



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:

North Little Rock Center of Excellence

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: North Little Rock Center of Excellence

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 3000

Name of School District: North Little Rock School District

Name of Contact Person: Dr. Beth Stewart

Address: 2700 N. Poplar Street City: North Little Rock

ZIP: 72114 Daytime Phone Number: (501) 771-8010 FAX: (501) 771-8069

Email: stewartb@nlrsd.org

Charter Site Address: 22 W. Main St.

City: North Little Rock

ZIP: 72114 Date of Proposed Opening: August, 2017

Name of Superintendent: Kelly Rodgers

Address: 2700 N. Poplar Street City: North Little Rock

ZIP: 72114 Daytime Phone Number: (501) 771-8000

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

It is the mission of the North Little Rock Center of Excellence (COE) to enable all students to find their passion, fulfill their potential as empowered individuals to become constructive members of their community and productive participants in the economy.

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

Applicant Response:

The North Little Rock COE **will be a stand alone LEA** whose mission will be accomplished through key programmatic features that focus on personalized learning, career preparation, and technical skill attainment. These key features will allow students to explore and determine the career field they are passionate about, prepare for their future career using whatever approach that works best for the learning of the student, and obtain specific skills and certifications that will support their next step whether that be college or going straight into the workforce.

The COE will prepare students through a multi-faceted learning environment alongside industry partners who will enable students to have relevant experience and relationships formed upon graduation. Students will have a choice in how content is delivered to them based on the student's needs. Students could choose to learn digitally, in a blended environment, in a traditional setting, or in a combination of those listed above. The COE believes this type of learning provides equity for all students through personalization.

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:

The North Little Rock School District held three public hearings on April 5, 7, and 25, 2016. The district also held two additional community meetings on March 29 and 31, 2016. The purpose of the community meetings/hearings was to inform and obtain input from parents and community members on the charter school application. Deputy Superintendent, Dr. Beth Stewart, and Director of College and Career Readiness, Christie Toland, presented information to parents and community members about the proposed district conversion charter school application and process. The rationale and proposed changes were shared in a Power Point presentation to stakeholders (see appendix). Parents inquired further about the proposed changes and the impact on instruction, college options, location, job opportunities, impact on staffing, and the overall impact on the North Little Rock High School student body and their opportunities. The parents also questioned how the charter school would impact their own children. Overall, parents and community members expressed support and stated that they could see the benefits and increased opportunities for their children and the surrounding economy. Appendix A provides evidence to document the meetings.

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:

It is the mission of the North Little Rock Center of Excellence (COE) to enable all students to find their passion, fulfill their potential as empowered individuals to become constructive members of their community and productive participants in the economy.

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	North Little Rock 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)	23.5	12.95	83.76
Targeted Achievement Gap Group	13.28	6.76	80.20
African American	11.68	5.38	77.81
Hispanic	19.33	7.67	83.72
White/Caucasian	44.55	27.78	91.94
Economically Disadvantaged	13.32	6.57	80.53
English Language Learners/ Limited English Proficient	11.33	7.17	83.33
Students with Disabilities	7.63	8.19	76.47

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	North Little Rock School District		
Campus Name	North Little Rock 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)	25.5	7.78	85.39
Targeted Achievement Gap Group	15.78	4.01	82.13
African American	13.28	2.54	79.83
Hispanic	25.00	7.23	85.71
White/Caucasian	47.61	21.79	92.59
Economically Disadvantaged	15.91	3.43	82.63
English Language Learners/ Limited English Proficient	5.56	13.64	83.33
Students with Disabilities	7.00	3.17	77.55

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Pulaski County Special School District		
Campus Name	Sylvan Hills 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
All Students (Combined)	36.63	13.16	67.58
Targeted Achievement Gap Group	19.76	5.60	60.71
African American	20.89	2.53	57.02
Hispanic	23.53	6.25	100.00
White/Caucasian	51.03	21.86	73.87
Economically Disadvantaged	20.35	6.13	61.16
English Language Learners/ Limited English Proficient	N/A	N/A	N/A
Students with Disabilities	5.56	0.00	43.75

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	North Little Rock School District		
Campus Name	Lakewood Middle School		
Grade Levels	6-8		
Campus Status	Focus		
	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)	29.77	17.86	N/A
Targeted Achievement Gap Group	12.52	5.71	N/A
African American	11.65	4.45	N/A
Hispanic	17.14	11.11	N/A
White/Caucasian	51.61	33.55	N/A
Economically Disadvantaged	12.73	5.79	N/A
English Language Learners/ Limited English Proficient	21.43	6.67	N/A
Students with Disabilities	4.30	3.26	N/A

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:

As noted in the data above, North Little Rock High School is not meeting the level of academic performance needed for all students to achieve at the appropriate proficiency levels. The feeder schools listed, Lakewood Middle School, was consolidated with Ridge Road Middle School in 2015-16 to form North Little Rock Middle School which will be the only feeder school for the COE. The achievement indicated by the data for Lakewood Middle School indicates poor levels of academic attainment are present.

The focus in recent years has been to prepare students for college, with little to no emphasis on careers, which destines some students for failure when on the job training or other avenues would allow them to be successful and engaged. All paths after high school are career paths whether they include college, technical training, or on the job training. The COE will focus on students' passions that will lead to a job that will allow them to be productive members of their community and break the bondage of poverty no matter what career field their future may hold.

The effects of the cycle of poverty can be seen throughout the city of North Little Rock. According to census information, over 21% of residents live in poverty and have a per capita income level of \$23,196. As a district, 70.1% of our students qualify for Free or Reduced Lunch, and 4% are considered homeless. Census information also indicates that 89.2% of North Little Rock citizens have a high school diploma while 25.9% have a bachelor's degree or higher.

The Fordham Institute published an article based on Arkansas data entitled, "Career and Technical Education in High School Does It Improve Student Outcomes", where researchers stated that students who are completers, complete a minimum of three courses in one career pathway, are 21 percentage points more likely to graduate. They also have better attendance rates in the ninth grade and slightly higher eighth-grade literacy test scores.

Four-year graduation rate among completers average 93% compared to 51% for non-completers, and 28% of completers enroll in college compared to 20% of non-completers. The article also concludes that completers will be \$28 per quarter better compensated in the years after high school earning \$1,015.90 versus their non-completer peers who earn \$791.93. This is yet another reason it is imperative for this charter school to be approved. Currently, NLRSD falls short of these indicators.

Ultimately, in an ever changing world it has become necessary for schools to change. Many students do well in a traditional school setting while others get lost. High dropout rates and low graduation rates show the urgency of this problem. The needs of four-year college bound students seem to be better met than those that will immediately join the workforce or even attend a two-year college. Equity for non-college bound students has become an increasing concern. In order to address these concerns and bring equity for all students a personalized approach will be utilized.

The North Little Rock Center of Excellence was initially conceptualized in response to overwhelming need expressed by the manufacturing industry in Central Arkansas. During the 2014-15 school year, a number of meetings were held between educators in Pulaski County, the Little Rock Regional Chamber of Commerce, and numerous representatives from local manufacturing companies. The purpose of the meetings was to establish dialogue between educators and industry to better align course content with employment needs. Discussions initially centered around the number of job openings that industry is struggling to fill and the lack of skilled workers to fill those positions. The specific employment needs of industry were examined, and it was determined that what North Little Rock School District has been producing is "unemployable" in the manufacturing industry. Clear gaps in the curriculum and an antiquated model of delivery are preventing students from learning skills such as teamwork, personal accountability, strong communication, and interpersonal relations which has resulted in an unskilled workforce in Central Arkansas.

As work began to close the gaps in course content and embed soft skills instruction into existing classes, more industries became engaged in the process. The transportation, distribution, and logistics industry, skilled and construction trades, and health care industry representatives became partners and began the same process with their respective industries as the focus. Soon it was evident that the "skills gap" is not a problem to be solved for only the manufacturing industry but for the overall workforce in Central Arkansas and beyond. This prompted an immediate examination of the entire Career and Technical Education (CTE) program at North Little Rock High School, the courses taught within the program, and the changes that must be made in order to meet the overwhelming needs of industry partners. It was quickly determined that this could not be accomplished in a traditional high school setting.

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:

While there are indicators in other surrounding districts that could demonstrate the need for this charter, it is the intent of the COE to provide for NLRSD students initially.

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:

The North Little Rock COE will consist of many innovative programs that distinguish it from other schools. While North Little Rock High School offers numerous Career and Technical courses, the COE will take career and technical education to new heights. Below is a small sample of innovative programs and approaches that the COE will include:

1. The student and family preparation and support process is one innovation that sets the COE apart. This process includes the following:

a. A two-week Career Readiness Orientation class will be required for all students entering the COE. This class is designed to assist students in finding their passions in the career field of their choice as well as expose them to a more in-depth look at what their potential is within that particular field. The class will also serve as an orientation to the multifaceted approach to instruction that students and parents will be offered. Choice will be a central component where students can choose one or a combination of digital, blended or traditional modes of instructional delivery. This will allow all students to have their needs met depending on their future job pathways.

b. Pre-assessments will be given to incoming charter students to assess grade and mastery levels. Any student not at mastery will be enrolled in an Intensive Recovery Program for math and reading, where students will be brought up to grade level before being able to take career coursework within the Center. **English** Language Learners and students with disabilities will be served and supported according to their IEP and LPAC plans.

c. The student's POP Team will be formed and a POP will be developed in preparation for the start of the school year.

2. Course delivery will be personalized. Students will be required to log 30 hours of learning work per week.

a. Students will have the option of blended, traditional, and digital courses while focusing on the best pace, place, path, and time for their needs. Students will move at their own pace in the setting that they feel most comfortable. Students will be able to work at any given time during the day, night or on weekends through digital learning until the desired skill is mastered. This type of learning will enable students to get a more realist view of the "real world" and what it means to be a productive citizen.

Additionally, teachers will receive professional development through professional learning communities using the same flexible model and structure. Teachers can take pre-assessments in order to demonstrate mastery of skill. Once the demonstration of mastery is achieved either through a pre-assessment or a professional development class they will receive a digital badge that enables them to bypass mastered professional development topics as long as mastery is consistently demonstrated or until updates are available. In both cases, when mastery of content is achieved, the learner will move on to the next skill and will be able to advance their professional knowledge beyond basic topics.

b. All content will be delivered with a focus on the career path of the student in order for students to see relevance and achieve the rigor necessary to excel in their given profession. Flexibility in delivery is needed in order to quickly respond to the job market trends. Currently, partners are in need of employees that are skilled as CNC operators, electricians, plumbers, fabricators, machinist, and general skilled laborers. The COE is fully aware that as these employees are produced the need of industry will change which will necessitate the need to revise and change course offerings and/or pathways..

c. Due to the flexible nature of the program and the multifaceted approach to course delivery, students will be able to attend the COE virtually. APEX online courses will be used for core course delivery. Remote instruction combined with required scheduled on-site lab classes will be delivered to virtual students for career focused classes.

3. Industry Partners and their participation as interim instructors, mentors, and contributors to programming and projects are essential to our model. Examples of their partnership are below.

a. Students will have the opportunity to complete industry level certifications in their career pathway of choice prior to graduation. Internships and apprenticeships will also be available for students.

b. The COE Transportation, Distribution, and Logistics program will be the second high school in the nation to offer the Get Ahead Diesel School and ten certifications through Daimler Trucks International . Get Ahead Diesel School contains virtual curriculum modules that provide instruction on the operation, maintenance, and repair of specific parts and tasks performed by diesel mechanics. This program is self-paced. Success is determined through mastery of learning not seat time.

c. Students will receive explicit soft skills instruction that will be embedded in all courses and the culture of the school. Strong expectations for professional behavior will be enforced.

d. Students will have the opportunity to apply content knowledge and demonstrate personal accountability through career specific cross-curricular team projects. Students will be empowered to obtain the jobs they desire through the instruction and support they receive from industry mentors while completing these projects.

d. Students will be required to clock-in and out as they move from class to class just as if they were on the job allowing them to understand and build personal accountability. The system will chart students' absenteeism and tardies for students to present as an exit interview artifact.

4. Students will have the opportunity to complete a value added high school diploma program. In partnership with our post-secondary institution partners, students will have the opportunity to complete college credit through dual and concurrent enrollment as well as articulated credit and technical certificates.

5. Students will receive strong support as they proceed to the next step of their lives after high school. At the end of the senior year students at the COE will complete an exit interview and defend a business portfolio as a capstone activity. The exit interview and portfolio will allow students to draw relevance to their entire public school career and/or their time at the COE. Within their portfolio defense students will explain how the courses they have taken have prepared them for the job they seek. Students will produce an attendance record, resume, and artifacts from previous coursework while at the COE as evidence to support their discussion. This model could be used by industry as a screening interview leading to future employment, as well as being used by the student upon graduation to have the necessary items and skills to be job-ready.

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
40% increase in 9-12 grade level cohort Math scores for all COE students within the first five years	ACT Aspire-9-10th Grades ACT-11th-12th Grades	9th Grade-59% 10th Grade-54% 11th,12th Grade -55% of students achieving an 22 or higher	2022
20% increase in 9-12 grade level cohort English scores for all COE students within the first five years	ACT Aspire-9-10th Grades ACT-11th-12th Grades	9th Grade-69% 10th Grade-63% 11th,12th Grade -58% of students achieving an 18 or higher	2022
40% increase in 9-12 grade level cohort Reading scores for all COE students within the first five years	ACT Aspire-9-10th Grades ACT-11th-12th Grades	9th Grade-67% 10th Grade-63% 11th,12th Grade -63% of students achieving an 22 or higher	2022

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:

Career preparation is the ultimate goal of the COE. In order for any student to be able to be successful in any career that they are passionate about, strong math, reading, and English skills are non-negotiable. The achievement levels demonstrated by our feeder school, North Little Rock Middle School, and the converting school, North Little Rock High School, must be improved upon in the COE. The goals above were developed using the 2015-16 March ACT and ACT Aspire administration data. By increasing our student achievement in all three areas within the first five years by 20% in English and 40% in Math and Reading, we will be on a realistic pathway to graduating 100% of our students career ready within ten years. Mastery of foundational skills will remove barriers which lack of these skills can cause for our students such as passing certification tests, work place reading and writing, critical thinking and problem solving, and performing workplace required math. While students will have many opportunities to obtain specific job skills and certifications, the strengthening and advancement of the foundational skills taught in math, English, and reading will continue to be a focus in the COE.

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 9, 10, 11, and 12
- Physical Science, Biology, Environmental Science, Physics, Chemistry
- Civics (1/2 unit), Economics (1/2 unit), World History, US History
- Algebra I, Algebra II, , Algebra III, Geometry, Algebra A and B, Trigonometry, Pre-Calculus, Advanced Placement and International Baccalaureate courses
- Embedded Physical Education (1/2 Unit), Embedded Oral Communications (1/2 Unit)
- Fine Arts (1/2 Unit)
- Career Focus (6 Units)

ELECTIVE COURSES

- Introduction to Transportation, Distribution, and Logistics
- Introduction to Manufacturing
- Introductory Craft Skills
- Get Ahead Diesel School
- Spreadsheets and Database
- Introduction to Business (Emphasis in Career Pathway)
- Introduction to Medical Professions
- Principles of Biomedical Science
- Computer Science Principles
- Introduction to Engineering Design

GRADE(S): 10-12 YEAR OFFERED: 2017-18

REQUIRED COURSES

- _____

ELECTIVE COURSES

- Principles of Engineering _____
 - Human Body Systems _____
 - Advanced Design for Manufacturing Technology _____
 - Business Management _____
-

GRADE(S): 11-12 YEAR OFFERED: 2017-18

REQUIRED COURSES

- _____

ELECTIVE COURSES

- Career Readiness _____
 - Internship _____
 - CDL/Forklift Certification _____
 - Medical Procedures _____
 - Human Anatomy and Physiology _____
 - Pharmacy Technology Fundamentals _____
 - PLTW Medical Interventions _____
 - PLTW Computer Science A _____
 - PLTW Engineering Design and Development _____
-

GRADE(S): 12 YEAR OFFERED: 18-19

REQUIRED COURSES

- Career Readiness (Emphasis in Pathway) _____

ELECTIVE COURSES

- Computer Programming (Emphasis in Pathway)
 - Internship
 - CDL/Forklift Certification
 - Medical Procedures
 - Human Anatomy and Physiology
 - Pharmacy Technology Fundamentals
 - PLTW Biomedical Innovations
 - PLTW Cyber Security
 - PLTW Computer Integrated Manufacturing
-

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:

An essential part of the content delivery for the COE will be obtained through a digital software platform called APEX. Courses will be provided through a Personalized Learning approach, where students move through the content at their own pace once mastery is achieved. Students will also be grouped with teacher advisors to set goals and monitor progress toward course completion. Content teachers will provide support and teach skills not yet mastered that prove difficult for the student. The district will pay for the cost of curriculum through a variety of funds which will include but is not limited to District Funds, Title I, NSLA, and grant money. This software allows students access to learning anytime and anywhere which models for students how they are life long learners.

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

Applicant Response:

The educational program for the COE will revolve around the innovations discussed earlier and tailored to meet the varied needs of all learners. The program proposed is a multifaceted and global approach to 9-12th grade education in the 21st Century. The components are designed to allow students to be self-directed, develop intrinsic motivation to succeed, and acquire the skill set needed to be successful in a global economy. The key components are provided below:

Personalized Opportunity Plan (POP)

The COE will provide students and parents with the opportunity to tailor their learning to match their specific career interests and unique learning needs. Every student in the COE will have a POP that is supported by the POP Team: student, parent(s), industry ambassador, and COE faculty member. The COE teachers will support student learning and progress through mentoring sessions at least weekly. Ambassadors will meet with students monthly to discuss their progress and specific projects within their career focus classes. The POP Team will evaluate and adjust the student plan at least annually and more frequently if necessary. Parents will participate in parental involvement training where support opportunities and responsibilities will be outlined. A mutually agreed upon compact of understanding will be signed by the POP team members.

The choices afforded to parents and students within the COE include traditional, blended, and virtual learning approaches. Students have varied academic abilities and career interests/goals. By providing a multifaceted approach for general coursework, students will have the flexibility to advance in their general coursework at a pace that fits their individual needs while providing them time to hold a job, participate in extracurricular activities, an apprenticeship or internship opportunity, or take college courses on a college campus if desired.

Industry Mentorship Program

Industry Mentors are industry professionals who are designated supporters of student learning and advancement in a specific career field. They represent their industry, serve as career and education mentors and presenters, and establish positive relationships among youth, parents, teachers, community members, and the industry they represent.

The Industry Mentorship Program begins in 9th grade with the introduction of a career field to students who have expressed interest in Kuder interest inventory or during a mentoring session. When interest is expressed, a Mentor is assigned to the POP team and planning begins for exploration of that career field through field trips, research, shadowing, introductory courses, guest speakers, virtual tours/meetings, and additional innovative methods of exploration. If the students' interests change, the appropriateness of the Mentor will be evaluated and changed to a Mentor from the new field of study of interest if necessary. In the 9th grade, the primary role of the Mentor is to share information in a variety of ways with students who are interested in his/her career field and serve as an advisory member of the POP team.

During the 10th grade year, the Mentor's role shifts from just exploratory to a guided exploration role. The Mentor will be assigned students with specific interest in his/her field that has advanced beyond simple exploration. The Mentor will assist the students with planning, participating in, and reflecting on specific field experiences within their career field of interest for the purpose of helping the student learn more about the specific job opportunities within that career field and begin narrowing their interest into a possible specialization. The student will spend time exploring potential skill specialization opportunities within the career field they are interested in through field trips, shadowing, and on-site guest speakers or virtual meetings/tours. The Mentor will also play a key role in supporting the career readiness instruction that the students will receive. The Mentor will begin receiving attendance reports that can be used to reinforce the importance of strong soft skills in the workplace.

The Mentor's role becomes more sharply focused during the 11th grade year. The primary focus of the Mentor will be guidance and preparation of students with specific interests in his/her field for work. Specialization courses, soft skills, interview skills, and project consultation are examples of the support that an Mentor will provide during a student's junior year. Internship and workforce support may also be provided.

During the 12th grade year, final preparations for the students' next steps after high school are the focus of the Mentor. At this point, a single Mentor may have a very small group of students who are interested in employment in the Mentor's company or another company within a specialized program. Guidance and support on specific career related projects, soft skills and workplace readiness, specialization classes, and internship/workforce are critical elements of the role of the Mentor in the senior year.

Industry Mentor Program Components:

9th Grade: Guided Exploration in Career Field Shadowing, Guest Speakers, Virtual Tours, POP Support

10th Grade: Exploration in Specialization Areas of Field POP Support, Shadowing, Guest Speakers

11th Grade: Focused Exploration/Career Preparation or Specialization Field Experiences, POP Support, Shadowing, Guest speakers-Jr/Sr Topics, Specialization guidance, support and project consultation, career readiness support, internship/workforce (depending on age of student)

12th Grade: Final Career Field Preparation/Potential Career Pathway Recruitment POP Support, Guest Speakers-Senior topics, Specialization guidance, support and project consultation, Interviews, Internship/Workforce

Field Experience Program

Field experiences will be available for students who are at least 16 years of age, depending on the industry policy. Field experiences are opportunities for students to observe specific jobs within their career field of interest for the following purposes:

- Learn more about the role and function of a specific job of interest
- Explore and gauge interest in specific jobs within a career field
- Increase awareness of performance expectations within a career field
- Inform students of the skills required for specific jobs of interest

Numerous industry and business partnerships throughout Central Arkansas allow the North Little Rock COE the opportunity to provide students with a multitude of diverse field experience options. Students will allot time within their learning schedule for field experiences for a maximum of four times per month. This will be scheduled and approved by the POP team, COE administration, business/industry partner and Mentor prior to scheduling the field experience.

Specialization Program

Students who have identified their career field of interest and desire to prepare for a specific job within that career field will have the opportunity to participate in specialization courses. Specialization courses will focus on providing specific skills, knowledge and/or certifications that will support their success in the workplace. For example, a student with Transportation, Distribution, and Logistics interest may desire to work as a technician. The specialization courses available for this specific job can be found in the Get Ahead Diesel School. The student will have the opportunity and support to graduate with industry level certifications which will enable them to be job ready.

Student Employment Dashboard

Students who participate in the Specialization Program will create an electronic portfolio to display their special skill sets. With the student/parent's permission, the portfolios will be placed in an employment warehouse database in which potential employers can request specific skills sets for entry level positions. Students with these specific skills will be notified of the company's interest through the COE mentor or Ambassador. No personal information about the student will be made available to companies without the consent of the student and/or parent(s) if the student is under the age of 18. Employers will have a one stop shop for employment needs for entry level work. It is also possible through the Ambassador program that employers can recommend specialization courses for specific students who show promise in their field. Employers will have the unique opportunity to influence the skill set of their future employees rather than retraining them to develop basic or even advanced skills needed for entry level work.

Team Project Program

A critical element of the COE program centers around the Team Project that will be completed each semester.

Each COE student will be assigned to a team that will be responsible for completing work based projects that come directly from their career field of interest. The team will consist of students from three experience levels depending on their field of interest. For example, students who have interest in Health Care will be placed in experience levels of CNA, LPN, and RN while students with interest in skilled trades will be placed in experience levels of Apprentice, Journeyman, and Master. Experience level will be determined by the number of projects successfully completed. The purpose of designating an experience level is to assist students with the understanding of the hierarchy within companies, the type of work that entry level positions may entail, and to observe and participate in the process of working and earning their way to promotions within that hierarchy. The goal is also for students to understand that with a higher ranking position comes more responsibility.

The projects will be completed within the time frame given or it will be considered unsuccessful. The team will have full responsibility and autonomy on the projects. They are responsible for scheduling meeting and work times, dividing work duties, consulting with appropriate industry partners, and presenting the project. If assistance is needed, it is the responsibility of the students to determine who or what is the best source for help and how and when to obtain help. The main goal of team projects is to build teamwork and leadership skills, personal accountability, and overall interpersonal communication skills while demonstrating knowledge of content.

Internship/Apprenticeship Program

All students enrolled in the COE will complete an internship experience prior to graduation. The internship or apprenticeship differs from the field experience in that the internship experience requires actual performance of job duties whereas the field experience consists of a series of observations of job duties. The internship program begins in the 11th or 12th grade and allows students to spend time performing actual job duties in a local business or industry free of charge. The student will gain job experience and be given the opportunity to demonstrate and refine their skills under the supervision of industry experts which could lead to eventual employment opportunities for the student.

An apprenticeship is actual preparation for work within the company of sponsorship with the expectation of employment if the program is completed satisfactorily. An apprenticeship could be a paid position depending on the requirements set forth by the employer. Although not required, apprenticeships can be substituted for the required internship experience. The goal for students is to receive job experience. The COE's goal for students would be to move from internship to apprenticeships, in order to hold a paid position, but movement between apprenticeships to internships is allowed.

Retraining/Elimination Program

In the event that a student is not being academically successful, additional supports will be provided in the form of seminars, extra help, additional mentoring and appropriate specialized services. In the event that a student continues to be unsuccessful the POP team will determine the appropriate measure to ensure the student is successful.

In the event that a student is not demonstrating appropriate behaviors the student's POP team will reconvene to determine the specific areas of deficiency, possible causes, and develop prescriptive supports. POP teams will closely monitor the prescriptive plan in order to determine successfulness. The student will have two opportunities to exhibit appropriate workplace behaviors. If the student is unsuccessful in this process the student will be placed in a structured setting within the COE and will begin retraining until appropriate behaviors are met on a consistent basis. Once consistency is reached and the POP team is satisfied that the student is ready to transition his way back into the general population, a personalized gradual release schedule will be determined by the POP team.

Graduation Options

COE students will have the following post-secondary options:

1. High school diploma

Students will graduate with the traditional high school diploma as per Smart Core requirements for high school completion in Arkansas.

2. High school diploma plus

Certificate of Proficiency

The certificate of proficiency will be awarded to students who demonstrate mastery of course required skills in specified performance standards in the areas or disciplines that issue certifications. The program of study may be stand-alone or part of a technical certificate curriculum.

Technical Certificate

The Technical Certificate is a collegiate level program that recognizes the completion of specified level of competency in an occupational field. This program of study may be a stand-alone program.

Both types of certificates are granted once the appropriate courses and/or training has been completed and required assessments have been passed. Technical certificates generally require more training than certificates of proficiency.

College Credit-Dual enrollment or Enrollment on College Campus

In order to obtain certain entry level positions or advance from entry level positions, additional knowledge and skills are often needed. Additionally, students who plan to obtain Bachelor's Degrees or graduate degrees can enter college with the advantage of having taken college courses while in high school. Dual enrollment concurrent credit courses offer students the opportunity to enter the workforce at a skilled level or college with credit hours already completed toward a degree. Earning college credits while in high school will not only help offset the cost associated with earning a college degree or technical certificate but also give students exposure to the experience and discipline required for obtaining certifications and/or degrees.

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Students with disabilities are expected to meet requirements for graduation as set forth by the North Little Rock School District. The Individualized Education Plan (IEP) committee shall establish a program of study that is compatible with each student's ability to perform. The committee may waive or substitute specific courses and may require specific courses when it is determined to be in the best interest of the student.

Students have the option of obtaining Honor Graduate status by following the North Little Rock School District requirements.

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

School Year	Grade Levels	Maximum Enrollment
2017-2018	9-12	3,000
2018-2019	9-12	3,000
2019-2020	9-12	3,000
2020-2021	9-12	3,000
2021-2022	9-12	3,000

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	
Administrator Salary (1.0 FTE)	<u>\$95,000.00</u>	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
State Foundation Funding		<u>\$0.00</u>
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
NLRHS Assistant Principal (1.0 FTE)		<u>\$95,000.00</u>
	No variance.	

Explanation

The administration assigned to the COE are already employed in the North Little Rock School District. This is not a new expense.

Specific Item/Program/Service	Estimated Cost	
Teacher Salaries and Benefits (15 FTE)	<u>\$975,000.00</u>	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
State Foundation Funding		<u>\$0.00</u>
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
NLRHS Teacher Salaries and Benefits (15 FTE)		<u>\$975,000.00</u>
	No variance.	

Explanation

These are not new expenses. The teachers assigned to the COE are already employed by North Little Rock School District. As the COE grows, it can foreseen that additional staff may need to be added.

Specific Item/Program/Service	Estimated Cost	
Career Counselor Salary and Benefits (.5 FTE)	<u>\$45,000.00</u>	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
State Foundation Funding		<u>\$0.00</u>
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
NLRHS Counselor (.5 FTE)		<u>\$45,000.00</u>

No variance.

Explanation

These are not new expenses. The counselor assigned to the COE are already employed by North Little Rock School District. As the COE grows, it can foreseen that additional staff may need to be added.

Specific Item/Program/Service	Estimated Cost	
Instructional Aid Salary and Benefits (1 FTE)	<u>\$35,000.00</u>	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
State Foundation Funding		<u>\$0.00</u>
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
NLRHS Instructional Aid (1 FTE)		<u>\$35,000.00</u>

No variance.

Explanation

These are not new expenses. The instructional aid assigned to the COE are already employed by North Little Rock School District. As the COE grows, it can foreseen that additional staff may need to be added.

Specific Item/Program/Service	Estimated Cost	
APEX Digital Learning Program (unlimited seats)	<u>\$17,000.00</u>	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
NSLA Funds		<u>\$0.00</u>
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
NLRHS APEX Digital Learning Program		<u>\$17,000.00</u>

No variance.

Explanation

Seats purchased for NLRHS for APEX Digital Learning will be reduced to reflect the number of student seats required for the COE. There will be no additional cost.

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

Applicant Response:

College-prep programs have been the focus of traditional high schools for a long time, and they generally do a good job of providing for those students who are interested in pursuing a four-year degree. Unfortunately, a significant portion of our student body remain without the means to attend college or even a post-graduate certificate program. Issues such as transportation, lack of support, tuition funding, and time restraints keep these students from breaking the cycle of poverty. The COE will permit students to participate in a multifaceted approach to their education in order to empower students and give them ownership of their learning. Students can receive instruction from a variety of different avenues which will include traditional instruction, blended learning, digital coursework or a combination thereof.

No matter the approach, personalized work and project-based educational programs focused on mastery of skills rather than seat time are achieved in a business-like setting which serves as the foundation of the COE model. By providing flexibility to students and a multifaceted approach, students will be able to advance in their general coursework at a pace that fits their individual needs. Students will be able to hold a job in order to support their family, participate in an apprenticeship or internship to further their career opportunities, or take post-secondary courses on a college campus in order to fast track their college experience. This currently is not available in a traditional setting. The flexibility required to fully support the programs in the COE can only be achieved in a charter school setting.

Furthermore, in order for teachers to model personalized learning they in turn must be engaged and receive instruction through the same mode. Teachers at the COE will experience personalized learning through professional development. Teachers will be able to move at their own pace, place, and time until mastery is achieved. Teachers will be able to bypass topics in which mastery is consistently demonstrated so that more advanced professional knowledge can be obtained. This can only be achieved in a charter school setting.

While traditional schools have partnerships, the partnerships of the COE will look and feel very different. Industry in the Central Arkansas Region will be a true partner assisting in the design and implementation of how the COE operates. An Industry Review Board (IRB) will be set up in each career area meeting at least quarterly for the purpose of gathering input on curriculum and their employment needs. This may mean that courses and even entire pathways would need to be adjusted as industry needs change. Industry partners may serve as mentors, project advisors, speakers, interim instructors, or a number of other roles within the COE. The flexibility required for this to become reality can only occur in a charter school setting.

Embedded courses will be offered for like skills which will make content relevant and the redundancy of skills eliminated. Students who choose a blended or digital approach will move through content with a self-paced approach. This will allow students to remain engaged and work on one subject or multiple subject/projects as they see fit. Adults will serve as mentors, assist with goal setting, and monitor progress to ensure students will remain on track and be able to graduate on time if not early. Since a business model will be used students will become proficient in necessary soft skills by taking care of personal business during their 15 minute morning and afternoon break, utilize a time-clock, demonstrate excellent attendance and punctuality, exhibit business etiquette and communication, collaborate and problem-solve with an Industry partner in their chosen field. This can only be achieved in the flexibility of a charter school setting.

Flexibility in scheduling is key to allow students time to participate in internships and apprenticeships. In addition, it may also become necessary for professionals to be able to teach specific career courses without obtaining an ADE teacher's license. This flexibility is requested due to the need for these courses to be taught by industry experts who will provide career specific expertise. In addition to the above stated items, the COE can foresee the need for flexibility in class size as virtual enrollment grows in order to accommodate a larger number of students in a specific pathway. Virtual students could cause the need for more students enrolled in a class than is traditionally allowed.

It is evident that the COE is designed to meet the needs of students and teachers that a traditional school

cannot. The stakes are high for students as well as the industries we serve. Without this type of innovation, which is only possible in a charter school setting, an adequate skilled workforce will be lost and with it many industries could be forced to move out of Central Arkansas.

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:

Increased flexibility and innovation will provide NLR COE to have more autonomy than a traditional school. This will allow the COE to meet the needs of all students both college bound and those immediately entering the workforce.

Personnel:

More autonomy will be achieved within this charter with the requested waivers. Content knowledge without concern to instructors licensure area will enable NLR COE to hire the best and most knowledgeable teachers. Experienced industry partners or local college faculty can donate time or adjunct instructors will be able to teach necessary skills that will contribute to the overall skill level of the student. In addition, as stated previously these particular personnel along with other experts in the field will be able to develop relevant curriculum that is needed within a particular industry.

Digital, online or blended classes could be taught by instructors employed by the the COE. This will allow the COE to have access to a variety of instructors who might hold the most content knowledge and be the best fit to instruct students, but may not have the availability to travel to North Little Rock, Arkansas on a daily basis. Courses within the specialization programs would have the ability to employ industry experts on a full-time or partial full-time basis to further advance students skill levels and provide for real-world experiences. Partial full-time equivalent instructors allow industry expert to remain employed in their field, which will assist in keeping the career pathways current, relevant and meet the most current employment needs of industry.

Budget:

North Little Rock School District will provide facility maintenance, nursing, and other related services staffing support.

The North Little Rock School District leadership team along with building level administration will establish a budget that is fiscally sound, follows the Education Department General Administrative Regulations (EDGAR) procedures, and provides for equitable resources to sustain growth opportunities for students.

Industry partners and an increase in student enrollment will be imperative in developing future goals, as well as planning innovative opportunities for students.

Industry partnerships and additional grant funding will be ongoing in order to support the growth and additional efforts of the COE.

Day-to-day Operations:

NLR COE administration will manage the day-to-day school operations. Industry partners, as mentioned above, will have the ability to mentor and establish relationships with students in order to have skilled workers at an earliest possible time.

The leadership of North Little Rock School District through the COE will strive to seek new and innovative ways to provide for continuous personalized education for all students. The sample schedules below demonstrate the flexibility that can be afforded the COE in a charter setting.

12th grader who is accelerated with Pre-Med interest

1. General Studies-concurrent credit through AP or IB English, AP or IB math course, AP or IB science course, and AP or IB History course
2. Electives-Medical Interventions or Biomedical Innovation
3. Daily Learning schedule:

8:00-10:00 general coursework and elective classes (Team project work at 9:00)
10:30-3:30 internship experience in field of study or college enrollment

4. Advisory with COE staff and/or Industry Ambassador will occur weekly.

11th grader with an interest in diesel mechanics who has a night job

1. General Studies-industry focused English, Math, Science and Social Studies (Team project Skype consultation at 10:30)
2. Electives-Get Ahead Diesel School modules, Career Readiness for TDL, and Computer Programming for TDL
3. Learning Schedule-7:00-1:00
4. Work Schedule-2:00-10:00 pm
5. Field Experience Schedule-2-4 times per month at industry partner facility
6. Advisory with Industry Ambassadors and COE staff will occur monthly.

10th grade student who struggles academically and is at risk for graduation with an interest in Manufacturing

1. General Studies-industry focused English, Math, Science, and Social Studies with daily focused remediation/credit recovery period or special education services as written in the IEP, Team project
2. Electives-Advanced Technology for Design Production, Physical Fitness for Industry, Career Readiness for Manufacturing, Lean Manufacturing Principles
3. Learning Schedule-8:00-3:30 with blended core coursework, digital credit recovery, and face-to-face remediation
4. Field Experience Schedule-1-2 times per month with industry ambassador
5. Advisory with COE staff will occur at least weekly.

1st Semester 9th grade student who is undecided about their career path of focus (strong interest inventory results in STEM)

1. General Studies-Pre-AP or regular English, Math, Science and Social Studies classes (face-to-face in first semester but determined that blended would be appropriate for second semester), Team project, Freshman Readiness Training
2. Electives-Introduction to Computer Science, Introduction to Engineering Design, Introductory Craft Skills
3. Mentor and mentor pairing from STEM field
4. Job shadowing, field trip, and guest speaker experiences in STEM field

The success of the COE will hinge on providing the highest level of education to students, and teachers that will allow them to collaborate across the curriculum in order to remove redundant standards, align necessary skills for future employment, and create a true real-world project based lessons tied to each student's pathway.

School Calendar:

While some autonomy will be present the school calendar may have the least autonomy of all the areas. Since the COE would rely upon district transportation resources, it will be necessary to follow the same basic academic calendar. However, there can be some autonomy even with some restrictions within transporting students.

Currently North Little Rock School District holds a limited number of classes during a zero hour period, as well as provides after-hours tutoring for extra help and remediation purposes. Transportation is provided to students that stay for after-hours tutoring which will allow the COE to be open early and close late in order for students to be provided with more flexible hours.

Through personalization and the unique platform of blended and/or digital learning the COE allows for student learning on demand which would allow for the completion of coursework during the summer, on vacation, or at night. The COE will set the tone for continuous, relevant learning. In order to meet the demands of busy families, a waiver for year round schools is being requested. This will allow for a more personalized and customized learning environment. Additionally, to achieve a flexible approach for students this schedule, if taken advantage of by students, will reduce summer regression. Since students having a choice internship and apprenticeships could be completed during the school year or if preferred in the summer depending on the needs of the student.

In order to do what is best for students and meeting their needs while still remaining within the constraints of the

school district transportation limitations a customized approach is necessary.

Other:

Due to the nature of the business model which is driven by industry needs the COE would also require autonomy in the area of course offerings, pathways, and approvals. As stated previously, to meet the demands of industry partners it is imperative that the COE react quickly to the employment needs of those we serve.

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:

The North Little Rock COE will establish a School Improvement Team that will consist of administrators, teachers, students, parents, industry and business partners, and community members. This team will be responsible for developing and reviewing the School Improvement Plan at least annually. Data will be reviewed and used to drive decision making regarding the continuous improvement of the North Little Rock Center of Excellence. The team will monitor progress towards performance targets established by the state and other certifying agencies for core and elective courses and technical certifications. An annual report to the public will be provided at a Fall NLRSD Board of Education meeting. Meeting notes will be placed in Indistar to document progress.

While the responsibility of plan implementation rests with administration, teachers, district employees, and other instructors, it is crucial to the success of the COE that all stakeholders have an active role in the development and implementation of the school improvement plan. Industry Review Boards will serve as advisory councils to the School Improvement Team.

In addition to student achievement data, career interest inventories will be analyzed from feeder schools to ensure that programs of study not only remain relevant to local industry needs but also remain consistent with student interests. All data will be used to inform and shape future programming and curriculum choices and professional development for teachers and staff.

The School Improvement Team will establish indicators of success, baseline data, student performance criteria. As discussed previously, achievement goals will be monitored and adjusted as needed by this team. Current research will be provided to support and justify the goals and targets that the School Improvement Team establishes.

The effectiveness of the School Improvement Plan will be determined after the review of multiple data sets by the School Improvement Team. Analysis of student achievement data will be performed and guide team in its assessment of progress toward current goals and any decision making on the modification of goals. They will also use data to make recommendations for improvement to the COE administration including but not limited to instruction and professional development for teachers and staff to support increased student achievement.

Personalized learning is not only the main focus of the COE but also the battle cry of the current generation of students the COE will serve. The COE aims to transform and improve learning by implementing a program that will tailor the educational experience for students to their individual needs through choice in approach for core classes, rigorous and relevant core and elective course selections, and a unique career focused learning environment that provides future employers the ability to influence the skill set of their employees before they are hired.

It is a priority that students set goals and, with the support of their Personalized Opportunity Plan (POP) team, are given choices that best meet their needs for accomplishing those goals. Students and parents will have the choice to participate in a customized self-paced learning program or obtain their core credits through a more

traditional approach. In order to be able to accomplish this, specific waivers are being requested to allow the COE the opportunity to empower students and parents with these choices in their education.

Designation as a charter school will allow the COE to utilize the expertise of industry level professionals to provide high quality work based experiences and content instruction to students. A continued seat-time waiver will provide students the option to choose a self-paced approach and move at their own pace which may result in the acceleration of their learning. This will provide students more opportunities to participate in the Field Experience or Internship programs and/or complete college coursework while they are enrolled. As a charter school, more students in our community will be reached by providing these choices for a comprehensive 9-12 curriculum. This will help students who have needs that a traditional brick and mortar school cannot support. For example, many students need to work to help support their families. The flexibility that the COE affords will allow students to be able to do just that while earning an education. The student could complete his/her coursework with a combination of traditional and digital approaches and leave campus early to go to their job. Other examples include students who are homebound, families who travel extensively, and parents looking for a strong curriculum but elect to keep their child at home during regular school hours. Flexible scheduling designed by the POP team to meet the students' needs along with multiple choices for the approach of core coursework provides students the opportunity to participate in public school. By offering choice in multifaceted models of instruction, North Little Rock School District can best serve all students in North Little Rock living up to its vision of World Class.

- 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:

The School Improvement Team will complete an Arkansas Comprehensive School Improvement Plan (ACSIP) for the Center of Excellence in Indistar. The goals outlined in the plan and student progress will be regularly monitored through analysis of state and local data. The School Improvement Team will make recommendations to improve learning outcomes. Furthermore, the COE will establish Professional Learning Communities (PLC) that will meet weekly to review data, discuss student needs and strategies for support, and monitor student progress. Formative assessment data will drive these conversations and lead to point-in-time responses for each student. Additionally, the use of mentoring time and POP team support will be a central component to help students take ownership of their learning.

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:

The North Little Rock COE will follow standards as directed by the Arkansas Department of Education for all core courses and will incorporate required frameworks into career and technical education courses as mandated

by the Arkansas Department of Career Education. Competencies for all core and elective classes will be developed and any curriculum requirements adopted by the State Board of Education will be followed. Students will be assessed for mastery in a variety of ways including state mandated assessments. Teachers will collaborate with each other, appropriate field experts, district specialists, post-secondary advisors, and COE administration to ensure alignment of core and elective courses.

The Industry Review Board (IRB), comprised of representatives from North Little Rock COE, NLRSD Administration, and local business and industry, will have the opportunity to provide input on elective course standards in their related program of study. The IRB will review course content for relevancy at least annually, and the COE will collaborate with the IRB to ensure that elective courses remain relevant and the training and certifications provided will meet employment needs. The Deputy Superintendent will be the final level of approval prior to implementation of curriculum in the COE to ensure the highest level of quality of instruction.

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:

All students enrolled in the COE will have access to a guidance program. Through the POP, COE staff will provide appropriate personalized guidance for every student weekly or more often as needed. The POP Team will provide scheduling and post-secondary support for each individual student the team serves. A waiver will be sought for this flexibility. Additionally, in emergency situations, students in the COE will have access to district guidance staff and the comprehensive guidance counseling program currently in place will continue to provide required and needed services to students at COE.

B) Health services;

Applicant Response:

The COE wellness program and nursing services will be provided through the NLRSD nursing staff for students who physically attend school. Nurses employed by the district will be responsible for coordinating records, health notifications, and monitoring of immunizations and required health screenings. This will apply to students who physically attend the COE.

C) Media center;

Applicant Response:

The COE will utilize a digital library and strive to maintain a partnership with the NLRHS Library and Layman Public Library in North Little Rock. The digital library will provide teachers and students with the ability to incorporate multi-media skills naturally as a part of their daily work routine. Students who attend the COE physically and virtually will have access to the digital library. This promotes collaboration and consultation between students and teachers and will alleviate the need for a library media specialist to direct a formal media program. A waiver will be requested for this.

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

Applicant Response:

The North Little Rock Center of Excellence will comply with all rules and regulations regarding students with

special needs. Services will be provided according to the student's individualized education plan (IEP) in accordance with the Individuals with Disabilities Education Act. Student IEP teams will consist of the POP Team at a minimum and any additional service providers as deemed appropriate and necessary to meet the students' needs. Because of the nature of the programming at the COE, students with special needs will have additional opportunities to achieve career readiness than what is provided in a traditional high school setting. The NLRSD Special Services Office will work with COE staff as needed to ensure compliance with state and federal law and to ensure appropriate placement and implementation of services.

E) Transportation;

Applicant Response:

North Little Rock School District will provide transportation to all students who physically attend the COE who reside within the NLRSD boundaries. Designated bus routes and drop off/pick up locations in accordance with current policy and procedure will be observed. Students with disabilities will be provided with transportation in accordance with their IEP or 504 Plans. Students who qualify under the McKinney Vento Act will be provided with transportation in accordance with the law. Information regarding transportation will be made available to parents. Students who do not attend COE physically or who reside outside of the NLRSD boundaries will be responsible for their own transportation to and from school and to participate in events related to the COE including but not exclusive to field and internship experiences.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Due to the nature of the programming of the COE, students will be afforded the flexibility similar to that of an alternative learning environment, and success is anticipated for students who struggle with the constraints of a traditional high school setting. However, students who physically attend the COE and are in need of the support provided through an alternative learning environment will have access to that environment. Alternative education is provided in the NLRSD through the North Little Rock Academy. Students who physically attend the COE and meet state requirements for this type of service will have access to these services.

G) English Language Learner (ELL) instruction; and

Applicant Response:

Students who qualify will receive services in accordance with their LPAC plans. Accommodations determined to be appropriate for student success will be implemented as stated in the plan. The personalized nature of the program at the COE will support the implementation of these plans. Students will not be denied access to the COE due to their designation as an English Language Learner.

H) Gifted and Talented Program.

Applicant Response:

It is a priority of the COE to meet the needs of all students including those who need access to a higher level of curriculum and instruction. The COE will provide high level learning experiences for all students including those who are identified and qualify for the NLRSD Gifted and Talented program. Due to the personalized nature of the COE program, an on-site designated gifted and talented teacher will not be present. Students in the Gifted and Talented program in the COE will have access to Advanced Placement courses and the International Baccalaureate program which is part of the comprehensive district Gifted and Talented program. Students will be monitored by the POP team which will include a representative from the appropriate advanced course(s) and will be under the oversight of the district GT Coordinator.

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:

Arkansas Code Annotated 6-23-202 (4) requires that approved conversion public charter schools "provide a yearly report to parents, the community, the local school district board of directors, and the state board that indicates the progress made by the conversion public charter school in meeting the performance objectives during the previous year." NLRSD will provide this report in conjunction with the established tradition of providing separate campus reports after the Annual Report to the Public in the Fall of each school year. Public input and response will be allowed in an effort to continually improve the COE. The information will be disseminated through publication in the local newspaper and publication on the district website.

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

Applicant Response:

Students who wish to enroll in the North Little Rock Center of Excellence will be required to submit an application for enrollment. Students within the NLRSD allowed to apply under school choice as defined by Arkansas State Statute. Enrollment in the COE will be offered as a choice for students entering ninth grade who aspire to enter one of the career pathways offered.

Students from outside of NLRSD will be able to apply and must complete the Public School Choice Application for entry into the North Little Rock School District. Students will not be denied entry as long as they meet the requirements under school choice law and process and meet required deadlines.

Students and parents will have multiple opportunities to learn about COE enrollment and programming through recruitment materials and information distributed at the district's secondary schools, social media and other electronic communications, and meetings held for the purpose of informing and recruitment. Information distributed will include programming and enrollment and selection processes and time lines.

Applications will be accepted beginning at the latest on January 1, 2017 through August 1, 2017. As long as space is available, students can enroll or transfer. After applications are received, the COE Leadership Team will meet with students and parents on an individual and/or group basis. Orientation sessions will be held for prospective families for the purpose of communicating expectations for both the family and school and the level of commitment required to achieve success in the COE. Parents and students will be asked to sign letters of commitment as part of their application after the orientation meetings.

In the event that more applications are received than space permits for enrollment, applications will be reviewed and accepted based on date and time the application was submitted. Applications for the COE will be date and time stamped upon receipt. A waiting list will be developed based on the order in which applications were received. If a student leaves the COE, the next name on the waiting list will be called for enrollment. If multiple applications are accepted on the same date and time, a random, anonymous lottery will be used to determine

enrollees.

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).

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:

Currently no one is employed with NLRSD who has had prior involvement within the operations of a charter school.

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: Director of College and Career Readiness

Reports to: Deputy Superintendent

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:

Master's Degree, Specialist preferred

Experience Required:

Minimum of three years CTE administrative experience

Certification Required:

District Level Administrator

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

- Communicate and ensure implementation of the vision of NLRCOE while collaborating with industry partners to ensure relevance of the program
- Collaboratively develop school plans and organizational procedures for the parents, students, and staff of the school
- Supervise and evaluate assigned staff members
- Prepares and administers the school budget and supervises school finances
- Assume responsibility for maintaining excellence in student growth and achievement and ensuring career readiness for all students enrolled

Administrator Position: Building Administrator

Reports to: Director of College and Career Readiness

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:

Master's Degree

Experience Required:

3 years administrative experience, CTE experience preferred

Certification Required:

Building Level Administrator

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

- Communicate and ensure implementation of the vision of NLRCOE
- Perform administrative duties as assigned by the Director of NLRCOE including but not limited to issues regarding maintenance and operations, student discipline, and parental involvement liason

TEACHERS

Teacher Position: Manufacturing Teacher

Reports to: Director of College and Career Readiness

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
High School Diploma

Experience Required:
5 years relevant experience, supervisor experience preferred

Certification Required:
Technical permit

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

- Communicate, implement, and support the vision of the NLRCOE
 - Create and maintain a positive environment with high expectations for student achievement and career readiness
 - Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
 - Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director
 - Develop and maintain positive relationships with parents, community, and industry partners
-

Teacher Position: Medical Professions Teacher

Reports to: Director of College and Career Readiness

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
5 years of experience preferred

Certification Required:
Registered Nurse

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

- Communicate, implement, and support the vision of the NLRCOE
 - Create and maintain a positive environment with high expectations for student achievement and career readiness
 - Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
 - Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director
 - Develop and maintain positive relationships with parents, community, and industry partners
-

Teacher Position: Transportation, Distribution, and Logistics Teacher

Reports to: Director of NLRCOE

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
High School Diploma

Experience Required:
5 years of relevant experience, supervision experience preferred

Certification Required:
Technical permit

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

- Communicate, implement, and support the vision of the NLRCOE
- Create and maintain a positive environment with high expectations for student achievement and career readiness
- Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
- Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director
- Develop and maintain positive relationships with parents, community, and industry partners

Teacher Position: Math Teacher

Reports to: Director of College and Career Readiness

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
3 years preferred

Certification Required:
Arkansas Teaching License or approved work experience in the field

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

- Communicate, implement, and support the vision of the NLRCOE
- Create and maintain a positive environment with high expectations for student achievement and career readiness
- Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
- Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director

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

- Develop and maintain positive relationships with parents, community, and industry partners
-

Teacher Position: English Teacher

Reports to: Director of College and Career Readiness

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
3 years experience preferred

Certification Required:
Arkansas Teaching License or approved work experience in the field

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

- Communicate, implement, and support the vision of the NLRCOE
 - Create and maintain a positive environment with high expectations for student achievement and career readiness
 - Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
 - Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director
 - Develop and maintain positive relationships with parents, community, and industry partners
-

Teacher Position: Science Teacher

Reports to: Director of College and Career Readiness

Salary Range: North Little School District Salary Scale

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
3 years experience preferred

Certification Required:
Arkansas Teaching License or approved work experience in the field

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

- Communicate, implement, and support the vision of the NLRCOE

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

- Create and maintain a positive environment with high expectations for student achievement and career readiness
 - Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
 - Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director
 - Develop and maintain positive relationships with parents, community, and industry partners
-

Teacher Position: Social Sciences/History Teacher

Reports to: Director NLRCOE

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
3 years experience preferred

Certification Required:
Arkansas Teaching License or approved work experience in the field

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

- Communicate, implement, and support the vision of the NLRCOE
 - Create and maintain a positive environment with high expectations for student achievement and career readiness
 - Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
 - Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director
 - Develop and maintain positive relationships with parents, community, and industry partners
-

SUPPORT STAFF

Support Staff Position: Secretary/Registrar

Reports to: Director of NLRCOE

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
High School Diploma

Experience Required:

3 years experience as an administrative assistant, public relations, and/or APSCN and eSchool preferred

Certification Required:

None

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

- Communicate, implement, and support the vision of the NLRCOE
- Establish a positive environment for parents, students, community, and industry partners as the "Director of First Impressions"
- Perform required duties in APSCN and eSchool, accurate data entry related to cycle reporting, and collaborate with district SIS coordinator to ensure accuracy and completion of reports

Support Staff Position: Instructional Paraprofessional

Reports to: Director NLRCOE

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:

High School Diploma, 2 years of college preferred

Experience Required:

3 years experience with working with children and technology/educational software preferred

Certification Required:

Pass required background check

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

- Communicate, implement, and support the vision of the NLRCOE
- Assist with scheduling remediation and conferences
- Assist with instructional materials preparation and other duties as assigned
- Assist teachers with monitoring and reporting student progress

Support Staff Position: Counselor

Reports to: Director of College and Career Readiness

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:

Master's Degree

Experience Required:

Three years experience preferred

Certification Required:
Arkansas Teaching License

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

- Communicate, implement, and support the vision of the NLRCOE
- Provide guidance for students, serve as a member of POP team(s)
- Serve as a liason between coordinators of GT, ESOL, Special Education and 504 plans to ensure compliance
- Provide information and schedule necessary interaction between students and institutions of Higher Education to ensure a well informed student body
- Assist with any and all duties as assigned relating to the efficient operation and career preparation of students at the COE

-
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.**

- 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 current physical location of the North Little Rock Center of Excellence is Tower C of North Little Rock High School at 22 W. Main St., North Little Rock, AR 72114. This structure was newly constructed and opened in January, 2016. It is currently a part of the North Little Rock High School and being used as instructional space. Offices for the Director and support staff will be housed within the North Little Rock High School campus and Central Office.

With the construction of the new facility, a high tech infrastructure was put in place to support a digital learning environment. Provisions were put into place for expansion as technological demand and capabilities increase.

The space that was constructed directly lends itself to cross curricular collaboration for project and work based learning. The space contains a learning stairs and commons area that will amply serve guest speakers, project collaboration, demonstrations, and other activities that support the COE programming.

North Little Rock School District will continue to provide maintenance and repairs to the COE as needed. Preventative maintenance and routine upkeep will be assigned by the district Director of Facilities.

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.

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 all requirements under IDEA and ADA. The facility has met all building codes and zoning requirements for a public school building. All building plans were made and approved in partnership with the Arkansas Department of Education Facilities Division.

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:

North Little Rock School District already participates in the National School Lunch program, and this will continue with the COE, utilizing the same facilities as NLRHS for meals. Breakfast and lunch will continue to be served in accordance with USDA Food and Nutrition Guidelines under the district Director of Student Services and Food Service Coordinator.

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:

Parents/guardians, community members, and industry partners are the foundation of support for North Little Rock School District and the strength of their support distinguishes us from other districts. We plan to continue to build the strength of their involvement through the Personalized Opportunity Plan team and the programming within the COE. The Building Administrator assigned to the COE will also serve as the parent liaison.

The nature of the personalized program that will be developed demands strong involvement and support from parents. Students will be allowed to choose from a menu of options for their instructional setting including full digital learning. This could mean that much of the work completed may be done on-line at home. Guidance and support from parents/guardians will key in the success of students who choose this method of instructional delivery.

Successful project and work based learning is dependent on strong involvement and support from all stakeholders. Parents/guardians with specific expertise in related fields will be enlisted as guest speakers and/or project consultants. Field experiences, internship and apprenticeship opportunities will be developed in partnership with all stakeholders.

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:

North Little Rock School District will take appropriate measures to ensure the long term sustainability of the North Little Rock Center of Excellence. The COE has the full support of the North Little Rock School District Board of Education and district leadership as was demonstrated on February 25, 2016, by a unanimous vote of support in a special called board meeting. Additionally, an update on progress were provided to the Board on July 21, 2016, and voted to approve the full application on August 2, 2016. Industry Review Boards have been established in all pathways of focus and have had input on the programming and development of the charter school. All partners will continue to be utilized to obtain programming and curriculum guidance and support as strive to remain current and relevant in our programming.

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:

The North Little Rock School District will continue to operate in compliance with all applicable Arkansas law. The 2013 Desegregation Settlement Agreement requires that the applicant district, as well as the other school districts in Pulaski County, participate in legal transfer, within the parameters of the 2013 settlement agreement. There will be no restrictions for transfers out of Pulaski County Special School District. The applicant confirms that the conversion of North Little Rock High School to a charter school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is no longer under a Desegregation plan.

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: Uniform Dates for Beginning and End of School Year

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. 6-10-106 Uniform dates for beginning and end of school year

Standards for Accreditation

-

Rationale for Waiver

NLRHS is requesting a waiver of the uniform school calendar. This change will allow us to adjust our schedule as necessary to align with participating colleges

as well as any career opportunities that may arise. 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 or end later, if necessary.

Waiver Topic: Educator Licensure

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. 6-15-1004
- Ark. Code Ann. 6-17-302
- Ark. Code Ann. 6-17-309
- Ark. Code Ann. 6-17-401
- Ark. Code Ann. 6-17-919

Standards for Accreditation

- Sections 15.03

ADE Rules

-

Rationale for Waiver

NLRHS requests a waiver from the above-listed statutes and rules to the extent that it is necessary to give NLRHS the flexibility hire business and industry professionals or individuals employed by higher education who possess outstanding credentials and work history but who do not have an interest in holding or obtaining a valid Arkansas Teaching License. All individuals who utilized in this manner will be required to pass criminal background and Child Maltreatment Registry checks. In addition, this waiver will be used in limited circumstances in which no other adequate choice is available.

Waiver Topic: Library Media Specialist and School Nurse

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. 6-25-103
- Ark. Code Ann. 6-25-104
- Ark. Code Ann. 6-18-706

Standards for Accreditation

- 16.01
- 16.02.3
- 16.03

ADE Rules

- Public School Student Services 3.01.6

Rationale for Waiver

The COE will offer students access to an e-library that will provide students 24 hour access. This will support a learning environment conducive to successful digital and blended learning. Learners work at their own pace and time. Because of the structure of this program, a library media specialist will not be necessary.

Waiver Topic: Class Size and Teaching Load

Statute/Standard/Rule to be Waived

Standards for Accreditation

-

ADE Rules

- Section 10.02.5 of ADE Rules Governing Standards for Accreditation

Rationale for Waiver

NLRHS 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. NLRHS 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. NLRHS ensures that under no circumstances will any teacher be assigned more than one hundred-eighty (180) students. NLRHS will use this waiver on an as-needed basis only.

Waiver Topic: Gifted and Talented

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. 6-20-2208(c)(6)
- Ark. Code Ann. 6-42-109

Standards for Accreditation

- 18.0

ADE Rules

- Rules governing Gifted and Talented Program Approval Standards (concerning G/T students)

Rationale for Waiver

Students in the COE will have access to appropriate pre and advanced courses as well as concurrent credit opportunities. The responsibilities and roles for this position will be addressed by the POP team, classroom instructors, and the North Little Rock School District Coordinator of GT, AP, and IB.

Waiver Topic: Professional Development

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. 6-17-701

ADE Rules

- Section 15.04 of ADE Rules Governing Standards for Accreditation
- ADE Emergency Rules Governing Professional Development

Rationale for Waiver

To the extent that it is necessary, NLRHS 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. NLRHS will establish its own training to acclimate new, unlicensed teachers to their teaching roles, responsibilities, and expectations. This waiver will help NLRHS meet its established goal of increasing the number of students participating in a career pathway and obtaining industry certification or concurrent credit before graduation.

Waiver Topic: Career and Technical Education

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 9.03.3.9 of the ADE Rules Governing the Standards for Accreditation

Rationale for Waiver

NLRHS 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. NLRHS 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: Planned Instructional Day, Seat Time:

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-18-211

ADE Rules

- Section 10.01.4 of ADE Rules Governing Standards for Accreditation
- Section 14.03 of ADE Rules Governing Standards for Accreditation
- ADE Rules-Mandatory Attendance Requirement for Students in Grade 9-12

Rationale for Waiver

NLRHS 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, as well as the requirement that a unit of credit must meet a

minimum of 120 clock hours. Such waivers are needed in order to increase scheduling flexibility and offer more exploratory and developmental time in specific college and career pathways. By leveraging increased flexibility, by embedding coursework, and by creating an environment wherein students can learn at their own pace, students will have more time to serve in internships and apprenticeships, and to gain concurrent credit. These opportunities will position our students to be more successful in their college and career experiences.

APPENDIX

Documentation requirements pertaining to Public
Hearings



CAUTION: FOCUSING INFORMATION TECHNOLOGY

Fwd: ad

1 message

Beth Stewart <stewartb@nlrsd.org>
To: Christie Toland <tolandc@nlrsd.org>

Thu, Mar 10, 2016 at 1:12 PM

For our notes

----- Forwarded message -----

From: **Brian Brown** <brownb@nlrsd.org>
Date: Thu, Mar 10, 2016 at 12:12 PM
Subject: Fwd: ad
To: Beth Stewart <stewartb@nlrsd.org>, Sherri Pettit <pettits@nlrsd.org>

Done,
See response below.
BBrown

----- Forwarded message -----

From: **Legal Ads** <legalads@arkansasonline.com>
Date: Thu, Mar 10, 2016 at 12:04 PM
Subject: Re: ad
To: Brian Brown <brownb@nlrsd.org>

Received and processed
thanks
pam

From: Brian Brown
Sent: Thursday, March 10, 2016 12:01 PM
To: Legal Ads
Subject: ad

Please run this ad on Monday, March 14th and Tuesday, March 15th.
Thanks,
Brian Brown

=====

North Little Rock School District
Conversion Charter
Public Meeting

Public meetings to introduce the North Little Rock High School Center of Excellence are set for 5:30-7:00 pm on Tuesday, April 5th at Glenview Elementary School (4901 E. 19th Street) and Thursday, April 7th, 2016 at Boone Park Elementary School (1401 Crutcher St.). The Center of Excellence will equip students with the skills necessary to secure entry-level positions in the Advanced Manufacturing, Transportation, Distribution and Logistics, and Health Care industries. These public meetings are a mandatory application requirement for the state charter.

=====

Brian K. Brown, Director of Purchasing & Finance
North Little Rock School District
2700 Poplar Street
North Little Rock, Arkansas 72115
501 771-8051 brownb@nlrsd.org

Dr. Beth Stewart, Ed.D.
Deputy Superintendent, North Little Rock School District
Phone: (501) 771-8010
Fax: (501) 771-8069

P U R C H A S E O R D E R

NORTH LITTLE ROCK SCHOOLS
2700 N POPLAR STREET
NORTH LITTLE ROCK AR 72114

PURCHASE ORDER NUMBER: 16005937
DATE: 03/18/16
PAGE: 1

TERMS: NET 30 DAYS
F.O.B.: DESTINATION
DESC.: CONVERSION CHARTER AD
DELIVERY:

VENDOR:
01101
ARKANSAS DEMOCRAT GAZETTE
P O BOX 2221
LITTLE ROCK AR 72203

FAX:

SHIP TO:

NORTH LITTLE ROCK SCHOOL DISTRICT
CENTRAL OFFICE
2700 N POPLAR STREET
NORTH LITTLE ROCK AR 72114
ATTN: DR. BETH STEWART

ITEM #	ITEM NUMBER DESCRIPTION	QUANTITY	U.O.M.	UNIT PRICE	EXTENSION
1	AD FOR CONVERSION CHARTER INVOICE 3103479 3/14-3/15/16	1	EACH	\$75.6000	\$75.60

APPROVED BY: _____
PURCHASING AGENT

PAGE TOTAL: \$75.60
TOTAL: \$75.60

ITEM	ACCOUNT	AMOUNT	PROJECT
1	2000232300000005-65400	\$75.60	

RECEIVED BY: _____

DATE: _____

Arkansas Democrat Gazette

STATEMENT OF LEGAL ADVERTISING

NLR SCHOOL DISTRICT/LEGAL
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P.O. BOX 2221
LITTLE ROCK, AR 72203

ATTN: Brian Brown

DATE : 03/15/16 INVOICE #: 3103479
ACCT #: L5319827 P.O. #:

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STATE OF ARKANSAS,)
COUNTY OF PULASKI,) ss.

I, Yvette Hines, do solemnly swear that I am the Legal Billing Clerk of the Arkansas Democrat - Gazette, a daily newspaper printed and published in said County, State of Arkansas; that I was so related to this publication at and during the publication of the annexed legal advertisement in the matter of:

meeting

pending in the Court, in said County, and at the dates of the several publications of said advertisement stated below, and that during said periods and at said dates, said newspaper was printed and had a bona fide circulation in said County; that said newspaper had been regularly printed and published in said County, and had a bona fide circulation therein for the period of one month before the date of the first publication of said advertisement; and that said advertisement was published in the regular daily issues of said newspaper as stated below.

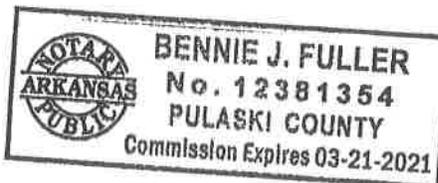
DATE	DAY	LINAGE	RATE	DATE	DAY	LINAGE	RATE
03/14	Mon	28	1.35				
03/15	Tue	28	1.35				

TOTAL COST ----- 75.60
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AD COPY

North Little Rock School District
Conversion Charter
Public Meeting
Public meetings to introduce
the North Little Rock High School
Center of Excellence are set for
6:30-7:00 pm on Tuesday, April
5th at Glenview Elementary
School (4901 E. 19th Street) and
Thursday, April 7th, 2016 at
Boone Park Elementary School
(1401 Crutcher St.). The Center
of Excellence will equip students
with the skills necessary to se-
cure entry level positions in the
Advanced Manufacturing, Trans-
portation, Distribution and Logis-
tics, and Health Care industries.
These public meetings are a
mandatory application require-
ment for the state charter.
73612065

Subscribed and sworn to me this
day of March, 2016



CLASSIFIEDS

ALCOHOLICS ANONYMOUS

meet at the Church on 8th Hill, 400 Hwy 72 SE, Davie, Thursday, 8:30 p.m. For info, call 479-787-6566 or 479-291-4099

ALCOHOLICS ANONYMOUS

Shoan Springs Boulevard Group - 419 S. Washington. Meetings Mon. through Sat. at 12 noon; Mon., Wed., Fri., Sat. 8:30 p.m. Sunday at 10 am & 7:30 pm. Phone 479-618-2730 or 479-569-4092

Alzheimer's Support Group

Thursday Monday each month @ 10:30 am. Meet at the Shoan Springs Rd. in Hwy 72 SE. Call 918-425-2138. www.dalz.org

Calcord Narcotics Anonymous

meets 1st Friday @ 7 p.m. at Calcord 1st Baptist Church. For info call 479-228-6807

COLCORD THIRSDAY NIGHT

Calcord Narcotics Anonymous open meetings group held open meetings every Tuesday evening @ 7pm. Please use the east door of the Calcord First Baptist Church, 538 E. Main St. F 07. 1st Friday 11:00 a.m. call 918-326-4272 or 479-627-6340

Is Gambling causing problems.

Ready to stop but don't know how? Try the Calcord First Night Gamblers Anonymous meeting every Friday at 7pm. at the Calcord 1st Baptist Church. For info call 918-866-4465 or 918-326-4271

Narcotics Anonymous meet-

ings. Tuesdays at 8pm & 7pm Wednesdays at 7pm & 6pm 2000 Dawn Hill Rd. Shoan Springs 479-228-4737

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AUTOS

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ings. Tuesdays at 8pm & 7pm
Wednesdays at 7pm & 6pm
2000 Dawn Hill Rd.
Shoan Springs 479-228-4737

Earn \$800-\$1200 per month by

delivering the Arkansas Daily to
our readers. You'll be paid in
cash. BEAT THE BEATONVILLE ROG-
ERS BEAT ANGST & GENTILE ar-
rises. This is an excellent part
time opportunity for people who
enjoy working for themselves
and controlling how much they
earn. We are looking for pro-
fessionals that are able to deliver
early morning hours, have reli-
able transportation, possess a
good driving record, valid social
security card, and valid vehicle
insurance in their name. Roles
only take a few hours to deliver.
For more information, please call
(866) 927-3201 or go online at
www.merwin.com/careers.
and fill out the questionnaire.

FULL TIME Assistant manager

position available at Dixie Fi-
nancia in West Shoan. Qualified
applicant will have a strong
customer service background,
dress professionally daily and
strong work ethic/attendance
record. Apply in person at 2455
W. Hwy 472. No Phone Calls
Please.

NOW HIRING: Customer Service

& Support positions available.
Good MS office skills required.
Apply in person-1st Office Sup-
ply 775 S. Mt. Olive, Shoan
Springs.

PRINT OPERATOR for a fast-

growing print company. In Genoa,
Ga. In nice computerized, air-
board cutting machines. M-F
8:00-5:00 \$12.00 an hour.
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Portable Buildings

860
BUILT ON-SITE since 1935. 6x12
from \$1599. Special 10x12 \$2149
Unit 10x16 \$3055 479-896-1019
best-thereasons.com

RENTALS

229 EAST GARLAND 3BR, 1BA
home with wood floors. C/H/A
\$625/mo. \$500/dep. No pets.
Call Terry @ 479-228-5628 or
479-738-8201

House/Siloan Springs 941

831 S. LINCOLN, A01 A,
3br/2ba \$550/mo. \$200 dep.
479-610-1118 P.14.D
479-850-1838 or 479-925-8946

Siloan Springs 906

897 Eastgate, 3BR, 2BA. Appli-
ances. Tile & wood throughout.
1 car all garage, near Walmart.
\$625/mo. \$550/dep. No pets.
Call 479-738-8201 or
479-228-0628

Delmar

1 BR Apartments
w/ Washer & Dryer
Hwy 412
Siloan Springs
524-9207

RENTAL ESTATE

AVAILABLE AUGUST 1, 3/1,
1000 sq ft. incl. central air, HO
T/E/S, NO SMOKING, \$600/mo.
Pet. fee & dep. \$50.00 7064

MARK IT

August 10, 17, & 24, 2014

House/ Outside

939
KANSAS, 0R-2/8, 20A col-
lage located in private gated
community. 300 sq ft. with
\$3000 cleaning deposit.
918-591-8582

Mobile Homes

940
SILVER SPRINGS, 2 BR or
3 BR. Heat & water incl. Special
rate. A nice place to live. Call
479-228-7380. No pets.

House/ Siloan Springs

831 S. LINCOLN, A01 A,
3br/2ba \$550/mo. \$200 dep.
479-610-1118 P.14.D
479-850-1838 or 479-925-8946

House/ Siloan Springs

897 Eastgate, 3BR, 2BA. Appli-
ances. Tile & wood throughout.
1 car all garage, near Walmart.
\$625/mo. \$550/dep. No pets.
Call 479-738-8201 or
479-228-0628

Delmar

1 BR Apartments
w/ Washer & Dryer
Hwy 412
Siloan Springs
524-9207

RENTAL ESTATE

AVAILABLE AUGUST 1, 3/1,
1000 sq ft. incl. central air, HO
T/E/S, NO SMOKING, \$600/mo.
Pet. fee & dep. \$50.00 7064

MARK IT

August 10, 17, & 24, 2014

Meetings/ Hearings 1230

Public Meeting to introduce the
Career Academy of Shoan
Springs (CASS) are set for 4:30
p.m. and 6:00 p.m. Tuesday,
September 2, in the Seminar
Room at Shoan Springs High
School. CASS will equip stu-
dents with the skills necessary to
secure entry-level industrial
maintenance positions in busi-
ness and industry. These public
meetings are a mandatory appli-
cation requirement for the state
Career
Center.
Ad #727/2959

Shoan Springs School District

Conversion Charter

MARK IT

August 10, 17, & 24, 2014

APA
CHECK OUT THE CLASSIFIEDS WITH THE CLASSIFIEDS
LAUNDRY PRESSER
General Employment 501
General Employment 501



Christie Toland <tolandc@nlrsd.org>

[NLRSD Employees] NLRSD Community Meetings - Agenda

1 message

Rhonda Colquitt <colquitr@nlrsd.org>
To: NLRSD Employees <nlrsd-employees@nlrsd.org>

Tue, Mar 22, 2016 at 12:02 PM

North Little Rock School District
Community Meetings
5:30-7:00 pm

Tuesday, March 29, 2016 – Indian Hills Elementary School (Cafeteria)

Thursday, March 31, 2016 – North Little Rock Middle School (Mini Auditorium)

Tuesday, April 5, 2016 – Glenview Elementary School (Cafeteria)

Thursday, April 7, 2016 – Boone Park Elementary School (Cafeteria)

AGENDA

Purpose – To update our community on the North Little Rock School District, solicit feedback for the Conversion Charter and allow questions or input on the future of our district.

1. Superintendent’s District Update, Mr. Rodgers
2. Conversion Charter, Dr. Beth Stewart
3. Breakout Sessions – 6:00 pm
 - Academics
 - College and Career Readiness
 - Facilities
 - Safety



Christie Toland <tolandc@nlrsd.org>

[NLRSD Employees] Fwd: Public Hearing on the North Little Rock High School Center of Excellence Conversion Charter School

1 message

Rhonda Colquitt <colquitr@nlrsd.org>

Tue, Mar 22, 2016 at 9:59 AM

To: NLRSD Employees <nlrsd-employees@nlrsd.org>

From: **Beth Stewart** <stewartb@nlrsd.org>

Date: Tue, Mar 22, 2016 at 9:57 AM

Subject: Public Hearing on the North Little Rock High School Center of Excellence Conversion Charter School

To: Rhonda Colquitt <colquitr@nlrsd.org>

We invite all faculty, staff, students, and parents to attend a Public Hearing on the North Little Rock High School Center of Excellence Conversion Charter School Application process. This Public Hearing will be held at the following locations throughout the city. We encourage you to attend and share any feedback you have concerning this process and the innovative future of NLRHS.

Indian Hills Elementary School, 6800 Indian Hills Drive

Tuesday, March 29, 2016, 5:30-7 pm

North Little Rock Middle School, 2400 Lakeview Rd.

Thursday, March 31, 2016, 5:30-7 pm

Glenview Elementary School, 4901 East 19th Street

-Tuesday, April 5, 2016, 5:30-7 pm

Boone Park Elementary School, 1401 Crutcher St.

Thursday, April 7, 2016, 5:30-7 pm

--
Dr. Beth Stewart, Ed.D.

Deputy Superintendent, North Little Rock School District

Phone: (501) 771-8010

Fax: (501) 771-8069



PLEASE JOIN US!
NORTH LITTLE ROCK SCHOOL DISTRICT
COMMUNITY MEETINGS
Parents, Teachers, Students, Community
WORKING TOGETHER!

Tuesday, March 29, 2016 • 5:30-7 pm
Indian Hills Elementary School • 6800 Indian Hill Drive
North Little Rock, AR 72116

Thursday, March 31, 2016 • 5:30-7 pm
North Little Rock Middle School • 2400 Lakeview Rd.
North Little Rock, AR 72116

Tuesday, April 5, 2016 • 5:30-7 pm
Glenview Elementary School • 4901 East 19th Street
North Little Rock, AR 72117

Thursday, April 7, 2016 • 5:30-7 pm
Boone Park Elementary School • 1401 Crutcher St.
North Little Rock, AR 72114

Think
World Class
North Little Rock School District

2700 North Poplar St • North Little Rock • AR • 72114
501-771-8000 • www.nlrsd.org



Beth Stewart <stewartb@nlrsd.org>

Robo Call

2 messages

Beth Stewart <stewartb@nlrsd.org>

Tue, Mar 22, 2016 at 10:29 AM

To: Randy Rutherford <rutherfordr@nlrsd.org>

Would you have someone do a robo call to all High School Students announcing the following?

North Little Rock High School Center of Excellence for Engineering, Computer Science, Advanced Manufacturing, Healthcare, Transportation, Distribution, and Logistics. Invites all faculty, staff, students, parents, and community members to attend a Public Meeting on the NLRHS Center of Excellence Conversion Charter School Application process. We encourage you to attend and share any feedback you have concerning this process and the innovative future of NLRHS. Meeting dates and times are as follows:

- Indian Hills Elementary School, 6800 Indian Hills Drive
Tuesday, March 29, 2016, 5:30-7 pm
- North Little Rock Middle School, 2400 Lakeview Rd.
Thursday, March 31, 2016, 5:30-7 pm
- Glenview Elementary School, 4901 East 19th Street
Tuesday, April 5, 2016, 5:30-7pm
- Boone Park Elementary School, 1401 Crutcher St.
Thursday, April 7, 2016, 5:30-7 pm

--
Dr. Beth Stewart, Ed.D.
Deputy Superintendent, North Little Rock School District
Phone: (501) 771-8010
Fax: (501) 771-8069

Randy Rutherford <rutherfordr@nlrsd.org>

Tue, Mar 22, 2016 at 10:44 AM

To: Beth Stewart <stewartb@nlrsd.org>

Will do.

RR

[Quoted text hidden]

North Little Rock School District
Community Meetings
5:30-7:00 pm

Tuesday, March 29, 2016 – Indian Hills Elementary School (Cafeteria)
Thursday, March 31, 2016 – North Little Rock Middle School (Mini Auditorium)
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AGENDA

Purpose – To update our community on the North Little Rock School District, solicit feedback for the Conversion Charter and allow questions or input on the future of our district.

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2. Conversion Charter, Dr. Beth Stewart
3. Breakout Sessions – 6:00 pm
 - Academics
 - College and Career Readiness
 - Facilities
 - Safety

Distrito Escolar de North Little Rock
RRE Reunión de la Comunidad para hispanohablantes
Lunes, 25 de abril 2016
5:30 pm en el centro de Media de la Primaria Ridge Road
AGENDA

Reunión informativa para los clientes de habla hispana del distrito escolar de North Little Rock
Participante en esta sesión tendrán la oportunidad de hacer preguntas, dar su opinión, presentar sus preocupaciones actuales, y desarrollar planes de implementación de soluciones.

1. Propuesto de la Carta Conversión en la Secundaria de North Little Rock
2. Información sobre instalaciones/construcción
3. Seguridad
4. Temas Académicos
5. Evaluación y requisitos del estado de Arkansas
6. Programas para estudiantes de inglés como segundo idioma
7. Academia de ESL de la escuela media de North Little Rock
8. La secundaria (NLRHS) y los estudiantes de inglés como segundo idioma

Habilidades que necesitan los estudiantes y por qué se necesitan para el futuro:?

1. Hacer Sentido
2. Inteligencia Social
3. Pensamiento Novel y Adaptativo
4. Competencias Trans-Culturales
5. Pensamiento Computacional
6. New Media Literacy
7. Transdisciplinaridad
8. Mentalidad de Diseño (también conocido como "mentalidad de crecimiento)
9. Cognitiva de gestión de carga
10. Colaboración Virtual

Los cambios y Seis pilotos de Habilidad

1. extrema longevidad
2. subida de Máquinas inteligentes y Sistemas
3. Computacional Mundial
4. Ecología de media nueva
5. Organizaciones Súper organizadas
6. Mundo Conectado a nivel mundial

Preparando a estudiantes para la cuarta Revolución Industrial
empleo:¿Qué necesitan los empleadores

- habilidades blandas
- pasar una prueba de droga
- Conocimientos fuertes de los básicos académicos
- capacitación de soldadura
- Habilidades de Medición
- Habilidades básicas de fabricación
- Cambios en los programas para satisfacer las necesidades

"Las mayores necesidades indicadas por las proyecciones de empleo son certificados técnicos, seguidos por los grados de asociado, y luego una licenciatura."

CTE certificados

2013- el 15,4%; 2020 a 22,0%

Cerrando la Brecha de 2020: Un Plan Maestro para la Educación Superior en Arkansas

¿Por qué unde conversión Carta

- Modelos tradicionales no siempre responden a las necesidades de todos los estudiantes
- Permite flexibilidad para los estudiantes y el personal para encontrar sus pasiones

Información general de la Carta de conversión:

- Potencial solicitantes presenten cartas de intención de aplicar para las cartas al personal del Departamento de Educación de Arkansas (ADE)
- personal ADE lleva a cabo una conferencia de asistencia técnica
- los solicitantes presenten su aplicación
- solicitudes son revisados y evaluados, en base a una matriz de valoración publicada como parte del paquete de solicitud, por personal de diferentes divisiones en ADE
- los solicitantes reciben las evaluaciones con los comentarios del personal ADE
- los solicitantes responden a los comentarios y envían las respuestas
- personal de ADE que revisó y evaluó las respuestas originales, revisa la revisión de solicitudes y reevaluar
- El Panel de Autorizar entrevista los solicitantes y toma acción sobre la aplicación en una reunión pública

por qué?

para que todos los estudiantes encuentren su pasión, puedan desarrollar su potencial como individuos habilitados, se convierten en miembros constructivos de su comunidad y pueden ser participantes productivos en la economía

"Centro de Excelencia de la Escuela Superior de North Little Rock"

Trabajo de Comité

- Dirección
- Calendario / programación
- de inscripción (aplicaciones trabajo, proceso, línea de tiempo, criterios)
- Manual de
- Participación de Padres/Comunidad
- Evaluación de programas (rendimiento, expectativas, evaluaciones)
- Programación Curricular (Carrera enfoque Listo, Innovación)
- Servicios especiales (ESL, AP / IB, Educación Especial)
-

Escuelas Charter actual de conversión de Distrito en Arkansas

Academias de West Memphis 10-12 (Open 2014)

Badger Academy- Beebe 7-12 (Open 2007)

bauxita Miner Academia 6-12 (Open 2013)

Blytheville Escuela Secundaria-A New Tech School 9-12 (Open 2013)

Brunson Carta-Nueva Visión Warren 4-5 (Open 2013)

Centro Académico de Excelencia Cabot 7-12 (Open 2004)

Cross County Primaria Academia de Tecnología de K-6 (Open 2012)de

CondadoCross High School- Una nueva Escuela técnica 7-12 (Open 2011)

Eastside Carta Nueva Visión - Warren K-3 (Open 2012)

Farmington Carrera Academias 10-12 (Open 2015)

Fuente Lago Charter High School 9-12 (Open 2015)

Escuela Media Fuente Lago Cobra digital Academia de preparación 5-8 (Open 2014)

Lincoln High School Nueva Tech 8-12 (Open 2012)

Mountain Home Academy High School carrera 9-12 (Open 2003)

Osceola Academia STEM 5-8 (Open 2012)

Pea Ridge Fabricación y Business Academy 11-12 (Open 2014)

Rogers New Technology High School 9 -11 (Open 2013)

Siloam Springs High School 9-12 (Open 2015)

Las Academias de la Escuela Secundaria Jonesboro (Open 2013)

Warren High School 9-12 (Open 2015)

Warren Escuela Media 6-8 (Open 2014)

Washington Academy - Texarkana 9-12 (Open 2013)

Valoramos su opinión a medida que avanzamos a través de este proceso. Por favor tome un momento para decirnos sus opiniones y comentarios. Usted puede llenar los formularios habilitados o por correo electrónico sus comentarios a:
nlrhscenterofexcellence@nlrsd.org

North Little Rock Center of Excellence

**Engineering, Computer Science,
Advanced Manufacturing, Healthcare,
Transportation, Distribution, and
Logistics**

What do students need and why do they need it?

Skills for the Future:

1. Sensemaking
2. Social Intelligence
3. Novel and Adaptive Thinking
4. Cross Cultural Competencies
5. Computational Thinking
6. New Media Literacy
7. Transdisciplinarity
8. Design Mindset (aka "growth mindset)
9. Cognitive Load Management
10. Virtual Collaboration

Six Drivers of Skill and Employment

Changes:

1. Extreme Longevity
2. Rise of Smart Machines and Systems
3. Computational World
4. New Media Ecology
5. Super-structured Organizations
6. Globally Connected World

Preparing Students for the Fourth Industrial Revolution

Navigating the next industrial revolution

Revolution Year Information



1 1784 Steam, water, mechanical production equipment



2 1870 Division of labour, electricity, mass production



3 1969 Electronics, IT, automated production



4 ? Cyber-physical systems

What do Employers need?

- Soft Skills
- Pass a Drug Test
- Stronger Basic Academic Skills
- Welding Training
- Measurement Skills
- Basic Manufacturing Skills
- Curriculum Changes to Match Needs

What does Arkansas Need?

“ The greatest needs indicated by employment projections are technical certificates, followed by associate’s degrees, then bachelor degrees.”

CTE Certificates

2013- 15.4%; 2020-22.0%

Why a Conversion Charter

- Traditional models do not always meet the needs of all students
- Allows flexibility for students and staff to find their passions

Overview of the Conversion Charter Process

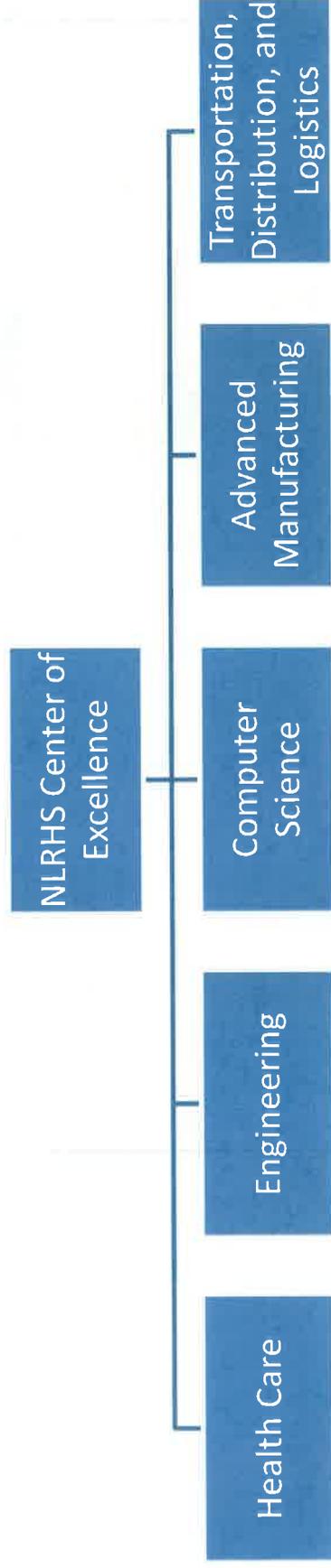
- Potential applicants submit letters of intent to apply for charters to staff at the Arkansas Department of Education (ADE)
- ADE Staff conducts a technical assistance conference
- Applicants submit their application
- Applications are reviewed and evaluated, based on a rubric published as part of the application packet, by staff from various divisions at ADE

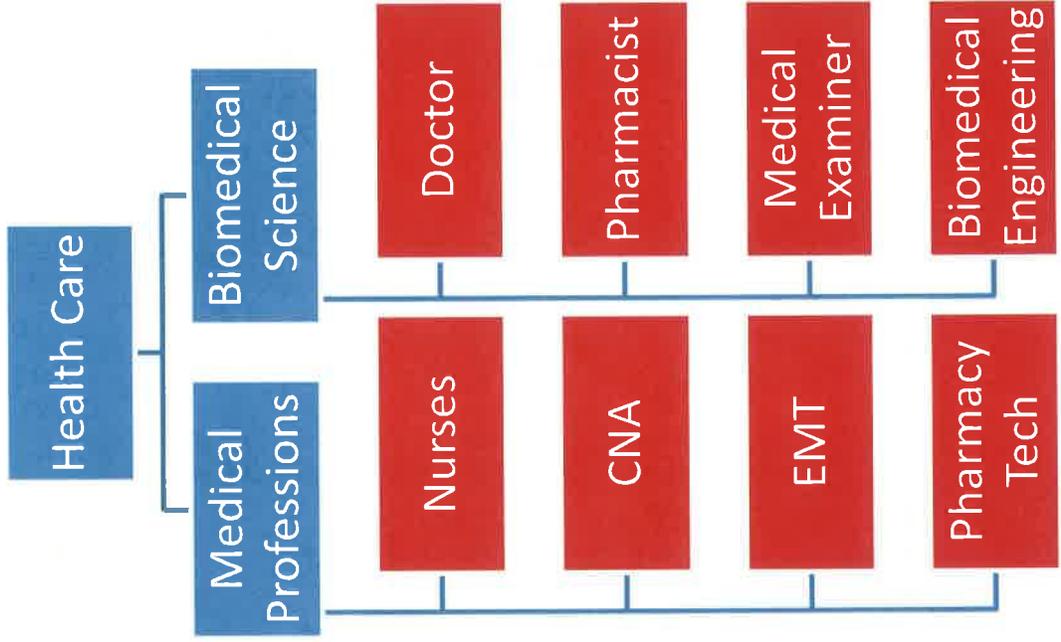
Overview of the Conversion Charter Process

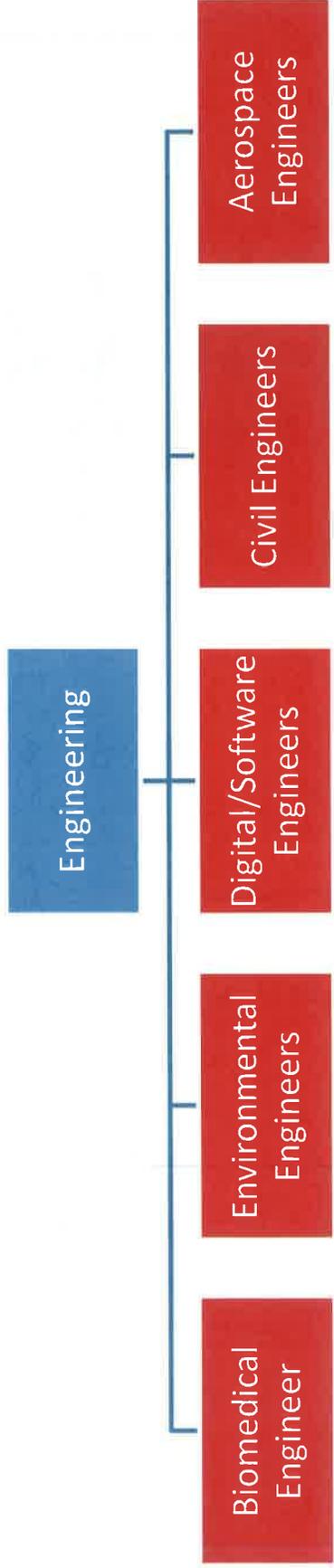
- Applicants receive evaluations with comments from ADE staff
- Applicants respond to the comments and submit the responses
- ADE staff who reviewed and evaluated the original application review responses and reevaluate
- Charter Authorizing Panel interviews applicants and takes action on the application in a public meeting

“to enable all students to find their passion, fulfill their potential as empowered individuals, become constructive members of their community and productive participants in the economy”

North Little Rock High School Center of Excellence







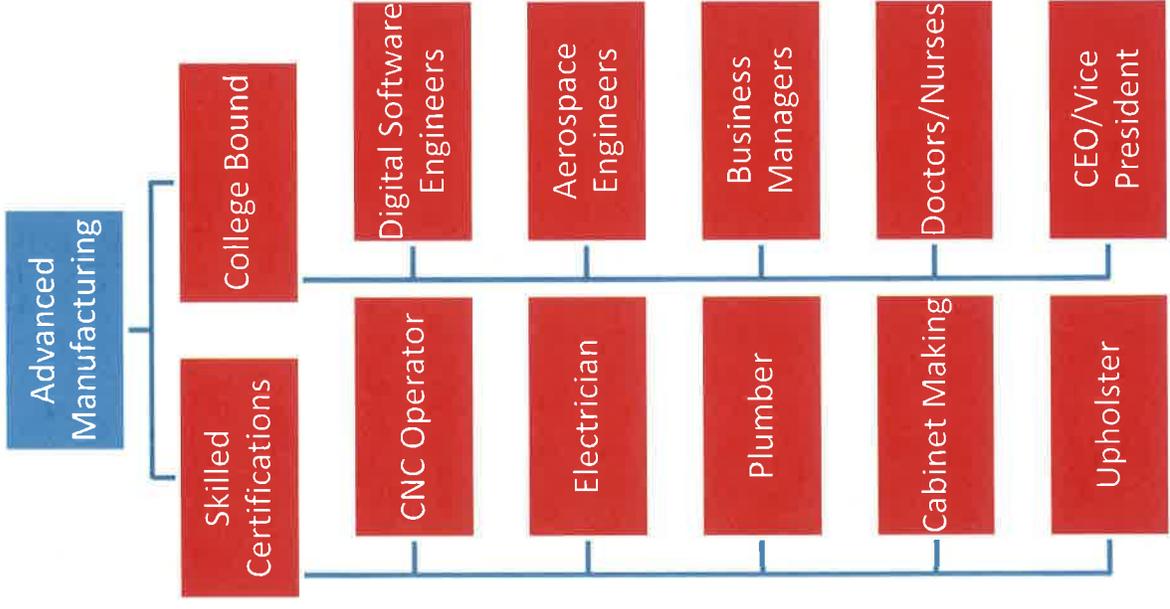
Computer Science

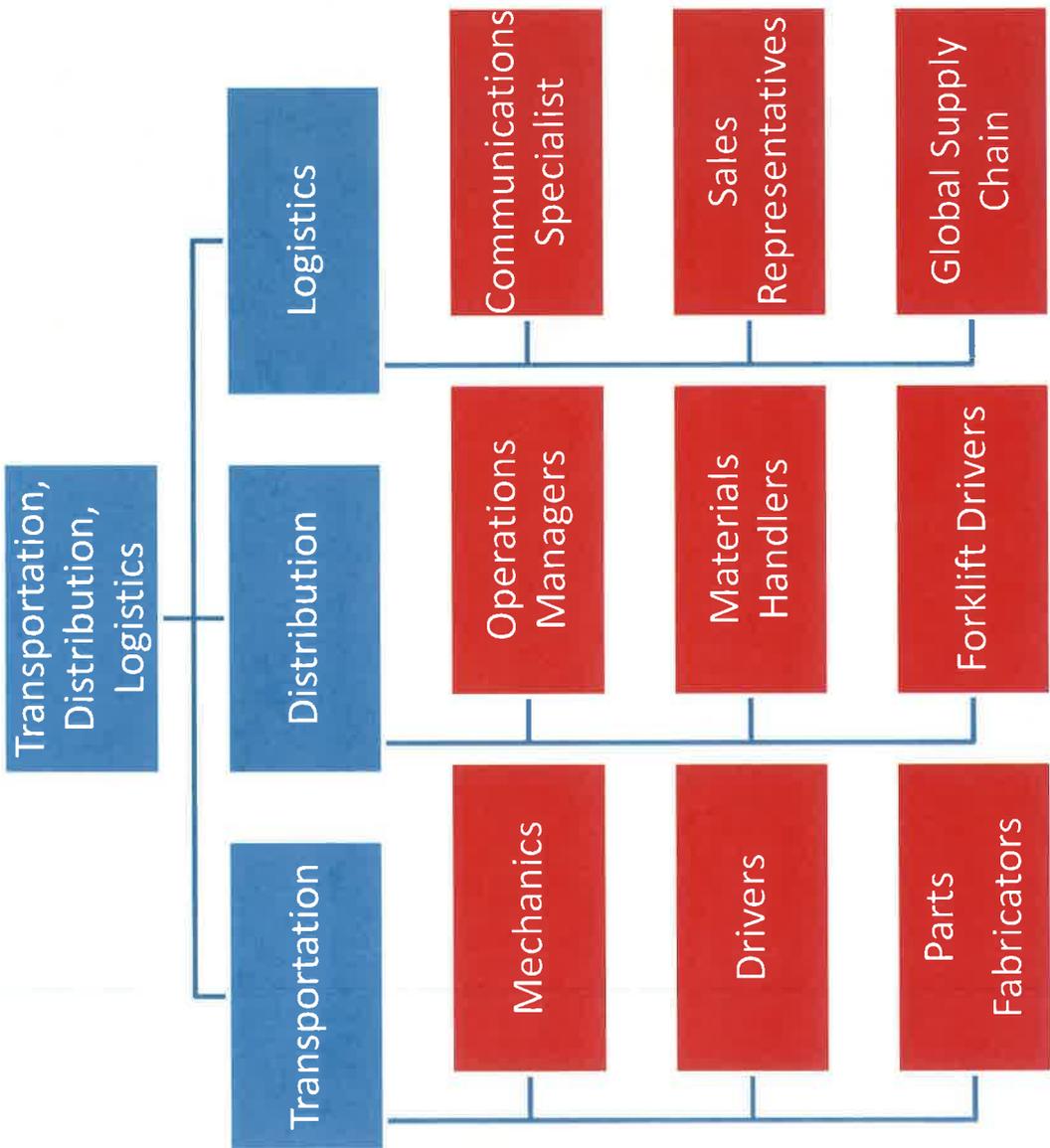
Computer Programmer

Cyber Security

Artificial Intelligence/Robotics







Committee Work

- Steering
- Calendar/Scheduling
- Enrollment (applications, process, timeline, criteria)
- Handbook
- Parent/Community Involvement
- Program Evaluation (Performance, expectations, evaluations)
- Curriculum Programming (Career Ready focus, Innovation)
- Special Services (ESL, AP/IB, Special Education)

Current District Conversion Charter Schools in Arkansas

Academies of West Memphis 10-12 (Open 2014)

Badger Academy- Beebe 7-12 (Open 2007)

Bauxite Miner Academy 6-12 (Open 2013)

Blytheville High School-A New Tech School 9-12 (Open 2013)

Brunson New Vision Charter- Warren 4-5 (Open 2013)

Cabot Academic Center of Excellence 7-12 (Open 2004)

Cross County Elementary Technology Academy K-6 (Open 2012)

Cross County High School- A New Tech School 7012 (Open 2011)

Eastside New Vision Charter – Warren K-3 (Open 2012)

Farmington Career Academies 10-12 (Open 2015)

Current District Conversion Charter Schools in Arkansas

Fountain Lake Charter High School 9-12 (Open 2015)

Fountain Lake Middle School Cobra Digital Prep Academy 5-8
(Open 2014)

Lincoln High School New Tech 8-12 (Open 2012)

Mountain Home High School Career Academy 9-12 (Open 2003)

Osceola STEM Academy 5-8 (Open 2012)

Pea Ridge Manufacturing and Business Academy 11-12 (Open
2014)

Rogers New Technology High School 9-11 (Open 2013)

Siloam Springs High School 9-12 (Open 2015)

Current District Conversion Charter Schools in Arkansas

The Academies at Jonesboro High School (Open 2013)

Warren High School 9-12 (Open 2015)

Warren Middle School 6-8 (Open 2014)

Washington Academy – Texarkana 9-12 (Open 2013)

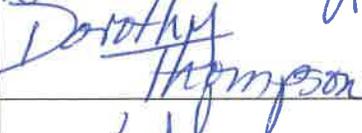
We value your input as we move forward through this process. Please take a moment to provide us with your opinions and comments. You can fill out the forms provided or email your comments to:

nirhscenterofexcellence@nlrsd.org

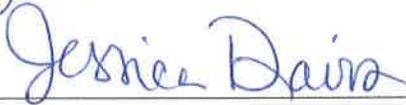
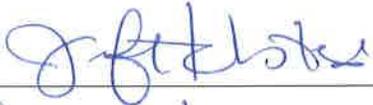
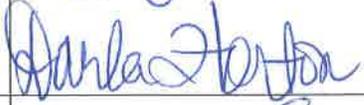
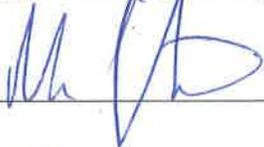
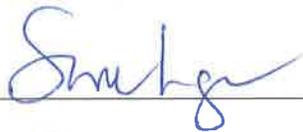
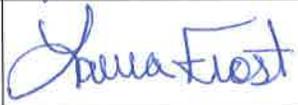
NLRHS Center of Excellence Input Form Responses

- Valuable input on my child's development
- Valuable input to my son's development
- I am in support of this center. I hope this will be an opportunity for "ALL" students. Hoping this program would include preparedness and assessments for students
- What is the real purpose of the Charter School?
- Very excited to see a different approach to learning for career paths
- Just so excited for the Center of Excellence! A bit fearful on how my Freshman will hopefully still be able to benefit from this. Please be sure to stay in constant updated communication re: available courses for him. It's crucial to stay firmly connected with the business world
- I think, if they haven't been already, be classes that are geared towards enterprise as well. I don't think we should limit our children to just being an employee. We should offer the option of being a business owner
- I hope you put in a lot of thought about this. It concerns me that you maybe trying to cut corners with certification of teachers and other standards that have been in place a long time. While I think redoing the schools in NLR was a good thing and I voted to raise my property taxes, I am "aghast" at the design of these schools. The architecture is too modern for the neighborhoods and NLR high looks like a prison. I hope a lot more thought will be is going into this conversion school. I am not against this concept. I am just concerned as a NLR resident and as a grandparent of NLR students. I am not for private companies coming in to run schools as a business or lowering standards. I think the concept that I heard tonight sound interesting

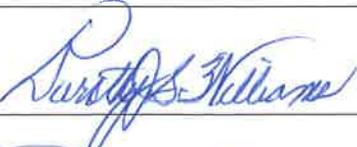
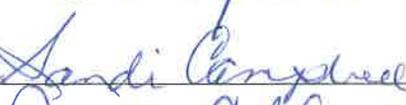
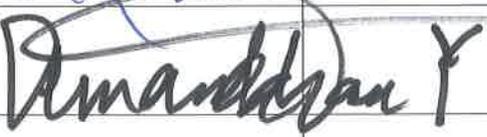
**North Little Rock High School Center of Excellence
 District Conversion Charter School Public Hearing
 Indian Hills Elementary School
 Tuesday, March 29, 2016- 5:30-7 pm**

Print Name	Signature	Parent/Guardian Y/N	Comments
Erica Appleby		N	future parent
Jimmy Appleby		N	future parent
Rosie Beminskold	Rosie Beminskold	N	for parent
Sharonna Beminskold		Y	
Dorothy Thompson		✓	
Kate Mekan		Y	
Pat Innes		Y	
Stephanie Behunin		Y	
Darrell Montgomery		N	Board Member
Karli Savacini		N	
Olen Inest		N	Board Member
Connie Oland		Y	
Dipti Nagin		Y	parent

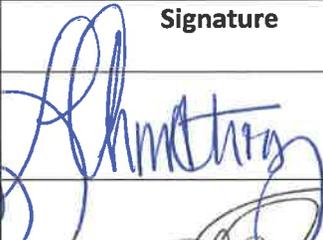
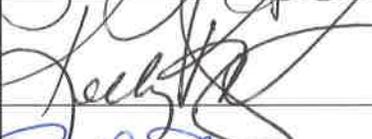
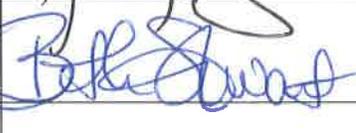
North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
Indian Hills Elementary School
Tuesday, March 29, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Ray Girdler		N	NLRSD
Jane moss		Y	
Jessica Davis		Y	
Jennifer Holsby		Y	
Darla Horton		Y	
Garrick + Michelle Conner		Y Y	
Michael Starks		N	
Sara Logan		N	
Jane English		N	
Laura Frost		Y	
Scott Tamm		Y	
Cheli Stafford		Y	
CARLTON WING		Y	

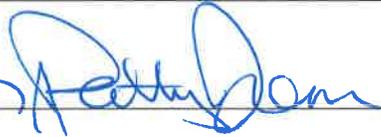
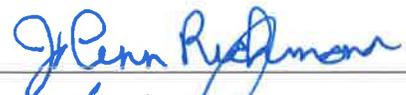
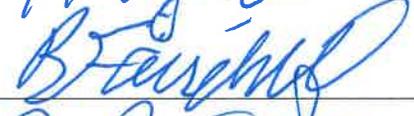
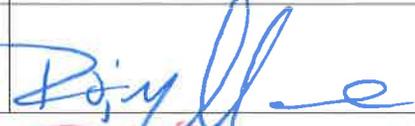
North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
Indian Hills Elementary School
Tuesday, March 29, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Dorothy J. Williams		N	Board Member
Julie Drake		N	NLRSD
Rosie Coleman		N	NLR
Christie Toland		N	NLRSD
Andi Campbell		N	Bd. Member
Angie Colleson		Y	NLRSD
Lori Smith		Y	
Lora Stogsdill		N	NLRSD
Kristal Reschke		N	NLRSD
Kristal Reschke		Y	NLRSD
Brenda Davis		Y	NLRSD
Amanda Ware		Y	NLRSD
Lila Zulma		grand	

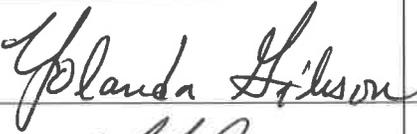
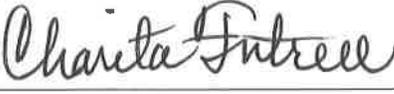
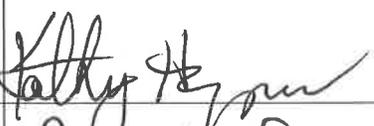
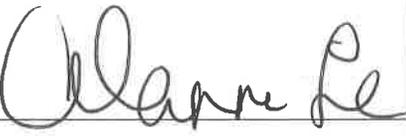
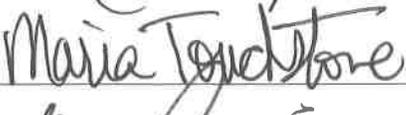
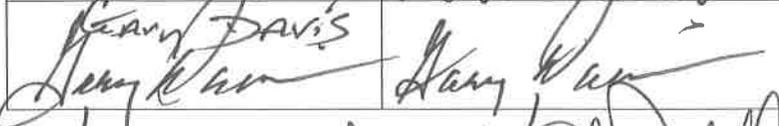
North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
Indian Hills Elementary School
Tuesday, March 29, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Lekeisha Clinton		Y	
Tarecia Campbell		N	
Kathy Johnson		N	
Beth Swans		N	

North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
North Little Rock Middle School
Thursday, March 31, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Patty Johnston		Y	
Nick Johnston		Y	
Jo Ann Richmond		Y	
Karli Sarcini		N	
Brent Sarcini		Y	
Chris Sierra		Y	
Becky Roden		Y	
Sheri Robuck		Y	
Rob Robuck		Y	
Lora Matthey-Hicks		N	
Carolyn Davis		Y	
Jennifer Cavnor		Y	
Rojay Moore		N	
Beth Stewart		N	

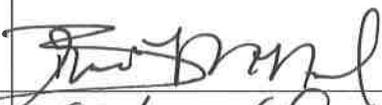
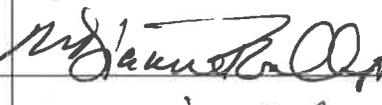
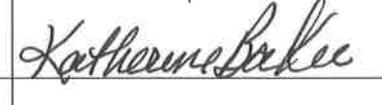
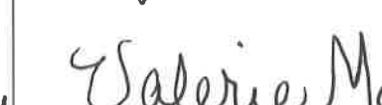
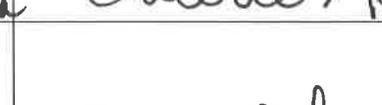
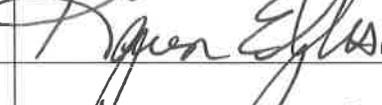
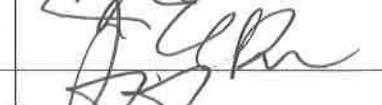
North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
North Little Rock Middle School
Thursday, March 31, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Yolanda Gibson		N	
Todd Gill		Y	
Charita Futrell		Y	
Kathy Hyrum		N	
Bobby Gosser		Y	
Don Hunt		N	
Vittoria W		Y	
Alanna Lee		Y	
Luke King		N	
Jody Veit Etrington		N	
SANDI CAMPBELL		N	
Maria Touchstone		N	
HARRY DAVIS		N	
Kristie Raloff		N	

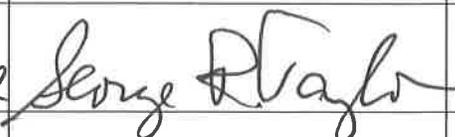
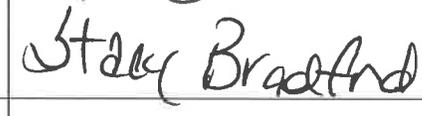
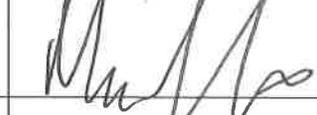
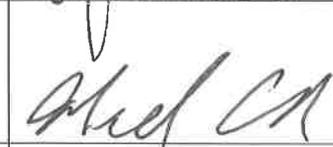
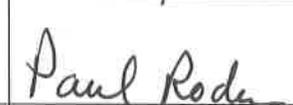
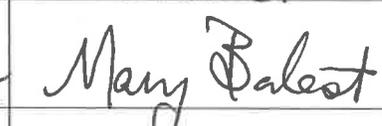
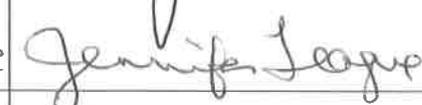
North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
North Little Rock Middle School
Thursday, March 31, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Amanda McNeal	Amanda McNeal	Y	
Christie Toland	Christie Toland	N	
Denise Drennan	Denise Drennan	N	
Kristen Mather	Kristen Mather	Y	
Micha Pace	Micha Pace	Y	
Dorothy J. Williams	Dorothy J. Williams	N	Board Member
Shelly Jones	Shelly Jones	N	
Chris Johnson	Chris Johnson	Y	
Kristin Wadley	Kristin Wadley	teacher	
PERRY LOITHEL	Perry Loithel	ADMINISTRATOR	
Amber Runsick	Amber Runsick	Y + teacher	
Scott Teague	Scott Teague	Y	BOARD MEMBER
Ann Emery	Ann Emery	Y	

North Little Rock High School Center of Excellence
 District Conversion Charter School Public Hearing
 North Little Rock Middle School
 Thursday, March 31, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Comments
Brandi McNeal			
Lakissa Lopez		Yes	
MDianne Phillips		No	
Katherine Baker		yes	
Richard Hamilton		Yes	
Kim Stanley		yes	
LeighAnna Askins		Both	
Valerie McLean		NO	
Maryjane Thomas		NO	
KAREN ELLISON		YES	
Ray Girdler		No	
Jeani Gruber		No	
Robert Forrest		Y	

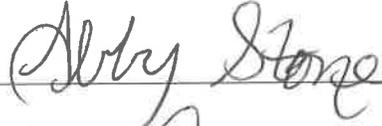
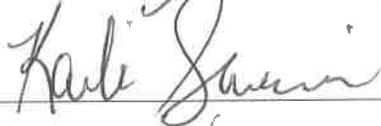
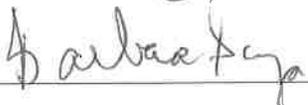
North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
North Little Rock Middle School
Thursday, March 31, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
George Taylor		N	
D. Lee Tackett		N	
Mike Taylor		Y	
Stacy Bradford		Y	
Melany Shelton		Y	
Chris Shelton		Y	
Michael Stone		Y	
Amanda Fairchild		Y	
Michael Clark		N	
Paul Roden		G	
MARY BALEST		TEACHER	
Jennifer Toage		Y	
Carol Young		N	

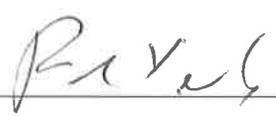
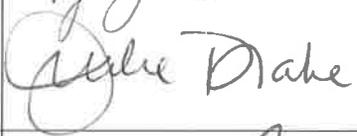
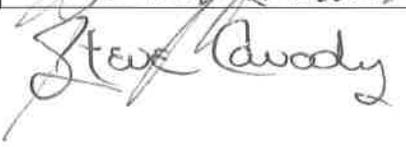
North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
Glenview Elementary School
Tuesday, April 5, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Dorothy J. Williams	<i>Dorothy J. Williams</i>	N	Board Member
Jamie Hill	<i>Jamie Hill</i>	Stand by	
Scott Lane	<i>Scott Lane</i>	N	BOARD MEMBER
W. Seth Martin	<i>W. Seth Martin</i>	N	
Carol Thornton	<i>Carol Thornton</i>	N	Principal
Michael Stone	<i>Michael Stone</i>	N	
Renee Harris	<i>Renee Harris</i>	N	Human Service Worker
Kathy Larch	<i>Kathy Larch</i>	Y	
Rodney Larch	<i>Rodney Larch</i>	Y	
RUBIE McRae	<i>Rubie McRae</i>	Y	
Keitra Brooks	<i>Keitra Brooks</i>	Y	
Billy Trent III	<i>Billy Trent III</i>	N	vakeisajones@gmail.com
Sinda Robinson	<i>Sinda Robinson</i>	Y	

North Little Rock High School Center of Excellence
 District Conversion Charter School Public Hearing
 Boone Park Elementary School
 Thursday, April 7, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Dorothy J. Williams		N	Board Member
Kim Drake		Y	parent Kids do not attend NLRSD
PERRY COHEN		N	ASSISTANT PRINCIPAL
Christie Toland		N	
Scott Tamm		N	BOARD MEMBER
Angie Haustein		Y	
Bobbie Rigg		Y	Staff
Abby Stone		Y	Principal
Karli Samcin		N	
Barbara Scora		Y	
Alisa Dixon		N	
Chris Sierra		Y	Principal
Vakeisa Jones		N	

North Little Rock High School Center of Excellence
 District Conversion Charter School Public Hearing
 Ridgeroad Elementary School
 Monday, April 25, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Maria Luisa Promote		Y	
Rosy Ausencio			
Angel Ausencio			
Bresuto.		Y	
Jimena	Reyes		
Beatriz Marquez	Beatriz AMS	Y	
cristian anglada			
Roy Girdler		N	
Julie Drake		N	
Karli Saracini	Karli Saracini	N	
Lee Tackett		N	
Scott Tamm		N	
Dorothy J. Williams		N	Board Member
Steve Canady		N	

North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
Ridgeroad Elementary School
Monday, April 25, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Saudi Campbell	<i>Saudi Campbell</i>	N	
Claudia Zuniga	<i>Claudia Zuniga</i>	Y	
Denise Drennan	<i>Denise Drennan</i>	N	

Charter School Planning Meeting

May 5, 2016

Printed Name	Signature	Building
PIERRY COHEN		NLRMS
Charles Jones		NLR A
Caroline Faulkner	Caroline Faulkner	West
Shawn Flate		Nolex
Kristi Barr	Barr	LR Chamber
Dæria Whisman		NREHS
Christie Toland		NLRSD
James Edwards		NRRSD

APPENDIX

Letters of Support



May 25, 2016

To Whom It May Concern:

I am writing in support of North Little Rock School District's application for North Little Rock High School Conversion Charter School. As one of the district's partners, the Little Rock Regional Chamber is prepared to continue our efforts in creating curriculum that provides multiple career and education pathways which align with current and future employment opportunities in STEM fields, specifically the manufacturing sector. We look forward to continuing our work with the district to strengthen the local workforce and provide a pipeline of talent to area employers.

The Little Rock Regional Chamber is the principal business-driven leadership organization responsible for fostering the economic growth and development of the Little Rock region to ensure that business and industry may operate profitably and enhance the earning opportunities and quality of life for every citizen. Providing qualified labor is a key component to ensuring that business and industry may operate profitably, and we need innovative educators like the North Little Rock School District paving new ground to make that happen.

The curriculum and training plan proposed for the conversion charter school is consistent with industry demand in our region, and as a partner, I have had input in the development of the plan. By partnering with the district, we not only have the opportunity to encourage students and their parents to see the manufacturing industry as a viable and lucrative option with lifelong career advancement opportunities, but we also have the opportunity to build a strong workforce for future economic growth.

Thank you for your strong consideration of this request. We are looking forward to continuing our support of this innovative and groundbreaking school.

Sincerely,

A handwritten signature in cursive script that reads 'Jay Chesshir'.

Jay Chesshir
President & CEO
Little Rock Regional Chamber



August 4, 2016

To Whom It May Concern:

I am writing in support of North Little Rock School District's application for North Little Rock High School Conversion Charter School. As one of the district's partners, The North Little Rock Chamber of Commerce is prepared to continue our efforts in aligning curriculum and providing multiple career and education pathways which align with current and future employment opportunities in the Transportation, Distribution, and Logistics sector. North Little Rock School District has demonstrated a strong desire to collaborate with industry to create programs that match employment needs. We look forward to working with the district to strengthen the local workforce.

As an institution whose purpose is to advocate for and support the businesses of Central Arkansas, The Chamber believes this conversion charter is a key component in fulfilling the employment needs in the industries of Transportation, Distribution, and Logistics. Implementing the conversion charter can only benefit the economic growth of Central Arkansas.

The curriculum and training plan proposed for the conversion charter school is consistent with industry demand in our region, and as a partner, I am actively involved in providing input in the development of the plan. By partnering with the district, we have the opportunity to encourage students and their parents to see the Transportation, Distribution, and Logistics industry as a viable and lucrative option with lifelong career advancement opportunities.

Thank you for your strong consideration of this request. We are looking forward to continuing our support of this innovative and groundbreaking school.

Sincerely,

John Owens
President & CEO
The North Little Rock Chamber of Commerce



August 4, 2016

Madam/Sir:

I am writing in support of North Little Rock School District's application for North Little Rock High School Conversion Charter School. As one of the district's partners, Pulaski Technical College is prepared to continue our efforts in aligning curriculum, and providing multiple career and education pathways which align with current and future employment opportunities in the Transportation, Distribution, and Logistics sector. North Little Rock School District has demonstrated a strong desire to collaborate with both PTC and industry to create programs that match students' educational and employment goals. We look forward to working with the district to advance learning opportunities for students, as well as strengthen our local workforce.

The curriculum and training plan proposed for the conversion charter school is consistent with industry demand in our region, and as a partner, PTC has been actively involved in providing input in the development of the plan. By partnering with the district, we have the opportunity to encourage students and their parents to see the Transportation, Distribution, and Logistics industry as a viable and lucrative option with lifelong career advancement opportunities.

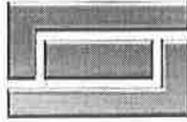
Thank you for your strong consideration of this request. We are looking forward to continuing our support and collaboration with NLRSD and this innovative school.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Ellibee', is written over a horizontal line.

Margaret A. Ellibee, Ph.D.
President
Pulaski Technical College

Lexicon Inc.



Telephone (501) 490-2300
P.O. Box 16390

Fax (501) 490-0022
Little Rock, AR 72231

May 24, 2016

To Whom It May Concern:

I am writing in support of North Little Rock School District's application for North Little Rock High School Conversion Charter School. As one of the district's partners Lexicon, Inc. is prepared to continue our efforts in aligning curriculum and providing multiple career and education pathways which align with current and future employment opportunities in STEM fields, specifically the manufacturing sector. We look forward to continuing our work with the district to strengthen the local workforce.

Lexicon employees over 1000 craft personnel nationwide. Locally we employ more than 100 people with iron working skills; welding, fitting, cutting, and rigging. Average wage for these workers after the first 90 days is over \$17.00 per hour. For the past three years we have been running at a deficit of at least 30 welders.

The curriculum and training plan proposed for the conversion charter school is consistent with industry demand in our region, and as a partner, I have had input in the development of the plan. By partnering with the district, we not only have the opportunity to encourage students and their parents to see the manufacturing industry as a viable and lucrative option with lifelong career advancement opportunities, but we also have the opportunity to build a strong workforce for future economic growth.

Thank you for your strong consideration of this request. We are looking forward to continuing our support of this innovative and groundbreaking school.

Sincerely,

A handwritten signature in black ink, appearing to read 'Patrick Schaeck', written over a light blue horizontal line.

Patrick Schaeck
President
Lexicon, Inc.

North Little Rock Center of Excellence Additional Evidence of Support

The following letters of support for the North Little Rock Center of Excellence application are on file. Any additional information or copies of the letters will gladly be provided.

- Monieca West-Chair, North Little Rock Chamber of Commerce Education Committee, ADHE
- Chris Shelton-Vice President, Regions Bank
- Dr. Kelly Hunt Lyon-Director, Little Rock Area Campuses Webster University
- Kurt Jansen-Business Development Coordinator, Custom Aircraft Cabinetry
- Donald Addie-Training Specialist, Kimberly-Clark Corporation
- John Caldwell-Plant Manager, Cameron A Schlumberger Company
- Kenneth Calhoun-Vice President Customer Relations, Truck Centers of Arkansas
- H. Glenn Guillory-Manager, Fleet Management, Entergy Services, Inc.

Additionally, 71 individuals signed a petition of support for the Center of Excellence. These signature pages will also be provided.

APPENDIX

Proposed School Calendar

NORTH LITTLE ROCK SCHOOL DISTRICT PROPOSED SCHOOL CALENDAR 2017-2018

MONTH	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	Teacher Days
	Days	Days	Days	Days	Days	Days	Days	Days	Days	Days	Days	Days	Days	Days	Days	Days	Days	Days	Days	Days	
JULY	3	H 4	5	6	7	17	18	19	20	21	24	25	26	27	28	31					
AUGUST	1	2	3	4	7	PD 14	15	16	17	18	[21	22	23	24	25	28	29	30	31		
SEPTEMBER	4	5	6	7	8	HSPC 18	19	20	21	22	25	26	27	28	29						
OCTOBER	2	3	4	5	6	16	17	18	19	20	23	24	25	26	27	30	31				
NOVEMBER		1	2	3	6	13	14	15	16	17	SD/F 20	SD/F 21	NS 22	H 23	H 24	27	28	29	30		
DECEMBER					1	11	12	13	14	15	WB 18	WB 19	WB 20	WB 21	WB 22	WB 25	WB 26	WB 27	WB 28	WB 29	
JANUARY	H 1	SD/W 2	3	4	5	H 15	16	17	18	19	22	23	24	25	26	29	30	31			
FEBRUARY						HS/PC 12	13	14	15	16	PC 19	20	21	22	23	26	27	28			
MARCH						12	13	14	15	16	SB 19	SB 20	SB 21	SB 22	SB 23	26	27	28	29	30	
APRIL	2	3	4	5	6	16	17	18	19	20	23	24	25	26	27	30					
MAY	1	2	3	4	7	14	15	16	17	18	21	22	23	24	25	H 29	IW 30	IW 31			
JUNE					IW 1	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0
TOTAL																				0	

KEY

* = First day for students	W = Work Day
PC = Parent Conferences	SD = Staff Development
CV = Christmas Vacation	[= Begin Grade Period
H = Holiday] = End Grade Period
SB = Spring Break	# = Last Day for Students
GF = Good Friday	 Non-student day
NS = No School Students/Teachers	

1st grade period -
2nd grade period -
3rd grade period -
4th grade period -
TOTAL 0

STAFF DEV.
WORK DAYS

**INCLEMENT WEATHER DAYS WILL BE MADE UP AT THE
END OF THE SCHOOL YEAR**

APPENDIX

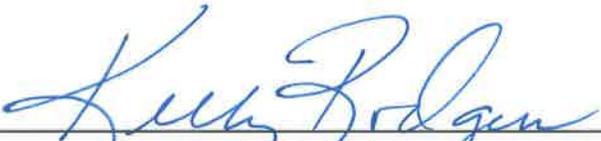
Signed Statement of Assurances

**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:

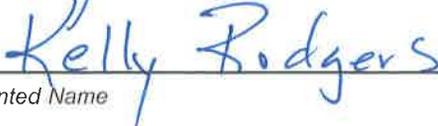
1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, 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

8-4-2016
Date



Printed Name