

**II. Administrative Index**

Position	Index	Length of Contract (Days)
Director of Data & Accountability	1.0 - 5.0%	215
Director of Gifted & Talented	7.5 - 11.5%	212
Asst. Elementary Principal	13 - 16%	205
Director of Professional Development	13 - 20%	230
Director of ESOL & Migrant	13 - 20%	215
Asst. Director of Spec Ed.	16 - 18%	220
Asst. Middle Sch. Principal	16 - 20%	210
Asst. High Sch. Principal	19 - 23%	225/227
Director of Special Ed.	20 - 25%	220
Director of Early Childhood	20.5 - 26%	220
Director of Grants (.6fte)	13-16%	225
Director of Career & Technical Ed (.5 fte)	13-16%	220
Elementary Principal	20.5 - 26%	220
Director of Athletics*	21 - 25%	230
Principal of Alternative Sch.	22 - 24%	210
Middle Sch. Principal	21 - 28%	225
High Sch. Principal	29 - 39%	230
Exec. Director for Curriculum & Instruction	30 - 40%	232
Asst. Superintendent*	31 - 42%	232
Deputy Superintendent*	36 - 45%	232
Superintendent**	90 - 125%	232

\*(+ Up to \$1200 travel as determined by Superintendent)

\*\*(\$3400 travel, car allowance or rental)

Revised 5/10

Required Item – Evidence of Parental and Community Support  
Agenda, Minutes, and Sign-In Sheet from Public Hearing October 11, 2012

**Public Hearing  
Proposed Rogers New Technology High Conversion Chart School  
5:30 p.m. – October 11, 2012**

**Agenda**

- Presentation on Rogers New Technology High Conversion Chart School
- Questions and Answer Session
- Call for Show of Support

**Minutes**

**Presentation**

Dr. Janie Darr welcomed attendees and presented information regarding the proposed Rogers New Technology High School. Information presented included the projected future student enrollment, the study process leading to the proposal, the proposed school location and students served, potential course offerings, benefits to students and community, partnership with the New Tech Network, project-based learning, smart use of technology, professional culture, college credit, community service learning internships, the lottery selection process, and the waivers requested as part of the charter application. Videos were shown giving student and alumni perspectives on their New Tech High experiences.

**Questions and Answers**

Participants asked the following questions:

How will technology be made available for students who might not have access?

What core courses will be offered?

What electives will be offered?

What is the application/selection process for teachers?

What is the application/selection process for students?

How fluid will enrollment be? Can students move back and forth to traditional high school?

**Show of Support**

Dr. Darr asked all those in support of the proposed Rogers New Technology High conversion charter to show hands. Support was unanimous.

ROGERS SCHOOL DISTRICT  
Hearing Sign-in Sheet  
Proposed Rogers New Tech High Conversion Charter School  
5:30 p.m. - October 11, 2012

1. Karen M. Steen
2. Cathy M. Allen
3. J. Lane Abbott
4. Amye Buckley
5. Greg Hertzog
6. Kelly Hunt
7. Weller Schrad
8. Debbie Atwell
9. Mark Smith
10. Ron Shelby
11. Roger Hurd
12. Melame Bolling
13. KAREN LATHERY
14. Allison Payne
15. Phil Caldwell
16. B. Gullert
17. Bob Horton
18. Raymond Tolson
19. Kara McBanah
20. Kristen Cobbs
21. Matt Howard
22. JERRI COUSLAND
23. Pam Campbell
24. Ashley Sewell
25. Cindy Hunt

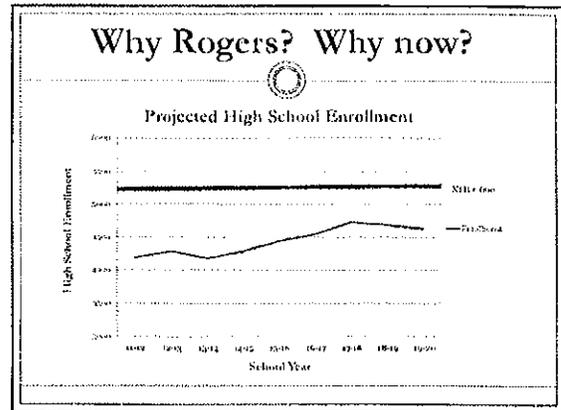
26. Virginia Abernathy
27. Angela Carter - Angie Carter
28. Laura Quillen
29. M. Perry
30. Robert Moore
31. David Conway
32. Janie Dare

Required Items – Presentation made at Public Hearing

**Rogers New Technology High School**

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**Opening  
Fall 2013**



**Three Year Study**

- Looked at multiple options
  - Charter school
  - Magnet schools
  - Virtual or blended learning
  - ALE Academy
  - KIPP Programming
- Efficient use of facilities
- Efficient use of public dollars

**Rogers Public Schools  
Critical Attributes of 21<sup>st</sup> Century Education**

- Integrated and Interdisciplinary
- Technologies & Multimedia
- Student-Centered
- Project-Based & Research-Driven
- Relevant, Rigorous and Real-World
- Global Classrooms

**The Right Fit for  
Rogers Public Schools**

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**A New Technology High School**

**WE'VE CHOSEN THE NEW TECH NETWORK BECAUSE...**

- Organizational Support
- Established Curriculum
- Proven Success
- Arkansas Supported Initiative
- Innovative approach to meet the needs of a 21<sup>st</sup> century learner

## New Tech High Network

Founded 1996 in Napa, CA

115 Schools  
18 States

97% - Graduation rate  
67% - Graduates apply for college  
98% - Acceptance rate to college

## The Road to New Tech Network

- Board Study session
- Board members, teachers & administrators visited New Tech Schools Spring 2012
- Applied to be part of New Tech Network
- Attended Summer Planning
- Hosted a "readiness" visit from New Tech

## Rogers New Technology High School

- Stand Alone non-boundary high school of 600 Students
  - 9<sup>th</sup> and 10<sup>th</sup> grade Fall of 2013 (300 students)
  - Add 11<sup>th</sup> Grade in Fall of 2014 and 12<sup>th</sup> grade Fall of 2015
- Remodel the Annex to meet New Tech Network programming
- Flexible Scheduling, student can participate in fine arts and athletics programs at their boundary school
- Open to all students - lottery selection process

## Student Perspectives



## Rogers New Technology High

- Will include:
  - Project-based learning
  - Concurrent credit for graduation
  - Internships
  - Community Service
  - Advanced Placement courses
  - Promoting Teamwork
  - Offer every student technology to access information

## Success Stories



## Fall of 2013

Rogers Public Schools  
will have the first stand  
alone New Tech High  
in Arkansas

New Tech Network- wants  
Rogers to be a showcase  
school for the state!

## Charter Application

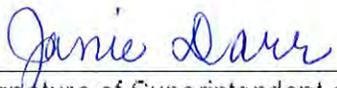
- Standards are written for 9-12 high school
- Rogers New Technology High will open with grades 9 & 10 so we are requesting waivers for courses not offered

## **DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES**

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

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The proposed district conversion or limited public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The proposed district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not so waived by the approved charter.
6. The proposed district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of the school district is covered.
7. The proposed district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion or limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
- (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title; and
  - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

  
\_\_\_\_\_  
Signature of Superintendent of School District

Date: October 18, 2012

Dr. Janie Darr  
\_\_\_\_\_  
Print or type name