

## Southside Charter High School/Southside Freshman Academy

### PART A - GENERAL INFORMATION

School District:	Southside School District
Grade Levels:	9-12
Enrollment Cap:	1200
Address of Proposed School:	70 Scott Drive, Batesville AR 72501

### PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

#### Evaluation Criteria:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information

**Fully Responsive**

### PART B EXECUTIVE SUMMARY

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

#### Evaluation Criteria:

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

**Fully Responsive**

## PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

### C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

#### Evaluation Criteria:

- A thorough description of the results of the public hearing
- Evidence of public support exhibited at the hearing
- Documentation of required notice published to garner public attention to the hearing
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

#### Partially Responsive

##### Concerns and Additional Questions

Arkansas Code Annotated §6-23-201 "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" The Meeting was held on August 28, 2014. Newspaper notices were ran on August 11<sup>th</sup> and August 18<sup>th</sup>. Provide any additional documentation available to show compliance with §6-23-201.

#### Timeline of Orientation, Public Notice and Media Coverage

August 5, 2014: Applicant Workshop was held during AAEEA conference. Mr. Rich and Mrs. Humphrey attend applicant workshop. All members of admin team were attending conference which concluded on August 6, 2014.

August 8, 2014: Met with admin planning team to move forward with application process. Date for public meeting selected to allow time for input from public prior to application deadline and with respect to previously scheduled school events. Staff makes a request for immediate publication in Batesville Guard Newspaper at 9:25 am via phone and fax (see attached fax and letter from The Guard). Post public meeting on school web page event calendar.

August 11, 2014: Public Notice ran in The Batesville Guard. The Batesville Guard is the only general circulation newspaper within the Southside School District. It is a five-day a week evening publication.

August 11, 2014: Information shared and feedback solicited at the regularly scheduled school board meeting. Board members request talking points for public because they are already fielding questions and input about the public meeting after evening paper was distributed.

August 13, 2014: Information on proposed conversion charter application and public meeting shared with all district certified and classified staff during Vision and Mission Session of district professional development.

August 18, 2014: Front page story printed in The Batesville Guard.

August 21, 2014: Notice placed on digital sign adjacent to the high school on Highway 167 and next to Scott Drive that leads to Southside Preschool, Southside Middle School, and Southside Junior High.

August 26-28, 2014: Invitation to public meeting on Announcements in Middle School, Junior High, and High School. Daily announcements for the high school can be accessed by the public on Southside High School's web page.

August 27, 2014: Superintendent emails all certified and classified staff reminder about public meeting. The email included an attachment of talking points that highlight the proposed conversion charter application.

August 27, 2014: 7:00 pm Alert Now call to all faculty, staff, and families of all students enrolled at Southside School District.

August 28, 2014: Superintendent gives reminder of public meeting during Southerner Minute Radio Show at 9:00 am on KWOZ Radio Station.

September 1, 2014: The Batesville Guard runs a front page follow-up story on the public meeting.

September 5, 2014: KAIT8 from Jonesboro, Arkansas ran story during evening news programs (5:00 pm, 6:00 pm, and 10:00 pm). Story posted on the television station's web page.

September 8, 2014: Information shared and feedback solicited at the regularly scheduled school board meeting and Annual Report to the Public meeting. Batesville's Chamber of Commerce Leadership Class was in attendance of regular meeting (approximately 20 local business/industry leaders).

## C2: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

### **Evaluation Criteria:**

- A mission statement that is clear and succinct

**Fully Responsive**

### C3: EDUCATIONAL NEED

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

#### Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter,
- Innovations that would distinguish the charter from other schools

#### Fully Responsive

#### Concerns and Additional Questions

Please confirm that the additional 2013 ESEA data included in the narrative text is specific to the high schools of each district, not the entire district.

Each district listed has only one high school. The additional data included was specific to the high schools of each district except for Literacy and Mathematics data listed for Cave City High School was inadvertently pulled from the district ESEA report. High School specific data for Cave City School District for Literacy: 76.47 of all students and 67.35 of students in the TAGG group. ESEA data for mathematics at Cave City High School reflects: 85.14 of all students and 83.33 in the TAGG group.

### C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

#### Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

#### Fully Responsive

### C5: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

#### Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed
- Specific reasons that the school would be viable
- A description of the length of school day and school year that meets minimum state requirements

**Partially Responsive-FULLY RESPONSIVE (BASED ON RESPONSE)  
Concerns and Additional Questions**

Provide an example of a daily schedule and describe what a typical day would look like for a charter student. Provide an example of a daily schedule that includes the technical course work.

Traditional 9 <sup>th</sup> grade Student	Proposed SCHS 9 <sup>th</sup> Grade Student College Prep Pathway	Proposed SCHS 9 <sup>th</sup> Grade Student Technical Welding CP	Proposed SCHS 9 <sup>th</sup> Grade Student Allied Health CP
English 9	Pre-AP English 9	English 9	Pre-AP English 9
Algebra I	Pre-AP Algebra I	Algebra I	Algebra I
Physical Science	Pre-AP Physical Science	Physical Science	Physical Science
Civics/Economics	Pre-AP Civics/Econ	Civics/Economics	Civics/Economics
CBA	Keystone Course/Health and Safety	Keystone Course/Health and Safety	Keystone Course/Health and Safety
Health/PE	CBA	CBA	Spanish I
Elective of Choice	Elective of Choice (choir, athletics, band, etc)	Agriculture Science and Technology I	PE/Fine Arts

Traditional 10 <sup>th</sup> grade Student	Proposed SCHS 10 <sup>th</sup> Grade Student College Prep Pathway	Proposed SCHS 10 <sup>th</sup> Grade Student Technical Welding CP	Proposed SCHS 10 <sup>th</sup> Grade Student Allied Health CP
English 10	Pre-AP English 10	English 10	English 10
Geometry	Pre-AP Geometry	Geometry	Geometry
Biology	Pre-AP Biology	Biology	Pre-AP Biology
Word History	Pre-AP World History	World History	World History
Spanish I	Spanish I	PE/Fine Arts	Driver's Education/ CBA
Vocational Course of choice or Driver's Education	Driver's Education/Oral Communications for Concurrent Credit	Driver's Education/ Elective of Choice	Spanish II
Elective of Choice	Elective of Choice or additional college courses	Agriculture Metals	Elective of Choice— recommend Child Guidance with CPR Training

Traditional 11 <sup>th</sup> grade Student	Proposed SCHS 11 <sup>th</sup> Grade Student College Prep Pathway	Proposed SCHS 11 <sup>th</sup> Grade Student Technical Welding CP	Proposed SCHS 11 <sup>th</sup> Grade Student Allied Health CP
English 11	AP English	English 11 (Oral Communications Embedded)	English 11 (Oral Communications Embedded)
Algebra II	Pre-AP Algebra II	Algebra II	Algebra II
Chemistry	Pre-AP Chemistry	Chemistry	Anatomy and Physiology with lab from UACCB
US History	American History for 6 Hours of Concurrent Credit	US History	US History
Spanish I	Concepts of Physical Activity for Concurrent Credit/Fine Arts with Concurrent Credit	Welding I from UACCB/Industrial Health and Safety from UACCB	Intro to Medical Professions/Medical Procedures I
Vocational Elective of Choice	Elective of Choice or additional college courses	Engineering Drawings/Technical Methods	Spanish II
Elective of Choice	Elective of Choice or additional college courses	Elective of Choice	Elective of Choice

Traditional 12 <sup>th</sup> grade Student	Proposed SCHS 12 <sup>th</sup> Grade Student College Prep Pathway	Proposed SCHS 12 <sup>th</sup> Grade Student Technical Welding CP	SCHS Proposed 12 <sup>th</sup> Grade Student Allied Health CP
English 12	English Comp I/II for concurrent credit	English I2	English 12
College Algebra	College Algebra for concurrent credit	Welding II/Welding III	Technical Math/Writing for the Workplace
Oral Communications/Fine Arts	AP Biology	Technical Math/Writing for the Workplace	Medical Procedure II/Medical Terminology
JAG Class	Psychology for Concurrent Credit	Internship and Senior Seminar	Nursing Assistant Courses from UACCB, clinical hours, job shadowing, and Senior Seminar
JAG Work	12 <sup>th</sup> grade students would choose additional electives at SHS or courses from UACCB to complete a full day's schedule		
JAG Work			
Elective Course of Choice			

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

The leaders of the Southside Charter High School/Southside Freshman Academy and the Southside School district will comply with the requirements for every digital course to be offered from a provider approved by the Arkansas Department of Education and to meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

Explain how technical coursework program will be implemented and what completion of the program will offer students

In the first year of the proposed SCHS, initial technical pathways would be limited to Allied Health Careers (Certified Nursing Assistant and Emergency Medical Technician) and Welding Certificate of Proficiency. Both programs are well established and needed within the workforce of Independence County. Students completing the Allied Health Program pathway would finish with either a Certificate of Proficiency-Nursing Assistant or Certification as a Basic Emergency Medical Technician. Those choosing the Industrial Technology Program could exit with Certificate of Proficiency in Welding. All three certificates of proficiency provide local opportunities for employment with a salary more than minimum wage.

In conjunction with the technical certification, SCHS could customize pathways where students could also earn additional hours toward earning an Associates of Applied Science degree in any of these three areas by completing courses such as English Composition I and II or College Algebra that would provide credit for high school graduation requirements and build additional hours towards an Associate's degree in the respective area.

In year 2, additional technical programs will be matched to the workforce needs to provide students with industry required certification upon graduation. Thus, students are graduating with a high school diploma and certificate of proficiency for an employable technical skill. Areas for growth include but are not limited to medical billing and coding, computer information system/networking, web design, cosmetology, and early childhood education. Advisory boards consisting of school personnel, UACCB staff, and local business/industry leaders would help guide the continued expansion of technical programs to match the needs of the local economic development.

Describe the locations and facilities where the technical coursework will be held

Technical coursework would be scheduled on the campus of the current Southside High School. If the technical learning would be better enhanced by facilities available at

UACCB, then technical courses would be scheduled at the UACCB campus. In year one the following facilities could be utilized:

UACCB Nursing and Allied Health building which is a 40,000 square-foot facility that includes seven classrooms, a 200 seat lecture hall, four clinical labs, conference meeting rooms and faculty offices;

The welding technologies program at UACCB is housed in approximately 3,800 square feet of learning space consisting of faculty offices, one lecture room, one welding simulation and computer-based training lab, and one welding lab. The facilities can accommodate up to 15 students at any given time and include state-of-the-art welding booths with multi-process welders that perform Oxyfuel, MIG, TIG, and Stick welding.

### **Provide a detailed plan for involving the business and industry partners**

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.

Upon approval of Charter Status, the outreach to business and industry partners will be intensified. Collaborative events will be held to share information, garner additional support, and formalize existing partnerships. Support could come in the form of providing opportunities for students to job-shadow or internship possibilities, speaking at senior seminars, providing industry specific equipment for technical courses, industry experts to serve as “adjunct instructors,” and/or funding for concurrent credit scholarships.

First, school staff will utilize the Independence County Economic Council and the Batesville Area Chamber of Commerce events like After Hours Meetings to involve business/industry partners. Additional publicity through local media will also be leveraged to reach out to local business/industry. Administrators of SHS and UACCB will meet with the Economic Council and Chamber members to establish advisory group members for the various technical training areas. Advisory members and industry partners will help to answer the following questions:

1. What are the immediate workforce needs? The future workforce needs?
2. What training and/or industry certification would be required for employees?
3. What “soft” skills are you seeking in employees?
4. What support can your business or industry provide to students?

Since the initial application of SCHS and media coverage of public meetings, additional industry employers have been reaching out to be part of the dialogue and planning. For example, a local asphalt company manager has spoken about the need for heavy equipment operators. Requirements for the job involve a CDL and being 21 years of age. SHS leadership probed further to ask what jobs a student could perform within the

company between high school graduation and the age of 21. The ensuing conversation revealed need for assistants for survey crews. With collaboration between the proposed SCHS and industry employers, technical course work could provide opportunities for students to gain introductory survey skills at the proposed SCHS while the potential employer could provide job shadowing opportunities, guest speakers who would spotlight both surveying and heavy equipment operation and possible internships for seniors. Students would graduate with an employable skill in the company and the opportunity to continue to learn and advance in the industry at the age of 21 as a surveyor or heavy equipment operator.

Working with UACCB, the proposed SCHS would begin with expanded concurrent credit options for general education and the initial technical pathways in Industrial Technology (Certificate of Proficiency in Welding) and Allied Health (Certificate of Proficiency in Emergency Medical Technician and Nursing Assistant). After year one of implementation and additional meetings with advisory boards, pathways would expand into areas of business, public service, and other areas within Industrial Technology and Allied Health as determined by advisory board members representing local business and industry.

## C6: CHARTER MODEL

### Evaluation Criteria:

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

### **Partially Responsive-FULLY RESPONSIVE (BASED ON RESPONSE)**

Describe the specific innovation that would be offered as a charter school that could not be offered under the traditional high school.

In order to implement the full educational program which is personalized and designed to utilize a seat time waiver requirement, the District has pursued a Conversion Charter status to address these innovations and other waivers including:

- Educator Licensure – since many of the instructors could be industry-based experts or higher education staff who would not have the required credentials;
- Restructuring of the role of the library media specialist who a greater emphasis on involvement and support of the programmatic design ;
- Class size and teaching load designed to facilitate flexibility in designing the diploma pathways;
- Embedded coursework designed to facilitate flexibility in the programmatic design; and
- Career and Technical requirements utilizing embedded content across the curriculum.

Each of the requested waivers are essential elements that support the overall design of the plan for restructuring.

## C7: AUTONOMY

### **Evaluation Criteria:**

A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar.

**Fully Responsive**

## C8: SCHOOL IMPROVEMENT PLAN

### **Evaluation Criteria:**

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

**Fully Responsive**

## C9: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and Common Core State Standards.

### **Evaluation Criteria:**

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education's curriculum frameworks and the Common Core State Standards

**Fully Responsive**

## C10: STUDENT SERVICES

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

### **Evaluation Criteria:**

A description of the ways in which the following services will be provided to students **even in those areas for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

## **Fully Responsive**

### **Concerns and Additional Questions**

Explain the procedures that will be in place for child find for students who do not have an IEP that may need services.

In order to ensure that all students are learning at appropriate rate and receiving all services, multiple layers of intervention have been woven into Southside High School and will be part of the proposed Southside Charter High School. A long standing procedure has been frequent monitoring of classroom performance of all students. Progress reports are issued to all students and their families at weeks 3, 5, 7, and 9 of each academic quarter. As each progress reports are issued, student grades are monitored for students failing two or more classes and placed on the 2 "F" list. A lead staff member (principal, counselor, or instructional facilitator) conferences with each student and makes contact with each student's family offering before/after school tutoring, academic counseling, and other support services.

The next layer involves grade level teachers and Student Support Team (SST) meetings. Students struggling to perform academically or socially are referred to the SST. The instructional facilitator leads grade level team meetings that focus on coordinating services and ensuring these students have an adult advocate on campus. Issues from vision, to attendance, to poor homework performance, to problems with peers interactions and group work have been addressed with students through the SST. If the SST is unable to resolve the academic issues, then the student may be referred to the Intervention Team and possible special education referral. If social issues cannot be resolved, students are referred to the building counselor and/or for school based mental health services.

Southside High School initiated NWEA MAP testing in the 2014-15 school year. Students in grades 10-11 are assessed in Mathematics, Language Usage, and Reading. Utilizing those scores, students will be placed in remediation groups as needed. Based on

academic need, groups will be taught by certified staff or work through a personalized learning path through digital remediation programs such as Achieve 3000, KHAN Academy or Classworks. If students do not make progress through their individual learning paths, they will be moved to small group led by a teacher. Then, if the student does not make progress, he or she will be referred for academic services including, but not limited to special education referral as needed and determined by the intervention team.

Confirm that the charter will comply with all state and federal requirements for special education.

The leaders of the Southside Charter High School/Southside Freshman Academy and the Southside School district will comply with the requirements with all state and federal requirements for special education.

## C11: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

### Evaluation Criteria:

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

## Fully Responsive

## C12: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

### Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school
- An enrollment and admissions process that is open, fair, and in accordance with applicable law

- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

### **Fully Responsive**

## C13: PRIOR CHARTER INVOLVEMENT

### **Evaluation Criteria:**

- A complete Prior Charter Involvement Template for each individual connected with the propose charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

### **Fully Responsive**

## C14: STAFFING PLAN

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

### **Evaluation Criteria:**

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

### **Fully Responsive**

### **Concerns and Additional Questions**

Explain if the professional qualifications listed are minimum qualifications, or desired qualifications.

The qualifications listed are minimum qualifications. The district is seeking flexibility through conversion charter to restructure staffing including measures such as the use of highly qualified industry experts as instructors, higher education instructors, and restructuring the traditional role of media specialists to meet the individual needs of students' future stories while meeting the needs of the workforce based on local business/industry.

## C15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

### **Evaluation Criteria:**

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

**Fully Responsive**

## C16: FACILITIES

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

### **Evaluation Criteria:**

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

**Fully Responsive**

## C17: FOOD SERVICES

This section should describe how the school will address food services for its student body.

### **Evaluation Criteria:**

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

**Fully Responsive**

## C18: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### **Evaluation Criteria:**

- A plan for involving parents and guardians in the school's education programs
- A proposal that involves the parents of students, employees and the broader community in
- carrying out the terms of the charter

**Fully Responsive**

## C19: WAIVERS

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

### **Evaluation Criteria:**

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

**SEE LEGAL COMMENTS**

## C20: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### **Evaluation Criteria:**

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

**SEE LEGAL COMMENTS**

## C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

### **Evaluation Criteria:**

- The plan to ensure the sustainability of the charter in the future.

**Fully Responsive**

**Red**=Waivers not previously requested, need additional discussion, or have remaining issues  
**Green**=Waivers previously granted, no remaining issues  
*Information provided by Applicant is in italics.*

## **Southside Charter High School and Southside Freshman Academy Waivers Requested in Original Application**

### **1. Planned Instructional Day**

#### **Section 10.01.4 of Standards**

*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 30 hours each week.*

**Legal Comments:** The applicant should explain why this waiver is necessary. It appears the planned instructional time will meet the requirements of this Standard. The applicant also notes on page 16 of its application that its instructional time will comply with state law. If the applicant does intend to provide less instructional time than is required by this Standard, a waiver of **Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** is also necessary.

**Response:** *The Southside School District requests flexibility for the meeting the individual learning paths of the students of the proposed Southside Charter High School. As needed, this flexibility would be utilized to provide students the opportunity to participate in internships and off site training opportunities during the academic day. The proposed SCHS would establish written policies detailing these procedures and would guarantee that students would meet all of the requirements of 30 hours of instructions. Flexibility would be most needed for seniors to participate in technical learning experiences outside of the school's structured learning environment.*

*In order to provide a comprehensive explanation of the need for a waiver, we would like to define with the following example what implementation would look in a student's schedule and personal learning pathway. Following submission of the application for the proposed SCHS, a supervisor within a regional asphalt company that serves much of northeast and central Arkansas made contact with the school leadership about helping to fill the needs within his workforce. The need includes heavy equipment operators which company insurance policies requires an employee to be at least 21 years of age and possess a CDL. Yet, the company does have other needs that students with a value added diploma could fill until they are of age to earn a CDL and be employed as an equipment operator. For example, high school graduates with background experience in surveying, construction management and/or mechanics could work within the yard making approximately \$9 an hour. At the age of 21 and the completion of the CDL licensing process, that wage would double to \$18-\$19 hour. Experienced operators/truck drivers within the company have potential to earn approximately \$45,000 a year.*

**Red**=Waivers not previously requested, need additional discussion, or have remaining issues

**Green**=Waivers previously granted, no remaining issues

*Information provided by Applicant is in italics.*

*To prepare a student for a future story with this company, traditional vocational course work in Agriculture Mechanics and Agriculture Metals would be paired with Industrial Health and Safety and opportunities to intern and/or job shadow within this industry. Through senior seminars and internships, students could build a background in surveying and construction management which are vital to success in the industry. This learning would occur outside of the regularly structured school day and environment. Those interested in pursuing a technical certificate or Associate's in surveying or General Technology could also complete general education requirements such as English Composition I and II, College Algebra, and US History. The flexibility of this waiver would allow the school to respond to the needs of the individual student's future story and learning path.*

*In order to respond to a student's personalized learning pathway, the SSD also seeks waiver from Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve. These waivers will allow the proposed SCHS to establish written policies detailing the procedures for students to meet all requirements of 30 hours of instruction outside of the school's structured environment.*

**Remaining Issues:** Based on the information provided, it does not appear this waiver is necessary.

## **2. Clock Hours**

### **Section 14.03 of Standards**

*By providing relevant and meaningful instruction in value added diploma pathways, the teaching of simultaneous and/or embedded courses within the SCHS structure, and to allow the integration of graduation credit courses with other courses as necessary, the Applicant requests the waiver of the 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.*

**Legal Comments:** None

**Remaining Issues:** None

## **3. Licensure**

**Ark. Code Ann. §§ 6-15-1004; 6-17-302; 6-17-309; 6-17-401; 6-17-902; 6-17-919**

**Sections 15.02 and 15.03 of Standards**

**Red**=Waivers not previously requested, need additional discussion, or have remaining issues  
**Green**=Waivers previously granted, no remaining issues  
*Information provided by Applicant is in italics.*

## **ADE Rules Governing Educator 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.*

**Legal Comments:** None

**Remaining Issues:** None

### **4. Library Media Specialist**

**Ark. Code Ann. §§ 6-25-103 and 6-25-104**

#### **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.*

**Red**=Waivers not previously requested, need additional discussion, or have remaining issues  
**Green**=Waivers previously granted, no remaining issues  
*Information provided by Applicant is in italics.*

**Legal Comments:** None

**Remaining Issues:** None

## **5. Class Size and Teaching Load**

### **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 1 0-12, a teacher will not be assigned more than 180 students; a core academic class will not exceed more than 30 students.*

**Legal Comments:** None

**Remaining Issues:** None

## **6. Embed Oral Communications**

### **Section 9.03.4.1 of Standards**

*The Southside School District is required to teach Oral Communications as a separate class to its 10<sup>th</sup> grade students.*

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

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

**Legal Comments:** Applicant should explain what course(s) will be embedded in and how it will ensure that each student receives the required instruction.

**Response:** *On August 15, 2014, Southside High School was granted course approval*

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**Green**=Waivers previously granted, no remaining issues  
*Information provided by Applicant is in italics.*

*status for Embedded English 11/Oral Communication. Students at the proposed SCHS will receive the instruction and curriculum approved under this waiver by the State Board of Education. The curriculum standards for both courses will be combined and taught to all students enrolled in English 11.*

**Remaining Issues:** None

## **7. Career and Technical Education (withdrawn)**

### **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 and eighth 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) grade level, and introduce the Survey of Ag Science course at the eighth grade level.*

**Legal Comments:** This Standard applies to 5-8<sup>th</sup> grade. The applicant intends to serve grades 9-12. The authorizer lacks the authority to grant waivers for grades that will not be served by the charter.

**Response:** *Southside School District withdraws the request for the waiver of Career and Technical Education requirements for grades 7-8.*

**Remaining Issues:** None

## **7. Health and Safety Education**

### **Section 9.03.4.9 of Standards**

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

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**Green**=Waivers previously granted, no remaining issues

*Information provided by Applicant is in italics.*

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

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 content from the Health and Safety class within all of its Allied Health and Technology courses.

**Legal Comments:** The applicant should confirm that it will still teach one unit of physical education. Applicant should explain what course(s) will be embedded in and how it will ensure that each student receives the required instruction.

**Response:** *The leaders of the Southside Charter High School and Southside Freshmen Academy will comply with the requirements for physical education and teach one unit of physical education. Working with UACCB instructors of the Allied Health and Industrial Technology Health and Safety Course, leadership for the SCHS will ensure that all curriculum frameworks for Health and Safety will be taught. The course will be offered on the campus of the Southside Charter High School.*

**Remaining Issues:** None

**DESEGREGATION ANALYSIS:** Fully responsive