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Arkansas Department of Education
Charter and Home School Office
September 9, 2014



**ARKANSAS
DEPARTMENT
OF EDUCATION**

**2014 Application
District Conversion
Public Charter School**

Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Southside Charter High School and Southside Freshmen Academy

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Southside Charter High School/Southside Freshmen Academy

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 1200

Name of School District: Southside School District

Name of Contact Person: Roger Rich, Superintendent

Address: 70 Scott Drive City: Batesville

ZIP: 72501 Daytime Phone Number: (870) 251-2341 FAX: (870) 251-3316

Email: roger.rich@southsideschools.org

Charter Site Address: 70 Scott Drive

City: Batesville

ZIP: AR Date of Proposed Opening: August 2015

Name of Superintendent: Roger Rich

Address: 70 Scott Drive City: Batesville

ZIP: 72501 Daytime Phone Number: (870) 251-2341

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of the Southside Charter High School (SCHS) is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, SCHS will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

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

Applicant Response:

Through a strong, collaborative partnership with University of Arkansas Community College at Batesville (UACCB) and area business and industries, students will be provided early access to college and/or career pathways that lead to the completion of students' future stories. Options will include graduating with a value-added diploma which will provide technical certification and/or college credit. The partnership will allow the sharing of intellectual capabilities and resources to meet educational needs of students while addressing the economic and workforce needs of Independence County.

As an initial introduction to college and/or career pathways, staff from Southside Junior High and UACCB will engage students in career orientation classes in initial career pathway exploration and utilize data from the EXPLORE assessment to begin the initial drafting of the students' personalized learning plan.

Freshmen will receive a technology driven instruction that furthers their career and technical orientation pathways and the finalization of their future story during a ninth grade Keystone course. The result of the Keystone course will be the creation of a personalized learning plan which becomes the platform for Career Action Planning (CAP) Conferences between the student, family, and school staff during grades 10-12.

Students in grades ten through twelve will be provided access to expanded curricular offerings and courses that provide credit towards a technical certification and/or concurrent college credit courses through UACCB. The charter will enable SCHS to experience increased flexibility and establish innovative avenues for high school graduates to attain jobs within north central Arkansas and provide economic prosperity for students and the Independence county area.

Faculty members will actively participate in job embedded professional development and professional learning communities throughout the school year.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

A public hearing was held August 28, 2014 from 6:00-7:00 pm at the Southside High School Quad to discuss the proposal for the Southside Charter High School. The meeting was publicized in the Batesville Daily Guard, the local newspaper. Additionally, the meeting was publicized on the bi-weekly radio show, the Southerner Minute and on the district's calendar web page. Superintendent Roger Rich sent an Alert Now message to all parents in the district. Email communication and Alert Now call also went to all faculty and staff members. The Batesville Daily Guard ran a front page news story prior (August 18, 2014) to the meeting and another news story after the meeting (September 1, 2014). Twenty-two individuals attended the meeting. The number is greater than that seen at other district meetings such as the Annual Report to the Public. On September 5, 2014, KAIT Channel 8 news from Jonesboro visited the campus and ran a story about the proposed charter on the evening newscast. The same news video and story were available on the TV station's web site. Copies of all publicity are located in the Appendix.

Superintendent Roger Rich welcomed everyone and provided an overview of proposed Charter Conversion Process and Application. Roger Ried, high school principal, and George Sitkowski, junior high principal, presented on future stories, and the role the charter could play students' future stories. Novella Humphrey, director of federal programs and curriculum, presented on need for the charter conversion in light of the current local economic conditions. Chancellor Debbie Frazier and Dr. Brian Shonk from UACCB shared highlights of the partnerships forming between the community college and local business/industry employers to provide a quality workforce for the Independence County area. Superintendent Rich then facilitated a time for patrons to question and discuss the proposal. Comments and questions were positive and in support of the charter application not only to school staff but to local media (see September 1st story in Attachments).

In addition to the public hearing, Superintendent Rich presented information to the faculty, staff, and community partners on August 13, 2014 and to the school board on August 11, 2014. Sharing and educating parents and the community of the process continues on an individual basis as both the superintendent and principals meet with parents and community partners.

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

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

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

Applicant Response:

The mission of the Southside Charter High School (SCHS) is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, SCHS will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Southside School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	80.88	78.71	91.74
Targeted Achievement Gap Group	75.28	74.19	93.33
African American			
Hispanic	76.67	65.67	
White/Caucasian	80.86	78.86	91.92
Economically Disadvantaged	78.57	75.25	94.34
English Language Learners/ Limited English Proficient	70.00	69.57	
Students with Disabilities	39.51	57.30	94.44

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Southside School District		
Campus Name	Southside High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	80.61	88.44	91.74
Targeted Achievement Gap Group	80.77	87.40	93.33
African American			
Hispanic			
White/Caucasian	81.32	89.01	91.92
Economically Disadvantaged	87.23	87.50	94.34
English Language Learners/ Limited English Proficient			
Students with Disabilities	58.33	90.48	94.44

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Batesville School District		
Campus Name	Batesville High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	77.37	78.83	87.62
Targeted Achievement Gap Group	67.92	68.49	80.85
African American			84.62
Hispanic	42.86	52.38	86.96
White/Caucasian	81.6	87.38	87.01
Economically Disadvantaged	72.45	69.01	78.21
English Language Learners/ Limited English Proficient		43.75	100
Students with Disabilities	26.67		83.33

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Southside School District		
Campus Name	Southside Junior High		
Grade Levels	7-9		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	74.64	61.72	
Targeted Achievement Gap Group	64.66	54.31	
African American			
Hispanic			
White/Caucasian	74.87	61.81	
Economically Disadvantaged	70.75	54.72	
English Language Learners/ Limited English Proficient			
Students with Disabilities	27.27	40.91	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Southside School District (SSD), located in Independence County and consisting of 45 square miles, lies in a rural area south of the White River. The district has a student population of approximately 1,800 students from preschool through twelfth grade. The uniqueness of SSD is reflected by one-third of the students attending school under Freedom of Choice. SSD has seen a steady growth in student numbers over the last decade.

With the 2014 Elementary and Secondary Education Act (ESEA) Preliminary reports, the district's poverty rate is listed at 60.15%, a 5% increase from the 2013 reported data of 55.61%. The district has placed a strong emphasis on closing the achievement gap between students that are economically disadvantaged and their peers. The 2013 ESEA report shows 80.88 % of all students proficient or advanced in literacy and 78.71% of all students proficient or advanced in mathematics. Students considered economically disadvantaged scored 78.57% proficient or advanced in literacy and 75.25% proficient or advanced in mathematics. The 2013 data yields a gap of 3.5% across the district in economically disadvantaged.

Southside High School's data reflects an even smaller gap. Literacy data from the 2013 ESEA report lists 80.61% of all students proficient or advanced while 87.23% of students who were economically disadvantaged scored proficient or advanced. Mathematics data from the same report lists 88.4% of all students proficient or advanced while 87.5% of students who were economically disadvantaged. Regardless of economic background, Southside High School has been able to meet the needs of students with strong core instruction.

However, the feeder school for Southside High School has seen an increase in the gap between all students and economically disadvantaged students. At Southside Junior High, the 2013 ESEA report data show a 4% gap in literacy and a 7% gap in mathematics compared to a 2012 ESEA report data with gaps of 2% in literacy and 3% in mathematics.

With the implementation of the more rigorous standards of the Common Core and expectations that all students will be college or career ready, the next steps for improvement in student achievement at Southside High School

depend upon the coupling of an individual student's future story and implementation of additional layers of personalized enrichment and/or intervention. Since each future story is different, SSD must continue to develop personalized and innovative solutions that will equip students to meet the short term and long term challenges of their unique future stories.

Historically, SSD's senior survey shows about 60% of graduating seniors at SSD pursue higher education. Five percent enlist in the military and 10 percent engage in some type of sustaining work experience above minimum wage pay. Therefore, many others are leaving SSD to enter the workforce and fall into the minimum wage line of employment. Through strong partnerships with UACCB and area industry and employers, SSD will focus on more opportunities for students to exit high school with skills and technical certifications necessary for a sustaining work experience or an accelerated path to a two-year or four year degree. With the work in the proposed Southside Freshmen Academy as a capstone experience to courses in career orientation, students will select pathways to their future story and a value added high school diploma. As students enter grades ten through twelve, course work and work experience will tie to their selected path and future story.

Business and industrial partners within the Independence County Area are actively recruiting individuals to fill vacancies. By creating personalized pathways for students, the Southside Charter High School and Freshmen Academy will prepare students with the necessary skills and certification for employment in these positions and earning a sustainable wage.

According to the 2013 Economic Report for Batesville and Independence County, the largest employers in the area are Peco Foods, Future Fuel Chemical Company, Bad Boy Mowers, and White River Health System. The demand for skilled employees at these companies is great. UACCB has responded to this demand and has engaged these employers in discussion about establishing a pipeline of future skilled workers. A good example of these discussions comes from discussions with regional maintenance contracting company that has an office in Batesville. This contractor provides maintenance services, primarily, to power generating plants. These plants on maintenance schedules that require portions of them to be shut down six weeks at a time to rebuild parts that have a high wear factor. In order to facilitate these rebuilds in a expeditious manner the contracting company uses crews of 150 - 300 welders at each site. The Batesville office is involved in several of these rebuilds per year and is always in need of qualified welders. These are high-skill, high-wage jobs. Although the work hours are long - as much as 12 hours per day, seven days per week - and the living conditions can be challenging - generally living in recreational vehicles or hotels - a worker can earn in excess of \$20,000 in a six week period. Demand for these workers is so high, that the contractor operates their own summer training welding program to help meet the demand for employees - the need is so great that the company covers the entire cost of the training.

Batesville is the hub for healthcare for Independence and surrounding counties. White River Health System (WRHS), with nearly 1,400 employees and \$84 million in employee salaries and benefits, is the largest healthcare provider in the area and works in close connection with UACCB to provide education and employment for a variety of medical occupations. In addition to WRHS, there are seven other major healthcare and/or human services related employers employing an additional 100 employees - all of which are in constant need of well-trained, certified personnel. As an example, one local healthcare company has hired more than twelve Emergency Medical Technician-Basic/Paramedic employees in the last approximately one year. As a result of not having qualified applicants in the local area they have resorted to advertising outside of our area and the last six employees have been hired from other regions.

Data reported by the local community college shows 629 Southside graduates have enrolled in courses since 2007. Only 154 students have earned a technical credential or an associate's degree from UACCB. The data does not acknowledge students that may have taken course work and then transferred to another higher education institution, but it does acknowledge only 1 in 4 students are completing programs of study. Personalized seminars in college readiness and work with a college/career coach at SSD will promote a larger number of students completing a course of study at UACCB.

As reported in the September 7, 2014 edition of the Arkansas Democrat Gazette, Randy Zook, president and CEO of the Arkansas State Chamber of Commerce states "Arkansas has shortages of skilled welders, engineers in all fields, and truck drivers... 'I hear employers say, "Give me someone who is willing to show up drug-free and willing to work and I'll do the rest.'" With the need for skilled workers not only local, but state-wide, the proposed

charter would move the workforce of Independence County into the 21st Century.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

The following data sets represent a comparison of Southside School District with adjoining districts and others within the immediate Independence County Area. All data was collected from 2013 ESEA Reports posted on the Accountability Reports Center of the Arkansas Data Center: <https://adedata.arkansas.gov/arc/>

Graduation Rate: In researching schools that feed into the workforce of Independence County, most schools are graduating about 90% of all students with a 3-6% gap to the TAGG group. It is interesting that approximately the same rate applies to employment rate each winter in Independence County. One in ten students does not graduate and one in ten workers in Independence County is unemployed each winter. The viability of the economy within the county is dependent on schools producing a skilled workforce that can move beyond entry level jobs and be retained in family-sustaining jobs.

School: % of All students; % of TAGG

Southside: 91.74; 93.33

Batesville: 87.62; 80.85

Midland: 94.44; 88.24

Cedar Ridge: 96.36; 93.10

Cave City: 83.33; 77.33

Concord 92.59 87.50

Literacy: In conversations with business and industry leaders, the importance of clear communication skills has been a frequently occurring message. With public and private health care a large employer in the area, the need for communication is vital to both the economic status and the level of health care residents receive.

School: % of All students; % of TAGG

Southside: 80.61; 80.77

Batesville: 77.37; 67.92

Midland: 70.97; 67.65

Cedar Ridge: 72.20; 60.63

Cave City: 80.52; 76.07

Concord: 77.98; 70.31

Mathematics

With a wide variance in mathematics performance across the region, it is critical for the Southside School District to equip students with the ability to meet the mathematical demands of their future story and the capacity to train for entry level positions and move to higher paying positions within the local economy.

School: % of All students; % of TAGG

Southside: 88.44; 87.40

Batesville: 78.83; 68.49

Midland: 63.83; 58.85

Cedar Ridge: 56.25; 49.29

Cave City: 79.65; 75.71

Concord: 84.85; 77.65

Future Fuels, the second largest employer in the manufacturing sect of Independence County, requires potential employees to hold a Gold Certificate on the WorkKeys Assessment. This career readiness test assesses the ability to read for information, locate information and apply mathematics. With that in mind, a hard look is required at education models to ensure all students are prepared for the area workforce and that schools are meeting the obligation to students, parents, and patrons to prepare students for the 21st Century.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

The distinctiveness of the SCHS will reside in from three components: its commitment to each individual student's future story, its partnerships with the business community and its development of a value-added diploma that includes a technical certification or concurrent college credit in addition to the high school diploma. In 1924, Henry Ford said "Education is preeminently a matter of quality, not amount." His thought is ageless as SSD listens to business/industry partners and the need to provide a quality work force. To date, ten area businesses/employers and the University of Arkansas Community College at Batesville have expressed interest in partnering with the Southside School District to made the charter a successful endeavor.

Conversations with area businesses and employers have yielded much discussion about the local workforce skills gap. Again, data from the local community college reveals the high need for support to ensure more high school graduates earn credentials and degrees. Southside Charter High School and Southside Freshmen Academy would address the needed skills for success through personalized learning plans, expanded technical curricular offerings, concentrated college/career readiness seminars and additional concurrent credit courses for students seeking a two-year or four-year degree.

Personalized Learning Plans

As students in Southside Freshmen Academy complete the Keystone Experience, they would select the pathway and build a personalized learning plan to earn technical certification or earn concurrent credit to accelerate a two-year or four-year degree. CAP conferences involving SSD faculty, students and parents would annually review the student's future story and value-added diploma to help the student choose from expanded course offerings available through traditional instruction, digital instruction, or in conjunction with UACCB.

Technical Curricular Offerings

Expanded curricular offerings will be available to assist students in making their future story a reality. Working with local industry partners and UACCB, expanded technical offerings will be developed in areas such as allied health, business, industrial technology and public service. Offerings will directly mirror the need for a skilled workforce within the Independence County area

College/Career Readiness Seminars

Utilizing a blend of digital learning and face to face learning experiences, seminars will address the "soft skills" that are required for success throughout the world of business and industry. Seminars will focus on college readiness and success as well as success in areas of technical careers. Topics would range from résumé building, interview skills, workplace ethics and professionalism, business etiquette, OSHA certification, personal finance, budgeting, and appropriate social media use in the workplace.

Concurrent Credit Courses

Future stories involving a college education would be scaffolded through concurrent credit courses on the Southside campus, UACCB campus, and other higher education offerings online. Skills such as understanding a syllabus, time management, utilizing campus resources, and study skills would be provided as part of the college experience while students are still in high school. Seminar classes for concurrent credit courses would work to remove as many barriers as possible to enable successful completion of a college course of study.

Along with the outlined innovations, rigor in both the traditional and innovative course work will that reflect the high standards of technical careers or college course work to ensure successful candidates for employment or successful completion of college course work.

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period.

For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
SCHS will increase the number of Seniors who meet the four ACT College Readiness Benchmarks.	ACT	Increase 3%	Baseline will be established in 2015-16 Spring of each year beginning in 2017
SCHS will meet or exceed the state average in ELA on the PARCC assessment.	PARCC	Meet or Exceed State Average	Annually
SCHS will meet or exceed the state average in Mathematics on the PARCC assessment.	PARCC	Meet or Exceed State Average	Annually
SCHS will increase the number of students participating in internships	Future Story Portfolio	Increase 5%	Baseline 2015-16 Annually (2016-2019)
SCHS will increase the number of students who earn college hours, or industry certifications	Value Added Diplomas and Personalized Learning Plans	Increase 5%	Baseline 2015-16 Annually (2016-2019)

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

With the mission of Southside Charter High School and Freshmen Academy focused on a student's readiness to make his or her future story into a reality, the above goals will help measure the drive the PLC conversations and work of the PLC to aide in the fulfillment of the mission. SSD has an ongoing process of examining teacher and student accountability with use of data in Professional Learning Communities (PLCs) at both the individual building level and the district level. By examining trend data, PLCs identify curricular, instructional, and individual student weaknesses; PLC groups then create an action plan to attack the weakness. An increase in students who earn college hours or industry certifications will bring that PLC work to a tangible fruition and accomplish the mission of the charter.

In examining data on the ELA and Mathematics on the PARCC Assessment, PLCs will be ensuring students are on the path for college/career readiness as indicated in the Common Core State Standards. Along with data from the PARCC Assessments each school year, building and district PLCs will examine MAP Assessment data four times each year to plan appropriate interventions or enrichments to ensure every student is growing to his or her full potential, on the path to college and career readiness standards as indicated by the PARCC exam, and prepared for his or her future story. Thus, meeting or exceeding the demands of the PARCC Assessment will ensure students are able to demonstrate college and or career readiness.

Internships will provide a capstone learning experience for charter students pursuing technical certification or degrees. The internships will be individualized, based on the future story's value added diploma, and tailored specifically to students' needs. Growth of internship experiences will help to ensure students have the ability to go to work after graduation or the motivation and professional relationships to overcome the challenges of finishing a two-year or four-year degree.

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

Applicant Response:

Foundational Education Philosophy

SSD embraces the students, families and community it serves. Decisions and placement of resources are made to best reflect the needs of the community as a whole while constantly thinking first of the needs of a student. Over the last decade, SSD has closely monitored student data to ensure that core instruction is meeting the needs of 80% of students while layering interventions to meet the needs of individual students in the remaining 20%. A system of success had been built upon the past Arkansas Frameworks and ACTAAP Assessment that led to 84.1% of all students proficient or advanced in 2012 in math and literacy. The achievement levels dipped to 76.6% on preliminary 2014 ESEA reports. Therefore, current reality requires a harder look as students will be measured for college and career readiness and moving into a workforce in a stagnant economy.

Data from the Bureau of Economic Analysis for Independence County shows per capita income increasing marginally from \$31,078 to \$32,214 (difference of \$1,136) over the latest four years of data (2009-2012). The two counties in the area were at comparable levels in 2009: Independence-\$31,078, Cleburne-\$31,430 but adjoining Cleburne County residents saw much higher increases (\$5,080) in the same time period. Also during the same time period and continuing into 2014, Independence County is recorded by the Bureau of Labor Statistics with a higher unemployment rate than the state of Arkansas as a whole and then spiking to a high of 10.7% in January 2013 and again to 10.4% in January 2014. Trend data shows each winter, 1 out of every 10 workers in Independence County is out of a job.

With district leadership envisioning a stronger future, conversations became focused on what can be leveraged to change the future for our students, their families, and the community. Dialogue with business partners, officials in higher education, and families led to the need to improve the quality of the education provided to be more aligned with local workforce needs and to provide a jump start for college success. The charter would allow

SSD the flexibility to fluidly respond to the needs of the individual students, their future stories, the families of Southside, the community, and the economic needs of the Independence County Area.

Future Story

Student at Southside begin to draft their future stories as early as the primary grades with a range of responses from playing in the NFL, teaching, or being a veterinarian. During middle school, future stories are incorporated into real-world connections with core instruction in mathematics and science and the discussion continues. By junior high, career orientation classes take students to a deeper look at the 16 career clusters and administration of the EXPLORE test in the 8th grade. With stronger business/industry partnerships, the career orientation experience will be strengthened and set students up for a successful experience in the 9th grade Freshmen Academy Keystone experience. At the end of Keystone, students would solidify their future story and select a pathway to a value-added diploma. Teachers in grades 4-12 would continuously use the student's future story to build connections to the content and relationships

Freshmen Academy

Operating as a "school within a school," the freshmen academy would provide experiences to refine and solidify a student's future story. Learning experiences would include job shadowing, industry tours and speakers about "soft skills" for success, career and college showcases, and student expectations that involve communication, collaboration, and problem-solving skills of a 21st Century learners. In this smaller "school with a school" setting, students would be introduced and supported in 1:1 instruction and self-directed, online learning.

Blended Digital Learning and Self-Directed Online Learning

To advance the completion of high school graduation requirements, technical certifications, and/or concurrent college courses, learning would be accelerated and enhanced through blended digital learning or self-directed, on-line learning. Each student would be provided with a laptop and necessary software or additional memory to enable the completion of their personalized learning plan. Technology based learning experiences would also ensure that all students in the SCHS gain the essential technology skills necessary for entering the workforce or college. The blending of digital learning and face-to-face, hands on experiences would sustain the differentiation needed for many at-risk learners to successfully turn their future story into a reality.

Project Based Learning

In order for students to develop 21st century competencies, instruction utilizing project based learning (PBL) will facilitate an extended period of time to investigate and respond to a complex question, problem, or challenge. PBL requires students to problem solve, think critically, collaborate, and communicate clearly. In culmination students present their work to others, outside of the walls of school and their teacher and classmates.

Seminars

As "soft skills" play an integral role in the success of students in a work place or college, seminars will provide the basis for many students, especially those of poverty, to learn the often unspoken or hidden rules of success. Topics will include time management, employability skills, résumé building, role of social media in the workplace, personal finance, and ethical/professional codes of behavior. Seminar experiences would also examine the "Seven Habits of Highly Effective People" and other texts often alluded to in the world of work and business.

Business and Industry Partners

Southside School District has cultivated long-standing partnerships with the business and industry community of Independence County. These partners will have multiple windows to interact with students and staff at the proposed charter school throughout a student's academic career in grades 8-12. Perspective employers can observe the skills and the work ethic of students, hand-pick interns, and network with students about post-graduate employment.

Technical Course Work

Partnerships of resources and intellectual capabilities will provide an expansion in the quantity and quality of technical course work. For example, local industry demands a large number of skilled welders. These respective entities are partnering with the community college to provide this skill set. In collaboration with UACCB, students in the SSD would be afforded a chance to learn that precise skill set before high school graduation and be readily employable in a job paying well above minimum wage.

Concurrent Credit Courses

Currently traditional high school students can earn the first semester or 15 hours of concurrent credit courses at SHS, with the expansion of the partnership with the local community college and utilizing online learning with other institutions of higher learning, students could complete additional college course work while still in high school or pursue coursework to advance their technical certification. Our initial offering will be in, the only specialized concurrent technical credit course work offered focuses on health related careers. Areas that could be immediately expanded include criminal justice, emergency medical technician, and child development. Partnerships with local law enforcement agencies, ambulatory service providers, and child care facilities would provide opportunities for students to gain

Future Story Portfolio

Starting with Freshmen Keystone Course, students will maintain a portfolio of their work and steps to achieve their future story. Portfolios contents will include their personalized learning plans, highlights of respective course of study, major accomplishments, photographs depicting related field experiences, course work samples, examples of collaboration with others, evidence of community service/involvement, and a résumé. Students will be expected to present their authentic learning to internship interviews, potential employers, college recruiters and to their individual families during student led conferences and/or CAP conferences.

Internships

Seniors will the opportunity to spend up to 120 hours in an internship with a local business or industry partner. Flexible scheduling will allow this to be during the summer, morning, evenings, or a time that best fits both the student and the potential employer.

Value-Added Diploma

Based upon a student's future story, he or she will select one of two exit options. In addition to the high school diploma granted under ADE regulations, he or she may choose a technical certification that allows them immediate entry into the workforce or they may choose concurrent credit which will provide a jump start to a two-year or a four-degree.

Viability

Southside School District is a fiscally sound district. School Choice provides annual growth in the student population. Recent construction of new facilities has provided outstanding facilities that allow for continued growth in the future. Long standing partnerships and support from business and industry within the community, provide opportunities for the sustainability of the Southside Freshmen Academy and the Southside Charter High School.

Length of School Day and Year

Southside Charter High School will begin class each day at 7:55 and end at 3:15. The length of the school year will be coordinated with start and end dates, as well as holiday breaks, equivalent to the other schools within the Southside School District and in accordance with state law.

6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

In Jim Collins' book *Good to Great*, he writes "Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice." Student performance data for Southside High School has remained largely at 80% of more of students scoring proficient or advanced over the last 4 years. Satisfaction with good would require no changes, but dissatisfaction by leadership at the inability to meet the other 20% of student academic needs leads to the necessity of revamping interventions and enrichment layers to ensure all students are successful-to restructure in a manner that is great for all. Students that are not performing at expected achievement levels continuously weighs on the decisions made and how to restructure the educational landscape to promote success in high school and after high school.

From the graduating class of 2007 to the 2013 class, there have been 629 students who graduated from Southside High School registered at UACCB. Of those, 154 have earned a credential. The staggering data shows that only 1 out of 4 students entering the local community college complete a course of study. The lag in economic growth in Independence County also adds to the frustration many graduates face after high school. Each of the last two winters has set record high unemployment rates with one out of every ten workers in Independence County without a job. The charter would allow SSD the flexibility to fluidly respond to the needs of the individual students, their future stories, the families of Southside, the community, and the economic needs of the Independence County Area. With charter status and strong partnerships, SSD will focus on more opportunities for students to exit high school with skills and technical certifications necessary for a sustaining work experience or an accelerated path to a two-year or four year degree.

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

A) Employing personnel;

As needed, the leadership of the charter school will have the ability to select new employees, both certified and classified. The district will also seek a waiver in the charter application to allow the employment of High Qualified Teachers that are not licensed teachers. For example, hiring industry credentialed welding instructors that may not be licensed as a teacher.

B) Developing and controlling the charter school budget;

Following the recommendations of the SCHS's school improvement committee and building level leadership, budget priorities for the school will be established. SSD is a fiscally sound district and will work collaboratively with building leadership to maintain the fiscal strength of the district.

C) Managing day-to-day charter school operations;

Building level leadership will have the autonomy to determine the day-to-day routines and management needed for student success at SCHS. District administration will hire strong leadership and allow them to carry forward the vision and mission of the charter application. With the personalized learning plan as a foundation for educational services, building administrators will have autonomy to design and implement such critical pieces as master schedules, staff assignments, and individualized education experiences to allow for time to be dedicated to internships, self-directed online learning classes, and/or concurrent credit courses.

D) Developing and controlling the school calendar; and

SCHS school improvement team will have input in conjunction with the District PLC to establish a school calendar that best meets the needs of student learning and success.

E) Other areas of autonomy to be afforded to the charter.

Building leadership will have the autonomy to make short term and long term decisions based upon student needs. By embedding courses in grades 7-10, students will be better afforded time for real life learning through job-shadowing experiences, internships, industry technical training, or college level courses for career certification.

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

Applicant Response:

Students, parents of students, and licensed employees will continue their respective roles in the school improvement plan (ACSIP). Goals for the plan of SCHS will be aligned with the broader goals of the local ACSIP plan as well as state, and national goals that include: literacy, mathematics, English Language Learners, health and wellness, and the cycle of continuous improvement planning (CIP). Each fall, the plan will be filed with the Arkansas Department of Education for review. It will also be posted on the district's website for review by parents and community members.

With subcommittees needed to develop and implement the broader goals, students, parents, and certified staff will have multiple opportunities to be involved. Before the October 1 ACSIP deadline, the goals, performance criteria and achievement will be evaluated to determine the effectiveness of the plan and identify changes needed to ensure student success. The process for establishing performance criteria will be founded not only on the goals for the charter, but also on AMOs for math literacy and ELL, BMI results for Health and Wellness, and the assessment of the CIP Team.

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

Applicant Response:

Major strengths of the district include professional learning communities (PLCs), use of data for decision making, and the belief that learning should be viewed student by student and skill by skill. SSD seeks to find the pathway for all students to learn and turn their future story into a reality. The current plan and all future school improvement plans will address the needs of at-risk learners and their future story.

As part of SCHS's school improvement plan, initiatives will include project based learning and digital learning to promote the skills necessary for entering the 21st century workforce. With the alignment to the Common Cores State Standards, both initiatives will promote student learning and meet the state education goals.

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

Applicant Response:

With full implementation of the Common Core State Standards across grades K-12 in Arkansas, the alignment of curriculum at SSD falls within the boundaries of Professional Learning Communities.

A team of lead teachers, instructional facilitator and principal provide a regular schedule, structure, protocols for the work of the PLCs, and monitor the task of charged to the PLCs. With dedicated time, resources, and 34 professional development hours, the work of PLCs is supported by lead teachers, building level instructional leaders, district personnel, and instructional facilitators. The instructional facilitators meet bi-monthly to ensure vertical conversation on alignment, instructional methods, and materials. Instructional facilitators assist as needed across the district with the implementation and alignment of instruction.

Southside High School (SHS) began the process of implementing Common Core State Standards during the 2012-13 school year. With PLC work, the process continued with the refinement of instruction in the 2013-14 school year. The next year (2014-2015), the district made the transition to NWEA's MAP assessments in mathematics and literacy. Other PLCs are developing common assessments for grades 7-12. Vocational PLCs examine End of Course data related to their courses and meet on a regular basis with the instructional facilitator to embed the CCSS reading and writing standards.

Charter status would widen PLC work to include staff members of UACCB courses and as applicable, local business/industry leaders. The focus of the collaborative effort to embed CCSS literacy standards for history, science, and technical subjects and the CCSS mathematics needed for career -readiness. With 21st Century workforce skills such as problem-solving, reasoning, critiquing, attending to precision, and communication with others on the forefront of the project based learning professional development experiences of both institutions.

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

A) Guidance program;

Applicant Response:

Currently one full-time counselor and paraprofessional serve students in grades 10-12, while students in the ninth grade are served by an additional counselor for grades 7-9. All counselors in the district participate in a professional learning community to ensure alignment of the guidance program. If enrollment cap for the proposed charter is approached or met, the hiring of additional counselor would become necessary. As a liaison between the guidance programs, local institutions of higher learning and business/industry, the employment of a career and college coach would assist students in steps toward completion of their future story. SCHS students would continue to be eligible for all guidance programs and school-based mental health services.

B) Health services;

Applicant Response:

Students will continue to have access to health services at the SSD. A nurse is shared between the high school and adjacent junior high. In addition, a school-based health clinic is located on the campus. As needed, district transportation will be provided for students to access the health clinic.

C) Media center;

Applicant Response:

Students of SCHS will continue to have access to the media center at the current Southside High School as well as access to the media center at UACCB. The media center at the SCHS will respond to the needs of 21st century learners through both physical and virtual learning spaces. A certified media specialist will be available to assist students. Students and teachers will have the capacity to reserve the use of media center space for individual and collaborative work.

D) Special education;

Applicant Response:

All students with Individual Education Plans (IEP) will be provided special education services. Certified teachers will work with students individually, in small groups and indirectly as stated in their IEPs. Teachers will also continue to assist with the development and educational fulfillment of a student's future story. Current services that are in compliance with all state and federal requirements will continue with the charter status.

E) Transportation;

Applicant Response:

Transportation will be provided by the Southside School District and overseen by the transportation director. The SSD and SCHS will comply with all transportation regulations. Students attending UACCB will be transported using a district bus and driver.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Southern Academy currently provides ALE services for at-risk students at SHS. If they choose a pathway and meet entrance requirements, students enrolled in ALE will have the opportunity to earn a value-added diploma. It is the desire that the relevant, real-world learning of the value-added diplomas will entice many at-risk learners to re-engage with school.

G) English Language Learner (ELL) instruction

Applicant Response:

Employing current resources and programs of study, SCHS will continue to provide instruction that prepares English Language Learners (ELLs) to function both academically and socially. Instruction will be individualized to assist students in the fulfillment of their future stories.

H) Gifted and Talented Program.

Applicant Response:

Differentiated instruction will be provided through project based learning, personalized learning plans, and self-directed on-line learning. Additional differentiation or gifted education services needed will be served by the Southside School District's Gifted and Talented program. Utilizing students personalized learning plans, Jerri Henley, gifted and talented teacher, will coordinate appropriate services for gifted and talented students.

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

Applicant Response:

Early in each fall semester, data related to the goals will be collected, analyzed, and shared in a public, transparent manner with a live presentation of progress, separate from the annual report to the public. The progress report will be publicized, presented, and video recorded. The recorded formal presentation and data analyses will then be placed on the school web page and made available for parents, community, charter panel, and any other interested party to view.

Data collected will include 1) high school credits earned, 2) college credits earned, 3) high school graduation rate, 4) student achievement data on the PARCC and ACT exams, 5) senior survey data, 6) number of graduates attending technical training/college, 7) number of graduates completing a program of study, and 8) hours of related professional development earned by teachers. As applicable, the data will be disaggregated to include subpopulations including gender, students with disabilities, and economically disadvantaged. The resulting summaries and narratives of these analyses will be published on the district's website, released to local media, given to parents and submitted to the Arkansas Department of Education.

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

Applicant Response:

Southside Charter High School and Southside Freshmen Academy will remain the only sources of instruction for students in grades nine, ten, eleven, and twelve. Therefore, the school will be required to educate every eligible student who seeks admission, including students who enroll by legal transfer or school choice. Utilizing historic data of both enrollment and community growth, the enrollment cap of 600 should provide ample room for all students seeking admission. However, if future growth nears the enrollment cap, the SSD would petition the state board for an increase in the enrollment cap due to the legal responsibility of educating all eligible students. If the petition is unsuccessful, the SSD would use the Random Number Generator, a computerized lottery system, to determine a simple random sampling. Siblings of currently enrolled students would be given priority. Students enrolling under school choice and legal transfer would be accepted in accordance with the statutory provisions which govern those areas. SSD will continue to recruit through newspaper advertisements, radio spots, and online media sources.

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

Yes

No

13. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

At the time of application, no members of district personnel or leaders of the proposed charter school have prior involvement in the operation of a charter school.

14. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Administration Responsibilities (One Principal and One Assistant Principal)

- Facilitate the partnership between SCHS and local business/industry leaders
- Supervise and evaluate instructional staff and programs to ensure increased student achievement
- Recruit students for enrollment in the charter school
- Analyze student achievement data and collaborate with instructional staff to make adjustments to curriculum and instruction to promote increased student achievement
- Communicate with community through various types of media and/or meetings
- Utilize technology to boost and support instructional practices to align with 21st Century workforce standards
- Participate in and provide effective professional development
- Maintain a culture of high standards and expectations for all students
- Conduct bi-annual meetings to review progress towards goals
- Evaluate SCHS's performance and the attainment of goals
- Implement SSD's and SCHS's mission and vision

Qualifications: Master's degree in Education Leadership or equivalent; Valid building administrator's license for high school grade levels.

Counselor Responsibilities (One Counselor for grades 10-12 and one counselor for grades 7-9)

- Guide students through developing and implementing their future story and personalized learning plan
- Implement high school guidance curriculum in the charter school
- Present or facilitate opportunities for parent education
- Facilitate student led Career Action Planning (CAP) Conferences
- Coordinate the administration of state assessments, PLAN, and the ACT Voluntary Exam
- Provide counseling session tailored to the goals of individual and small groups of students
- Refer students to school based mental health or other specialists as needed
- Assist families with college admission and financial aid applications
- Serve as an advocate for the student

Qualifications: Master's degree in Educational Counseling or equivalent; Valid school counseling license for high

school grade levels.

Instructional Facilitator Responsibilities (One Instructional Facilitator)

- Model instructional strategies aligned to CCSS
- Provide resources and support for PLCs; facilitate data meetings in PLCs as needed
- Collaborate with lead teachers to plan both vertical and horizontal curriculum alignment
- Communicate and share with other instructional facilitators in the district
- Assist administration with data disaggregation and compiling of reports
- Serve as an advocate for student learning
- Facilitate the intervention team
- Support PLCs in setting and implementing goals related to student achievement
- Assist vocational and technical PLCs in the development of common assessments
- Participate in and provide effective professional development
- Utilize technology to boost and support instructional practices to align with 21st Century workforce standards

Qualifications: Master's degree or higher in related educational field; Valid teaching license for the high school grade levels.

Teacher Responsibilities (number based on enrollment)

- Collaborate with PLC to align curriculum, instruction, and assessment with Common Core State Standards and the Arkansas Frameworks
- Analyze student data to ensure student learning at the mastery level
- Serve as an advocate for student learning
- Participate in professional development
- Incorporate Project Based learning into unit planning and instruction
- Facilitate student led Career Action Planning (CAP) Conferences
- Assist with facilitating internships and collaborations with business/industry partners

Qualifications: Bachelor's degree or higher in related educational field; Valid teaching license for the high school grade levels.

Career and College Coach (One Coach)

- Assist with facilitating internships with business partners
- Serve as an advocate for the student
- Conduct and provide Seminars that help students obtain "soft skills" needed for success

- Serve as a liaison between SSD and higher education institutions
- Assist administration with recruiting industry leaders as mentors for students
- Collaborate with counselor to conduct or provide parent opportunities
- Assist with implementation of student's personalized learning plan

Qualifications: Bachelor's degree or higher in related educational field; Valid teaching license for the high school grade levels.

See Appendix C14 for salary scales

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

Yes

No

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

Applicant Response:

The current facility is only one year old and is still under construction. This current phase will be completed by November 1, 2014. The complete construction will yield 24 classrooms, media center, and art classrooms. For the past three years, the high school was housed in what is now called the Jr. High, grades 7-9. The high school for grades 10-12 are now under one roof and the function of the facility fully supports our academic goals. Each regular classroom is 850 square feet. Each science room and the one business room have 1440 square feet. The science labs are completely equipped with stations that have both water and gas for experiments. The science labs also have proper ventilation and hoods. The labs share a prep station and a chemical storage room. The classrooms have doors that open inward and thus, helping with intruder issues. The hallways are unobstructed which do not provide an intruder with places to hide. The library is state of the art. It is a space that invites learning to occur. The students are welcomed each day to the Citizens Bank Quad. It is furnished with couches, chairs and a collaborative work area with the atmosphere built to mimic a college campus. The entire facility was built with the "college feel" in mind. Students will not be intimidated when they arrive at their college and its new, fancy surrounding. They will have already experienced that at SHS.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

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

Applicant Response:

The facility does meet the requirements. SSD is located in a rural, unincorporated area of Independence County. No local zoning authority exists. Independence County is a "dry" county. No alcohol sales are within 1,000 feet of the facility.

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

Applicant Response:

Southside Charter High School will continue to operate under the same provisions of the federal National School Lunch Program as Southside High School. Currently students are offered breakfast before school, second chance breakfast, and lunch. Grab and Go breakfast is utilized as needed for students to receive tutoring and other extra support services. Master schedules for SCHS will be built around campus meal service with Grab and Go Breakfast filling in any gap of morning nutritional needs of charter students. With over half of the student population qualifying for free/reduced lunch program, SCHS will continue to ensure all students, especially students from homes of poverty, have access to the nutrition programs on campus.

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

Applicant Response:

Parents or guardians will continue to be a key component of a student's future story. SCHS will involve parents into their child's future story and selection of a value added diploma through College and Career Showcase Nights, annual Career Action Planning Conferences (CAP), bi-annual parent/teacher/student conferences, future story portfolio presentations, and Project College Bound Activities. SCHS will use the school web site, Alert Now, Remind 101 and social media to invite/inform parents of critical events at SCHS. Academic Progress will be updated with progress reports at week 3, 5, and 7 of every academic quarter. Parents will also have access to student academic work through HAC (Home Access Center) links on the school web page. Parents will also be invited to attend culminating experiences such as Vocational Completer's Banquet and Academic Signing Day to celebrate their child's success at SCHS.

Other roles that parents, guardians, and community members will continue to play include Parent Involvement meetings and events, Closing the Achievement Gap meetings, ACSIP committee, handbook committee, and other parent roles that are integral to school operation.

The new roles for community members, parents or guardians will involve opportunities to serve as industry/business mentors, present in college or career seminars about "soft skills" for employment success, serve as a source to connect the classrooms to real-world learning, provide mock interview sessions, and provide opportunities for student internships in the local workforce. The review of charter school's progress and development of school improvement plan will also involve parents and community members. Parents and community members will play a large role in project based learning. As students reach the evaluation stage of the project, a real-world audience will be recruited for presentations. Strong relationships with parents and community partners will be vital to the success of the charter school's education programs.

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

Applicant Response:

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code),

State Board of Education rules, and sections of the Standards for Accreditation of Arkansas Public Schools and School Districts from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. Provide a brief description of the rationale for each waiver requested.

a.) Section 10.01.4 (concerning planned instructional day) of the ADE Rules Governing the Standards for Accreditation:

With a personalized learning plan for a student to earn a value added diploma, SSD is requesting a waiver of the Planned Instructional Day Requirements. The individualized offering of the SCHS, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week.

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

By providing relevant and meaningful instruction in value added diploma pathways, the teaching of simultaneous and/or embedded courses within SCHS structure, and to allow the integration of graduation credit courses with other courses as necessary, the Applicant requests the waiver of seat time requirement. SSD assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses. SSD, by this waiver request, is not seeking to waive any graduation requirements.

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

With proximity of two institutions of higher learning, Southside School seeks flexibility to use instructors and staff from Lyon College and University of Arkansas Community College to provide instruction that would not otherwise be afforded to students, especially students of poverty. All instructors from higher education institutes would be required to pass background checks. In addition, during parent night and CAP Conference, members of local colleges would be available to share and help all families, especially families of poverty, to understand the importance of academic behaviors and achievement in grades 10-12 and how they impact college and/or career readiness.

SSD is requesting a waiver from the above listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided at SCHS, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks, and meeting the requirements for Highly Qualified Teacher status (other than licensure) if they teach core academic subject areas. SCHS sees this as an enhancement to the relationships it seeks to develop with the business/industry partners as a result of the inception of the conversion charter school.

d.) Ark. Code Ann. §§ 6-25-103 and 6-25-104, and Section 16.02.3 of the ADE Rules Governing the Standards for Accreditation (all concerning licensed library media specialist):

With charter status, SSD would utilize the media center to create a learning environment that supports learning at students own pace and on their own time before, during, and after the full hours 30 hours of instruction provided in a week. SCHS seeks flexibility to utilize the media specialist to meet the individual needs of students. As students pursue their own future story, resources of space and personnel must shift from managing and directing what occurs in the learning act to empowering the student to direct, coordinate and focus their own learning. The media center will becomes a learning environment where flexible, anytime/everywhere learning becomes the norm. With flexibility in time, duties, and role of the media specialist, he or she will be better able to support student success on their personalized learning plans. The media specialist would receive the same number of minutes for planning/prep as a core classroom teacher.

e.) Section 10.02.5 of the ADE Rules Governing the Standards for Accreditation (concerning class size and teaching load):

For a decade, Southside Schools have experienced a 3-5% growth each year. Combine the historical growth with flexibility to meet the needs of students who may change their value added diploma pathway during an instructional year, forced hiring mid-year could be a barrier for the charter school. With excellent teachers being the most valuable resource in the classroom, hiring in the midst of an instructional year does not ensure that a high quality teacher can be selected for Southside students. It only ensures compliance. Leadership in the building and district recognizes that hiring teachers is the most important role they play in the direct instruction of the classroom; forced hiring due to growth does not always afford the instructional leaders that necessity. Flexibility from this rule would ensure quality teachers are employed for all students at SCHS. During core instruction in grades 10-12, a teacher will not be assigned more than 180 students; a core academic class will not exceed more than 30 students.

f.) Section 9.03.4.1 ("Language Arts") of the ADE Rules Governing the Standards for Accreditation:

The Southside School District is required to teach Oral Communication as a separate class to its students in grades 9-12.

To prepare students for their value added diploma experience, the SSD is asking for a waiver of the requirement to teach Oral Communication as a separate class in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks, and all other applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

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

g.) Section 9.03.3.9 ("Career and Technical Education") of the ADE Rules Governing the Standards for Accreditation

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

To prepare students for a value added diploma experience, the Applicant is asking for a waiver of the requirement to teach the Career and Technical Education curriculum requirements as separate classes to its

seventh (7th) and eighth (8th) grade students in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

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

h.) Section 9.03.4.9 ("Health and Safety Education") of the ADE Rules Governing the Standards for Accreditation:

Southside School District (SSD) is required to provide a one-half unit Health and Safety Education course to meet the requirements of this Standard.

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

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

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

Applicant Response:

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

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Prior to the application, founders of the charter had entered conversations with a group of business/industry leaders. With their support and continued conversations, the need for foundation development has been established to ensure success for years to come. In addition, other business/industry leaders have heard or read information and publicity on the proposal and are seeking to be a part of developing the success of the students of the proposed charter school. The need for a skilled workforce and the commitment of business/industry has been the overarching theme of the ongoing dialogue and will lay the groundwork for future work to ensure success.

-  Home
-  Message Center
-  Saved Messages
-  Contacts
-  Reports
-  Admin
-  Help

Message Details Step 1

Message Name:

Category:

Sample Scripts:

Content/Script (Optional)

Select Voice Recording Step 2

Selected Recording:
AudioFile.wav
Received: 8/27/2014 7:37:26 PM

[Click to Change](#)

Select Recipients Step 3

Select Contacts Send to Everyone (All Contacts)

 Your message will be sent to ALL VALID ENGLISH CONTACTS.

Schedule Step 4

Send Now (Immediate)
 Send Later (Schedule)

 **Blackout Hours: 10PM - 5AM** 

< August 2014 >

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

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Emergency Message Step 5

This is an Emergency Message (ONLY check this box if this is an Emergency Broadcast)

Help me decide



Southerner Minute

Week Of: Aug 25-29th 2014

Tuesday:

- Thursday: 1st show of 2014-15 School year
- Off to a great start to the school year - Enrollment up app. 75 students - 1,688 K-12 172 PK students on campus
 - Football Scrimmage vs. Westside + Greene Co. Tech @ 6:30 pm
 - VB @ Pulaski Robinson in Little Rock @ 4:30 pm
 - Golf @ Heber Springs - 3:30 pm
 - Public Meeting tonight concerning Conversion Chart Application for Grades 9-12. Meeting will be taking place on HS campus @ 6 pm.
 - Thanks to Parents, Students, Staff + Community for all their support of the Southside Dist.
 - Proud to be a Southerner

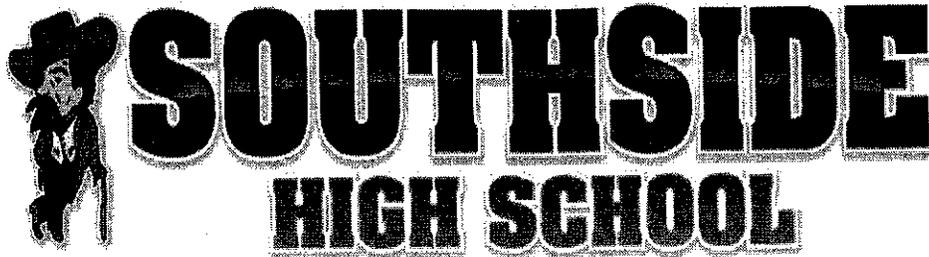


District Calendar

Southside School District

August 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 Golf @ Eagle Mtn. (Citizens Bank Tournament)-10:00	6	7 Golf @ Red Apple Inn- 9:00	8	9
10	11 FB Parents meeting (7- 12), 7:00, high school cafeteria Golf @ Cooper's Hawk, 9:00	12	13	14 Open House	15 FB Media Day, 9:00 Golf @ Batesville Municipal, 9:00 (White River Water Carnival Tournament)	16
17	18 First Day of School	19 FB 2nd Annual Kickoff Dinner- Josie's Golf @ Cherokee Village, 4:00	20	21 VB Benefit Scrimmage @ Cave City (JR)	22 FB MEET THE SOUTHERNERS, 5:00	23 VB Benefit Scrimmage @ Cave City (SR)
24	25 Golf @ Cooper's Hawk, 3:30 VB vs. Cave City (7th, JR), 4:30	26 FB JR vs Jonesboro Westside scrimmage, 7:00 Golf @ Turkey Mountain, 3:30	27 PLC meetings	28 FB SR vs Jonesboro Westside and Greene County Tech scrimmage, 6:30 Golf @ Red Apple Inn, 3:30 VB @ Robinson (JV, Varsity), 4:30 Public Meeting for Southside High School's Proposed Conversion Charter Application 6:00 pm	29	30
31						



ANNOUNCEMENTS

August 26, 2014

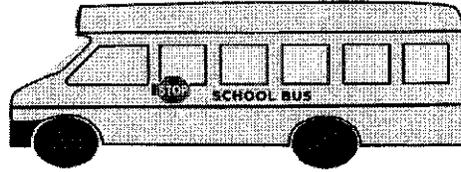
Faculty:

- Morning duty Wednesday, Aug. 27: Mr. Hilton (main entrance-high school), Ms. Kimmer (cafeteria side entrance-high school), Mr. Gearhart (hallway-high school), Ms. Dickie (mini quad)
- Advisory duty this week: Quad: Mr. Bennett, Mr. Edwards, Mini-Quad: Ms. Kimmer, Ms. Qualls, Cafeteria: Coach Weaver, Coach Simpson, Outside: Coach Johnston

Students:

Thought for the Day: Those who bring sunshine to the lives of others cannot keep it from themselves. *Sir James Barrie*

1. In order to increase the security measures at SHS, the faculty, staff and students will be required to wear an ID badge on a lanyard. The ID badges are being donated by Centennial Bank and the lanyards are being donated by Sonic. This extra security measure will help the Jr. High and Sr. High faculty and staff as well as students in identifying people who are not authorized to step on either campus. Your safety is a number one concern of ours. In addition to the ID badges helping with safety, they will help with the efficient running of the library and cafeteria. All students will need to present their ID badge when receiving a tray at the lunchroom. All students will also need to present their ID badge when checking out library material such as books and electronic devices. Each student will be given 2 ID badges at no cost because Centennial Bank and Sonic have covered that charge for you. Thank those two businesses as you have the opportunity. If you come to school without your ID badge, you will be sent to the library for another ID badge. That 3rd and following badge(s) will cost \$5 each. If a student does not have \$5 at that time, they will still be issued an ID badge and they will be charged the \$5. Pictures will be taken on Thursday, August 28 beginning period 1 with seniors and progressing through the grades alphabetically. Students will be called through the intercom for pictures. Be prepared for your photo. It is basically a head shot. If you are not pleased with the photo, you can sign up for a retake at a cost of \$1. Retakes will be done at another date. I realize that this is not a popular decision. However, I am relying on your Southerner Spirit to see the value to increasing our security measures at SHS.
2. Please check out the sheet on the window outside of the LMC and write down the books you would like to have in our library.
3. The golf teams will need to be dismissed today at 1:30 for a match at Horseshoe Bend. Bus will leave at 1:45..
4. FBLA meeting tomorrow for anyone who would like to be involved with FBLA in Ms. J. Davis' room in the jr. high building during lunch.
- ★ 5. All Southside students and families are invited to attend a public meeting on Thursday, August 28, 2014, at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing the requirements for a high school diploma
6. **HWY 167 SHOWDOWN FOOD DRIVE: SOUTHSIDE VS. CAVE CITY** The school that collects the most canned food or non perishable food items September 5th at the football showdown will be awarded \$250 to the winning school's athletic department. The losing school will receive a pie in the face to a school administrator at the game. All food items will go to



Announcements Tuesday August 26, 2014

Lunch

Pig in a blanket, French fries, Corn salad, Fruit cocktail, and milk

Teachers Do Not send students to the Nurse 10:25-11:05 that will be her lunch.

On Tuesday 8/26/14 Jr High will scrimmage Westside, here at 7pm

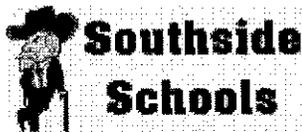
On Thursday 8/28/14, Sr. High will scrimmage Greene County Tech and Westside at 6:30pm.

This weeks POWER Tool is Pride in the Cafeteria- Remember to clean up after yourself, and get all things you need the first time in line.

Today starts the day students begin earning letters for the tailgating party. The Tailgating party will be in September. Students be sure to work hard to earn the letters so you don't miss out on all the fun!!



All Southside students and families are invited to attend a public meeting on Thursday, August 28, 2014, at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing the requirements for a high school diploma.



Novella Humphrey <novella.humphrey@southsideschools.org>

Announcements

1 message

Patsy Cummings <patsy.cummings@southsideschools.org>

Tue, Aug 26, 2014 at 8:44 AM

To: District Faculty <districtfaculty@southsideschools.org>, JH Faculty <jh_faculty@southsideschools.org>, JH Staff <jh_staff@southsideschools.org>, District Staff <district_staff@southsideschools.org>

SOUTHSIDE

JUNIOR HIGH ANNOUNCEMENTS

AUGUST 26, 2014

Thought for the day: "The only way to have a friend is to be one" –Ralph Waldo Emerson

All Southside students and families are invited to attend a public meeting on Thursday, August 28th at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing the requirements for a high school diploma.

Okay, Southside Junior High, we challenge you to help raise money for a family in Batesville whose father has ALS. Here's what you can do: Make a donation in Mrs. Cuzzort's room. There will be 6 containers for you to place your donations. One for Mr. Sitkowski, Mrs. Shetron, Mrs. Painter, Mrs. Keller, Mrs. Cuzzort, and Mrs. Sweat. The amount of money donated for each person will determine the size of the bucket of ice water that gets dumped on them. The more money, the bigger the bucket of ice water. For each \$1 donation, you will get a chance to be the bucket dumper. Let's Make a Difference for this family!!!

1. Golf Schedule for this week: @ Horseshoe Bend on Tuesday, August 26th. Golf Team will be dismissed at 1:30. Team Members are Sydney Sweat, Ciara Roberson, Jon Marc Branscum, and Dalton Freeman.

2. Southside t-shirts are for sale. You can pick up order forms in the office and turn in the order form with money to Mrs. Lorch in the library by Friday, September 5th.



[Kevella Humphrey <Kevella.Humphrey@southsideschools.org>](mailto:Kevella.Humphrey@southsideschools.org)

(no subject)

1 message

Roger Rich <roger.rich@southsideschools.org>

Wed, Aug 27, 2014 at 6:11 PM

To: District Faculty <districtfaculty@southsideschools.org>, District Staff <district_staff@southsideschools.org>

All Southside students, staff and families are invited to attend a public meeting on Thursday, August 28, 2014, at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing the requirements for a high school diploma.

Listed below is some information for you concerning this process and to help provide you with talking points should you be asked questions.

Let me know if you have any questions or concerns.

Thanks.

R.Rich

—
Roger Rich, Superintendent
Southside School District
70 Scott Drive
Batesville, AR 72501
870-251-2341 Phone
870-251-3316 Fax



Talking Points.docx

64K

**SOUTHSIDE HIGH SCHOOL
PUBLIC HEARING**

For discussion of a proposed
Conversion Charter School Application

August 28
Southside High School
Citizens Bank Quad
6:00 p.m.

Southside seeks charter

Public meeting scheduled for Aug. 28

SOUTHSIDE — Administrators at Southside School District want to give their students choices and are hoping to be approved for a charter that they say would allow more flexibility for what it can legally offer.

The district submitted a letter of intent on July 17 to the Arkansas Department of Education asking for a "district conversion" charter and will hold a meeting at 6 p.m. Aug. 28 at the high school quad to discuss

the proposed application. Staff, parents and students are encouraged to attend the meeting to provide their input.

The proposed conversion would affect ninth through 12th grades and "better increase the career and college readiness" of students, if approved.

The "school within a school" conversion model for freshmen would allow students to receive technol-

ogy-driven instruction and provide alternative course offerings in addition to what the district already has, Superintendent Roger Rich said. "It would also give us an opportunity to establish innovative and authentic paths toward jobs and economic prosperity for our high school students as well as the Independence County region through such skill sets, training, certificates and degrees, all

SEE **SOUTHSIDE**, PAGE 3

SOUTHSIDE (CONTINUED FROM PAGE 1)

while still being a high school student at Southside."

Career orientation classes would be a capstone for seventh- and eighth-graders entering "Southside Freshman Academy." By partnering with the University of Arkansas Community College at Batesville and offering concurrent classes, Rich said ninth through 12th grades would allow the district's "secondary and career and technology centers" to share infrastructure and resources.

If a student wants to take a college course rather than an elective they've already taken, for example, he or she could have the opportunity to attend UACCB and take a course that better fits their needs and wants because of the charter. "It just allows us a little more flexibility," Rich explained, noting the district wants to hear from the public including any opposition to the proposal.

Of the near 1,150 school districts in the state, Arkansas has 22 district conversion public charter schools, according to Kimberly Friedman, spokeswoman for the ADE. Six districts have applied for a conversion this year. The deadline to apply is Sept. 9. The state's charter authorizing panel will review applications in November and make its decisions in December.

A conversion charter differs from an "open-enrollment" charter in that it is a public school that has been converted to a charter school within an existing public school district. An open-enrollment charter school is a newly-developed public school run by a non-sectarian organization. Converted charters are overseen by boards and elected officials, initially awarded for a five-year period, can be renewed for one to five years, is granted waivers from education law and rules and isn't limited in the number of charters the state can have. Open-enrollment charters are awarded to nonprofit entities, overseen by boards usually comprised of appointed members and are limited in number.

Although a school that is granted a conversion charter will be granted waivers from education law and rules, additional reporting requirements will be required; however, several hundred thousand dollars is up for grabs. If a district is approved for a conversion charter, it will be eligible to apply for the 2015 Planning and Implementation Grant. In 2013 this included up to \$483,000 in funding, according to the ADE's most recent figures; however, the amount that can be awarded is determined by the number of charters approved, Friedman said.

THE BATESVILLE DAILY Guard

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BATESVILLE, ARKANSAS



Scrimmage walloping
Pioneers clatter
Patriots 45-6

SEE PAGE 16

PRICE 75 CENTS

Southside school discusses charter

By LACY MITCHELL
Guard Staff Writer

SOUTHSIDE — When Roger Ried heard that the Southside School District was considering becoming a charter school, he wasn't sold on the idea.

Thinking "that's like a private upply thing," the high school principal said he soon learned "that's not what it is at all. It's enhanced opportunities."

With the new Common Core State Standards requiring more rigor from students in their work to see that they are college- and career-ready by the time they graduate high school, Southside is hoping that a district conversion charter status through a partnership with the University of Arkansas Community College at Batesville will provide students

See **SOUTHSIDE, PAGE 3**



PHOTO COURTESY OF SOUTHSIDE SCHOOL DISTRICT
NOVELLA HUMPHREY, federal programs and curriculum coordinator at Southside School District, discusses courses, teaching methods and other details concerning a charter proposal the school is considering.

SOUTHSIDE (CONTINUED FROM PAGE 1)

with more than just a high school diploma, but a college one as well if they so choose.

About two dozen parents, Southside and UACCB staff turned out for a public hearing Thursday night to discuss and gain input about the Southside Freshman Academy and Southside Charter High School proposal, with Superintendent Roger Rich assuring those attending that the proposal is not to "change the district, but add to it." He also encouraged parents to express their concerns, if any.

A conversion charter differs from an "open-enrollment" charter in that it is a public school that has been converted to a charter school within an existing district. Converted charters are overseen by boards and elected officials, initially awarded for a five-year period, can be renewed for one to five years, is granted waivers from education law and rules and isn't limited in the number of charters the state can have.

'More flexibility'

Being approved for a charter status will give the district "more flexibility and enhanced opportunities," Rich said, and administrators said they think that a partnership with the two-year college will aid in helping students become what the Arkansas Department of Education is already requiring of districts because of the new state standards. They hope a charter status will provide students with technical certificate options, receive concurrent college credits and graduate with "value-added" high school diplomas.

High school diplomas are needed to be successful, Rich said, "but if we can add to that, if they can leave here with 15-30 hours of college credit, they're going to have a leg up. ... We don't want you to leave here with a high school diploma; we want you to leave here with more value added to that."

A technical certificate in welding, for instance, would allow the student who wants to graduate and enter the workforce, not just those who know



PHOTO SUBMITTED

PARENTS OF Southside students listen as Deborah Frazier, chancellor at the University of Arkansas Community College at Batesville (standing, right), discusses a partnership between the college and the school if a charter proposal is approved while Dr. Brian Shonk, UACCB vice chancellor of academics (standing, left), looks on.

gation of 16 career clusters, tours of UACCB and technical centers on the campus, advisory groups and guest speakers from local businesses and industries.

By ninth grade, students would have their own personalized learning plans, job shadow and learn "soft skills" from business leaders, such as the need for being on time, deadlines, etc. "Unfortunately students don't learn that till after graduation," Humphrey said, noting feedback the school receives from former students and hearing it from employers has more of an impact than from Mom or Dad.

In their sophomore year, students would continue to build their portfolios with embedded coursework to accelerate high school graduation requirements and the second semester, begin concurrent credits or technical certification at UACCB. As a senior, students continue their technology instruction and can begin an internship as part of their career readiness.

"We want to start small and

sooner they can get students thinking about their future, the better the retention rates when it comes to completing college. And, by starting out early, Ried added, "they will be that much more ahead of the game," with junior high principal George Sitkowski adding it will allow students to also know "what they do want to do, and what they don't want to do" instead of finding out later in college after taking a number of courses.

Dr. Brian Shonk, UACCB vice chancellor of academics who was present along with UACCB Chancellor Deborah Frazier, said such data is not unusual or isolated just to Southside, but is the case everywhere. UACCB also has been looking at ways to retain students and this is innovative way. With students leaving high school with the potential for technical certification or even an associate degree, their "earning power is much better," Shonk added.

When asked about cost and how it would affect low-income

Deadline nears

The district must have its application in by Sept. 9 which will be reviewed in November. If approved, implementation at Southside would begin fall 2015. Staff hope parents and students would be able to see available concurrent courses in January or February.

Of the near 1,150 school districts in the state, Arkansas has 22 district conversion public charter schools, Friedman said. Six districts have applied for a conversion this year.

Rich said the hope is to allow students to "take as many college courses they can while they're here" in order to take away some of the difficulty that comes with a student's freshman year at college. Ried added by saying he would prefer students "struggle under my roof" (in high school) as opposed to their first year away at college.

Added Rich, "The support system is a lot stronger here."

Rich encouraged attendees

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A technical certificate in welding, for instance, would allow the student who wants to graduate and enter the workforce, not just those who know they want to enter college.

The district looked to Mid-South Community College at West Memphis to base its model.

Southside's curriculum coordinator Novella Humphrey said at first she thought its model did not fit the needs of Southside as Southside students score at a much higher level, according to data, but the economic demographics of the areas were much the same "and that's where Southside could benefit," she said.

College courses, internships before graduation

The proposed charter would affect ninth through 12th grades, if approved, by introducing career orientation classes in eighth grade to help students determine their "future story," or what they want to be. This includes investi-

gation of 16 career clusters, tours of UACCB and technical centers on the campus, advisory groups and guest speakers from local businesses and industries.

By ninth grade, students would have their own personalized learning plans, job shadow and learn "soft skills" from business leaders, such as the need for being on time, deadlines, etc. "Unfortunately students don't learn that till after graduation," Humphrey said, noting feedback the school receives from former students and hearing it from employers has more of an impact than from Mom or Dad.

In their sophomore year, students would continue to build their portfolios with embedded coursework to accelerate high school graduation requirements and the second semester, begin concurrent credits or technical certification at UACCB. As a senior, students continue their technology instruction and can begin an internship as part of their career readiness.

"We want to start small and continue to grow," Rich said of the plan, adding it's his hope to one day walk into the school's media center and see "kids working on different devices and taking college courses." This might mean they are on campus, or at UACCB most of the day and only at Southside to take extra-curricular courses they need.

Retention decline

Rich said as he and others researched college-success rates, it was disturbing to find data showing that many students didn't complete college even when the college application process was part of their high school graduation requirements. "We found a lot starting, but a lot that didn't finish" for whatever reason. "We didn't have those (students) following through and achieving what we had hoped."

Administrators hope the

sooner they can get students thinking about their future, the better the retention rates when it comes to completing college. And, by starting out early, Ried added, "they will be that much more ahead of the game," with junior high principal George Sitkowski adding it will allow students to also know "what they do want to do, and what they don't want to do" instead of finding out later in college after taking a number of courses.

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When asked about cost and how it would affect low-income families, Rich said the state education department provides startup and implementation funding, which in years past has ranged anywhere from \$350,000-\$650,000. He said he would hope the grant would cover costs for a long time followed by business partners he's been in contact with who could help continue it after funding ran out, meaning parents won't have to pay.

According to Kimberly Friedman, spokeswoman for the Arkansas Department of Education, if a district is approved for a conversion charter, it will be eligible to apply for the 2015 Planning and Implementation Grant. In 2013 the grant included up to \$483,000 in funding, according to the ADE's most recent figures; however, the amount that can be awarded is determined by the number of charters approved, Friedman said.

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Added Rich, "The support system is a lot stronger here."

Rich encouraged attendees to express their thoughts and concerns, saying, "We can be excited all day long, but we got to know how others feel too. ... We have nothing to gain from this — but our students have an enormous amount to gain ... to become extremely successful."

For questions or concerns, Rich can be contacted at the school at (870) 251-2341 or by visiting the administration office on campus.

Parent Gina Garrett, who has a sixth-grader, eighth-grader and senior attending Southside, said she is supportive of the implementation.

Colin Patterson, who has a child in the eighth grade and one in the 10th, agreed, noting the importance of doing all one can to enhance a student's potential beyond high school. "It's really good to get the kids as ready as you can."



Southside School District to apply for charter school

Posted: Sep 05, 2014 7:41 PM CDT

Updated: Sep 05, 2014 7:44 PM CDT

Posted by Jessi Turnure - bio | email

BATESVILLE, AR (KAIT) - The Southside School District plans to submit a charter school application.

If the district's application is approved, Southside would partner with UACCB to offer college classes to high school students.

Southside High School Principal Roger Ried said this partnership would allow students to take courses in a classroom or online that correspond with their college major.

"This just opens up the possibilities for them," Ried said. "They could have that IT certification, that welding certification."

Student's current teachers would not change. Principal Ried said additional, UACCB instructors would teach the additional classes.

"They're going to be teaching those specific classes that our teachers might not even be certified to teach," he said.

Depending on the classes students enroll in, they would go to UACCB or a UACCB instructor would come to them.

"We want to do what's easiest, not have any barriers for them," Ried said.

The students would then earn enough college hours to start college at the sophomore level. Seniors would also have the opportunity to graduate with a high school diploma and an associate's degree.

"And with our agreement with UACCB, the price is fantastic," Ried said. "They work with us to discount classes and some materials, like books," Ried said.

He said college would also be more of an option for students. The district currently sends about 75 percent of students to college. A UACCB administrator said becoming a charter school could mean this percentage also finishes college.

"We've learned that if we can catch a student very early on in their educational career before they get to us, we can help them be more successful," said Brian Shonk, UACCB's Vice Chancellor for Academic Affairs.

Shonk and Ried's thought is if students can graduate from college earlier, they can also start their professional careers earlier.

"Employers are demanding more now," Shonk said. "There are a lot of skills students learn in high school, but they will learn more job skills through UACCB that are important that will help them be good workers from the very beginning."

He said the college and Southside will receive grant funds to offset some instruction costs, but the institutions also plan to solicit funds from local businesses.

"The goal is to engage business because this is about putting students in the workforce, setting them up for a good career and a good life," Shonk said. "We hope that we can engage businesses and they'll provide scholarship opportunities to help students attend college credit classes."

Shonk said he is targeting companies in the health care, manufacturing, social services and education industries. He said several companies in these fields have already partnered with UACCB, so he hopes that partnership would carry over if Southside becomes a charter school.

The Southside School District will find out if its request is approved in November.

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WE RECOMMEND

- [JFD investigating arson](#)
- [Court affirms conviction of Region 8 man found guilty of raping, marrying daughter](#)
- [Elderly Region 8 couple found shot to death](#)
- [Auto mechanic allegedly leaves child porn in customer's car](#)
- [Gun company cuts ties with reality TV star](#)

FROM AROUND THE WEB

-
-
-
-

**Southside Freshmen Academy
and Southside Charter High School**

The mission is to equip each student to meet the individual challenges of his or her future story.

Why?

Train and provide students with skills for the 21st Century workforce.



Objectives

Southside Charter High School strives to achieve:

- Improved student achievement through career-centered learning
- Increase student opportunities through a variety of technical offerings
- Provide students with expanded choices and concurrent credit courses
- Realign educational focus to meet career and college readiness
- Provide a Value-Added High School Diploma

Student's Commitment

- Personalized learning plan
- Multi-year commitment to program of study
- Value-Added High School Diploma
- Increased rigor of academic and career-ready curriculum



Educational Need

Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, Southside Freshmen Academy and Southside Charter High School (SCHS) will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

What are the next steps?

- Conversion Charter Application
- School Board Approval
- Arkansas Department of Education Approval
- Develop Master Schedule and Pathways of Technical Certification and College Prep
- Student Placement
- Academy Model Fall 2015



Proposed Progression
Southside Freshmen Academy and Southside Charter High School

Mission: The mission of the Southside Freshmen Academy and the Southside Charter High School is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, Southside Freshmen Academy and Southside Charter High School (SCHS) will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

Grade	Progression to future story
8	Career Orientation Class <ul style="list-style-type: none"> • Investigation of the 16 career clusters • Tours of UACCB and technical centers on the campus • Guest speakers from local business and industry • Advisory groups to examine EXPLORE data • 9th grade CAP Conference with parents to examine EXPLORE data • Select 2-3 pathways for exploration in Keystone Experience (9th grade)
9	Keystone Course <ul style="list-style-type: none"> • Job Shadowing • Industry Tours • Local business and industry leaders teach “soft skills” for success • Begin Future Story Portfolio 1:1 Technology Instruction First experience with self-directed, online learning (health and safety class) CAP Conference: select pathway to value added diploma
10	1:1 Technology Instruction continues Embedded Coursework to accelerate high school graduation requirements College/Career Readiness Seminar related to Future Story 2 nd Semester: begin technical certification and/or concurrent credit pathways at UACCB Continue to Build Future Story Portfolio
11-12	Flexible scheduling for course work dedicated to value-added diploma 1:1 Technology Instruction continues Digital Learning Options as needed for the challenges of Future Story College/Career Readiness Seminar related to Future Story Continue to Build Future Story Portfolio 12 th grade students can choose an internship experience as part of career readiness



Southside Conversion Charter Public Meeting
August 28, 2014

Printed Name	Signature	Email Address
Roger Reed		
Brad Cummings		
FRED DEWBON		
Cory Callahan		
Colin Patterson		



STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

James McLean

P. O. Box 2001

Batesville, Arkansas 72503-2001

870-613-0617 Cell

870-698-1399 Residence

vote.james.mclean@gmail.com

DISTRICT 63

Counties:

Part Independence

COMMITTEES:

Chairperson,

Education

City, County and Local Affairs

Local Government Personnel

Subcommittee

Rules

Joint Budget

September 2, 2014

Roger Rich, Superintendent
Southside Schools
70 Scott Drive
Batesville, AR 72501

Dear Mr. Rich:

I am pleased to support the Southside School District's application for the Conversion Charter School. I believe that the charter will provide the district the opportunity to equip students with the knowledge and skills necessary for today's workforce.

The residents of the Southside area and Independence County are committed to providing students with quality academic programs. The charter would allow learning pathways to be established for individual students. It would open the avenue of going straight to work after graduation with a technical certification for some students. For others, it would provide the jumps start needed to successfully complete a two-or four year college program of study. Both paths would elevate the learning experience as students earn a value-added diploma and have the ability to attain a family supporting job.

I support the conversion approach and I believe it will help the Southside School District in improving the achievement of students, and will help to improve the economic health of the Southside area and Independence County.

Sincerely,

A handwritten signature in black ink that reads "James McLean".

James McLean
State Representative
District 63



August 29, 2014

Mr. Roger Rich
Superintendent, Southside School District
70 Scott Drive
Batesville, AR 72501

Dear Mr. Rich:

The University of Arkansas Community College at Batesville (UACCB) is proud to support Southside School District's progressive, innovative request to seek charter school status. The request exemplifies the district's continued desire to seek methods that promote educational goal obtainment for all learners.

UACCB supports the value-added high school diploma that anchors this request. Students earning this diploma will have options to earn industrial certifications or college credit hours. The collaboration will develop well prepared students that possess skills necessary for success in the workplace, a technical school or a college or university. In today's economy, the opportunity to leverage resources is a much needed outcome for families, the school district and the college.

A partnership between the Southside School District and UACCB can facilitate the development of a student's "future story," as well as, provide access to the education that allows the story to become a reality. Goals will be achieved through an environment that promotes understanding of the importance and value of achieving the student's story.

Again, it is my pleasure to offer this letter of support on behalf of Southside School District's request to seek charter school status. I will be glad to address any questions regarding this opportunity. I can be reached at 870-612-2001 or debbie.frazier@uaccb.edu.

Sincerely,

A handwritten signature in black ink, reading "Deborah J. Frazier", is written over the typed name and title.

Deborah J. Frazier
Chancellor

University of Arkansas Community College at Batesville



TOLL-FREE (866) 622-3269
www.badboymowers.com

(870) 698-0090
102 Industrial Drive

FAX (870) 698-2123
Batesville, Arkansas 72501

September 4, 2014

Mr. Roger Rich, Superintendent
Southside Schools
70 Scott Drive
Batesville, AR 72501

Mr. Rich:

Upon hearing of Southside School District's application with UACCB for the Conversion Charter School, I wanted to show my support for this project. I truly believe that the charter will provide students with a base knowledge and set of skills all employers in today's workforce are requiring.

Although Southside and Independence County's demographics are constantly changing, the area has consistently proven that it is committed to producing students with quality academic backgrounds. It appears to me that the Conversion Charter School would give each student the opportunity to learn on an individual basis. Adding the charter would open opportunities for students that would not get that opportunity otherwise. For instance, a student could graduate high school with a technical certification, and be able to go straight to work to support their family. We already hire many graduates from Southside School District, however having this specialization would be advantageous for both the employee and us.

I believe the charter will not only help to improve students' accomplishments, but will also help with the growth of the Southside area and Independence County in its entirety. I support the conversion approach and believe it will be a benefit to Southside School District and Independence County.

Best Regards,

A handwritten signature in black ink, appearing to read "David Brogdon", with a long horizontal line extending to the right.

David Brogdon, Chief Financial Officer
Bad Boy Mowers
102 Industrial Drive
Batesville, AR 72501



FIRST COMMUNITY BANK

Member FDIC

Where community comes first.

1325 Harrison Street
P.O. Box 4327
Batesville, AR 72503
(870) 612-3400
(870) 612-3412 FAX

September 3, 2014

Roger Rich, Superintendent
Southside Schools
70 Scott Drive
Batesville, AR 72501

Dear Mr. Rich,

One of the challenges facing every community is having a well-developed work force. Education is at the heart of building a work force that will draw businesses to our area and keep them here. At First Community Bank, we are excited that the Southside School District is seeking conversion to a charter school and fully support the application.

The Southside School District has always had the reputation for providing excellent educational opportunities for students. The program you have outlined as a charter school will enhance the academic foundation of your students by meeting their diverse needs and preparing them for a smooth transition from high school, to immediate employment, targeted study at a two or four year college or training in a technical trade.

As a charter school, you will not only be providing new opportunities for young adults, Southside Schools will be strengthening the Southside area and all of Independence County. We anticipate that as a charter school, you will empower the young people of this community to attain jobs that will support families, schools and will boost the local economy. You can depend on First Community Bank to support the Southside School District in this endeavor.

Sincerely,

Dale Cole
Chairman and CEO
First Community Bank

Additional Letters of Support Available for Review:

State Senator David Wyatt, District 19

Ted Hall, Executive Director of the White River Area Agency on Aging

Karen Ryan, CEO of Vital Link EMS Service

T.W. Halford, President of TWH Enterprises

Dr. Steven Collier, CEO of ARcare

Phil Ballwin, CEO and President of Citizens Bank

Mincie Thomas, Administrator Mountain Meadows Health and Rehabilitation

High School Bell Schedule

7:50	Warning Bell (Pulse)	
7:55	Tardy Bell	Period One
8:45	Class Ends Bell	
8:49	Warning Bell (Pulse)	
8:50	Tardy Bell	Period Two
9:45	Class Ends Bell	
9:49	Warning Bell (Pulse)	
9:50	Tardy Bell	
10:05	Class Ends Bell	
10:09	Warning Bell (Pulse)	
10:10	Tardy Bell	Period Three
11:05	Class Ends Bell	
11:09	Warning Bell (Pulse)	
11:10	Tardy Bell	Period Four
12:00	Class Ends Bell	
12:25	Class Ends Bell	
12:34	Warning Bell (Pulse)	
12:35	Tardy Bell	Period Five
1:25	Class Ends Bell	
1:29	Warning Bell (Pulse)	
1:30	Tardy Bell	Period Six
2:20	Class Ends Bell	
2:24	Warning Bell (Pulse)	
2:25	Tardy Bell	Period Seven
3:15	Class Ends Bell	

Southside School District 2015-2016 School Calendar

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

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

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

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

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

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

Pre-School: (870) 251-2297
 Elementary: (870) 251-2661
 Middle School: (870) 251-2332
 Jr High: (870) 251-4003
 High School: (870) 251-2662
 HIPPY (870) 251-4024

August 12-13 Staff Development
 August 13 Open House
 August 17 Classes Begin
 September 7 Labor Day Holiday (No School)
 October 16 End of 1st Quarter (44 Student Days)
 October 20 Parent Teacher Conference K-12 (3:30-7:00 pm)
 October 21 Staff Development (No School)
 November 25-27 Thanksgiving Holiday (No School)
 December 18 End of 2nd Quarter (42 Student Days)
 End of 1st Semester (86 Student Days)
 Dec. 21 -Jan. 1 Christmas Break
 January 4 Classes Resume
 February 15 Presidents' Day
 March 11 End of 3rd Quarter (50 Student Days)
 March 17 Parent Teacher Conference K-12 (3:30-7:00 p.m.)
 March 21-25 Spring Break (with Good Friday)
 May 24 End of 4th Quarter (42 Student Days)
 End of 2nd Semester (92 Student Days)
 End of School Year (178 Student Days)

First Inclement Weather Day:
 Second Inclement Weather Day:
 Third Inclement Weather Day:
 Fourth Inclement Weather Day:
 Fifth Inclement Weather Day:
 Sixth Inclement Weather Day:
 Seventh Inclement Weather Day:
 Other Inclement Weather Day: All other days added to the end

 Significant Calendar Events

 Non Student Day or No School

 Inclement Weather Day

School Board Adopted

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

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

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

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

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

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

<http://southsideschools.org>
 70 Scott Drive
 Batesville, AR 72501
 Administration: (870) 251-2341



SOUTHSIDE SCHOOL DISTRICT
70 SCOTT DRIVE
BATESVILLE, AR 72501

2014-2015 CERTIFIED SALARY SCHEDULE

Experience	B	B + 15	M	M with=>45
0	31,235.00	31,735.00	35,360.00	35,860.00
1	31,835.00	32,335.00	35,960.00	36,460.00
2	32,435.00	32,935.00	36,560.00	37,060.00
3	33,035.00	33,535.00	37,160.00	37,660.00
4	33,635.00	34,135.00	37,760.00	38,260.00
5	34,235.00	34,735.00	38,360.00	38,860.00
6	34,835.00	35,335.00	38,960.00	39,460.00
7	35,435.00	35,935.00	39,560.00	40,060.00
8	36,035.00	36,535.00	40,160.00	40,660.00
9	36,635.00	37,135.00	40,760.00	41,260.00
10	37,235.00	37,735.00	41,360.00	41,860.00
11	37,835.00	38,335.00	41,960.00	42,460.00
12	38,435.00	38,935.00	42,560.00	43,060.00
13	39,035.00	39,535.00	43,160.00	43,660.00
14	39,635.00	40,135.00	43,760.00	44,260.00
15	40,235.00	40,735.00	44,360.00	44,860.00
16	40,835.00	41,335.00	44,960.00	45,460.00
17	41,435.00	41,935.00	45,560.00	46,060.00
18	42,035.00	42,535.00	46,160.00	46,660.00
19	42,635.00	43,135.00	46,760.00	47,260.00

ADMINISTRATIVE SALARIES

Administrative Salaries are indexed at highest point on salary schedule

Position	Index	Salary
Superintendent	2.08357	\$98,470.00
Asst. Superintendent	1.58966	\$75,127.00
Principal	1.45832	\$68,920.00
Asst. Principal	1.20452	\$56,926.00
Fed. Prog/PD Coordi	1.58966	\$75,127.00
Instruct. Fac/Academ	1.1721	\$55,429.00

EXTENDED CONTRACTS

5 additional days	102.63%
10 additional days	105.26%
20 additional days	110.53%
30 additional days	115.79%
40 additional days	121.05%
55 additional days	128.95%

Approved by board on June 23, 2014

Vonda Crowl, Board President

Fringe benefits, which are not included in the above salary schedule, that are paid for all contracted certified personnel working a minimum of 20 hrs/week include:

Dental Insurance - \$270.96 per year

Long Term Disability Insurance - \$0.29 per \$100.00 of salary

Health Insurance - Southside School District contributes \$181.00 (\$151.00 state man-dated plus up to an additional \$30.00) monthly for each person who participates in the health insurance provided through Employee

Benefits Division (EBD).

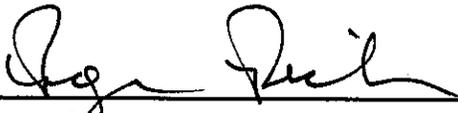
Attachment C14

**2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion 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 district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion 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 public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion 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 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 public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District

9/8/14

Date

Roger Rich

Printed Name