ARKANSAS DEPARTMENT OF EDUCATION

2016 Application
District Conversion Public Charter School

Deadline for Receipt of Submission: Thursday, August 4, 2016, 4:00 p.m.
Applications will not be accepted after this time.

Name of Proposed Charter School:

Harrisburg College and Career Preparatory School

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
2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School: Harrisburg College and Career Preparatory School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 600

Name of School District: Harrisburg School District

Name of Contact Person: Danny Sample, superintendent

Address 207 W. Estes St. City: Harrisburg

ZIP: 72432 Daytime Phone Number: (870) 578-2416 FAX: (870) 578-9366

Email: dsample@hbgsd.org

Charter Site Address: 401 W. South St.

City: Harrisburg

ZIP: 72432 Date of Proposed Opening: August 2017

Name of Superintendent: Danny Sample

Address: 207 W. Estes St. City: Harrisburg

ZIP: 72432 Daytime Phone Number: (870) 578-2416

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

There is a mandate to invent an entirely new type of school, one that is dedicated to the current needs of students and society. We will create an educational atmosphere that will foster academic excellence and help student develop an awareness of social responsibility and ethical behavior. Using Personalized Learning Plans and innovative alliances with local colleges and industries, we will provide the academic and technical instruction with training and counseling required for students to successfully transition to the next level, whether that is postsecondary education or employment.

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

Applicant Response:

Today's educators must be both specialized and diversified--we must offer training specific to the needs of the regional workforce as well as a broad and deep academic foundation. To these ends, we have established an alliance with Arkansas State University-Newport, and our students will have access to technical and academic courses on their three campuses. This initiative will prepare our students for skilled jobs in the area and success in college or trade school.

Students will be guided throughout the process of drafting their personal, goal-oriented plan through high school and beyond. Professionals from ASUN, HCCPS and area industries, with access to data from ACT Aspire, ACT, and NWEA MAP tests will collaborate with parents and students to create and monitor students' Personalized Learning Plans.

A modified block schedule will provide extended time in both high school and college classes, giving students access to differentiated instruction and extra time for hands-on project based learning. Other innovative scheduling--our "Fast Track Fridays"--will allow for advisory time, time to be spent on life skills not often addressed in school. Students will receive real-world training from a variety of sources in personal finances, job and career readiness, health and wellness, and many other practical pursuits.

Embedded, online, and college-level courses and an extended school day will give students the opportunity to earn a Certificate of Proficiency in a technical field or an Associate's degree in addition to a high school diploma.

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 Public 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, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing was held on Monday, July 11, 2016 at the Harrisburg School District Center for the Fine Arts. There were 46 people in attendance. The meeting was 6:30pm-7:30pm. The meeting was publicized in the Modern News, the community newspaper, on June 23, 2016; June 30, 2016; and July 7, 2016. Digitally, the notice was publicized on the Harrisburg Public School online district calendar, the Harrisburg High School Facebook page, and via the Blackboard Connect system that called, text messaged, and emailed all district parents/guardians and all school personnel.

Mr. Danny Sample, Harrisburg School District's superintendent, explained the difference between a charter and a conversion charter school. We will not be an open enrollment charter. We will have a conversion charter like Cross County or West Memphis.

Brandon Craig, Harrisburg High School's principal, explained to the attendees that he has communicated clearly and frequently about the possibility of a conversion charter and all the faculty and staff are incredibly supportive. They have agreed that what we were doing wasn't enough for our kids; the system needs to be revolutionized for the sake of the kids' futures and, therefore, the future of our community.

Craig explained to the community members that the certificate of proficiency program will not be mandatory. It is meant as advancement on student elective options. It is meant to "enhance rather than diminish the student's education." Students grades 9-12 will sign up voluntarily. In May 2016, students expressed interest to Dennis Graham, Harrisburg High School's counselor, about particular technical fields they would like to pursue, and Graham communicated those to ASU-Newport so that they could begin preparing for the 2016-17 school year. ASU-Newport will visit the school to explain their offerings and degree programs.

Craig discussed how our new modified block scheduling would allow for transportation of the students to local community colleges, but it would also allow the faculty more time to differentiate for students and more time to assign and complete project-based learning assignments. He explained that on Fridays, we would have time to incorporate an advisory time and time to learn soft skills and life skills. Advisory time will allow each student to have one mentor to follow them through their high school career to help make sure they are on a good track.

All previous comments were based on the attendees' questions and concerns, and they were satisfied and praising of the answers. Their concern that was left mostly unanswered was about funding.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 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:

There is a mandate to invent an entirely new type of school, one that is dedicated to the current needs of students and society. We will create an educational atmosphere that will foster academic excellence and help student develop an awareness of social responsibility and ethical behavior. Using Personalized Learning Plans and innovative alliances with local colleges and industries, we will provide the academic and technical instruction with training and counseling required for students to successfully transition to the next level, whether that is postsecondary education or employment.

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 the most recent literacy and mathematics performance assessment data and graduation rates available for the district, the campus proposed for the charter, and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Harrisburg School District		
District Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	22.37	13.95	79.05
Targeted Achievement Gap Group	22.37	13.95	71.88
African American	14.29	13.33	n<10
Hispanic	21.74	8.33	n<10
White/Caucasian	22.60	14.20	79.59
Economically Disadvantaged	22.37	13.95	71.43
English Language Learners/ Limited English Proficient	n<10	n<10	n<10
Students with Disabilities	5.66	3.09	n<10

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Harrisburg School District		
Campus Name	Harrisburg High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	23.81	10.53	79.05
Targeted Achievement Gap Group	23.81	10.53	71.88
African American	n<10	n<10	n<10
Hispanic	n<10	n<10	n<10
White/Caucasian	23.27	10.63	79.59
Economically Disadvantaged	23.81	10.53	71.43
English Language Learners/ Limited English Proficient	n<10	n<10	n<10
Students with Disabilities	4.76	0.00	n<10

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Cross County School District		
Campus Name	Cross County New Tech High		
Grade Levels	7-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	31.18	8.24	89.13
Targeted Achievement Gap Group	25.00	6.50	86.11
African American	5.26	0.00	n<10
Hispanic	n<10	n<10	n<10
White/Caucasian	34.48	9.59	91.89
Economically Disadvantaged	25.00	5.88	85.71
English Language Learners/ Limited English Proficient	n<10	n<10	n<10
Students with Disabilities	4.17	8.70	n<10

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Harrisburg School District		
Campus Name	Harrisburg Middle School		
Grade Levels	5-8		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	16.62	11.08	
Targeted Achievement Gap Group	16.62	11.08	
African American	n<10	n<10	
Hispanic	n<10	n<10	
White/Caucasian	17.25	11.50	
Economically Disadvantaged	16.62	11.08	
English Language Learners/ Limited English Proficient	n<10	n<10	
Students with Disabilities	4.08	4.08	

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:

The Harrisburg School District comprises approximately 59 square miles in central Poinsett County in northeast Arkansas. The district of 1200+ students qualifies for 100% free and reduced lunch status. The high school is classified as a Needs Improvement school based on our most recent test scores. ESEA data from 2015 shows the school district's poverty rate at 99.84% (https://adedata.arkansas.gov/arc/).

The US Census Bureau reports Poinsett County's poverty rate is 21.9%, approximately 3% higher than the state average, and per capita income at about $17,000, which is $5,000 lower than the state average. According to the Robert Wood Johnson annual County Health Rankings, in 2015 Poinsett County ranked 63rd out of 75 Arkansas counties in Social and Economic Factors. Included in this category are Children in Poverty (38%) and Unemployment (8.3%), both well above state and national averages. Our youth are at a distinct disadvantage.

Our school report card reflects the need for significant change. Although our graduation rate is relatively high and we send a good percentage of our students to college, many of our students do not complete their college studies. Few are prepared to enter the work force at anything greater than the minimum wage. Business as usual is not good enough.

Over the past few years, the foundation has been laid for the formation of a new type of school. New leadership at the high school and middle school has taken an active interest in ensuring that our students have viable skills in an increasingly technological workplace. As a school community, we have investigated what it takes to secure meaningful employment. We have invested time, effort, and money in re-examining the role of high school in training graduates to be responsible and highly productive members of society. There has been a collaborative effort on the part of the school board, the administration, staff, students, parents, business leaders, and postsecondary schools in the area to seek practical, immediate ways to improve the region's economy and standard of living. The conversion charter will be the culmination of these efforts.

Good jobs in northeast Arkansas do exist, but many require specialized training that high school could--but doesn't--provide. The Jonesboro area, 20 miles northeast of Harrisburg, is home to many manufacturing facilities that need skilled workers; large regional hospitals employ thousands of people; the agriculture industry is in constant need of workers who are educated in up-to-date technology. There is a verified need for welders, industrial maintenance technicians, health care workers, diesel mechanics, high voltage linemen and others. We have begun taking steps to put our students on a path to qualify for these higher level jobs and careers.

In 2015 Harrisburg High School partnered with Arkansas State University--Newport (ASUN) in the Workforce Initiative Act of 2015 Grant, which states that "we will actively collaborate with ASUN and other partners in our area in a regional workforce alliance...We believe that college and career planning, student supports, and involvement from business and industry are necessary to encourage youth and help them make appropriate decisions regarding an education and career pathway plan."

According to the terms of the partnership, Harrisburg's role as a CTE partner will include: (1) Student Participation in concurrent and/or articulated college credit opportunities, including career pathway programs available through secondary technical centers located on Arkansas Delta Training and Education Consortium (ADTEC) college campuses; (2) Collaboration with college faculty and staff in student recruitment activities and promotion of targeted pathways such as classroom presentations, parent nights, college campus/program tours, and registration events; (3) Student participation in college-sponsored events such as college and career fairs; (4) Collaboration with the Career Coach program and activities; (5) Providing access to students regarding admission/enrollment, financial aid, assessment, and other college-related processes; (6) Collaboration with business and industry to assure CTE program and employment relevancy; and (7) Participation in planning discussions.

These are exactly the types of activities we need to pursue to better prepare our students for college and careers, and are in line with our proposed conversion charter.

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:

No further comparison is needed at this time outside of the previous response.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

New scheduling will provide greater flexibility and enhanced learning opportunities for our students in a number of ways. We will operate on a modified block schedule, with most of our classes meeting for 90 minutes 4 days per week. This schedule will allow students time to take regular college classes at any of ASU-Newport's campuses and will provide extended learning time for core and technical classes at the high school. Science labs, agriculture classes, EAST and other project-based courses will especially benefit from extra time. Teachers will receive professional development in differentiated learning starting in summer 2016 to help maximize their effectiveness in working with the new schedule.

In addition, we are implementing a program we are calling "Fast Track Friday," in which we run 8 shortened class periods (all classes meeting for 25 minutes) before noon. This will leave the entire afternoon to focus on a variety of new endeavors. Our graduates and near-graduates over the years have expressed concern and stress about not knowing how to complete what are considered basic adult tasks. During this Friday afternoon time, we intend to teach "life skills" classes that are often overlooked in high school. The following list is a fraction of the tasks and questions suggested by students when surveyed in 2015 and 2016.

>Personal finance: checking account, debt accumulation, how credit cards work, taxes, salaries and paycheck deductions, rent and living expenses, rental applications and deposits, etc.
>Job applications, cover letters, resumes, portfolios, interview etiquette, and work-related skills

>Basic household skills: cleaning, maintenance, small home repairs, etc.
>How to find, pay for, insure, and do (or get done) basic maintenance on a vehicle
>Cooking, laundry, grocery and clothes shopping
>Health, nutrition, and fitness
>Other knowledge and skills that are often taken for granted but rarely taught: letter writing and mailing, social skills, dating etiquette, etc.
>Scheduling appointments with doctors, dentists, and other professionals

In these pursuits, we will enlist the aid of parents, community members, professionals, etc. We feel certain that this program will satisfy many of our students' needs as well as achieving some peripheral benefits. The entire community will be working together in a fun, non-traditional way to accomplish real, useful goals. We also intend to invite guest speakers during this time and offer intramural sporting events. We truly want Harrisburg High School graduates to have more than a basic high school education; we want them to be acceptable, responsible, polite, conscientious, healthy members of society, and we believe the new schedule will push us further in achieving that goal.

Students will have the opportunity to satisfy some required course credits by successfully completing other courses for "embedded" course credit. For instance, Oral Communication will be embedded in English or Drama courses, Physical Education in Athletics, Civics in Government, etc. Learning opportunities exist beyond some of the required classes that will extend students thinking by allowing them creative, problem-based experiential means of meeting their graduation requirements. We are looking at a number of options to embed one course's credit in another course to give students more flexibility in their schedules and to allow their learning to be more meaningful.

4. On the following table, list the specific measurable goals in reading, English, 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
HCCPS will increase the number of seniors who meet the four ACT Readiness Benchmarks	ACT	increase 2% annually	increase 2% annually with 80% of students achieving by 2023
HCCPS will meet or exceed state average in reading, writing, and language on the ACT Aspire or NWEA assessment	ACT Aspire NWEA MAP scores	increase 3% annually	increase 3% annually with 80% of students achieving by 2023

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
HCCPS will meet or exceed state average in mathematics on the ACT Aspire or NWEA assessment	ACT Aspire NWEA MAP assessment	increase 3% annually	increase 3% annually with 90% of students achieving by 2023
Increase the number of students participating in job shadowing, industry tours and/or internships	Personalized Learning Plans (PLPs)	increase 3% annually	increase 3% annually with 90% of students participating by 2023
Increase number of students who earn college credits or Certificates of Proficiency in an industrial trade	PLPs Certificates of Proficiency (CPs)	increase 3% annually	increase 3% annually with 65% of students participating by 2023
Increase number of graduates attending college or technical school or is in the workplace earning more than minimum wage	track graduates through surveys	increase 3% annually	increase 3% annually with 75% of students achieving by 2023

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:

As a community, we are committed to ensuring that our students graduate and then attend college, technical school, or enter the workforce. We intend to put measures in place that do not permit students to fall through any cracks along the way. From the time they enter our charter school, all students will be assisted by and answer to a coordinated team of staff members and concerned adults who insist that they make steady progress toward these goals. Teachers, counselors, college faculty, parents--and in some cases, other adult advocates--will develop, with our students, living documents that delineate objectives, track progress, and make adjustments to each student's Personalized Learning Plan. Achieving the above goals will demonstrate that the school's mission is being fulfilled.

Data from the ACT Aspire and MAP assessments in Math and English Language Arts will not only help assess levels and progress, but it will be used as instructional and planning tools. Students will demonstrate proficiency at or above average state levels or receive extra help until they do. Before- and after-school tutoring programs in Math, Literacy, and Science will be offered and may be required of students who are at risk of not meeting their goals.

All of our students will take the ACT during their junior year, if not before. We will offer ongoing ACT preparation classes during the school year and during the summer. Students will meet or exceed their personal ACT score goal or the score set by college entry requirements. The school is prepared to pay for the cost of attending the preparation course as well as the exam until students meet their objective.

Internships, job shadows, industry tours, and other experiential learning opportunities will be essential

experiences for all our students--college and technical school-bound as well as those who will enter the workforce upon graduation. It is essential for our students to know what jobs are available, what the work is like, and the qualifications necessary in order to best formulate their plans. Skills and lessons learned in the workplace are extremely valuable and impossible to recreate in the classroom. These off-campus experiences will help us achieve our goal of helping all our students become gainfully employed by actually getting them out into the workforce.

Many of the courses offered at ASU-Newport to our students will offer Certificates of Proficiency, as well as college credit. Earning a certificate or college credit will serve several purposes: It will make our students more marketable at the next level of education and to potential employers; it will boost their confidence to achieve more than a standard high school diploma; and it reinforces to the entire community our commitment to ensuring students' success beyond high school.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

HIGH SCHOOL COURSES

GRADE(S): 9-12 YEAR OFFERED: 2017-18

REQUIRED COURSES

- English I, English II, English III, English IV
- Algebra I, Geometry, Algebra II
- Physical Science, Biology, Chemistry
- Civics, Economics, World History, American History
- Physical Education, Health, Oral Communications, Fine Arts

ELECTIVE COURSES

- Pre-AP English I, Pre-AP English II, AP Language and Composition, AP Literature and Composition, Creative Writing
- Algebra III, Statistics, Pre-Calculus, AP Calculus
- Pre-AP Biology, Pre-AP Physical Science, Pre-Calculus, Environmental Science, Anatomy & Physiology, Physics, AP Chemistry,AP Biology
- Psychology, Sociology, Government, African-American History, Pre-AP World History, AP US History, AP Government and Politics
- Spanish I, Spanish II, Italian I, Italian II
- Journalism, Annual Staff
- Digital Communications I, Digital Communications II, Digital Communications III, Digital Communications IV, Computerized Business Applications, Computer Essentials, Accounting
- Family and Consumer Sciences, Child Development, Parenting, Clothing, Foods, Consumer Services, Customer Relations, Finance
- Survey of Agricultural Systems, Agriculture Mechanics, Plant Science I, Plant Science II Aquaculture, Agriculture Leadership, Agriculture Business, Animal Science, Biological Animal Science
- JROTC, JROTC Leadership, JROTC Teams
- Choir, Madrigals, Band, Art I, Art II, Art III, Art IV
- EAST
- Athletics
- Northeast Arkansas Career and Tech Center (offering Advanced Manufacturing/CIM, Advertising and Graphic Design, MAD 1, Automotive Collision Technology, Automotive Service Technology, Computer Engineering Technology, Criminal Justice, Culinary Arts, AVACR, Hospitality Management, Medial Professions, Medical Procedures)
- ASU-Newport offerings (general education, welding, phlebotomy, cosmetology, diesel mechanics, industrial maintenance, EMT, agriculture)

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The teachers will use research-based instructional strategies. Beginning in 2016-17, teachers are required to have differentiation training in how to effectively use the time alloted in the new modified block schedule. Because most of the classes will be 90 minutes, teachers are learning about how to structure the time to allow for both direct instruction, project based learning, and enrichment or remediation.

Teachers have met in the 2015-16 school year and will continue to meet with the leaders and faculty of our feeder school, Harrisburg Middle School, to discuss students' academic and non-academic strengths and weaknesses to plan for their futures. This planning and discussion time has allowed the teachers to better support the students who come to the high school as 9th graders, a group that needs very specific and intensive mentoring and monitoring to ensure future success. During this meeting time, teachers plan and align not only curriculum but also responsibility requirements and behavior expectations of each grade.

Teachers will execute data-driven instruction. Teachers will receive training and support in how to interpret test data and make appropriate adjustments to instruction. Both the ACT Aspire and NWEA MAP test data will be made available to the teachers. The teachers and student advisers will need the data from those tests to set academic goals and to create interventions designed to ensure the success of each student.

There will be a renewed push for literacy across the curriculum. Students have to understand that reading, writing, speaking, and listening are activities not just for the English Language Arts classroom. They must understand the universal value of each of those skills and how it relates to each content area. Therefore, the teachers must explicitly teach those skills in each class. Teachers will be supported by school personnel, including other teachers teaching the same content and an instructional facilitator, in creating lessons and activities.

We are excited at the prospect of having our core classes mirror the coursework of the technical or industrial education students and to provide embedded courses. We feel that it will create a richer, more college and career realism for the students. For example, in the English Language Arts classroom, there could be a section that focuses on literature written by or about people in similar fields as those students. They can read an inspiring novel about the struggles of working in a steel mill in turn-of-the-century America, then discuss the continued implications of the struggles, work, economics, and perseverance required by industrial workers traditionally. In the Geometry classroom, there could be a project that allows the students to explore how the combinations of angles creates a both structurally sound and aesthetically pleasing construction.

With our goal in mind of allowing the flexibility in the schedule to make it possible for students to receive college credit and being able to concretely begin a future for themselves, we want to allow the students to receive concurrent credit for certain core classes by either offering them on our school campus by either a teacher holding a Master's degree in his/her subject area or by inviting a professor to come to the campus to teach the course. However, our preference is to transport the student to one of the ASU-Newport campuses so they may take the college credit course in a real college environment so that they may get the exposure to that world.

HPPCS will pay for all associated costs with district and federal funds. We will also pursue local sponsors and grants.

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

Applicant Response:

Harrisburg is a rural community with close proximity--within a 1.5 hours drive or less--to multiple larger cities and university towns. Although our town is so physically close, we are not close in lifestyle. The high poverty rate and high unemployment rate isolates lots of community members and their families, secluding them from the opportunities those larger cities have to offer including training, support, education, and jobs. Our mission is to expand the physical and, therefore, educational boundaries of our students. They have to see the world that is literally waiting for them to show up.

With that mission in mind, we know that as a traditional school we have not met the needs of all of our students. The students that land higher on the socioeconomic scale have tended to fare better in their adult lives because of their exposure to a bigger world. However, most of our students fall quite low on that scale. So, we had to do some serious research and some serious soul-searching and some serious questioning to discover options that would help more of our kids succeed.

The program plan we have is one that has us working hand-in-hand with Arkansas State University-Newport to provide new opportunities that will help the students become more directed and contributing members of society. By providing course offerings to the students that fit into their high school schedules, students can feasibly earn a Certificate of Proficiency by graduation, a certificate that makes them immediately employable by trades that are in need in our area.

The program we will offer is one that, although there is a heightened emphasis on technical and industrial education, does not diminish the education of those who won't follow a vocational training route. Students will have access to a variety of Advanced Placement (AP) and Pre-AP courses that are directed and tested by College Board. Students will have the opportunity to take concurrent credit courses such as Introduction to Composition or Psychology either on the charter school campus or community college campus. Students seeking a four-year college degree will have the opportunity to complete various general education requirements and begin exploring their career options.

We will implement more project-based learning, especially in the core classes, on our campus to help the speaking, listening, writing, reading, and collaborative skills for all of our students, not just those who take CTE classes where PBL is just the nature of the instruction. Our social studies chair and instructional facilitator have both received training over the past two years and will be working with other teachers to help facilitate projects.

Students at HCCPS will meet weekly with their advisers to establish personal goals and work together to create and initiate the steps to achieving those goals. The Personalized Learning Plans are essential to subsequent decisions made by the advisers, classroom teachers, counselors, and administration. Decisions made about utilization of embedded courses and online courses, and decisions made about what level of integration a student needs in the ASUN services, including concurrent credit courses and Certificates of Proficiency, hinge on the goals set on the student's PLP. Each student's PLP will drive the innovations provided by the school. For a student who will participate in more courses at one of the ASUN campuses, embedded courses and online courses are necessary to create more flexibility in time to allow for transportation to and from the partnering satellite campus. For a student who seeks a Certificate of Proficiency, that time flexibility is also essential in allowing them the space in their schedules to obtain all of the necessary courses for that certificate. Additionally, flexibility is needed to allow those students to participate in various work experiences including internships, shadowing, industry tours, and meetings with industry leaders.

Complete the following table with the grade levels and maximum enrollment by year:

School Year	Grade Levels	Maximum Enrollment
2017-2018	9-12	400
2018-2019	9-12	500
2019-2020	9-12	600
2020-2021	9-12	600
2021-2022	9-12	600

Complete the chart to explain how the key features of the program will be afforded.

EXPENSES TO BE INCURRED BY NEW CHARTER

Specific Item/Program/Service — Estimated Cost

Additional transportation services — $33,000.00

Description of New Funds to Pay for Item/Program/Service — Amount
If private, include an attachment to demonstrate commitment.

district funds — $33,000.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter — Amount of Reduction
If applicable.

No variance.

Explanation

We will not need additional drivers or vehicles. The cost will be yearly maintenance and gas for existing buses and additional wages for drivers.

Specific Item/Program/Service

Estimated Cost

ASUN course fees

$15,000.00

Description of New Funds to Pay for Item/Program/Service
If private, include an attachment to demonstrate commitment.

Amount

district funds

$15,000.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter
If applicable.

Amount of Reduction

No variance.

Explanation

Based on our goals, the number of students participating in the ASUN concurrent courses and Certificates of Proficiency will vary based on each semester of each academic year.

Specific Item/Program/Service

Estimated Cost

online course fees

$16,250.00

Description of New Funds to Pay for Item/Program/Service
If private, include an attachment to demonstrate commitment.

Amount

district funds

$16,250.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter
If applicable.

Amount of Reduction

No variance.

Explanation

Based on our goals, the number of students participating in the ASUN concurrent courses and Certificates of Proficiency will vary based on each semester of each academic year.

Specific Item/Program/Service

Estimated Cost

Faculty training (per year)

$3,000.00

Description of New Funds to Pay for Item/Program/Service
If private, include an attachment to demonstrate commitment.

Amount

district funds

$3,000.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter
If applicable.

Amount of Reduction

No variance.

Explanation

Specific Item/Program/Service	Estimated Cost
1:1 technology phase-in (per year for the next 4-5 years)	$28,000.00

Description of New Funds to Pay for Item/Program/Service *If private, include an attachment to demonstrate commitment.*	Amount
district funds	$28,000.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter *If applicable.*	Amount of Reduction

Explanation

No variance.

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

Applicant Response:

We haven't seen the success rate from our graduates that we know they are capable of and we know that they can do better, but first we have to do better for them so they may recognize that potential. By freeing up time in the schedule with embedded courses, it allows them to better explore their vocation options. It provides students with the flexibility of feeling out their options in a safe, stable environment rather than having to wait until they get into the "real world" with all the new challenges and responsibilities that that life holds. We have a faculty that is incredibly supportive of the changes proposed and will help guide and support the students in a way that is empowering but also supportive.

The community is in desperate need of change and we feel like change begins at the school. The community school sets the standard. Because the community's poverty rate is tremendous, we know that there have to be new economic tides turned in order to save the children, and ultimately, the town. Through this program, we hope to create a paradigm shift in how the students view themselves and their talents. As it is, they do not have the pride and tacit support to achieve goals--and frankly, most of those students don't have the confidence to even recognize the possibility of achieving any goals whatsoever. The students need to be able to build that pride and confidence to have the courage to pursue a career path that will eventually create adults that contribute to the economic forces of the area. Students who earn a Certificate of Proficiency in their high school career will be able to be immediate economic contributors, which is why we need the charter school status. The waivers we request will be essential in creating the time and environment necessary for those students to achieve that goal.

Additionally, students who seek further postsecondary degree programs will have the benefit of possibly earning Associate's degrees during their high school career, again, so that they may complete their educations earlier and join the workforce earlier. We need this adaptability to better meet the needs and goals of the students.

9. 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:

Personnel
HCCPS will have the autonomy to transport students to be taught by instructors at the ASU-Newport campuses.

Budget
HCCPS will work with an advisory committee and building leaders to establish an appropriate budget for the school. The committee and leaders will set guidelines and facilitate purchases for the school. The building administrators, counselors, and charter director will develop industry partnerships and grants to provide additional support for the school.

Day-to-Day Operations
Administrators, counselors, charter director, instructional facilitator, and advisers will oversee the day-to-day operations of HCCPS. They will facilitate the various certification programs, concurrent credit courses, online courses, and embedded courses. The main leadership--administrators, counselors, director, and instructional facilitator--will provide the direction to the students' advisers and teachers to ensure that the students receive appropriate support in creating and following their Personalized Learning Plans. They will also provide direction and support in implementing the modified block schedule and advisory life skills activities.

School Calendar
HCCPS will maintain the same calendar as the rest of the district because of our reliance on the transportation services. We would like to see a shift in the future that would allow earlier or later class or intervention time, or would allow the flexibility for students attending ASU-Newport to start earlier or later than the district school calendar.

Other
We are seeking more autonomy in our course offerings and in what format they are offered. By offering embedded courses and online courses, students are allowed the flexibility to use that time to explore their career pathways by participating in more electives and more field experiences, including shadowing and internships.

Our modified block schedule will create some interesting and welcomed autonomy with piloting of the Fast Track Fridays and Friday afternoon learning that includes advisory time for more direct guidance for the student, Life Skills lessons, speakers, presentations, field trips, etc.

10. 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:

Licensed employees and parents/guardians of the students will be involved in a committee to set goals for the Arkansas Comprehensive School Improvement Plan (ACSIP). Parents tend to hear more direct and frank comments from the students about what is and is not working for them at the school building. We would like to

pull in those parents and give them an outlet to address those concerns and to help us improve on those shortcomings. Additionally, those parents are part of the community we hope to improve. They will have the knowledge of and opinions about where and how the school can improve to work to alleviate some of those problems.

We think it is essential that the employees and parents are involved in not only setting the goals but annually reevaluating them. What worked? What didn't? Where do we go from here? What else do we need to offer? Because the school building and the classroom can be so isolated, the people outside are an integral piece to gauge where we stand. And because the community members are in the "real world" working in and living the lives that we want for our students, they are our front line in deciding what needs to be available to students.

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:

We have implemented a modified block schedule that has allowed time on Friday afternoons that will be used in multiple ways. We will use the time to teach life skills to the students, but it will also be used as a time for students to meet with their advisers and review their Personalized Learning Plans (PLPs). The students will set educational as well as noneducational goals. The educational goals will be based on annual test data from the ACT Aspire, the ACT, and MAP tests. Depending on a combination of the data from the standardized tests and a student's current performance in each class, he/she may be referred for Response to Intervention; after-school, Friday afternoon, or in-class tutoring; or in-class enrichment. This flexibility in the schedule will allow us the time to schedule the appropriate response in order to meet our annual goals.

Additionally, embedded courses will allow greater flexibility in the schedule. Our main goal is to give the students that flexibility so they may pursue the Certificates of Proficiency and other college credit, but it has the dual function of allowing the student more time to work on any necessary remediation programs. It gives both the student and the teacher the benefit and luxury of time that is desperately hard to come by in a traditional learning environment.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

Teachers' coursework will be driven by both the AR state educational frameworks and the Common Core Standards for Career and College Readiness.

The integration of digital skills across the curriculum is incredibly important because of the growing digital world in colleges, careers, and life. These standards are also written into the Common Core standards. We have multiple computer labs for students to research and complete projects. Teacher may take classes of students to the computer labs, but we also have multiple computer carts that are available for classroom use. Last year, the school's wireless Internet infrastructure was overhauled allowing full wireless availability to any device on campus. Teachers are encouraged to allow students to use their personal devices and, in turn, model or teach proper device etiquette and how to use the device in an educational environment. We have an EAST lab with abundant technology available to students there. Students use CAD software (blue print software); GPS mapping tools; a weather balloon; a green screen filming studio with various cameras, camcorders, and microphones; a drone with an attached video recorder; and a 3D printer.

We will incorporate literacy across the curriculum. With the guidance and support of the school's instructional facilitator, teachers will be taught and coached on how to include the literacy elements of reading, writing, and speaking in their curriculum. The instructional facilitator will perform myriad tasks including co-teaching, observations, coordinating planning times with teachers, developing lessons and units of study, and presenting about various teaching strategies that are used in the English Language Arts classroom to implement and assess the literacy skills. We're excited about the world of understanding it will open up to students by not only seeing how those skills align and enhance the learning in each of those subject areas, but also how they contribute to and are essential to the project-based learning plans we would like to phase in.

Teachers will participate in Professional Learning Communities (PLCs). They especially need time as a department to share ideas and share successes (and flops) in a time where there will be great transition. They will have to communicate with one another on a regular basis to address other tutoring and remediation duties that arise in response to the students' Personalized Learning Plans. With our renewed and invigorated focus on cross-curricular learning, teachers will need time set aside to meet with teachers outside of their disciplines to brainstorm and plan for multi-subject lessons and projects. These projects don't happen naturally or immediately, so we want for the flexibility in the students' schedule to allow for the more team planning and team teaching than we have had in the past. Ultimately, the students have to see how all the pieces of the educational puzzle fit together. As it is, they do not. Pushing literacy across the curriculum, co-teaching, PLC meetings, and PBL will strengthen the students' understanding of the world they live in.

Also, we will rely on ACT Aspire interim assessments and NWEA MAP assessments to measure the students' understanding of the expectations set by the state and Common Core standards.

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

For the 9-12 campus, there will be one counselor and one career counselor. The career counselor serves as a collaborator and liaison between HCCPS and ASUN. Both counselors will work to communicate the requirements of the value-added degree programs (Certificate of Proficiency or Associate's degree) and the availability of concurrent course offerings. Each counselor will work with the charter director in assisting advisers with students' Personalized Learning Plans. Additionally, they will work to create pathways for the students to participate in job shadowing, internships, interviews, etc. Depending on how enrollment increases, we would like to hire an additional counselor, one to serve grades 9-10 and another to serve grades 11-12.

B) Health services;

Applicant Response:

HCCPS shares a registered nurse with the adjoining Harrisburg Middle School.

C) Media center;

Applicant Response:

Students will have access to the media center at the current Harrisburg High School and at ASUN. The HHS media center has available to the students computers, scanners, copiers, printers, and tablets. The students have access to two computer labs on campus, a business lab, and an EAST lab. Those spaces have flexible schedules and are available to teachers and students when needed. The regular classrooms are also equipped to be media centers with portable computer carts, TVs, Apple TVs, iPads, and SmartBoards.

Our future goal is to become a 1:1 high school. Our vision is to progressively add technology, one incoming freshman group at a time until the whole high school is 1:1. We feel the cost to the school would be more reasonable and it would allow the leadership, faculty, and students to acclimate to the new capabilities more easily.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

HCCPS will continue to comply with IDEA, 504, and IEP guidelines. Special education students will continue to receive the individualized attention as stated in their IEPs and 504s.

E) Transportation;

Applicant Response:

Students attending courses at any ASUN campus will be transported by a district bus and driver. All transportation activity will be overseen by the district's transportation director. HCCPS will comply with all transportation regulations.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The at-risk students in the ALE program are some of the students we'd like to target in this new system. The ALE students we have are ones that have great potential but have to learn how to use their talents for their betterment. These students will be counseled and advised in the same way as the non-ALE students, and if they take the appropriate entrance exams, they can participate in the value-added diploma program.

G) English Language Learner (ELL) instruction; and

Applicant Response:

ELL students will continue to be served in a way that is appropriate to their needs. Those students will continue to receive the appropriate differentiated instruction to enable them to function academically and socially.

H) Gifted and Talented Program.

Applicant Response:

HCCPS will continue to provide the rigorous advanced placement courses for GT students. The addition of embedded courses and concurrent credit will give those students an even more rigorous learning environment and will provide them with additional opportunities to push their boundaries. The availability of a value-added diploma will be welcomed by this group. Also, GT students tend to flourish in the project-based learning environment, so that change will give them a wider creative outlet.

13. 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 the previous academic year in meeting its academic performance objectives. (*See Arkansas Code Annotated 6-23-202.)*

Applicant Response:

A meeting will be held in the school's Center for the Fine Arts in the fall to present the previous year's data. It will be advertised in the newspaper and posted on the school's web page and other social media accounts. Notes about and digital presentations given at the event will be posted on the school's web page. A paper copy will be provided to those who are interested.

We will present data including high school credit earned, college credit earned, ACT and ACTAspire scores, survey information from students, graduation rate, certificates of proficiency earned, percent in attendance at ASUN, and teachers' professional development. The information will be broken down into subgroups, as well. Other than the main report to the public, we will share the successes of the students by hosting other ceremonies, banquets and graduation.

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

Applicant Response:

HCCPS will serve students grades 9-12 in the Harrisburg School District boundaries, with transfers being allowed with school choice or legal transfer. All high school students will have access to the 9-12 curriculum, but only students who have attained the proper requirements as set by ASUN will have the opportunity to secure a value-added diploma.

Recruitment will begin before students enter the high school, namely at the middle school campus. We will periodically have speakers--similar to whom the high school would meet and interact with--visit the middle school to inform them of their high school opportunities. All high school students will have an adviser to facilitate and monitor each student's Personalized Learning Plan. Additionally, we will publicize to the media (newspaper, social media, etc.) about the conversion charter status and the innovations it affords the students, so that out-of-district parents may help their child make decisions about his/her future.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- [x] Yes
- [ ] No

15. 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, there were no district personnel and/or leaders of the proposed charter that have had any involvement with the operation of other charters.

16. Summarize the job descriptions of the school administrator(s) and other key personnel in the below information fields. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, support staff, etc.) of the program.

ADMINISTRATORS

Administrator Position: **Building Administrators (one principal and one assistant principal)**

Reports to: Superintendent

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:
Master's degree in Education Leadership or equivalent

Experience Required:
N/A; duties will be performed by the current personnel at Harrisburg High School

Certification Required:
Valid building administrator's license for high school grade levels

Job Duties: List up to 5 key duties this individual will perform.

- Maintain a culture of high standards and expectations for all students, faculty, and staff, and celebrate the successes of all involved
- Facilitate the partnership between our school, ASU-Newport, and local industry leaders
- Observe, evaluate, and assist faculty
- Supervise and evaluate charter director, school counselor, career counselor, and faculty to evaluate HCCPS performance
- Periodically meet and communicate with parents and community members about the status and progress of HCCPS through various media

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TEACHERS

Teacher Position: **Charter Director/Instructional Facilitator (one position)**

Reports to: Principal

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:
Bachelor's degree or higher in related educational field

Experience Required:
N/A; duties will be performed by the current personnel at Harrisburg High School

Certification Required:
Valid teaching license for the high school grade levels

Job Duties: List up to 5 key duties this individual will perform.

- Collaborate with HCCPS faculty and administrators to the goals and mission of the school
- Assign advisers and train and monitor the implementation of Personalized Learning Plans for students
- Implement and monitor advisory lessons (Personalized Learning Plans, life skills lessons, speakers/presenters, etc.)
- Compile and disaggregate testing data for PLC use in planning curriculum and instruction
- Model, provide support, and team-team with faculty to implement literacy across the curriculum and Project Based Learning

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Teacher Position: **Counselor (one counselor, grades 9-12)**

Reports to: Principal

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:
Master's degree in Educational Counseling or equivalent

Experience Required:
N/A; duties will be performed by the current personnel at Harrisburg High School

Certification Required:
Valid school counseling license for high school grade levels

Job Duties: List up to 5 key duties this individual will perform.

- Provide guidance for students and teachers in developing Personalized Learning Plans, including the most up-to-date information on high school and postsecondary training and education requirements
- Coordinate the administration of all required state assessments
- Collaborate with ASU-Newport to plan students' concurrent enrollment, appropriate certification plans and scheduling
- Assist administrators and charter director in meeting goals of HCCPS
- Refer students to mental health services as needed

Teacher Position: **Career and College Coach (one coach)**

Reports to: Principal and ASU-Newport

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:
Bachelor's degree or higher in related educational field

Experience Required:
N/A; duties will be performed by the current personnel at Harrisburg High School

Certification Required:
Career Development Facilitator training

Job Duties: List up to 5 key duties this individual will perform.

- Provide guidance for students in developing Personalized Learning Plans
- Provide assistance for students and parents in applying for concurrent courses, financial aid, and postsecondary training and education
- Facilitate taking college tours, bringing speakers to the school, and arranging shadowing opportunities
- Facilitate set up and use of ACT Online prep
- Assist administrators and charter director in meeting goals of HCCPS

Teacher Position: **Classroom Teachers (number based on enrollment)**

Reports to: Principal

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:
Bachelor's degree or higher in related educational field

Experience Required:
N/A; duties will be performed by the current personnel at Harrisburg High School

Certification Required:
Valid teaching license for the high school grade levels

Job Duties: List up to 5 key duties this individual will perform.

- Create a positive environment for students
- Work with advisory students and parents to create and execute Personalized Learning Plans
- Work in a PLC to create and implement appropriate curriculum and instruction based on testing data and that aligns with CCSS and state frameworks
- Participate in professional development
- Work with instructional facilitator to o implement literacy across the curriculum and Project Based Learning

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Teacher Position: **LEA (one LEA)**

Reports to: Superintendent and educational cooperative

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:
Master's degree or higher in related educational field

Experience Required:
N/A; duties will be performed by the current personnel at Harrisburg High School

Certification Required:
Valid special educator's license for high school grade levels

Job Duties: List up to 5 key duties this individual will perform.

- Provide intervention services
- Monitor special education program
- Communicate with special education teachers and special education students' advisors about Personalized Learning Plan progress

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SUPPORT STAFF

Support Staff Position: **All staff will carry over from the current Harrisburg High School**

Reports to: Principal

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:

Experience Required:

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

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17. 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.**

    [x] Yes

    [ ] No

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

Applicant Response:

The facility to be used is the Harrisburg High School campus in the town of Harrisburg. In the past three years, it has served as building for 9-12 education for the consolidated Harrisburg and Weiner High Schools. The main building has 15 classrooms, 1 library/media services, 1 science lab, 1 business lab, 3 special education rooms, 2 computer labs, 1 counselor room, 1 career counselor room, 1 teacher work room, and 1 cafeteria. The high school is adjoined to the Harrisburg Middle School. The agriculture building has 1 classroom, 1 bio-diesel lab, and 1 shop. Adjacent to the agri building is a greenhouse. Our campus has an EAST building with 2 EAST classrooms that house their own computer labs and 1 filming/recording studio. All buildings are permanent buildings.

The campus has two gym buildings. The first gym has 1 weight room and 1 classroom. The second gym building also has 1 weight room and 1 classroom and serves as the home for the JROTC program. The JROTC has another building containing 1 classroom and 1 rifle range.

The facility will be in compliance 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.

- [x] 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 meets requirements. Harrisburg School District is located in a rural section of Poinsett County. The HCCPS will use the current Harrisburg High School facility, so there are no zoning restrictions preventing its use. Poinsett county is a "wet" county. The charter school facility is possibly within a 1,000 distance of an establishment that holds a beer and wine permit that is operates in accordance with state and local beverage and alcohol laws.

19. 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:

HCCPS will continue to operate under the same provisions for food service under the federal National School Lunch Program as Harrisburg Middle School and the former Harrisburg High School. The school will serve breakfast and lunch, both with grab-and-go options. HCCPS will continue to ensure that students receive the same nutrition guidance they've received previously under the free and reduced lunch program, for which 100% of our students qualify.

20. 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:

It is essential that parents/guardians and community members are routinely involved in the decision-making process for this charter. Because our ultimate goals are to improve the lives of their children or future employees and to improve our local economy, those people are essential to the process in having insight about the children and having insight about the community's needs.

We intend to contact and gather information from the parents/guardians and community members through surveys. We have had a good response rate in the past using digital surveys like the ones available through the Google applications. We are a Google school and each student has a Google email address which makes it incredibly easy to distribute digital resources to them whereby they can pass it on to their parents/guardians. On the surveys, we would ask about satisfaction levels using a sliding scale and about specific feedback and criticisms, among other things.

Also serving us in the digital communication realm is our social media connection, Facebook being our most popular, and a parent/guardian email/call/text message system, Blackboard Connect. With both Facebook and Blackboard Connect, we can alert parents/guardians and community members of meetings, surveys, volunteer opportunities, events, etc. that we hold to either collect data, boost morale, or honor students.

Parents and community members will be involved in our students' participation in various shadowing and internship opportunities and completion of various skills training exercises during advisory time. The school will bring in parents and community members to provide mock interviews, to serve on evaluation panels for certain completed projects, and to provide places for shadowing and internships. One of the biggest goals of this relationship is for students to see the real-world connection between their high school experience and postsecondary life.

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:

The new route we'd like to take as a conversion charter is something that the administration, the faculty, the community, and--most importantly--the students are excited about and dedicated to. It is our belief that our enthusiasm is one of our greatest elements in ensuring the school's success. There has been some turnover in leadership at our campus that has invigorated this process, and we have worked with veteran faculty--those who have seen the educational and cultural patterns of the students--to decide what are the best options for the students we serve.

The administrators, career counselor, and charter director will continue to seek out partnerships with local businesses and industries to increase student awareness of the community's needs and opportunities. These relationships will help us better understand where our instruction is under-serving our students and where and how we can improve our program.

We will survey current students, recent graduates, and business leaders about the successes and criticisms of our new program. From the graduates and business leaders, we want to know how successful were the life skills advisory classes and how successful was the ASUN partnership in aiding their postsecondary progress. From current students, we want to know their interests (especially those students who want to follow a path in ever-evolving technology world) and we want to know their evaluations of the program. It would be naive to think that we have done everything in the best way possible on the first try; therefore, it's the students and the business people that will be our main sources of feedback and subsequent alterations of the program.

We will pursue local sponsors and write grants to accumulate extra funding for our charter.

22. 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:

Pursuant to Ark. Code Ann. §6-23-106, the Harrisburg School District has carefully reviewed the impact that the granting of a conversion charter to Harrisburg High School would have upon the efforts of the Harrisburg School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrisburg High School will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrisburg School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrisburg High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including 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 number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: **Instructional Day: Seat Time**

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Section 10.01.4 Required Time For Instruction And School Calendar

Rationale for Waiver

HCCPS requests a waiver of the requirement that the planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week in order to increase scheduling flexibility and offer more opportunities during the day for career exploration, ultimately leading to value-added diplomas for our students. By utilizing embedded coursework and our Personalized Learning Plans, students will have more time to serve in internships and apprenticeships,

gaining experience, industry certification, and concurrent credit through our partnership with the ASU-Newport campus.

Waiver Topic: Instructional Day: Required Clock Time for Units of Credit

Statute/Standard/Rule to be Waived

Standards for Accreditation

- 14.03 Required Clock Time for Units of Credit

Rationale for Waiver

HCCPS request a waiver of clock hour requirements for graduation credit in order to meet the goals of its charter. This waiver will be used to create more flexibility in student schedules, which will in turn allow more time for substantial participation in relevant and meaningful career pathway opportunities in accordance with each student's Personalized Learning Plan. HCCPS assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for affected courses.

Waiver Topic: Uniform Calendar

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- § 6-10-106 Uniform dates for beginning and end of school year

Rationale for Waiver

HCCPS is requesting a waiver of the uniform school calendar. This change will allow us the set the schedule in accordance with the calendar of ASUN and their start and end dates of their semesters. This is not an attempt to shorten a student's school year. Each student will still be required to attend the number of days required by state law. It will allow us to start the school year earlier, if necessary.

Waiver Topic: Teacher Planning Time

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- § 6-17-114 General Provisions for Daily Planning Period

Rationale for Waiver

HCCPS is requesting a waiver of teachers' daily planning period. teachers will have an extended planning period (90 minutes) alternating either Monday and Wednesday or Tuesday and Thursday. Also, for our Fast Track Fridays, teachers will have only a 25-minute planning period. Teachers will be provided over 200 minutes of planning time, it just won't be evenly spaced throughout the week.

We need this waiver to offer the modified block scheduling that allows for longer stretches of time for transporting students to ASUN, project-based learning, stronger differentiation, and time for the life skills lessons on Friday afternoons.

Waiver Topic: **Teacher Licensure (Is this something we need? Does this count for ASU-Newport instructors?)**

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- §6-15-1004 Qualified teachers in every public school classroom
- §6-17-302 Public school principals -- Qualifications and responsibilities
- §6-17-309 Employment and Assignment: Certification
- §6-17-401 Teacher's license requirement
- §6-17-919 AR Teachers' Salary Law: Warrants void without valid certificate and contract

Standards for Accreditation

- 15.03 Licensure and Renewal

ADE Rules

- Educator Licensure Rules

Rationale for Waiver

HCCPS requests a waiver from the above-listed statutes and rules to the extent that it is necessary to give HCCPS the flexibility hire business and industry professionals or individuals employed by higher education (such as those at the ASU-Newport campus) who possess outstanding credentials and work history but who do not hold a valid Arkansas Teaching License. All individuals who utilized in this manner will be required to pass criminal background and Child Maltreatment Registry checks.

HCCPS understands that, if students are granted high school credit for these courses for which they will receive dual credit, it will allow time for students to job shadow, complete internships, and take tours of job facilities and colleges. Such a waiver will also increase the number of students who graduate with a value-added diploma, which is a fundamental goal of the charter.

Waiver Topic: **Career and Technical Education**

Statute/Standard/Rule to be Waived

Standards for Accreditation

- 9.03.3.9 Career and Technical Education

Rationale for Waiver

HCCPS requests a waiver of the requirement to teach Career and Technical Education (CTE) curricula (Keyboarding, Career Orientation, Family and Consumer Sciences, and Survey of Agriculture) as separate classes. PGHS will ensure compliance with ADE Standards Rules, Arkansas Frameworks, and all applicable rubrics by embedding this curriculum within other courses or presenting courses such as Family and Consumer Sciences or Survey of Agriculture at Grade 8. Such flexibility is necessary to increase time for students to participate in career pathway opportunities at the high school level.

Waiver Topic: **Class Size and Teaching Load**

Statute/Standard/Rule to be Waived

Standards for Accreditation

- 10.02.5 Class Size and Teaching Load

Rationale for Waiver

HCCPS requests a waiver of the requirement that a teacher shall not be assigned more than one hundred-fifty (150) students and that an individual class shall not exceed thirty (30) students. HCCPS believes that—in certain circumstances—in order to implement its unique charter curriculum, some elective courses and the teachers of those course may need more than the maximum allowance of students. HCCPS ensures that under no circumstances will any teacher be assigned more than one hundred-eighty (180) students. HCCPS will use this waiver on an as-needed basis only.

Waiver Topic: Professional Development and In-Service Training

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- §6-17-701 et seq.

Standards for Accreditation

- 15.04 Professional Development and In-Service Training

ADE Rules

- ADE Emergency Rules Governing Professional Development

Rationale for Waiver

To the extent that it is necessary, HCCPS requests a waiver of the mentioned statutes and ADE Rules for the sole purpose of not requiring its non-licensed teachers to meet the state's teacher professional development requirements. The waiver will apply to Technical areas only and will apply to no core areas. HCCPS will establish its own training to acclimate new, unlicensed teachers to their teaching roles, responsibilities, and expectations. This waiver will help HCCPS meet its established goal of increasing the number of students participating in a career pathway and obtaining industry certification or concurrent credit before graduation.

APPENDICES

APPENDIX A	Documentation of requirements pertaining to Public Hearing
APPENDIX B	Evidence of Parental and Community Support
APPENDIX C	Proposed School 2017-18 Calendar
APPENDIX D	Proposed School 2017-18 Daily Schedule
APPENDIX E	Signed Statement of Assurances

Society

Harrisburg Senior Life Center Happenings

Well, this month is really going by fast and you can really tell now that it is summer. Our days are getting really hot now. But I guess it is time.

On Monday we had Woodbriar here to play bingo and we had a house full. Not only did we have a lot of people here, but Woodbriar brought several also. We are always glad to have our friends here.

Tuesday was National Flag Day so we played Flag BB Baseball and boy did we have a great time. I am surprised people could not hear us all over town. The way we played was if you made a home run you got a flag. Well, everyone playing won a flag or several flags except for Wanda and we felt sorry for her so we let her throw several times and she never could hit a home run which is very unusual for her. We tried to get her to just take one and she wouldn't. She said she had to earn it first. Everyone really enjoyed playing we might have to do that again. Then in the afternoon our Wii bowling team went to Marked Tree to have a practice game against them because in July they will be playing in a Wii bowling tournament in Jonesboro. The end results were not good so they were really glad that it was just a practice game.

Wednesday we had a new representative from EAAA to come and talk on Medicaid Minutes her name was Theresa Dobbins and she did a great job. We had lots of questions for her and she was able to answer them all. I think she is going to work out great.

Thursday was our regular scheduled bingo and popcorn day. We really had a good crowd and was glad to have June and Skeeter back so he could get back to his job. Then at six o'clock in the afternoon we had our Jammin' Down session had several to show up for that and everyone had a great time. You should come out and join us some-

Harrisburg Resident Receives Living the Mission Award at St. Bernards

Harrisburg resident Sharon Neugebauer, who works in central transportation, has been recognized for exceptional service at St. Bernards. She received a Living the Mission award for living the formal mission of St. Bernards every day by "providing Christ-like healing to the community through education, treatment and health services."

Harrisburg School District

The Harrisburg School District will hold a public meeting on July 11 at 6:30 pm in the Center for the Arts to receive public input concerning Harrisburg High (9-12) School's plans to apply for a conversion charter status.

The purpose of a charteris to allow students to earn technical certificates while still in high school as well as increase concurrent credit offerings. Staff, parents, and students are encouraged to attend to learn details about the charter request. The public will be given the opportunity to ask questions and offer suggestions.

Science, Accounting

ucational Leadership

Society

Harrisburg School District

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The purpose of a charter is to allow students to earn technical certificates while still in high school as well as increase concurrent credit offerings. Staff, parents, and students are encouraged to attend to learn details about the charter request. The public will be given the opportunity to ask questions and offer suggestions.

Kindergarten Registration July 7, 2016

Restoration House residents complete "Navigating the Financial Journey"

Restoration House residents gain financial literacy skills through Extension program

Approximately 20 Restoration House residents recently completed the "Navigating the Financial Journey" program and the "Get Real, Here's the Deal" financial simulation. Conducted by the Poinsett County Cooperative Extension Service, program participants learned about financial goal setting, budget development, and wise use of credit.

The "Navigating the Financial Journey" program, the rest of their lives. Anyone can achieve their financial goals but the first step is to develop a plan," said Leigh Helms-Blythe, Poinsett County Extension Agent for Family and Consumer Sciences and 4-H Youth Development.

The follow-up "Get Real, Here's the Deal" simulation, allowed residents to experience a hands-on, experiential situation allowing them to complete a realistic, financial decision-making process, much like

ticipants completed a series of twelve decision-making stations, including paying rent or mortgage, insurance, taxes, food and child care.

Poinsett County Extension Agents, Helms-Blythe and Craig Allen, along with Paula Nix, branch manager of Centennial Bank in Jonesboro and Stefanie Cooper, Program Eligibility Specialist with the Poinsett County Department of Human Services, assisted residents with the interactive exhibits.

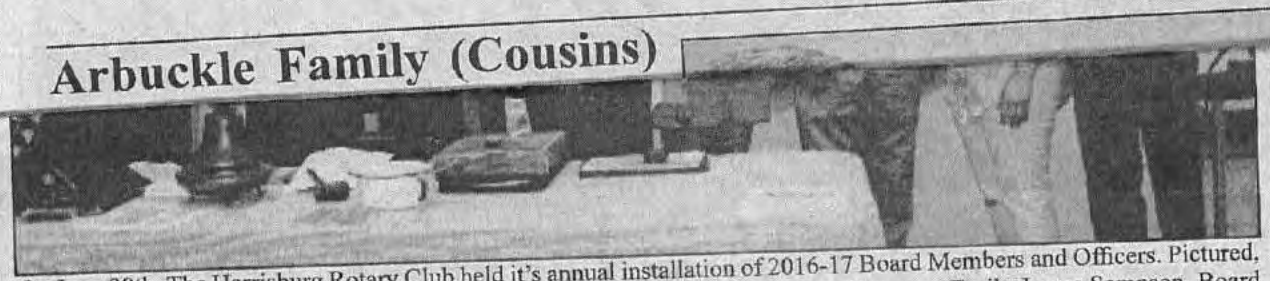
If you are interested in learning more about finan-

Arkansas, Division of Agriculture, Cooperative Extension Service, please contact the Poinsett County Extension Office at 870-578-4490 or email lhelms@uaex.edu.

The Cooperative Extension Service is part of the University of Arkansas System, Division of Agriculture and offers its programs to all eligible persons regardless of race, color, sex, gender identity, sexual orientation, national origin, religion, age, disability, marital or veteran status, genetic infor-

Society

Arbuckle Family (Cousins)



On June 30th, The Harrisburg Rotary Club held it's annual installation of 2016-17 Board Members and Officers. Pictured, left to right: Board Members David Mitchell and Shearlene Durham, Secretary-Treasurer Emily James Sampson, Board Members Mark Weston and Mauria Morgan, Sergeant-At-Arms Randy Mills, Vice President Tammie Stanford, President Zac Price.

All Rotary photos by Angie Swanner

Clyde Ford was presented a certificate for 40 years of service to the Harrisburg Rotary Club by Emily James Sampson.

Bill Elliott was presented a certificate for 35 years of service to the Harrisburg Rotary Club by Emily James Sampson.

Lofton, Mann exchange

Harrisburg School District

The Harrisburg School District will hold a public meeting on July 11 at 6:30 pm in the Center for the Arts to receive public input concerning Harrisburg High (9-12) School's plans to apply for a conversion charter status.

The purpose of a charter is to allow students to earn technical certificates while still in high school as well as increase concurrent credit offerings. Staff, parents, and students are encouraged to attend to learn details about the charter request. The public will be given the opportunity to ask questions and offer suggestions.

Historic Home For Sale: Century-plus old landmark home in Green Forest, Arkansas. 3BR, 2BA, 3-car attached garage and gazebo lawn building, unfinished upper level and partial basement. Newer roof and

Search this site

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DISTRICT INFO

- About Us
- Board Members
- 2016-2017 Calendar
- Board Meeting Dates
- Board Minutes By School Year
- Employment
- Erate RFP
- School Choice
- State Required Information

PARENT INFO

- Athletics
- Blackboard Connect
- Child Nutrition
- Early Childhood Survey
- Home Access Center

Harrisburg School District
207 West Estes
Harrisburg, AR 72432
PH: 870-578-2416
FX: 870-578-9366

MISSION STATEMENT

The Faculty, Administration, and Board of Education of Harrisburg School District #6, attest that this institution exists for the benefit of its students.

EVENTS CALENDAR

Today | Monday, July 11

Monday, July 11

Hornet Swarm Summer Camp

5:00pm Board Meeting

5:30pm (No title)

6:30pm Charter conversion public meeting

Tuesday, July 12

Hornet Swarm Summer Camp

Wednesday, July 13

Hornet Swarm Summer Camp

3:30pm Sr/Jr Cheer practice

Thursday, July 14

Hornet Swarm Summer Camp

5:30pm Pee Wee Cheer practice

CONVERSION CHARTER PUBLIC HEARING

Tonight, July 11
6:30 pm
Center for the Fine Arts

- What is a conversion charter?
- What is the high school's goal in pursuing this change?
- What can students, parents, faculty, staff, and community members expect with this change?
- Attendees will be given time to address concerns and/or express support for the conversion charter.

Harrisburg High School
Like This Page · July 11 ·

Come out tonight!

Karen Gann, Hunter Clampit Bise and ChrisandEll Bradley like this.

Harrisburg School District Email

Amber Carvell <acarvell@hbgsd.org>

Fwd: Blackboard Connect Delivery Results: Public Hearing 7/11/2016 3:04:58 PM (CT)

1 message

Brandon Craig <bcraig@hbgsd.org> Tue, Jul 19, 2016 at 11:10 AM
To: Amber Carvell <acarvell@hbgsd.org>

---------- Forwarded message ----------
From: **Doug Worley** <dworley@hbgsd.org>
Date: Mon, Jul 11, 2016 at 4:02 PM
Subject: Fwd: Blackboard Connect Delivery Results: Public Hearing 7/11/2016 3:04:58 PM (CT)
To: Brandon Craig <bcraig@hbgsd.org>

Keep for your records.

DW

---------- Forwarded message ----------
From: <connectsupport@blackboard.com>
Date: Mon, Jul 11, 2016 at 3:42 PM
Subject: Blackboard Connect Delivery Results: Public Hearing 7/11/2016 3:04:58 PM (CT)
To: dworley@hbgsd.org

Blackboard connect.

This message has been sent! Here is a summary of the delivery results. Click here to view more information online.

Delivery Summary

Title	Public Hearing
Message Type	Outreach
Site	HARRISBURG SCHOOL DISTRICT 6
Scheduled By	Doug Worley
Send Time	07/11/2016 03:04 PM (CT)
Voice Completed	07/11/2016 03:41 PM (CT)
Email Completed	07/11/2016 03:05 PM (CT)
Selected Contacts	1513 Successfully reached 1274 (84%)
Languages	English*

Device Deliveries

78% (808)

1035

100%(457)

459

Detailed Delivery Results

Voice (listen)

Successful Deliveries	78% (808)
Live Delivery	487
Answering Machine	321
Unsuccessful Deliveries	22% (227)
Hangup	118
Undeliverable	4
Bad Phone Number	2
Busy	1
No Answer	102

Email

A public hearing will be held tonight at the Fine Arts building at 6:30pm to discuss the Harrisburg High School application to become a conversion charter school.

Email Sent	100% (457)
Email Opted-Out	0% (2)

For support, please call (866) 360-2155 or email connectsupport@blackboard.com

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https://adedata.arkansas.gov/security/pdf/AccountUserSSOGuide.pdf

Doug Worley, Assistant Superintendent
Harrisburg School District
P (870) 578-2416
F (870) 578-9366

--
Brandon Craig
Harrisburg School District

HHS Principal
beraig@hbgsd.org
870-578-2417

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email.html
2K

Harrisburg High School Public Hearing for Conversion Charter Status:
July 11, 2016 at 6:30pm

1. Danny Sample
2. Doug Wrkay
3. [illegible] Wally
4. Dedrum Neal
5. [illegible]
6. [illegible]
7. Monica Moore
8. Kim Heeb
9. Stacey Meriguth
10. [illegible]
11. Caleb Henry
12. Rebecca Hay
13. Lindy Armstrong
14. Cam Hoyne
15. [illegible] Carvell
16. Ricky Caughron
17. Marsha Lewellyn
18. Nathaniel D. Sumner
19. Keith Whitman
20. Eddie Whitman
21. Melissa Hargis
22. Brandon Hargis
23. Scott Castle
24. Dawn Castle
25. Jeanina Hawn
26. Cheryl Jackson
27. George Jackson
28. Rachel DeWriss Barton

Harrisburg High School Public Hearing for Conversion Charter Status: July 11, 2016 at 6:30pm

29.	Kidsen todd Lindsey
30.	Haley Van Hensley
31.	Hadon Ree Hensley
32.	Erica Hensley
33.	TERESA PARKER
34.	Cheryl Wilson
35.	Twila Chatman
36.	Wendy Pettit
37.	Lisa Curtis
38.	Christy Pennington
39.	Kayla Pennington
40.	Dominis [illegible]
41.	Brandon Craig
42.	Jennifer Mink
43.	Tiffany Brown
44.	Glen Brown
45.	[illegible]
46.	[illegible]
47.	
48.	
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Unico Bank

August 2, 2016

Mr. Danny Sample
Superintendent, Harrisburg High School
207 West Estes St.
Harrisburg, AR 72432

Dear Mr. Sample:

Unico Bank is proud to support Harrisburg High School's ground-breaking, progressive request to seek charter school status. The request represents the district's continued desire to seek methods that promote educational goal obtainment for all learners.

A partnership between the Harrisburg High School and Unico Bank can ease the development of a student's future. We can provide further knowledge to the students that will help them after their high school education, and show them the fundamentals of starting and maintaining a checking account. This would include; how to balance a check register, and how to write a check, and how to reconcile an account. Unico Bank could also offer directions for loan processing. While loan process may appear complex at first, we would explain to the students how credit score affects factors such as applying for loans, whether a person qualifies for a loan, interest rates, and payment amounts,

Again, it is our pleasure to offer this letter of support on behalf of Harrisburg High School's request for charter school status. In addition, I will be glad to address any questions regarding this opportunity. Please feel free to reach me at (870) 578-2464 or dowens@unicobank.com.

Sincerely,

David W Owens
Regional Vice President
Unico Bank
1100 North Illinois St
Harrisburg, AR 72432

First National Bank

August 2, 2016

Harrisburg Public Schools
401 West South Street
Harrisburg, AR 72432

To Whom It May Concern:

I am writing this letter concerning the application and conversion of Harrisburg Public Schools to a charter school. As a former HHS student and alumni of Harrisburg, I am in favor of the conversion. It gives more students an opportunity to better themselves through technology and life skill programs that will be allowed under the charter program.

Many students lack simple life skills necessary for everyday living. With my experience so many kids today lack the knowledge of balancing a checkbook or even knowing how to write a check. They lack the knowledge of the importance of a credit score and how that might affect getting a loan in the future.

In my opinion, all students will benefit in some way to this conversion whether a student plans to attend college beyond high school or enter the workforce ready for employment. So many students are not privileged to continuing education and given this specific opportunity, allowing them to become more productive members of society from graduation.

The schedule change will allow students to experience more of a college like setting which will allow an easier transition from high school to college. This will also allow students more time for project based learning and differentiated instruction.

Sincerely,

Mandy Brown Barnes

Mandy Brown Barnes
Assistant Vice President

July 29, 2016

Danny Sample, Superintendent
Harrisburg School District
207 West Estes
Harrisburg, AR 72432

Dear Mr. Sample,

As a parent with two children in Harrisburg High School, I support the proposed change of the high school to a conversion charter. I feel that this new system not only supports the children headed into the industrial world but also the children headed to the university.

Both of my boys participate in advanced placement courses and I'm excited to see how the modified block schedule benefits them. It is overwhelming to have advanced courses every day, and I think that having the extra time between days will allow them to absorb the information better. I appreciate the schedule because it is a better representation of how college classes will be scheduled. It will give the children a better sense of what college is like.

I look forward to the adviser and life skills part of the Friday afternoons. I know there are lots of kids that need this support and training because they aren't getting it at home. I think it will go a long way for the community to have this as part of the school's program.

I support the conversion charter plan. I think it will help more children achieve their goals in high school and beyond.

Sincerely,

Dawn Castle

Dawn Castle

August 2, 2016

To whom it may concern:

As a parent of a child that attends the Harrisburg School system, I support the suggestion of a charter school and its criteria. I believe it gives children who are not inclined to be successful academically an alternative to achieve a life skill. I personally have experienced this with two of my three children. Some children are bent more towards a visual nature. It is important to have well educated people in society and it is just as important to have our skillful blue collar workers who are the backbone of America.

I work for a bank and back in the spring of 2016 I was asked to participate in a program for two days at the public high school, in which we went through how to balance a checkbook with junior and senior high school students. When my family and friends found out what I had been participating in, their comment was this, "Why didn't they offer this when my child was in school?" and "I have a daughter in her third year of college and she still hasn't mastered the ability to balance her checkbook?" I believe it is vital that children have every tool available in order to be successful and it is our responsibility as parents, lawmakers, community leaders, educators, etc..... to make that happen to the best of our ability.

Thank you for your time.

Erin Graves

Erin Graves

Additional Letters of Support

Zachary Price, First National Bank loan officer

Curtis Sanders, The Modern News editor

Shirley Witt, parent

HCCPS Proposed Calendar for 2017-18

July 31	Begin registration for ASU-Newport
August 7-10	Teacher In-Service
August 10	Open House
August 14	First Day of School
August 18	Last Day to register for ASU-Newport
September 4	Labor Day
September 9	The College Initiative group meets with students (individual meetings Sep. 12, 13, 23, and 26)
September 20	Term 1 Progress Reports/PLP conferences
October 7	The College Initiative group meets with students (individual meetings Oct. 17, 18, 28, and 31)
October 11-12	Term 1 9-weeks tests
October 19	Parent/Teacher Conferences, semester 1
October 20	Teacher In-service
November 11	The College Initiative group meets with students (individual meetings Nov. 14 and 15)
November 21	Term 2 Progress Reports/PLP conferences
November 22-24	Thanksgiving Holiday
December 2	The College Initiative group meets with students (individual meetings Dec. 5)
December 15-19	Term 2 semester tests
December 20-January 2	Winter Break
January 3	Teacher In-service
January 15	MLK Day
January 27	The College Initiative group meets with students (individual meetings Jan. 30 and 31)
February 10	The College Initiative group meets with students
February 13	The College Initiative group meets with students
February 14	Term 3 Progress Reports/PLP conferences
February 19	President's Day
February 24	The College Initiative group meets with students
February 27	The College Initiative group meets with students
February 28	The College Initiative group meets with students
March 7-8	Term 3 9-weeks tests
March 10	The College Initiative group meets with students
March 13	The College Initiative group meets with students
March 15	Parent/Teacher Conferences, semester 2
March 16	Teacher In-service
March 19-23	Spring Break
March 30	The College Initiative group meets with students
March 30	Good Friday
April 3	The College Initiative group meets with students
April 4	The College Initiative group meets with students
April 21	The College Initiative group meets with students
April 24	The College Initiative group meets with students
April 25	Term 4 Progress Reports/PLP conferences
May 16-18	Term 4 semester tests
May 18	Last Day of School

This calendar does not show testing dates (state assessments and interim assessments).

HCCPS MODIFIED BLOCK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FAST TRACK FRIDAY
8:00-8:45	PER. 1	PER. 1	PER. 1	PER. 1	1→8:00-8:25
					2A→8:30-8:55
					2B→9:00-9:25
8:49-10:23	PER. 2A	PER. 2B	PER. 2A	PER. 2B	3A→9:30-9:55
					3B→10:00-10:25
					4A→10:30-10:55
10:27-12:01	PER. 3A	PER. 3B	PER. 3A	PER. 3B	4B→11:00-11:25
					5→11:30-12:00
12:01-12:44	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:48-2:21	PER. 4A	PER. 4B	PER. 4A	PER. 4B	ADVISORY
2:25-3:11	PER. 5	PER. 5	PER. 5	PER. 5	

2016 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

08/04/16
Date

Danny B. Sample
Printed Name