ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31

RECEIVED
OCT 29 2012
CHARTER SCHOOL OFFICE

Charter School: Brunson New Vision Charter School

Date Submitted: October 29, 2012

Date Approved: _____

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

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

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Brunson New Vision Charter School

Grade Level(s) for the School: 4th – 5th Student Enrollment cap: 300

Name of School District: Warren School District

Name of Contact Person: Marilyn Johnson, Assistant Superintendent

Address (no P.O. Box please): 408 Cherry St. City: Warren ZIP: 71671

Daytime Phone Number: (870) 226-8500 FAX: (870-226-8531)

E-mail: Marilyn.johnson@warrensd.org

Charter Site Address: 212 Scobey Drive

City: Warren ZIP Code: 71671

Date of Proposed Opening: August 19, 2013

Name of Superintendent: Andrew Tolbert

Address: 408 Cherry St.

City: Warren ZIP: 71671

Phone Number: 870-226-8500 Fax: 870-226-8531

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Warren School District

Office of the Superintendent

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October 17, 2012

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

To Whom It May Concern:

The Warren School Board has been involved with the Standards-Based Initiative since its inception. We are regularly kept informed of progress and have board attendance at the public hearings and exploratory trips to other districts involved in this initiative.

During the October 2012 board meeting, the board voted to support Brunson Elementary's District Conversion Charter application.

Sincerely,

Jerry Daniels, Warren School Board President

A Meeting of the Board of Education of Warren School District No. 1

MINUTES OF BOARD OF EDUCATION

10	Regular	Central Office	7:00 p.m.	10-8	2012
No.	Kind of Meeting	Meeting Place	Time	Mo.Day	Year

Kerry Pennington, Angela Marshall Joel Tolefree, Greg Morman,Memory Frazer, Kerry Pennington

Andrew Tolbert, Supt, Marilyn Johnson, Gary Jackson, Glenetta Burks, Sara Weaver,Jonalyn Reep, Rhonda Williams, Beverly Reep, Tim Kessler Debbi Hargrave, Janice Lawrence,Daniel Williams, Chrissy Dyer, Kathleen Conch

The Warren Board of Education held a regular meeting on Monday, October 8, 2012, in the Administration office meeting room. All board members and local news media had been notified of the date, time and place of the meeting.

President Jerry Daniels called the meeting to order and Joel Tolefree led the opening prayer.

A motion was made Greg Morman and was seconded by Kerry Pennington to adopt the consent agenda which included the minutes of the September 10, 2012 board meeting, September 25, 2012 Special Meeting, and out of state trip requests. The board approved.

The Superintendent asked for the reorganization of the school board and Kerry Pennington made a motion for Jerry Daniels to be re-elected as President by acclamation and the motion was seconded and the board approved.

Joel Tolefree made a motion for Kerry Pennington to be elected as Vice-President by acclamation and the motion was seconded and the board approved.

Joel Tolefree made a motion for Angela Marshall to be elected as Secretary by acclamation and the motion was seconded and the board approved.

The annual report to the public was presented which serves as an overview of the past school year and gives the current status and expectations for the present school year; reports were given on the district's maintenance and transportation, professional development, budget, finance and enrollment, policies, goals, objectives, programs, accreditation standards, test scores, Federal Programs and asbestos. A power point was presented representing each school and the Gifted/Talented Program.

Angela Marshall exited the meeting.

In action items the following were approved:

1)Approval of the Licensed and Classified Leave Utilization Sick Leave Incentives and Utilization of Sick Leave Bank

A motion to approve was made by Kerry Pennington and seconded by Joel Tolefree. The board approved.

2)Support for a Brunson Elementary Conversion Charter Application

A motion to approve was made by Greg Morman and seconded by Kerry Pennington. The board approved.

3)Approval of Bid for reconditioning Bluebird Bus

A motion to approve was made by Joel Tolefree and seconded by Greg Morman. The board approved.

Debbi Hargrave presented the financial report for September and a motion to approve was made by Greg Morman and seconded by Memory Frazer . The board approved.

The board approved the naming of Lance Cobb as a replacement to the board for Zone 4 to serve as a board member for one year.

A motion to approve was made by Greg Morman and seconded by Memory Frazer. The motion was approved.

The report of the superintendent was received and placed on file.

There being no further business Kerry Pennington made a motion to adjourn and was seconded.

The meeting adjourned at 9:15 PM.

_____

Date

_____ _____

President Secretary

B. GENERAL DESCRIPTION

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

Warren School District proposes the conversion of Brunson Elementary School (Grades 4-5) into a district charter conversion school, so that it can fully implement a modified version of the Reinventing School's (RISC) model of Standards Based Education (SBE). The classroom environment will be learner-centered, performance-based with the common core state standards as the framework for the curriculum. Rather than being assigned to a "grade," students will progress through "levels" of instruction and will be held responsible for providing evidence of their learning and of their readiness for moving up to the next level of instruction. Research-based instructional strategies will be utilized to engage the learners in authentic, interactive learning activities in building the foundation for college and career readiness. Areas of emphasis include the following:

- using ***time as the variable***, not the constant in an effort to give students the time and support needed to master concepts and provide evidence of skills learned;
- ***learner-centered focus*** in which differentiation of learning style, process, product, and/or environment is considered;
- ***students providing evidence of their learning to progress through levels of instruction*** instead of being automatically promoted from one grade to the next; and
- ***preparing students for college and career readiness by establishing a real-world workplace atmosphere*** built around trust, cooperation, responsibility, and evidence of progress.

In summary, we want to create a school which takes students where they are and progressively builds upon their knowledge and skills to prepare them for life. The following chart details the significant differences between a traditional setting and our proposed new model.

TRADITIONAL VS. RISC / STANDARDS BASED PHILOSOPHY	
Traditional (Old Model)	**RISC/SBE (New Vision Charter Model)**
Movement based on time	Movement based on performance
Students sitting in rows/teacher centered	Student centered/Students as navigators of their learning; teachers as facilitators
Driven by textbooks	Driven by student needs/established learning progressions
Limited student engagement	100% student engagement
3R's	Global curriculum
Teacher is the judge	Self, peers, teachers, and others judge students' work

This proposed change would be a continuation of the standards-based design fully implemented 2012-2013 at Eastside New Vision Charter School to Brunson Elementary for fourth and fifth grade age students. There are currently 258 students in fourth and fifth grade at the Brunson campus, which is located at 212 Scobey Drive.

Brunson is a school-wide Title I School in rural southeast Arkansas. Approximately 75% of the students are eligible for free or reduced lunches. We are becoming a more diverse campus with 48% Caucasian, 26 % African American, 23% Hispanic, Bi-racial 2%, and Native American 1%. Industry is limited, with the Warren School District being the largest employer in the county. The economy of the area relies on seasonal farming, poultry farming and the forest industry.

According to the last census, 2,914 people in the community have a high school degree, or 66.1% of the population (compared to the national average of 80.40%). 521 people in Warren also have a Bachelor's degree or higher, which represents 11.8% of the total population (National average is 24.40%).

The median household income in the community at the time of the last survey was $22,162. The median household income in the U.S. was $41,994. Per capita income in Warren in the last full census was $13,453. Per capita income in the U.S. was $21,587. There were 2,381 in the labor force in Warren at the time of the last complete survey. This represented 46.6% of the total population, compared to the national average of 63.90%. In summary, a majority of the students attending Brunson are from low-income homes with little to no opportunity for social or cultural stimulation. In an ever-changing and increasingly competitive global society, students must be nurtured, challenged, and developed into prepared citizens, and because this is not being modeled for many of our students within their homes, there is a sense of urgency to create such a work-place atmosphere within the school where students apply learning to real-world unpredictable situations.

Brunson New Vision Charter School will be a whole school conversion charter with a student enrollment cap of 300. The school intends to continue its school-wide Title I status. Research-based instructional strategies will be utilized to engage the learners in authentic, interactive learning activities in building the foundation for college and career readiness.

We will ensure that parents are partners in learning and are kept informed of their child's progress by having access to Educate, an electronic platform that provides a GPS of learning pathways for students, detailing student learning goals for which the student has already demonstrated proficiency, progress toward meeting currently assigned goals, and what's next in the student's learning progression. Educate serves as an electronic recording and reporting system as well as a learning management system. We will partner with community stakeholders by inviting them to meet with students to help them see the connection between learning and life, as well as inviting them to serve on a panel to score projects related to real world application. The standards-based model is being implemented successfully at Eastside New Vision Charter School, and we want to expand the model as the students move to Brunson. In summary, we want to continue our quest to build schools which takes students where they are and progressively builds upon their knowledge and skills to prepare them for life by utilizing a guaranteed and viable curriculum which is communicated to all stakeholders.

Technologies to be used include the NWEA/MAP assessments, Compass Learning software (which interfaces with NWEA/MAP to create individual learning paths), and additional technology integration in the classroom, utilizing technologies such as smart boards, projectors, document readers, netbooks, electronic readers, and iPads.

STANDARD 1: PUBLIC HEARING RESULTS

We held our public hearing on Tuesday, October 16, 2012. It was advertised in the *Eagle Democrat (*Attachment L-1) and in the "Shopper's Guide," a weekly publication that is distributed to all residents of the county (Attachment L-2). The public hearing was also advertised in the *Saline River Chronicle*, a web-based publication that covers local news (Attachment N). Andrew Tolbert, Superintendent, invited the community to the hearing through a public service announcement on KWRF radio (Attachment M). In addition, articles were posted on our district and school website, in our Counselor's Newsletter (a once a month publication for parents), and Brunson Weekly Bulletin. Announcements were made at local football games. Also, students wore reminder labels home on the day of the hearing; reminders were sent in the weekly orange communication folders on colored paper staff which invited parents to submit questions they would like to have answered, and students wrote reminders in their goal binders. The superintendent emailed an invitation to all district staff. Fifty one people signed in at the meeting. Interest in this public hearing exceeded interest in other meetings held in the district such as the Annual Report to the Public. For those stake holders who were unable to attend, the public hearing was live streamed online to the *Saline River Chronicle* website, and a video is posted on the school website in its entirety for public viewing.

Superintendent Andrew Tolbert, welcomed the community; Principal Regina Scroggins and three Brunson teachers provided a presentation on the comparison of traditional and standards-based education and answered questions that parents had previously sent in regarding SBE. A panel made up teachers from Eastside New Vision and Brunson, the assistant superintendent, principal and assistant principal from Eastside New Vision Charter School, and Brunson's principal answered questions from the audience on charter schools and standards based education.

As a culminating activity, the audience was asked to complete a survey with three responses requested. The first question gave the audience an opportunity to write any questions which they felt were unanswered or unclear. Questions and concerns listed are being addressed on an individual basis for those who provided their contact information. We are also posting to our website the presentation, which includes the questions and answers asked prior to the hearing and during the hearing.

The following tables show the results for the other two opportunities for responses on the survey.

"The information presented this evening was sufficient to help me understand the changes that will occur at Brunson if this charter is approved."

Strongly Agree	Agree	Disagree	Strongly Disagree
18	9	0	1

"I believe that the changes proposed will benefit the students and I support the concept."

Strongly Agree	Agree	Disagree	Strongly Disagree
22	5	0	1

Over the past couple of years, a variety of activities have occurred to build public awareness and establish support for the SBE initiative beginning with Eastside New Vision activities which began 2 years ago with a series of public meetings with parents and civic and community organizations to educate stakeholders on the components of Standards Based Education (SBE) and the process of becoming a charter school. Public meetings have continued both with Eastside administration and Brunson administration into this school year. Brunson Principal, Regina Scroggins, hosted a Grandparents Day luncheon in which a presentation was made to inform the 115 grandparents present on the components of SBE and changes they could expect in instruction, assessment and reporting of progress. Additional meetings with parents and civic groups will continue to both inform and garner input on the process. Groups involved to this point in addition to parents and grandparents are these: Rotary, Bradley County, Industrial Development Committee (BCIDC), Retired Teachers Organization, Jr. Auxiliary, Warren Woman's Club, Warren Women of Today, and at churches. In addition to the principal, the Brunson Building Leadership Team (BLT) has taken on the responsibility for informing and including representatives from all sectors of the community.

STANDARD 2: MISSION STATEMENT

The mission of **Warren School District** is to provide every child a safe, positive environment for learning skills necessary to live productively in a global society.

The mission of **Brunson New Vision Charter School** is to educate students to become successful in a global society by implementing research-based instructional strategies in a learner centered, standards-based setting, that promotes academic and social growth as measured by on-going assessments (formative, interim, summative) and adherence to the code of conduct established for students and adults as measured by discipline records, perceptual surveys, walkthrough results indicating culture.

STANDARD 3: EDUCATIONAL NEED FOR THE SCHOOL

On the 2012 ESEA Accountability Report (Attachment A), Brunson is listed as a "Needs Improvement School" overall, although in percent tested, Brunson met the AMO and also met the AMO in literacy in all four quadrants (performance AMO for all students and TAGG and 3 year trend in performance and TAGG). The prior three-year trend analysis for literacy based on

AYP, indicates weaknesses in practical and content reading passages; open response in all areas, and content and style writing domains. The 2012 data shows a continuation of the same trends.

In math, Brunson missed the AMO targets in all 4 quadrants. The prior three year trend analysis for math based on AYP indicates weaknesses in measurement and open response in all strands. The 2012 data shows a continuation of the same trend, and in addition, a weakness in geometry. In particular, we are concerned that our students are not performing well on open response items, revealing a need for students to have opportunities for real world problem solving situations in which a written response or requirement to provide evidence of learning is required. For years, conversations among our A-Team have centered around "what if we had a system in which time is the variable and learning is the constant" and "what if instead of being grouped by age, students are grouped by what they know and are able to do" and "what if students who need more challenging work move to the next level without delay, while those who need extra help get it."

Through Standards Based Education (SBE) in a charter setting at Brunson, we will have the opportunity to continue to create and extend implementation of the SBE system that we began this year at Eastside New Vision Charter School. Our vision is a truly learner-centered setting in which expectations are clear and consistent from class to class. Another real need is the ability for teachers, families, and students to know what knowledge and skills have been mastered and what still needs to be learned. The traditional system of grading does not address this need: a grade of "A" does not define what a student knows or can do, but in a standards-based system, the learning goals are evident to all parties involved.

Our vision includes expanding, through Brunson, the SBE system in which learners and teachers reflect on progress, build ownership and independence; and become true problem solvers. We see a need for learners to become more independent and take control of their own learning, know and meet their learning goals, and follow their own learning path to success while having the opportunity to make choices and demonstrate proficiency.

Because of this need, we have embraced the US Department of Education's recommendation "Teach students to examine their own data and set learning goals" in order to create the kind of learning environment that is conducive to establishing the foundation for our students to become college and career ready. We further see a need to establish a learning environment that provides opportunities for learners to apply their knowledge to real-world unpredictable situations built around trust, cooperation, responsibility, and evidence of progress. We want to create a district which takes students where they are and progressively builds upon their knowledge and skills to prepare them for life. Warren School District is pursuing the Charter Conversion Status for Brunson because we truly believe that extending the SBE concept as the students move through the system is what's best for the students.

STANDARD 4: EDUCATIONAL PROGRAM

Brunson New Vision Charter School proposes an educational model with several distinct components. Brunson will employ an educational philosophy based on the precepts of standards-based learning, with curricular and instructional strategies including differentiated instruction and learner-centered practices. The instructional day will continue to be 7:55 to 3:10 providing 6 hours of instruction. The instructional year will include: 178 student-teacher

interaction days; 2 parent-teacher conference days; 9 professional development days provided by the district; 1 on-your-own professional development day for a total of 190 contract days. In order to facilitate success in this system and expand educational opportunities, several changes are proposed as described below.

A. Educational Foundations

Standards-based education is a comprehensive approach to learning in which the entire educational system is organized around engaging students in developing 21st century skills while having them work at their performance level and advancing through the levels only when they have demonstrated proficiency of the required knowledge or skills. Standards-based learning could also be defined as performance-based learning, mass customized learning, and/or proficiency-based learning. At the core of this approach, is a deep commitment to children- that every child will learn, that every child can meet high standards, and that every child can succeed in life. This learner-centered approach, driven by moral purpose and a system that unleashes students' potential, gives every child the opportunity for success in life. Some of the accompanying changes include the following:

- Students become leaders of their learning process, assisting in setting learning goals.
- Teachers become facilitators and partners in learning.
- Getting by with very low-level knowledge and skill is not enough. Students must demonstrate a much higher level of mastery of both declarative and procedural knowledge.
- The learning pathway from level to level is transparent to everyone.
- In a traditional system, time is the constant and learning is the variable. In this approach, the reverse is true: *Learning is the constant and time is the variable.* Students move at their own pace, which honors natural developmental differences, however, teachers monitor the pacing closely and intervene as needed to redirect the pacing.

We will implement a modified version of the RISC (Reinventing Schools Coalition) Approach to Schooling, Mass Customized Learning components, and researched based best practices from Robert Marzano and Associates. The philosophy of the RISC approach is based on four interrelated elements:

1) ***Shared Vision:*** *the education community speaking in one voice.* All stakeholders (students, parents, teachers, administrators, and community members) collaboratively create a vision for the school based on these tenets: what skills and knowledge must all students master? What are the purposes of schooling? What are our educational values? What makes a great school, student, teacher and parent?

2) ***Standards Based Design:*** *a future focused approach to teaching and learning.* Standards Based Design is the nuts and bolts based on what students will learn, providing opportunities for students to show what they know in various ways, assessing and providing feedback. This is further described in Standards 4 & 6.
There are key aspects:

    - *Transparent curriculum.* The knowledge and skills students must learn as they progress through developmental levels are open and clear to everyone through

Educate, a digital platform that serves as a means to record student progress, listing the learning targets on which they have shown proficiency, the learning targets they are currently working on, and those to come next. (More information in Standards 4 & 6)

- *Flexibility.* Students will move in and out of learning levels as they demonstrate proficiency.
- *Student ownership.* Students own, lead, and partner with their teachers in every phase of learning.
- *High standards.* Students demonstrate a level of proficiency based upon the scale which has been developed for each of the learning targets of each measurement topic. (The scale will be further discussed in Standard 4.)
- *Goal Setting and Tracking of Progress by students and teachers, through Student-Teacher Conferences.*
- *Meaningful Feedback.* A review of 7,827 studies on learning and instruction found that the most powerful single innovation that enhances achievement is feedback; providing students with specific information about their standing in terms of particular objectives increased their achievement significantly.

The following table contrasts the terms standards-based, standards-referenced, and tracking/ability grouping. **Brunson New Vision is proposing a <u>standards-based</u> model.**

Standards-based	Standards-referenced	Tracking (Ability Grouping)
Students are working at their readiness level in all content areas.	Students are working at grade level across content areas.	Grouped based on a few assessments.
Students own their learning- they are a part of the goal setting process.	Teachers control learning.	Teacher is the decision maker.
Porous system- grouped based on performance rather than age, students move in and out as needed.	Grouped by age – student progress in a time-bound system.	Group with limited movement
Individual needs are being met through students' interests, goals, and unique learning styles.	Group needs are being met through grade level standards.	Focus is on the system rather than the learning.
Instruction is balanced; students must understand the information and also be able to apply it in real life situations. (Declarative and Procedural Knowledge)	Instruction is driven by prescribed programs and textbook assessments.	Instruction moves forward only when all students are ready.
Progression is based on proficiency (to move through the learning levels).	Progression is based on seat time.	Progression is based on group readiness.
Students, parents, teachers, administrators, support staff and community members know the expectations.	Teachers know the expectations	Teachers control the expectations

3) ***Leadership*** *— the deliberate focus on developing strong leaders at every level.* Many opportunities will exist for all stakeholders to be involved in leadership roles and influence decision making such as developing the mission, vision, guiding principles, curriculum around identified measurement topics with scales, and assessment items.
4) ***Continuous Improvement*** *— the systemic processes at every level that ensure that improvement is never ending.*

    - Students monitor their progress for continuous improvement through the use of goal sheets and the Educate "electronic learning gps." Teachers facilitate the setting of individual, group, and classroom goals around things, such as shared vision, code of conduct and learning targets. The results of the learning goals are made transparent by posting results on their goals sheets and in Educate.
    - Teachers monitor the achievement of the shared vision, code of conduct, student and classroom goals. Teachers make the results of goals transparent to all stakeholders by posting the shared vision, code of conduct and classroom goals. Student goals will be available for viewing 24/7 through the Educate program.
    - Key leaders will monitor performance indicators of success for staff and students. Principals will model Plan – Do – Check – Adjust (PDCA) to monitor progress toward goals.
    - Reinventing Schools Coalition (RISC) criteria, student achievement reports from Educate, Compass Odyssey, NWEA MAP, along with state test data will be used to assess the overall success of the program and to show whether or not primary goals of the program have been met.
      http://www.reinventingschools.org/resources/self-assessment-tool/

This future-focused approach is supported by research that shows two most important factors about learning are: "students learn in different ways and students learn in different time frames."

B. Non-Graded Levels

A major component of this standards-based approach is "non-graded" classrooms. Traditional grades (kindergarten, first, second, and third) have been replaced at Eastside New Vision Charter School with a non-graded approach. We propose to continue this instructional philosophy and structure at Brunson. Students will move through learning levels at teacher pace or faster based upon proven proficiency. These levels include focus areas of literacy (including literacy standards for science and social studies) and mathematics based on Common Core State Standards, and science and social studies currently based upon Arkansas Curriculum Frameworks with plans to transition to CCSS as soon as those standards are available. Also included in the learning levels are other essential learnings the District deems important as we endeavor to educate the whole child. The learning targets at each level are developmentally appropriate and are a cumulative learning progression of declarative and procedural knowledge which are embedded with College and Career Readiness anchor standards. Brunson staff along with Eastside New Vision Charter School staff, under the guidance of a national consultant, have written curriculum documents which detail the learning progressions within each measurement

topic, the scale which defines the level of learning, and sample assessment items for each learning target within the scale. This work is further explained in Standard 6.

Traditionally, students spend nine months at a certain grade, and the amount of learning varies from student to student. Most of them move on at the end of the year, some with barely passing grades. Students move to a new grade level regardless whether or not they have mastered all the skills for the previous level, thus creating an achievement gap. In a standards-based model, students advance as they prove they have met learning targets within a level. They may need more time in some areas but can advance more quickly in others. If a child leaves school at the end of May still needing to master skills at his or her current level, he or she will still be on that level upon returning to school in August. Learners must demonstrate what they understand and are able to do by engaging in a series of evidence based formative assignments, assessments, or other evidence of learning. An analogy to illustrate our vision is: a child playing a video game must master one level before the student is allowed to move to the next higher level. The student is highly motivated to succeed and in charge of his own progress. So in the classroom, for example, when a student masters level 3 in math, the student moves to level 4. When the teacher determines, by preponderance of evidence, that the student is demonstrating proficiency of a measurement topic, the student will take a summative assessment to validate the evidence collected. Once the student demonstrates proficiency in all learning targets within a learning level, the teacher will make recommendation for the Student Intervention Team (SIT) to review the body of evidence and verify the student's readiness for the next learning level. This could possibly be accommodated within the same classroom, or if determined in the learner's best interest, a different classroom. In order for a student to physically move from one building to another, representatives from that building will serve on the SIT, and the student must demonstrate proficiency in literacy and math to move from Eastside to Brunson. However, because Brunson and Warren Middle School are in the same complex, it is possible for students to have classes in both buildings.

C. Comprehensive Assessment System

Brunson New Vision Charter School will continue to utilize a comprehensive assessment system to guide instructional decision-making, engage students in goal-setting, and evaluate the effectiveness of instructional practices. This comprehensive system incorporates multiple types of assessments.

The following is a summary of our assessment model.

- **Pre-assessments** will continue to be given to determine a learner's readiness level at the beginning of the year or at the beginning of a new learning level or new learning outcome. Beginning of the school year pre-assessments will include, but not be limited to, MAP (Measures of Academic Progress), DRA, Star Math/Literacy, teacher made assessments, learning styles, and interest inventories.
- **Ongoing formative assessments** will continue to be given to guide instruction, set learning goals, and determine interventions for learners as needed. These actions will be in various forms such as teacher observation, student performance tasks, and assessment results. The learner will have choice and voice in performance tasks. Assessments will be given at various times depending on student readiness. Student readiness is determined by the teacher, based on a preponderance of evidence collected for each learning target. Sample assessment items have been created for each scale level of each learning target.

All scale work is loaded into the Educate system. Through Educate, assessments can be built, and we will have access to a bank of assessment items created by schools across the nation using Educate as soon as this option is available.

- **Interim assessments** will continue to be given during the year to monitor student growth. Assessments to be given at the beginning, middle, and end of the year (NWEA/MAP, STAR Math, STAR Literacy, DRA).
- **Summative Assessments** will continue to be given to evaluate proficiency in student performance. Brunson New Vision Charter School will continue to administer the state mandated test as required. A final assessment will be given to students at the end of each measurement topic to determine proficiency using assessments such as NWEA/MAP, Compass, teacher-made assessments, and measurement topic assessments in Educate.

Recording and Reporting student progress:

- **EDUCATE:** The Educate electronic learning GPS will be purchased, and it will provide a digital backpack accessible at any time to each student/parent/teacher, allowing them to access learning targets already completed, those working on currently with scale score indicated, and those next to come in the learning progression. Educate will also provide digital learning resources.
- **Student Portfolio:** The Student Portfolio is a tool the student and teacher will use to monitor progress, store past assessments, goal sheets, and keep sample work.
- **Parent Conferences:** A minimum of two parent teacher conferences will be held each school year to report student progress.
- **Progress Report:** Each quarter a progress report will be sent home to keep parents informed about their student's progress. MAP progress reports will be sent home on an interim basis. Compass Learning Odyssey progress reports will be available 24/7 for parents, teachers, and students.
- **Goal Sheet:** A goal sheet is a custom-designed document written and used by students, teachers, and parents to best meet the educational needs of the individual student (a variety of forms can be used). The goal sheets are written in student-friendly language. Goals are identified and tied to standards focusing on student driven performance, implementation, and accountability. *(Attachments C & D)*
- **Standards Based Report Card:** A standards based report card is a customized report communicating 1) the level the student is assigned to in each subject. 2) the student's performance score for each measurement topic worked on during the quarter. 3) what they have worked on previously, and what's next in the learning path along with whether or not the student is on track with their rate of progression through the measurement topics. (Attachment B)

D. Professional Development

Brunson New Vision Charter School will continue to provide job-embedded professional development to all staff members. Professional development for standards-based education will include but not be limited to the following:

In- house Professional Development

- Book study on *Mind Set* (Completed in PLCs Fall 2011)
- Outside Consultant Professional Development: Bea McGarvey, a private educational consultant and a long-time associate of Dr. Robert Marzano and Dr. Debra Pickering, and

also Gina Chambers, associate of Bea McGarvey. (Began January 2012 and on-going to assist with curriculum, instruction, and assessment work within an SBE structure)
    - Unpacking Common Core State Standards in a Scoring Scale Format
    - Writing Assessment Items for each Learning Topic
- On-going Collaboration with Eastside New Vision Charter School
- NWEA MAP assessment Training (September 2012)
- Utilizing specialists from ERZ and the Educational Service Cooperative for content specific/CCSS professional development
- Compass Odyssey Training
- EDUCATE Training (on-going with Scott Bacon, who is working with SBE schools across the nation including the 17 district consortium in Maine)
- Book study on *Delivering on the Promise* (in progress)
- Book study on *Daily 5 and Café* (To be completed Fall 2012 in PLCs)
- Standards Based Education: Shared Vision, Defining Standards Based Education, Barriers, Concerns, and Questions, Standards Based Report Cards
- Standards-Based Tool Kit, provided by Eastside New Vision Charter (Summer 2012)
- State Required Professional Development
- Differentiated Instruction
- Backwards Unit Design
- Assessments
- Creating and Using Rubrics
- Goal Setting
- Grouping and Re-grouping students

E. Learner-Centered

Standards-based classrooms are built on several foundational components that create the culture of a learner-centered environment. These components drive student ownership, create a community of learners, and provide the necessary tools for the teachers to become a facilitator of learning and students to be the navigators of their own learning.

Shared Vision & Code of Conduct: Students will be involved in the process of creating the vision & code of conduct and must be able to verbalize and explain them. Students will hold themselves and peers accountable to the code of conduct and monitor and provide feedback on their progress.

Learner-Centered Instruction, Learning Styles, Collaborative Groups, Goal Sheets, Tools for Learning: Students will have voice and choice in their learning within a framework which include menu choices based upon their learning styles, and they will be able to verbalize their learning goals. Students will be engaged in attaining their learning targets in whole groups, collaborative small groups, pairs, or individual. Students will be taught to use goal sheets and learning tools, such as graphic organizers, 2 column notes, read and response journals, etc.

Assessment and Data-driven Dialogue, Goal Sheets, Rubrics, & Student Portfolios: The assessment, goal sheet, and collection of evidence of learning are cyclical. After being pre-assessed and placed in the initial learning levels, students will be included in the goal-setting process. In developing their goal sheets, teachers will meet with students individually to have data-driven dialogue to discuss what it is they need to know and be able to do and options on

showing evidence that they do know or can do it. The scales created for each learning target guide, as well as assess, student progress. Students and parents will be taught how to use the scales and know that a "2" is not good or bad, but where they are currently in their learning and that a 3 is needed for proficiency for most learning targets. Students will keep track of their goal sheets to record and report their progress toward the learning targets listed on their goal sheets. The goal sheet *(Attachments C & D)* along with other evidence of student learning will be kept in a student portfolio and in time our vision is students, parents and teachers having access to this information on the Educate system.

F. Interventions

The standards-based system is ideal for a child who is struggling to make progress, the average learner, or the child who is excelling. In this system, learning is continuously monitored through various formative assessments, allowing for quick adjustments that could include differentiated instruction, interventions, and goal sheets. Brunson New Vision Charter School will continue to provide our RTI (Response to Intervention) strategies for students who need support in their learning. Our RTI model is described below.

RTI and Standards Based Education:

Tier 1 RTI, as recommended by researchers, will be handled in the regular classroom through differentiated instruction (Duffy, n.d.; Gibbs, 2008; NHSC et al., 2010). Since the basis for SBE is meeting students where they are, Tier 1 will be handled in the regular classroom through large and small group instruction as well as individual instruction as a part of the regular school day.

Tier 2 RTI will provide supplemental, targeted intervention for small groups of students who are struggling. In addition to small group and individual instruction in the classroom, Tier 2 interventions will be provided through extended day programs before and after school, targeting specific instructional needs. Compass Odyssey will also address Tier 2 needs with at least 2 fifty minute periods a week, and an interventionist will address Tier 2 needs through a pull-out and push-in program. Brunson will periodically "group and regroup" students based on particular needs in math and literacy, whereby a block of time is set aside to address particular standards and students are grouped and regrouped based upon their proficiency in those standards. Extended learning time will be provided through scheduling in order to provide Tier 1 & Tier 2 interventions. Tier 2 RTI for behavior is provided by a classified behavioral interventionist providing a time-out setting and instruction that aligns with the established code of conduct.

Tier 3 level of intensive interventions will be provided in the resource room and also in the regular classroom by the special education teacher in a push-in model to the extent scheduling allows. Additionally, Reading Horizons program will be used for students with neuro-processing problems or English as a second language who still struggle to comprehend due to being unskilled at decoding. Tier 3 RTI for behavior is provided by a certified staff member who provides behavior intervention in a more structured, long-term setting as deemed necessary based on student need.

Emphasis will be given to screening students with NWEA MAP at least 3 times a year, plus formative and summative assessments and other evidences in the classroom to guide RTI decisions. Tier 2 RTI decisions will be based upon data from these evidences, and decisions will

be made by teacher teams. Tier 3 RTI decisions will be made by the Student Intervention Team (SIT).

G. Technology

Information literacy and technology are inherent components of and for student learning.

> "The current and future health of America's 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy. 21st Century Literacy includes strong academic skills, thinking, reasoning, teamwork skills and proficiency in using technology." (21st Century Workforce).

Brunson New Vision Charter School will continue to integrate technology in the curriculum as an instructional tool and for student to use as a tool to produce learning evidence. Brunson New Vision instructional technology tools will include but will not be limited to the following: flip video cameras, computers, iPads, electronic readers, document cameras, smart boards, various software/internet sites such as digital storytelling, iTunes, My Big Campus, and wiki pages. Brunson New Vision will continue making learning constantly accessible with Compass Learning Odyssey and through Educate, an electronic learning GPS which houses the standards (written in scale scoring format indicating taxonomy level), assessments, and digital resources. Students will have access to the computer lab in the media center for research and for completing projects. Additionally, each student will be scheduled in the computer lab for Compass Odyssey for a 50 minute literacy and 50-minute math period weekly. The District places strong emphasis on providing needed hardware and upgrades for efficient access to technology, including internet resources. A progressive, updated technology plan has been created for the district.

H. Research

Brunson New Vision Charter School will continue to incorporate strategies and theory using researched based information from the following sources:

Re-inventing Schools Coalition- *Delivering on the Promise: The Education Revolution*, Richard A Delorenzo, Wendy Battino, Rick Schreiber and Barbara CarrioMarzano Research Laboratory: *Designing and Teaching Learning Goals and Objectives, The Highly Engaged Classroom, Formative Assessment and Standards-Based Grading, The Art and Science of Teaching.*

Inevitable: Mass Customized Learning: Bea McGarvey and Chuck Schwahn

Mind-Set: The New Psychology of Success: Carol Dweck

Visible Learning: John Hattie

International Center for Leadership in Education: www.LeaderEd.com

STANDARD 5: GOALS

I. Brunson New Vision Charter School will meet the *performance* AMO for All Students and TAGG in Literacy and Math; or *growth* AMO for All Students and TAGG in Literacy and Math; or *3 year trend performance* AMO for All Students and TAGG; or *3 year trend growth* AMO for All Students and TAGG.

Tools for goals 1 & 2:

Augmented Benchmark Assessment (2013-2014)
PARCC Assessment of CCSS (2015-2018)

II. Students will meet 60% of their learning goals for the year as identified by individual student needs assessment. (To include reading/reading comprehension and math/mathematic reasoning)

Tools: NWEA MAP (Measures of Academic Progress)

III. All students will utilize Compass Odyssey for a minimum of 100 minutes weekly and will show an increase of 5% in their pre and post-scores. Another Compass Odyssey success measure is the increase of 10% (year 1) in literacy and math. Goals beyond year 1 will be set annually based upon pre-assessment scores with an expected increase of at least 5% on Compass Odyssey post-test scores.

IV. All students will attain expected growth levels on locally administered assessments such as DRA, STAR MATH, STAR LITERACY.

DRA Proficiency Levels	Beginning	End
Learning Level that corresponds to Grade 4	38	49
Learning Level that corresponds to Grade 5	50	59
Learning Level that corresponds to Grade 6	60	69
Learning Level that corresponds to Grade 7	70	79

STAR MATH GOAL SETTING	Individual goals will be set for each student. A pretest will be given which will determine starting points. The program software will set goals for each student or teachers can create a customized goal. After the goal is set, the software plots the progress toward that goal on the Student Progress Monitoring Report.
STAR LITERACY GOAL SETTING	Individual goals will be set for each student. A pretest will be given which determines the child's Zone of Proximal Development (ZPD). The individual goal is set based at the top end of the ZPD. After the goal is set, the software plots progress toward that goal on the Student Progress Monitoring Report.

STANDARD 6: CURRICULUM DEVELOPMENT AND ALIGNMENT

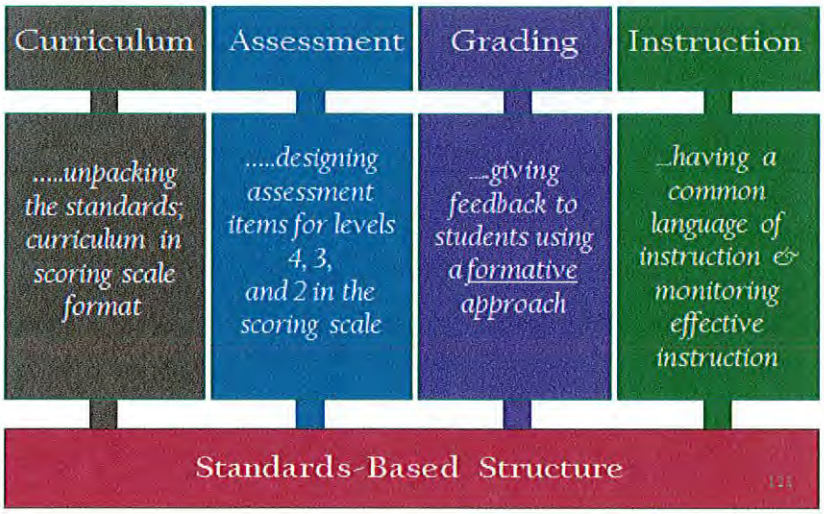
The first step taken in providing a guaranteed and viable curriculum is unpacking the standards and formatting them into a curriculum in scoring scale format. We define guaranteed curriculum to mean **all of the following are the same thing**:

- **INTENDED curriculum**- the content specified by the state, district, or school to be addressed in a particular course or at a particular grade level/level of learning.
- **IMPLEMENTED curriculum**- the content actually delivered by the teacher.
- **ATTAINED curriculum**- the content actually learned by the students.

To begin this work, Brunson staff joined Eastside New Vision Charter staff beginning in January 2012 under the guidance of national consultants, Bea McGarvey and Dr. Gina Chambers. The rationale supporting the importance of this work is that there is too much content to be covered. Our goal as a district is to define, in a language all can understand, the expectations for each learning level with Common Core State Standards as the foundation for literacy and math, and currently, Arkansas Frameworks as the foundation for other subjects until CCSS for those subjects are available. Additionally, the work is important because we are implementing based upon the research of what works in schools, and to become truly standards-based, the work is a necessity.

This work is about:	This work is not about:
WHAT is the essential knowledge?	WHO is going to teach it?
WHAT is the scope or progression of the knowledge?	WHEN is it going to be taught?
WHAT are the proficiency levels for that knowledge?	WHERE is it going to be taught?
WHAT are the various ways students could demonstrate the knowledge?	HOW is it going to be taught?

According to Marzano's Research Laboratory, setting specific goals for student achievement and then tracking progress regarding those goals are two of the most powerful actions a teacher, school, or district can take. This curriculum, instruction, and assessment design will allow for this to happen.



Teams of teachers from Brunson and Eastside New Vision Charter School unpacked the CCSS in math and literacy and organized them into measurement topics. For each measurement topic, scales were written. The scale is written with performance levels one through four with level 3 being the proficiency target (the standard itself).

The scales indicate where a student is with their learning. A scale score of 1 indicates that the learner, even with help, does not have the simpler, foundational knowledge. A scale score of 2 indicates that the learner has the simpler, foundational knowledge necessary for reaching proficiency of the learning target, such as declarative knowledge of terms and details associated with the learning target and procedural knowledge of skills and processes associated with the learning target. A scale score of *3 (the actual standard) is the target for all students.* A scale score of 3 includes declarative knowledge of concepts and principles and procedural knowledge of skills and processes associated with the learning target on a more complex level than 2.

The three parts to the scale are these: 1) The *knowledge* to learn and demonstrate (1-4 as described above); 2) The *level of processing* the identified knowledge (Marzano's taxonomy level reasoning processes (Attachment E); 3) The *assessment items* for demonstrating the identified knowledge at the identified level of processing. Assessment items will be developed for levels 2-4.

In the example of the three parts of scale (**next page**), it is understood that a "1" is "with help" and that a "4" is above and beyond the target of "3".

	THREE PARTS OF SCALE (example)		
	The Knowledge	**Level of Processing**	**Sample Assessment Items**
4		ANALYSIS (Abstract Reasoning)	Complete this analogy and explain why it is accurate: condensation is to evaporation as .....
3	Understands: How the water cycle processes (condensation, precipitation, surface run-off, percolation, evaporation) impact climate changes The effects of temperature and pressure in different layers of Earth's atmosphere	ANALYSIS (Deductive Reasoning)	Explain how evaporation affects the climactic pattern in areas around large bodies of water, like the shoreline communities of Lake Michigan Assume that a weather balloon traveled up into the stratosphere. Explain what would happen as it progresses through the various layers of the atmosphere
2	Knows terms: climactic patterns, atmospheric layers, stratosphere, troposphere. Knows details: Precipitation is one of the processes of the water cycle The troposphere is one of the lowest portions of the earth's atmosphere	RETRIEVAL (See attachment E & F for additional explanation of the taxonomy of levels of processing.)	Define the following terms: climactic pattern, atmospheric layers, stratosphere Identify which of the following statements are true: - The atmosphere is between the troposphere and the stratosphere. - The Earth's atmosphere helps protect life on - Earth by absorbing ultraviolet radiation. - The temperature of the Earth's atmosphere varies with altitude.

This transition to a standards-based design should be implemented with ease at Brunson, because for several years, the Brunson staff has practiced flexible grouping (in a time-based system). Brunson is currently using the scales developed for math and literacy in a pilot setting, and plans are being made for further developing the level 2 and 4 in the scale during the fall and spring of 2012, as well as developing scale work for social studies and science as CCSS are released for those subjects. Dr. Gina Chambers, consultant, is returning this fall to continue facilitation of this work with Eastside New Vision Charter and Brunson. In addition, work is being planned on further developing units of study which identify the content through which each measurement topic can be taught.

The principal and instructional facilitators will monitor progress in each class and provide support to teachers as needed. Content area PLC meetings will continue to be held weekly to

allow teachers to continue to support and learn from each other. Within the PLC meetings, book studies are done to continue to build teacher capacity. *Mind Set* was the last book study completed; the Building Leadership Team (BLT) will be reviewing the concepts in *Delivering the Promise* and leading conversation around those concepts. Each PLC will have a book study on *Daily 5* and *Café* this fall, followed by *Enhancing Professional Practice* during the spring semester. Bi-weekly meetings of principal, counselor, and instructional facilitators will ensure continuity of the leadership support to the staff.

STANDARD 7: ENROLLMENT CRITERIA

As the only school in the district providing instruction to fourth and fifth grade age students, Brunson New Vision Charter School is required to educate every eligible child who seeks admission, including children who enroll by means of school choice or legal transfer. With an enrollment cap of 300, it is highly unlikely, based upon historic enrollment figures and community growth figures, that we will exceed the enrollment cap. Should it appear we might exceed the enrollment cap, we would petition the state board to increase the enrollment cap due to our legal responsibility to enroll all eligible students. If our petition is turned down, we will use the Random Number Generator computerized lottery method (http://stattrek.com/Tables/Random.aspx) to determine a simple random sampling. Priority will be given to siblings. We will continue to accept students by school choice and legal transfer in accordance with the statutory provisions which govern those areas.

STANDARD 8: JOB DESCRIPTIONS AND STAFFING PLAN

Administrators Responsibilities: (1 Administrator)

- Act as chief executive operating officer of the school and carry out the School and District missions
- Select, recommend for hire, and terminate faculty and staff
- Assist teachers in developing the professional growth plans; approve the plans
- Plan for professional development to meet the needs of adult learners in order to have the greatest impact on student learners
- Carry out the annual performance-based evaluation as required in the Teacher Excellence Support System (TESS)
- Monitor the status of resources in order to fulfill the School and District's missions
- Prepare an annual budget
- Ensure building maintenance and safety
- Oversee the implementation of the curriculum and monitor student academic achievement regularly

Qualifications: A proven leader who has: strong, effective instructional leadership skills, including proven knowledge of curriculum, instruction, and assessment; strong organizational, fiscal management and technological skills; excellent written and oral communication skills with ability to listen to and address staff concerns; honesty, integrity and strength of character that supports an atmosphere of expected excellence; respect for diversity with the ability to make unifying decisions and to foster an atmosphere of trust; appropriate Arkansas licensure required; experience as principal preferred

Teacher Responsibilities: (12 regular classroom teachers)

- Conduct classroom instruction utilizing best practices while maintaining an atmosphere conducive to learning
- Work collaboratively with colleagues to plan and coordinate student learning
- Utilize data to plan learning to address different levels and kinds of learners
- Communicate with parents on student progress and student need
- Develop professional growth plans aligned with needs
- Stay current with best practices through professional development, professional organizations, and professional literature
- Facilitate learning goals, assess, monitor and adjust for each student
- Meet regularly with grade level teachers, vertical teams, and content PLCs when applicable.
- Selected veteran teachers serve as mentors for novice teachers.
- Foster student voice and ownership of learning

Qualifications: Energetic, positive, goal-oriented, educators who have: passion for teaching and learning, ability to inspire students and instruct, and commitment to excellence. The school will make every effort to recruit highly qualified and certified teachers in all content areas. The School District will be empowered to hire the best teachers regardless of licensure status.

Counselor Responsibilities: (1.0 FTE)

- Individual and group counseling and guidance lessons
- Developing positive concept while improving understanding of self and others
- Developing more effective communication skills, improving problem-solving and decision-making skills
- Expanding social skills including cooperation, sharing, and responding appropriately to conflict
- Handling divorce, death, or birth of a new sibling
- Testing coordinator, disseminate data and serve as Parental Involvement Coordinator

Qualifications: Current Arkansas license with counseling endorsement

Instructional Facilitators Responsibilities: (.67 FTE)

- Supporting staff through coaching, modeling, and feedback from observations
- Coordinating peer observations with reflection
- Data analysis and assist in assessment administration
- Assist with creating assessments in Educate
- Assist with creating/revising the scale work
- Facilitating team meetings, providing interventions, assisting with professional development plan, planning and locating resources
- Support to long term substitutes on lesson plans
- Assist with parent/community involvement/communication by collaborating with district parental involvement coordinator

Qualifications: Energetic, positive, goal-oriented educators who have appropriate Arkansas licensure, a passion for teaching and learning, ability to inspire and instruct, commitment to excellence.

Behavioral Interventionist Responsibilities: (1 FTE certified; 1 FTE classified)

- Supervise and monitor the WEBB classroom (We Expect Better Behavior) for Tier 3 behavioral intervention (certified interventionist); Supervise and monitor the time out room (classified interventionist) providing behavioral and academic intervention
- Utilize positive behavioral supports with students by utilizing evidence based intervention strategies
- Assist in writing and executing behavior plans and collaborate with counselor in scaffolding of life skills

Qualifications: Highly qualified. Experience in behavior interventions and/or desire for additional training

Staffing Plan:

1 administrator	3 instructional facilitators (.67 FTE)	1 counselor (1 FTE serving 3-5)
1 media specialist	1 special education teacher	12 classroom teachers
1 art teacher (.3 FTE)	1 music teacher (.3 FTE)	3 pe teachers (1 FTE)
1 behavior interventionist	1 secretaries/data entry	.25 school social worker
1 speech therapist (.2 FTE)	1 ELL teacher certified (.25)	1 Special Education para (.5)
1 RN (.33)	3 maintenance/custodial staff	
1 Classified Beh. Int.	1 office aide	
3 cafeteria workers	.25 migrant aide	
1 G/T (.25)	1 part-time certified interventionist	

STANDARD 9: STUDENT SERVICES

A) Guidance:

Counseling is a confidential relationship which the counselor conducts with students individually and in small groups to help them solve or cope constructively with their problems and developmental concerns. Brunson New Vision Charter counselor will provide services for all students in Grades 3-5. The Brunson counselor helps all students by establishing individual, group, and classroom contacts, collaborating with teachers, consulting with parents, and coordinating with administration, staff, and outside agencies.

Whole class guidance will be provided for all students on a scheduled rotation. Whole class guidance is a planned, developmental program of lessons designed to foster students' academic, career, and personal/social development. Guidance lessons provided will follow the American Counseling Association National Model. Small group and individual counseling will be provided for students to promote the development of positive concepts of self and others, improvement of problem solving and decision making skills, expansion of social skills to include cooperation, sharing, and responding to conflict appropriately, and handling issues such as divorce, birth of new sibling, or death. Counseling must be more than just a provision of remediation and crisis

intervention. Developmental counseling provides students with coping strategies before a crisis occurs. The counselor will also work with parents, teachers, administrators, social workers, medical professionals, and community health personnel in order to plan and implement strategies to help students be successful in school. The counselor will collaborate with other counselors in the District to coordinate services. The counselor will also assist parents in obtaining needed services for their children.

B) Health Services:

The School District's full time registered nurse will be available to provide needed health services for all students. The district has 2 nurses on staff to provide health services. One is assigned full-time to Eastside New Vision Charter School, and the other provides services for 3 campuses including Brunson.

C) Media Center:

The purpose of the school's media center is to supplement and enrich curriculum and instruction. Building the foundation for our students in college and career readiness necessitates providing a broad range of materials and technology. In the selection of the materials and resources to be available in the media center, consideration will be given to age appropriateness, text complexity, interests, and learning styles, making sure there is a broad range of lexile and text complexity which would meet the needs of the students. The media specialist will instruct all students in study and research skills as required currently by the Arkansas Curriculum Frameworks for media and CCSS for literacy. The 16 computer stations, Netbook lab, and iPad lab will be used by students in the media center for research projects under the direction of the media specialist.

D) Transportation:

Warren School District will provide transportation services to all students who reside in the attendance area of the district and will comply with all transportation regulations.

E) Food Services:

Breakfast and lunch will be served at Brunson New Vision Charter School. All students may make application for free or reduced meals. Brunson New Vision will comply with Food Services regulations through its approved child nutrition program.

F) Special Education:

Brunson New Vision anticipates a Special Education program operating with one class on site and access to a lifeskills classroom for students with severe disabilities should that setting be determined to meet the needs of any student. The on-site class will operate as a resource room where the teacher will work with students in small groups and one-on-one in meeting the requirements of the IEP. The resource teacher will also do push-ins to provide general support in the regular classroom. The lifeskills class will operate as a self-contained classroom with a ratio of one teacher and one paraprofessional to ten students. All aspects of IDEA will apply

Continuum of Special Education Services:

1. **Support Prior to Student Intervention Team or Special Education Referral:**

- Targeted instruction in the regular classroom (i.e. individual, small group, whole group, computerized- classroom teacher and interventionist)
- Consultation with Specialized Staff: special education, speech, ELL, OT, PT, Nurse, certified Interventionist, Instructional Facilitator, admins.
- Consultation/Collaboration with Parents (AIP/IRI, behavior plan, etc.)

2. **Student Intervention Team (SIT) Convened**

- The SIT is comprised of admins, classroom teacher, counselor, nurse, resource teacher, ELL teacher, instructional facilitator, etc. and as needed. Parent input is also requested.
- Data is reviewed
- Remediation plan established (behavior and/or academic).
- The plan is put into place and if acceptable progress is not made in 6-9 weeks, a special education referral is made.

3. **Special Education Referral & Due Process as required by state and federal law**
4. **Special Education Services Options:**
    - Pull out in resource room setting or related services setting (ie speech, OT, PT etc.)
    - Push in by resource teacher
    - Combination of both
    - Indirect Services
    - Self-Contained Services

G) Alternative Education: WEBB Classroom (We Expect Better Behavior):

Brunson New Vision proposes the creation of a class for students who need immediate, corrective behavioral care. Students will be assigned to the WEBB classroom as an intervention for behavior that is repetitively disrupting the learning process in the classroom or behavior that prohibits the interaction with other students. The WEBB classroom will be guided by a certified instructor who will serve as behavioral interventionist, and our plan is to find an appropriate social skills research-based curriculum which will be used by the counselor with the entire student population in full-group guidance lessons as well as reinforced in the WEBB classroom with students experiencing behavioral problems.

H) Gifted and Talented Program:

The Arkansas Gifted and Talented Program Approval Standards will be followed in the identification of gifted students. The Gifted and Talented Coordinator will be responsible for planning and implementing the program for gifted students and consulting the gifted specialist available at the Southeast Arkansas Educational Cooperative and the Arkansas Department of Education Office of Gifted and Talented and Advanced Placement.

Fourth and fifth grade identified students will be serviced through a pull-out program. Brunson New Vision Charter School proposes to serve students in a pull-out program for a minimum of 135 minutes weekly (see waiver #12). We will follow the recommended class size of 10-12 unless student need would supersede this recommendation; and in that case, we would not go over this recommendation more than 5 students. Project and problem based learning activities will be planned for students in grades four and five in the GT resource room based upon scale level 4. Students in the GT resource room will have goals, activities, and projects with Level Four on the scale as the target, whereas Level 3 is the target in the regular classroom setting. (see waiver 14). Activities in the GT resource room will also support the social and emotional needs of the gifted learners and assist in their affective growth.

All components of the gifted and talented program and the effectiveness of educational opportunities provided for gifted and talented students are evaluated annually. Brunson New

2. **Sections 10.02.2 and 10.02.3, Standards Rules, concerning class size:**

Brunson Elementary requests a waiver of the class size standards so in the event that in placing students in the appropriate learning level, the number exceeds the current allowable student-teacher ratio; homeroom classes will continue to meet class size requirements. While our interest is to keep class sizes as small as possible, should the need arise, we wish to have the flexibility to exceed the class size standards by no more than five (5) students.

3. **Ark. Code Ann. § 6-15-902 and ADE Rules Governing the Uniform Grading Scale:**

To the extent that a waiver is necessary from the above statute and Rules, given that the use of the Uniform Grading Scale is permissive at the elementary school level, Brunson Elementary requests this waiver due to its planned use of rubric (scale) and checklist scoring. The method of rubric and checklist scoring to be utilized by Brunson Elementary will be more rigorous than the standard Uniform Grading Scale. Students will be required to present evidence of work at scale score of 3 (learning target/standard).

4. **Ark. Code Ann. § 6-11-128 and the ADE Rules Governing the Processes to Ensure the Quality, Security, Validation and Timeliness of Public School Data in the Arkansas Public School Computer Network (APSCN):**

Brunson Elementary requests a waiver of the procedures concerning student coding in APSCN, as student assignments in the New Vision program are not made to grade levels (i.e., Fourth Grade, etc.), but are made to learning levels based on individual need. All students will be coded and entered into APSCN in the usual manner by homeroom.

5. **Section 12.05, ADE Standards Rules:**

Brunson Elementary requests a waiver from the requirement to place a student into the same grade level the student would have been in had the student remained at his/her former school. Brunson New Vision will assess all students to determine the appropriate learning level.

6. **Ark. Code Ann. § 6-17-111, concerning the provision of a duty-free lunch to certified personnel:**

Brunson Elementary requests a waiver from this statute to provide it with flexibility in making assignments for duty-free lunches. Although we will continue to provide 150 minutes of duty-free lunch per week, we request greater flexibility in planning the lunch time on a daily basis.

7. **Ark. Code Ann. § 6-17-117, concerning limitations on certified non-instructional duty time:**

Brunson Elementary requests flexibility in assignments for non-instructional duty. The above statute limits the maximum time for such duty to sixty (60) minutes per week. We request greater flexibility in scheduling the duty time based upon an average of two hundred forty (240) minutes per four (4) week period.

8. **Ark. Code Ann. § 6-16-130, and Section 9.03.2.6 of the ADE Standards Rules, concerning the provision of Art and Music Instruction:**

Brunson Elementary requests a waiver from the above statutes and Rules, for the sole purpose of providing flexibility in the amount of time scheduled for Art and Music Instruction. We are fully committed to providing art and music instruction to our students, but we wish to have the

flexibility to provide the instruction as both a pull-out class and within the classroom units of study.

9. **Ark. Code Ann. § 6-16-132 & Sections 7.01.1.1 and 7.01.1.2 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, and Section 9.03.2.8 of the ADE Standards Rules:**

a.) Brunson Elementary requests a waiver from the above statutes and Rules for the sole purpose of providing flexibility in the amount of time scheduled for Physical Education. We are fully committed to providing PE Instruction to our students, but we wish to have flexibility to provide the instruction as both a pull-out class and within the classroom units of study. b.) Brunson Elementary requests flexibility in the amount of time scheduled for physical education & physical activity. We request greater flexibility in parceling the physical education and physical activity.

10. **Ark. Code Ann. § 6-17-114, concerning teacher planning time:**

Brunson Elementary requests flexibility in providing teacher planning time. We will meet the minimum of two hundred (200) minutes weekly but request the flexibility not to give the planning time in the minimum forty (40) minute increments required by the statute.

11. **Section 5.0, ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program:**

Brunson Elementary requests flexibility on the age/readiness level in which students are tested. As our students will not be assigned to a "grade level," we are requesting permission to allow our students to take state standardized tests when they are in the learning level that best corresponds to the tested grade level. For example, when a student is working in Learning Level 6, he would take the state mandated tests for 5th grade.

12. **Rule 8.05:**

Brunson Elementary requests a waiver of the requirement for identified GT students to receive 150 minutes of direct instruction in the GT resource room weekly. We request a waiver to allow 135 minutes of direct instruction. We believe we can meet the needs of the G/T students in that amount of time in the resource room and with the SBE concept, students can continue to work on challenging learning activities in the regular classroom. Having this waiver will allow students to have direct instruction in the GT resource room in blocks of time that correspond with the regular classroom scheduling.

13. **Sections 10.01-10.04, ADE GT Rules:**

Brunson Elementary requests a waiver of the above-referenced Sections of the ADE GT Rules, to the extent necessary to allow us to create an evaluation system for the GT program for learning levels 1-6 (traditional grades K-5) to include components of standards-based program. We will analyze the data collected and report it to the ADE as required, using district created evaluation system.

14. Section 9.03, ADE GT Rules:

Brunson requests a waiver of Section 9.03 of the ADE GT Rules, to the extent necessary to accomplish the following: We will use the curriculum scale work that we have completed as the scope and sequence. The scope and sequence currently provided for GT by the ADE is over a decade old and we feel that Common Core State Standards are more rigorous than the scope and sequence provided. Our intent is to provide instructional opportunities using level 4 of the scales (level 3 is the target in the regular classroom, but in the GT classroom, level 4 will be the target.)

STANDARD 13: DESEGRETATION ORDERS

Warren School District and Brunson New Vision Charter School will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in such a manner so as to maintain a desegregated school district, and not impede on any school district's ability to maintain a desegregated school district. The Warren School District is not under any court orders concerning the desegregation of its schools.

STANDARD 14: PARENT INVOLVEMENT

Parents and community members will be involved in developing, implementing, and evaluating the school improvement plan through several opportunities including PIT (Parental Involvement Team) meetings and events, Closing the Achievement Gap meetings, ACSIP Peer Review and Evaluation sessions, SBE Task Force meetings, parent/teacher/student conferences to review progress through goal sheets and on Educate, and handbook committee. To keep parents and guardians notified of school events and student progress, the following will be used: weekly communication folders, goal binders, progress reports, Blackboard Connect parental notification system, "District Data" Newsletter, as well as, teacher availability during planning times to meet with parents as needed. Opportunities for parents, guardians and community members to be involved include: Family Literacy Nights, Watch DOGS (Dads of Great Students) Program, CHIPS (Community Help in Public Schools) PIT (Parental Involvement Team) Special Events such as Grandparents Day, MOMS (Mothers of Magnificent Students). The District Jack's Family Connection Center is open to parents and students daily with evening hours available as well as day time hours. Community members and parents will be invited to be involved in performance-based learning activities. Their engagement may be manifested in presentation evaluation, as a source for real-world projects and to help students make connections to real-world application of knowledge and the importance of learning.

2012 Arkansas School ESEA Accountability Report

District:	WARREN SCHOOL DISTRICT	Superintendent:	ANDREW TOLBERT
School:	**THOMAS C. BRUNSON ELEM. SCHOOL**	Principal:	REGINA SCROGGINS
LEA:	602013	Grades:	04 - 05
Address:	212 SCOBEY DRIVE	Enrollment:	240
	WARREN, AR 71671	Attendance Rate:	95.69% (3 QTR AVG)
Phone:	870-226-2351	Poverty Rate:	76.25%

Needs Improvement School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	252	YES	252	YES
Targeted Achievement Gap Group	198	YES	198	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	86	YES	86	YES
Hispanic	47	YES	47	YES
White	117	YES	117	YES
Economically Disadvantaged	197	YES	197	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	23	YES	23	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	232	78.88	69.70	225	86.22	65.19
Targeted Achievement Gap Group	178	74.72	64.49	173	82.66	61.72
	Three Year Performance			Three Year Growth		
All Students	720	72.50	69.70	699	75.82	65.19
Targeted Achievement Gap Group	553	67.09	64.49	536	72.20	61.72
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	76	68.42	57.22	75	77.33	56.79
Hispanic	44	79.55	66.23	42	85.71	58.49
White	111	85.59	79.27	107	92.52	73.23
Economically Disadvantaged	177	74.58	65.08	172	82.56	61.80
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	23	17.39	12.92	21	33.33	13.16

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	232	69.40	78.56	225	56.44	67.13
Targeted Achievement Gap Group	178	63.48	74.56	173	54.34	65.75
	Three Year Performance			Three Year Growth		
All Students	720	75.83	78.56	699	65.24	67.13
Targeted Achievement Gap Group	553	71.25	74.56	536	62.69	65.75
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	76	51.32	70.67	75	44.00	65.96
Hispanic	44	72.73	79.09	42	57.14	67.14
White	111	81.08	83.26	107	65.42	67.55
Economically Disadvantaged	177	63.84	75.27	172	54.65	65.88
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	23	21.74	22.08	21	23.81	32.46

PROGRESS IN LEARNING
Johny Doe

China Primary School
Some Address

Principal: Ms. Principal
Progress Period: 8/27/2012 - 10/15/2012

MATH

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Status
Counting & Cardinality	3.0	2.0						On Pace!
Some MT	3.0	3.0	3.0					Finished!
Place Value	3.0	4.0	3.0	2.0				Opportunity for Improvement

Math Comments

Ms. Smith: Johny is doing great. A pleasure to work with!

ELA

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Status
Reading: Informational: Central Idea	3.0	3.0	3.0	3.0	2.0					On Pace!
Some MT	3.0	3.0	3.0							Finished!
Language: Acquisition: Use of Language	3.0	4.0	3.0	2.0						Opportunity for Improvement

ELA Comments

Mr. Johnson: Johny is doing very well understanding the Central Idea. We are currently working on improving his skills in 'Use of Language'.

B

Planning Sheet

Name [illegible] Skill Read + Write numbers with expanded form, word form, + standard

To accomplish mastery of this skill, I will do the following:

- Create a lesson to teach to another student ✓
- Do a practice sheet ✓
- Create a learning poster ____
- Create a game with rules attached ✓
- Create a chant, rap, or song about the skill ____
- Create a test with key attached ____
- Create a picture/cartoon to illustrate your skill ____
- Create a puzzle to illustrate your skill ____
- Write a story/play about your skill ____

I will master my skill by the following date: October 17th

_____'s Comprehension Scattergram

Units 3 & 4

Place a colored dot showing how you did on each skill.	Color Key
	1st Try - Blue
	2nd Try - Green
	3rd Try - Orange
	4th Try - Red

I can **Rubric**	
4 - Expert, Exceeds	I understand completely! I can do it without making mistakes. I can help others.
3 - Master, Proficient	I understand the important ideas. I can do it by myself. Once in awhile, I make little or careless mistakes.
2 - Apprentice, Developing	I'm getting there! My mistakes show I understand most of the important ideas. Sometimes I need help.
1 - Novice, Beginning	I don't understand yet. I can't do it by myself. My mistakes show that I have trouble with the important

Rubric Score	Comprehension Skills										
4											
3											
2											
1											
	Making Inferences	Plot - begin, mid, end	Setting	Cause & Effect	Sequence	Compare & Contrast	Draw Conclusions	Author's Purpose	Predictions		
Date of each try:	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

D

New Taxonomy of Educational Objectives

Level of Difficulty	Mental Processes	Description	Possible Verbs or Verb Phrases	
Retrieval	Recognizing	Determining whether provided information is accurate, inaccurate or unknown	• Recognize (from a list) • Select (from a list)	• Identify (from a list) • Determine if the following statements are true:
	Recalling	Producing accurate information	• Exemplify • Name • List • Label • State	• Describe • Who • What • Where • When
	Executing	Carrying out a mental or psychomotor procedure	• Use • Demonstrate • Show • Make	• Draft • Create • Complete
Comprehension	Integrating	Identifying the critical or essential elements of knowledge	• Describe how or why • Describe key parts of • Describe the effects • Describe the relationship between	• Explain ways in which • Paraphrase • Summarize
	Symbolizing	Translating understanding into pictorial or graphic representation	• Symbolize • Depict • Represent • Illustrate • Draw	• Show • Use models • Diagram • Chart

Adapted from Marzano Research Laboratory

WARREN SCHOOL DISTRICT

Quick Reference

Level of Difficulty	Mental Processes	Description	Possible Verbs or Verb Phrases	
Analysis	Matching	Identifying similarities and differences	• Categorize • Compare & contrast • Differentiate • Discriminate	• Distinguish • Sort • Create analogy • Create metaphor
	Classifying	Identifying the superordinate and subordinate categories to which information belongs	• Classify • Organize • Sort	• Identify broader category • Identify categories • Identify different parts
	Analyzing Errors	Identifying logical and factual errors in knowledge	• Revise • Edit • Evaluate • Diagnose • Critique	• Assess • Identify errors • Identify problems • Identify issues
	Generalizing	Inferring new generalizations and principles from known knowledge	• Generalize • What conclusions can be drawn • What inferences can be made • Create a generalization	• Create a principle • Create a rule • Trace the development of • Form conclusions
	Specifying	Making and defending predictions about what might happen	• Make & defend • Predict • Judge • Deduce	• What would have to happen • Develop an argument • Under what conditions
Knowledge Utilization	Decision Making	Selecting among alternatives that initially appear equal	• Decide • Select the best among alternatives	• Which of these is most suitable • What is the best way
	Problem Solving	Accomplishing a goal for which obstacles exist	• Solve • Adapt • Develop a strategy to • Figure out a way	• How would you overcome • How will you reach your goal
	Experimenting	Generating and testing hypotheses by conducting an experiment and collecting data	• Experiment • Generate & test • Test the idea that • What would happen if • How would you test	• How would you determine • How can this be explained • Based on the experiment, what can be predicted
	Investigating	Examining a past, present and future situation	• Investigate • Research • Find out about • Take a position on	• What are the differing features of • How/Why did this happen • What would have happened

2013-2014 Warren School District Calendar (DRAFT)

Aug. 19-Sept. 20	Window for Kindergarten Screener (QUALLS)		
Aug. 12-15	Staff Development		
Aug.19	First Day of School		
Sept. 2	Labor Day		
Sept.	Algebra Retest Opportunity		
Oct.	Homecoming		
Oct. 10,11,15-18	9 weeks tests (WHS)		
Oct. 18	**End of First Quarter**	**Wed. 42 days**	
Oct. 28	Parent-Teacher Conferences	Monday 3:00-7:00	WMS, WHS, SEACBEC
Oct. 29	Parent-Teacher Conferences	Tuesday	Eastside, Brunson
Nov.	Window for Algebra I Strand Analysis Remediation		
Nov. 8	Staff Dev/AEA Fall Conference		
Nov. 20-22	Thanksgiving Break		
Dec.	Window for Online Alternative Test for Algebra I		
Dec. 16-19	Semester Tests		
Dec. 19	**End of 2nd Quarter**	**Thur. 42 days**	
Dec. 20 - Jan 1	Christmas Break for Teachers		
Dec. 20 - Jan 4	Christmas Break for Students		**84 days/semester**
Jan. 2,3	Staff Development		
Jan. 6	Students Return		
Jan.	Mid-year EOC Algebra I Exam (and Algebra I Retest Opportunity) Tues.-Wed.		
Jan.	Mid-year EOC Geometry Exam	Thur.-Fri.	
Jan. 20	Martin Luther King Day	Mon.	
Jan.	Mid-year End-of-Course Biology Exam Tues.-Wed.		
Feb. 11	Parent-Teacher Conference	Tues 3:00-7:00	Eastside, Brunson
Feb. 13	Parent-Teacher Conference	Thur 3:00-7:00	WMS, WHS, SEACBEC
Feb. 14	Staff Development	Friday	
Feb. 17	President's Day Holiday	Mon.	
March	Window for Algebra I Strand Analysis Remediation		
March	Grade 11 Literacy Exam 11th	Tues.-Wed	
March 10-14	9 weeks test	Mon.-Fri.	
March 14	**End of Third Quarter**	**Fri. 47 days**	
March 14	Alternate Portfolio due date	Friday	
March 17-21	Spring Break	Mon.-Fri.	
	Window for English Language Development Assessment for LEP students k-12		
April 18	Good Friday		
April 21	Staff Development		
April	Window for Online Alternative Test for Algebra I		
April	Window for Grades 1-2 and Grade 9 Iowa Tests (NRT)		
April	Augmented Benchmark Exams Grades 3-8 (Mon.-Fri)		
April	EOC Geometry Exam	Tues.-Wed.	
April	EOC Biology Exam	Tues.-Wed.	
May	End of Course Algebra I Exam (and Algebra I Retest Opportunity) Tues.-Wed.		
May 27, 28,29,30	Semester Tests		
May 23	Graduation	Fri.	
May 26	Memorial Day Holiday	Mon.	
May 30	Last day of school	**Fri. 47 days**	**.94 days/semester**
June 2,3,4,5,6	Make-up days, if needed		

Total student Teacher Interaction days	178	5 makeup days are included in the calendar.
Total Parent-Teacher Conference days	2	(9 Staff Dev. Days provided by district-1 an your own)
Total Staff Development Days	10	*Nothing except emergency sick leave is granted for Staff Development days
Total Contract Days	190	

BRUNSON NEW VISION CHARTER SCHOOL

SAMPLE SCHEDULE

TEACHER	7:55-8:05	8:05-8:55	8:55-9:45	9:45-10:40	10:40-11:30	11:30-12:20	12:20-1:10	1:10-2:00	2:00-2:50	2:50-3:10
	10 min	50 min	50 min	50 min	50 min	50 min	50 min	50 min	50 min	20 min
Mobley	HR	Sec 12 Math	pull-outs	Sec 12 Math	Sec 9 Math	café/recess	Sec 9 Math	Sec 10 Math	Sec 10 Math	HR/Process day
Taylor	HR	Sec 11 Math	pull-outs	Sec 11 Math	Sec 8 Math	café/recess	Sec 8 Math	Sec 7 Math	Sec 7 Math	HR/Process day
Hopson	HR	Sec 3 Math	pull-outs	Sec 3 Math	Sec 5 Math	café/recess	Sec 5 Math	Sec 1 Math	Sec 1 Math	HR/Process day
Fickle	HR	Sec 6 Math	pull-outs	Sec 6 Math	Sec 2 Math	café/recess	Sec 2 Math	Sec 4 math	Sec 4 Math	HR/Process day
Miles	HR	Sec 4 Sci	pull-outs	Sec 5 Sci	Sec 6 Sci	café/recess	Sec 1 Sci	Sec 2 Sci	Sec 3 Sci	HR/Process day
DeArmond	HR	Sec 8 Sci	pull-outs	Sec 9 Sci	Sec 7 Sci	café/recess	Sec 10 Sci	Sec 11 Sci	Sec 12 Sci	HR/Process day
Cortright	HR	pull-outs	Sec 7 Lit	Sec 7 Lit	Sec 11 Lit	Sec 11 Lit	café/recess	Sec 9 Lit	Sec 9 Lit	HR/Process day
Wynne	HR	pull-outs	Sec 10 Lit	Sec 10 Lit	Sec 12 Lit	Sec 12 Lit	café/recess	Sec 8 Lit	Sec 8 Lit	HR/Process day
Brown	HR	pull-outs	Sec 1 Lit	Sec 1 Lit	Sec 3 Lit	Sec 3 Lit	café/recess	Sec 5 Lit	Sec 5 Lit	HR/Process day
McCain	HR	pull-outs	Sec 2 Lit	Sec 2 Lit	Sec 4 Lit	Sec 4 Lit	café/recess	Sec 6 Lit	Sec 6 Lit	HR/Process day
Bryant	HR	pull-outs	Sec 9 SS	Sec 8 SS	Sec 10 SS	Sec 7 SS	café/recess	Sec 12 SS	Sec 11 SS	HR/Process day
C. Cathey	HR	pull-outs	Sec 5 SS	Sec 4 SS	Sec 1 SS	Sec 6 SS	café/recess	Sec 3 SS	Sec 2 SS	HR/Process day

Jack is an 11 year old boy. He is currently working at Learning Level 4 (traditional 3rd grade) in Literacy, Level 5 in Math, Social Studies, and Science.

Jill is a 10 year old girl working on Level 6 (traditional 5th grade) literacy and social studies and Level 5 (traditional 4th grade) math and science.

These students needs can be accommodated in multi-age groupings within the 12 sections of math, literacy, social studies and science sections.

PLC for Math & Science Teachers: Every Wednesday at 8:55.

PLC for Literacy & SS Teachers: Every Wednesday at 8:05.

Public Charter School Application
Estimated Budget Worksheet, Year One (~~2012-2013~~ 2013-2014)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (~~258~~) x $6,267.00 State Foundation Funding		
3			1,616,886.00
4	No. of Students (258) x $42.38 Professional Development		10,934.04
5	No. of Students (258) x eligible rate* NSLA Funding		266,514.00
6	Total State Charter School Aid		1,894,334.04
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	160,964	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		160,964
15			
16	**TOTAL REVENUES**		2,055,298.04
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1)*	57,950	
21	Fringe Benefits	15,074	
22	Purchased Services	4,900	
23	Supplies and Materials	1,900	
24	Equipment		
25	Other *(Describe)*		79,824
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 12)*	445,839	
29	Fringe Benefits	135,400	
30	Purchased Services	10,838	
31	Supplies and Materials	52,574	
32	Equipment	11,358	
33	Other *(Describe)*		656,009

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

	(Budget Continued)		
Special Education:			
Salaries: *(No. of Positions 1)*		39,500	
Fringe Benefits		11,015	
Purchased Services		29,982	
Supplies and Materials		10,544	
Equipment			
Other *(Describe)*			91,041
Gifted and Talented Program:			
Salaries: *(No. of Positions 25)*		11,300	
Fringe Benefits		3,067	
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			14,367
Alternative Education Program/ALE:			
Salaries: *(No. of Positions 1)*		43,739	
Fringe Benefits		11,948	
Purchased Services		500	
Supplies and Materials			
Equipment			
Other *(Describe)*			56,187
Guidance Services:			
Salaries: *(No. of Positions 1)*		37,576	
Fringe Benefits		10,592	
Purchased Services		1,000	
Supplies and Materials		1,950	
Equipment			
Other *(Describe)*			51,118
Health Services:			
Salaries: *(No. of Positions 15)*		5,550	
Fringe Benefits		1,570	
Purchased Services		100	
Supplies and Materials		900	
Equipment			
Other *(Describe)*			8,120

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 1)*	51,710	
Fringe Benefits	13,701	
Purchased Services	5,225	
Supplies and Materials		
Equipment		
Other *(Describe)*		70,636
Fiscal Services:		
Salaries: *(No. of Positions)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		
Maintenance and Operation:		
Salaries: *(No. of Positions 3)*	64,800	
Fringe Benefits	21,012	
Purchased Services		
(include utilities)	39,140	
Supplies and Materials		
Equipment		
Other *(Describe)*		124,952
Pupil Transportation:		
Salaries: *(No. of Positions)* District		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		
Food Services:		
Salaries: *(No. of Positions 2.4)*	35,026	
Fringe Benefits	13,111	
Purchased Services	486	
Supplies and Materials		
Equipment		
Other *(Describe)*		48,623

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions___)*		
118	Fringe Benefits		
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		
123			
124	Substitute Personnel: Purchased Services		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits	17,000	17,000
127			
128	If Applicable: Facilities N/A		
129	Lease/Purchase (contract for one total year including facility upgrades)		
130	*Please list upgrades:*		
131			
132	If Applicable: Utilities (contract for one total year including facility upgrades)		
133	IIf Applicable: Insurance (contract for one total year including facility upgrades):		
134	If Applicable: Property Insurance		
135	If Applicable: Content Insurance		
136			
137	Debt Expenditures:		
138	Other Expenditures:		
139	*(Describe)*		
140			
141	**TOTAL EXPENDITURES**		

1,217,877
+Addendum 365,061
1,582,938

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

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (258) x $6,267.00 State Foundation Funding		
3			1,616,886.00
4	No. of Students (258) x $42.38 Professional Development		10,934.04
5	No. of Students (258) x eligible rate* NSLA Funding		266,514.00
6	Total State Charter School Aid		1,894,334.04
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	164,117	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		164,114
15			
16	**TOTAL REVENUES**		2,058,451.04
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1)*	59,102	
21	Fringe Benefits	15,375	
22	Purchased Services	4,900	
23	Supplies and Materials	1,900	
24	Equipment		
25	Other *(Describe)*		81,277
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 11)*	454,750	
29	Fringe Benefits	138,108	
30	Purchased Services	10,838	
31	Supplies and Materials	52,574	
32	Equipment	11,358	
33	Other *(Describe)*		667,634

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

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions 1)*	40,290	
Fringe Benefits	11,235	
Purchased Services	29,982	
Supplies and Materials	10,544	
Equipment		
Other *(Describe)*		92,051
Gifted and Talented Program:		
Salaries: *(No. of Positions .25)*	11,526	
Fringe Benefits	3,128	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		14,654
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 1)*	44,614	
Fringe Benefits	12,187	
Purchased Services	500	
Supplies and Materials		
Equipment		
Other *(Describe)*		57,301
Guidance Services:		
Salaries: *(No. of Positions 1)*	38,328	
Fringe Benefits	10,814	
Purchased Services	1,000	
Supplies and Materials	1,950	
Equipment		
Other *(Describe)*		52,092
Health Services:		
Salaries: *(No. of Positions .15)*	5,661	
Fringe Benefits	1,601	
Purchased Services	100	
Supplies and Materials	900	
Equipment		
Other *(Describe)*		8,262

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions 1)*	52,744	
Fringe Benefits	13,975	
Purchased Services		
Supplies and Materials	5,225	
Equipment		
Other *(Describe)*		71,944
Fiscal Services:		
Salaries: *(No. of Positions)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		
Maintenance and Operation:		
Salaries: *(No. of Positions 3)*	66,096	
Fringe Benefits	21,432	
Purchased Services		
(include utilities)	39,140	
Supplies and Materials		
Equipment		
Other *(Describe)*		126,668
Pupil Transportation: District		
Salaries: *(No. of Positions)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		
Food Services:		
Salaries: *(No. of Positions 2.4)*	35,727	
Fringe Benefits	13,373	
Purchased Services	486	
Supplies and Materials		
Equipment		
Other *(Describe)*		49,586

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions___)*		
118	Fringe Benefits		
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		
123			
124	Substitute Personnel: Purchased Services		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits	17,000	17,000
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)		
130	*Please list upgrades:*		
131			
132	Utilities (contract for one total year including facility upgrades)		
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance		
135	Content Insurance		
136			
137	Debt Expenditures:		
138	Other Expenditures:		
139	*(Describe)*		
140			
141	**TOTAL EXPENDITURES**		1,238,469
		Addendum +	372,047
			1,610,516

Regular Classroom Instruction (paid from Federal Funds)

Salaries (No. of Positions)	1	42,800.00	
Fringe Benefits		11,741.00	
Purchased Services		3,315.00	
Supplies and Materials			
Equipment			
Other (Describe)			
			57,856.00

Music/Art/Physical Education (paid from Teacher Salary)

Salaries (No. of Positions)	1.58	64,143.00	
Fringe Benefits		17,785.00	
Purchased Services			
Supplies and Materials		6,175.00	
Equipment			
Other (Describe)			
			88,103.00

Instructional Facilitators (paid from Federal Funds)

Salaries (No. of Positions)	0.67	35,820.00	
Fringe Benefits		9,438.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			45,258.00

Speech Therapist (paid from Federal Funds)

Salaries (No. of Positions)	0.25	13,750.00	
Fringe Benefits		3,606.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			17,356.00

Interventionists/Teacher Aides (paid from Federal Funds)

Salaries (No. of Positions)	2	29,500.00	
Fringe Benefits		10,994.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			40,494.00

Interventionists/Teacher Aides (paid from Operating Fund)

Salaries (No. of Positions)	1	13,011.00	
Fringe Benefits		2,885.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			15,896.00

Administrative Assistants (paid from Operating Fund)

Salaries (No. of Positions)	2	48,300.00	
Fringe Benefits		15,130.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			63,430.00

Parental Involvement Coordinator (paid from NSLA)

Salaries (No. of Positions)	0.25	4,625.00	
Fringe Benefits		1,580.00	
Purchased Services		874.00	
Supplies and Materials		4,259.00	
Equipment			
Other (Describe)			
			11,338.00

English Language Learners Teacher (paid from NSLA)

Salaries (No. of Positions)	0.25	9,825.00	
Fringe Benefits		2,743.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			12,568.00

Social Worker (paid from NSLA)

Salaries (No. of Positions)	0.25	8,960.00	
Fringe Benefits		2,552.00	
Purchased Services		750.00	
Supplies and Materials		500.00	
Equipment			
Other (Describe)			
			12,762.00

Regular Classroom Instruction (paid from Federal Funds)

Salaries (No. of Positions)	1	43,656.00	
Fringe Benefits		11,976.00	
Purchased Services		3,315.00	
Supplies and Materials			
Equipment			
Other (Describe)			
			58,947.00

Music/Art/Physical Education (paid from Teacher Salary)

Salaries (No. of Positions)	1.58	65,426.00	
Fringe Benefits		18,141.00	
Purchased Services			
Supplies and Materials		6,175.00	
Equipment			
Other (Describe)			
			89,742.00

Instructional Facilitators (paid from Federal Funds)

Salaries (No. of Positions)	0.67	36,536.00	
Fringe Benefits		9,627.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			46,163.00

Speech Therapist (paid from Federal Funds)

Salaries (No. of Positions)	0.25	14,025.00	
Fringe Benefits		3,678.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			17,703.00

Interventionists/Teacher Aides (paid from Federal Funds)

Salaries (No. of Positions)	2	30,090.00	
Fringe Benefits		11,214.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			41,304.00

Interventionists/Teacher Aides (paid from Operating Fund)

Salaries (No. of Positions)	1	13,271.00	
Fringe Benefits		2,943.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			16,214.00

Administrative Assistants (paid from Operating Fund)

Salaries (No. of Positions)	2	49,266.00	
Fringe Benefits		15,433.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			64,699.00

Parental Involvement Coordinator (paid from NSLA)

Salaries (No. of Positions)	0.25	4,718.00	
Fringe Benefits		1,612.00	
Purchased Services		874.00	
Supplies and Materials		4,259.00	
Equipment			
Other (Describe)			
			11,463.00

English Language Learners Teacher (paid from NSLA)

Salaries (No. of Positions)	0.25	10,022.00	
Fringe Benefits		2,798.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other (Describe)			
			12,820.00

Social Worker (paid from NSLA)

Salaries (No. of Positions)	0.25	9,139.00	
Fringe Benefits		2,603.00	
Purchased Services		750.00	
Supplies and Materials		500.00	
Equipment			
Other (Describe)			
			12,992.00

Warren School District
Licensed Salary Schedule
2012-13

	9 MONTHS 190 DAYS				9 1/2 MONTH 195 DAYS				10 MONTHS 205 DAYS				11 MONTHS 225 DAYS				12 MONTHS 245 DAYS		
	BA	BA +15	MA		BA	BA +15	MA		BA	BA +15	MA		BA	BA +15	MA		BA	BA =15	MA
0	31000	32914	34828	0	31,816	33780	35745	0	33447	35512	37578	0	36711	38977	41244	0	39974	42442	44910
1	31450	33389	35328	1	32,278	34268	36258	1	33933	36025	38117	1	37243	39540	41836	1	40554	43054	45555
2	31900	33864	35828	2	32,739	34755	36771	2	34418	36537	38657	2	37776	40102	42428	2	41134	43667	46199
3	32350	34339	36328	3	33,201	35243	37284	3	34904	37050	39196	3	38309	40665	43020	3	41714	44279	46844
4	32800	34814	36828	4	33,663	35730	37797	4	35389	37562	39735	4	38842	41227	43612	4	42295	44892	47489
5	33250	35289	37328	5	34,125	36218	38310	5	35875	38075	40275	5	39375	41790	44204	5	42875	45504	48133
6	33700	35764	37828	6	34,587	36705	38823	6	36361	38587	40814	6	39908	42352	44796	6	43455	46117	48778
7	34150	36239	38328	7	35,049	37193	39337	7	36846	39100	41354	7	40441	42915	45388	7	44036	46729	49423
8	34600	36714	38828	8	35,511	37680	39850	8	37332	39612	41893	8	40974	43477	45981	8	44616	47342	50068
9	35050	37189	39328	9	35,972	38168	40363	9	37817	40125	42433	9	41507	44040	46573	9	45196	47954	50712
10	35500	37664	39828	10	36,434	38655	40876	10	38303	40637	42972	10	42039	44602	47165	10	45776	48567	51357
11	35950	38139	40328	11	36,896	39143	41389	11	38788	41150	43512	11	42572	45165	47757	11	46357	49179	52002
12	36400	38614	40828	12	37,358	39630	41902	12	39274	41662	44051	12	43105	45727	48349	12	46937	49792	52647
13	36850	39089	41328	13	37,820	40118	42416	13	39759	42175	44591	13	43638	46290	48941	13	47517	50404	53291
14	37300	39564	41828	14	38,282	40605	42929	14	40245	42687	45130	14	44171	46852	49533	14	48097	51017	53936
15	37800	40089	42378	15	38,795	41144	43493	15	40784	43254	45724	15	44763	47474	50184	15	48742	51694	54645
16	38300	40614	42928	16	39,308	41683	44058	16	41324	43820	46317	16	45355	48096	50836	16	49387	52371	55355
17	38800	41139	43478	17	39,821	42222	44622	17	41863	44387	46910	17	45947	48717	51487	17	50032	53048	56064
18	39300	41664	44028	18	40,334	42760	45187	18	42403	44953	47504	18	46539	49339	52138	18	50676	53725	56773
19	39800	42189	44578	19	40,847	43299	45751	19	42942	45520	48097	19	47132	49961	52790	19	51321	54402	57482
20	40300	42714	45128	20	41,361	43838	46316	20	43482	46086	48691	20	47724	50582	53441	20	51966	55079	58191
21	40800	43239	45678	21	41,874	44377	46880	21	44021	46653	49284	21	48316	51204	54092	21	52611	55756	58901
22	41300	43764	46228	22	42,387	44916	47445	22	44561	47219	49878	22	48908	51826	54744	22	53255	56433	59610
23	41800	44289	46778	23	42,900	45455	48009	23	45100	47786	50471	23	49500	52448	55395	23	53900	57110	60319

An exception to this schedule will be additional increments for extra duty and special teachers. Administrators, supervisors, and teachers are figured by degree and experience. No administrator's, supervisor's or teacher's salary is figured beyond MS/MA level. Masters degree level is attained if masters degree is granted from an accredited college/university. Coaches are on the salary schedule with supplements for coaching assignments. Severance pay will be paid to retired certified personnel at the rate of $50.00 per year of service to the Warren School District. Accumulative sick leave above 90 days will be paid to employees at a rate of substitute pay. Upon retirement, an employee with at least ten (10) years of service to the Warren School District will be paid for unused leave, up to 90 days plus the sick leave days not used during the last year of employment, at substitute rate. A certified employee will have worked a "year" if he/she works 75 percent of his/her contract days.

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

Warren School District
Administrative Salary Schedule
2012-13

Position	Position Index	0 Yrs. Exp.	23 Yrs. Exp.
Asst. Superintendent	1.500	$67,365	$90,479
WHS Principal	1.375	$61,751	$82,939
WHS Asst. Principal	1.210	$54,341	$72,986
WMS Principal	1.300	$58,383	$78,415
WMS Asst. Principal	1.238	$55,599	$74,675
Brunson Principal	1.248	$56,048	$75,278
Eastside Principal	1.286	$57,754	$77,570
Eastside Asst. Principal	1.178	$52,904	$71,056
SEACBEC Director	1.340	$60,179	$80,827
Special Ed Supervisor	1.303	$58,518	$78,596

Salary Calculation: Position Index X Years of Administrative Experience in the 12 month Masters Degree Column of Teacher Salary Schedule

Superintendent's Salary is set by the Warren School Board.

Administrators's Benefits are the same as those provided to all certified personnel, with the exception of the Superintendent.

Additional benefits provided for the Superintendent:
Disability Policy
Use of School Car
Annual Physical
Professional Dues

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

WARREN SCHOOL DISTRICT
MISCELLANEOUS LICENSED SALARY SCHEDULE
2012-13

Position	Salary
Adult Ed Teachers (Parttime)	$25.00 Hourly
JROTC Instructors	Set by Army
Speech Therapist	$51.00 Hourly, including Benefits

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

Warren School District
Nurse Salary Schedule
2012-13

Exp	LPN	RN	RN/BSN
0	25000	29000	31000
1	25450	29450	31450
2	25900	29900	31900
3	26350	30350	32350
4	26800	30800	32800
5	27250	31250	33250
6	27700	31700	33700
7	28150	32150	34150
8	28600	32600	34600
9	29050	33050	35050
10	29500	33500	35500
11	29950	33950	35950
12	30400	34400	36400
13	30850	34850	36850
14	31300	35300	37300
15	31800	35800	37800
16	32300	36300	38300
17	32800	36800	38800
18	33300	37300	39300
19	33800	37800	39800
20	34300	38300	40300
21	34800	38800	40800
22	35300	39300	41300
23	35800	39800	41800

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

WARREN SCHOOL DISTRICT CLASSIFIED SALARY SCHEDULE
2012-13

	SECRETARIES	AIDES	CUSTODIANS/ FOOD SERV WORKERS	EASTSIDE FOOD SERV MANAGERS	BR/MS/HS FOOD SERV MANAGERS	BUS MECHANICS
BASE	9.06	8.00	7.76	9.14	9.59	10.49
STEP 1	9.21	8.15	7.91	9.29	9.74	10.64
STEP 2	9.36	8.30	8.06	9.44	9.89	10.79
STEP 3	9.51	8.45	8.21	9.59	10.04	10.94
STEP 4	9.66	8.60	8.36	9.74	10.19	11.09
STEP 5	9.81	8.75	8.51	9.89	10.34	11.24
STEP 6	9.96	8.90	8.66	10.04	10.49	11.39
STEP 7	10.11	9.05	8.81	10.19	10.64	11.54
STEP 8	10.26	9.20	8.96	10.34	10.79	11.69
STEP 9	10.41	9.35	9.11	10.49	10.94	11.84
STEP 10	10.56	9.50	9.26	10.64	11.09	11.99
STEP 11	10.71	9.65	9.41	10.79	11.24	12.14
STEP 12	11.01	9.95	9.71	11.09	11.54	12.44
STEP 13	11.31	10.25	10.01	11.39	11.84	12.74
STEP 14	11.61	10.55	10.31	11.69	12.14	13.04
STEP 15	11.91	10.85	10.61	11.99	12.44	13.34
STEP 16	12.21	11.15	10.91	12.29	12.74	13.64
STEP 17	12.51	11.45	11.21	12.59	13.04	13.94
STEP 18	12.81	11.75	11.51	12.89	13.34	14.24
STEP 19	13.11	12.05	11.81	13.19	13.64	14.54

Each full-time employee is provided $30,000 worth of term life insurance, individual dental insurance coverage, and individual vision insurance coverage. District pays $150 per month of health insurance premium for those employees who elect coverage through the Arkansas Public School Employees' group.

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

Warren School District
Classified Supervisor Salary Schedule
2012-13

Step	Child Nutrition Asst Director	Child Nutrition Director	Maintenance Director	Transportation Director	District Treasurer
0	23097	35000	40000	39446	42000
1	23447	35350	40350	39796	42350
2	23797	35700	40700	40146	42700
3	24147	36050	41050	40496	43050
4	24497	36400	41400	40846	43400
5	24847	36750	41750	41196	43750
6	25197	37100	42100	41546	44100
7	25547	37450	42450	41896	44450
8	25897	37800	42800	42246	44800
9	26247	38150	43150	42596	45150
10	26597	38500	43500	42946	45500
11	26947	38850	43850	43296	45850
12	27347	39250	44250	43696	46250
13	27747	39650	44650	44096	46650
14	28147	40050	45050	44496	47050
15	28547	40450	45450	44896	47450
16	28947	40850	45850	45296	47850
17	29347	41250	46250	45696	48250
18	29747	41650	46650	46096	48650
19	30147	42050	47050	46496	49050

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

WARREN SCHOOL DISTRICT
MISCELLANEOUS CLASSIFIED SALARY SCHEDULE
2012-13

Position	Salary
Adult Education Paraprofessional	Set by Program
SEACBEC Maintenance	$15.00 per hour

\s\Jerry Daniels
President-Warren School Board

4/26/2012
Date

EVIDENCE OF PARENTAL AND COMMUNITY SUPPORT

As Evidenced by Results from the October 16, 2012 Public Hearing and Additional Meetings/Presentations

A total of 51 people attended the public hearing and we were pleased with the diversity represented in the audience which included parents, grandparents, educators from our district, and community members. Although the number was smaller than we would have liked, we did have the meeting live streamed on Saline River Chronicle and it will be available for several days on salineriverchronicle.com for those who did not get to attend.

As a culminating activity, the audience was asked to complete a survey with 3 responses requested. The first question gave the audience an opportunity to write down any questions for which they felt were unanswered or unclear. Questions and concerns listed are being addressed on an individual basis for those who provided their contact information. We are also posting to our website the presentation which includes the questions and answers asked prior to the hearing and during the hearing.

The following tables show the results for the other two opportunities for responses on the survey.

"The information presented this evening was sufficient to help me understand the changes that will occur at Brunson if this charter is approved."

Strongly Agree	Agree	Disagree	Strongly Disagree
18	9	0	1

"I believe that the changes proposed will benefit the students and I support the concept."

Strongly Agree	Agree	Disagree	Strongly Disagree
22	5	0	1

Over the past couple of years, a variety of activities have occurred to build public awareness and establish support for the SBE initiative beginning with Eastside New Vision activities which began 2 years ago with a series of public meetings with parents and civic and community organizations to educate stakeholders on the components of Standards Based Education (SBE) and the process of becoming a charter school. Public meetings have continued both with Eastside administration and Brunson administration into this school year. Brunson Principal, Regina Scroggins, hosted a Grandparents Day luncheon on October 4 in which a presentation was made to inform the 115 grandparents present on the components of SBE and changes they could expect in instruction, assessment and reporting of progress. Additional meetings with parents and civic groups will continue to both inform and garner input on the process. Groups involved to this point in addition to parents and grandparents: Rotary, Bradley County, Industrial Development Committee (BCIDC), Retired Teachers Organization, Jr. Auxiliary, Warren Woman's Club, Warren Women of Today, and at churches. In addition to the principal, the Brunson Building Leadership Team (BLT) has taken on responsibility for informing and including representatives from all sectors of the community.

October 4, 2012 Standards-Based Education Update

Phillip Gonzalez	Jack King
Rebecca Forrest	Wendy Cwory
M. J. Bradley	Tonya Rawls
Tonya White	Stacy Henry
Terica Hampton	Dichell George
[illegible]	Stephen Pe
Kathy Stephen	Arlene Allen
Marsha Gaskin	Kristina Clary
Mark DeArmond	Melanie Carr
Bruce Gregory	Roy Seymour
Ron L Wheeler	Kristi McClain
Martha Bradford	Raquel Cothran
Vicky Lasitu	Sheri Henry
Kasey Reep	Michelle George
Suzy Beard	Earline Morman
Annie Davis	Mary Goodman
Patricia Wilkinson	Kristi Barton
[illegible]	Delois Pritchens
[illegible]	Chasity Angle
Christina Stanley	
Jan Gorman	
Tony L. Ou	

Brunson SBE Public Hearing October 16, 2012

30	Queen Miles
31	Marilyn J. Smith
32	Regina Scroggins
33	[illegible]
34	Kathy Comish
35	Angelique Pickle
36	Amy Wynne
37	Amy Cartright
38	Melissa Hopson
39	Becki Moss
40	Deborah Jones
41	Rhonda Williams
42	Cassidy Cathey
43	[illegible]
44	Mary Ann Mobley
45	[illegible]
46	Jeannie Rook
47	Paula Holly [illegible]
48	Terry Bryant
49	Cristy Cathey
50	Gregg Reep
51	Rob Reep

Brunson SBE Public Hearing October 16, 2012

18 Marilyn Johnson
19 Tora Weaver
20 Tim Kesler
21 Sandra Halley
22 Lauren Cox
23 Janice Caddell
24 Ruth Lephew
25 M.J. Bradley
26 Ina McKinney
27. Jo Ellen Calloway
28 Angela Mansell
29 Peri Calloway

Brunson SBE Public Hearing October 16, 2012

13	Jessica Griffin	
14	Andrew [illegible]	
15	Becky Sadl	
16	Linda Hanton	
17	Joyce Lephino	

Brunson SBE Public Hearing October 16, 2012

1 Beverly A Ring
2 Becki Gross
3 Joy Jackson
4 [illegible]
5 Robin Hairston
6 Roger Hairston
7 Cecilia Whitten
8 Donald Whitten
9 Ladonna Marsh
10 Shane Bridwell
11 Thomas Lephiew
12 Hazine White

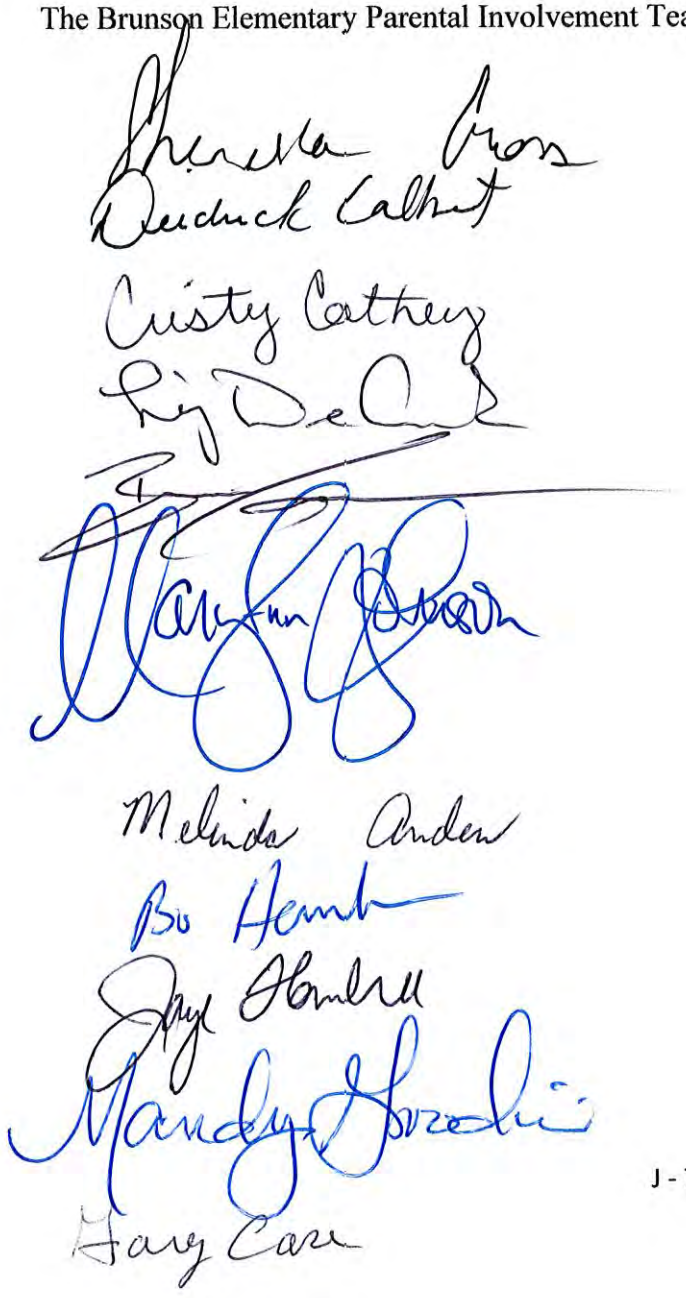
October 12, 2012

To Whom It May Concern:

We, the Parental Involvement Team, give our full support to Thomas C. Brunson Elementary School in their intent to become a District Conversion Charter School starting in the 2013-2014 school year. We believe in Standards Based Education and put our faith in the administrators, students, and support staff at Brunson to educate our children for their future in a global society.

Sincerely,

The Brunson Elementary Parental Involvement Team



DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

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

    (b) Conducting criminal background checks for employees;

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

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

    (e) Public school accountability under this title; and

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

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

Andrew Tolbert
Signature of Superintendent of School District

Date: 10-17-12

ANDREW TOLBERT
Print or type name

Proof of Publication

STATE OF ARKANSAS,
County of Bradley } ss

I, Tina Raney do solemnly swear that I am the bookkeeper of THE EAGLE DEMOCRAT, that said EAGLE DEMOCRAT is a weekly newspaper printed and published in Bradley County, State of Arkansas; that I was so related to this publication at and during the publication of the annexed legal advertisement in the case of Brunson Elementary School Public Meeting

pending in the _____ Court, in said County, and at the dates of the several publications of said advertisement hereinafter stated, and that during said periods and at said dates, said newspaper was printed and published and had a bona fide circulation in said County, that said newspaper had been regularly printed and published in said County, and had had a bona fide circulation therein for the period of one month before the date of the first publication of said advertisements; and that said advertisement was published in the regularly weekly issues of said newspaper for two consecutive times, was made as follows:

October 3, 2012
October 10, 2012

Tina Raney

Fees for Printing, $ 37.50
Cost of Proof, - - - $ X2
Total $ 75.00

3-73-500 E-22503

Subscribed and sworn to before me this 16 day of October 2012

JOHNNY R. COX
COMM. EXP.
No. 12380083
BRADLEY COUNTY
NOTARY PUBLIC, ARKANSAS

Note:
The ad ran 3 consecutive weeks with 2 times in Eagle and 2 times in Shopper's Guide. Additionally, the ad ran 3 weeks in Saline River Chronicle (attachment N).

Photo courtesy of Robert Camp

0, first; 36-0, second; 48-0,

BRUNSON ELEMENTARY SCHOOL PUBLIC MEETING

For discussion of a proposed Conversion Charter School Application

Tuesday, October 16
Warren Cultural Center
6:00 p.m.

ks win

The Eagle Publishing Company

200 W. Cypress
Warren, Arkansas 71671

DATE 10-17-12

Sold to Warren Schools

Invoice No. 1

Our Order No. 1

Your Order No. 1

ALL BILLS ARE NET AND DUE FIRST OF FOLLOWING MONTH

10/6 Brunson Elementary School Public Meeting		25 50
10/15 Brunson Elementary School Public Meeting		25 50
+ 2x3 Ad ran in Shoppers' Guide on these two dates.		$51 00

KWKI

PINES BROADCASTING, INC.
1255 NORTH MYRTLE STREET
WARREN,AR 71671

INVOICE (#0-1210-12436)
AFFIDAVIT OF PERFORMANCE
Standard Broadcast Period: 10/1/2012 - 10/28/2012
Account #: 115

WARREN SCHOOL DISTRICT
P.O. BOX 1210
WARREN, AR 71671

Product: ANNOUNCEMENT Script: 1153A (:30)

This station certifies that the announcements below ran within 15 minutes of the times indicated. ANA/RAB Tear Sheets containing the radio copy will match to the script code above.

Date	Time	Rate	Date	Time	Rate	Date	Time	Rate
10-Oct-12	6:36:00 AM		10-Oct-12	11:38:00 AM		10-Oct-12	1:35:30 PM	
10-Oct-12	5:35:30 PM		11-Oct-12	6:23:00 AM		11-Oct-12	10:37:00 AM	
11-Oct-12	12:38:30 PM		11-Oct-12	2:36:00 PM		12-Oct-12	6:23:00 AM	
12-Oct-12	10:37:00 AM		12-Oct-12	12:38:30 PM		12-Oct-12	2:37:00 PM	
13-Oct-12	6:36:00 AM		13-Oct-12	8:50:30 AM		13-Oct-12	10:36:30 AM	
13-Oct-12	5:35:30 PM		14-Oct-12	6:36:30 AM		14-Oct-12	12:14:00 PM	
14-Oct-12	4:36:00 PM		14-Oct-12	6:35:00 PM		15-Oct-12	10:36:00 AM	
15-Oct-12	11:36:30 AM		15-Oct-12	12:37:30 PM		15-Oct-12	2:37:00 PM	
16-Oct-12	6:36:00 AM		16-Oct-12	8:35:00 AM		16-Oct-12	9:35:30 AM	
16-Oct-12	12:36:00 PM							

This announcement was broadcast 28 time(s) as entered in the station's program log.

28 SPOT(S) AT A RATE OF $0.00 = $0.00

Gross Total: $0.00 Net Total: $0.00

All times are guaranteed to have run within 15 minutes of times indicated.
Subscribed and sworn to before me on this 17th day of October, 2012

Jimmy Sledge
Notary Public
JIMMY SLEDGE

NOTARY PUBLIC ARKANSAS
OFFICIAL SEAL
JIMMY SLEDGE
No. 12379700
BRADLEY COUNTY
My Commission Expires 12-3 2020

Bonnie G Ellis
Station Official
BONNIE G. ELLIS

KWRF

ANA.RAB Radio 'Tear Sheet' Procedure. Form at bottom of sheet indicates which copy ran.

PINES BROADCASTING, INC.
1255 NORTH MYRTLE STREET
WARREN,AR 71671
Phone:870-226-2653 Fax:870-226-3039

Client: WARREN SCHOOL DISTRICT Account #: 115
Script: 1153A - ANNOUNCEMENT - INVOICE: (#6-1210-12436)
Start Date 10/1/2012 - Stop Date 10/28/2012 Duration :30

THIS IS ANDREW TOLBERT, SUPERINTENDENT OF WARREN PUBLIC SCHOOLS, INVITING YOU TO A PUBLIC HEARING ON TUESDAY, OCTOBER 16, AT 6:00 P.M. AT THE WARREN CULTURE CENTER. WE WANT YOU TO BE PART OF A DISCUSSION ABOUT EXTENDING STANDARDS-BASED LEARNING TO BRUNSON ELEMENTARY AND APPLYING FOR BRUNSON TO BECOME A DISTRICT CONVERSION CHARTER SCHOOL BEGINNING IN THE 2013-2014 SCHOOL YEAR. YOU MAY RECALL THAT EASTSIDE WENT THROUGH THIS PPROCESS LAST YEAR AND WE PLAN TO EXTEND THE CONCEPT TO BRUNSON. WE HOPE YOU CAN JOIN US ON OCTOBER 16 AT 6:00 P.M. TO BE A PART OF THIS DISCUSSION.

STATION DOCUMENTATION STATEMENT APPROVED BY THE CO-OPERATIVE ADVERTISING COMMITTEE OF THE ASSOCIATION OF NATIONAL ADVERTISERS

This announcement was broadcast 28 time(s) as entered in the station's program log. The times this announcement was broadcast were billed to this station's client on our invoice (#6-1210-12436) as follows:

28 SPOT(S) AT A RATE OF $0.00 = $0.00

Grand Total: $0.00

Jimmy Sledge
(Notarize Above)
JIMMY SLEDGE

Bonnie G Ellis
Station Official
BONNIE G. ELLIS

OFFICIAL SEAL
JIMMY SLEDGE
NOTARY PUBLIC ARKANSAS
No. 12379700
BRADLEY COUNTY
My Commission Expires 12-3-2020

salineriverchronicle.com
online news for the river region

BRUNSON ELEMENTARY SCHOOL PUBLIC MEETING

For discussion of a proposed Conversion Charter School Application

Tuesday, October 16
Warren Cultural Center
6:00 p.m.

Run 9/29-10/16

Sunday, September 30, 2012

October 2012

Proof of Publication Sept 29 - Oct 16

Monday, October 1:

BCEDC, 7:00 a.m., Molly's Diner

Tuesday, October 2:

Rotary Club meeting, noon, First United Methodist Church Fellowship Hall

Saline River Chronicle

Wednesday, October 3:

Thursday, October 4:

Friday, October 5:

Warren Lumberjack Homecoming
Coronation: 12:30 p.m.
Parade: 2:00 p.m.
Game: 7:00 p.m.

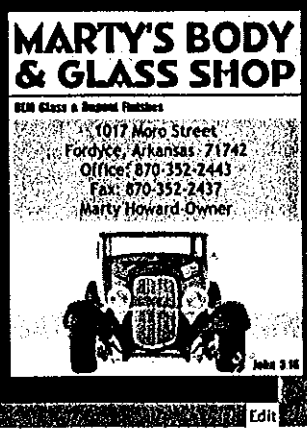
Saturday, October 6

Party in the Park

Sunday, October 7

Monday, October 8:

Residential Care Living is a concept that is becoming increasingly popular!



Edit