



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA STATE BOARD OF EDUCATION

February 13, 2014

Arkansas Department of Education

ADE Auditorium

10:00 AM

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Consent Agenda

C-1 Minutes - January 10, 2014

Presenter: Deborah Coffman

C-2 Review of Loan and Bond Applications

Pursuant to Arkansas Code Annotated §6-20-805 and §6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refunding of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended the State Board of Education review the following:

Commercial Bonds – 3 2ndLien – Recommend Approval;

2 Voted – Recommend Approval

Presenter: Cindy Hollowell and Amy Woody

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

Presenter: Dr. Karen Walters

C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309.

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 18 school districts covering a total of 30 waivers. There were also requests for long-term substitutes from 40 school districts requesting a total of 51 waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed; either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: Dr. Karen Walters

C-5 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-168 – Rheta Mae Van Cott

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee is recommending that Rheta Mae Van

Cott is issued a Written Reprimand and a fine of \$50. Ms. Van Cott was notified by letter, dated January 6, 2014, of the recommendation of the Ethics Subcommittee. Ms. Van Cott accepted the recommendation on January 14, 2014.

Presenter: Michael L. Smith

C-6 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-012 – Spencer David Gay

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee is recommending that Spencer David Gay be issued a Written Reprimand and a fine of \$50. Mr. Gay was notified by letter, dated December 30, 2013, of the recommendation of the Ethics Subcommittee. The certified letter was delivered and signed for on January 3, 2014. Mr. Gay has not responded within the required time period.

Presenter: Michael L. Smith

C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-015 – Jeanie Sue Gorham

Violation of Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship. The Professional Licensure Standards Board Ethics Subcommittee is recommending suspension of the license of Jeanie Sue Gorham for two (2) years, a fine of \$100, and continued participation in a drug and alcohol after care program, to include providing to the Arkansas Department of Education quarterly reports of attendance and random Breathalyzer/BAC testing. Ms. Gorham was notified by letter, dated January 6, 2014, of the recommendation of the Ethics Subcommittee. Ms. Gorham accepted the recommendation on January 13, 2014.

Presenter: Michael L. Smith

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-020 – Cristy Machel Cathey

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee is recommending that Cristy Machel Cathey is issued a Written Warning. Ms. Cathey was notified by letter, dated December 31, 2013, of the recommendation of the Ethics Subcommittee. The certified letter was delivered and signed for on January 2, 2014. Ms. Cathey has not responded within the required time period.

Presenter: Michael L. Smith

Action Agenda

A-1 Petition for Alteration of Education Service Cooperative Boundaries

The Westside School District (Jonesboro) requests that the Arkansas State Board of Education consider Westside's decision to change cooperative membership from the Crowley's Ridge Education Service Cooperative (Harrisburg) to the Northeast Arkansas Education Service Cooperative (Walnut Ridge). This request would facilitate the alteration of cooperative boundaries as outlined in A.C.A. §6-13-1003 and §6-13-1005.

Presenter: Dr. Bryan Duffie, Westside School District Superintendent

A-2 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Fountain Lake Middle School Cobra Digital Prep Academy, Hot Springs, Arkansas

On January 16, 2014, the Charter Authorizing Panel conducted hearings for district conversion charter applicants

wanting to open charter schools in 2014-2015. Representatives of the Fountain Lake School District appeared before the panel and requested to convert the middle school to a charter school to be called the Fountain Lake Middle School Cobra Digital Prep Academy and to serve students in grades 5-8 with a maximum enrollment of 455. The panel unanimously approved the charter with a maximum enrollment of 500 and without waivers to Sections 18.02 and 18.03 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Presenter: Mary Perry

A-3 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Pea Ridge Manufacturing and Business Academy, Pea Ridge, Arkansas

On January 16, 2014, the Charter Authorizing Panel conducted hearings for district conversion charter applicants wanting to open charter schools in 2014-2015. Representatives of the Pea Ridge School District appeared before the panel and requested to convert a portion of Pea Ridge High School to a district conversion charter to be called the Pea Ridge Manufacturing and Business Academy and to serve students in grades 11-12 with a maximum enrollment of 400. The panel unanimously approved the charter and the withdrawal of the request to waive Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Presenter: Mary Perry

A-4 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Warren Middle School, Warren, Arkansas

On January 16, 2014, the Charter Authorizing Panel conducted hearings for district conversion charter applicants wanting to open charter schools in 2014-2015. Representatives of the Warren School District appeared before the panel and requested to convert the middle school to a charter school to serve students in grades 6-8 with a maximum enrollment of 450. The panel unanimously approved the charter without the waiver to Section 10.02.2 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Presenter: Mary Perry

A-5 Charter Authorizing Panel Action on District Conversion Public Charter School Application: The Academies of West Memphis, West Memphis, Arkansas

On January 16, 2014, the Charter Authorizing Panel conducted hearings for district conversion charter applicants wanting to open charter schools in 2014-2015. Representatives of the West Memphis School District appeared before the panel and requested to convert the high school to a charter school to be called the Academies of West Memphis to serve students in grades 10-12 with a maximum enrollment of 1,300. The panel unanimously approved the charter and additional waivers of Ark. Code §6-16-102, Ark. Code Ann. §6-18-211, and Arkansas Department of Education Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve, in addition to the waivers requested. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel

and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Presenter: Mary Perry

A-6 Charter Authorizing Panel Action on Requested District Conversion Charter School Amendments: Cross County Elementary Technology Academy

The State Board of Education approved the application for Cross County Elementary Technology Academy on January 9, 2012. The charter is approved to serve students in grades K-6 with a maximum enrollment of 500. Representatives of Cross County Elementary appeared before the Charter Authorizing Panel on January 15, 2014, to request amendments to the current charter. The panel unanimously approved the amendments. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Presenter: Mary Perry

A-7 Charter Authorizing Panel Action on Requested District Conversion Charter School Amendments: Cross County High School, A New Tech School

The State Board of Education approved the application for Cross County High School, A New Tech School on January 14, 2011. The charter is approved to serve students in grades 7-12 with a maximum enrollment of 500. Representatives of Cross County High School appeared before the Charter Authorizing Panel on January 15, 2014, to request amendments to the current charter. The panel unanimously approved the amendments. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Presenter: Mary Perry

A-8 Charter Authorizing Panel Action on Requested District Conversion Charter School Amendments: Eastside New Vision Charter School (Warren)

The State Board of Education approved the application for Eastside New Vision Charter School on January 9, 2012. The charter is approved to serve students in grades K-3 with a maximum enrollment of 600. Representatives of Eastside New Vision Charter School appeared before the Charter Authorizing Panel on January 15, 2014, to request an amendment to the current charter. The panel unanimously approved the amendment. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Presenter: Mary Perry

A-9 Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: KIPP Delta Public Schools

The State Board of Education approved the application for KIPP Delta Public Schools on March 11, 2002. The charter is approved to serve students in grades K-12 with a current maximum enrollment of 1,550, which will increase to 1,910 in the 2014-2015 school year. Representatives of KIPP Delta Public Schools appeared before the Charter Authorizing Panel on January 15, 2014, and requested three waivers and a change to the school day start time. The panel unanimously approved the requested amendments. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Presenter: Mary Perry

A-10 Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: LISA Academy and LISA Academy-North Little Rock

The State Board of Education approved the application for LISA Academy on January 12, 2004. The charter was first renewed on April 9, 2007, for a five-year period, and renewed again for a five-year period on April 10, 2012. LISA Academy is currently approved to serve a maximum enrollment of 800 students in grades 6-12. LISA-North Little Rock, operated by the same sponsoring entity and board as LISA Academy-North Little Rock, was approved by the State Board of Education on November 5, 2007, and was renewed for a five-year period on March 14, 2013. LISA Academy-North Little Rock is currently approved to serve a maximum enrollment of 700 students in grades K-12.

Representatives of LISA Academy and LISA Academy-North Little Rock appeared before the Charter Authorizing Panel on January 15, 2014, and requested approval to merge LISA Academy-North Little Rock with LISA Academy and approval of additional waivers, to be effective July 1, 2014. The panel unanimously approved the merger and approved the waiver requests, with modifications. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Presenter: Mary Perry

A-11 Consideration for Approval for Public Comment: Proposed Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Acts 228 and 1073 of 2013 (codified in Ark. Code Ann. §6-11-129 and §6-17-201) added requirements related to school districts' posting of information on their websites, as well as records retention requirements. Act 1073 also requires the Arkansas Department of Education to notify any school district that fails to post its personnel policies and salary schedules, or that fails to notify the Department of the website address where that information is posted. These proposed rules incorporate those revisions into the Department's existing rules.

Presenter: Lori Freno

A-12 Consideration for Emergency Adoption: Arkansas Department of Education Governing Schools of Innovation

Act 601 of 2013 created an additional subchapter in Ark. Code Ann. Title 6, Chapter 15, to add §6-15-2801, et seq. An Act to Improve Education in Arkansas by Creating Districts of Innovation. The promulgation of these rules is based on legislative action. This is the first time this rule has been presented to the Board. Accordingly, Department staff respectfully requests the State Board grant Emergency Adoption of the Rule.

Presenter: Valerie Bailey, Dr. Megan Witonski

A-13 Consideration for Public Comment: ADE Rules Governing Schools of Innovation

Act 601 of 2013 created an additional subchapter in Ark. Code Ann. Title 6, Chapter 15, to add §6-15-2801, et seq. An Act to Improve Education in Arkansas by Creating Districts of Innovation. The promulgation of these rules are based on legislative action. This is the first time this rule has been presented to the Board. Accordingly, Department staff respectfully requests the State Board approve the proposed rules for a public comment period.

Presenter: Valerie Bailey

A-14 Consideration for Public Comment: Proposed Revisions to the Arkansas Department of Education Rules Governing the School Worker Defense Program and the School Worker Defense Advisory Board

Act 1073 of 2013 made non-substantive revisions to the laws pertaining to the School Worker Defense Program. The proposed rules include revisions made necessary by Act 1073 of 2013. Department staff respectfully requests the State Board of Education approve the proposed revisions for public comment.

Presenter: Jeremy Lasiter

A-15 Consideration for Public Comment: Revisions to Arkansas Department of Education Rules Governing Instructional Materials

The Department recommends changes to these rules to implement changes made by Act 511 of 2013. The Department staff respectfully requests the State Board release these rules for public comment.

Presenter: Kendra Clay

A-16 Consideration for Emergency Adoption: Arkansas Department of Education Emergency Rules Governing the Digital Learning Act of 2013

Act 1280 of 2013 established the Digital Learning Act of 2013. Act 1280 of 2013 provides for the expansion of digital learning opportunities to Arkansas public school students. The State Board of Education approved an earlier version of these rules on an emergency basis on September 9, 2013. Because Act 1280 of 2013 requires the Arkansas Department of Education to continue the administration of a digital learning pilot program for the 2013-2014 school year, Department staff respectfully requests the State Board of Education grant emergency adoption to the proposed rules.

Presenter: Jeremy Lasiter

A-17 Consideration for Second Public Comment Period: Arkansas Department of Education Rules Governing the Digital Learning Act of 2013

Act 1280 of 2013 established the Digital Learning Act of 2013. Act 1280 of 2013 provides for the expansion of digital learning opportunities to Arkansas public school students. The State Board of Education approved an earlier version of these rules for public comment during its September 2013 meeting. Department staff substantially modified the proposed rules based upon comments received from the public. Therefore, Department staff respectfully requests the State Board of Education approve the proposed rules for a second public comment period.

Presenter: Jeremy Lasiter

A-18 Consideration for Public Comment: Proposed Rules Governing How to Meet the Needs of Children with Dyslexia

Act 1294 of 2013 created an additional subchapter in Ark. Code Ann. Title 6, Chapter 41, to add §6-41-601, et seq., an Act to ensure that children with dyslexia have their needs met by the public school system. The promulgation of these rules are based on legislative action. This is the first time this rule has been presented to the Board. Accordingly, Department staff respectfully requests the State Board approve the proposed rules for a public comment period.

Presenter: Lori Freno

A-19 Hearing on Request for Reconsideration of Probation – Kevin Baer

Kevin Baer holds an Arkansas standard teaching license. On October 8, 2012, the State Board granted a waiver of a disqualifying offense under Ark. Code Ann. §6-17-410(c). Mr. Baer has requested a hearing before the State Board to ask for reconsideration of the period of time for the probation of his license under the Board's previous order.

Presenter: Cheryl Reinhart

A-20 Hearing on Waiver Request for Teaching License – Melvin T. Ewart

Melvin T. Ewart holds a lifetime teaching license. The Department notified Mr. Ewart that a background check

conducted for the purpose of his employment at an Arkansas school district revealed a disqualifying offense for licensure and employment under Ark. Code Ann. §6-17-410(c). Mr. Ewart requested a hearing before the State Board to seek a waiver of the offense. Mr. Ewart represents himself.

Presenter: Cheryl Reinhart

Section 1
Second Lien Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.

**STATE BOARD OF EDUCATION MEETING
FEBRUARY 13, 2014
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

3 2nd Lien	\$	8,250,000.00
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3	\$	8,250,000.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Harmony Grove	Ouachita	1,025.09	\$500,000	12.31%	\$5,800,000	Constructing, refurbishing, remodeling and equipping school facilities (\$475,000), cost of issuance and underwriter's discount allowance (\$25,000).
Newport	Jackson	1,326.01	\$2,100,000	12.17%	\$16,125,000	Renovating, repairing, and equipping school facilities with Qualified Zone Academy Bonds (\$2,058,000), cost of issuance and underwriter's discount allowance (\$42,000) with any remaining funds to be used for other construction, renovations, and equipment purchases.
Texarkana	Miller	4,314.25	\$5,650,000	7.22%	\$25,995,000	Making HVAC system upgrades and other energy related capital improvements to school facilities throughout the District (\$3,635,000); funding the District's portion of the following partnership program project, College Hill Middle School (#1314-4605-241) (\$1,865,000); and paying cost of issuance and underwriter's discount allowance (\$150,000) with any remaining funds to be used for other construction, renovations, and equipment purchases.

Section 2 Voted Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1201 states the following:

A school district may borrow money and issue negotiable bonds to repay borrowed moneys from school funds for: building and equipping school buildings; making additions and repairs to school buildings; purchasing sites for school buildings; purchasing new or used school buses; refurbishing school buses; providing professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program, 26 U.S.C. § 1397E; and paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided by law.

**STATE BOARD OF EDUCATION MEETING
FEBRUARY 13, 2014
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

2 Voted	\$	108,440,000.00
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2	\$	108,440,000.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Bryant	Saline	8,578.63	\$97,025,000	17.58%	\$119,702,212	Refunding the outstanding bond issues dated 12/1/2009, 10/1/2010, 12/1/2010 and two issues dated 10/1/2011 (\$38,245,764.38); building and equipping new school campus and school buildings; purchasing land; and any remaining funds will be used for constructing, refurbishing, remodeling and equipping school facilities (\$55,509,501.24); and cost of issuance, underwriter's discount allowance and capitalized interest fund (\$3,269,734.38).
Dover	Pope	1,395.84	\$11,415,000	22.46%	\$17,350,000	Refunding the outstanding bond issue dated 9/1/2008 (\$1,524,054), refunding the outstanding bond issue dated, 3/1/2012 (\$3,399,415); renovating the existing middle school, constructing and equipping additional middle school classrooms, safe room areas, and P. E. Facility (\$6,214,401); and cost of issuance and underwriter's discount allowance (\$277,130) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.

NEWLY EMPLOYED FOR THE PERIOD OF December 21, 2013 – January 22, 2014

Jill Belin – Senior Software Support Analyst, Grade C123, Division of Research and Technology, Technical Support, effective 12/23/13.

Janet Clarke – School Bus Driver Trainer, Grade C116, Division Public School Academic Facilities and Transportation, Transportation, effective 12/23/13.

Ashley Cooper – Public School Program Advisor, Grade C122, Division of Learning Services, Professional Development, effective 01/21/14.

*Henryetta Farver – Administrative Specialist III, Grade C112, Division of Learning Services, Federal Programs, effective 01/06/14.

Marshal Hurst – Public School Program Advisor, Grade C122, Division of Learning Services, Professional Development, effective 01/06/14.

*Kerri Jackson – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 01/21/14.

*Alexia Mahomes – Administrative Specialist II, Grade C109, Division of Learning Services, Special Education, effective 01/21/14.

Jana Villemez – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 01/06/14.

*Crenisha Wright – ADE APSCN Field Analyst, Grade C121, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 12/23/13.

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF December 21, 2013 – January 22, 2014

Louis Ferren from a Systems Analyst, Grade C122, Public School Accountability, School Performance, to a Informations Systems Coordinator, Grade C124, Public School Accountability, School Performance, effective 01/06/14. Promotion

*Fred Hodge from an Administrative Specialist III, Grade C112 , Division of Learning Services, Office Education Renewal Zone, to an Administrative Analyst, Grade C115, Public School Accountability, School Performance, effective 12/23/13. Promotion

Tracii Laettner from a Fiscal Support Analyst I, Grade C118, Division of Human Resources/Licensure, Office of Educator Effectiveness, to an Accounting Coordinator, Grade C121, Division of Human Resources/Licensure, Office of Educator Effectiveness, effective 01/20/14. Promotion

SEPARATIONS FOR THE PERIOD OF December 21, 2013 – January 22, 2014

James Boardman – Assistant Commissioner, Grade N912, Central Administration, Research and Technology, effective 12/31/13. 5 Years, 3 months, 29 days. 01

Dana Breitweiser – Public School Program Advisor, Grade C122, Division of Learning Services, Student Assessment, effective 12/31/13. 6 Years, 5 months, 29 days. Retirement

*William Herndon – Computer Support Coordinator, Grade C121, Division Fiscal and Administrative Services, Child Nutrition, effective 12/28/13. 6 Years, 7 months, 19 days. 19

John Jarboe – Public School Program Advisor, Grade C122, Division of Learning Services, Curriculum and Instruction, effective 01/03/14. 14 Years, 5 months, 4 days. Retirement

Rita Kraus – Administrative Specialist II, Grade C109, Division of Fiscal and Administrative Services, Child Nutrition, effective 01/08/14. 0 Years, 0 months, 29 days.

Kate Spitz – Administrative Specialist III, Grade C112, Division of Fiscal and Administrative Services, Financial Accountability and Reporting, effective 01/09/14. 1 Year, 2 months, 10 days.

***Ophelia Veasey – Administrative Specialist II , Grade C109, Division of Learning Services, Scholastic Audit, effective 01/13/14. 1 Year, 1 month, 3 days.**

***Gayle Walton – Administrative Specialist II, Grade C109, Division of Learning Services, Child Nutrition, effective 01/10/14. 1 Year, 7 months, 21 days.**

***Minority**

AASIS Codes:

01 - Voluntary

02 - Involuntary

07 - Career Opportunity

11 - Education/Retraining

19 - Death of Employee

000000Additional Licensure Waiver Requests

2013-2014

February 2014 State Board

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP /Denied	Granted /Denied
	Benton County School of the Arts	1	Foster, Kristen	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Denied
4801	Brinkley School District	2	Johnson-Bean, Christene	Elem 1-6	262	Instr. Music	13-14	Granted
	Camden Fairview School	1	Johnson-Bean, Christene	Elem 1-6	265	Vocal Music	13-14	Granted
5204	Dist.		Curtis, Tirone	PE/Wellness/Leisure P-12	257	Mch Science	13-14	Granted
1702	Cedarville School District	1	Green, Sonya	English/Language Arts 7-12	208	Drama/Speech 7-12	13-14	Granted
4802	Clarendon School District	1	Perry, Elgin	Physical Education	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
1305	Cleveland County School District	1	Tullos, Chrystola	MS Science/Social Studies; Secondary Sciences; Elementary	167	Social Studies	13-14	Granted
	First Step, Inc.	2	Anthony, Carrie	PE/Wellness/Leisure P-12	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
	Forrester Davis Development Center	1	Bridges, Amanda	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
4603	Fouke School District	1	Blackard, Chanda	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
	Friendship Pediatric Services - DDICS	1	Formby, Robert	MS Math	200	Mathematics	13-14	Granted
			Sanders, Rachel	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

February 2014 State Board

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP /Denied	Granted /Denied
1608	Jonesboro School District	3	Brown, Wade	Health, PE, Coaching, Driver's Ed	410	Career Academy Endorsement	13-14	Granted
			Jenkins, Bryan	Secondary PE; MS Social Studies; Career Orientation	410	Career Academy Endorsement	13-14	Granted
			Mathis, Jane	English/Language Arts 7-12; Business Technology	411	Career Orientation Endorsement	13-14	Granted
3704	Lafayette County School District	1	Stuart, Jennifer	ECE P-4	255	Mch English	13-14	Granted
7403	Mccroy School District	1	Adams, Joanna	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
6002	N. Little Rock School District	1	Rodgers, Brandy	ECE P-4	276	Build Level Admin.	13-14	Granted
1203	Quitman School District	1	McCoy, Jesse	PE/Health	167	Social Studies	13-14	Granted
0405	Rogers School District	1	Brooks, Melissa	ECE P-4, MS English, Science and Social Studies, Elementary K-6	230	Sp Education Instructional Specialist 4-12	13-14	Granted
5805	Russellville School District	1	Robinson, Rita	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
4605	Texarkana School District	9	Briley, Julia	ECE P-4	203	Vocal Music P-8	13-14	Granted
			Briley, Julia	ECE P-4	205	Instrumental Music P-8	13-14	Granted
			Dow, Teresa	Marketing 7-12, Career Technology, Career Orientation, Career Preparation	167	Social Studies	13-14	Granted
	Texarkana School District Continued		Lala, Meena	Middle Childhood Education; Algebra 1 Endorsement	200	Mathematics	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

February 2014 State Board

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP /Denied	Granted /Denied
			Parker, Ashley	Middle Childhood Education	200	Mathematics	13-14	Granted
			Roberson, Theresa	Business Technology 7-12	167	Social Studies	13-14	Granted
			Still, Jean	English 7-12	204	Vocal Music	13-14	Granted
			Still, Jean	English 7-12	206	Instr. Music	13-14	Granted
			Weir, Mark	PE/Wellness/Leisure P-12	167	Social Studies	13-14	Granted
			# Waivers Requested This Month					
19	# Districts Requesting Waivers This Month	30						
						# Waivers Granted This Month		29
						# Waivers Denied This Month		1
						Total Waivers Requested This		30

000000Long-Term Substitutes Requested
February 2014 State Board

LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Semester
	Arkansas School for Math and Science	1	McClain, Samantha	French	Farrar, Amy	Granted	2nd
4101	Ashdown School District	1	Sheppard, Tyler	Math 7-12	Smith, Denise	Granted	2nd
0401	Bentonville School District	3	Brunner, Kimberly	Social Studies (.5)	Rachel, Rick	Granted	2nd
			Cunningham, Jamie	3rd Grade	Horath, Lindsey	Granted	2nd
			Hughes, Candace	Social Studies (.5)	Rachel, Rick	Granted	2nd
4702	Blytheville School District	2	Bennett, Bryce	Social Studies	Phillips, Viranda	Granted	2nd
			Osborne, Greg W.	Band	Wells, Carla	Granted	2nd
6303	Bryant School District	1	Martin, Phyllis	Library Media	West, Lark	Granted	2nd
3212	Cedar Ridge School District	1	Stone, Marcella	Literacy	Randleas, Samantha	Granted	2nd
1702	Cedarville School District	1	Armer, Lea Whitney	Social Studies	Bradford, Mark	Granted	2nd
1305	Cleveland County School District	1	Wilson, Holley Franklin	Music K-6	Kelley, Phyllis	Granted	2nd
				Oral			
2301	Conway School District	1	Imboden, Jill	Communications	Parker, Eugene	Granted	2nd
5106	Deer/Mt. Judea School District	1	Willis, April	Math 7-12	None	Granted	2nd
2202	Drew Central School District	1	Cater, Sara	Music K-6	Horton, Claudia	Granted	2nd
4102	Foreman School District	1	Smith, Taffey	Music K-6	Gage, Leigh	Granted	2nd
6201	Forrest City School District	3	Carter, April	6th Grade Literacy	None	Granted	2nd
				8th Grade			
			McNutt, Tonya	Language Arts	None	Granted	2nd
			Oliver, Laura	6th Grade Math	None	Granted	2nd
6601	Fort Smith School District	1	Hamilton, Terri	Special Education	Clark, Deborah	Granted	2nd
4603	Fouke School District	1	Heigle, Ferrel Rodney	Agriculture/Math	Crawley, Marcus	Granted	2nd
2807	Greene Co. Tech School Dist.	1	Austin, Jennifer	2nd Grade	Newberry, Stefanie	Granted	2nd
6602	Greenwood School District	1	Brewer, Grant	Algebra I	Bracamontes, Lyndi	Granted	2nd

000000Long-Term Substitutes Requested
February 2014 State Board

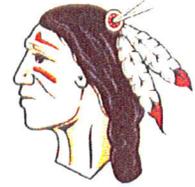
LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Semester
5602	Harrisburg School District	3	Freeman, Kristen (Vick)	Spanish	None	Granted	2nd
			Taggart, Jessica	Mathematics	Biggers, Greg	Granted	1st
			Taggart, Jessica	Mathematics	Biggers, Greg	Granted	2nd
5403	Helena/ W.Helena School Dist.	1	Rose, Shirley	Art	Murckson, Terrell	Granted	2nd
			Barnes, Mary Elizabeth	Math 8-12 (ALE)	None	Granted	2nd
3904	Lee County School District LISA Academy	1	Jones, Jeanne	Social Studies 7th/8th	Howard, Thomas	Granted	1st
			Walls, April	Special Education	Rusing, Tammy	Granted	2nd
3004	Malvern School District	2	Hemund, Jarrod	Mathematics 7th Grade	Wei, Judy	Granted	2nd
			Stanfield, Regina	FACS 9-12	Campbell, Genia	Granted	2nd
1704	Mulberry/Mt. Pleasant Bi-County School District	1	Griffith, Traci	Special Ed K-4 Secondary	Burt, Tammy	Granted	2nd
			Bryant, Charlotte	Language Arts	Millward, Elizabeth	Granted	2nd
5706	Nevada School District Ouachita River School District	1	Pearson, Lisa	Social Studies	Kelly, William	Granted	2nd
			Crawford, Shawn	Band	Hollenbeck, Adam	Granted	2nd
0405	Rogers School District	2	Johnson, Tiffany	English 7-12 Oral	Crouch, Jacob	Granted	2nd
			Allen, Martin	Communications	None	Granted	2nd
2502	Salem School District	1	Bawden, Daralynne	Social Studies	McKinzie, Bethany	Granted	2nd
			McCullough, Merlina	English 7-12	Foster, Rachel	Granted	2nd
7104	Shirley School District	1	Knapp, Kathryn (Kirk)	Speech/English	Cotley, Peggy	Granted	2nd
			Parham, Elaine	Spanish	Teran-Herrera, Jennif	Granted	2nd
5206	Stephens School District	1	Neal, George	English	Snider, Carolyn	Granted	2nd

000000Long-Term Substitutes Requested
February 2014 State Board

LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Semester
4605	Texarkana School District	2	Grant, Michael	Mathematics 8th Grade	Carter, Elizabeth	Granted	2nd
			Walker, Glenmarcus	Algebra 2, Grades 9-12	Hickey, Joe	Denied	2nd
			Nash, Heidi	Special Education	Boudreau, Charles	Granted	2nd
2307	Vantage Point Piney Ridge	1	Dowdy, Deyan Renee	Special Ed 9-12	Chambers, Brittany	Granted	2nd
			Sharpe, Stacy Arnett	FACS	Greene, Lillian	Granted	2nd
1803	West Memphis School District	2	Wydock, Regina	MS Math	Boyd, Judith C.	Granted	2nd
			Story, Randy	English/Language Arts	Watson, Bethany	Granted	2nd
3510	White Hall School District	1	Spencer, Daryl	Chemistry/Physics	Whitehurst, Stephen	Granted	2nd
4502	Yellville-Summit School Dist.	1	Yarbrough, Ruby	Chemistry	McLarty, Phillip	Granted	2nd
		# Long-Term Substitutes Requested this Month			# Long-Term Substitute Requests Granted	50	
					# Long-Term Substitute Requests Denied	1	
40	# Districts Requesting Long-Term Substitutes this Month	51			Total # Long-Term Substitute Requests this Month	51	

WESTSIDE CONSOLIDATED SCHOOL DISTRICT

1630 Hwy 91 West · Jonesboro, AR 72404
(870) 935-7503 · Fax (870) 935-2123
www.westsideschools.org



January 28, 2014

TO: Ms. Brenda Gullett, Chairperson – Arkansas State Board of Education
Dr. Tom Kimbrell, Commissioner – Arkansas Department of Education

FROM: Dr. Bryan Duffie – Superintendent

A handwritten signature in blue ink, appearing to read 'Bryan Duffie', is written over the 'FROM:' line.

RE: Petition for Alteration of Educational Service Cooperative Boundaries

The Westside Consolidated School District requests that the Arkansas State Board of Education consider allowing Westside to change cooperative membership from the Crowley's Ridge Educational Service Cooperative (Harrisburg) to the Northeast Arkansas Educational Service Cooperative (Walnut Ridge). Granting this request would facilitate the alteration of cooperative boundaries as outlined in ACA 6-13-1003 and 6-13-1005.

The following information is presented for your consideration:

1. August 28, 2013 – The Northeast Arkansas Cooperative Board voted to accept the Westside Consolidated School District as a member school pending approval of the Crowley's Ridge Cooperative and the Arkansas State Board of Education. (Exhibit 1)
2. August 30, 2013 – I sent a letter to the Crowley's Ridge Cooperative Director and Board President requesting consideration to release Westside as a member school district. (Exhibit 2)
3. September 16, 2013 – The Westside Consolidated School District Board of Directors voted to pursue the alteration of cooperative boundaries to include Westside in the Northeast Arkansas Cooperative area. (Exhibit 3)
4. January 23, 2014 – I received a letter from Mr. John Manning, Director of the Crowley's Ridge Cooperative, stating that the Crowley's Ridge Cooperative Board voted to release Westside as a member school district. (Exhibits 4 & 5)
5. This request complies with the requirements for the alteration of cooperative boundaries as required by Arkansas law. This request is sought for the overall benefit and best interest of the Westside Consolidated School District and the other school districts in each cooperative area, and it is not sought for any unlawful or improper purpose.

Thank you for your consideration of this request.

Exhibit 1

A meeting of the Board of Directors Northeast AR Education Cooperative MINUTES OF BOARD MEETING

2 Regular Boardroom 9:05 a.m. August 28, 2013
No. Kind of Meeting Meeting Place Time Date

MEMBERS

<u>X</u> Chester Shannon	<u>X</u> Terry Belcher	<u>X</u> Tim Gardner
<u>X</u> Jerry Noble	<u>X</u> Larry Sullinger	<u>X</u> Charlie Powell
<u>X</u> Debbie Smith	<u>X</u> Kellee Smith	_____ Dennis Truxler
<u>X</u> Johnny Fowler	_____ Daryl Blaxton	
<u>X</u> Greg Crabtree**	<u>X</u> Mitch Walton	

** Indicates Presiding Officer
X Indicates Member was present

Call to Order:

Greg Crabtree, Board President, called the meeting to order at 9:05 a.m. Guest, Dr. Bryan Duffie, Superintendent of Westside School District, was in attendance.

Approval of Minutes:

Mitch Walton made the motion to approve the minutes of the previous board meeting. Jerry Noble seconded the motion. Motion passed.

Financial Report:

Kellee Smith made the motion to approve the financial report as presented by the Director. Tim Gardner seconded the motion. Motion passed.

Old Business

Dr. Brian Duffie from Westside School District petitioned the Board to allow Westside Consolidated School District to change its membership to the Northeast Arkansas Education Cooperative from the Crowley's Ridge Cooperative. After discussion, Jerry Noble made the motion to approve the Westside Consolidated School District request for change of membership into the NEA Co-op pending release from Crowley's Ridge Co-op and upon approval by the State Board of Education. Debbie Smith seconded the motion. Motion passed.

New Business

Debbie Smith made the motion to approve Lori Carson as the Pre-School aide for the Black Rock Campus. Larry Sullinger seconded the motion. Motion passed.

Exhibit 2

WESTSIDE CONSOLIDATED SCHOOL DISTRICT

1630 Hwy 91 West · Jonesboro, AR 72404
(870) 935-7503 · Fax (870) 935-2123
www.westsideschools.org



August 30, 2013

Mr. Kevin McGaughey, President
Crowley's Ridge Coop Board

Mr. John Manning, Director
Crowley's Ridge Coop
1606 Pine Grove Lane
Harrisburg, AR 72432

Dear Mr. McGaughey and Mr. Manning:

I respectfully request consideration by the Crowley's Ridge Coop Board to release the Westside Consolidated School District as a member school district. The Westside School Board will consider a recommendation to petition the Arkansas State Board of Education to alter boundaries to include Westside in the Northeast Arkansas Coop area.

The Crowley's Ridge Coop area is a large service area, and our release as a member would alleviate additional responsibilities on staff who are very busy in providing services to a large number of students and teachers. The proximity of Westside to Walnut Ridge is more convenient for our campus, and a portion of the Westside School District is in Lawrence County.

This boundary change should be beneficial to all parties concerned. Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Bryan Duffie'. The signature is fluid and stylized, with a large initial 'B'.

Bryan Duffie, Ed.D.
Superintendent

Exhibit 3

RECORDS AND PROCEDURES

A meeting of the Board of Education was held at Westside School. The meeting of

the Board of Education of the aforesaid met at 7:00 p.m. on the 16th day of September, 2013.

There being present: Josh Cureton, Shannon Davis, Darren Harpole, Alan Oldman & Don Scruggs,

all members of the Board.

- X. Motion was made by Darren Harpole, seconded by Josh Cureton, to deny the transfer request of Breanna Escue to transfer from the Valley View School District into the Westside School District. Vote 5-0
- XI. Superintendent Dr. Bryan Duffie gave an update, after 10-day no shows, on the September enrollment for K-12, which is 1694 – up 31 students from September 2012.
- XII. Assistant Superintendent Brenda Tash gave an update on the Curriculum Programs. Ms. Vicki Kornfuhrer, along with Dr. Lynn Hanrahan, with Generation Ready will be visiting the school in the near future with the focus on student engagement, Pilot Test for Park Assessment & Common Core.
- XIII. Motion was made by Darren Harpole, seconded by Don Scruggs to approve the inventory deletions as presented by Technology Director Mary Carr on the district's obsolete computer equipment. Vote 5-0
- XIV. Motion was made by Alan Oldman, seconded by Darren Harpole, to approve the 2013-2014 reserved chairback seats prices as presented, which is the same as last years' prices for the chairbacks, with the exception of the girls' games on the proposal for district employees which should read \$18 in lieu of \$22, i.e., adopting price structure with different number of games played by both girls and boys basketball teams. Vote 5-0
- XV. Motion was made by Don Scruggs, seconded by Alan Oldman, to grant Superintendent Duffie the authority to petition the Arkansas State Board of Education to alter educational service cooperative boundaries to include the Westside School District in the Northeast Arkansas Coop area. Westside is currently a member of the Crowley's Ridge Educational Cooperative in Harrisburg, AR.
Vote 5-0
- XVI. Expansion of the high school curriculum was talked about at length. Different scenarios were discussed, i.e., maximizing current staff; reorganize school time, re- seven periods - block scheduling- pros and cons of all or stay with traditional scheduling. The board decided to explore the options and see what is most doable for Westside.
- XVII. Motion was made by Darren Harpole, seconded by Don Scruggs, to approve the 2013-2014 School District Budget as presented, due into the State by September 30, 2013. Vote 5-0

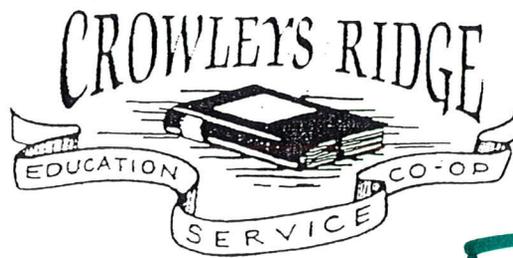


Exhibit 4

January 23, 2014

Westside School District
1630 Highway 91 W.
Jonesboro, AR 72404

Dear Mr. Duffie,

On January 22, 2014 the Crowley's Ridge Educational Service Cooperative board met in regular session and voted to release the Westside School District from being a member of Crowley's Ridge Educational Service Cooperative.

Sincerely,

John Manning, Director
Crowley's Ridge Educational Service Cooperative

cc: Kevin McGaughey, President
Dr. Tom Kimbrell, Commissioner

Serving Public Schools in:

Craighead County: Bay, Brookland, Buffalo Island Central, Jonesboro, Nettleton, Riverside, Valley View, Westside - Crittenden County: Earle, Marion -
Cross County: Cross County, Wynne - Jackson County: Newport - Mississippi County: Armorel, Blytheville, Gosnell, Manila, Osceola, South Mississippi County -
Poinsett County: East Poinsett County, Harrisburg, Marked Tree, Trumann

"AN EQUAL OPPORTUNITY EMPLOYER"

Exhibit 5

General Board Meeting 1-22-14

The General Board of Crowley's Ridge Co-op met in regular session on January 22, 2014. The following members were present:

Richard Atwill	Bonard Mace
Danny Sample	Micky Pierce
James Dunivan – Vice President	Gaylon Taylor
Carl Easley	Sally Bennett - Secretary
Radius Baker	Myra Graham
Tommy Knight	Mike Cox
Pam Castor	

A quorum was established by Vice President James Dunivan.

Minutes

A motion was made by Bonard Mace and seconded by Micky Pierce to approve the minutes of the December 17, 2013 Executive Board meeting. The motion passed unanimously.

Finance Report

A motion was made by Mike Cox and seconded by Bonard Mace to approve the financial report for December 2013. The motion passed unanimously.

Westside School District Release

A motion was made by Myra Graham and seconded by Sally Bennett to release the Westside School District from being a member school of Crowley's Ridge Educational Service Cooperative. The motion passed unanimously.

Co-op Legislative Committee Representatives'

A motion was made by Micky Pierce and seconded by Mike Cox to place the following to represent Crowley's Ridge Educational Service Cooperative during the legislative session:

- Finance – Richard Atwill
- Governance – Danny Sample
- Curriculum – Myra Graham

The motion passed unanimously.

Notification of Charter Authorizing Panel Decision

**Fountain Lake School District
Hot Springs, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

January 21, 2014

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Brad Sullivan
Fountain Lake School District
4207 Park Avenue
Hot Springs, Arkansas 71901

RE: Notice of Charter Authorizing Panel Decision
Fountain Lake Middle School Cobra Digital Prep Academy

Dear Mr. Sullivan:

On Thursday, January 16, 2014, the Charter Authorizing Panel met and approved the district conversion charter application for Fountain Lake Middle School Cobra Digital Prep Academy, with the following changes to the submitted application:

- An enrollment cap of 500 students; and
- A waiver of Section 18.01 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts, but not Sections 18.02 and 18.03.

Pursuant to § 6-23-702, a charter applicant, an existing charter, or an affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Monday, January 27, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on February 13 -14, 2014. Regardless of whether a review of the panel's decision is requested, the district conversion applications will be action items for the State Board of Education in February, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Mary Perry".

Mary Perry, Coordinator
Charter and Home Schools Office

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

C: Ms. Darin Beckwith, Superintendent, Fountain Lake School District

2013-2014 Application Cycle

**Fountain Lake
Middle School
Cobra Digital Prep
Academy
Summary**

**Fountain Lake School District
Hot Springs, Arkansas**

FOUNTAIN LAKE MIDDLE SCHOOL COBRA DIGITAL PREP ACADEMY

School District: Fountain Lake School District
Grade Levels: 5-8
Student Enrollment Cap: 455
Address of Proposed Charter: 4207 Park Avenue, Hot Springs, AR 71901

Mission Statement

“The mission of Fountain Lake Middle School Cobra Digital Prep Academy is to provide our students with knowledge and skills in preparation for high school, college and career success.”

The design of the Fountain Lake Middle School Cobra Digital Prep Academy is based on the following beliefs:

All of our students:

- Must be on track for College/Career Readiness by the end of 8th grade;
- Have an opportunity to earn high school credits in Middle School;
- Experience an exposure to a variety of professions;
- Excel in an area of STEM, Fine Arts or Accelerated Academics;
- Participate in Character Education;
- Demonstrate 21st Century Skills; and
- Experience extended learning time for Project Based Learning

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- The source for the definition of “similar demographic student populations” but did not provide the definition
- The lack of specificity about the methods of embedding courses and the courses to be embedded
- If all science, career-tech, social studies, PE, and health teachers were participants in the Literacy Design Collaborative and the reasons that ELA teachers did not participate in the collaborative
- The qualifications required for the principal, assistant principal, counselor, instructional facilitator, and teachers
- Meeting the needs of gifted and talented students

Documentation Provided in Support of the Charter

Emails of Support Included in Application

- | | |
|--------------------------------|------------------------------------|
| 1. Sarae Martin | Fountain Lake Middle School Parent |
| 2. Kenneth and Rodonna Needles | Fountain Lake Parents |
| 3. Jackson Keese | Fountain Lake Student |

Requested Waivers

Notes from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

Gifted and Talented

- The applicant seeks a waiver of Gifted and Talented statutes and rules, but states in its application that it will meet or exceed the services required by rule or law.
- The applicant states in its response that it needs the waiver to have the ability to make programmatic changes in the GT program during the implantation or the charter.
- The applicant should provide a description of the GT program that will be offered and whether the waiver is necessary.

From Ark. Code Ann.

6-15-1004	Qualified teachers in every public school classroom (pertaining to alternative learning programs)
6-16-130	Visual art or music
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42-101 et seq.	General Provisions (gifted and talented)

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.3.1	Language Arts
9.03.3.6	Grades 5-8 Fine Arts (to be integrated into the other curriculum)
9.03.3.7	Grades 5-8 Health and Safety
9.03.3.9	Grades 5-8 Career and Technical Education (to be embedded into middle school curriculum)
10.02.4	Requiring an average student/teacher ratio for grades 4-6 of no more than 25 students per and no more than 28 students per teacher in any classroom
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
15.02	Principals
15.03	Licensure and Renewal
18	Gifted and Talented Education

From Other Rules

- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (pertaining to gifted and talented programs)

2013-2014 Application Cycle

ADE

Evaluation and

Applicant

Responses

Fountain Lake School District
Hot Springs, Arkansas

FOUNTAIN LAKE MIDDLE SCHOOL COBRA DIGITAL PREP ACADEMY

School District: Fountain Lake School District
Grade Levels: 5-8
Student Enrollment Cap: 455
Address of Proposed Charter: 4207 Park Avenue, Hot Springs, AR 71901

Concerns and Additional Questions:

Confirm the enrollment cap. General information states 430, but the budget template shows that 440 students are anticipated in 2014-2015 and 455 are anticipated in 2015-2016.

The Fountain Lake School District would like to set the enrollment cap at 455 students. The charter school will serve all students enrolled in the district. The district anticipates possible student growth through school choice. With the staff and current facilities the school could serve in excess of 500 middle school students.

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

A response that meets the standard will guarantee that:

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

Meets the Standard

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard

C-1 PUBLIC HEARING RESULTS

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

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and

- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

Meets the Standard

C-2 MISSION STATEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is clear and succinct.

Meets the Standard

C-3 EDUCATIONAL NEED

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

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Meets the Standard

C-4 EDUCATIONAL PROGRAM

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

Evaluation Criteria:

A response that meets the standard will present:

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

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the process for developing personalized learning environments. Explain what data and other information will be considered and identify those who will be involved in the process.
- Explain how the personalized learning environments differ from the personal success plans. Provide the research on the success of using personal success plans.

All students will have a personalized education plan that will be developed by the student, parent, and school mentor. This plan will be developed around the student's academic, emotional, and social needs to address their college and career goals in the 21st century. The data used for this plan will include but not limited to NWEA, ACTAAP, TLI, or other similar assessments. Student

interest will be based on student/parent surveys in conjunction with the school counselor and advisory team. Students will be placed into enrichments and advisory groups based on their individual needs. The PSP is the process in which all students will be required to think analytically, be creative, and dream about their future employment. The personalized learning environment takes the PSP and addresses the individual student's current needs and provides a process for individual growth toward their plan for success. Fountain Lake administrators did a research scan of personalized learning plans and utilized this research in the development of their charter application. In order to assure that the research was considered, a written research summary was developed and shared with the design team. It is attached for your review.

- Provide a daily schedule for each grade, 5-8.

(See Attached)

- Name the businesses committed to providing extended job-shadowing opportunities for students.

The following businesses have been a resource in providing job shadowing activities for the students of the Fountain Lake School District and the district will continue to use these employers and elicit others to expose students to jobs in the 21st Century:

Arkansas Game and Fish Commission	Army Corps of Engineers
Department of Agriculture – Forest Service	The Pet Clinic
Waggin Wheel Vet Clinic	Sykes
Accent	Mercy Hospital
National Park Medical Center	First Step
Ortho Rehab	Mountain Valley Water
Walgreens	National Park Service
Community Counseling Services	Hot Springs Convention Center
Henderson State University	LifeNet
First Baptist Church Preschool	Magnet Cove High School
Lakeside Primary School	Jesseville Elementary School
Arkansas Surgical Hospital	Ecom Global Medical
Middleton Heat & Air	Riser Ford
Hot Springs Chrysler	Regions Bank
Glisson's Motorsports	Gayla's Gowns
Greeson Inc.	Kutting Korners
Brady Mountain Resort	Shear Madness
Exceptional Massage Institute	Arvest Bank
Mueller's Bakery	Hot Springs National Part Dental Group
Garland County Library	Harrison Energy Partners
B&F Engineering	City of Hot Springs
MidSouth Engineering	Hot Springs Village Voice

Hot Springs Police Department
Gayla's Gowns
Kutting Korner
Shear Madness
Hot Springs Fire Department

KLAZ 105.9
Ben E Keith Co.
Pepsi Beverages Company
AAR
Triumph

- Provide the rationale for differing the opportunities for Pre-AP students and students who are not taking Pre-AP courses in regard to project-based learning.

All students will be a part of project based learning, however the Pre AP students will be held accountable to the more rigorous Pre AP curriculum.

- State which courses the charter will want to have imbedded.

The district has requested waivers for the following courses which are going to be embed into the student's personalized learning environment: Career Orientation, Keyboarding, Physical Education, Health and Safety, and Oral Communication.

- Explain the role of Responsive Education Solutions (RES) with the charter school, as the budget includes funds for professional services from RES. Provide the contract between the RES and Fountain Lake School District.

RES will be used as needed for professional development needs only. Attached is a copy of a proposal that RES provided for the district to consider.

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

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

C5: CHARTER MODEL

The Charter Model section should explain the reasons that the district is requesting a charter school.

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide specific reasons why it is critical for the district to have a charter school.

- Explain why the plan outlined in the application cannot be implemented as part of the current high school.

Our expectation is for all students to leave the Fountain Lake School District prepared for life after high school in the 21st century. The data shows that many of our students are falling short in this area. The RIT scale scores of the NWEA MAP Assessment relate to the predictive relationship of success on the Explore, Plan and ACT. Currently, Fountain Lake Middle School MAP predictive score for Mathematics indicates that 20% of the student body is prepared for college and the Literacy rate of readiness is currently 27%. 97 of the 99 graduates in the class of 2013 scored a combined composite score of 18.0 on the ACT, which is below the state average composite of 20.2. In addition, only 6% of the 2013 graduates made the college readiness benchmarks in all areas (English, Math, Social Studies, and Biology). Considering our current middle school status of "Needs Improvement" with the ESEA and looking closely at this data, one can see that a high majority of our students are proficient or advanced on the ACTAAP, but fall short in predictive relationship of achieving success on the Explore, Plan and ACT. In order to ensure success for our students, they must be on track for college/career readiness by the end of the 8th grade. Therefore, we must change the way we approach the education of our students. The traditional structure in which we have educated our students is not working.

For the good of our students, our district must change how it prepares our students to be successful in life after high school. Thus, there is a need for a conversion charter school to give the district the structure to develop Personal Success Plans for every student. The district has applied for several waivers that will allow flexibility in developing the PSPs. Currently the school day is inflexible due to state standards that require courses to be taught each year as stand-alone courses. By imbedding keyboarding, career orientation, physical education, and health and safety, the daily schedule will be made more flexible to allow extended blocks of time to teach the project-based career focus units that will address individual student needs. The district is seeking a waiver to allow oral communication to be taught at the eighth grade level as it will be embedded into project-based instruction. In addition to course waivers, the district is requesting a waiver to increase the number of students a teacher can have assigned to them during the day as well as expand individual class size. This waiver would allow the flexibility to have larger classes to address specific needs of students. As stated in the application this would be limited to no more than 185 students in a day and no more than 37 in one particular class.

In conclusion, the district has attempted for the past several years to do innovative educational practices within the current guidelines and data shows that our efforts have not been successful. In preparation for a more personalized learning approach, FLMS went one-to-one with netbooks in 2009. Teachers received training to incorporate technology into student tasks as well as instruction. In addition to netbooks, FLMS Teachers were provided Promethean Boards and trained several teachers with the Promethean Train the Trainer model. In the fall of 2013, FLMS went 1:1 with Chromebooks thus allowing the elementary to take ownership of the netbooks. Fountain Lake Middle School has made academic gains by extending the literacy block with common core units of study and implementing an enrichment period. Teachers have had embedded professional development on Common Core for two years and have participated in both state and district provided trainings for this implementation. Teachers have had a tremendous amount of input in the curriculum development. While implementing last year teachers realized and share the constraints that prohibit further academic gains. In order to make the requested instructional changes, FLMS needs flexibility with the state requirements of non-core classes. This flexibility and design of personalized learning cannot be done without

the requested waivers. As a district, we are committed to do whatever it takes to give our students the greatest opportunity to dream about their future and provide a personalized path to fulfill those dreams.

- Confirm that a Chromebook has already been purchased for each student or provide the line item where the expense is included in the budget.

Students in grades 5-12 received Chromebooks to start the 2013-14 school year. Students in grades 5-8 have had a netbook for the previous four years. Technology will be utilized greatly in the charter school as it is vital in preparing students for the 21st century.

C-6: SCHOOL IMPROVEMENT

PLAN Evaluation Criteria:

A response that meets the standard will present:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan;
- A plan that addresses how the charter school will improve student learning and meet the state education goals;
- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard

Concerns and Additional Questions:

- Define the term "similar demographic student populations."
- Name the Arkansas schools that currently have similar demographic student populations.

The Fountain Lake School District utilizes the Office for Education Policy's (OEP) definition of similar demographic student populations since they have completed a report for the district focusing on merit pay policy. The Arkansas schools that currently have similar demographic student populations as defined by OEP include:

- Brookland
- Elkins
- Glen Rose
- Harmony Grove (Saline)
- Mansfield
- Lavaca
- Perryville
- West Fork

C7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the statement that all science, career-tech, social studies, PE, and health teachers went through Literacy Design Collaborative (LDC). Explain why ELA teachers did not participate.

The ELA teachers were involved in the Common Core Curriculum Mapping Project and developed literacy units that were aligned to the Common Core. The Common Core Curriculum that ELA teachers developed were based on LDC templates. The teacher participated in the training via the involvement and training onsite by the instructional facilitator.

C-8: STUDENT SERVICES

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

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

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

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain if a licensed gifted and talented teacher will be employed.

Yes, a licensed GT teacher will be employed. We currently have one teacher that serves our students grades K-12. GT students are presently served in grades 5-8 through Pre-AP

classes. In order to ensure flexibility for this process the district is requesting a waiver to give the school the ability to make programmatic changes in the GT program during the implementation of the charter. The district will make the commitment to meet the GT needs of all students

C-9: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard

C-10: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Meets the Standard

C-11: STAFFING PLAN

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

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;

- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan consistent with the staff members noted in the budget.

Partially Meets the Standard

Concerns and Additional Questions:

- Specify the qualifications to be required for the principal, assistant principal, counselor, instructional facilitator, and teachers.

All the above positions shall meet ADE requirements.

C-12: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard

C-13: FACILITIES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard

C14: FOOD SERVICES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard

C15: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard

C-16: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

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

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

Partially Meets the Standard

- **Section 9.03.3.9 of the ADE Rules Governing the Standards for Accreditation**
 - Pursuant to Ark. Code Ann. §6-5-1003, the Department of Career Education develops program standards for career and technical education courses of study. While the Charter Authorizing Panel has the authority to grant this waiver, the applicant should also seek approval from the Department of Career Education to embed these courses.

We request a waiver to embed Career Education coursework into the middle school coursework. We will determine the process for requesting approval from the Department of Career Education. We need the flexibility for students to be able to incorporate the skill development into regular courses based on the fact that our district provides 1:1 Chromebooks for all students. In order to maximize the ability of our students to utilize this technology tool and others, we need to provide keyboarding training integrated into our daily instructional practices. This will allow our students to incorporate real world skills in their project-based learning activities.

The applicant will also seek approval from the Department of Career Education to embed the Career and Technical Education curriculum into other courses.

- **Gifted and Talented**

- The applicant should explain why the waivers of the statutes and rules regarding gifted and talented programs is necessary when the applicant “ensures that all students referenced above will receive Gifted and Talented educational services that will meet or exceed the services required by law and rule.” (Page26 of Application).

In order to ensure flexibility for this process the district is requesting this waiver to give the school the ability to make programmatic changes in the GT program during the implementation of the charter. The district will make the commitment to meet the GT needs of all students.

- **Fine Arts**

- The applicant should confirm that it will comply with **Ark. Code Ann. § 6-16-130** or seek waiver of this statute.

In order to ensure flexibility for this process the district is requesting this waiver to give the school the ability to make programmatic changes during the implementation of the charter. The district is committed to embedding these standards into the PGP's of students. The applicant hereby confirms that it will comply with Ark .Code Ann § 6-16-130.

C-17: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

A response that meets the standard will present:

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

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

The applicant should explain its obligations under the Garland County School Desegregation Case Comprehensive Settlement agreement and explain why the proposed public charter school will not inhibit its obligations under the Agreement.

“The Garland County School Desegregation Case Comprehensive Settlement Agreement (Agreement) requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant hereby confirms that the operation of a conversion charter middle school would not inhibit its compliance with the Agreement.”

OTHER COMMENTS

BUDGET

- Review the budget considering that the legislative session reduced the amount of funding for professional development in 2014-2015. The current estimate is approximately \$26.67 per student.
- Provide details about the following expenditures as proposed in the budget:
 - Supplies pertaining to administration;
 - Equipment pertaining to administration;
 - Dues and fees pertaining to regular classroom instruction;
 - Travel expenses pertaining to regular classroom instruction;
 - Miscellaneous expenses pertaining to regular classroom instruction;
 - 63220 pertaining to a special education vendor;
 - Travel expenses pertaining to the gifted and talented program;
 - Dues and fees pertaining to the gifted and talented program;
 - Travel expenses pertaining to guidance services;
 - Dues and fees pertaining to guidance services;
 - Supplies pertaining to media services;
 - Travel pertaining to media services;
 - Purchased services pertaining to maintenance and operations;
 - Equipment pertaining to maintenance and operations;
 - Fees pertaining to maintenance and operations;
 - Fees pertaining to transportation; and
 - Dues and fees pertaining to data processing.

The above concerns are a reflection of the current middle school budget (2013-14). The district is committed to using all resources to address the fiscal needs of the students in the middle school.

Personalized Learning Research Summary

“The only thing that interferes with my learning is my education.” Albert Einstein

The Challenges

Changes in workplace culture, values and expectations

Times have changed. The internet has disrupted every business, including education. 1 Schools now have a responsibility to prepare students for careers and industries that may not yet exist. Because of changing environments, businesses are looking for workers who can learn on the job. They want employees who know and can use their strengths and adapt, create and innovate in the workplace. According to the American Institutes for Research, today’s economy demands a better-educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. Addressing this issue will require significant change across the entire education system. ⁷

Current school design model that teaches the “average student”

In the face of overwhelming evidence that all learning is personal and largely idiosyncratic, we continue to design schools as if learning were mechanical, uniform, and thoroughly impersonal – as if students respond identically to the experiences they have in school. ⁶

Four percent of dropouts in the US are intellectually gifted. That comes up to 50,000 minds each year who don’t fit in the average model. How much of this is bad design? We design learning environments for the average learner. We call our system age appropriate, but it is not. Learners vary on many dimensions of learning . . . If you design learning for the average, you design it for nobody . . . Designing average destroys talents in two ways:

- 1. The existing educational environment cannot challenge learners as it creates an environment where they become bored and sometimes drop out.*
- 2. It means that your weaknesses will make it harder for you to see your talent. ¹*

Educational Equity

Educational Equity is not simply about equal access and inputs, but ensuring that a student’s educational path, curriculum, instruction, and schedule be personalized to meet a student’s unique needs inside and outside of school. ³

Why choose Personalized Learning?

As reported in “Mind, Brain and Research,”

- *Learning experiences shape the physical architecture of the brain.*
- *The brain's adaptability means that each student's abilities are continuously changing.*
- *The changes in the brain's connections that underlie learning occur when students are actively engaged in learning relevant information.*
- *Passive exposure to information does not necessarily lead to learning.*
- *Learning is happening all the time, both in formal and informal settings. Instructional strategies should meet the different needs and interests of students.*¹

Student-centered approaches to learning take advantage of what we know about how students learn. This occurs when educators:

- *Embrace the learner's experience and research on teaching and learning as the starting point of education.*
- *Emphasize motivation and engagement as central to learning.*
- *Harness the full range of learning experiences at all times of the day, week, and year.*
- *Expand and reshape the role of the educator.*
- *Determine progression based on mastery.*¹

What is a Personalized Learning System? What does it look like?

A Personalized Learning System is essentially a student-centered approach to learning.

*Personalized Learning can be formally defined as: The tailoring of pedagogy, curriculum and learning environments to meet the needs and aspirations of individual learners, typically with the support of technology.*⁵

*Personalized learning is a culture shift, a change that impacts the entire school community. Moving to learner-centered environments is more than just handing over the keys to the learner so they drive their own learning. This is about developing a self-sustaining system where teachers become partners with their learners as learners take responsibility for their own learning.*¹

*Understanding how each learner is motivated and engaged is central in designing learner-centered environments. The essential element in creating these environments is to give the learner voice and choice in the learning so he or she has a stake in what is learned and how it is learned.*¹

*Personalization is different from differentiation and individualization is that personalization is learner-centered and the others are teacher-centered.*²

In a Personalized Learning Environment, the Learners:

- *Drive their learning.*
- *Connect learning with interests, talents, passions and aspirations.*
- *Actively participate in the design of their learning.*
- *Are responsible for their learning, including voice and choice on how and what they learn.*
- *Identify goals and benchmarks for a learning plan along with guidance from a teacher.*

- Develop skills to select and use appropriate technologies and resources to support and enhance learning.
- Build a network of peers, experts, and teachers to guide and support their learning.
- Demonstrate mastery of content in a competency-based system.
- Become self-directed, with the ability to monitor their progress and reflect on learning.²

At a Symposium on Personalized Learning in August, 2010, the following essential elements were identified by the attendees as central to personalized learning:

1. *Flexible, Anytime/Everywhere Learning*
2. *Redefine Teacher Role and Expand “Teacher”*
3. *Project-Based/Authentic Learning Opportunities*
4. *Student Driven Learning Path*
5. *Mastery or Competency-Based Progression/Pace*

These 5 core components of personalized learning lay the critical groundwork for providing opportunities to meet the needs of all students based on their needs, abilities and preferences. And while personalized learning is not about the technology itself, technology is a critical driver and conduit to transforming our current one-size-fits-all system.³

What are some of the benefits?

- Students develop skills to self-direct, self-monitor, and become independent, expert learners.¹
- Students learn how to reflect on what they learn and make adjustments for understanding.¹
- Assessment of knowledge, skills, learning styles and interests is ongoing and dynamic.³
- Low-level skill is not enough; students must demonstrate a high level of mastery.³
- A range of social, emotional and physical needs can be accommodated.³
- Instructional resources are virtually unlimited. Students can be mentored by members of the community as well as school-based educators. These mentors may include informal learning providers (e.g. museums, boys/girls clubs, and businesses), social workers and health providers, scientists and other experts perhaps available online, and other tutors and teachers available in online communities.³
- Online or blended learning opportunities can provide access to courses not otherwise available, give additional help or support, and allow for learning at variable times.³
- Project-based and authentic learning opportunities help increase the relevance of learning and improve a student’s ability to apply knowledge and use critical thinking skills.³
- Personalized learning is standards-based, student-centered, differentiated, and flexible.
- The CDE Study survey on personalized learning ranked some of the top benefits when transitioning to this new approach. They include: 69% increased student engagement, 51% improved performance of staff and administration, 39% greater student retention, 28% improved test scores, 22% higher grades, 22% better attendance.⁵

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn,” Alvin Toffler

Questions to Consider

- *What innovative models, practices, and technologies can provide a paradigm shift to a student-centered, personalized learning system?*
- *What do practitioners need to implement, support and scale personalized learning and overcome barriers?*
- *What new school/institution culture is needed to transform to a system of personalized learning?*
- *What is required to manage a personalized environment where every student is a “school of one?”³*

Resources

1. *Personalize Learning, Transform Learning for All Learners*
[www.personalizelearning.com/search/label/personalized learning](http://www.personalizelearning.com/search/label/personalized%20learning)
2. *Personalization vs. Differentiation vs. Individualization Report, v2, (2013),*
Barbara Bray and Kathleen McClaskey
3. *Innovate to Educate: System [Re]Design for Personalized Learning, A Report From the 2010 Symposium, Mary Ann Wolf, PhD*
4. *How Personalized Learning is Supported by New Technologies*
5. *Pathways to Personalized Learning, A Research Report from The Center for Digital Education*
6. *Changing Systems to Personalize Learning*
7. *College & Career Readiness & Success Center at American Institutes for Research*

5th Grade Student Schedule Sample

8:00-8:20	Advisory (Career and Character Focus)
8:25-10:20	English/Social Studies or Math/Science Block (Personalized project based learning)
10:30-11:00	Personalized enrichment/intervention
11:00-11:30	Lunch
11:35-1:10	Personal Success plans covering a rotation through eight focus areas: career exploration, technology studies in NETS, project based activities, Art, Music, EAST/STEM, broadcasting
1:15-3:30	English/Social Studies or Math/Science Block (Personalized project based learning)

6th Grade Student Schedule Sample

8:00-8:20	Advisory (Career and Character Focus)
8:25-10:15	English/Social Studies or Math/Science Block (Personalized project based learning)
10:20-11:00	Music/Art/PE/Project Based Activity* (4 days- PE 1 day)
11:00-11:30	Lunch
11:30-12:20	Personalized Learning Enrichment/Intervention
12:20-1:10	Rotation of Robotics, Pre-Engineering, EAST/STEM, Project Based Lab, Foreign Language, Broadcasting
1:15-3:30	English/Social Studies or Math/Science Block (Personalized project based learning)

*Students from 5th and 6th could be combined based on personalized need (based on data)

7th Grade Student Schedule Sample

Time	3 Days a Week	2 Days a Week
8:00-8:20	Advisory	Advisory
8:25-9:15	Science Core Instruction	Speakers Focus on Collaborative Projects with students of same interest/tasks but not necessarily from class or grade
9:20-10:10	English Instruction	Career Exploration
10:15-11:05	Math Core Instruction	
11:10-12:00	Social Studies Core Instruction	
12:00-12:30	Lunch	Lunch
12:35-1:15	7 th Grade Athletics/ PE/	7 th Grade Athletics/ PE/
1:20- 2:00	Enrichment/Intervention	Enrichment/Intervention
2:05-2:45	Performing Arts/Visual Arts	
2:50-3:30	Student Choice based on Personal Success Plan	

*Project Lab is a time to focus on project of student choice

Teacher prep occurs during the 7th grade Athletics/PE

8th Grade Student Schedule Sample

Time	3 Days a Week	2 Days a Week
8:00-8:20	Advisory	Advisory
8:25-9:15	Science Core Instruction	Speakers Focus on Collaborative Projects with students of same interest/tasks but not necessarily from class or grade
9:20-10:10	English Instruction	Career Exploration
10:15-11:05	Math Core Instruction	
11:10-12:00	Social Studies Core Instruction	
12:00-12:30	Lunch	Lunch
12:35-1:15	Enrichment/Intervention	Enrichment/Intervention
1:20- 2:00	Student Choice based on Personal Success Plan	Student Choice based on Personal Success Plan
2:05-2:45	8 th Grade Athletics/ PE/	8 th Grade Athletics/ PE/
2:50-3:30	Performing Arts/Visual Arts	Performing Arts/Visual Arts

*Project Lab is a time to focus on project of student choice

Teacher prep occurs during the PE/Music/Project Based Activities

Middle School 2013-2014 Charter Schedule 11 21 2013 idea 3 M W TH										
7th grade	8-8:20	8:25-9:15	9:20-10:10	10:15-11:15	11:20-12:00	12:00-12:30	12:35-1:15	1:20-2:00	2:05-2:45	2:50-3:30
	Advisory	English	History	English	History	Lunch	7th Grade Ath	Enrich/Int	7 Fine Arts	PSP Select
	Advisory	Science	Science	Science	Science	Lunch	7th Grade Ath	Enrich/Int	7 Fine Arts	PSP Select
	Advisory	Math	Math	Math	Math	Lunch	7th Grade Ath	Enrich/Int	7 Fine Arts	PSP Select
	Advisory	English	History	English	History	Lunch	7th Grade Ath	Enrich/Int	7 Fine Arts	PSP Select
8th grade	8-8:20	8:25-9:15	9:20-10:10	10:15-11:15	11:20-12:00	12:00-12:30	12:35-1:15	1:20-2:00	2:05-2:45	2:50-3:30
	Advisory	English	English	English	English	Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
	Advisory	Prep	Science	Science	Science	Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
	Advisory	Algebra	Algebra	Math 8	Math 8	Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
	Advisory	History	History	History	History	Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
						Lunch	Enrich/Int	PSP Select	Jr.High Ath	8 Fine Arts
7/8 Grade Monday, Wednesday, Thursday Schedule										
PSP= Personal Success Plan Selection Course...Foreign Language, Art/Music, Broadcasting, Robotics, Project Based Labs										
PBA=Project Based Activity Area Mentor/Supervisor										

September 24, 2013

Fountain Lake School District
Attn: Mr. Darin Beckwith, Superintendent
4207 Park Avenue
Hot Springs, Arkansas 71901

Re: Charter Management Organization Proposal

Mr. Beckwith,

This proposal is presented to you in response to our discussions on September 16, 2013. During our conversation, you described a desire to establish a charter school program that would provide students in Grades 5-8 with exposure to 21st Century skills (e.g., career orientation, music, PE, keyboarding, etc.). You requested that ResponsiveEd provide you a proposal for consulting services related to the establishing such a charter school. In response, ResponsiveEd presents the following two options for your consideration.

Option 1: Comprehensive Analysis, Consultation, and Training	
Scope	ResponsiveEd provides 30 days of comprehensive consulting services and staff training in all aspects of school operations, including, but not limited to: academics, curriculum development, human resources, accounting, information technology, legal compliance, facility management, marketing, executive planning, child nutrition, risk management, media relations, student discipline, etc.
Fee	Fountain Lake School District pays ResponsiveEd the greatest of 10% of per pupil funding or \$60,000.00. This fee <u>includes</u> ResponsiveEd travel expenses.

Option 2: Discrete Analysis, Consultation, and Training	
Scope	ResponsiveEd provides discrete consulting services and staff training in one or more aspects of school operations, including, but not limited to: academics, curriculum development, human resources, accounting, information technology, legal compliance, facility management, marketing, executive planning, child nutrition, risk management, media relations, student discipline, etc.
Fee	Fountain Lake School District pays ResponsiveEd \$2,000.00 per day with a 10-day minimum. This fee <u>excludes</u> ResponsiveEd travel expenses.



Premier High Schools



Vista Academies



P.O. Box 292730, Lewisville, TX 75029 Phone: 972.316.3663 Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com VistaAcademies.com iSchoolHigh.com QuestMiddleSchools.com FoundersClassical.com

In addition, to the extent that such resources are desired, Fountain Lake School District may purchase ResponsiveEd courses at the following rate:

- \$32 per paper-based course, or
- \$125 per student per online course (100 license minimum).

We greatly appreciate the opportunity to provide you with this proposal and look forward to partnering with you to serve the students of Fountain Lake School District. Please feel free to contact me should you have any questions.

Sincerely,

Charles Cook
CEO

2013-2014 Application Cycle

Application

**Fountain Lake School District
Hot Springs, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application District Conversion or Limited Public Charter School

Deadline for Receipt of Submission: Thursday, October 31 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Fountain Lake Middle School Cobra Digital Prep Academy

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
DISTRICT CONVERSION OR LIMITED PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Fountain Lake Middle School Cobra Digital Prep Academy

Grade Level(s) for the School: 5-8 Student Enrollment Cap: 430

Name of School District: Fountain Lake School District

Type of Charter Proposed: District Conversion Public Charter School

Name of Contact Person: Brad Sullivan

Address: 4207 Park Avenue City: Hot Springs, AR

ZIP: 71901 Daytime Phone Number: (501) 701-1744 FAX: (501) 623-6447

Email: bsullivan@flcobras.com

Charter Site Address: 4207 Park Avenue

City: Hot Springs, AR

ZIP: 71901 Date of Proposed Opening: August 18, 2014

Name of Superintendent: Darin Beckwith

Address: 4207 Park Avenue City: Hot Springs, AR

ZIP: 71901 Daytime Phone Number: (501) 701-1710

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

MISSION STATEMENT

“The mission of Fountain Lake Middle School Cobra Digital Prep Academy is to provide our students with knowledge and skills in preparation for high school, college and career success.”

The design of the Fountain Lake Middle School Cobra Digital Prep Academy is based on the following beliefs:

All of our students:

- Must be on track for College/Career Readiness by the end of 8th grade;
- Have an opportunity to earn high school credits in Middle School;
- Experience an exposure to a variety of professions;
- Excel in an area of STEM, Fine Arts or Accelerated Academics;
- Participate in Character Education;
- Demonstrate 21st Century Skills; and
- Experience extended learning time for Project Based Learning

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

Applicant Response:

The district would change the school day from the traditional seven period day to extended blocks of time in the morning to teach the core subjects as well as embedding keyboarding, technology, character education, music, art, and physical education. At each grade level the focus would be on skill mastery and progression. The last two hours of the day would be reserved for electives. Educators would work as a team developing career focus units while embedding the common core state standards.

Fountain Lake Middle School is interested in pursuing a world class education for every one of its students. The design of each grade level builds the foundation skills for the next level of learning. Each student will also develop a Personal Success Plan that meets his or her individual needs and builds on their unique skills and talents.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

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

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

Applicant Response:

On Wednesday, October 16th Frank Janaskie, Middle School Principal; Steve Campbell, Middle School Assistant Principal; and Brad Sullivan, Director of Curriculum met with Middle School teachers during their Professional Learning Community time to discuss the proposed charter school. This was followed by the district hosting a public meeting on Tuesday October 22nd to inform stakeholders about the district's proposed charter school. The meeting was advertised in the local paper as well as the district's website. It was announced in the school's newsletter that was sent home on Friday October 18th. The Fountain Lake School Board was updated on information about the proposed new school during a working session on October 21, 2013.(Please see appendix C for documentation).

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

Applicant Response:

MISSION STATEMENT

“The mission of Fountain Lake Middle School Cobra Digital Prep Academy is to provide our students with knowledge and skills in preparation for high school, college and career success.”

The design of the Fountain Lake Middle School Cobra Digital Prep Academy is based on the following beliefs:

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- Participate in Character Education;
- Demonstrate 21st Century Skills; and
- Experience extended learning time for Project Based Learning

3. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

As the Fountain Lake School District considered the need to apply for a District Conversion Charter School at the Middle School, we were reminded of our vision to ensure that all students are prepared for life in the 21st century. The Fountain Lake School District has a high number of students living in poverty with 65% of the students qualifying for free and reduced lunch. Understanding the population of our students, the jobs in our community, and current student data we must determine what changes are needed to ensure that all students are prepared for life after high school.

Based on the data from the 2010/2011 ACTAAP material Fountain Lake Middle School had 75.62 percent of student proficient or advanced in literacy. 75.11 percent of students were proficient or advanced in math the same year. In 2011/2012 scores in both math and literacy increased to 79.18 (math) and 87.32 (literacy). Although an increase in both content areas was achieved the middle school did not make the required score in math to avoid being placed on alert status. The 2012/2013 school year data shows Fountain Lake Middle School is be a “Needs Improvement” school in the area of math. The school's math score was 81.60, which exceeded the AMO set by the state, but it did not meet the necessary AMO goal based on targeted achievement groups. In literacy the school's score was 85.18 which exceeded the AMO and the school exceeded the mark in the targeted achievement groups, as well.

Fountain Lake School District is classified as a Needs Improvement District. There are two specific areas that impact this designation - Graduation Rate and Mathematics Achievement. This proposal will address both of these critical areas of need by establishing a personalized learning plan focusing on college and career readiness. The plan is to initially develop these learning plans at middle school but

they will be utilized throughout the student's secondary education.

In examining the Fountain Lake Middle School's status, they are also a Needs Improvement campus. The Middle School is achieving in Literacy with only two TAGG groups - African American and Students with Disabilities not meeting their AMO in growth. Specialized attention will be focused on these two groups under our new conversion charter plan. In the area of mathematics, All Students meet and exceeded the school's AMO but did not meet the growth indicator. More importantly, the TAGG groups overall did not meet either the performance or growth AMOs. The creation of a personalized learning plan will assist the school in focusing on these subgroups and specifically the need for enhanced opportunities in mathematics leading to all students showing growth. Fountain Lake Middle's trend data is identical to the state-wide pattern of decline in mathematics at the middle school grades. The utilization of the 1:1 Chromebook intervention paired with the use of Odyssey software will be personalized to the individual student needs and research shows this level of intervention should motivate students to increase their math content scores.

The following data shows that many of our students are falling short in the area college and career readiness:

- RITscale scores of the MAP NWEA Assessment as it relates to the predictive relationship of success on the Explore, Plan and ACT. Currently, Fountain Lake Middle School MAP predicative score for Mathematics indicates that 20% of the student body would be ready for college and in Literacy the rate of college readiness is currently 27%.
- The ACT composite of 18.0 of 97 of the 99 graduates of the class of 2013. (State average composite of 20.2) If the aggregate score on the RIT continues with a 2 point growth over the next four years, the average student would have a 47% chance of being college and career ready.
- Only 6% of the 2013 graduates made the ACT college ready bench marks in all areas.
(English, Algebra, Social Studies and Biology)
- The 2012-13 Elementary and Secondary Education Act (ESEA) status of Needs Improvement for each school in the district. Attached is a copy of the Middle School report and the District Summary Report (See Appendix C for documentation)

Based on this data, we committed to the following actions:

- Our secondary education system must be reengineered from a mass production teaching model to a student-centered, customized learning model and we will begin at the middle grades.
- The new model must address our students' backgrounds and needs as well as higher expectations of student productivity that focus on building responsibility of each student as a learner.
- Technology is not the solution but a tool to assure that personalized learning provides a platform to access a wide range of tools, resources, and various learning opportunities.

Each student will have a personalized education plan that will be developed by the student, parent, and school mentor. This plan will developed around the student's academic, emotional and social needs to address their college and career goals in the 21st century.

We believe that this approach will also address our current job market in the Hot Springs area which consists of a majority of low pay and low skill level opportunities. As our local economy transitions to higher paying and higher skills jobs, the Fountain Lake School District is committed to the development of a qualified workforce with 21st Century skills. Currently, the economic basis of our community includes sectors in health care with a focus on geriatrics, tourism - from golf course management to hospitality, and retail management. The job market of the future will continue to require higher level skills. As a

district we must plan to give our students the skills needed for the emerging job market by redesigning our secondary education program utilizing an approach based on personalization. One example of our commitment to building a viable college and career ready curriculum is the establishment of a 1:1 Chromebook initiative from 5th through 12th grade. Fountain Lake School District is initiating its secondary redesign with the middle school, but in the next two years the High School program will go through a major review and analysis of its current programmatic options to facilitate the district planning for a personalized approach to career and technical education.

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

Applicant Response:

The Fountain Lake Middle School's educational program will be structured around exploration and exposure to 21st Century skills needed for college and career readiness; integrating the Common Core State Standards, research-based best educational practices, and technology. The school will established a personalized learning environment that will tailor each student's instructional program to an interdisciplinary pathway that will allow for individual, experiential educational opportunities. As students and the faculty work together, the school will use an integrated core curriculum to smoothly facilitate the accumulation of student learning plans that will reflect the mastery not only of standards, but also the foundation for high school level college and career preparation.

The operationalization of the personalized learning environment will be developed specifically for each set of grade levels. The following descriptions provide how the school day would be differentiated and is provided to share more details about the redesign elements at the charter school.

5th and 6th Grade

These grade levels will have designed individualized learning plans to allow for personalized learning in order to ensure strong foundational skills while also being exposed to the Common Core curriculum. Once these skills are acquired, students are given the opportunity to excel at higher levels and in other areas. Student RIT Scores will be utilized to assign areas of learning and determine the success of each student.

Extended blocked classes in the four core areas will give more students the opportunity for success and allow for the embedding of technology skills such as keyboarding, into the class structure. Students performing below college/career ready predicted scores will attend classes designed to close the gap in learning and build foundational skills. Students performing on or above this predicted score will be placed in an Accelerated Academics strand.

All classes, regardless of level, will expect students to master speaking, writing, and listening skills and demonstrate this mastery by utilizing technology through application of their skills within real world, project-based, independent learning modules.

Extended enrichment times will allow for both teacher-directed and digital individualized instruction. Compass Learning is an example of one option while others could include arts-infused activities in either music, art, theatre, creative writing, journalism or TV and radio production.

Keyboarding and technology skills will be embedded in all courses by the academic teacher with the implementation of project-based, independent learning. Franklin Covey's **Seven Habits** will be facilitated by the counselor and enhanced by the mentoring teachers during the scheduled advisory strand.

Students will have the opportunity to be exposed to the following content skill sets:

Accelerated Academics:

Accelerated/Pre-AP Math; Accelerated/Pre-AP Social Studies/Accelerated/Pre-AP English

Fine Arts:

Art, Music, Spanish/Foreign Language; Journalism/Broadcasting

STEM

Robotics; Pre-Engineering; EAST; Project Based Lab Connected to one of the four core areas

5th Grade

Students will have extended core classes with four week sessions in each of the eight focus areas. (Four days a week) There will be a project based activity which is the culminating learning opportunity for each of the four week sessions. In addition to these, 5th graders will experience a three week intensive technology skill course focused on the National Educational Technology Standards (NETS). Bi-weekly (one day a week) students will be exposed to a variety of careers utilizing our local community resources. Bi-weekly (one day a week) students will be taught Covey's **Seven Habits**.

6th Grade

Pre-AP students will have extended core classes and will choose 4 -9 week rotations through either the STEM, Fine Arts, or Accelerated Academic track. Students in regular courses that are performing at or below grade level will have extended time in the areas in need of improvement and will choose 4- 9 week rotations through either STEM or Fine Arts track. This will give students a richer opportunity for learning in an area of interest while exposing them to new learning opportunities that can enhance their skill development. Students will continue to build technology skills through the assignments embedded in core classes that will focus on listening, speaking (components of the PARCC assessment), video editing and video design.

7th and 8th Grade

Modified Block schedule will be utilized at this level to allow three days a week traditional class schedule. Two days a week will be divided into large blocks of time to allow for integrated projects, extended job shadowing and extended learning opportunities such as, but not limited to, fieldtrips, speakers, online collaboration, video field trips and digital learning opportunities across the state/nation etc.

Technology aligned with NETS will be utilized in real world assignments each nine weeks and involve the entire curriculum across one academic year.

During the first year of implementation, the entire school, grades 5 through 8 will participate in Covey's Seven Habits or a similar program. There is a structured implementation plan which will allow for all students to have instruction in this specific social and emotional curriculum prior to entry into the high school setting.

As students move through the system, after two years of Covey's Seven Habits, at the 7th grade level, the curricular option will be the Renzulli model or a similar program. The Renzulli model will be utilized beginning at this grade-level to enhance the personalization of career exploration. With Renzulli Learning, educators provide students with dynamic educational experiences through advanced differentiation and help learners build 21st century skills. Renzulli allows students to create individualized interest, learning style, expression style, and ability-based learning profiles, and to map those profiles against tens of thousands of interactive enrichment resources. The system also permits parents, teachers, and administrative school officials to track the progress of their students, who can pursue an almost limitless variety of enrichment activities, projects, and learning experiences.

A Personal Success Plan (PSP). The PSP is a research-based, goal-oriented assessment and treatment tool designed to encourage students to think, dream, and succeed. This tool helps middle and high school students develop a plan for critical thinking skills and how to create tangible academic and career goals and develop plans for achieving those goals. It provides proven instructional strategies that raise achievement values in test scores, grades, and attendance. This plan will be the determining factor in which of the academies a student would enter during the 9th grade.

Students will choose two (one semester) areas of focus in one of the six focus areas that include:

- Foundation Skill Development;
- Fine Arts;
- Accelerated Academics (Pre AP);
- Technology Exploration;
- Career Exploration; and
- STEM.

In these focus areas, students will job shadow, research, and participate in project-based learning activities to grasp a full understanding of the opportunities within each area. By the end of 8th grade, students will have had four in-depth studies of a semester each across these offerings.

Project -Based Learning Pre-AP Students will have extended projects in related fields to the learning in these content areas in addition to having the opportunity to earn high school credit in core classes to allow for more time for concurrent credit classes in the future.

Non-AP students performing on grade level may have the opportunity to earn high school credits in the areas of CTE Courses, Spanish and Fine Arts

5. Describe specifically how the charter school will be able to better meet student academic needs than a traditional district school.

Applicant Response:

As we researched the issues of reengineering our secondary educational system, we quickly realized that personalization of learning was the key to our redesign. There has been an emerging emphasis on personalized learning evidenced by the recent US Department of Education Race to the Top District competition which was designed to support personalized instructional plans. The definition used in the grants process of personalization of learning from the US Department of Education is "Instruction paced to the learning needs, tailored to the learning preferences and tailored to the specific interests of different learners". We felt that this definition did not focus enough on the role of the student in directing his or her own learning so we utilize the following definition of personalization of learning:

"The tailoring of pedagogy, curriculum and learning environments to meet the needs and aspirations of individual learners, typically with the support of technology."

This definition emphasizes the learners' role as well as the importance of the system in providing differentiated and individual learning opportunities where the instruction selects the resources to support the students' differing needs. One of the most beneficial aspects of personalization of learning is the reengagement of students in their learning.

This innovative concept would be at the center of our charter design. It would mean that our charter school would establish a Personal Success Plan for every student. This paradigm shift would result in a realignment of resources, the use of data driven decision making and a focus on a heavy use of technology. Fountain Lake Middle School has prepared for this transition with the inclusion of Chromebooks in a 1:1 format for every middle school student. We believe that uniting technology with the principles of student-centered learning has the potential to transform our middle school.

Our participation in several initiatives has resulted in a new focus on technology and its application for instructional improvement. Our teaching staff has participated in professional development that was specifically designed to prepare them to utilize technology resources to create a personalized learning environment. We are committed to continuing their development and exploring how various technology supports can streamline our procedures and provide more effective learning opportunities for each of the students at our middle school.

This redesign is not just a new emphasis on technology or Common Core but it is the focus of all of our educational improvement efforts. We have examined our facilities to assure that the infrastructure is in place so that Personal Success Plans supported by technology can be the norm in every classroom and in each content area. We know state of the art technology is only as good as the infrastructure that supports it.

Our current curriculum has been enhanced with teacher designed Common Core lessons that are heavily dependent on the use of digital resources. As a participant in the Achieving by Changing initiative, we have access to high quality digital tools supporting the units of study aligned to the common core. We began the process two years ago of transitioning our curricular offerings to accommodate personalized learning by having an expectation that lesson plans had to be more interactive and include an assessment component.

The district would change the school day from the traditional school day to extended blocks of time in the morning to teach the core subjects as well as embedding keyboarding, technology, character education, music, art, and physical education. At each grade level the focus would be on skill mastery and progression. The afternoon hours would be reserved for electives, enrichment, and me

6. 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:

Fountain Lake Middle School has an active Parental Involvement Advisory Committee which is also represented on the District Parental Involvement Advisory Committee. The written parental involvement plan specifies the Media Specialist as the Building Coordinator and defines her roles and responsibilities. The Advisory Committee is convened twice a year and provides their feedback while also serving as a set of building supporters within the community. On October 24th the committee is hosting a Technology Petting Zoo where parents have the opportunity to experience the new digital learning tools which are a significant part of our plan for personalized education.

As the Charter application and implementation strategies are developed, this Advisory Committee is available to assist with communication to all parents and serving as visible supporters of the charter process at the public meeting.

Teachers, parents, students, and other stakeholders will work together to utilize the Arkansas Comprehensive School Improvement Process to plan for school improvement. A Leadership Council with representatives from all stakeholder groups will be appointed to identify and address strengths, and weaknesses of the charter school. Building Parental Involvement Coordinator and District Volunteer Coordinator will work to provide all parents with opportunities for a variety of involvement activities.

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:

In the past, Fountain Lake Middle School has implemented numerous educational strategies that were designed to address the improvement of academic achievement. This conversion charter application is the district's attempt to align all of the educational strategies into a cohesive systems-based approach to secondary redesign. The focus of the design is based upon a rigorous analysis of the comprehensive data sets from all programmatic areas at Fountain Lake Middle School. One of the results from this analysis was the awareness that while Fountain Lake Middle School was meeting or exceeding the state achievement standards, there were specific segments of the student population (including TAGG groups) that were not as successful as anticipated.

Based on this data, Fountain Lake Middle School designed a plan to address the personalization of every student's educational needs.

Fountain Lake Middle School will continue its use of data driven decision making as it reviews academic assessment results annually and with formative assessment during the school year. Quarterly reviews of assessment data will be utilized to make decisions regarding instructional opportunities, student support services, and other adjustments to the instructional services.

By offering a structured, Personal Success Plan for each student, the significant changes in the student's curriculum will include access to the following:

- Chromebook for each student to use as their individual technology tool;
- Rigorous and relevant curriculum aligned to the Common Core State Standards;
- Opportunity to earn high school credit in Middle School;
- Access to Pre AP coursework in all 4 of the major content areas;
- Exposure to a variety of professions;
- Enrichment curriculum offered in their interest area across STEM, Fine Arts or Accelerated Academics;
- Character Education;
- Access to technology supporting 21st Century Skill development; and
- Experience extended learning time for Project Based Learning.

The Personal Success Plan will provide the student the support they need to full participate in the rich curricular offerings and allow the students to exercise their own choice in the enrichment areas they want to pursue.

By focusing on each individual student and designing a schedule that allows for personalized and focused instruction, we believe that the gap in learning will be closed. Every student will be prepared to pursue college and/or careers by being on or above grade level by the end of the 8th grade. The Personal Success Plan will be built for each student will address not only the individual student's academic needs, but also tailor the overall educational program to the student's area(s) of interest. Long-range district level plans include expanding opportunities through the eventual development of an academy structure in high school.

- C) List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning 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.

Applicant Response:

Fountain Lake Middle School's achievement goals in reading, reading comprehension, mathematics, and mathematical reasoning will be based on two assessment measures - the state mandated assessments under ACTAAP and then PARCC which will provide the date to reflect on gains measures to meet the Annual Measureable Objectives (AMOs) and the national normed Northwest Evaluation Association's Measures of Academic Progress.

Reading and Reading Comprehension

At grades 5 through 8, Fountain Lake Middle School will meet or exceed the state average for schools with similar demographic student populations on the required state performance-based assessments.

At grades 5 through 8, Fountain Lake Middle School will increase by 2 percent annually the number of students meeting their English Language Arts growth goal or meet the national average of RIT performance for appropriate grade level.

Mathematics and Mathematical Reasoning

At grades 5 through 8, Fountain Lake Middle School will meet or exceed the state average for schools with similar demographic student populations on the required state performance-based assessments.

At grades 5 through 8, Fountain Lake Middle School will increase by 2 percent annually the number of students meeting their Math growth goal or meet the national average of RIT performance for appropriate grade level.

Mathematics/Algebra

Fountain Lake Middle School will meet or exceed the state average for schools with similar demographic student populations on the End of Course Algebra Exam.

Career Readiness/Elective Courses

Fountain Lake Middle School will provide every student in grades 5 through 8 with a set of elective courses annually

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

Applicant Response:

In August 2011, the Fountain Lake Middle School Faculty began the year with curriculum (from state adopted textbook lists) and pacing guides aligned to the Arkansas Frameworks. During the 2011-12 school-year, Fountain Lake School District joined the Achieving by Changing Initiative. During this time middle school teachers and administrators attended regional and state wide meetings to learn more about Common Core. They then took this information back to their PLC's. PLC's and after school trainings (part of the district's professional development plan) were utilized to begin their journey of understanding the Common Core Standards and the process of selecting and designing a curriculum that would meet the rigorous demands of these new standards. During the time K-2 began the implementation, middle school teachers began having curriculum conversations among their building as well as including teachers from both the elementary and high school.

In order to make middle school a success, the staff and administration realized they must align with both elementary and high school. In addition to these district wide conversations, the middle school teachers learned about things such as the big shifts, text complexity and qualitative/quantitative rubrics. In order to be prepared for implementation in the 2012-13 school year, Fountain Lake Middle School Teachers worked two weeks in the summer of 2012 to write curriculum collaboratively.

Fountain Lake Middle School elected to follow the Common Core Curriculum Maps and utilized the expertise of the ABC Coaches and TLI Content Specialists. Beginning in the Fall of 2012, Fountain Lake Middle School began implementing the common core standards in grades 5-8. Throughout the school year, teachers worked collaboratively to plan weekly lesson plans and were given release time monthly to prepare curriculum to be utilized the following month with the assistance of an instructional coach. In addition to working with grade level colleagues, teachers worked to align their units vertically across grade spans 3-8. Each curricular unit was assessed utilizing the Tri-State Rubric to ensure each unit of study contained the appropriate rigor and relevance.

Beginning in Spring of 2013, all science, career-tech, social studies, PE and health teachers went through the Literacy Design Collaborative and began building their Common Core Units to align with the standards being taught in both the literacy and math classroom. To enhance the designed curriculum, the instructors utilized digital resources such as Compass Learning "Odyssey" and Study Island. Teachers also used data from the NWEA MAP assessments to design a differentiated group plan to utilize during the daily enrichment time. Teachers researched and selected resources such as the Writing Coach, Carnegie Math, Glencoe Mathematics and MDC Tasks.

During the current 2013-14 school year, teachers are working to integrate topics across courses to allow students a richer experience. It is apparent that while a solid curriculum is in place, students are in need of larger blocks of time in order to implement project based learning tasks with fidelity. While implementing the CCSS for the second year, teachers will continue to fine tune the curriculum adding the digital resources provided by the ABC Initiative and creating new assessments that align with both CCSS and met the expectations of the PARCC Assessment.

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

A) Guidance program;

Applicant Response:

Fountain Lake Middle School has a fully certified counselor serving grades 5-8 with a caseload that meets the state standards. The Counselor is currently under a ALP but has made adequate progress and will finish her full certification prior to the initiation of the charter. Her credentials are currently 7-12 counseling and she is gaining specific expertise with middle school certification

B) Health services;

Applicant Response:

Fountain Lake School District employs two full time nurses who provide required health screenings and services on the Middle School campus. The Registered Nurse is housed at the middle school. The District's three campuses are all located on one site providing easy access to nursing services at all times. This arrangement meets the state standards.

C) Media center;

Applicant Response:

Fountain Lake Middle School has a state of the art media center with technology supports that include 6 computer stations with a connecting computer lab with 30 stations. In addition to the school media center, each classroom is supported with Promethean boards, document cameras, the 1:1 Chromebooks and classroom libraries of informational and literary texts.

D) Special education;

Applicant Response:

Fountain Lake Middle School utilizes the Arkansas Department of Special Education's co-teaching model. The Middle School is supported by two age appropriate self-contained classrooms providing services at either the elementary or High School campus. Every self-contained student attends Science and all electives on the Middle School campus to assure inclusion during the instructional day. Our aim is to educate students in the least restrictive environment. Within the redesign of the curriculum laid out for the Fountain Lake Middle School, students with special needs would continue to thrive and operate within the co-teaching instructional model that will be conducive to learning as documented in the individualized education plan (IEP). Fountain Lake Middle School has a full array of support services including on-site Speech Therapy, OT/PT, assessment by the District Psychological Examiner, and on-site mental health counseling provided by a community partner. The special education program meets all state and federal requirements and is in full compliance as documented by the recent special education monitoring.

E) Transportation;

Applicant Response:

Fountain Lake School District will provide transportation services to all eligible students in its district and will comply with all transportation guidelines.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Fountain Lake School District, in a consortium with the Jessieville School District, has established an alternative education program located at an off campus location. Fountain Lake School District purchases services from Teachers in the alternative education program are fully certified and receive specialized trained in the pedagogy and curriculum the needs of the students

G) English Language Learner (ELL) instruction

Applicant Response:

Fountain Lake Middle School has two fully certified ELL instructors serving this campus and they provide direct support services based on the educational needs of the students. Each student has their Personal Success Plan which details the services, duration, intensity and identifies the student's deficits and interventions.

H) Gifted and Talented Program.

Applicant Response:

Fountain Lake Middle School offers an academically enriched component for grades 5-8. The general curriculum provides ample opportunities for students to express their creativity and demonstrated academic mastery of content. The teachers assigned to the Accelerated Academic courses, have agreed in writing to complete the required training and have formally filed with the Principal a ATP (Additional Training Plan) and it is on file with the Arkansas Department of Education.

The Personal Success Plan proposed in our charter application will not only meet the needs of the student population allows for optimal differentiation in the classroom, which will greatly benefit gifted and talented students.

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

Applicant Response:

The report will be posted to the Fountain Lake Middle School website. A copy of the report will be shared with the Superintendent to be included in his/her remarks at a local School Board Meeting. A copy of the board minutes and the written report will be mailed to the authorizer.

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

Applicant Response:

All students enrolled in grades 5 through 8 in the fall of 2014 will be served in the Fountain Lake Middle School Cobra Digital Prep Academy.

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

Yes

No

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

Applicant Response:

Principal Responsibilities:

- Lead the school in creating a professional learning community that focuses on the curriculum and instruction to prepare students for high school and college/career readiness.
- Act as chief executive officer of the school and carry out the school and district missions.
- Select, make recommendations to the superintendent for hiring and terminating faculty and staff.
- Carry out evaluations as set forth by the state-adopted teacher evaluation system (TESS).
- Monitor the status of resources in order to fulfill the school and district missions.

Assistant Principal Responsibilities:

- Act as support to the building administrator and assist in carrying out school and district missions.
- Assist building administrator with evaluations, interviews for new faculty and staff and other personnel-related matters.
- Assist building administrator in monitoring student academic achievement and overseeing the implementation of curriculum.

Counselor Responsibilities:

- Provide Academic, Social and emotional supports.
- Individual and group counseling and guidance lessons
- Developing positive concept with improving understanding of self and others
- Developing more effective communications skills, improving problem-solving and decision-making skills
- Consults with teachers to facilitate the infusion of counseling activities into the regular education curriculum

- Acts as support to the building administration in carrying out school and district missions

Instructional Facilitator Responsibilities:

- Provides site-visit support to the classroom teachers via coaching or modeling for the utilization of technology tools and resources to support student learning
- Studies recent technology curriculum/instructional trends and disseminates information
- Reviews data with leadership team to identify teacher and student needs
- Works closely with building leadership team to coordinate curriculum, instruction, assessment, professional development, resources, interventions, and partners with parents and communities
- Acts as support to the building administration in carrying out school and district missions

Teacher Responsibilities:

- Conduct classroom instruction utilizing best practices while maintaining an atmosphere conducive to learning
- Work collaboratively with colleagues in a PLC to plan and coordinate student learning
- Facilitate learning goals, assess, monitor and adjust for each student
- Communicate with parents on student progress and student need
- Acts as support to the building administration in carrying out school and district missions

12. 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

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

Applicant Response:

"Fountain Lake Middle School currently serves approximately four hundred twenty (420) students in grades five (5) through eight (8). The Middle School's facility in which the school will continue to be located after its conversion to a charter school, opened in January, 2010. The facility contains thirty (30) classrooms, two (2) science laboratories, two (2) computer labs, an art room, library and various office spaces. The facility consists of two (2) stories and contains forty-seven thousand two hundred seventy one (47,271) square feet.

The facility is in full compliance with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA)

The facility's ongoing maintenance and upkeep are part of the District's Facilities Plan, and the District has committed sufficient monetary and human resources to ensure the continued maintenance of the facility in a manner that will keep it in compliance with IDEA and ADA requirements, as well as all federal, state and local requirements.

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

Yes

No

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

Applicant Response:

The Fountain Lake School District is not in an area subject to zoning. There is one business that sells alcohol located within 1,000 feet of the school, but this business was granted their permits by the Alcoholic Beverage Control Division over the objection of the school district. Therefore, the Applicant believes it has done all that it can to ensure compliance with Ark. Code Ann. §3-4-206.” (see Appendix C for documentation)

14. 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:

Fountain Lake Middle School's students have access for breakfast and lunch via the School Lunch Program with approximately 65% participating in the free/reduced lunch program. Fountain Lake Middle School complies with USDA and Food Services regulations. Fountain Lake School District will provide oversight from district food services directors to ensure all food services are in compliance.

15. 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:

Fountain Lake Middle School has an active Parental Involvement Advisory Committee which is also represented on the District Parental Involvement Advisory Committee. The written parental involvement plan specifies the Media Specialist as the Building Coordinator and defines her roles and responsibilities. The Advisory Committee is convened twice a year and provides their feedback while also serving as a set of building supporters within the community. On October 24th, the committee is hosting a Technology Petting Zoo where parents have the opportunity to experience the new digital learning tools which are a significant part of our plan for personalized education.

As the Charter application and implementation strategies are developed, this Advisory Committee is available to assist with communication to all parents and serving as visible supporters of the charter process at the public meeting.

Teachers, parents, students, and other stakeholders will work together to utilize the Arkansas Comprehensive School Improvement Process to plan for school improvement. A Leadership Council with representatives from all stakeholder groups will be appointed to identify and address strengths, and weaknesses of the charter school. Building Parental Involvement Coordinator and District Volunteer Coordinator will work to provide all parents with opportunities for a variety of involvement activities.

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

Applicant Response:

a.) Section 9.03.3.1 (“Language Arts”) of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake High School is required to teach Oral Communication as a separate class.

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

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

b.) Ark. Code Ann. §6-42-101 *et seq.* and §6-20-2208 (c) (6); Section 18.0 of the ADE Rules Governing the Standards for Accreditation, and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funds (all concerning Gifted and Talented Programs):

The Applicant requests a waiver of the above listed statutes and rules, to the extent necessary to permit it to assign students who meet the requirements for placement in Gifted and Talented programs students in grades five (5) and six (6) into its “Accelerated Academies” program, and students in grades seven (7) and eight (8) into the appropriate pre-advanced placement courses.

The granting of this waiver will allow students receiving Gifted and Talented Program services to receive enhanced educational offerings of sufficient rigor to meet their needs within the context of the charter school's curriculum plan, as opposed to “pull-out” type programs.

The Applicant ensures that the students referenced above will receive Gifted and Talented educational services that will meet or exceed the services required by law and rule.

c.) Section 9.03.3.9 (“Career and Technical Education”) of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake Middle School is required to teach the Career and Technical Education curriculum requirements as separate classes (such as Keyboarding and Career Orientation).

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

The Applicant ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.

d.) Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing Standards for Accreditation; and the ADE Rules Governing Education Licenses (all concerning Teacher Licensure):

“The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary, for certified staff to teach courses outside of their area of certification. As noted in waiver request c.) above, the Applicant wishes to have the flexibility to embed Career Orientation and Keyboarding into career focus units, and thus potentially not use a licensed Career and Technical Education instructor as a stand-alone instructor. The Applicant may desire to teach High School credits in the conversion charter Middle School, such as Oral Communication , with the need for a waiver from secondary certification.”

e.) Section 10.02.4 (“Class Size and Teaching Load”) of the ADE Rules Governing Standards for Accreditation and specifically subsections 10.02.4 and 10.02.5:

“In order to fully implement its conversion charter curriculum, the Applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The Applicant believes that the unique curriculum delivery system that will be utilized in the charter school is truly an example of the “exceptional case” worthy of a waiver under Section 10.02.5 of the Standards.

A waiver is being specifically requested for our teachers to be able to instruct no more than 185 students, with a maximum of no more than 37 students per class. With the implementation of the charter's new curriculum delivery system, it is anticipated that some elective courses may lend themselves to having more students in one particular section of coursework. With the new track system to be implemented by the charter school, some teachers may need to have a class load of 185 students in the fall semester.”

f.) Section 9.03.3.6 (“Fine Arts”) of the ADE Rules Governing Standards for Accreditation:

“The Fountain Lake Middle School is required to provide Fine Arts coursework in order to meet the requirements of this Standard.

The Applicant is asking for a waiver of that requirement in order that students who participate in the STEM track of the charter school may be able to choose and complete the coursework in their areas of interest as opposed to Fine Arts courses. All courses which may be provided to such students in substitution of Fine Arts coursework shall meet or exceed all State curriculum requirements.”

g.) Section 9.03.3.7 (“Health and Safety Education”) of the ADE Rules Governing the Standards for Accreditation:

“The Fountain Lake Middle School is required to provide a Health and Safety Education course to meet the requirements of this Standard.

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

The Applicant ensures that students will receive instruction concerning the required material in the Health and Safety class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant desires to embed the course content from the Health and Safety class within its Science coursework offerings.”

17. 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 Fountain Lake School District, along with the six (6) other school districts in Garland County, is a party to the “Garland County School Desegregation Case Comprehensive Settlement Agreement” executed in 1991. The Arkansas State Board of Education is a signatory to the Agreement, and the Agreement imposes various requirements upon the Arkansas Department of Education.

After a careful review of the Agreement, the Applicant believes that the conversion of the Fountain Lake Middle School into a charter school will not inhibit its ability to comply with the Agreement, nor will it cause the remaining Garland County school districts or any other Arkansas school districts to be hindered or negatively affected in their efforts to operate desegregated school districts.”

APPENDIX A

From: Frank Janaskie
Sent: Tuesday, October 29, 2013 7:46 AM
To: Bradley Sullivan
Subject: FW: Charter School stuff

From: Sarae Martin [mailto:martin.sarae@gmail.com]
Sent: Tuesday, October 29, 2013 6:48 AM
To: Frank Janaskie
Subject: Charter School stuff

As a parent with five children in the Fountain Lake School District, I have an interest in what the schools are looking to do. The reaction of many people, including myself, when they hear the words “charter school” seems to be negative. I was grateful that the administrators at the Fountain Lake Middle School were willing to give me an afternoon of their time to answer my many questions about the direction they are headed in pursuing becoming a charter school. I walked away from that meeting with a changed perspective and excited about the changes to come.

Recently I have begun to ask Fountain Lake Graduates that have pursued college how college is going for them. The reaction I have heard multiple times is that they were not prepared for college. As a student at Ft. Lake they graduated with good grades, but never had homework, never had to read classic novels, never were taught how to study. This has been a grave concern for me. In talking with the administrators about the change to charter, I was excited to hear them say that they recognize that what we are doing now is not getting our students college and career ready. We have to stop what we are doing and look at doing something new. The pursuit of become a conversion public charter school is really based on the desire by our administrators to revamp Ft. Lake’s education system so that kids are better prepared for their futures. We need to do something different for the kids.

I also heard in the meeting the administrators emphasize that this pursuit of change is about the kids and their success. The administrators are not looking for change for their glory, or just for the sake of change. They really have a heart to help every kid be successful in their future. Ft. Lake’s pursuit of becoming a charter school is not to just get away from the rules set by the state. They desire the freedom to adapt education to fit the child; they hope to individualize students’ schedule to match their needs and goals. While they understand that this is a huge task to endeavor, they are willing to put in the time because it is about the kids and their readiness to be adults.

Not only am I a parent, but I am an educator by training as well. I understand what it takes to develop new curriculum. This is not an easy task that Ft. Lake is endeavoring. They are asking the faculty to not just get out of the box, but to get rid of the box. What they are purposing is a brand new paradigm that is not being

done anywhere else in the state. I love the new and innovative, but I also understand that this change will take time. The new systems will need years to be tweaked and worked out. As a parent who will have a child in the Ft. Lake Middle School for the next ten years, I am looking forward to seeing what the Ft. Lake School District becomes.

Our current education system was developed at the beginning of the industrial age and was geared towards preparing people to work in factories. We are in a new age termed the “digital age” or “the twenty first century.” We talk about change, but it is time to actually change. The step towards becoming a charter school is our school district saying, “Enough talk, it is time to actually change.” This is no easy task set before our educators at Ft. Lake, but if it can be pulled off could make for an innovative school that is changing how educators look at education.

Sarae Martin

Parent at Ft. Lake Middle School

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Michelle Durmon

From: Bradley Sullivan
Sent: Thursday, October 31, 2013 9:08 AM
To: Michelle Durmon
Subject: FW: Ft. Lake Middle School Charter School Application

From: Frank Janaskie
Sent: Thursday, October 31, 2013 9:06 AM
To: Bradley Sullivan
Subject: Fwd: Ft. Lake Middle School Charter School Application

Sent from my iPad

Begin forwarded message:

From: Kirby Needles <k2n@att.net>
Date: October 30, 2013, 11:48:58 PM CDT
To: Frank Janaskie <fjanaskie@flcobras.com>
Subject: Ft. Lake Middle School Charter School Application

Mr. Janaskie,

My family and I support Fountain Lake Middle School in their application process to become a Public Charter School.

We have seen a vast improvement in facilities and programs for the Fountain Lake Schools under this dedicated school board, administration and teaching staff and we support them 100% in their endeavors. As a taxpayer and parent of two advanced level Fountain Lake students, I am pleased with the direction we're headed in but expect more.

My wife and I attended the presentation to the public on Tuesday, October 22, 2013 about this application. We were able to ask all of our questions and receive satisfactory answers about the intended goals for our school and the process involved in this application.

We personally feel that America must continue to improve its education system to prepare and equip our youth to compete in the global economy and to continue America's role as leaders of the free world. We are concerned when surveys show us behind any other nation in science, technology, engineering or mathematics. We know that the only way to stay ahead is to teach our students the skills they need earlier so that they can move on to more advanced subjects. We want to see our students in Arkansas perform as well or better than any other state in America.

One example I personally see is of our youth using computers at earlier ages each year. They should be given keyboarding instruction at a very early age. Otherwise, they learn bad habits that will stay with them throughout their lives that will hold them back. I want to see them comfortably able to tackle more advanced math and science courses. None of our students should have to take remedial courses in college (at their own expense) to catch up on material that they should have received in high school.

I want to see our students prepared for the realities of life and the ups and downs of an ever changing economy. These students are our future. We must equip them for competition. We must not fail them. My family petitions the Arkansas Department of Education to decide in favor for the Fountain Lake Middle School in their application process to become a Public Charter School.

Thank you,

Kenneth K. & Rodonna R. Needles
91 Medina Way
Hot Springs Village, Arkansas 71909-4313
501-922-6905
K2n@att.net

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Bradley Sullivan

From: [REDACTED]
Sent: Tuesday, October 22, 2013 8:37 PM
To: [REDACTED] Bradley Sullivan
Subject: Charter School Meeting

This excites me! I am one of those students that gets done with their work quickly. I like this idea...that I could be able to go to extra curricular activities when I get done, instead of doing extra work or reading a book. I am motivated to learn about civil engineering and music. I know that that is an odd pair, but that is how I roll. Thank you for giving students this opportunity to customize their learning. I hope that the state will allow our school to be a charter school.

[REDACTED]

FOUNTAIN LAKE SCHOOL DISTRICT 2014-2015 CALENDAR

JULY 2014

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

AUGUST 2014

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

SEPTEMBER 2014

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

OCTOBER 2014

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

NOVEMBER 2014

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

DECEMBER 2014

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

1st Day TEACHERS – August 11th, 2014
 Last Day TEACHERS – May 29th, 2015
**** Aug. 18 – FIRST Day – Students**
**** May 29– LAST Day – Students**

STAFF DEVELOPMENT

June (4 days Teacher Evaluation Training)
 August 13-15 (3 Days) **12th & 16th - OFF
 2nd Monday of every month 3:30-5:30 (3 Days)
 (09/9/13; 10/14/13; 11/11/13; 12/9/13; 01/13/14;
 02/10/14; 03/10/14; 04/14/14; 05/12/14)

HOLIDAYS/NO SCHOOL (IF IT IS NOT NEEDED FOR SNOW)

Sept. 1st, 2014 (Labor Day)
 October 24th, 2014
 Nov. 26th-28th, 2014 (Thanksgiving)
 Dec. 22nd - Jan. 2nd, 2015 (Christmas Break)
 Jan. 19th, 2015 (MLK Day)
 February 16th, 2015 (President's Day)
 March 23rd – 27th, 2015 (Spring Break-includes Friday before)
 April 17th, 2015 (Good Friday)
 May 25th, 2015 (Memorial Day)

PARENT/TEACHER CONFERENCES

October 21st & 23rd, 2014 **3:30 PM to 6:30 PM
 March 17th & 19th, 2015 **3:30 PM to 6:30 PM

End of 1st 9 Weeks:

Oct. 17th, 2014
 49-Teacher Days
 42-Student Days

End of 2nd 9 Weeks & 1st Semester:

Dec. 19th, 2014
 45-Teacher Days (9 weeks)
 43-Student Days (9 weeks)
 94-Teacher Days (Semester)
 85-Student Days (Semester)

End of 3rd 9 Weeks:

March 13th, 2015
 47-Teacher Days
 46-Student Days

End of 4th 9 Weeks & Second Semester:

May 29th, 2015
 49-Teacher Days (9 Weeks)
 47-Student Days (9 Weeks)
 96-Teacher Days (Semester)
 93-Student Days (Semester)

190 Teacher Days
178 Student Days

MAKE-UP DAYS If needed**

1/20/2014; 2/17/2014; 4/18/2014; 5/29/2014; 5/30/2014

**Act 1469(2009) requires public school districts to include 5 make-up days in addition to student interaction days. These days will be used as needed. If not needed, school will end on the 178th day of school.

JANUARY 2015

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

FEBRUARY 2015

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

MARCH 2015

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

APRIL 2015

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

MAY 2015

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

JUNE 2015

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30			62	

				Middle School 2014-2015	Charter Idea				
7th grade	8:00-12:00	8:00-12:00	8:00-12:00	8:00-12:00	12:00-12:30	12:35-3:30	12:35-3:30	12:35-3:30	12:35-3:30
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Enrich/GT-8	Enrich/GT-7	Elect/Inter	Elect/Inter
8th grade	8:00-12:00	8:00-12:00	8:00-12:00	8:00-12:00	12:00-12:30	12:35-3:30	12:35-3:30	12:35-3:30	12:35-3:30
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter	Elect/Inter
5th grade	8:00-10:30	8:00-10:30	10:30-11:00	11:00-11:30	11:35-12:55	11:35-12:55	1:00-3:30	1:00-3:30	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
6th grade	8:00-10:30	8:00-10:30	10:25-11:05	11:00-11:30	11:35-12:55	11:35-12:55	1:00-3:30	1:00-3:30	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core	

APPENDIX B

FOUNTAIN LAKE SCHOOL DISTRICT
 LICENSED SALARY SCHEDULE
 2013-14

APSCN STEP	STEP	BACHELORS	MASTERS	SPECIALIST	DOCTORATE
1	0	\$38,255.00	\$42,380.00	\$44,442.50	\$46,505.00
2	1	\$38,765.00	\$42,890.00	\$44,952.50	\$47,015.00
3	2	\$39,275.00	\$43,400.00	\$45,462.50	\$47,525.00
4	3	\$39,785.00	\$43,910.00	\$45,972.50	\$48,035.00
5	4	\$40,295.00	\$44,420.00	\$46,482.50	\$48,545.00
6	5	\$40,805.00	\$44,930.00	\$46,992.50	\$49,055.00
7	6	\$41,315.00	\$45,440.00	\$47,502.50	\$49,565.00
8	7	\$41,825.00	\$45,950.00	\$48,012.50	\$50,075.00
9	8	\$42,335.00	\$46,460.00	\$48,522.50	\$50,585.00
10	9	\$42,845.00	\$46,970.00	\$49,032.50	\$51,095.00
11	10	\$43,355.00	\$47,480.00	\$49,542.50	\$51,605.00
12	11	\$43,865.00	\$47,990.00	\$50,052.50	\$52,115.00
13	12	\$44,375.00	\$48,500.00	\$50,562.50	\$52,625.00
14	13	\$44,885.00	\$49,010.00	\$51,072.50	\$53,135.00
15	14	\$45,395.00	\$49,520.00	\$51,582.50	\$53,645.00
16	15	\$45,905.00	\$50,030.00	\$52,092.50	\$54,155.00
17	16	\$46,415.00	\$50,540.00	\$52,602.50	\$54,665.00
18	17	\$46,925.00	\$51,050.00	\$53,112.50	\$55,175.00
19	18	\$47,435.00	\$51,560.00	\$53,622.50	\$55,685.00
20	19	\$47,945.00	\$52,070.00	\$54,132.50	\$56,195.00
21	20	\$48,455.00	\$52,580.00	\$54,642.50	\$56,705.00
22	21	\$48,965.00	\$53,090.00	\$55,152.50	\$57,215.00
23	22	\$49,475.00	\$53,600.00	\$55,662.50	\$57,725.00
24	23	\$49,985.00	\$54,110.00	\$56,172.50	\$58,235.00
25	24	\$50,495.00	\$54,620.00	\$56,682.50	\$58,745.00
26	25	\$51,005.00	\$55,130.00	\$57,192.50	\$59,255.00
27	26	\$51,515.00	\$55,640.00	\$57,702.50	\$59,765.00
28	27	\$52,025.00	\$56,150.00	\$58,212.50	\$60,275.00
29	28	\$52,535.00	\$56,660.00	\$58,722.50	\$60,785.00

Schedule is based on 8 hours per day 190 days per year.

**Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
Line#	List Positions				
1	Principal	1	\$76,849.47	1	\$80,691.94
2	Asst. Principal	0.91	\$72,722.84	0.91	\$76,358.98
3	Special Ed. Sup.	0.33	\$42,000.00	0.33	\$44,100.00
4	Curriculum Spec.	0.33	\$83,666.32	0.33	\$87,849.64
5					
6					
7	Subtotal:		\$184,497.14		\$193,721.99
8	Fringe Benefits (rate used 24%)		\$44,279.31		\$46,493.28
9	Total Administration:		\$228,776.45		\$240,215.27

Regular Classroom Instruction:		2014-2015 No. FTEs		2015-2016 No. FTEs	
10	Teachers	22.5	\$46,703.55	22.5	\$49,038.73
11	Aides				
12	Subtotal:		\$1,050,829.88		\$1,103,371.43
13	Teacher Fringe Benefits (rate used 24%)		\$252,199.17		\$264,809.14
14	Aide Fringe Benefits (rate used 24%)		\$0.00		\$0.00
15	Total Regular Classroom Instruction:		\$1,303,029.04		\$1,368,180.57

Special Education:		2014-2015 No. FTEs		2015-2016 No. FTEs	
16	Teachers	2.75	\$50,400.91	2.75	\$52,920.96
17	Aides	1	\$16,317.22	1	\$17,133.08
18	Subtotal:		\$154,919.72		\$162,665.72
19	Teacher Fringe Benefits (rate used 24%)		\$33,264.60		\$34,927.83
20	Aide Fringe Benefits (rate used 24%)		\$3,916.13		\$4,111.94
21	Total Special Education:		\$192,100.46		\$201,705.49

Gifted and Talented Program:		2014-2015 No. FTEs		2015-2016 No. FTEs	
22	Teachers	0.33	\$59,642.42	0.33	\$62,624.55
23	Aides				
24	Subtotal:		\$19,682.00		\$20,666.10
25	Teacher Fringe Benefits (rate used 24%)		\$4,723.68		\$4,959.86
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:		\$24,405.68		\$25,625.97

**Alternative Education Program/
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
42 Counselor	1	1
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used <u>24%</u>)		
49 Total Guidance Services:		

Health Services:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
50 RN	0.33	0.33
51 LPN	0.33	0.33
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used <u>24%</u>)		
57 Total Health Services:		

Media Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
58	Media Specialist	1	\$51,589.47	1	\$54,168.94
59	Media Aide	1	\$15,442.22	1	\$16,214.33
60					
61					
62					
63	Subtotal:		\$67,031.69		\$70,383.27
64	Fringe Benefits (rate used <u>24%</u>)		\$16,087.61		\$16,891.98
65	Total Media Services:		\$83,119.30		\$87,275.25

Fiscal Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
66	District Level	0.67	\$91,410.12	0.67	\$95,980.63
67	Building Level	1	\$40,920.17	1	\$42,966.18
68					
69					
70					
71	Subtotal:		\$102,164.95		\$107,273.20
72	Fringe Benefits (rate used <u>24%</u>)		\$24,519.59		\$25,745.57
73	Total Fiscal Services:		\$126,684.54		\$133,018.77

Maintenance and Operation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
74	Director	0.33	\$82,149.89	0.33	\$86,257.38
75	Maintenance	0.331	\$131,493.00	0.331	\$138,067.65
76	Janitors	0.33	\$42,474.16	0.33	\$44,597.87
77					
78					
79	Subtotal:		\$84,650.12		\$88,882.62
80	Fringe Benefits (rate used <u>24%</u>)		\$20,316.03		\$21,331.83
81	Total Maintenance and Operation:		\$104,966.15		\$110,214.45

Pupil Transportation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
82	Bus Mechanics	0.33	\$32,359.56	0.33	\$33,977.54
83	Bus Drivers	5.33	\$13,211.94	5.33	\$13,872.54
84					
85					
86					
87	Subtotal:		\$81,098.29		\$85,153.23
88	Fringe Benefits (rate used <u>24%</u>)		\$19,463.59		\$20,436.77
89	Total Pupil Transportation:		\$100,561.89		\$105,590.00

Food Services:

		2014-2015		2015-2016	
	List Positions	No. FTEs		No. FTEs	
90		0	\$0.00	0	\$0.00
91		0	\$0.00	0	\$0.00
92		0	\$0.00	0	\$0.00
93					
94					
95	Subtotal:		\$0.00		\$0.00
96	Fringe Benefits (rate used <u>24%</u>)		\$0.00		\$0.00
97	Total Food Services:		\$0.00		\$0.00

Data Processing:

		2014-2015		2015-2016	
	List Positions	No. FTEs		No. FTEs	
98	District Level	0.33	\$72,691.12	0.33	\$76,325.68
99	Technology	0.33	\$155,550.47	0.33	\$163,327.99
100					
101					
102					
103	Subtotal:		\$75,319.72		\$79,085.71
104	Fringe Benefits (rate used <u>24%</u>)		\$18,076.73		\$18,980.57
105	Total Data Processing:		\$93,396.46		\$98,066.28

Substitute Personnel:

		2014-2015		2015-2016	
		No. FTEs		No. FTEs	
106	Number of Certified Substitutes _____				
107	Number of Classified Substitutes _____				
108	Subtotal:				
109	Certified Fringe Benefits (rate used _____)				
110	Classified Fringe Benefits (rate used _____)				
111	Total Substitute Personnel:				

112	TOTAL EXPENDITURES FOR SALARIES:		\$2,350,986.08		\$2,468,536.02
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**Public Charter School Application
Estimated Budget Template**

REVENUES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
State Public Charter School Aid:			
2014-2015			
1	No. of Students 440 x \$6,521.00 State Foundation Funding	\$2,869,240.00	
2	No. of Students 440 x \$44.00 Professional Development	\$19,360.00	
3	No. of Students 281 x \$517.00 eligible rate* NSL Funding	\$145,277.00	
4	No. of Students 11 x \$4,305.00 Other: <i>Explain Below</i>	\$47,355.00	
5			
2015-2016			
6	No. of Students 455 x \$6,521.00 State Foundation Funding		\$2,967,055.00
7	No. of Students 455 x \$44.00 Professional Development		\$20,020.00
8	No. of Students 291 x \$517.00 eligible rate* NSL Funding		\$150,447.00
9	No. of Students 11 x \$4,305.00 Other: <i>Explain Below</i>		\$47,355.00
10			
11	Total State Charter School Aid:	<u>\$3,081,232.00</u>	<u>\$3,184,877.00</u>
Other Sources of Revenues:			
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (<i>Specifically Describe</i>)		
15	Tax Revenue over Foundation Funding Amount	\$405,975.90	\$450,000.00
16	Total Other Sources of Revenues:	<u>\$405,975.90</u>	<u>\$450,000.00</u>
17	TOTAL REVENUES:	<u>\$3,487,207.90</u>	<u>\$3,634,877.00</u>

EXPENDITURES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
Administration:			
18	Salaries and Benefits	\$228,776.45	\$240,215.27
	Purchased Services - List Vendors Below		
19	V - AD 1		
20	V - AD 2		
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials	\$12,000.00	\$12,600.00
25	Equipment	\$2,000.00	\$2,100.00
	Other (List Below)		
26	Fees	\$3,000.00	\$3,150.00
27	Travel Expenses	\$8,000.00	\$8,400.00
28			
29			
30			
31	Total Administration:	<u>\$253,776.45</u>	<u>\$266,465.27</u>

Regular Classroom Instruction:		2014-2015 Amount:	2015-2016 Amount:
32	Salaries and Benefits	\$1,303,029.04	\$1,368,180.57
	Purchased Services - List Vendors Below		
33	V - CI 1 63220-Subteach	\$45,000.00	\$47,250.00
34	V - CI 2 63590- Other Services	\$1,500.00	\$1,575.00
35	V - CI 3 63900-Other Purchases Prof. Services*	\$50,000.00	\$50,000.00
36	V - CI 4 *Responsive Ed Solutions, Franklin Covey		
37	V - CI 5 Education and Renzulli		
38	Supplies and Materials	\$115,000.00	\$120,750.00
39	Equipment		
	Other (List Below)		
40	Dues/Fees	\$8,000.00	\$8,400.00
41	Travel Expenses	\$8,000.00	\$8,400.00
42	Misc. Expenses	\$17,000.00	\$17,850.00
43	Technology (Apple Computer Lab)	\$75,000.00	\$75,000.00
44			
45	Total Regular Classroom Instruction:	\$1,622,529.04	\$1,697,405.57
Special Education:			
46	Salaries and Benefits	\$192,100.46	\$201,705.49
	Purchased Services - List Vendors Below		
47	V - SE1 63220	\$7,000.00	\$7,350.00
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
	Other (List Below)		
54	Travel Expenses	\$200.00	\$210.00
55			
56			
57			
58			
59	Total Special Education:	\$199,300.46	\$209,265.49
Gifted and Talented Program:			
60	Salaries and Benefits	\$24,405.68	\$25,625.97
	Purchased Services - List Vendors Below		
61	V - GT1		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials	\$5,000.00	\$5,250.00
67	Equipment		
	Other (List Below)		
68	Travel Expenses	\$2,500.00	\$2,625.00
69	Dues/Fees	\$5,000.00	\$5,250.00
70			
71			
72			
73	Total Gifted and Talented Program:	\$36,905.68	\$38,750.97

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount:

2015-2016 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
75	V - ALE1 Fountain Lake/Jessieville	\$26,100.00	\$27,405.00
76	V - ALE2	_____	_____
77	V - ALE3	_____	_____
78	V - ALE4	_____	_____
79	V - ALE5	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)		
82	_____	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>\$26,100.00</u>	<u>\$27,405.00</u>

English Language Learner Program:

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
89	V - ELL1	_____	_____
90	V - ELL2	_____	_____
91	V - ELL3	_____	_____
92	V - ELL4	_____	_____
93	V - ELL5	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
	Other (List Below)		
96	_____	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	_____	_____

Guidance Services:

102	Salaries and Benefits	\$65,302.12	\$68,567.23
	Purchased Services - List Vendors Below		
103	V - GS1	_____	_____
104	V - GS2	_____	_____
105	V - GS3	_____	_____
106	V - GS4	_____	_____
107	V - GS5	_____	_____
108	Supplies and Materials	\$300.00	\$315.00
109	Equipment	_____	_____
	Other (List Below)		
110	Travel	\$300.00	\$315.00
111	Dues/Fees	\$300.00	\$315.00
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	<u>\$66,202.12</u>	<u>\$69,512.23</u>

Health Services:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
116	Salaries and Benefits	\$28,644.00	\$30,076.74
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124	Supplies	\$2,667.00	\$2,800.35
125	Equipment	\$0.00	\$0.00
126	Fees	\$333.00	\$349.65
127	Travel	\$67.00	\$70.35
128	Purchase Services	\$833.00	\$874.65
129	Total Health Services:	<u>\$32,544.00</u>	<u>\$34,171.74</u>

Media Services:			
130	Salaries and Benefits	\$83,119.30	\$87,275.25
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138	Supplies	\$11,000.00	\$11,550.00
139	Equipment	\$1,000.00	\$1,050.00
140	Fees	\$2,000.00	\$2,100.00
141	Travel	\$1,000.00	\$1,050.00
142	Purchase Services	\$0.00	\$0.00
143	Total Media Services:	<u>\$98,119.30</u>	<u>\$103,025.25</u>

Fiscal Services:			
144	Salaries and Benefits	\$126,684.54	\$133,018.77
	Purchased Services - List Vendors Below		
145	V - FS1		
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	Total Fiscal Services:	<u>\$126,684.54</u>	<u>\$133,018.77</u>

Maintenance and Operation:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	\$104,966.15	\$110,214.45
	Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1 Custodial Contract	\$97,374.00	\$102,243.00
160	V - MO2		
161	V - MO3		
162	V - MO4		
163	V - MO5		
164	Supplies and Materials		
165	Equipment		
	Other (List Below)		
166	Purchase Services	\$75,706.00	\$79,491.00
167	Utilities	\$202,333.00	\$212,450.00
168	Supplies	\$30,000.00	\$31,500.00
169	Equipment	\$4,500.00	\$4,725.00
170	Fees	\$1,167.00	\$1,225.00
171	Total Maintenance and Operation:	\$516,046.15	\$541,848.45

Pupil Transportation:			
172	Salaries and Benefits	\$100,561.89	\$105,590.00
	Purchased Services - List Vendors Below		
173	V - PT1		
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment	\$36,559.00	\$38,387.00
	Other (List Below)		
180	Purchase Services	\$2,833.00	\$2,975.00
181	Rental	\$19,833.00	\$20,825.00
182	Travel	\$267.00	\$281.00
183	Supplies/Diesel	\$45,000.00	\$47,250.00
184	Fees	\$500.00	\$525.00
185	Total Pupil Transportation:	\$205,553.89	\$215,833.00

Food Services:			
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1		
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194		\$0.00	\$0.00
195		\$0.00	\$0.00
196		\$0.00	\$0.00
197			
198			
199	Total Food Services:	\$0.00	\$0.00

Data Processing:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits	\$93,396.46	\$98,066.28
	Purchased Services - List Vendors Below		
201	V - DP1 63490-64320	\$10,666.67	\$11,200.00
202	V - DP2 Bandwidth-65331	\$23,680.00	\$24,864.00
203	V - DP3 Travel 65420	\$1,000.00	\$1,050.00
204	V - DP4		
205	V - DP5		
206	Supplies and Materials	\$82,333.33	\$86,450.00
207	Equipment		
	Other (List Below)		
208	Dues/Fees	\$6,600.00	\$6,930.00
209			
210			
211			
212			
213	Total Data Processing:	<u>\$217,676.46</u>	<u>\$228,560.28</u>
Substitute Personnel:			
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1 Subteach	\$64,152.00	\$67,359.60
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	<u>\$64,152.00</u>	<u>\$67,359.60</u>
Facilities:			
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222			
223			
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year		
230	Content Insurance for One Full Year		
231	Total Facilities:		

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	Debt Expenditures:		
	List Debts Below		
232	_____	\$0.00	\$0.00
233	_____		
234	_____		
	Total Debts:	<u>\$0.00</u>	<u>\$0.00</u>
	Other Expenditures:		
	List Other Expenditures Below		
235	_____		
236	_____		
237	_____		
238	_____		
239	_____		
240	_____		
241	TOTAL EXPENDITURES:	<u>\$3,465,590.08</u>	<u>\$3,632,621.62</u>
242	Net Revenue over Expenditures:	<u>\$21,617.82</u>	<u>\$2,255.38</u>

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

**2013 APPLICATION
DISTRICT CONVERSION AND LIMITED
PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

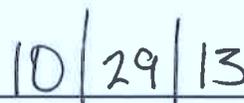
The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion or limited public 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 or limited public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion or limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion or limited public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (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



Date



Printed Name

APPENDIX C



Fountain Lake School District

Home of the Cobras

[District Information](#) | [CAFETERIA](#) | [Parents & Community](#) | [Resources](#) | [Schools](#) | [Sports Center](#) | [Home](#) | [State-Required Information](#)

Quicklinks

- [Current Openings](#)
- [Faculty Email Access](#)
- [NutriKids - Pay for School Lunches Here](#)
- [Remote Apps](#)
- [State-Required Information](#)
- [High School Student-Parent Handbook 2013-2014](#)
- [Technology SysAid Trouble Ticket](#)
- [2013-2014 FREE AND REDUCED LUNCH APPLICATION](#)
- [GT](#)
- [2013/2014 SCHOOL CALENDAR](#)

Schools

[Fountain Lake Elementary](#)

News

SCHOOL CHOICE INFORMATION

Regular Board Meeting - November 14th, 2013 @ 5:30PM
Board Room - Administration Bldg

2013/2014 SY CALENDAR

New Online Job Applications

Fountain Lake School now has a fast easy way to submit your job application. Click here to go to the application page.

Snow Bus Routes

Arkansas 21st CCLC Grant Notice

Fountain Lake Elementary applying for Arkansas 21st CCLC Grant Fountain Lake Elementary School is applying for the Arkansas 21st Century Community...

EBD Insurance Presentation

PUBLIC Meeting on Charter School for Middle School - October 22, 2013 at 6:00 PM
Administration Board Room



Fountain Lake School District

Home of the Cobras

[District Information](#) | [CAFETERIA](#) | [Parents & Community](#) | [Resources](#) | [Schools](#) | [Sports Center](#) | [Home](#) | [State-Required Information](#)

Administration Board Room

4207 Park Ave, Hot Springs, Ar 71901 Ph: 501-701-1700 Fax: 501-623-6447

Public Meeting

Proposed Fountain Lake Middle School Cobra Digital Prep Academy

6:00 p.m.-October 22, 2013

Agenda

- Introduction of Administration
- Explanation of the need for the proposed charter school
- Presentation of the proposed charter school
- Questions and Comments

Minutes

Presentation

Brad Sullivan, Director of Curriculum welcomed guests and introduced administrators. There were fifteen guests present that consisted of parents of middle school students and current students. Mr. Sullivan, Frank Janaskie, Middle School Principal, and Steve Campbell, Middle School Assistant Principal presented information of the need for a change in the way we educate our students as we prepare them for college, career and life after high school. Information presented included data from the NWEA assessment and the district ACT composite from last year. This data showed that our students are lacking in skills that are needed in the 21st century. Also, information was presented on the implementation of the CCSS and the new PARCC assessment and how the proposed charter school structure would create a platform to address these changes. Mr. Sullivan explained how students in the middle school would have extended blocks of time in the morning to teach the core subjects as well as embedding keyboarding, technology and character education. Career focus

units would also be developed and the district would utilize the retirement community in Hot Springs Village to help in exposing the students to specific career fields that are of interest to students. Students, parents, and a school advisor/mentor would develop an personalized learning plan starting at the 5th grade to address the students interest, aptitude and plans for high school and beyond. Additional information was presented on how the new charter school would continue to give students the opportunity to take electives in the afternoon such as choir, band and athletics.

Questions and Comments

Participants asked the following questions:

What will the school day look like and will students be dismissed at 3:30?

How would the charter school address the needs of the low and high performing students?

When will we know if we are approved?

Explain what waivers the district would be seeking and will the school have certified teachers?

What is the difference in the charter school in Arizona, where my husband taught and this model?

What are the plans for the high school if the charter is approved?

Final comments were made by each administrator that included Mr. Campbell sharing how the new charter school will give educators the opportunity to address each student's needs and how that over the years he feels like our current structure has allowed students to fall through the cracks. Mr. Sullivan talked about his experience as a high school principal where students realized during their senior year they did not have the skills needed to pursue a career of choice. He went on to say that he was excited about how the new charter school would help ensure that students were

informed in middle school of the skills that are needed and an individualized learning plan developed to give direction each year in pursuing their career goals. This direction will give students the motivation and confidence to self-guide their life in the 21st century. Mr. Janaskie closed the comments by explaining, how educators have talked about teaching 21st skills for over fifteen years and that this new structure would give us the platform to change the way we are educating our students beginning next year. Mr. Sullivan closed the meeting by stating that there is much planning left to be done before school starts next year and that he invites anyone with questions or concerns to email or come see him. The meeting was adjourned at 7:25 after all questions had been answered and final comments were made.

Fountain Lake School District

CHARTER SCHOOL PUBLIC MEETING

10/22/13
Date

6:00 pm
Time

1. Kenneth K. & Rolanda R. Needles

2. CHAD & JENNIFER Cook

3. Cheryl Mason

4. Tiffany Glover

5. Beeth + Erinn Graves

6. Rhonda King

7. Er. Westerman

8. Sarae Martin

9. Laura Keese

10. Jackson Keese

11. Donn Brewer

12. Haley Glover

13. _____

14. _____

15. _____

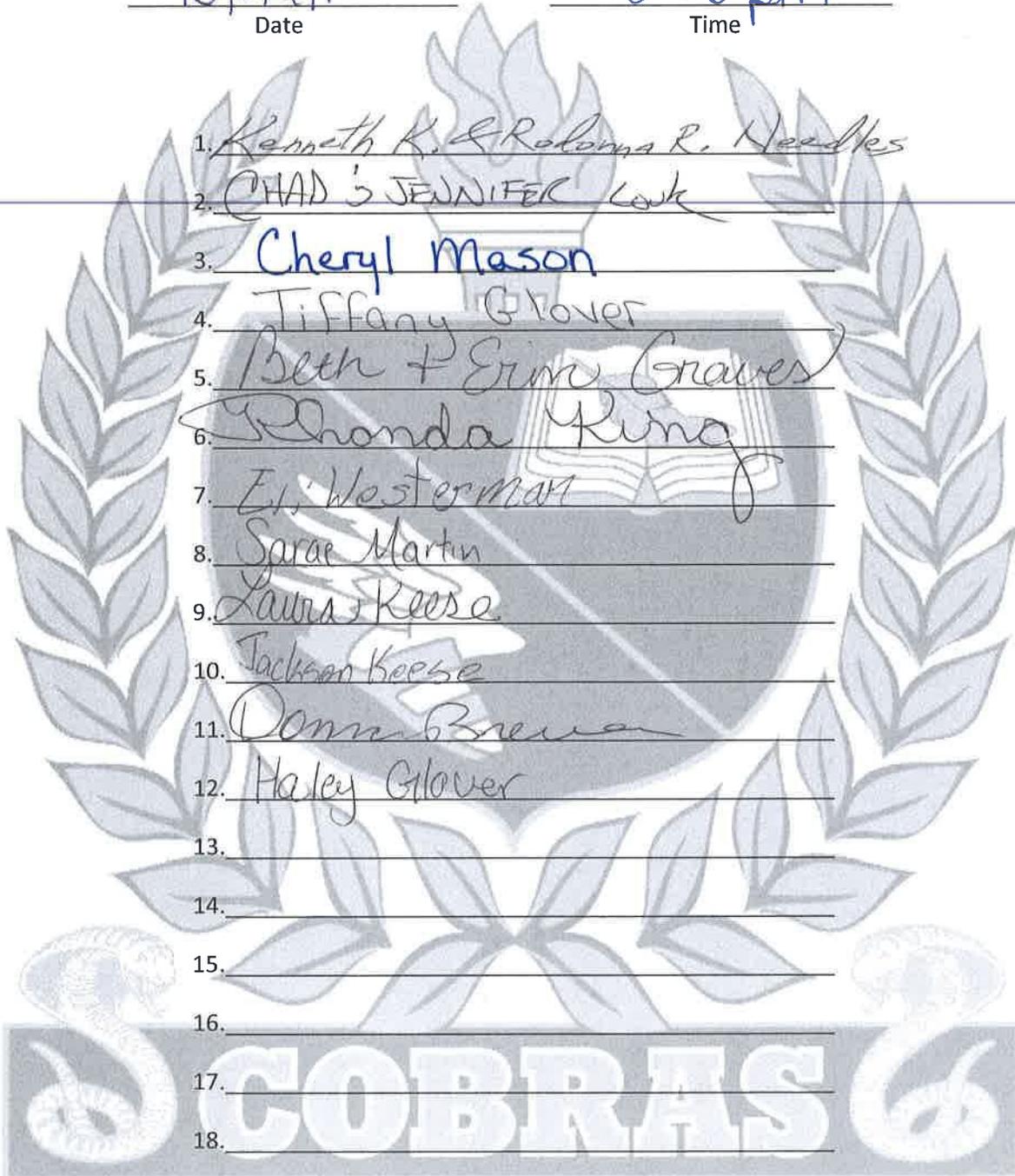
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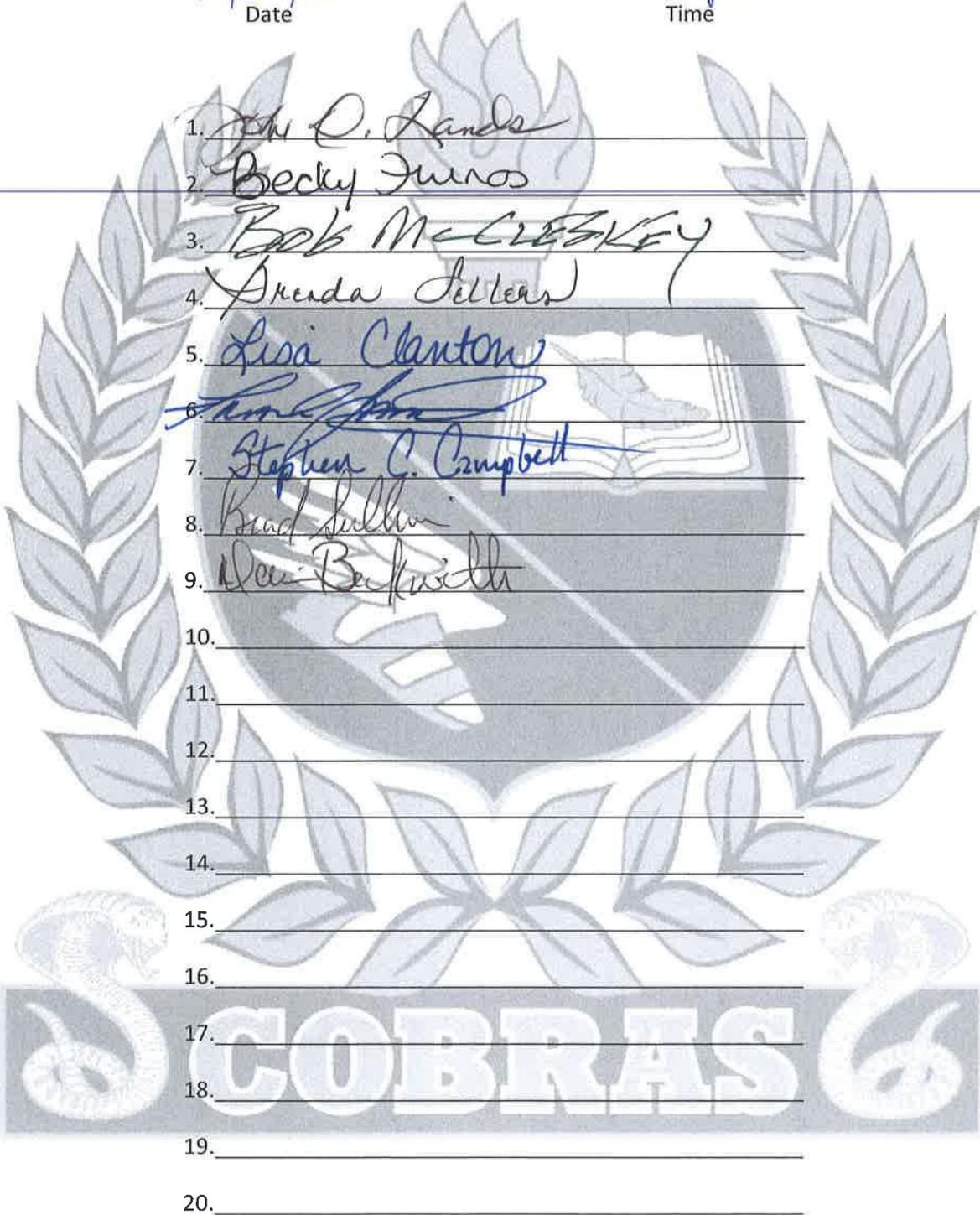


Fountain Lake School District

SPECIAL/WORKING SESSION MEETING

10/21/13
Date

12:00 pm
Time



1. John D. Lands
2. Becky Fornos
3. Bob McCroskey
4. Akenda Sellers
5. Lisa Clanton
6. [Signature]
7. Stephen C. Campbell
8. Brand Sullivan
9. Dee Beckwith
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

**FOUNTAIN LAKE SCHOOL DISTRICT
BOARD OF EDUCATION AGENDA**

October 21, 2013

12:00 PM

Board Room – Administration Building

Special / Working Session Meeting

ITEM 1: Charter School Application

ITEM 2: Legislative Update

ITEM 3: PARCC Assessment

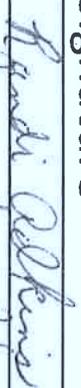
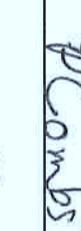
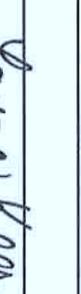
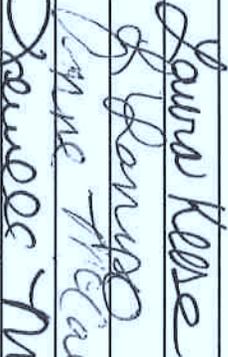
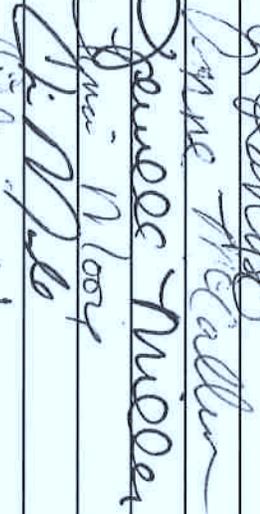
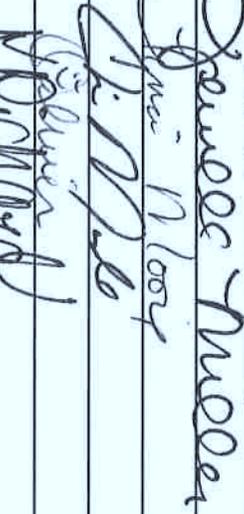
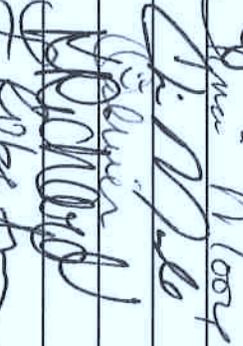
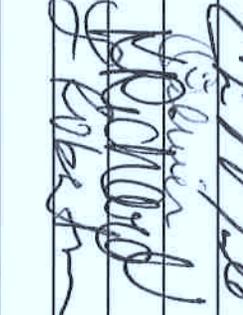
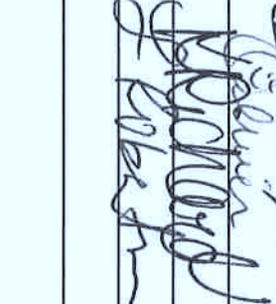
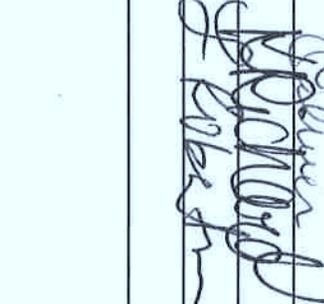
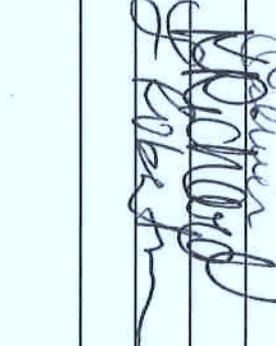
Middle School PLC Agenda

16 October 2013

Charter School

PGP

Wednesday October 16, 2013

Name	Position	Signature
Randi Adkins	5 th Literacy + Soc. St.	
Brandy Blee	10 th Math/Science	
Caren Bowen	8 th Grade Math	
Patrick Combs	Band	
Cindy Crook		
Jake Dettmering	PE / Health / Coach	
Thomas Gilleran	CAREERS	
Tandy Gray		
Jeff Hedges		
Ginger Henson	8 th English	
Becky Hobby		
Jennifer Hughes	7 th Story	
Nancy Hull		
Jeff James		
Laura Keese	5 th -8 th LMS	
Lori Lampo	5 th Math/Sci	
Anne McCallum	Title	
Jewell Miller	6 th Lit.	
Tina Moore	5 th -6 th PE 7 th -Math	
Chris Mungle	PE / Health / Coach	
Barbara Oliver	5 th M/S	
Kim Richard	7 th Science	
Leann Robertson	7 th Lit	
Carol Rocconi		

Jayne Ann Rountree	Jill I Math	Jayne Ann Rountree
Chris Schroeder	5-8 Art	Chris Schroeder
Kathleen Scrimshire	6 th Math/Science	6 th Scrimshire
Kalynn Smith	Kalynn Smith	8 th Social Studies
Linda Webb	Linda Webb	Linda Webb
Sharon Westerman	Sharon Westerman	5 th SPED
Pam Harshfield	Art. Fac.	Pam Harshfield

District: FOUNTAIN LAKE SCHOOL DISTRICT Superintendent: DARIN BECKWITH
 School: FOUNTAIN LAKE MIDDLE SCHOOL Principal: FRANK JANASKIE
 LEA: 2602007 Grades: 05-08
 Address: 4207 PARK AVE. Enrollment: 414
 HOT SPRINGS, AR 71901 Attendance (3 QTR AVG): 97.61
 Phone: 501-701-1730 Poverty Rate: 58.21

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING		LITERACY		MATHEMATICS	
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
ESEA Flexibility Indicators						
All Students	422	424	99.53	444	446	99.55
Targeted Achievement Gap Group	276	278	99.28	284	286	99.30
ESEA Subgroups						
African American	10	10	100.00	10	10	100.00
Hispanic	23	23	100.00	24	24	100.00
White	363	365	99.45	383	385	99.48
Economically Disadvantaged	254	256	99.22	262	264	99.24
English Language Learners	16	16	100.00	17	17	100.00
Students with Disabilities	60	60	100.00	60	60	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	ACHIEVING		STATUS PERFORMANCE -- LITERACY		GROWTH PERFORMANCE -- LITERACY					
	# Achieved	# Tested	Percentage	2013 AMO	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	90TH PCTL
ESEA Flexibility Indicators										
All Students	320	388	82.47	79.66	294	355	82.82	79.64	93.00	93.00
Targeted Achievement Gap Group	190	249	76.31	72.58	182	233	78.11	72.48	93.00	93.00
Three Year Average Performance										
All Students	924	1140	81.05	79.66	866	1057	81.93	79.64	93.00	93.00
Targeted Achievement Gap Group	534	722	73.96	72.58	511	672	76.04	72.48	93.00	93.00
ESEA Subgroups										
African American	5	8	62.50	100.00	6	7	85.71	100.00		
Hispanic	18	22	81.82	88.09	17	20	85.00	80.39		
White	276	334	82.63	78.14	251	305	82.30	79.03		
Economically Disadvantaged	180	228	78.95	74.53	175	219	79.91	74.17		
English Language Learners	12	16	75.00	81.48	12	14	85.71	81.48		
Students with Disabilities	22	56	39.29	43.99	18	43	41.86	47.12		

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT		STATUS PERFORMANCE -- MATHEMATICS				GROWTH PERFORMANCE -- MATHEMATICS			
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
ESEA Flexibility Indicators										
All Students	327	410	79.76	79.59	92.00	258	355	72.68	78.69	81.00
Targeted Achievement Gap Group	189	257	73.54	77.36	92.00	154	233	66.09	75.97	81.00
Three Year Average Performance										
All Students	994	1260	78.89	79.59	92.00	773	1059	72.99	78.69	81.00
Targeted Achievement Gap Group	575	781	73.62	77.36	92.00	453	674	67.21	75.97	81.00
ESEA Subgroups										
African American	5	8	62.50	66.67	2013 AMO	5	7	71.43	2013 AMO	66.67
Hispanic	19	23	82.61	77.28	2013 AMO	16	20	80.00	2013 AMO	70.59
White	282	354	79.66	79.50	2013 AMO	218	305	71.48	2013 AMO	78.48
Economically Disadvantaged	181	236	76.69	79.08	2013 AMO	149	219	68.04	2013 AMO	77.50
English Language Learners	14	17	82.35	62.97	2013 AMO	12	14	85.71	2013 AMO	62.97
Students with Disabilities	20	56	35.71	51.83	2013 AMO	12	43	27.91	2013 AMO	48.72

Report created on August 15th, 2013 - 11:00AM

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		NEEDS IMPROVEMENT		STATUS PERFORMANCE -- MATHEMATICS						GROWTH PERFORMANCE -- MATHEMATICS			
		# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	2012 AMO	90TH PCTL
ESEA Flexibility Indicators		554	665	83.31	82.05	92.00	320	443	72.23	77.64	81.00	77.64	81.00
Targeted Achievement Gap Group		326	420	77.62	79.58	92.00	188	284	66.20	74.91	81.00	74.91	81.00
Three Year Average Performance		1754	2162	81.13	82.05	92.00	950	1313	72.35	77.64	81.00	77.64	81.00
All Students		1027	1338	76.76	79.58	92.00	563	836	67.34	74.91	81.00	74.91	81.00
ESEA Subgroups		# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO			
African American		6	10	60.00	79.17		5	7	71.43	58.33			
Hispanic		29	34	85.29	78.26		20	24	83.33	71.02			
White		445	542	82.10	81.86		274	385	71.17	77.41			
Economically Disadvantaged		314	392	80.10	81.02		181	267	67.79	77.15			
English Language Learners		20	24	83.33	77.28		15	17	88.24	70.24			
Students with Disabilities		37	87	42.53	58.73		18	52	34.62	45.83			

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT		2012 SCHOOL GRADUATION RATE							
		# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
ESEA Flexibility Indicators		83	93	89.25	86.25	94.00	89.25	93	89.25	86.25	94.00
Targeted Achievement Gap Group		27	35	77.14	83.33	94.00	77.14	35	77.14	83.33	94.00
Three Year Average Performance		246	298	82.55	86.25	94.00	82.55	298	82.55	86.25	94.00
All Students		83	109	76.15	83.33	94.00	76.15	109	76.15	83.33	94.00
ESEA Subgroups		# Actual Graduates	# Expected Graduates	Percentage	2012 AMO		# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American		2	2	100.00	100.00		2	2	100.00	100.00	
Hispanic		4	5	80.00	72.23		4	5	80.00	72.23	
White		75	84	89.29	85.96		75	84	89.29	85.96	
Economically Disadvantaged		25	32	78.12	84.85		25	32	78.12	84.85	
English Language Learners		0	1	0.00			0	1	0.00		
Students with Disabilities		5	7	71.43	73.96		5	7	71.43	73.96	

Report created on August 15th, 2013 - 11:00AM

Fountain Lake School District

Darin Beckwith • Superintendent

September 23, 2011

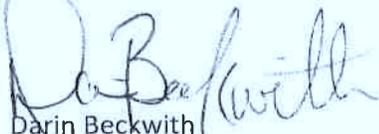
ABC Administration
1515 West 7th Street
Suite 503
Little Rock, AR 72201

RE: Application – Dollar General Store #12461

Please accept this document as a formal letter of opposition to the application made by Dollar General Store #12461 at 4310 Park Avenue, Hot Springs, AR 71901. As the representative for the Fountain Lake School Board, we declare our opposition to the granting of this license request due to the potential negative impact relating to the store's proximity to Fountain Lake School's location and population. While we appreciate the location of this store for many reasons – including convenience and value, we are equally concerned about the safety of our students.

Please review our request and notify us of your decision when it does come available. Should you have any questions or need further information, please do not hesitate to contact me at the number below. Thank you in advance for your help in this matter.

Sincerely,



Darin Beckwith
Superintendent

DB:cs





STATE OF ARKANSAS
ALCOHOLIC BEVERAGE CONTROL DIVISION

1515 West 7th Street, Suite 503
Little Rock, Arkansas 72201
Telephone (501) 682-1105
Fax (501) 682-2221

Michael W. Langley
Director

Donald R. Bennett
Attorney

Milton R. Lueken
Attorney

March 9, 2012

BOARD MEMBERS:

Thomas P. Powell, Jr., Chairman
Ron Fuller
Tony Ellis
Jean Hervey
Martin B. Silverfield

Mr. Darin Beckwith, Superintendent
Fountain Lake School District
4207 Park Avenue
Hot Springs, Arkansas 71901

Dear Mr. Beckwith:

In reviewing the file on Michael Anderson, d/b/a Dollar General Store #12461, 4310 Park Avenue, Fountain Lake, we find that you have voiced objections to his application for a retail beer permit.

We have scheduled a hearing before the Alcoholic Beverage Control Board on this matter for Wednesday, March 21, 2012, at the hour of 11:00 a.m., in the Fifth Floor Conference Room of the 1515 Bldg., 1515 West 7th St., Little Rock, Arkansas. It would be helpful in the Board's determination if you or a representative could appear at this hearing and state your reasons why this application should not be approved.

Documents may be submitted into the record as exhibits at the hearing, and should consist of an original and six (6) copies in order to facilitate Board Member review.

Sincerely,

Michael W. Langley, Director
Alcoholic Beverage Control Division

MWL/jkc

Fountain Lake School District

Darin Beckwith • Superintendent

March 13, 2012

State of Arkansas
Alcoholic Beverage Control Division
1515 West 7th Street
Suite 503
Little Rock, AR 72201

RE: HEARING – Michael Anderson d/b/a Dollar General Store #12461

We are in receipt of the letter of notice for the hearing on the application for a retail beer permit for the Dollar General Store #12461. The letter states that the hearing is scheduled for March 21, 2012. Due to the short notice of the scheduled hearing and the fact that all public schools in Arkansas will be on Spring Break, (i.e.-vacation plans have been made well in advance) we will be unable to attend the hearing.

We would like to submit a copy of our original letter of opposition and hope this information alone will suffice in having this application denied. We are sorry for any inconvenience this may have caused.

Sincerely,



Darin Beckwith
Superintendent

DB:cs



Notification of Charter Authorizing Panel Decision

**Pea Ridge Public Schools
Pea Ridge, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

January 21, 2014

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Rick Neal, Superintendent
Pea Ridge School District
781 W. Pickens
Pea Ridge, Arkansas 72751

RE: Notice of Charter Authorizing Panel Decision
Pea Ridge Manufacturing and Business Academy

Dear Mr. Neal:

On Thursday, January 16, 2014, the Charter Authorizing Panel met and approved the district conversion charter application for Pea Ridge Manufacturing and Business Academy. The panel also approved the withdrawal of the request to waive Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts.

Pursuant to § 6-23-702, a charter applicant, an existing charter, or an affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Monday, January 27, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on February 13 -14, 2014. Regardless of whether a review of the panel's decision is requested, the district conversion applications will be action items for the State Board of Education in February; and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

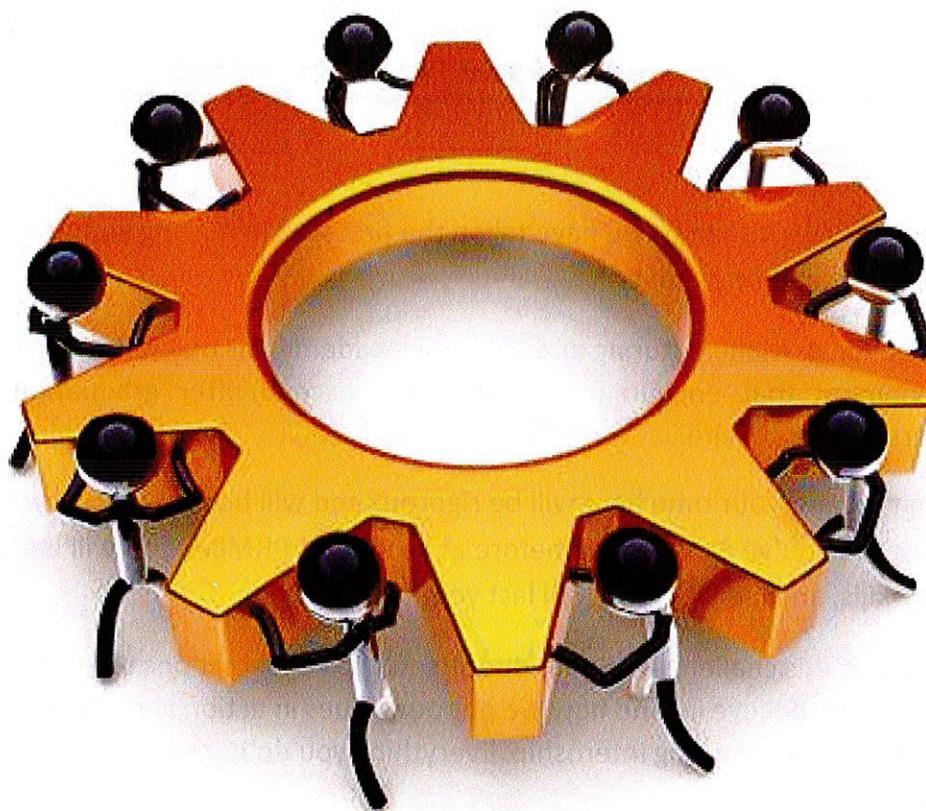
Sincerely,

A handwritten signature in cursive script that reads "Mary Perry".

Mary Perry, Coordinator
Charter and Home Schools Office

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

**Materials Distributed
By the Applicant at
the Hearing**



PEA RIDGE MANUFACTURING AND BUSINESS ACADEMY

2014-2015

781 West Pickens Road
Pea Ridge, AR
479-451-8182

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SCHOOL CALENDAR

2014 - 2015

july

s	m	t	w	t	f	s
		1	2	3	4	5
6	7	8	9	10	11	12
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0 - PD Day
 - Vacation Days

0 - New Grading Period
 0 - Make up Snow Days

BUSINESS ADVISORY BOARD CONTACT LIST

<u>Business Name</u>	<u>Contact</u>	<u>Title</u>	<u>Address</u>	<u>Phone</u>
40/29 News	Greg Sheppard	News Director	Ajax Avenue Ste. 200 Rogers, AR	479-878-6040
Wal-Mart	Duane McElroy	WMTV-Operations Manager	702 SW 8 th St Bentonville, AR	479-273-6520

BELL SCHEDULE

PRMBA Bell Schedule "RED DAY"		PRMBA Bell Schedule "BLACK DAY"		PRMBA Bell Schedule Seminar Friday	
1 st Period	8:00-9:30	2 nd Period	8:00-9:30	Morning	8:00 – 8:50
Break	9:30-9:45	Break	9:30-9:45		8:55 – 9:45
3 rd Period	9:45-11:15	4 th Period	9:45-11:15		9:50 – 10:40
Lunch & Conference	11:30-1:00	Lunch & Conference	11:30-1:00		10:45 – 11:35
5 th Period	1:00-2:30	6 th Period	1:00-2:30		
Break	2:30-2:45	Break	2:30-2:45		
7 th Period	2:45-4:15	8 th period	2:45-4:15		



PRMBA SOCIAL SKILLS

Following Instructions

- Look at the person
- Say "Okay"
- Do what you have been asked right away.
- Check back.

Accepting Criticism or a Consequence

- Look at the person.
- Say "Okay"
- Stay calm.

Accepting "No" for an Answer

- Look at the person.
- Say "Okay".
- Stay calm.
- If you disagree, ask later.

Greeting Others

- Look at the person.
- Use a pleasant voice.
- Say "Hi" or "Hello".

Getting the Teacher's Attention

- Look at the teacher.
- Raise your hand and stay calm.
- Wait until the teacher says your name.
- Ask your question.

Disagreeing Appropriately

- Look at the person.
- Use a pleasant voice.
- Say, "I understand how you feel".
- Tell why you feel differently.
- Give a reason.
- Listen to the other person.

Making an Apology

- Look at the person.
- Use a serious, sincere voice.
- Say "I'm sorry for...", or "I want to apologize for..."
- Don't make excuses.
- Explain how you plan to do better in the future.
- Say "Thanks for listening."

Accepting Compliments

- Look at the person.
- Use a pleasant voice.
- Say "Thank you"

Having a Conversation

- Look at the person.
- Use a pleasant voice.
- Listen to what the other person says.
- When there is a break in the conversation, ask a question or share your thoughts.

Asking for Help

- Look at the person.
- Ask the person if he or she has time to help you.
- Clearly explain the kind of help you need.
- Thank the person for help.

Asking Permission

- Look at the person.
- Use and calm and pleasant voice.
- Say, "May I...?"
- Accept the answer calmly.

Staying on Task

- Look at your r task or assignment.
- Think about the steps needed to complete the task.
- Focus all of your attention on your task.
- Stop working only when instructed.
- Ignore distractions and interruptions by others.

Sharing Something

- Let the other person use the item first.
- Ask if you can use it later.
- When you get to use it, offer it back to the other person after you're finished.

Working with Others

- Identify the task to be completed.
- Assign tasks to each person.
- Discuss ideas in a calm, quiet voice and let everyone share their ideas.
- Work on tasks until completed.

Listening

- Look at the person who is talking and remain quiet.
- Wait until the person is finished talking before you speak.
- Show that you heard the person by nodding your head, saying "Okay" or "That's interesting," etc.

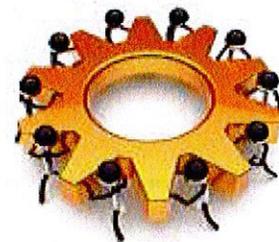
Appropriate Voice Tone

- Listen to the level of the voices around you.
- Change your voice tone to match.
- Watch and listen for visual or verbal cues and adjust your r voice as needed.

SAFE BEHAVIOR EXPECTATIONS

Safe behavior expectations provide guidance and encouragement to promote safe behaviors.

LEVEL 1	<ol style="list-style-type: none"> 1 Personal electronics, such as personal cell phones not intended for company business must not be used while assigned to production work. 2 Manual lifting with good ergonomic techniques is required. 3 Using compressed air to clean yourself or work areas where brooms could be used is prohibited. 4 Blocking emergency exits, electrical disconnect, or fire extinguishers is prohibited. 5 Maintain a safe distance from equipment while observing or when not in use. 6 Students are required to take action to stop at-risk behaviors when danger is present. Examples: missing (glasses, ear plugs, flash-shield when potential for flying particles exist, gloves, etc.) improper use of equipment.
LEVEL 2	<ol style="list-style-type: none"> 7 Follow Standard Work Personal Protective Equipment Requirements. Examples include face shield when potential for flying particles exist, safety glasses in shop areas, hearing protection, and safety shoes. 8 Finger rings are prohibited while in the manufacturing areas. (Visitors and tour groups not required to move rings). 9 Not following directives of supervisors. 10 Demonstrating a negative response to any safety suggestion demonstrates a non-commitment to safety.
LEVEL 3	<ol style="list-style-type: none"> 11 Accessing electrical panels unless "Lock-Out Tag-Out" Authorized is prohibited. 12 Running, horseplay, or distracting others is prohibited. 13 Damage of property must be reported in accordance with school procedures. 14 All safety incidents to supervision immediately after medical treatment are applicable. 15 Entry into hazardous or restricted areas is prohibited unless fully trained on hazards of area.
LEVEL 4	<ol style="list-style-type: none"> 16 Removing or bypassing machine safety guards is strictly prohibited unless performing instructional activities. 17 Fighting is cause for immediate action up to and including dismissal. 18 Theft is cause for immediate action up to and including dismissal. 19 Any use or possession of tobacco, alcohol, or drugs of any kind while on campus property can result in immediate action up to and including dismissal. 20 Any actions considered severely detrimental to Health, Safety, or Equipment can result in immediate action up to and including dismissal.



- * **REPORT 1:** Students are given a verbal warning; documented; placed in the permanent employment record
- * **REPORT 2:** Students are given a written warning; documented; placed in the permanent employment record
- * **REPORT 3:** Students are given a written warning; documented; placed in the permanent record and students must sit through remediation with campus principal for the remainder of the school day
- * **REPORT 4:** Students are given a written warning; documented; placed in the permanent record; principal conference with student and parent regarding permanent dismissal from the campus

ATTENDANCE AND PARTICIPATION POLICIES

Students involved in the Alternative School will be allowed to participate in the Pea Ridge Manufacturing and Business Academy.

The faculty believes that experiences in the classroom and laboratory/shop cannot be adequately duplicated if a student is absent excessively. In addition, the program is designed to teach industry and business work habits, soft skills such as personal communication, and safety practices.

Students must attend class at the time for which they are enrolled. Students, who have a scheduling conflict, must submit, in writing, a letter from their parents or school official an excuse for the absence.

When a student shows excessive absences or exhibits a pattern of chronic absences parents should be contacted by the office.

These actions will be taken at the following benchmarks of absenteeism:

- 3 Days of unexcused absence - Letter from the office; write-up in file
- 6 Days of unexcused absence - Letter from the office; write-up in file
- 9 Days of unexcused absence – Letter from the principal; write-up in file
- 10 Days of unexcused absence - Parent meeting with administration; dismissal from program

admissions material complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

SPECIFIC RULES AND REGULATIONS FOR SHOP/LAB AREA

1. Students will be neatly groomed and must wear the required clothing and protective items
 - a. Safety glasses at all times in the lab/shop.
 - b. Earplugs in the areas of high noise levels.
 - c. No tennis shoes allowed in the lab/shop.
 - d. No shorts or pants may be worn in the lab/shop
 - e. No loose or dangling jewelry.
 - f. Welding helmet or face shield when appropriate (be sure you have the proper shade of filter lens at all times).

Students' not wearing the appropriate clothing will obtain a verbal warning on the first offense and a written warning on the second offense. On the third offense, students will be reported to the Principal.

2. Clean-up duties are required of each student. Students are to begin the clean-up process ten minutes prior to the end of class. This includes sweeping the immediate work area, returning equipment to the tool room, and assisting with the surrounding work area. Students not completing clean-up duties will obtain a verbal warning on the first offense and a written warning on the second offense. On the third offense, students will be report to the principal.
3. An instructor must check and approve all projects. All projects are performed under supervision of an instructor and evaluated for a grade in order to monitor student's progress. No personal projects will be allowed without the prior approval of the instructor. Students completing projects without the permission/supervision of an instructor will obtain a verbal warning on the first offense and a written warning on the second offense.
4. Students will be expected to do assigned practical work and projects. Refusal to conduct assigned work will result completion of a disciplinary form and referral to the principal.
5. There will be no smoking, tobacco use, drinking or eating in the labs or shop area. There is a designated area for food and drinks. Students who eat/drink on the lab/shop floor will obtain a verbal warning on the first offense and a written warning on the second offense. On the third offense, students will be reported to the principal.
6. Handle equipment and tools with respect and safety. Mishandling, breaking, destruction or removal of equipment or school property will result in the students being referred to the principal.
 - a. Do not use equipment or adjust gauges that you are not familiar with using.
 - b. If at any time a student notices that equipment is damaged or in need of repair, advise an instructor immediately.
 - c. If at any time a student suspects an unsafe conduction, advisor an instructor immediately.
 - d. Be mindful of proper ventilation in your work area.
 - e. When using grinders, direct sparks away from others.
 - f. Do not weld or grind near oxy-fuel tanks or other gas sources
 - g. Do not handle oxy-fuel equipment with oil or grease on hands or clothing
 - h. Do not attach ground lead to water pipes or electrical conduit.
7. Students should not waste metal/materials and should use safety when handling.

17. Parking – Students should park in the designated parking slots in the parking lot in the front of the building. Students are prohibited from parking their vehicles in the back of the building closest to the welding lab. Additionally, students are prohibited from blocking entrances/exits, drives, and garage doors.

STUDENT DRESS CODE 2014 - 2015

The “Student Dress Code” for the Pea Ridge Manufacturing and Business Academy has been established to build student self- esteem, bridge socioeconomic differences between students, and encourage positive behavior, thereby promoting school safety and improving the learning environment.

- * All clothing must be properly hemmed / cuffed
- * No holes, rips, or tears are allowed on any piece of clothing
- * ID must be carried & presented when requested
- * No adornments are allowed on clothing at any time (brads, studs, etc.)
- * Students must be in compliance with the ‘Dress Code’ at all times
- * Students will be required to change into an appropriate uniform for welding/manufacturing courses
- * Button-down, long-sleeved work shirt; jean pant
- * Students must provide work boots

Any article that refers to sex, alcohol, drugs, weapons, violence, gang affiliation, or that offends or insults any group of people is prohibited at all times.

Campus administration will have complete and final judgment on all matters concerning interpretation of the student dress code.

Tops:

- * Collared shirts (any color, any style)
- * Shirt Colors: any solid color, striped or patterns
- * Crew neck T-shirts can be worn
- * Must be unaltered and have sleeves
- * Sleeves must be at least 2 inches and extend around the arm

Bottoms:

- * Must be a solid color: tan, black, grey, white, navy, or brown
- * Shorts and skirts must be at the top of the kneecap or longer
- * Slacks/pants/shorts must be worn so that underwear is not visible
- * No excessively tight or baggy pants/shorts
- * No sweats, spandex, gym shorts, sleepwear or wind pants
- * Blue jeans may be permitted as approved by campus administration

Footwear:

- * Acceptable styles include: Athletic shoes, boots (not para-military type), loafers, dress shoes (less than a 3” heel), mule styles, or sandals with a back strap
- * Must have a hard sole
- * Socks/hose/tights/leggings must be a solid single color

ACKNOWLEDGEMENT

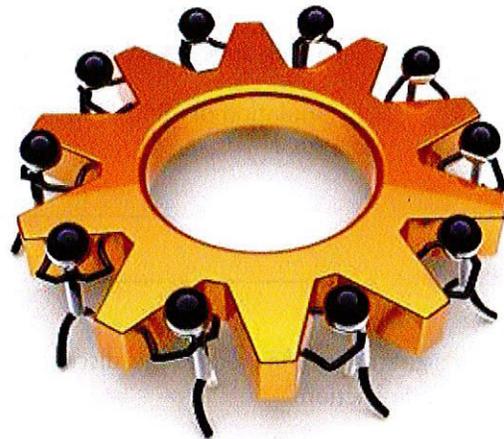
I HAVE READ THE PRMBA CODE OF CONDUCT STUDENT HANDBOOK. BY SIGNING BELOW, I INDICATE MY UNDERSTANDING OF AND WILLINGNESS TO COMPLY WITH PRMBA POLICIES, RULES AND REQUIREMENTS.

I AM AWARE THAT IT IS MY RESPONSIBILITY TO READ THE PRSD STUDENT CODE OF CONDUCT AND ABIDE BY ALL OF THE RULES AND GUIDELINES SET FORTH IN THESE DOCUMENTS.

Student Signature

Date

2014 – 2015 School Year



SPARK DOLLARS INCENTIVE PROGRAM

Because of the unique nature of the campus, the school will mimic business as often as possible. This includes students clocking in and clocking out on time before and after classes, during breaks, etc. Along with avoiding consequences, an incentive program is being created to help promote good habits behaviorally and systemically.

Students will be earning **Spark Dollars** to accumulate in an account managed through PRMBA. This account will function as a checking/savings account for fictional dollars. Students accrue dollars by having no absences, having no discipline infractions, being to class on time, completing assignments, and maintaining specific class averages.

During the first few weeks of school, students will be given professional development in financial literacy and good financial planning in life. This includes managing money, planning for life and also unexpected emergencies. Following these lessons, students will be given an opportunity to manage and keep a Spark Dollars account. At the end of the semester, we will have a **Spark Dollar Day** - where students will be able to bid, auction style, on specific items donated to us by the industry.

Students earn \$96 spark dollars (equivalent to \$12 per hour with benefits) every day for attendance.

Students accrue the following bonus Spark Dollars:

- * Zero unexcused absences per six weeks - \$25 spark dollars
- * Zero discipline referrals per six weeks - \$25 spark dollars
- * Zero missing assignments per six week - \$25 spark dollars
- * Club participation per six weeks - \$25 spark dollars
- * 6-week averages of 90 (A) or higher - \$25 spark dollars

Poor attendance, referrals, missing assignments, and poor participation will see Spark Dollars deducted from your pay every day.

To add to the challenge, students will be creating their life budget – house, car, utility, entertainment, etc. payments from their Spark Dollar accounts. Any money left over in their accounts will be used for Spark Dollar Day.

- * Students earn Daily Spark Dollars Wage with Bonus
- * Spark Dollars are kept in an account. Students create life budget.
- * Student uses Spark Dollars to pay for items in life budget.
- * Spark Dollars left in account can be used in Spark Dollar Day Auction



PEA RIDGE MANUFACTURING AND BUSINESS ACADEMY HANDBOOK

The Pea Ridge Manufacturing and Business Academy strives to achieve:

- * Improved student achievement through career-centered learning
- * Increase student opportunities through a variety of technical offerings
- * Provide students with expanded choices in educational opportunities
- * Create new professional opportunities for teachers
- * Hold students accountable for meeting measurable outcomes

Students will:

- * Attend introductory classes during the 9th and 10th grades
- * Attend PRMBA during the 11th and 12th grades
- * Earn Skills Certificates upon graduation

Students must complete an application to attend (See your counselor). Drug Testing is required to enter as well as random tests during the school year.

***Advanced Welding Focus**

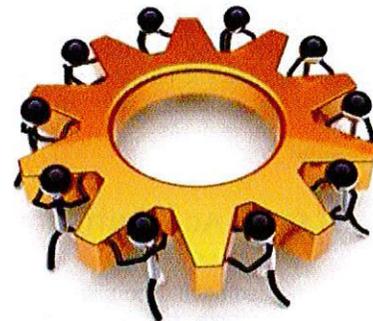
Year 1		Year 2	
Principles of Manufacturing Credit:1	Welding Credits: 2	Advanced Welding Credits: 2	Practicum in Manufacturing Credits: 2
Problems and Solutions (Equipment) Credit:1			

Students will be awarded Dual Credit for courses. NWACC or ATU Ozarkcourse numbers will be provided in the spring of 2013

****Precision Metal Manufacturing**

Year 1		Year 2	
Principles of Manufacturing PEIMS# 13032200 WISD# GW06 Credit:1	Precision Metal Manufacturing PEIMS# 13032500 WISD #GW08 Credits: 2	Advanced Precision Metal Manufacturing PEIMS# 13032600 WISD# GW09 Credits: 2	Practicum in Manufacturing PEIMS# 13033000 WISD# GW10 Credits: 2
Problems and Solutions (Equipment) PEIMS# 12701500 WISD # GW07 Credit:1			

Students will be awarded Dual Credit for courses. TSTC course numbers will be provided in the spring of 2013



Introduction to basic project management concepts, including how to scope, plan, launch, monitor, control and close a project. The course includes the Project Management Institute's (PMI) basic knowledge area: Integration, Scope, Time, Cost, Quality, Human Resources, Communication, Risk and Procurement. Students will use various tools, including software, to manage different levels of projects through their life cycle for various organizational structures and stakeholders.

ATUBST2413: PRINCIPLES OF SUPPLY CHAIN MANAGEMENT

Provides an overview of the key processes, concepts, and methodologies of supply chain management. Emphasis is given to the study of the impact that the supply chain management framework, (that includes distribution, procurement, inventory, transportation and information technology components) has on business and the economy. The decision making process within supply chain is of particular importance as the interrelationships (cost and service trade-offs) between logistics and other areas of business will be covered. The overall focus is the strategic and financial significance the supply chain has on the firm's ability to add customer value.

ATUBST2143: INTRODUCTION TO MANAGEMENT

Provides insight into the characteristics, organization, and operation of a business. Studies include international business, factors of business operations, and business decision-making. Management skills, the legal environment, and types of business ownership are included in this course.

ATUBST1063: LEGAL ENVIRONMENT FOR BUSINESS TECHNOLOGY

Provides an introduction to characteristics of the American system of free enterprise and the obligations and rights of an individual. Topics include torts, rights of private property, contracts, bailment, insurance and risk, labor, and dignity and worth of an individual.

ATUBST2423: TRANSPORTATION MANAGEMENT

This course will introduce students to the role and importance of transportation, and to overview the operations of each mode of the transportation industry. Students will be introduced to the carrier cost structures of transportation providers (motor carriers, railroads, air

carriers, intermodal and special carriers), operating characteristics, and public policy as it relates to transportation regulations. Practical aspects of transportation and distribution such as planning, routing, scheduling and loading cargo, and adhering to regulatory, safety, security and administrative requirements will be stressed.

ATUBST1083: INTRODUCTION TO ECONOMICS

An overview of macroeconomics with continued emphasis on microeconomic theory as it applies to business technology students

ATUBST2453: FOUNDATIONS OF STRATEGIC PROCUREMENT

This course is designed to teach an overview of the procurement function in a supply chain and a corporation. It focuses on how basic and advanced purchasing management can be used effectively to meet the challenges and responsibilities of today's constantly changing business climate. Topics include the challenge of purchasing and materials management, objectives and organization, function, specification, quality control and inspection, computerization, international purchasing, ; legal and ethical aspects of purchasing including systems, staffing, price/cost analysis, contract administration, and dealing with vendors, and the establishment of teams to support complex supply chain and logistic programs.

NWACCMGMT 1033: RETAIL MANAGEMENT

Key retail management concepts are reinforced with current, real-world examples that bridge the gap between theory and practice. This interactive class explores buyer behavior, retail strategies, Web retailing, site analysis, retail buying, merchandising, staffing, and promotional strategies. No prerequisite.

NWACCBADM 2533: SUPERVISION

An introduction to the theory, principles, and practice of supervision. This course introduces the roles and functions of the first-line manager. Course content focuses on the human interaction in supervision. Students will study core supervisory skills such as supervisory communication and successful meetings, goal-setting and expectations, generational supervision

skills, business reports, presentations and case studies.
Prerequisite: CISQ 1103. (Outside lab time will be required.)

**NWACCBADM 2633: PROFESSIONAL
SELLING AND MARKETING (PRINCIPLES
OF MARKETING)**

A study of the function and role of marketing in our free enterprise system. Study involves pricing theories, channels of distribution, promotional policies, marketing management, market research, product planning and consumer behavior. Designed to teach tools for professional selling and successful sales techniques for retail and non-retail customers. Students will develop an advertising program for products and services using the appropriate medium. Prerequisite: ENGL 1023.

Advanced Precision Metal Manufacturing

This course is designed to enhance the technical knowledge and skills learned in Precision Metal Manufacturing by allowing students the opportunity to explore career preparation that has resulted from the rapid advances in technology and career demands in high-skill, high-wage opportunities. Advanced Precision Metal Manufacturing provides the knowledge, skills, and technologies required for employment in a globally competitive manufacturing environment. This course may also address a variety of materials in addition to metal such as plastics, ceramics, and wood. Students need to develop concepts and skills related to this system in order to apply them to personal and professional development.

Career and technical education supports the integration of academic and career and technical knowledge and skills. Students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success.)

Local Course #: GW09

TEA #: 13032600

Course Code: ADVPRECMETALMAN

Grade(s): 11-12

Prerequisite(s): None

Credit(s): 2

MATH COURSES

Algebra II

Algebra II continues to develop algebraic thinking, symbolic reasoning, and problem solving strategies and techniques which began in Algebra I. The focal points of Algebra II are quadratic and square root functions, rational functions, and exponential and logarithmic functions. The use of graphing calculators is required. Local Course #: 0437

TEA #: 03100600

Course Code: ALG 2

Grade(s): 9-12

Prerequisite(s): Geometry

Credit(s): 1

Engineering Mathematics (AIM)

Engineering Mathematics is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data

acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. (Counts as 4th year of Math)

Local Course #: C930

TEA #: 13036700

Course Code: ENGMATH

Grade(s): 11-12

Prerequisite(s): Passing score on Math TAKS, Algebra

II Credit(s): 1

SCIENCE COURSES

Principles of Technology

In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations. (May be taken in place of Physics for students on the recommended plan.

May not be used as a 4th Science.)

Local Course #: C950

TEA #: 13037100

Course Code: PRINTECH

Grade(s): 11

Prerequisite(s): one unit of high school science and Algebra

I.

Credit(s): 1

Engineering Design and Problem Solving (Rockets I)

Engineering Design and Problem Solving reinforces and integrates skills learned in previous mathematics and science courses. This course emphasizes solving problems, moving from well-defined toward more open ended, with real-world application. Students apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering. (4th year Science Credit)

Local Course #: C965

TEA #: 13037300

Course Code: ENGDPRS

Grade(s): 12

Prerequisite(s)

Credit(s): 1

ADVANCED WELDING

Semester 1		Pathway--	Advanced Welding			Seminar		
Mon/Wed	"Black day"		Tues/Thurs	Bell Schedule		Friday		
1st period	8:00-9:30	Principles of Manufacturing	2nd period	8:00-9:30	Welding	Morning	8:00-9:30	Science
Break Room	9:30-9:45		Break Room	9:30-9:45			9:45-11:15	Math
3rd period	9:45-11:15	Principles of Manufacturing	4th period	9:45-11:15	Welding/Workplace Behavior and Ethics		11:30-1:00	English
Lunch&	11:30-1:00		Lunch &	11:30-1:00		Lunch/Professional	1:00-2:30	History
Conference			Conference			Learning Com	2:45-4:15	
5th Period	1:00-2:30	English Comp 1	6th Period	1:00-2:30	Chemistry or Physics (Pea Ridge)	Afternoon		
Break Room	2:30-2:45		Break Room	2:30-2:45				
7th Period	2:45-4:15	History 1877/US Hist (NWACC or PR)	8th Period	2:45-4:15	Pre Cal/Alg III (Pea Ridge)			
Semester 2		Pathway--	Advanced Welding			Seminar		
Mon/Wed	"Black day"		Tues/Thurs	"Red day"		Friday		
1st period	8:00-9:30	Problems and Solutions	2nd period	8:00-9:30	Welding	Morning	8:00-9:30	Science
Break Room	9:30-9:45		Break Room	9:30-9:45			9:45-11:15	Math
3rd period	9:45-11:15	Basic Welding & Safety	4th period	9:45-11:15	Welding		11:30-1:00	English
Lunch&	11:30-1:00		Lunch &	11:30-1:00		Lunch/Professional	1:00-2:30	History
Conference			Conference			Learning Com	2:45-4:15	
5th Period	1:00-2:30	AP Lang or English 11	6th Period	1:00-2:30	Chemistry or Physics (Pea Ridge)	Afternoon		
Break Room	2:30-2:45		Break Room	2:30-2:45				
7th Period	2:45-4:15	History 1877 II/US Hist (NWACC or PR)	8th Period	2:45-4:15	Pre Cal/Alg III (Pea Ridge)			

Semester 3		Pathway--	Advanced Welding			Seminar	Teacher	
Mon/Wed	"Black day"		Tues/Thurs	"Red day"		Friday		
1st period	8:00-9:30	Advanced Welding	2nd period	8:00-9:30	Advanced Welding	Morning	8:00-9:30	Math
Break Room	9:30-9:45		Break Room	9:30-9:45			9:45-11:15	English
3rd period	9:45-11:15	Advanced Welding	4th period	9:45-11:15	Advanced Welding		11:30-1:00	JAG
Lunch&	11:30-1:00		Lunch &	11:30-1:00		Lunch/Professional	1:00-2:30	JAG
Conference			Conference			Learning Com	2:45-4:15	
5th Period	1:00-2:30	11th Eng/APLang/ EngComp	6th Period	1:00-2:30	AP Lit/AP Lang/Eng Comp	Afternoon		
Break Room	2:30-2:45		Break Room	2:30-2:45				
7th Period	2:45-4:15	Directed Study	8th Period	2:45-4:15	Workplace Behavior and Ethics			
Semester 4		Pathway--	Advanced Welding			Seminar		
Mon/Wed	"Black day"		Tues/Thurs	"Red day"		Friday		
1st period	8:00-9:30	Problems and Solutions	2nd period	8:00-9:30	Practicum in Manufacturing	Morning	8:00-9:30	Science
Break Room	9:30-9:45		Break Room	9:30-9:45			9:45-11:15	Math
3rd period	9:45-11:15	Problems and Solutions	4th period	9:45-11:15	Practicum in Manufacturing		11:30-1:00	JAG
Lunch&	11:30-1:00		Lunch &	11:30-1:00		Lunch/Professional	1:00-2:30	JAG
Conference			Conference			Learning Com	2:45-4:15	
5th Period	1:00-2:30	Directed Study	6th Period	1:00-2:30	Directed Study	Afternoon		
Break Room	2:30-2:45		Break Room	2:30-2:45				
7th Period	2:45-4:15	Directed Study	8th Period	2:45-4:15	Directed Study			

INDUSTRIAL MAINTENANCE

		Pathway---		Industrial Maintenance				HN
Semester 1							Seminar	
Mon/Wed	"Black day"		Tues/Thurs	"Red day"			Friday	
1st period	8:00-9:30	Technical Writing	2nd period	8:00-9:30	Chemistry or Physics (Pea Ridge)	Morning	8:00-9:30	Science
Break Room	9:30-9:45		Break Room	9:30-9:45			9:45-11:15	Math
3rd period	9:45-11:15	DC/AC Fundamental Lab	4th period	9:45-11:15	DC/AC Fundamentals Lab		11:30-1:00	English
Lunch&	11:30-1:00		Lunch &	11:30-1:00		Lunch/Professional	1:00-2:30	History
Conference			Conference			Learning Com	2:45-4:15	
5th Period	1:00-2:30	AP Lang or English 11	6th Period	1:00-2:30	Technical Communications I	Afternoon		
Break Room	2:30-2:45		Break Room	2:30-2:45				
7th Period	2:45-4:15	History 1877/US Hist (NWACC or PR)	8th Period	2:45-4:15	Pre Cal/Alg III (Pea Ridge)			
Semester 2							Seminar	
Mon/Wed	"Black day"	AP Lang or English 11	Tues/Thurs	"Red day"	Chemistry or Physics (Pea Ridge)		Friday	
1st period	8:00-9:30		2nd period	8:00-9:30		Morning	8:00-9:30	Science
Break Room	9:30-9:45		Break Room	9:30-9:45			9:45-11:15	Math
3rd period	9:45-11:15	Programable Controllers lab	4th period	9:45-11:15	Industrial Electricity		11:30-1:00	English
Lunch&	11:30-1:00		Lunch &	11:30-1:00		Lunch/Professional	1:00-2:30	History
Conference			Conference			Learning Com	2:45-4:15	
5th Period	1:00-2:30	Programable Controllers lab	6th Period	1:00-2:30	Blueprint and Schedmatic Reading	Afternoon		
Break Room	2:30-2:45		Break Room	2:30-2:45				
7th Period	2:45-4:15	History 1877 II	8th Period	2:45-4:15	Pre Cal/Alg III (Pea Ridge)			

		Pathway--		Industrial Maintenance				Seminar
Semester 3							Friday	
Mon/Wed	"Black day"		Tues/Thurs	"Red day"			Friday	
1st period	8:00-9:30	11th Eng/APLang/ EngComp	2nd period	8:00-9:30	AP Lit/AP Lang/Eng Comp	Morning	8:00-9:30	Math
Break Room	9:30-9:45		Break Room	9:30-9:45			9:45-11:15	English
3rd period	9:45-11:15	Motors & Motors Control Lab	4th period	9:45-11:15	Fluid/Power& Mechanical Lab		11:30-1:00	JAG
Lunch&	11:30-1:00		Lunch &	11:30-1:00		Lunch/Professional	1:00-2:30	JAG
Conference			Conference			Learning Com	2:45-4:15	
5th Period	1:00-2:30	Industrial Wiring	6th Period	1:00-2:30	Fluid/Power& Mechanical Lab	Afternoon		
Break Room	2:30-2:45		Break Room	2:30-2:45				
7th Period	2:45-4:15	Directed Study/Intern	8th Period	2:45-4:15	Directed Study/Intern			
Semester 4							Seminar	
Mon/Wed	"Black day"		Tues/Thurs	"Red day"			Friday	
1st period	8:00-9:30	Negotiating Conflict and Management	2nd period	8:00-9:30	Leadership	Morning	8:00-9:30	
Break Room	9:30-9:45		Break Room	9:30-9:45			9:45-11:15	
3rd period	9:45-11:15	Basic Welding and Safety	4th period	9:45-11:15	Workplace Behavior and Ethics		11:30-1:00	
Lunch&	11:30-1:00		Lunch &	11:30-1:00		Lunch/Professional	1:00-2:30	Math
Conference			Conference			Learning Com	2:45-4:15	English
5th Period	1:00-2:30	Industrial Troubleshooting Skills	6th Period	1:00-2:30	Intern	Afternoon		JAG
Break Room	2:30-2:45		Break Room	2:30-2:45				JAG
7th Period	2:45-4:15	Intern	8th Period	2:45-4:15	Intern			

HEALTH INFORMATION MANAGEMENT

Semester 1		Pathway	Health Information Management				
Mon/Wed	"Black day"		Tues/Thurs	"Red day"	Morning	Seminar	
1st period	8:00-9:30	Medical Term (NWACC)	2nd period	8:00-9:30	Intro to Coding NWACC	Friday	
Break Room	9:30-9:45		Break Room	9:30-9:45		8:00-9:30	Science
3rd period	9:45-11:15	Intro to Health Care (NWACC)	4th period	9:45-11:15	Disease Pathology NWACC	Lunch/Professional	9:45-11:15
Lunch&	11:30-1:00		Lunch &	11:30-1:00		Learning Com	11:30-1:00
Conference			Conference			Afternoon	1:00-2:30
5th Period	1:00-2:30	AP Lit/English Comp/ English 12	6th Period	1:00-2:30	Chemistry or Physics (Pea Ridge)		2:45-4:15
Break Room	2:30-2:45		Break Room	2:30-2:45			
7th Period	2:45-4:15	US History/ History 1877 I	8th Period	2:45-4:15	Pre Cal/Alg III (Pea Ridge)		

Semester 2		Pathway	Health Information Management				
Mon/Wed	"Black day"		Tues/Thurs	"Red day"	Morning	Seminar	
1st period	8:00-9:30	Electronic Health Records (NWACC)	2nd period	8:00-9:30	ICD 10 CM/PCS (NWACC)	Friday	
Break Room	9:30-9:45		Break Room	9:30-9:45		8:00-9:30	Science
3rd period	9:45-11:15	Management in HTM (NWACC)	4th period	9:45-11:15	Procedure Coding (NWACC)	Lunch/Professional	9:45-11:15
Lunch&	11:30-1:00		Lunch &	11:30-1:00		Learning Com	11:30-1:00
Conference			Conference			Afternoon	1:00-2:30
5th Period	1:00-2:30	AP Lang or English 11	6th Period	1:00-2:30	Chemistry or Physics (Pea Ridge)		2:45-4:15
Break Room	2:30-2:45		Break Room	2:30-2:45			
7th Period	2:45-4:15	History 1877 II/US Hist (NWACC or PR)	8th Period	2:45-4:15	Pre Cal/Alg III (Pea Ridge)		

Semester 3		Pathway	Health Information Management			Seminar	
Mon/Wed	"Black day"		Tues/Thurs	"Red day"	Morning	Friday	
1st period	8:00-9:30	Healthcare Billing & Reim NWACC	2nd period	8:00-9:30	Health Care Statistics	8:00-9:30	Math
Break Room	9:30-9:45		Break Room	9:30-9:45		9:45-11:15	English
3rd period	9:45-11:15	Quality performance & improv	4th period	9:45-11:15	Anat and Physiology I	Lunch/Professional	11:30-1:00
Lunch&	11:30-1:00		Lunch &	11:30-1:00		Learning Com	1:00-2:30
Conference			Conference			Afternoon	2:45-4:15
5th Period	1:00-2:30	AP Lit/English Comp II/ English	6th Period	1:00-2:30	AP Lit/AP Lang/Eng Comp		
Break Room	2:30-2:45		Break Room	2:30-2:45			
7th Period	2:45-4:15	Intern	8th Period	2:45-4:15	Calc/ Stat/ College Alg (NWACC or PR)		

Semester 4		Pathway	Health Information Management			Seminar	
Mon/Wed	"Black day"		Tues/Thurs	"Red day"	Morning	Seminar	
1st period	8:00-9:30	Technical Writing	2nd period	8:00-9:30	Anat and Physiology II	Friday	
Break Room	9:30-9:45		Break Room	9:30-9:45		8:00-9:30	Math
3rd period	9:45-11:15	Internship	4th period	9:45-11:15	Workplace Behavior and Ethics	Lunch/Professional	9:45-11:15
Lunch&	11:30-1:00		Lunch &	11:30-1:00		Learning Com	11:30-1:00
Conference			Conference			Afternoon	1:00-2:30
5th Period	1:00-2:30	AP Lit/English Comp II/ English	6th Period	1:00-2:30	AP Lit/AP Lang/Eng Comp		2:45-4:15
Break Room	2:30-2:45		Break Room	2:30-2:45			
7th Period	2:45-4:15	Intern	8th Period	2:45-4:15	Calc/ Stat/ College Alg (NWACC or PR)		

Pea Ridge Seeks Charter School

FACILITY APPLICATION WOULD ALLOW UP TO 400 STUDENTS

By Amye Buckley

ABUCKLEY@NWAONLINE.COM

A charter school within Pea Ridge High School could become a way to connect students with jobs if the idea gets state approval Thursday.

The charter calls for an academy for juniors and seniors with areas of focus such as health care information systems, supply chain command, logistics management, sales communication and industrial technology, said Rick Neal, superintendent.

Fifty-five percent of Pea Ridge graduates go to college, but only 30 percent finish, Neal said. The financial cost of college paired with the five-year timeline for many degrees keeps students from staying in school, he said.

"They can't afford it," Neal said.

The charter would give options to students, starting with 125 students the first year and up to 250 the next, Neal said. The charter application would allow up to 400 students.

Bringing the classes to the high school will help, he said. If students learn a usable skill in high school, they can pay as they go for college, Neal said.

The school day for students in the proposed charter would be divided between classes in English and social studies and the more hands-on academy classes, Neal said. The charter application notes higher math classes would focus on application, and students in the academy would be issued a laptop.

Educational strands within the academy will be based on input from local businesses,

WHAT'S NEXT

CHARTER SCHOOL

The Pea Ridge Career and Technical Academy charter goes before the Charter Authorizing Panel in a Little Rock meeting at 8:30 a.m. Thursday.

and Neal plans for internships for academy students.

"We're trying to increase opportunity for all high school students," Neal said.

The charter plan is unique to Pea Ridge. Neal has incorporated ideas from a Waco, Texas, school featuring a welding academy. The core classes at Pea Ridge would be in partnership with Responsive Education Solutions, a Texas-based company. ResponsiveEd often starts charters, but a request to work with the school district is a pioneering effort, said Alan Wimberley, chief education officer for ResponsiveEd.

Pea Ridge would use the Flex Mastery Based Learning System that ResponsiveEd piloted with three or four Texas schools last year, Wimberley said.

In the mastery-based system, students are placed in cohorts, not classes. They set their own individual goals at the beginning of each day on an application where parents and teachers can review them. Students must master each of the 10 levels within a class to get their credits.

Students learn the content, take an open book quiz, then they design projects that show what they learned. Once the teacher thinks they're

ready, they take a mastery exam where they must score 90 percent to pass to the next level. If they fail the exam, they retake the material.

Because passing is required, parents, instead of looking at a grade, are looking for progress as a student moves through the units.

"Grades don't matter if you're focused on mastery," Wimberley said.

Students are encouraged to find answers independently instead of relying on teacher lectures.

"They learn to be researchers to answer the questions in their lives," Wimberley said.

Because they will be working independently, motivated students can finish classes faster and possibly take more classes, Wimberley said.

The school will also partner with NorthWest Arkansas Community College to bring technical classes to Pea Ridge.

Health informatics, logistics management and occupational safety and health classes are already taught at the college, said Diana Johnson, executive director of high school relations at the community college. The arrangement will bring the classes to students at the high school as concurrent credit.

Travel time between the two schools makes releasing students to attend class at the college less feasible than bringing the classes to Pea Ridge, but the district is not the only one considering college classes for its students. Other schools are also considering expanding concurrent credit, including Rogers New Technology High School, a charter school

within the Rogers School District, Johnson said.

The vision is for students to get certifications during their classes, Johnson said. Some may finish 18 hours shy of a degree at the community college, Neal said.

The academy could be a long-term benefit to local businesses, said Terry Law, owner of Bentonville Mold and Die. Law has four grandsons who attend Pea Ridge schools, and is helping provide one of the business connections the school is fostering through the academy.

Skilled tradesmen are hard to find, Law said. Students need to be taught how to think, not just how to operate the equipment, he said. A piece of steel has to be set up square or a central hole won't be in the middle anymore.

His mold and die business creates the molds for his plastics business. Each mold has to fit together in a seamless fashion. Working with a teacher who knows the business could give students a competitive edge when they start looking for jobs, Law said. "They need to have hands on training and not just books for the trade," he said.

Experience is part of the vision Neal has for the school.

There is hands-on application during the community college classes, Johnson said. Students don a hazardous materials suit during the occupational safety class and work in computer programs used in the industry in the health informatics class.

"There's a lot of details to work out, but the details will come," Johnson said.

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Technical Services

Jeff Cato, HVACR Divisional Manager

January 11, 2014

Rick Neal
Superintendent of Schools
Pea Ridge District
781 West Pickens Road
Pea Ridge, AR 72751

Rick,

On behalf of Walmart Technical Services, please accept this letter as support for the development of curriculum in the craft fields of heating, ventilating, air-conditioning and refrigeration (HVACR) and building automation systems (BAS). We have a field technician base of 260 Walmart HVACR Technicians reporting to 26 Regional Managers as well as a third-party contractor base numbering in the thousands supporting our now more than 4,800 Walmart stores and Sam's Clubs. In Bentonville, we also have a team of over 90 associates dedicated to 24/7 monitoring of our HVAC and Refrigeration systems to ensure a safe and comfortable shopping environment and as important, ensure product safety and integrity.

We look forward to enriching the development of curriculum with other corporate partners to make the charter academy a success.

Sincerely,

Jeff Cato
(479) 204-0030 Office
(479) 381-3186 Cell
HVAC Project Manager Technical Services
Walmart
1300 SE 8th Street
Bentonville, AR 72716-0330

2013-2014 Application Cycle

Pea Ridge Career and Technical Academy Summary

**Pea Ridge Public Schools
Pea Ridge, Arkansas**

PEA RIDGE CAREER AND TECHNICAL ACADEMY

School District: Pea Ridge School District
Grade Levels: 11-12
Student Enrollment Cap: 400
Address of Proposed Charter: 18781 W. Pickens, Pea Ridge, AR 72751

Mission Statement

The Pea Ridge Career and Technical Academy will provide a nurturing and challenging atmosphere in which students in their junior and senior years of high school will acquire personalized, industry-based knowledge and experiences through STEM education and a project-based learning approach. They will be prepared to enter the skilled workforce as industry partners who have developed high academic standards and essential career skills while gaining extensive experiences in service to their community. In this way, Pea Ridge Career and Technical Academy will also serve to strengthen the Northwest Arkansas Region by deepening the commitment among the school district, its young people, and the business community.

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- The lack of specificity about the methods of embedding courses and the courses to be embedded
- The district contract with Responsive Education Solution stating an amount of \$60,000 per year for two years when the budget reflects \$70,000 per year for two years.

Documentation Provided in Support of the Charter

Letters of Support Included in Application

1. Senator Cecile Bledsoe State of Arkansas, District 3
2. Representative Sue Scott State of Arkansas, District 95
3. Mayor Jackie Crabtree Pea Ridge
4. Vice President Rick Harris Community First Bank, Pea Ridge
5. Director Kim D. Davis Education and Workforce Development
Northwest Arkansas Council
6. President Jeff Neil Arvest Bank, Pea Ridge

Requested Waivers

Notes from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Standards for Accreditation 9.03.4.1 (38 units-Oral Communication)**
 - Typically, this waiver is only granted when the charter will still meet the content requirements of each course through embedded courses.
- **Standards for Accreditation 9.03.3.9 (Career and Technical Education)**
 - This Standard applies to grades 5-8. The Panel lacks the authority to grant a waiver for grade levels not included in the charter.
 - The district could seek a waiver from this Standard by following the process outlined in Ark. Code Ann. § 6-15-201(b).
- **Standards for Accreditation 10.01.4 (Planned Instructional Time)**
 - Based on the application and responses, it does not appear this waiver is necessary.
 - If the applicant intends to provide less instructional time than is required by this Standard, a waivers of **Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** are also necessary.

From Ark. Code Ann.

6-15-1004	Qualified teachers in every public school classroom(pertaining to alternative learning programs)
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher’s salary only upon filing of a teacher’s certificate with the county clerk’s office, if the requirement of a teacher’s certificate is waived for such teacher)

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.3.9	Grades 5-8 Career and Technical Education (request to teach the career and technical education into middle school curriculum)
9.03.4.1	Requiring oral communication as part of the language arts curriculum
9.03.4.9	Health and Safety Education and Physical Education (will teach one unit of physical education at the charter school)
10.01.4	Planned instructional time (to offer less than 30 hours per week)
10.02	Class Size and Teaching Load (a maximum of 180 students per teacher and 30 students per class)
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction

- 14.03 Unit of credit and clock hours for a unit of credit (the 120 clock hour requirement)
- 15.02 Principals
- 15.03 Licensure and Renewal

From Other Rules

- ADE Rules Governing Educator Licensure

ADE

Evaluation and

Applicant

Responses

PEA RIDGE CAREER AND TECHNICAL ACADEMY

School District: Pea Ridge School District
Grade Levels: 11-12
Student Enrollment Cap: 400
Address of Proposed Charter: 18781 W. Pickens, Pea Ridge, AR 72751

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

A response that meets the standard will guarantee that:

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

Meets the Standard

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard

C-1 PUBLIC HEARING RESULTS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide the date that the notice of public hearing about the proposed charter was first published in a newspaper having general circulation in the Pea Ridge School District. The publication is required to be published at least three weeks prior to the date of the meeting which was held on October 15.

The date that the notice of public hearing about the proposed charter was first published in a newspaper having general circulation in the Pea Ridge School District was on September 25, 2013. The notice was additionally published on October 2 and October 9, 2013. (The documentation of the published announcement and meeting was included in the appendix in the original charter application submission; however the narrative on page 4 of the original application erroneously stated that the three weeks in which the notice was published were October 2, 11, and 19, 2013.)

See attached documentation.

C-2 MISSION STATEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is clear and succinct.

Meets the Standard

C-3 EDUCATIONAL NEED

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

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Meets the Standard

C-4 EDUCATIONAL PROGRAM

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

Evaluation Criteria:

A response that meets the standard will present:

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

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Confirm the understanding that, as proposed, the charter school would not meet the federal definition of a public charter school as it would not provide “a program of elementary or secondary education or both.” With literacy, social studies, and electives to be taken in their regular format at Pea Ridge High School for a half a day and the other half of the day to be

spent in in the “Industry Lab,” no complete program of study for students in grades 11 and 12 will be offered at the charter.

As originally proposed, the Pea Ridge Career and Technical Academy would not meet the federal definition of a public charter school as it would not provide a full "program of ... secondary education"; however, upon resubmission of the application, the Pea Ridge School District is amending the original design of the charter school. Teachers from Pea Ridge High School will be assigned to the Academy full-time to assure that all courses and services are part of the charter school. Using an i-School model, literacy, social studies, math, science, and electives will be taken at the Academy rather than the humanities and electives courses being taken during a half-day at the high school. Academy students will still spend one-half of their day in the Industry Lab and one-half of their day taking coursework which will meet Common Core standards and Arkansas frameworks. The difference between the original proposal and the current one is that all coursework will now be taken at the Academy.

- Confirm that ADE curriculum frameworks and the Common Core literacy standards will be used in all content areas.

Pea Ridge Career and Technical Academy will utilize the Common Core State Standards and/or the Arkansas Curriculum Frameworks as the basis for instruction in all content areas. By giving students access to 1:1 technology and using Responsive Ed's i-School High model with an emphasis on career-ready education and their web-based curriculum, all students enrolled in the Academy will be required to meet the educational standards set forth by the Arkansas Department of Education. Responsive Ed will provide the Pea Ridge Career and Technical Academy with comprehensive consulting services and staff training. These consultations will include academics and curriculum development, as well as all aspects of school operations. Responsive Ed will also develop and provide new curricula as needed.

- Provide a copy of the agreement between the Pea Ridge School District and Responsive Education Solutions (RES).

See attached documentation.

- Identify where the expenses for RES were included in the budget.

See attached documentation.

- Explain the process and timeline for a student to change from one career academy to another.

Students will enroll in the Academy during their junior year in high school. Upon enrollment, they will be asked to choose their pathway of interest; however, prior to the end of the first semester of their junior year, they may choose to select a different career pathway. The first semester of coursework will consist of general workforce readiness courses which will be suitable and appropriate for any of the pathways offered. In order for a student to change pathways, he or she must first meet with the Career Counselor and the Family Liaison to ascertain whether the change is suited to the student. If the student, his or her family, and the counselor and instructors all agree to the change, and if there is a current opening in the newly chosen pathway, then the student will be moved with no loss of credits acquired to that point.

- Describe a typical week for a charter school student. Include the beginning time of the day, any travel time, the half of the day in the traditional high school, the half of the day in the industrial lab, and the JAG seminars on Friday. Demonstrate how the student receives 360 minutes of instruction each week. Include the time that school will end as the text on page 9 shows an ending time of 3:20, but the daily schedule shows an ending time of 4:15.

Students enrolled in the charter school will attend school five days per week from 8:00-4:15. (The original application stated an end time of 3:20 which was an error.) Because of the change in the design of the Academy from that which was presented in the original application, there will be no travel time or time spent in the traditional high school. Monday through Thursday will constitute time spent in coursework meeting ADE standards (one-half day) and in the Industry Lab (one-half day). On Friday, students will attend JAG Seminar (one-half day) and work in the Industry Lab (onhalf day). Students will receive a minimum of 360 minutes of instruction per day as demonstrated by the attached Master Schedule.

- Describe STEM as it applies to the charter and the student population to be served by the charter.

STEM education (science, technology, engineering, mathematics) is applicable to the charter school and those students it serves because it is crucial that students not only comprehend STEM concepts, but can apply them in a workplace environment using a project-based learning approach. Integrating STEM concepts such as analytical mathematics, principles of technology and physics, and engineering design and presentation directly into the industry projects created by students, and ensuring the use of industry-standard technology, will ensure that the work quality and knowledge-base of graduates is of the highest quality and meets the employment needs of potential employers.

- Explain if welding technology and precision metal fabrication will be the only two programs offered through the charter school.

At the time of the original application submission, welding technology and precision metal fabrication were the two programs that were to be offered at the charter school. At this time, four additional pathways are to be added: Health Informatics, Logistics Management/ Supply Chain Command, Industrial Technology and Maintenance, and Sales Communication/ Broadcasting.

- Explain which core courses will be taught as part of the charter and which core courses will be taught traditionally at the high school.

Due to the amended design of the Academy, all courses will be taught as part of the charter school. No courses will be taught to Academy students in a traditional high school setting.

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

Pea Ridge Career and Technical Academy will only offer digital coursework from approved providers identified by the Arkansas Department of Education to assure that all requirements are met ensuring access to quality digital /earning content and online blended learning

C5: CHARTER MODEL

The Charter Model section should explain the reasons that the district is requesting a charter school.

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide specific reasons why it is critical for the district to have a charter school.

There are many reasons why it is critical for the Pea Ridge School District to open the Pea Ridge Career and Technical Academy. As stated in the original application, the Pea Ridge School District believes it is a service organization for the community, and as such, we have a duty to provide a quality education for all students, one which will propel those who have the potential for earning capacity but may not be inclined toward a traditional college path into the workforce and into the quality of life everyone deserves. Due to the isolation of the district, many of our students do not have the opportunity to attend off-campus certification programs, but the existence of our charter school would provide them with the opportunity to acquire the real-world skills necessary to obtain highly-skilled jobs in industry and manufacturing. By creating personalized career and technical plans for each Academy student which are not available in a traditional high school setting, the Academy will prepare students to enter the workforce with the skills and certifications necessary to earn a livable wage. Additionally, the enhanced exit options which are not available with a traditional high school diploma, but are inherent in the value-added diploma of the Academy, will remove barriers such as cost prohibitive tuition and travel restraints and give each student the means for success upon graduation. The integration of the business community will provide a true industrial curriculum and ensure that industry standards are met in the Academy's Industry Lab while supporting instruction for the incorporation of STEM and a Project-Based Learning (PBL) format in all classes. STEM and PBL as utilized in our industrial program need the support of the requested waivers, and in fact, the waivers are necessary for full implementation of the programmatic changes. The charter status will highlight our new, innovative approach to serving high school students, the design of which best meets the needs of our small, but growing, community. The industrial pathways that we are proposing are the result of the needs expressed by regional business and industry owners. The Pea Ridge School Board is in agreement with the charter application and feels that the opening of the Pea Ridge Career and Technical Academy is the best way to move forward with the innovations that will serve both our students and our community.

- Explain why the plan outlined in the application cannot be implemented as part of the current high school.

The proposed design of the Pea Ridge Career and Technical Academy cannot be implemented as part of the current high school due to the necessity of the requested waivers which would allow full implementation of the programmatic changes. Request to waive Oral Communications in the 9th grade:

Currently, Oral Communications is taken by 9th and 10th grade students at Pea Ridge High School; however, for those students who express an interest in the Academy program, the Pea Ridge School District is requesting a waiver from this requirement which would allow the content of this course to be embedded in literacy courses, thereby affording those students the opportunity to enroll in courses designed as prerequisites for the manufacturing academy.

Request to waive Career and Technical Education in the 7th, 8th, and 9th grades:

who Currently, Career and Technical Education courses including Computer Business Applications, Family & Consumer Science, and Survey of Agriculture are taken by 9th grade students at Pea Ridge High School; however, for those students who express an interest in the Academy program, the Pea Ridge School District is requesting a waiver from this requirement which would allow these courses to be offered in the 8th grade. Additionally, Keyboarding and Career Orientation are currently taken in the 8th grade. The District is requesting a waiver allowing the content of Keyboarding to be embedded into Computer Business Applications and the content of Career Orientation to be embedded into Family & Consumer Science or Career Orientation, thereby affording those students the opportunity to enroll in courses designed as prerequisites for the manufacturing academy.

Request to waive Health and Safety Education: Currently, Health and Safety is taken by 9th and 10th grade students at Pea Ridge High School; however, for those students who express an interest in the Academy program, the Pea Ridge School District is requesting a waiver from this requirement which would allow the content of this course to be embedded in every career pathway within the Academy, thereby affording those students the opportunity to enroll in courses designed as prerequisites for the manufacturing academy.

Request to waive Clock Hours for Units of Credit requirements:

In conjunction with the waivers requesting embedded courses, the Pea Ridge School District requests a waiver from the required Clock Hours, or 'seat time', of those courses. There will be no dilution of course content with the reduction of seat time. Additionally, concurrent credit courses provided as a result of the articulation agreements with NWACC and ATU-0 will be delivered with standard clock hours for each single course though course credit will be given for both high school and college credit.

Request to waive Planned Instructional Day requirements:

per During the weeks of a student's internship, as well as during the one-half day of JAG Seminar on Fridays, the District is requesting a waiver from the 30 hours week of the Planned Instructional Day requirements. All curricular content requirements and weekly instructional hours will be met through the programmatic offerings of the Academy; however, due to the design of the Academy which includes a lengthened school day, internship opportunities, and weekly seminar, the weekly instructional hours may be configured differently than that of a traditional high school day or week.

Request to waive Class Size and Teaching Load requirements:

As the Pea Ridge School District recruits students and builds relationships with regional businesses resulting in additional career pathway opportunities, the Academy expects to enroll up to 400 students. A waiver from the Teaching Load maximum of 150 students per teacher is requested, affording the Academy the ability to enroll up to 180 students per teacher per day with the Class Size remaining at 30 students per class.

Request to waive Rules Governing Educator Licensure:

Because of the design of the Academy, industrial instructors in each career

pathway of the Industry Lab will be hired based on their certification and expertise in their trade area rather than on ADE educator licensure requirements. The District is requesting a waiver from the requirements mandating educator licenses for these instructors so that a true partnership with regional industries and exemplary, industry-standard instruction can be assured.

C-6: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

A response that meets the standard will present:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan;
- A plan that addresses how the charter school will improve student learning and meet the state education goals;
- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain the ways in which parents and patrons are involved in **developing and implementing** the school improvement plan.

As with the other school improvement plan committees across the district, parents and patrons involved with the Pea Ridge Career and Technical Academy will serve on ACSIP sub-committees to develop goals and suggest changes which would enhance the learning of the Academy's students.

- Explain if STEM education and project-based learning will be unique to the charter school.

STEM Education and Project-Based Learning are research-based instructional designs that are useful in teaching all students and important when teaching the Common Core. STEM and PBL are used in all schools in the Pea Ridge School District; however, the format for using these designs in the Academy will be different due to the integration of community businesses and the influence of industrial instructors on the curriculum.

- Confirm the understanding that the NORMES system is no longer used by the ADE.

Pea Ridge Public Schools understands that NORMES is no longer an existing resource and has been replaced by the Arkansas Data Center which provides the data analysis and enhanced services that had previously been provided by NORMES.

- Explain how the district plans to evaluate the success of the charter school and to attribute student academic performance to the charter if charter school students spend half the day enrolled in courses at Pea Ridge High School.

As with the other school improvement plans across the district, performance criteria for the charter school will be based on AMOs for Math, Literacy, and ELL, and BW results for Health and Wellness. The success of the Academy will be measured by analyzing the goals, performance criteria, and achievement of its students, as well as through tracking its graduates to determine successful industry employment. With the amended design of the charter school, Academy students will not spend half their day enrolled in courses at Pea Ridge High School, and therefore, all student academic performance will be attributed to Pea Ridge Career and Technical Academy.

C7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain if the district plans for PARCC results to be attributed to the charter school or to Pea Ridge High School.

With the amended design of the charter school, Academy students will not spend half their day enrolled in courses at Pea Ridge High School, and therefore, all student PARCC results will be attributed to Pea Ridge Career and Technical Academy.

C-8: STUDENT SERVICES

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

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;

- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students.

Meets the Standard

Concerns and Additional Questions:

- Explain when and how charter students will be enrolled in concurrent college courses.

Students at Pea Ridge Career and Technical Academy will obtain concurrent college courses during the school day between 8:00-4:15 through the articulation agreements with Northwest Arkansas Community College (NWACC) and Arkansas Tech University-Ozark (ATU-0).

See attached documentation.

C-9: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain how the following data to be collected, analyzed, and disaggregated can be attributed to the charter, separate from Pea Ridge High School:
 - Grade point averages;
 - High school credits earned;
 - High school graduations earned;
 - Dual credits earned;
 - Number of graduates attending college;
 - Number of graduates entering the workforce at higher than minimum wage;
 - Number graduating from a two-year institution within two years; and
 - Results of PARCC assessments.

With the amended design of the charter school, Academy students will not spend half their day enrolled in courses at Pea Ridge High School, and therefore, all data which will be collected, analyzed, and disaggregated will be attributed to Pea Ridge Career and Technical Academy.

- Explain how district personnel will track graduates and access detailed information after students complete high school.

Graduates and their detailed post-graduation information will be tracked through the Jobs for Arkansas Graduates (JAG) program, just as for other graduates in the Pea Ridge School District. Originally designed as Jobs for American Graduates, the JAG program has been redesigned to meet the needs of students graduating from Arkansas high schools. The JAG program provides a curriculum which trains students to build introductory workplace skills which will enable them to be successful in the job market and includes soft skills and internship opportunities. Additionally, the JAG program allows its users to create a database of students during their senior years of high school and track their progress for the next two years.

C-10: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide the maximum number of students for each academy .

For the 2013-14 school year, each pathway in the Academy will enroll up to 25 students based on a lottery system. As more students are recruited into the Academy, the expectation of the district is that additional industry partnerships will be formed and additional career pathways will be offered, resulting in a total student enrollment that will cap at 400.

C-11: STAFFING PLAN

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

Evaluation Criteria:

A response that meets the standard will present:

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

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- List the subject areas in which the two educators who work with metal fabrications and welding will be licensed.

Industry instructors who work in each career pathway will not be licensed. They will be approved based on their certification in their trade area. This is addressed in the section on Waiver Requests.

- Explain why two teachers and four instructors are indicated, but only five teachers are included in the budget.

The amended staffing plan now includes the following FTEs:

Family Liaison/Parental Involvement	0.5 FTE
Sales and Communication/Broadcasting	0.5 FTE
Industrial Technology and Maintenance	1.0 FTE
Welding/Metal Fabrication	1.0 FTE
Supply Chain Command/Logistics Management	1.0 FTE
Health Informatics	1.0 FTE
Math/Science	1.0 FTE
English/Social Studies	1.0 FTE

See attached documentation.

C-12: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard

C-13: FACILITIES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard

C14: FOOD SERVICES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard

C15: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

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

Partially Meets the Standard – MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Confirm that the school will succeed in developing and maintaining meaningful, productive parental and community involvement in the charter's educational program.

With the inclusion of a Family Liaison employee on staff at the Academy, the charter school will thrive in its development and maintenance of meaningful and productive parental and community involvement. The Family Liaison will take an active role in assisting with the recruitment of students and families that represent the diversity of the student population, ensuring that non-discrimination policies and lottery procedures are followed, and providing follow-up to families seeking to enroll. Additional responsibilities will include on-going contact with families to facilitate the school-family partnership, coordinate and organize family engagement activities, and assess family needs.

- Explain the school's requirements regarding parental involvement.

The Pea Ridge Career and Technical Academy will follow the minimum guidelines set forth by the Arkansas Department of Education regarding Parental Involvement requirements, and will enhance those requirements with the aforementioned responsibilities of the Family Liaison.

- Name the businesses that are committed to partnering with the charter school.

Businesses committed to partnering with the Pea Ridge Career and Technical Academy thus far include:

Bentonville Plastics	Nunnally Chevrolet
Walmart	Everett Chevrolet
40/29 News	Northwest Arkansas Community College
JR Welding	Arkansas Tech University - Ozark

See attached documentation.

C-16: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

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

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

Partially Meets the Standard

See descriptions of waiver information in section C-5 of this resubmission documentation.

The Pea Ridge School District confirms that all students enrolled in Pea Ridge Career and Technical Academy will be enrolled in one unit of physical education.

- **Section 9.03.1 of the ADE Rules Governing the Standards for Accreditation**
 - The applicant should explain why this waiver is necessary when it will serve grades 11-12 only. This Standard applies to grades 5-8.

This waiver request mistakenly cited Section 9.03.1 of the ADE Standards Rules; the request should have cited Section 9.03.4.1 of the ADE Standards Rules.

The applicant wishes to amend the waiver request to reflect the citation change; the rationale for the request remains the same as contained in the original application.

- **Section 9.03.9 of the ADE Rules Governing the Standards for Accreditation**
 - The applicant should explain why this waiver is necessary when it will serve grades 11-12 only. This Standard applies to grades 5-8.

The waiver is necessary here in order to help students in the seventh and eighth grades be better prepared to participate in, and derive the most educational benefit from, the Pea Ridge Career and Technical Academy (Academy). Although the seventh and eighth grades are not part of the charter application, the applicant strongly believes that the ability to be able to present the Career and Technical Education curriculum to those students in the manner set forth in the waiver request will help provide a valuable educational link from the middle school to the Academy.

- **Section 10.01.4 of the ADE Rules Governing the Standards for Accreditation**
 - The applicant should explain why this waiver is necessary. It appears the planned instructional time will meet the requirements of this Standard.

- If the applicant does intend to provide less instructional time than is required by this Standard, a waiver of **Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** is also necessary.

The waiver is essential to the Academy to assure that within the Academy's programs there would be the necessary flexibility to allow for instructional variance based on individual student needs. With the embedding of courses (such as Oral Communications), there could be the need for a flexible time to allow for more performance-based tests that are student directed. Additionally, as mentioned in the waiver request, this waiver affects the Internship & Business and Manufacturing Seminars which are valuable Academy offerings. Without this waiver, as program areas are implemented, the lack of flexibility could impact students' abilities to fully participate in the Academy experience.

- **Section 14.03 of the ADE Rules Governing the Standards for Accreditation**

- The Panel lacks the authority to grant waiver of graduation requirements. However, in the past the authorizer has granted a waiver of the 120 clock hour requirement upon satisfaction that the charter will adhere to full curriculum alignment with Arkansas frameworks.

In light of the Legal Comments received, the applicant wishes to amend this waiver request to ask for a waiver of the 120 clock hour requirement. The applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas frameworks, and will be glad to submit to the Panel any additional information desired to satisfy the Panel.

- **Section 9.03.4.9 of the ADE Rules Governing the Standards for Accreditation**

- The applicant should confirm that it will still teach one unit of physical education.

The applicant hereby confirms that it will still teach one (1) unit of physical education at the Pea Ridge Career and Technical Academy.

C-17: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

A response that meets the standard will present:

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

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.

Meets the Standard

Desegregation assurances do not apply to the Pea Ridge School District.

OTHER COMMENTS

Budget

- Review the budget considering that the legislative session reduced the amount of funding for professional development in 2014-2015. The current estimate is approximately \$26.67 per student.

See attached documentation.

**Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2014-2015	Salary 2014-2015	2015-2016	Salary 2015-2016
<i>Line#</i>	List Positions	No. FTEs		No. FTEs	
1	Principal	1	\$75,000.00	1	\$75,000.00
2					
3					
4					
5					
6					
7	Subtotal:		\$75,000.00		\$75,000.00
8	Fringe Benefits (rate used 26%)		\$19,500.00		\$19,500.00
9	Total Administration:		\$94,500.00		\$94,500.00

Regular Classroom Instruction:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
10	Teachers	7	\$45,000.00	10	\$45,000.00
11	Aides	2	\$30,000.00	0.5	\$30,000.00
12	Subtotal:		\$375,000.00		\$465,000.00
13	Teacher Fringe Benefits (rate used 26%)		\$81,900.00		\$117,000.00
14	Aide Fringe Benefits (rate used _____)		\$0.00		\$0.00
15	Total Regular Classroom Instruction:		\$456,900.00		\$582,000.00

Special Education:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
16	Teachers				
17	Aides				
18	Subtotal:				
19	Teacher Fringe Benefits (rate used _____)				
20	Aide Fringe Benefits (rate used _____)				
21	Total Special Education:				

Gifted and Talented Program:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2014-2016 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2014-2016 No. FTEs	2015-2016 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2014-2016 No. FTEs	2015-2016 No. FTEs
42 Career Counselor	0.5	1
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used 26%)		
49 Total Guidance Services:		

Health Services:

List Positions	2014-2016 No. FTEs	2015-2016 No. FTEs
50 _____		
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:

58
59
60
61
62
63
64
65

List Positions

2014-2015
No. FTEs

2015-2016
No. FTEs

2014-2015 No. FTEs	2015-2016 No. FTEs

Subtotal:

Fringe Benefits (rate used _____)

Total Media Services:

Fiscal Services:

66
67
68
69
70
71
72
73

List Positions

2014-2015
No. FTEs

2015-2016
No. FTEs

2014-2015 No. FTEs	2015-2016 No. FTEs

Subtotal:

Fringe Benefits (rate used _____)

Total Fiscal Services:

Maintenance and Operation:

74
75
76
77
78
79
80
81

List Positions

2014-2015
No. FTEs

2015-2016
No. FTEs

Secretary

2014-2015 No. FTEs	2014-2015 Amount	2015-2016 No. FTEs	2015-2016 Amount
1	\$30,000.00	1	\$30,000.00

Subtotal:

Fringe Benefits (rate used 26%)

Total Maintenance and Operation:

	\$30,000.00		\$30,000.00
	\$7,800.00		\$7,800.00
	\$37,800.00		\$37,800.00

Pupil Transportation:

82
83
84
85
86
87
88
89

List Positions

2014-2015
No. FTEs

2015-2016
No. FTEs

2014-2015 No. FTEs	2015-2016 No. FTEs

Subtotal:

Fringe Benefits (rate used _____)

Total Pupil Transportation:

Food Services:

		2014-2015 No. FTEs	2015-2016 No. FTEs
90	List Positions		
91			
92			
93			
94			
95	Subtotal:		
96	Fringe Benefits (rate used _____)		
97	Total Food Services:		

Data Processing:

		2014-2015 No. FTEs	2015-2016 No. FTEs
98	List Positions		
99			
100			
101			
102			
103	Subtotal:		
104	Fringe Benefits (rate used _____)		
105	Total Data Processing:		

Substitute Personnel:

		2014-2015 No. FTEs	2015-2016 No. FTEs
106	Number of Certified Substitutes _____		
107	Number of Classified Substitutes _____		
108	Subtotal:		
109	Certified Fringe Benefits (rate used _____)		
110	Classified Fringe Benefits (rate used _____)		
111	Total Substitute Personnel:		

112	TOTAL EXPENDITURES FOR SALARIES:	<u>\$620,700.00</u>	<u>\$777,961.50</u>
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**Public Charter School Application
Estimated Budget Template**

REVENUES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
State Public Charter School Aid:			
2014-2015			
1	No. of Students <u>125</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$815,125.00</u>	
2	No. of Students <u>125</u> x <u>\$44.00</u> Professional Development	<u>\$5,500.00</u>	
3	No. of Students <u>62</u> x <u>\$517.00</u> eligible rate* NSL Funding	<u>\$32,054.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
2015-2016			
6	No. of Students <u>250</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$1,630,250.00</u>
7	No. of Students <u>250</u> x <u>\$44.00</u> Professional Development		<u>\$11,000.00</u>
8	No. of Students <u>125</u> x <u>\$517.00</u> eligible rate* NSL Funding		<u>\$64,625.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u><u>\$852,679.00</u></u>	<u><u>\$1,705,875.00</u></u>
Other Sources of Revenues:			
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
12	Private Donations or Gifts	_____	_____
13	Federal Grants (List the amount)	_____	_____
14	Special Grants (List the amount)	_____	_____
15	Other (<i>Specifically Describe</i>)	_____	_____
16		_____	_____
16	Total Other Sources of Revenues:	<u>_____</u>	<u>_____</u>
17	TOTAL REVENUES:	<u><u>\$852,679.00</u></u>	<u><u>\$1,705,875.00</u></u>

EXPENDITURES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
Administration:			
18	Salaries and Benefits	<u>\$94,500.00</u>	<u>\$94,500.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 _____	_____	_____
20	V - AD 2 _____	_____	_____
21	V - AD 3 _____	_____	_____
22	V - AD 4 _____	_____	_____
23	V - AD 5 _____	_____	_____
24	Supplies and Materials		
25	Equipment		
	Other (List Below)		
26	Furniture/Tables Chairs/ Misc	<u>\$20,000.00</u>	<u>\$20,000.00</u>
27	_____	_____	_____
28	_____	_____	_____
29	_____	_____	_____
30	_____	_____	_____
31	Total Administration:	<u><u>\$114,500.00</u></u>	<u><u>\$114,500.00</u></u>

Regular Classroom Instruction:		2014-2015 Amount:	2015-2016 Amount:
32	Salaries and Benefits	\$456,900.00	\$582,000.00
	Purchased Services - List Vendors Below		
33	V - CI 1 Professional Development	\$20,000.00	\$20,000.00
34	V - CI 2 Industry Consultant Responsive Ed	\$60,000.00	\$60,000.00
35	V - CI 3 Responsive Ed Curriculum	\$70,000.00	\$70,000.00
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials		
39	Equipment		
40	Other (List Below)		
41			
42			
43			
44			
45	Total Regular Classroom Instruction:	\$606,900.00	\$732,000.00

Special Education:			
46	Salaries and Benefits		
	Purchased Services - List Vendors Below		
47	V - SE 1		
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
54	Other (List Below)		
55			
56			
57			
58			
59	Total Special Education:		

Gifted and Talented Program:			
60	Salaries and Benefits		
	Purchased Services - List Vendors Below		
61	V - GT1		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
69			
70			
71			
72			
73	Total Gifted and Talented Program:		

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount: 2015-2016 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
75	V - ALE1 _____	_____	_____
76	V - ALE2 _____	_____	_____
77	V - ALE3 _____	_____	_____
78	V - ALE4 _____	_____	_____
79	V - ALE5 _____	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
82	Other (List Below)		
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	_____	_____

English Language Learner Program:

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
89	V - ELL1 _____	_____	_____
90	V - ELL2 _____	_____	_____
91	V - ELL3 _____	_____	_____
92	V - ELL4 _____	_____	_____
93	V - ELL5 _____	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
96	Other (List Below)		
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	_____	_____

Guidance Services:

102	Salaries and Benefits	\$31,500.00	\$63,661.50
	Purchased Services - List Vendors Below		
103	V - GS1 _____	_____	_____
104	V - GS2 _____	_____	_____
105	V - GS3 _____	_____	_____
106	V - GS4 _____	_____	_____
107	V - GS5 _____	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
110	Other (List Below)		
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	\$31,500.00	\$63,661.50

Health Services:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
116	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
117	V - HS1	_____	_____
118	V - HS2	_____	_____
119	V - HS3	_____	_____
120	V - HS4	_____	_____
121	V - HS5	_____	_____
122	Supplies and Materials	_____	_____
123	Equipment	_____	_____
	Other (List Below)		
124	_____	_____	_____
125	_____	_____	_____
126	_____	_____	_____
127	_____	_____	_____
128	_____	_____	_____
129	Total Health Services:	=====	=====

Media Services:			
130	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
131	V - MS1	_____	_____
132	V - MS2	_____	_____
133	V - MS3	_____	_____
134	V - MS4	_____	_____
135	V - MS5	_____	_____
136	Supplies and Materials	_____	_____
137	Equipment	_____	_____
	Other (List Below)		
138	_____	_____	_____
139	_____	_____	_____
140	_____	_____	_____
141	_____	_____	_____
142	_____	_____	_____
143	Total Media Services:	=====	=====

Fiscal Services:			
144	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
145	V - FS1	_____	_____
146	V - FS2	_____	_____
147	V - FS3	_____	_____
148	V - FS4	_____	_____
149	V - FS6	_____	_____
150	Supplies and Materials	_____	_____
151	Equipment	_____	_____
	Other (List Below)		
152	_____	_____	_____
153	_____	_____	_____
154	_____	_____	_____
155	_____	_____	_____
156	_____	_____	_____
157	Total Fiscal Services:	=====	=====

Maintenance and Operation:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	<u>\$37,800.00</u>	<u>\$37,800.00</u>
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 _____	_____	_____
160	V - MO2 _____	_____	_____
161	V - MO3 _____	_____	_____
162	V - MO4 _____	_____	_____
163	V - MO5 _____	_____	_____
164	Supplies and Materials	_____	_____
165	Equipment	_____	_____
166	Other (List Below)		
167	_____	_____	_____
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	Total Maintenance and Operation:	<u><u>\$37,800.00</u></u>	<u><u>\$37,800.00</u></u>

Pupil Transportation:			
172	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
173	V - PT1 _____	_____	_____
174	V - PT2 _____	_____	_____
175	V - PT3 _____	_____	_____
176	V - PT4 _____	_____	_____
177	V - PT5 _____	_____	_____
178	Supplies and Materials	_____	_____
179	Equipment	_____	_____
180	Other (List Below)		
181	_____	_____	_____
182	_____	_____	_____
183	_____	_____	_____
184	_____	_____	_____
185	Total Pupil Transportation:	_____	_____

Food Services:			
186	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
187	V - FD1 _____	_____	_____
188	V - FD2 _____	_____	_____
189	V - FD3 _____	_____	_____
190	V - FD4 _____	_____	_____
191	V - FD5 _____	_____	_____
192	Supplies and Materials	_____	_____
193	Equipment	_____	_____
194	Other (List Below)		
195	_____	_____	_____
196	_____	_____	_____
197	_____	_____	_____
198	_____	_____	_____
199	Total Food Services:	_____	_____

Data Processing:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
201	V - DP1 _____	_____	_____
202	V - DP2 _____	_____	_____
203	V - DP3 _____	_____	_____
204	V - DP4 _____	_____	_____
205	V - DP5 _____	_____	_____
206	Supplies and Materials	_____	_____
207	Equipment	_____	_____
	Other (List Below)		
208	_____	_____	_____
209	_____	_____	_____
210	_____	_____	_____
211	_____	_____	_____
212	_____	_____	_____
213	Total Data Processing:	=====	=====
Substitute Personnel:			
214	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
215	V - SB1 _____	_____	_____
216	V - SB2 _____	_____	_____
217	V - SB3 _____	_____	_____
218	V - SB4 _____	_____	_____
219	V - SB5 _____	_____	_____
220	Total Substitute Personnel:	=====	=====
Facilities:			
221	Lease/Purchase Contract for One Full Year	_____	_____
	Facility Upgrades - List Upgrades Below		
222	Remodel Rooms for Career Pathway Classes	\$20,000.00	_____
223	_____	_____	_____
224	_____	_____	_____
225	_____	_____	_____
226	_____	_____	_____
227	_____	_____	_____
228	_____	_____	_____
229	Property Insurance for One Full Year	_____	_____
230	Content Insurance for One Full Year	_____	_____
231	Total Facilities:	=====	=====

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	Debt Expenditures:		
	List Debts Below		
232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	Total Debts:	=====	=====
	Other Expenditures:		
	List Other Expenditures Below		
235	_____	_____	_____
236	_____	_____	_____
237	_____	_____	_____
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	TOTAL EXPENDITURES:	<u>\$810,700.00</u>	<u>\$947,961.50</u>
242	Net Revenue over Expenditures:	<u>\$41,979.00</u>	<u>\$757,913.50</u>

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

The TIMES of Northeast Benton County

P.O. Box 25
981 N. Curtis Ave.
Pea Ridge, AR 72751

December 2, 2013

To whom it may concern:

The Pea Ridge School District provided the date of the public hearing to discuss the proposed charter school at Pea Ridge High School which was held at 6 p.m. Tuesday, Oct. 15, 2013, in the Pea Ridge High School cafeteria. It was published in The TIMES of Northeast Benton County, a weekly newspaper, on Sept. 24, Oct. 2, and Oct. 9.

Sincerely,



Annette Beard
managing editor
Phone: 479-451-1196
Cell phone: 479-445-4081
Fax: 479-451-9456
e-mail: abeard@nwaonline.com

Providing soles for little souls

The "Heart and Soles" project is a special service in Pea Ridge School District.

"Four years ago we saw a need for properly fitting shoes and warm socks for some of our students in our Elementary campus and decided to fulfill that need," said Cheryl Tillman

about the program founded by nurse Val Colburn and her.

"We bought tennis shoes and socks and gave them out just before Christmas break. The next year, word had gotten around and we had requests for shoes throughout the entire district."

Tillman said the need has grown as the school has grown.

"We are asking for a monetary donation to help support this project in our district of Pea Ridge. We are hoping to provide 200 plus pairs of tennis shoes to students and their siblings this

year. We always have a need throughout the year as well. The school nurses try to keep a few pairs of shoes to support those needs. We go through several pairs each year," Tillman said.

To contribute to the cause, call either Tillman or Colburn at 451-1555.

PRHS NEWS

Pea Ridge School District Public Meeting

What: Public meeting to discuss conversion charter for High School

When: 6 p.m. Tuesday, Oct.15, 2013

Where : Pea Ridge High School Cafeteria

PEA RIDGE PUBLIC SCHOOLS

Monday, Sept. 30 — Chicken taco salad, lettuce, tomato, refried beans, fruit, milk; **Breakfast:** Sausage and biscuit, juice and milk.

Tuesday, Oct. 1 — Ground beef and macaroni, mixed spinach salad, green beans, fruit and milk; **Breakfast:** Pancake on a stick, juice and milk.

Wednesday, Oct. 2 — Baked ham, mashed potatoes with gravy, green peas, whole wheat roll, fruit and milk; **Breakfast:** Breakfast pizza, juice and milk.

Thursday, Oct. 3 — Frito pie, lettuce, tomato, corn, apple crisp, milk; **Breakfast:** Bagel with cream cheese, juice and milk.

Friday, Oct. 4 — Cheeseburger, oven baked fries, lettuce, tomato, fruit, milk; **Breakfast:** Biscuit with gravy, juice and milk.

LUNCH MENU

BLACKHAWK SPORTS CALENDAR



December 5, 2013

Mr. Rick Neal
Superintendent
Pea Ridge School District
1391 Weston Street
Pea Ridge, AR 72751

Dear Mr. Neal:

Northwest Arkansas Community College (NWACC) is excited about the opportunity to partner with Pea Ridge Schools in the proposed conversion charter school. I believe NWACC's degree and certificate programs align with your goal to help students have marketable job skills upon high school graduation. NWACC's Early College Experience program partnering with Pea Ridge can offer students the opportunity to earn certifications and college credit while still in high school. NWACC is committed to helping provide curriculum, advising, registration, and in some cases faculty to help make this program a success.

Sincerely,

Diana Johnson

Diana Johnson, Ed.D.
Executive Director of
High School Relations

December 5, 2013

Dr. Tom Kimbrell
Commissioner of Education
Arkansas State Department of Education
#4 Capitol Mall
Little Rock, AR

Dear Dr. Kimbrell,

I'm writing on behalf of the Pea Ridge School District conversion charter school application, submitted for review by the Charter Council and, if approved, for potential opening in the fall of 2014.

As you know, Northwest Arkansas is a rapidly growing region, and school leaders all across the region are contemplating ways in which they might effectively respond to business and community demands for a highly-trained workforce. The Pea Ridge School District has responded to this challenge by crafting a conversion charter application to create industry standard certifications for students to enter the workforce in high-skill positions upon graduation from high school. The certifications will also allow students to work in these fields while they pursue additional certifications or degrees if desired.

To assure they effectively navigate all the flexibility opportunities and management issues associated with implementing a charter school, the district has partnered with Responsive Education Solutions, a successful charter management organization that has been approved to open four other schools in Arkansas.

We at the foundation applaud and support Pea Ridge's efforts to both serve students in a different way, and partner with a successful organization to assure strong implementation.

Sincerely,

Kathy Smith

Senior Program Officer
Arkansas Education

CONSULTATION AGREEMENT

This Consultation Agreement (“Agreement”) is dated effective as of January 1, 2014, between Responsive Education Solutions, a Texas not-for-profit corporation (“Contractor”), and Pea Ridge School District (the “District”); Contractor and the District collectively, the “Parties,” and each individually, a “Party.”

RECITALS

- A. **WHEREAS**, Contractor is knowledgeable and experienced in operating high-quality charter schools; and
- B. **WHEREAS**, the District desires to engage Contractor to assist in establishing a charter school program based on ResponsiveEd’s iSchool High model with a career readiness emphasis;

NOW THEREFORE, in consideration of the foregoing premises, of the covenants and agreements contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

AGREEMENT

1. **Type of Services.** Contractor shall provide the District with up to 240 hours of comprehensive consulting services and staff training in all aspects of school operations per school year, including, but not limited to: academics, curriculum development, human resources, accounting, information technology, legal compliance, facility management, marketing, executive planning, child nutrition, risk management, media relations, student discipline, and any such similar services on which the parties may mutually agree in writing (collectively referred to herein as the “Services”).
2. **Term of Contract.** The Term of this Agreement shall commence on January 1, 2014, and conclude on June 15th, 2016.
3. **Payment/Consideration.** The consideration for providing the Services shall be ONE HUNDRED TWENTY THOUSAND (\$120,000.00) (“Fee”). District shall pay Contractor the first installment of \$60,000 (“Fee”) on the later of either: (a) February 1, 2014, or (b) fourteen (14) days following the approval of this Agreement by the Arkansas Department of Education. The District shall pay the Contractor the second installment of \$60,000 (“Fee”) prior to June 1, 2015 for services rendered during the 2015-2016 school year.
4. **Taxes.** Contractor acknowledges that it is not an employee of the District, but rather is an independent contractor according to rulings and regulations issued by the Internal Revenue Service, and agrees to pay all income and self employment taxes on the Consideration paid to Contractor under this Agreement. The District shall not be responsible for the payment of any federal, state, or local taxes for or on behalf of the Contractor, under any circumstances.
5. **Indemnification/Hold Harmless.** To the fullest extent permitted by law, the District shall indemnify and hold harmless Contractor and agents and employees of any of Contractor from and against claims, damages, losses, and expenses, including but not limited to attorney’s

fees, arising out of or resulting from Contractor's performance of the Services, but only to the extent that such claims, damages, losses, and expenses are not caused by the gross negligence of the Contractor and agents and employees of the Contractor.

6. **Independent Contractor Relationship.** Contractor acknowledges and agrees that Contractor is an independent contractor.
7. **Background Checks.** Contractor agrees to provide written consent for the District to perform background checks for all individuals performing Services for the District. Contractor agrees to provide written consent for the District to have the individuals providing the Services to be finger printed if deemed necessary by the District prior to providing the Services and if the individuals will be working during school hours and/or around students. In addition, Contractor agrees that the District may choose to perform background checks on selected Contractor personnel at the sole expense of the District.
8. **No Fringe and Other Benefits.** No fringe benefits or other benefits are payable to Contractor other than the Consideration described in Paragraph 3, above. The District will not be required to furnish Contractor the tools and equipment necessary to complete the job (i.e. laptop, cell phone, or other materials and supplies which Contractor may need to perform the services set forth in Paragraph 1, above).
9. **Expenses.** Contractor is responsible for all expenses it incurs in performing the Services.
10. **Transmittal of Notices.** All notice permitted or required by this Agreement, shall be in writing and delivered or mailed to the other Party at the appropriate address given in this Agreement. Said notices may be transmitted in person, by certified mail, or by overnight courier.
11. **Modification.** No modification of this Agreement shall be valid unless approved in writing by both Parties to this Agreement.
12. **Governing Law.** This Agreement shall be governed by the laws of the state of Arkansas. Venue for any action, suit, or other proceeding relating to this Agreement shall lie exclusively in the state courts of Arkansas, and the Parties irrevocably consent to the exclusive jurisdiction of those courts. Attorney's fees in any legal action shall be awarded to the prevailing Party.
13. **Waiver.** Waiver by one Party hereto of a breach of any provision of this Agreement by the other shall not be construed as a continuing waiver.
14. **Entire Agreement.** This document constitutes the entire Agreement between the District and the Contractor. All other agreements between the Parties are herewith superseded.
15. **Confidentiality.** The Parties agree, to the extent permitted by law, to keep strictly confidential all confidential or proprietary information about or belonging to a Party (including without limitation any works, work product, or related information) to which the other Party gains or has access to by virtue of the Parties' relationship. Except as disclosure may be required to obtain the advice of professionals or consultants or as may be required by applicable law, each Party shall use its best efforts to ensure that such information is not

disclosed to any other third person or entity without the prior written consent of the other Party. The Parties further acknowledge and agree that the District, in fulfilling its duties and responsibilities under this Agreement, shall maintain all records and shall make such records publicly available as may be required by applicable law. Further, Contractor acknowledges state and federal requirements regarding the confidentiality of student information and agrees to strictly adhere to such requirements.

16. **Effective Date.** The effective date of this Agreement shall be January 1, 2014.

17. **ADE Approval.** This Agreement is contingent upon the Arkansas Department of Education's approval of this Agreement.

18. **Signatures.**

District

Rick Neal
Superintendent
Pea Ridge School District
781 West Pickens Road
Pea Ridge, Arkansas 72751

Contractor

Charles Cook
Chief Executive Officer
Responsive Education Solutions
1301 Waters Ridge
Lewisville, Texas 75057
Phone: (972) 316-3663

Approved as to Form:

Chris Baumann
General Counsel
Responsive Education Solutions
1301 Waters Ridge
Lewisville, Texas 75057
Phone: (972) 316-3663

2013-2014 Application Cycle

Application

**Pea Ridge Public Schools
Pea Ridge, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application District Conversion or Limited Public Charter School

Deadline for Receipt of Submission: Thursday, October 31 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

PEA RIDGE CAREER AND TECHNICAL ACADEMY

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
DISTRICT CONVERSION OR LIMITED PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: PEA RIDGE CAREER AND TECHNICAL ACADEMY

Grade Level(s) for the School: 11-12 Student Enrollment Cap: 400

Name of School District: PEA RIDGE PUBLIC SCHOOLS

Type of Charter Proposed: District Conversion Public Charter School

Name of Contact Person: RICK NEAL

Address: 781 W. PICKENS City: PEA RIDGE

ZIP: 72751 Daytime Phone Number: (479) 451-8181 FAX: (479) 451-8235

Email: rneal@prs.k12.ar.us

Charter Site Address: 781 W. PICKENS

City: PEA RIDGE

ZIP: 72751 Date of Proposed Opening: AUGUST 2014

Name of Superintendent: RICK NEAL

Address: 781 W. PICKENS City: PEA RIDGE

ZIP: 75751 Daytime Phone Number: (479) 451-8181

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The Pea Ridge Career and Technical Academy will provide a nurturing and challenging atmosphere in which students in their junior and senior years of high school will acquire personalized, industry-based knowledge and experiences through STEM education and a project-based learning approach. They will be prepared to enter the skilled workforce as industry partners who have developed high academic standards and essential career skills while gaining extensive experiences in service to their community. In this way, Pea Ridge Career and Technical Academy will also serve to strengthen the Northwest Arkansas Region by deepening the commitment among the school district, its young people, and the business community.

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

Applicant Response:

Through a deeply-rooted partnership with area industries and NWACC, students will be provided career-centered learning and engage in real-world applications throughout the program. Enhanced exit options include graduating with a value-added diploma which will provide technical certification or concurrent college credit.

Program curricula will be driven by STEM education and allow for increased rigor as well as the differentiation necessary to meet students' specific needs and scaffold instruction for at-risk learners.

Students will engage in Project-Based Learning incorporating 21st Century Skills, including: use of technology, communication skills, real-world problem solving, and collaboration.

Students will create and design projects using 1:1 technology. Industry-standard software blended with quality career pathways and relevant experiences will deepen engagement for all learners.

Each student will have a personalized learning plan that structures their learning opportunities and defines the value-added diploma including any technical certification or concurrent college credit that will be available as part of his or her academic path.

Relevant professional development will be provided. Faculty members will be provided appropriate training and participate in summer internships. Faculty members will actively participate in professional learning communities throughout the school year.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

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

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

Applicant Response:

A public hearing was held October 15, 2013 from 6:00-7:00 pm at Pea Ridge High School cafeteria to discuss the proposed establishment of Pea Ridge Career and Technical Academy. The meeting was publicized for three consecutive weeks (October 2, 11, & 19, 2013) in the local newspaper, The Pea Ridge Times. Additionally, the meeting was advertised on the district's website. Information pertaining to the public meeting was also discussed at community business meetings, and information was presented to district faculty by Rick Neal, superintendent, during faculty meetings.

Rick Neal, Superintendent of Pea Ridge Public Schools, facilitated the meeting and welcomed participants. The agenda was as follows:

- ~ Welcome and Background Information - Rick Neal, Superintendent
- ~ Description of Conversion Charter School - Keith Martin, Asst. Superintendent
- ~ Academies Overview - Rick Neal
- ~ Teacher Viewpoints - Perry Mason and Joe Stewart
- ~ Conclusion - Rick Neal

Feedback from those in attendance was overwhelmingly positive with no participant expressing concerns. Business and community leaders expressed support and enthusiasm for this model which would allow them to be deeply involved in designing the curriculum and selecting students from the program for internship opportunities.

In addition, a meeting of the NWA Economic Council was convened on October 11, 2013 from 10:00-11:00 am and facilitated by Rick Neal. Mr. Neal invited business partners to "become part of the change" as Pea Ridge School District endeavors to embrace the business community by providing high-quality employees for their businesses. Mr. Neal's statement that "current programs are outdated" was met with agreement and enthusiasm from the business leaders as he explained the model for allowing businesses to be deeply rooted in the development of the academy curriculum. Overwhelming support from two area Chambers of Commerce, Northwest Arkansas Community College, and nine represented businesses indicates that true industry

partnership has the potential to complement the efforts of educational agencies for the betterment of both the students and the community.

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

Applicant Response:

The Pea Ridge Career and Technical Academy will provide a nurturing and challenging atmosphere in which students in their junior and senior years of high school will acquire personalized, industry-based knowledge and experiences through STEM education and a project-based learning approach. They will be prepared to enter the skilled workforce as industry partners who have developed high academic standards and essential career skills while gaining extensive experiences in service to their community. In this way, Pea Ridge Career and Technical Academy will also serve to strengthen the Northwest Arkansas Region by deepening the commitment among the school district, its young people, and the business community.

3. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

Pea Ridge School District, located in Benton County and consisting of 53 square miles, lies within the city limits of Pea Ridge, Arkansas. The city of Pea Ridge has a population of approximately 4,777 people. The county population is approximately 222,000. The district has a student population of approximately 1,750 students and, like the Northwest Arkansas (NWA) region, has experienced significant, continued growth over the last 10 years.

Many of our students do not attend college or receive training after high school. With 65% of our students entering the workforce before completing a post-secondary degree, current data serves to identify the need for the existence of a charter school that is able to provide students with the opportunity to acquire the real-world skills necessary to obtain highly skilled manufacturing jobs. The isolation of our district increases the need for the Pea Ridge Career and Technical Academy. Many of our students are unable to utilize other career programs which are located 45 to 60 minutes from our campus resulting in a greatly reduced number of students who can attend due to time and cost restraints.

Companies within our region are actively recruiting individuals to fill their vacancies. They are seeking potential employees who are ready to make an immediate impact within their companies. By creating personalized career and technical pathways for students, the academy will prepare students to enter the workforce with the skills and certifications necessary to obtain these positions and earn a livable wage. Students will receive a value-added high school diploma which will enable them to be competitive within the ever-changing job market.

The largest employers in the area are Wal-Mart, J.B. Hunt, and Tyson; however, Northwest Arkansas has a well-diversified employment portfolio that indicates manufacturing jobs make up 12% of employment as of June 2013 (U.S. Bureau of Labor Statistics). When compared to peer regions identified by virtue of a similar industry mix or geographic proximity, NWA tied with the Tulsa region for the second lowest unemployment rate in 2012, but the highest poverty rate in 2011 (U of A Center for Research and Economic Development). In a statement made during an October 11, 2013 meeting of the NWA Economic Council, regional industries made 459 calls last

year to prospective employees, and 50% of industries reported an inability to find qualified people to work in their fields. Workplace essential skills for even entry-level positions have not been taught in traditional vo-tech programs and are critical to the businesses. As an example, the owner of Bentonville Plastics who is committed to partnering with the Pea Ridge School District, indicated that tool and die skills are being sent to China, and "therefore, we need people who are beyond the basics and who aren't going to come in at entry positions." In order to reduce the high poverty rate, students must be prepared not only to participate in the local workforce, but to lead the industrial innovations of the future. This can only be accomplished through a truly authentic, personalized, career-prep curriculum that is heavily dependent on interdisciplinary STEM education and enjoys a deeply-rooted partnership with regional industries.

The uniqueness of this academy will stem from three things: its partnerships with the business community, its commitment to a true STEM approach utilizing industry-standard technology, and its enhanced exit options that include a technical certification or concurrent college credit in addition to the high school diploma. Recently, U.S. Deputy Secretary of Education, Tony Miller, suggested that for educational success, educational agencies must coordinate with businesses to build needed job skills. To date, nine area industries, two Chambers of Commerce, and one community college associated with the University of Arkansas have expressed interest in partnering with the Pea Ridge School District to make the academy a successful endeavor.

The skills gap in the workplace, which was discussed above, will be addressed through Project-Based Learning and the integration of STEM curricula and industry-standard technology. A rigor of high standards of product quality which mirror those required in industry coupled with the relevance of authentic workplace situations will ensure successful candidates for employment graduate from the academy. A portable technical certification upon graduation will eliminate the barriers previously experienced by Pea Ridge students who were unable to attend post-graduation certificate programs because they were cost-prohibitive due to travel or tuition restraints. Should a student choose the concurrent credit value-added exit option, he or she will have up to 18 college hours that can be applied toward a two-year degree. By gaining a non-traditional education in critical thinking, problem-solving, and technical skills, as well as STEM and core academics, students will be prepared for all aspects of the industry.

The Pea Ridge Board of Education's Vision for the District consists of seven statements:

1. Academic Achievement
2. High Quality Instruction
3. Recruitment and Retention of Outstanding Personnel
4. Comprehensive Growth Opportunities for Students
5. Development of Character
6. Prudent Utilization of Resources
7. Community/School Partnerships

The mission of the academy will align perfectly to the seven vision statements of the school board listed above. By aligning the mission of the academy with the vision and mission of the district, we would be able to make a lasting impact on our students and community.

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

Applicant Response:

FOUNDATIONAL PHILOSOPHY

In some parts of our nation, the economy has forced students to have a college degree in order to make a middle class living. Not all students have the means to attend college, but all deserve to be provided with an education that will afford them the opportunity to enter the workforce at more than minimum wage. Traditionally, public education has done a fair job of providing a quality education to academically gifted, college-bound students. Even a cursory glance at current economic indicators reveals that employment and poverty rates, the costs of home ownership, and acquisition of health care are directly tied to personal income. Between 2007 and 2011, personal income grew more slowly in Northwest Arkansas than in all peer comparison regions and the state (University of Arkansas Center for Business and Economic Research). Every school has a segment of their student population that shows the potential for earning capacity but may not be inclined toward college. As a service organization for our community, we have a duty to provide a quality education for these students which will propel them into the workforce and into the quality of life we all deserve. As we are providing for individual students, we are also serving our community by providing exemplary employees who are prepared to meet the demands of the global economy.

PERSONALIZED MODEL

The Pea Ridge Career and Technical Academy will function as a "school-within-a-school" and provide the highest quality business-guided programs and pathways that are aligned to workforce and economic development within the Northwest Arkansas Region. We will implement a multi-tiered advisory structure to increase business, industry, post-secondary, and community involvement in the creation and implementation of the educational program offered within the academy. In conjunction with Responsive Ed., we will implement an i-School model to ensure that the academy is a personalized learning center complete with student-centered projects, internships, entrepreneurship, community service, and creative ventures conceived and generated by students.

Students will attend one-half of their day at the on-site academy for instruction in STEM and industry applications, and 21st Century Skills. They will attend the other one-half of their day at Pea Ridge High School. The academy will provide the students with a full complement of courses to augment the core curriculum. Rather than an enrichment program, the academy will be a school with full academic offerings. All necessary coursework will be provided during these structured half-days. Instruction will be delivered in the following formats:

CORE CURRICULA

Humanities and electives will be taught in their regular format at Pea Ridge High School during the half-day that the student attends the high school. (Their other half-day will be spent in the Industry Lab.) The academy will partner with Responsive Ed. to ensure the core curricula is relevant and blends with the student's personalized pathway.

STEM CURRICULA

STEM courses will be taught at the academy in a project-based format that applies to the industry. Crucial to success in advanced manufacturing is that students not only comprehend STEM concepts, but can apply them in the workplace. Working closely with business partners, STEM courses will be designed which integrate analytical mathematics, principles of technology and physics, and engineering design and presentation into an application curriculum.

PROJECT-BASED LEARNING

Working in collaborative teams, students will apply the skills they have learned in their STEM courses and seminar through relevant and engaging projects that are tied directly to their personalized education program and relate directly to their chosen pathway. All projects will require the students to use essential skills found in the work environment and meet the product standards for quality and safety found in the industry. Students will also be expected to demonstrate 21st Century Skills of communication, collaboration, and problem-solving.

DIGITAL LEARNING

Each student will be provided with a laptop with additional memory for running industry-standard software.

Providing relevant experiences using 1:1 technology will ensure that all students enrolled in the academy will graduate with the essential technology skills necessary for entering the workforce beyond entry-level positions. Additionally, the use of technology blended with a quality personalized curriculum will ensure that applications can be scaffolded and differentiated for at-risk learners. The use of technology supports the Pea Ridge School District's approach to instruction. With access to computers and the latest technologies, every student becomes a self-directed learner.

INDUSTRY LAB

Students will spend one-half of their day at the academy engaged in authentic situations which utilize industry-standard software and equipment. Students will be involved in one of two available pathways: welding technology or precision metal fabrication.

SEMINAR

On Fridays, students will attend JAG Seminar (Jobs for Arkansas Graduates) which will address the "soft skills" that are required for success throughout the world of business and industry. Employability skills, workplace ethics, resume' building, adaptability to the workplace, business etiquette, OSHA certification, budgeting, and family planning will be expressly taught.

INTERNSHIPS

To extend the students' academy experiences, bring real world relevance into their personalized education program, and enhance knowledge gained through the academy's courses of study, senior students will participate in 6-week (120 hours total) community internships with regional businesses and industries in their chosen career pathway. The internships may occur at varied times throughout the day, or in the summer, to meet the needs of the individual student. The hours accumulated during internship will apply toward the technical certification which can be earned as part of the value-added diploma.

PORTFOLIO

Students will maintain a portfolio of their work during their two years in the academy. The contents of the portfolio will include their personalized Academic and Career Plan, their course of study, major accomplishments, samples of course work, pictures, evidence of collaboration with fellow students and business leaders, and a resume'. They will be expected to present this evidence of their authentic learning to internship interviews, potential employers, and college recruiters.

THE ROLE OF INDUSTRY PARTNERSHIPS

Because businesses are so deeply rooted in the operations of the academy, business owners and leaders will have open opportunities at all times to visit the academy, observe the skills and work ethics of the students, select individuals for internship opportunities, and contract with them regarding post-graduation employment.

VALUE-ADDED DIPLOMA

Students will engage in a two-year program that is individualized to meet their specific needs. Upon graduation, they will have two exit options. In addition to a high school diploma in accordance with ADE regulations, they may choose a technical certification that allows them immediate entry into the workforce, or they may choose concurrent credit which will afford them 18 college hours toward a two-year degree in a community college associated with the University of Arkansas.

VIABILITY

The Pea Ridge School District is a fiscally sound district. As a bedroom community to larger districts and with the amending of School Choice, we continue to see annual student growth which translates into the financial ability to provide innovative programs and exceptional facilities for our students. Given the deeply-rooted partnerships with regional businesses, some of whom have indicated an interest in assisting with providing industry equipment for the academy, the Pea Ridge Career and Technical Academy will be able to sustain itself for many years.

LENGTH OF SCHOOL DAY AND YEAR

Students enrolled in the academy will attend school from 8:00-3:20 each day resulting in 360 instructional minutes per week. The length of the school year will be coordinated with start and end dates, as well as holiday breaks, equivalent to the other schools within the district and in accordance with state law.

5. Describe specifically how the charter school will be able to better meet student academic needs than a traditional district school.

Applicant Response:

Traditional high schools generally do a good job of providing a college-prep program for students who are interested in pursuing a four-year degree; however, a significant portion of the student body remains without the means to attend college or even a post-graduate certificate program. Issues such as transportation, tuition funding, and even time restraints create barriers that prevent young adults from attaining a middle class lifestyle. Our responsibility to our community requires that we continually look for innovative ways to break down these barriers and provide an equal education for all students.

Pea Ridge Career and Technical Academy will permit students to participate in an individualized, mastery-based, career-centered educational program with a heavy emphasis on STEM academics, Project-Based Learning, and an industry-based lab. One of the distinguishing characteristics of the academy not found in a traditional high school will be its true partnership with leaders in business and industry in our region. Because regional industry partners will have a vested interest in the success of the program, they will develop relationships with the students enrolled in the academy which will lead to opportunities for internships and prospective future employment. The culture of the academy will be that of a true business model in which students will be expected to utilize a time-clock, demonstrate excellent attendance and punctuality, take care of personal business during 15-minute morning and afternoon breaks, exhibit business etiquette, collaborate and problem-solve with partners, and excel in their chosen industry both in the lab and in their coursework. The industry leaders will enjoy a cultural paradigm shift in which they will be involved in developing their future employees from the beginning of their training rather than spending additional weeks after their hire re-training them in skills that should have been previously learned in high school or even in a traditional vo-tech program. Because business partners will be instrumental in developing the curriculum and criteria for graduation, they will be able to identify the salient ingredients which they deem valuable and even indispensable in a prospective employee, and they will ensure that these are contained within the curriculum. The business sector recognizes the need for a heavily-weighted STEM education for students who are entering the workforce in a manufacturing field and hope for a position beyond entry-level. They will be able to work with the LEA to construct coursework that is interdisciplinary in nature and presents science, math, and technology in a project-based format. This partnership will reduce the skills gap currently present in the workplace. Additionally, the open opportunities for visiting the industry lab and seminar will allow the business partners to maintain rapport with the students prior to accepting them as interns or hiring them as employees and to continually assess the effectiveness of the curriculum in order to recommend changes as necessary.

The exit options that students are given with a value-added diploma will enable them to obtain technical certification or 18 hours of concurrent college credit in addition to their high school diploma. Traditionally, high school graduates begin their post-graduation lives by accepting college financial aid or hoping to find a job that pays more than minimum wage. For students in the latter category, the academy will afford them the opportunity to either enter the workforce immediately upon graduation without the uncertainty that surrounds many graduates, or have a jump-start on their two-year degree with the ability to eliminate one semester and begin earning a livable wage sooner.

Clearly, a traditional school model cannot meet the needs of students for whom the Pea Ridge Career and Technical Academy is designed as well as the academy itself will. Opportunities for immediate post-graduation employment or a reduction in the time it will take to obtain a degree, coupled with an interdisciplinary, Project-Based Learning approach is the right way to provide an equal education for this section of the student body, as well as to meet our responsibility of contributing to the economic well-being of our region. Such a program is feasible only with the increased flexibility provided through the charter school model. Such flexibility cannot be obtained through the traditional district school model.

Pea Ridge anticipates a continual growth in the Pea Ridge Career and Technical Academy. As new pathways are developed, partnerships within the business community will continue to be a primary focus. These partnerships will drive the industry pathways that are implemented in order to continue to meet the needs of the students of Pea Ridge and the regional industries.

6. 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:

Parents and patrons will continue to participate in the development of ACSIP. The goals of the Pea Ridge Career and Technical Center will be compatible with state and national education goals and will also address local needs. The plan will be filed with the ADE and reviewed annually. It will be available for review by the parents and community members through the district's website.

The academy's improvement plan will have the same four broad goals as the other schools in the district: Literacy Improvement, Math Improvement, English Language Learners, and Health and Wellness. The employees of the academy and parents of enrolled students will serve on each subcommittee to develop specific goals that pertain to the expected outcomes of the academy.

Performance criteria will be identified based on AMOs for math, literacy, and ELL, and BMI results for Health and Wellness. Early each fall semester, the goals, performance criteria, and achievement will be evaluated to determine the effectiveness of the plan and identify any necessary changes.

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:

Included in the academy's school improvement plan will be the initiatives of STEM education and Project-Based Learning. On these two initiatives hinge the academic portion of the success of the academy. Students who learn using technology and an interdisciplinary approach with real-world applications show significant gains over those who do not. Since these two initiatives align with Common Core State Standards, the state's education goals will be met.

Two major strengths of the district are the use of data and the high quality of instruction taking place throughout the district. Pea Ridge School District continues to see academic growth, as well as growth in student numbers. The district is dedicated to providing the best educational opportunities for all students.

- C) List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning 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.

Applicant Response:

Pea Ridge Career and Technical Academy will always set goals for itself equivalent to those set by the state as demonstrating mastery. For the first three years of the academy's initial five-year period, the AMOs set by the state and delivered through NORMES will be utilized unless the ADE presents a different set of goals to measure success. The tool to measure the academic performance of enrolled students will be the assessments developed through PARCC.

Reading & Reading Comprehension will meet or exceed the following AMOs according to PARCC literacy data:

- a. 2015: All Students, 82.37% Proficient; TAGG Students, 78.43% Proficient
- b. 2016: All Students, 84.58% Proficient; TAGG Students, 81.13% Proficient
- c. 2017: All Students, 86.78% Proficient; TAGG Students, 83.83% Proficient
- d. 2018: ADE goals for measuring student achievement
- e. 2019: ADE goals for measuring student achievement
- f. Each year, TLI Interim Assessment data will be disaggregated to determine the rate of proficiency as well as the forecast for each student enrolled in the academy.

Math & Math Reasoning will meet or exceed the following AMOs according to PARCC math data:

- a. 2015: All Students, 86.33% Proficient; TAGG Students, 86.05% Proficient
- b. 2016: All Students, 88.04% Proficient; TAGG Students, 87.79% Proficient
- c. 2017: All Students, 89.75% Proficient; TAGG Students, 89.54% Proficient
- d. 2018: ADE goals for measuring student achievement
- e. 2019: ADE goals for measuring student achievement
- f. Each year, TLI Interim Assessment data will be disaggregated to determine the rate of proficiency as well as the forecast for each student enrolled in the academy.

The Pea Ridge School District has a strong drive for providing an exceptional learning opportunity to all students. The district is striving to exceed merely meeting the needs of all students. The district has an ongoing process of examining teacher and student accountability with the use of data-driven information. By examining trend data, the district identifies curricular, instructional, and individual student weaknesses. Research-based practices are investigated and introduced to continue a cycle of improvement.

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

Applicant Response:

The Common Core State Standards include a recognition of the importance of interdisciplinary instruction in a project-based format. The standards include an integration of science and technical subjects within literacy standards, and they embed the mathematics necessary for career-readiness into the math standards. Problem-solving, reasoning, critiquing, attending to precision, communicating, and other 21st century skills are also included in the Common Core. The standards themselves do not dictate curriculum, pedagogy, or delivery of content. Rather, individual states and districts must determine whether to follow traditional course sequences or integrated sequences that will model new pathways.

To this end, the Pea Ridge Career and Technical Academy will work with industry leaders to identify rigorous course combinations and sequences that will enhance the relevance of the industry projects that students will be completing. STEM courses will be designed which integrate analytical mathematics, principles of technology and physics, and engineering design and presentation into an application curriculum which is aligned to both the Common Core and the Arkansas State Frameworks. STEM courses will be taken at the academy, and rather than be taught as stand-alone courses with a lecture-style delivery, students will be engaged in these courses in a way that is applicable to the industry. They will be immersed in project-based activities that will cut across a variety of STEM-related content areas. Algebra II will focus heavily on quadratic and square root functions, rational functions, and exponential and logarithmic functions which are areas critical to manufacturing. Analytical integrated mathematics must include basic hydraulic concepts, mechanical drives, manufacturing processes, thermal systems, plastics technology, and structural design thus integrating math, science, and technology into a course of study crucial to success in industry. Principles of technology and physics will be taught in a manner to ensure mastery of topics such as energy converters and radiation, while courses addressing engineering design will ensure that students master metric conversions, mass and weight, and calculations such as acceleration and force. Clearly, these STEM courses will provide a high degree of rigor and relevance to the academy projects and ensure mastery of skills equal to industry quality and safety standards.

Literacy, social studies, and electives will be taken on the traditional campus using Common Core standards and will continue to enhance the learning that has been gained by the students in their academy experiences. The 21st Century skills will transfer across the curriculum in order to be ingrained in students regardless of whether they are working in the industry lab or with a small group in a traditional class.

Access to 1:1 technology through the use of laptops loaded with extra memory and industry-standard software will ensure that students are given the knowledge and first-hand experiences of industrial science. In 2000, Sivin-Kachala and Bialo reviewed 311 research studies on technology and student achievement which revealed consistent patterns of significant gains in achievement in all subject areas when students were engaged in technology-rich environments. Students enrolled in the academy will take all state-mandated tests including PARCC, and due to the rigor of the STEM education, the humanities education provided at Pea Ridge High School, and the technology-rich environment of the industry lab, it is expected that all enrolled students will do well on these tests, meeting the AMOs and industry requirements for mastery.

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

A) Guidance program;

Applicant Response:

Pea Ridge High School is currently served by one HQT school counselor. This person will continue to provide counseling to all high school students including those enrolled in the academy. The district employs a scholarship coordinator to assist students in securing scholarships for post-secondary education. For academy students who choose the value-added diploma that will provide them with 18 hours of concurrent college credit, the scholarship coordinator will assist those students in securing financial aid in order to complete their two-year degree. In addition, the district contracts with multiple mental health agencies to employ therapists and case managers. Pea Ridge Career and Technical Academy will continue to contract with the mental health agencies to provide additional services to students.

B) Health services;

Applicant Response:

Currently, one FTE health-care paraprofessional under the direction of a Registered Nurse serves the students at Pea Ridge High School. The district will continue to provide health related services to students enrolled in the academy.

C) Media center;

Applicant Response:

One FTE Media Specialist and one .5 FTE paraprofessional serve the students at Pea Ridge High School. Students have access to the media center and services provided. This service will continue for students enrolled in Pea Ridge Career and Technical Academy.

D) Special education;

Applicant Response:

Pea Ridge School District recognizes the opportunities for differentiated instruction that can be provided through the Pea Ridge Career and Technical Academy for students with disabilities. Special education services which are appropriate for the needs of the students enrolled and are in accordance with each student's Individualized Education Plan will be provided. Highly Qualified Teachers and qualified paraprofessionals will continue to provide services. The district and the academy will comply with all aspects of IDEA, 504, and IEP implementation.

E) Transportation;

Applicant Response:

Transportation for the students enrolled in the academy will continue to be provided in the same manner as it currently exists.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Pea Ridge School District provides an Alternative Learning Environment within our district for students in grades 7-12. Student enrolled in the ALE program will have the opportunity to enroll in the academy if they meet the entrance criteria.

G) English Language Learner (ELL) instruction

Applicant Response:

The Pea Ridge School District recognizes the opportunities for differentiated instruction that can be provided through the Pea Ridge Career and Technical Academy for students who are English Language Learners. ELL services which are appropriate for the needs of the students enrolled and are in accordance with each student's

ELL program will be provided. One Highly Qualified ELL teacher will continue to provide services. The district and the academy will comply with all aspects of ELL regulations.

H) Gifted and Talented Program.

Applicant Response:

Pea Ridge High School offers a variety of Advanced Placement courses for academically talented students, as well as its SEEK Gifted & Talented program. Recognizing the rigor of a curriculum heavily weighted toward STEM academics, the academy will likely attract students in the GT program. These students will continue to be served by the district's GT Coordinator.

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

Applicant Response:

Each fall in conjunction with the presentation of the district's Annual Report to the Public, but in a separate presentation, the Pea Ridge Career and Technical Academy will present compiled data that will serve to demonstrate the progress and impact made by the academy during the previous academic year.

For each year of the academy's operation, a variety of measurable data clearly related to the academy's intended outcomes will be collected for analysis and disaggregation. Data collected will include 1) grade point averages for enrolled individuals, 2) high school credits earned, 3) high school graduations earned, 4) dual credits earned, 5) number graduating with a technical certificate, 6) number of graduates attending college, 7) number of graduates entering the workforce at higher than minimum wage, 8) number graduating from a two-year institution within two years, and 9) hours of related professional development earned by teachers. In addition, results of the PARCC assessment for enrolled students will be included. Where applicable, these results will be determined for sub-populations including gender, disabilities, and poverty.

At the end of each academic year, a Progress Review meeting will be convened of the participating business partners and academy officials to review progress and make needed adjustments for subsequent years. The Progress Review will include the data included above as well as a review of STEM curricula and industry projects. At the end of three years, and each year thereafter, three-year trend data will describe the magnitude of the impact the academy has had on its students, the community, and the business partnerships.

Summaries of these analyses will be published in the local newspaper and the district's website, given to parents, and submitted to the ADE.

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

Applicant Response:

Recruiting and retaining students from diverse backgrounds will be an early focus of Pea Ridge Career and Technical Academy. Business partners and educational administrators will work together to create brochures outlining the distinguishing characteristics of the academy and emphasizing the qualities of the academy that will be beneficial to the future of each student who enrolls. These brochures will be placed in the school and in businesses within the community for easy access to both parents and students.

The editor of the local newspaper will interview the administrator of the academy as well as a few of the industry leaders with whom the academy will partner in order to release critical information about the academy in the form of print media so that parents and students may make informed choices concerning their educational opportunities.

A campus-based recruitment plan will target middle school students with basic information about careers and the importance of considering the academy during their high school years. Students will be given more specific information about the academy during their freshman and sophomore years as they finalize plans for coursework leading to graduation.

Enrollment and admission into Pea Ridge Career and Technical Academy will begin with state requirements for residency within the district. In addition to this, students will be allowed to apply for a legal board-to-board transfer or School Choice. Once accepted into the district, students may apply for admission to the academy. Should the number of interested students exceed the number of available openings within the academy, a random, anonymous lottery will be held. When a student is selected through the lottery, he or she is guaranteed to retain his or her place in the academy for the duration of the two-year program unless he or she leaves voluntarily or is removed by school administration following the procedures outlined in the district handbook for attendance or discipline violations.

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

Yes

No

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

Applicant Response:

ADMINISTRATION RESPONSIBILITIES (One Principal)

- *Facilitate the partnership between the academy and industry leaders.
 - *Recruit students for academy enrollment.
 - *Communicate with the community through various types of media and/or meetings.
 - *Oversee the implementation of curriculum and standards.
 - *Use technology to enhance and support instructional practices.
 - *Supervise and evaluate the building staff and programs to ensure increased student achievement.
 - *Analyze student achievement data and work with staff to make adjustments in instruction and curriculum to increase student success.
 - *Evaluate performance and effectiveness of programs.
 - *Conduct the annual Progress Review meeting.
 - *Participate in and provide effective professional development.
 - *Implement the district and academy's mission and vision.
- Qualifications: Master's degree in Educational Leadership or equivalent;
Valid building administrator's license for high school grade levels.

COUNSELOR RESPONSIBILITIES (One Counselor)

- *Oversee the coordination of state assessments.
 - *Assist administration with data disaggregation and compiling of reports.
 - *Facilitate the use of industry leaders as Career Counselors for academy students.
 - *Guide students through the development and implementation of educational and career plans.
 - *Implement the high school guidance curriculum in the academy.
 - *Conduct structured, goal-oriented counseling sessions in response to needs of individuals or groups of students.
 - *Refer students with problems to specialists or community agencies; facilitate the intervention team.
 - *Conduct or provide opportunities for parent education programs.
 - *Assist families with school-related problems; serve as a student advocate.
- Qualifications: Master's degree in Educational Counseling or equivalent;
Valid school counseling license for high school grade levels.

TEACHER RESPONSIBILITIES (Two Licensed Educators; one working with Welding & one with Metal Fab)

- *Align curriculum, instruction, and assessment with Common Core and Arkansas Frameworks.
 - *Utilize industry-standard technology during instruction.
 - *Incorporate STEM education and Project-Based Learning into daily lessons and activities.
 - *Provide high-quality instruction in specialized skill area including demonstration lessons.
 - *Analyze student data to ensure mastery of skills.
 - *Assist with facilitating internships with business partners.
- Qualifications: Bachelor's degree or higher in related educational field;
Valid teaching license for high school grade levels.

INDUSTRIAL INSTRUCTOR RESPONSIBILITIES (Four Industrial Instructors; two Welding & two Metal Fab)

*Utilize industry-standard technology during instruction.

*Incorporate STEM education and Project-Based Learning into daily lessons and activities.

*Provide high-quality instruction in specialized skill area including demonstration lessons.

*Assist with facilitating internships with business partners.

Qualifications: Minimum 5 years experience in industry field.

12. 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

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

Applicant Response:

Pea Ridge High School is located on the west campus of the Pea Ridge School District. The main building includes classrooms, an attached gymnasium, a cafeteria with an outdoor commons area, a television lab, an agriculture education area with 8-10 welding bays, and a band room. Adjacent to the main building is a multi-purpose building with indoor practice and weight-training areas and a new football stadium. Construction plans are underway for a new Performing Arts Center that will include a theater/ stage area, classrooms, and practice rooms for band and choir.

Presently and for the past three-plus years, all areas have been used for instruction in the courses for which they were originally built with the exception of the television lab. Two years ago, the choir room was redesigned to house the newest course offerings in television and broadcasting. The choir was moved to the middle school fine arts area which is within easy walking distance of the high school and is connected by a sidewalk.

The Pea Ridge Career and Technical Academy will be housed in the west end of the existing Pea Ridge High School facility where the band room and welding bays are currently located. This area will be redesigned to accommodate the equipment needed for the industry lab. With the completion of the new Performing Arts Center, the high school band and choir will move into their own facility.

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

Yes

No

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

Applicant Response:

The facility to be used for Pea Ridge Career and Technical Academy complies with all requirements for accessibility in accordance with the ADA, IDEA, and all other state and federal laws. No additional items will need to be addressed in order to bring the facility into compliance.

Because the academy will be housed in existing high school facilities, it already meets the requirements of the local zoning authority.

There are currently no liquor stores, dining establishments, or other businesses that have a license to sell alcohol within the city limits of Pea Ridge.

14. 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:

Pea Ridge Career and Technical Academy will apply to participate in the federal National School Lunch Program.

Students in the academy will be offered the same meals as students attending Pea Ridge High School. All nutritional guidelines established by the Arkansas Department of Education Child Nutrition Unit will be followed.

15. 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:

Pea Ridge Career and Technical Academy understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the school and those it serves; therefore, Pea Ridge Career and Technical Academy shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community.

Students receive much of their guidance and support from parents. Families will be involved in assisting their students in making decisions related to their chosen career path. The academy will host a Parent Night annually to assist with career planning decisions, explain how to help their child achieve high academic and industry standards, and evaluate activities in which their student was involved during the year. During this meeting, the academy will also inform parents of the school's requirements regarding parental involvement and the parents' right to be involved in the education of their child.

Community involvement is inherent in the establishment of the academy in that its most distinguishing characteristic is its partnership with the business community. In the true sense of partnership, regional business leaders will have a vested interest in developing the curriculum, approving the equipment and technology software to ensure industry standards are met, and shaping the development of their future employees. Industry leaders may choose to serve as Career Counselors for individual students, assisting them in developing Career Plans that will help them meet their own chosen career-path goals, mentoring them in Seminar skills, and providing internship opportunities for them.

In addition to the opportunities for parents and community members stated above, the Pea Ridge Career and Technical Academy is committed to the following:

1. Explaining to parents and the community the State's content and achievement standards, state and local student assessments, how the school's curriculum is aligned with the assessments, and how parents can work with the school to improve their child's academic achievement;
2. Educating school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents in a language the parents can understand;
3. Finding ways to eliminate barriers that keep parents from being involved in their child's education, such as arranging meetings at a variety of times and being creative with parent/teacher conferences.

To help promote an understanding of each party's role in improving student learning, Pea Ridge Career and Technical Academy shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

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

Applicant Response:

- a.) Section 9.03.1 (“Language Arts”) of the ADE Rules Governing the Standards for Accreditation:

The Pea Ridge School District is required to teach Oral Communication as a separate class to its ninth (9th) grade students.

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

The Applicant ensures that students will receive instruction concerning the required material in the Oral Communication class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed the Oral Communication course content within all of its Manufacturing Academy courses.

- b.) Section 9.03.3.9 (“Career and Technical Education ”) of the ADE Rules Governing the Standards for Accreditation:

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

To prepare students for the Academy experience, the Applicant is asking for a waiver of that requirement in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school, and/or teach certain courses in the manner listed below.

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

- c.) Section 10.01.4 (“Planned Instructional Day”) of the ADE Rules Governing the Standards for Accreditation:

Due to the nature of the Academy experience as outlined in this application, the Applicant is

requesting a waiver of the Planned Instructional Day requirements. The programmatic offerings of the Academy, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week. Specifically, this waiver may be utilized as a result of the Internship and Business & Manufacturing Seminars which will be offered within the Academy. The Applicant has included these course offerings within the Block schedule format contained in this application.

d.) Section 10.02 (“Class Size and Teaching Load”) of the ADE Rules Governing Standards for Accreditation and specifically subsection 10.02.5:

In order to fully implement and optimize the Academy experience, the Applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The Applicant believes that the unique curriculum delivery system that will be utilized in the Academy is truly an example of the “exceptional case” worthy of a waiver under Section 10.02.5 of the Standard.

A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, with a maximum of no more than 30 students per class.

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

To allow for the teaching of simultaneous and/or embedded courses within the Academy structure, and to allow for the integration of graduation credit courses with other courses as necessary, the Applicant requests a waiver of the seat time requirement.

The Applicant assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses.

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

The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Academy, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as an enhancement to the relationship which we seek to develop with the business community as a result of the inception of the Academy.

g.) Section 9.03.4.9 (“Health and Safety Education”) of the ADE Rules Governing the Standards for Accreditation:

The Pea Ridge High School is required to provide a one-half unit Health and Safety Education

course to the meet the requirements of this Standard.

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

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

17. 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 Pea Ridge School District will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in such a manner so as to maintain a desegregated school district, and not impede on any school district's ability to maintain a desegregated school district. The Pea Ridge School District is not under any court orders concerning the desegregation of its schools, nor are any of its surrounding school districts.

2014-2015 Academic Calendar

August 2014						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	@11	@12	@13	@14	@15	16
17	#18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December 2014						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	!19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2015						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September 2014						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

January 2015						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	#5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 2015						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	!21	M22	23
24	25	M26	M27	M28	M29	30
31						

October 2014						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	!15	#16	17	18
19	*20	*21	22	23	24	25
26	27	28	29	30	31	

February 2015						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

June 2015						
Su	Mo	Tu	We	Th	Fr	Sa
	M1	M2	M3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November 2014						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	+24	+25	26	27	28	29
30						

March 2015						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	!13	14
15	#16	*17	18	*19	20	21
22	M23	M24	25	26	27	28
29	30	31				

Grading Period Begins
! Grading Period Ends
@ Teacher In-service Day
** Parent/Teacher Conference
+ Teacher Flex Days
M Make-up Day (See Schedule Below)
No School for Students

August 11-Teacher In-service
 August 12-Teacher In-service
 August 13-Teacher In-service
 August 14-Teacher In-service
 August 15-Teacher In-service
 August 18- Grading Period Begins
 September 1-No School
 October 15-Grading Period Ends
 October 16-Grading Period Begins
 October 20-P/T Conferences
 October 21-P/T Conferences
 November 24-Teacher Flex Day
 November 25-Teacher Flex Day
 November 26-No School
 November 27-No School
 November 28-No School
 December 19-Grading Period Ends

January 5-Grading Period Begins
 March 13-Grading Period Ends
 March 16-Grading Period Begins
 March 17-P/T Conferences
 March 19-P/T Conferences
 May 21-Grading Period Ends

May 22-Make-up Day 1
 May 26-Make-up Day 2
 May 27-Make-up Day 3
 May 28-Make-up Day 4
 May 29-Make-up Day 5
 June 1-Make-up Day 6
 June 2-Make-up Day 7
 June 3-Make-up Day 8
 March 23-Make-up Day 9
 March 24-Make-up Day 10

1st Quarter 42 Days
 2nd Quarter 42 Days
 3rd Quarter 50 Days
 4th Quarter 44 Days

Student Days	178
P/T Conferences	2
P.D.	10
Total	190

3 Days (18 hours) of pd must be earned through building level.
 2 Days (12 hours) of pd can be earned through flex days.

P/T Conferences 3:30-6:30

Bell Schedule

	Pea Ridge Academy Bell Schedule "Black day"		Pea Ridge Academy Bell Schedule "Red day"		Seminar Friday
1st period	8:00-9:30	2nd period	8:00-9:30	Morning	8:00-9:30
Commissary	9:30-9:45	Commissary	9:30-9:45		
3rd period	9:45-11:15	4th period	9:45-11:15		9:45-11:15
Lunch & Conference	11:30-1:00	Lunch & Conference	11:30-1:00	Lunch/Professional Learning Com	11:30-1:00
5th Period	1:00-2:30	6th Period	1:00-2:30	Afternoon	1:00-2:30
Commissary	2:30-2:45	Commissary	2:30-2:45		
7th Period	2:45-4:15	8th Period	2:45-4:15		2:45-4:15

President of the School Board

**ADMINISTRATION SALARY SCHEDULE
2013-2014**

Method of Calculation

- A. Administrators new to the district are placed on the masters range of the teacher salary schedule, on step 15 (Experience)
- B. Calculate the per diem rate. (Divide by 190) **\$47,150.00**
- C. Multiply the length of contract. (Multiply by 240)
- D. Apply the added administrative index

Indexes		Indexes	
Testing/Accountability	1.4275	Middle School	1.2708
High School	1.3405	Elementary	1.236

Each year of in-district administrative experience would move an administrator down the salary schedule.

Salary Schedule	Range 4	Range 1	Range 2	Range 3
	Testing/Accountability	High School	Middle School	Elementary
Years Experience				
0	\$85,018.89	\$79,837.36	\$75,686.17	\$73,613.56
1	\$86,168.89	\$80,937.36	\$76,736.17	\$74,613.56
2	\$87,318.89	\$82,037.36	\$77,786.17	\$75,613.56
3	\$88,468.89	\$83,137.36	\$78,836.17	\$76,613.56
4	\$89,618.89	\$84,237.36	\$79,886.17	\$77,613.56
5	\$90,768.89	\$85,337.36	\$80,936.17	\$78,613.56
6	\$91,918.89	\$86,437.36	\$81,986.17	\$79,613.56
7	\$93,068.89	\$87,537.36	\$83,036.17	\$80,613.56
8	\$94,218.89	\$88,637.36	\$84,086.17	\$81,613.56
9	\$95,368.89	\$89,737.36	\$85,136.17	\$82,613.56
10	\$96,518.89	\$90,837.36	\$86,186.17	\$83,613.56
11	\$97,668.89	\$91,937.36	\$87,236.17	\$84,613.56
12	\$98,818.89	\$93,037.36	\$88,286.17	\$85,613.56
13	\$99,968.89	\$94,137.36	\$89,336.17	\$86,613.56
14	\$101,118.89	\$95,237.36	\$90,386.17	\$87,613.56
15	\$102,268.89	\$96,337.36	\$91,436.17	\$88,613.56
Step Increase	\$1,150.00	\$1,100.00	\$1,050.00	\$1,000.00
	\$180.32	\$169.33	\$160.52	\$156.13

\$100.00 increase in teacher salary shedule would increase each salary

President of the School Board

Assistant Principal Salary Schedule

Method of Calculation

- A. Administrators new to the district are placed on the masters range of the teacher salary schedule, on step 15
- B. Calculate the per diem rate. (Divide by 190) \$47,150.00
- C. Multiply the length of contract. (Multiply by 225)
- D. Apply the added administrative index

Indexes		Indexes	
High School	1.207	Asst. HS/MS	1.1759632
Middle School	1.1606	ALE Director	1.1532662
Elementary	1.1141	LEA SPED Director	1.1532662

Each year of in-district administrative experience would move an administrator down the salary schedule.

Salary Schedule	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
	High School	Middle School	Elementary	ALE Director	HS/MS	SPED Supervisor - LEA
Years Experience						
0	\$67,393.48	\$64,802.71	\$62,206.36	\$64,393.23	\$65,660.52	\$64,393.23
1	\$68,193.48	\$65,552.71	\$62,906.36	\$65,043.23	\$66,435.52	\$65,143.23
2	\$68,993.48	\$66,302.71	\$63,606.36	\$65,693.23	\$67,210.52	\$65,893.23
3	\$69,793.48	\$67,052.71	\$64,306.36	\$66,343.23	\$67,985.52	\$66,643.23
4	\$70,593.48	\$67,802.71	\$65,006.36	\$66,993.23	\$68,760.52	\$67,393.23
5	\$71,393.48	\$68,552.71	\$65,706.36	\$67,643.23	\$69,535.52	\$68,143.23
6	\$72,193.48	\$69,302.71	\$66,406.36	\$68,293.23	\$70,310.52	\$68,893.23
7	\$72,993.48	\$70,052.71	\$67,106.36	\$68,943.23	\$71,085.52	\$69,643.23
8	\$73,793.48	\$70,802.71	\$67,806.36	\$69,593.23	\$71,860.52	\$70,393.23
9	\$74,593.48	\$71,552.71	\$68,506.36	\$70,243.23	\$72,635.52	\$71,143.23
10	\$75,393.48	\$72,302.71	\$69,206.36	\$70,893.23	\$73,410.52	\$71,893.23
11	\$76,193.48	\$73,052.71	\$69,906.36	\$71,543.23	\$74,185.52	\$72,643.23
12	\$76,993.48	\$73,802.71	\$70,606.36	\$72,193.23	\$74,960.52	\$73,393.23
13	\$77,793.48	\$74,552.71	\$71,306.36	\$72,843.23	\$75,735.52	\$74,143.23
14	\$78,593.48	\$75,302.71	\$72,006.36	\$73,493.23	\$76,510.52	\$74,893.23
15	\$79,393.48	\$76,052.71	\$72,706.36	\$74,143.23	\$77,285.52	\$75,643.23
Step Increase	\$800.00	\$750.00	\$700.00	\$650.00	\$775.00	\$750.00
	\$142.93	\$137.43	\$131.93	\$136.57	\$139.26	\$136.57

\$100.00 increase in teacher salary shedule would increase each salary

President of the School Board

Licensed Salary Schedule
2013-2014

		Range 1	Range 2	Range 3	Range 4	Range 5	Range 6	Range 7
APSCN	Years	BA	BA +15	BA +30	MA	MA +15	MA + 30	SPEC
STEP	Exp.							
1	0	\$36,725.00	\$37,575.00	\$38,425.00	\$39,275.00	\$40,125.00	\$40,975.00	\$41,825.00
2	1	\$37,250.00	\$38,100.00	\$38,950.00	\$39,800.00	\$40,650.00	\$41,500.00	\$42,350.00
3	2	\$37,775.00	\$38,625.00	\$39,475.00	\$40,325.00	\$41,175.00	\$42,025.00	\$42,875.00
4	3	\$38,300.00	\$39,150.00	\$40,000.00	\$40,850.00	\$41,700.00	\$42,550.00	\$43,400.00
5	4	\$38,825.00	\$39,675.00	\$40,525.00	\$41,375.00	\$42,225.00	\$43,075.00	\$43,925.00
6	5	\$39,350.00	\$40,200.00	\$41,050.00	\$41,900.00	\$42,750.00	\$43,600.00	\$44,450.00
7	6	\$39,875.00	\$40,725.00	\$41,575.00	\$42,425.00	\$43,275.00	\$44,125.00	\$44,975.00
8	7	\$40,400.00	\$41,250.00	\$42,100.00	\$42,950.00	\$43,800.00	\$44,650.00	\$45,500.00
9	8	\$40,925.00	\$41,775.00	\$42,625.00	\$43,475.00	\$44,325.00	\$45,175.00	\$46,025.00
10	9	\$41,450.00	\$42,300.00	\$43,150.00	\$44,000.00	\$44,850.00	\$45,700.00	\$46,550.00
11	10	\$41,975.00	\$42,825.00	\$43,675.00	\$44,525.00	\$45,375.00	\$46,225.00	\$47,075.00
12	11	\$42,500.00	\$43,350.00	\$44,200.00	\$45,050.00	\$45,900.00	\$46,750.00	\$47,600.00
13	12	\$43,025.00	\$43,875.00	\$44,725.00	\$45,575.00	\$46,425.00	\$47,275.00	\$48,125.00
14	13	\$43,550.00	\$44,400.00	\$45,250.00	\$46,100.00	\$46,950.00	\$47,800.00	\$48,650.00
15	14	\$44,075.00	\$44,925.00	\$45,775.00	\$46,625.00	\$47,475.00	\$48,325.00	\$49,175.00
16	15	\$44,600.00	\$45,450.00	\$46,300.00	\$47,150.00	\$48,000.00	\$48,850.00	\$49,700.00
17	16	\$45,125.00	\$45,975.00	\$46,825.00	\$47,675.00	\$48,525.00	\$49,375.00	\$50,225.00
18	17	\$45,650.00	\$46,500.00	\$47,350.00	\$48,200.00	\$49,050.00	\$49,900.00	\$50,750.00
19	18	\$46,175.00	\$47,025.00	\$47,875.00	\$48,725.00	\$49,575.00	\$50,425.00	\$51,275.00
20	19	\$46,700.00	\$47,550.00	\$48,400.00	\$49,250.00	\$50,100.00	\$50,950.00	\$51,800.00
21	20	\$47,225.00	\$48,075.00	\$48,925.00	\$49,775.00	\$50,625.00	\$51,475.00	\$52,325.00
22	21	\$47,750.00	\$48,600.00	\$49,450.00	\$50,300.00	\$51,150.00	\$52,000.00	\$52,850.00
23	22	\$48,275.00	\$49,125.00	\$49,975.00	\$50,825.00	\$51,675.00	\$52,525.00	\$53,375.00
24	23	\$48,800.00	\$49,650.00	\$50,500.00	\$51,350.00	\$52,200.00	\$53,050.00	\$53,900.00
25	24	\$49,325.00	\$50,175.00	\$51,025.00	\$51,875.00	\$52,725.00	\$53,575.00	\$54,425.00
26	25	\$49,850.00	\$50,700.00	\$51,550.00	\$52,400.00	\$53,250.00	\$54,100.00	\$54,950.00
27	26	\$50,375.00	\$51,225.00	\$52,075.00	\$52,925.00	\$53,775.00	\$54,625.00	\$55,475.00
28	27	\$50,900.00	\$51,750.00	\$52,600.00	\$53,450.00	\$54,300.00	\$55,150.00	\$56,000.00
29	28	\$51,425.00	\$52,275.00	\$53,125.00	\$53,975.00	\$54,825.00	\$55,675.00	\$56,525.00
30	29	\$51,950.00	\$52,800.00	\$53,650.00	\$54,500.00	\$55,350.00	\$56,200.00	\$57,050.00
31	30	\$52,475.00	\$53,325.00	\$54,175.00	\$55,025.00	\$55,875.00	\$56,725.00	\$57,575.00

All teaching experience will be accepted with proper documentation. Effective June 2012.

All licensed personnel are contracted for ten professional development days for the 2013-2014 school year. Eight days will be provided by the district with the teachers being required to schedule and attend two days of professional development that has district pre-approval.

When it becomes necessary for a teacher to substitute for another teacher, the substituting teacher will be compensated at a rate of \$8.02 per class period of duty or hour beyond his/her regularly scheduled teaching and/or supervision duty. This is to be reported on an Absence From Duty form.

Pea Ridge School District does not discriminate on the basis of race, color, sex, national origin or disability in any of its policies, practices or procedures

President of the School Board

Range 1

APSCN STEP	Years Exp.	Speech/ Lang. Path
1	0	\$50,089.00
2	1	\$50,614.00
3	2	\$51,139.00
4	3	\$51,664.00
5	4	\$52,189.00
6	5	\$52,714.00
7	6	\$53,239.00
8	7	\$53,764.00
9	8	\$54,289.00
10	9	\$54,814.00
11	10	\$55,339.00
12	11	\$55,864.00
13	12	\$56,389.00
14	13	\$56,914.00
15	14	\$57,439.00
16	15	\$57,964.00
17	16	\$58,489.00
18	17	\$59,014.00
19	18	\$59,539.00
20	19	\$60,064.00
21	20	\$60,589.00
22	21	\$61,114.00
23	22	\$61,639.00
24	23	\$62,164.00
25	24	\$62,689.00
26	25	\$63,214.00
27	26	\$63,739.00
28	27	\$64,264.00
29	28	\$64,789.00
30	29	\$65,314.00
31	30	\$65,839.00

All teaching experience will be accepted with proper documentation. Effective June 2012.

All licensed personnel are contracted for ten professional development days for the 2013-2014 school year. Eight days will be provided by the district with the teachers being required to schedule and attend two days of professional development that has district pre-approval.

When it becomes necessary for a teacher to substitute for another teacher, the substituting teacher will be compensated at a rate of \$8.02 per class period of duty or hour beyond his/her regularly scheduled teaching and/or supervision duty. This is to be reported on an Absence From Duty form.

President of the School Board

SICK LEAVE

Days Contracted	Sick leave days	Personal Days
190	9	2
195	9	2
205	10	2
225	11	2
240	12	2

Any unused sick leave is accumulative up to a maximum of ninety (90) days. The District reserves the right to ask for verification of illness after three (3) consecutive absences or after absences beyond the number of allotted days in a contract year. Policy 3.8. Each full-time employee shall receive two (2) days of personal leave per contract year. Policy 3.11

Administrative Salaries

240 Days Contracted

Administrative Salaries

225 Days Contracted

Superintendent	\$ -
High School Principal	\$ -
Middle School Principal	\$ -
K-2 Elementary School Principal	\$ -
3-5 Elementary School Principal	\$ -
Testing & Accountability Coordinator	\$ -
Federal Programs Coordinator	\$ -

Asst. High School/Middle School Principal

\$ -
\$ -
\$ -
\$ -
\$ -
\$ -
\$ -
\$ -

SPED Director

Stipends 2013-2014

Senior High	2013-2014
Head Football Coach	\$2,200.00
Asst. Football Coach	\$1,500.00
Sr. Boys Track	\$2,200.00
Sr. Girls Track	\$2,200.00
Asst. Girls Basketball Coach	\$1,500.00
Asst Boys Basketball Coach	\$1,500.00
Girls Softball Coach	\$2,500.00
Asst Softball Coach	\$1,500.00
Asst. Baseball Coach	\$1,500.00
Golf Coach	\$2,400.00
Asst. Volleyball Coach	\$1,500.00
Publications Director	\$700.00
Head Cross Country	\$2,400.00
Game Night	\$500.00
Pre-Season Band Practice	\$2,200.00
Sr. High Band	\$2,200.00
Drama Sponsor	\$800.00
Activity Coordinator	\$700.00
Student Council	\$700.00
Flag Line Sponsor	\$800.00
Tennis Coach	\$1,200.00
Parental Involvement	\$700.00

Stipends 2013-2014

Middle/Jr. High	2013-2014
7th Girls Basketball	\$ 1,100.00
7th Boys Basketball	\$ 1,100.00
7th Grade Football	\$ 1,100.00
7th Volleyball	\$ 1,100.00
Asst. Football Coach	\$ 1,200.00
Head Jr. Track Coach	\$ 1,200.00
Jr. Cross Country	\$ 1,200.00
Head Jr. Volleyball	\$ 1,200.00
Head Jr. High Band	\$ 1,200.00
Asst. Jr. Football	\$ 1,200.00
Asst. Jr. Basketball	\$ 1,200.00
Jr. Cheer Coach	\$ 1,200.00
Act/Stud Council	\$ 600.00
Parental Involvement	\$ 700.00
Elementary	
Parental Involvement	\$ 700.00
Nat'l Board Certified	\$ 3,000.00

Pea Ridge School District does not discriminate on the basis of race, color, sex, national origin or disability in any of its policies, practices or procedures

President of the School Board

INDEXES

2013-2014

Senior High

Athletic Director	10%
Head Football	10%
Sr. Girls Basketball Coach	10%
Sr. Boys Basketball Coach	10%
Head Boys Baseball Coach	10%
Head Girls Softball Coach	10%
Head Volleyball Coach	10%
Sr. Cheerleading Coach	10%
Asst. Sr. Football	5%
Sr. Defensive Coordinator	6%

Class Sponsors

Sophomore	\$250.00
Junior	\$500.00
Senior	\$500.00

Extended Contracts

Speech Language Pathologist	195 days
Family Consumer Science	205 days
High School Counselor	205 days
Mid Sch Counselor	205 days
Int. Elem Sch Counselor	205 days
Elem Sch Counselor	205 days
Athletic Coaches	205 days
Athletic Director	225 days
Athletic Attendant	225 days
SPED Director	225 days
Head Football	240 days
Vocational Agriculture	240 days

INDEXES

2013-2014

Middle/Jr. High

Jr. Girls Basketball	5%
Jr. Boys Basketball	5%
Jr. Football Coach	5%
Jr. Cheerleader Coach	5%

Longevity Stipend

6-10 Years	\$	500.00
11-15 Years	\$	750.00
16-20 Years	\$	1,000.00
21-25 Years	\$	1,250.00
26 Years & Up	\$	1,500.00

** Longevity Stipends begin with the Completion of 5 years service.

** Years in district are completed years of service.

District

G T Coordinator	\$1,400.00
Title I Teacher	\$2,100.00
Jr. Quiz Bowl Sponsor	\$500.00
Sr. Quiz Bowl Sponsor	\$500.00
Response Intervention Consultant	\$1,000.00
Safe Room Site Coord/Dist. Safety Officer	\$1,500.00

**Public Hearing
Pea Ridge Career and
Tech Academy**
October 15, 2013
Pea Ridge High School Cafeteria
6:00pm

**Pea Ridge Career and
Tech Academy**

Vision
The Pea Ridge Career and Tech Academy will create a challenging learning environment that encourages high expectations for student success in the working fields such as, of welding precision metal manufacturing, and light industrial . We will empower students to successfully be competitive and workforce ready in our community and a global society

Why Career Academies

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

Objective

- Pea Ridge Career and Tech Academy strives to achieve:
- Improved student achievement through career-centered learning
 - Increase student opportunities through a variety of technical offerings
 - Provide students with expanded choices in educational opportunities
 - Create new professional opportunities for teachers
 - Hold students accountable for meeting measurable outcomes
 - Realign educational Focus
 - Commit to Staff and Business Resources
 - Provide Internships in specialized job market areas within the region.
 - Provide and Advanced Value -Based High School Diploma

Student's Commitment

- Personalized Education Program
- Multi-Year commitment to the program
- Increased rigor of academic and career ready curriculum.
- Value Based High School Diploma

Educational Need

The Pea Ridge Career and Technical Academy will provide a nurturing and challenging atmosphere in which students in grades nine through twelve will acquire the knowledge and experience they need to prepare them to become productive member of society. The academy will simultaneously achieve high academic standards and develop essential skills while giving them extensive experiences in service to their community. In this way, Pea Ridge Career and Technical Academy will also serve to strengthen the Northwest Arkansas Region by deepening the commitment between the school district, business community and it's young people.

Where Are We Today

Sept 2013 Admin Team traveled to Lewisville, Texas to look at the 1-School Curriculum Model
Oct 11 - Meeting held with HVA Business leaders at the Northwest Arkansas Economic Council
Oct 15 Public Hearing - Pea Ridge High School Cafeteria
Spring/Summer 2013 Various Training and Professional Development
October 31 2013 Charter Application Deadline
(5) Academy pathways to be implemented

What are the next steps?

Conversion Charter Application/ School Board Approval
Academy Model/ Master Schedule/ Business Requested
Pathways
Teacher Placement
Student Placement
Teacher Training
Academy Model Fall 2014

CECILE BLEDSOE
SENATOR
3RD DISTRICT
OFFICE: 479-636-2115
cecile.bledsoe@senate.ar.gov

709 SKY MOUNTAIN DRIVE
ROGERS, ARKANSAS 72756



**THE SENATE
STATE OF ARKANSAS**

CHAIRMAN:
PUBLIC HEALTH, WELFARE & LABOR

MEMBER:
JOINT BUDGET
JOINT AUDIT
INSURANCE & COMMERCE
EFFICIENCY

October 16, 2013

Mr. Rick Neal, Superintendent
Pea Ridge School District
781 West Pickens
Pea Ridge, Arkansas 72751

Dear Mr. Neal:

Thank you for the opportunity to write a letter supporting the Pea Ridge School District as it submits a charter school application to the Arkansas Department of Education. I have enclosed the letter for your application packet.

I hope the application receives a favorable review. If I can be of assistance in the future, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Cecile Bledsoe".

Cecile Bledsoe
State Senator
District 3

CB:lag

ENCLOSURE

CECILE BLEDSOE
SENATOR
3RD DISTRICT
OFFICE: 479-636-2115
cecile.bledsoe@senate.ar.gov

709 SKY MOUNTAIN DRIVE
ROGERS, ARKANSAS 72756



**THE SENATE
STATE OF ARKANSAS**

CHAIRMAN:
PUBLIC HEALTH, WELFARE & LABOR

MEMBER:
JOINT BUDGET
JOINT AUDIT
INSURANCE & COMMERCE
EFFICIENCY

October 16, 2013

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
4 Capitol Mall
Little Rock, Arkansas 72201

Dear Dr. Kimbrell:

It is my pleasure to submit this letter in support of the Pea Ridge School District as it submits a Conversion Charter School Application to the Arkansas Department of Education. I am writing to express my wholehearted support for Pea Ridge in this endeavor.

I understand the school district is considering implementing a curriculum model focused on advanced manufacturing and industrial science. This would be a wonderful opportunity for students, and I would ask those with the power to do so to give this application every possible consideration.

Thank you for your time and attention in this matter, and for everything you do on behalf of the State of Arkansas. If I can be of further assistance in any way, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Cecile Bledsoe".

Cecile Bledsoe
State Senator
District 3

CB:lag



October 16, 2013

Rick Neal, Superintendent
Pea Ridge School District
781 Pickens Road
Pea Ridge, AR 72751

Dear Mr. Neal:

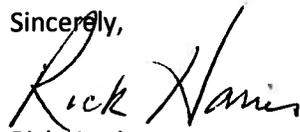
Please accept this letter of support of the Magnet Schools Assistance Program Grant proposal for the Pea Ridge School District for the 2013-2014 school year. Without a doubt, the increased need for skilled workforce is in high demand. I feel it is important for the Pea Ridge School District to expand and enhance their curriculum to provide an alternative opportunity for those kids that want to take a different career path to succeed.

We must recognize the diversity in our student bodies and provide those students with certain career ambitions, such as welding and metal manufacturing, a path in which to achieve their goals in order to compete in today's ever changing job market.

A school district taking a proactive approach in providing diversified programs for their students can only set an example for other districts to model.

It is for these reasons and many more, that I strongly encourage the support of the Magnet Schools Assistance Program Grant proposal.

Sincerely,



Rick Harris

Senior Vice President



P.O. Box 10 • Pea Ridge, Arkansas 72751 • (479) 451-1122

MAYOR
Jackie Crabtree

RECORDER
Sandy Button

October 21, 2013

Mr. Rick Neal, Superintendent
Pea Ridge School District
781 West Pickens
Pea Ridge, AR 72751

RE: Conversion Charter School Application

Mr. Neal

Please accept this letter of support for the Pea Ridge Conversion Charter School application proposed for the Pea Ridge School District. The success of our students depends on our ability to provide the knowledge and skill required to compete in today's job market.

The Conversion Charter School program is a unique opportunity that brings the business community together with the school to work hand in hand to train and develop a workforce capable of meeting their demands for quality employees.

Offering an additional career path for students opens new avenues that until now have not been available. All students, no matter which career path they choose, deserve a chance to be challenged, grow and be successful. The collaboration of school leaders, business leaders and community leaders can make that happen.

I fully support the Pea Ridge Conversion Charter School program.

Sincerely,

Jackie Crabtree
Mayor



October 23, 2013

Rick Neal, Superintendent
Pea Ridge School District
781 W. Pickens Road
Pea Ridge, AR 72751

Please accept this letter of support of the Pea Ridge school district's proposal for establishing a career and technical school of innovation focused on advanced manufacturing, industrial science and the supply chain command industry for the 2014-2015 school year. I strongly believe that this project will provide an opportunity for the district to expand and enhance their successful CTE program, while improving overall student achievement and providing students with the knowledge and skill set needed to compete in today's job market.

Northwest Arkansans are committed to providing students with quality academic and skills based programs that will prepare them for the future. In doing so, it is important to recognize that every student does not have the same path to success. We must recognize the diversity of thought and skills in our student bodies and provide students a path that will assess them in achieving their professional and life goals. In addition, it is important to recognize the workforce skills gap that will be addressed by the establishment of this program.

In a recent Business, Retention, Expansion (BRE) survey conducted by the NWA Council in conjunction with area chambers of commerce, our members have expressed concerns regarding future workforce capabilities. I believe we would be remiss if we didn't do everything to address their concerns by establishing institutions designed to meet their needs. It is my belief that the Pea Ridge school district's proposal responds to the need and views expressed by the business community in Northwest Arkansas.

I kindly request your favorable consideration of this request and if I may be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "K. D. Davis", is written over a horizontal line.

Kim D. Davis
Director, Education and Workforce Development
Northwest Arkansas Council

ARVEST[®]

BANK

October 16, 2013

Rick Neal, Superintendent
781 W. Pickens St.
Pea Ridge, AR 72751

Dear Mr. Neal:

Please accept this letter of support for the Conversion Charter School Application – School within a school concept for the Pea Ridge Public School District for the 2014 – 2015 school year. I strongly support this project and believe that this program will provide the district the opportunity to improve overall student achievement by providing our students the knowledge and skills that are necessary to successfully compete in today's job market.

The community of Pea Ridge is committed to providing our students with quality academic programs that will prepare them for the future. In considering the needs of our students it is important to recognize that not every student has the same career path in mind. We must be mindful of the diversity of our student body and provide those students with career ambitions such as construction, or light manufacturing, a path to reach their goals. The Conversion Charter School will not only prepare our students for a college/ career track, it will also help build and strengthen the sense of community in Pea Ridge and the surrounding area by bridging the gap between the classroom and our skilled workforce.

There is no doubt that Northwest Arkansas has a high demand for a skilled workforce. I am certain that the addition of a Conversion Charter School to the Pea Ridge School District will give our students the opportunity to obtain a quality, hands-on education that would not be available to them otherwise. We would be remiss as a school if we didn't do everything in our power to make this a reality for our students.

It is for these reasons, and many more that I strongly encourage the support of the Conversion Charter School Application. I request your favorable consideration of this request and if I may be of any assistance please do not hesitate to contact me.

Sincerely,



Jeff Neil
President
Arvest Pea Ridge
479-451-3012



STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

Sue Scott
1412 Hilltop Farms Lane
Rogers, Arkansas 72756-2506

479-621-1265 Business
479-636-6665 Residence
479-636-8480 FAX
grandmotherscott@yahoo.com

DISTRICT 95

Counties:
Part Benton

COMMITTEES:

Judiciary
Vice Chairperson,
Corrections/Criminal Law
Subcommittee

Aging, Children and Youth, Legislative
and Military Affairs
Aging Subcommittee

October 16, 2013

To Whom It May Concern:

I am writing in support of the Conversion Charter School application submitted by the Pea Ridge School District. Parents, community members, and educators have been meeting for several months to develop their vision and believe that this is a desirable education option for students in our region.

Traditional public schools in Northwest Arkansas do a tremendous service for our communities; however, some students may be better served by the unique qualities of a charter school. I support the efforts, by many, in seeking to provide smaller classrooms, longer school days and calendar, project-based and service-based projects, STEM education, and 21st century career skills.

Again, I support the opening of Conversion Charter School. I hope you will approve their application. School choice provides parents the opportunity to choose a school they feel best meets the needs of their children.

If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Sue Scott".

Sue Scott
State Representative

SS/jnm



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COMMUNITY

THE TIMES OF NORTHEAST BENTON COU

CHARTER: Another first for Pea Ridge Schools

have the depth that career and tech can provide for students who don't want to attend a four-year institution. They want to get a job, they want to get on with their life. That's okay. Let's give it to them. This targets all three."

With AIMS (Arkansas Advanced Initiative for

Math and Science) and advanced placement classes, we've created a backboard of critical rigor and have students doing well in college, Neal said.

Neal said the state provides funding for charter schools.

"We are not interested in competing; we want to cre-

ate something unique," he said. "We want to provide something so that when our kids walk out of Pea Ridge High School on May 17 they can said: 'I've got a job.'"

A public meeting is set for 6 p.m. Oct. 15 in the cafeteria at Pea Ridge High School.

"I want to see the interest

from the parents and the community about future jobs for their kids.

I want to see the excitement about an opportunity to get jobs for their children — high wage, high skilled high demand, not minimum wage, minimum demand."

"We'll be the first one in the state," Neal said.

Conversion charter school sought

ANNETTE BEARD
abeard@mwaonline.com

From his experiences as a high school principal, Rick Neal saw the need for students to be better prepared to immediately enter the work force. He wants to provide Pea Ridge students with skills making them valuable to the work world in northwest Arkansas.

Neal, in his second year as Pea Ridge School superintendent, is seeking to start a Conversion Charter School — a school within a school concept.

"This really has spun out from my frustration with career and technical education. A lot of our kids, from my experience of being a principal, are not skill ready for the job market."

Many Pea Ridge students travel to Northwest Technical Institute in Springdale, creating logistical transportation problems.

"I want to create our own career and tech academy in Pea Ridge ... on the basis of providing for our students to come out of school and immediately be placed in the work force ... with certification

— high wage, high skills, high demand," Neal said.

Saying he has the support of the Walton Foundation and the Arkansas Public School Reform, Neal has scheduled a meeting on Oct. 11 with the Northwest Arkansas Economic Council "bringing business leaders within the region ... to open dialogue for what jobs they would like to see our academy teach. They're going to have input."

Neal said he is modeling the school after one in Waco, Texas.

"When these kids take these courses their junior and senior year, it will give them three paths — they'll immediately get a job, have an associate degree and be within range for a college degree," Neal said.

"By the time they reach their senior year, they will have the skills to get a \$15 to \$20 an hour job in the region and, if they want, go on to college without a huge student debt load."

"We will provide the place and the teachers. The businesses will provide the curriculum."

Teaching management skills is one aspect Neal says is essential. "That is a behavior you can train, even with young students."

"In my opinion, we have programs that are meeting the needs of a kid who is going on to a four-year program, but we don't

Conversion Charter public meeting

A public meeting to introduce the Pea Ridge Conversion Charter Career and Tech Academy is set for 6 p.m. Tuesday, Oct. 15, in the cafeteria at Pea Ridge High School. The academy will specialize in high wage, high skill, and high demand jobs within our region. The Pea Ridge Academy will provide the needed skills, certifications, and training for high school students from Pea Ridge and prepare them for the workforce immediately after graduation. The public meeting is a mandatory application requirement for the state charter.

Coat drive in Garfield

The second annual God's Pantry Coat Drive is until Nov. 1. Pantry officials are collecting gently used or new children's and adult coats to be given out during their Christmas Wish Tree gift giveaway. Last year more than 75 coats were distributed. The cli-

ents were very grateful for the gifts of warmth in the winter.

Deliver coats to God's Pantry 1-3 p.m. Tuesdays and 1-4 p.m. Thursdays, or call 359-3136. In Pea Ridge, drop off locations are Arvest and Community First banks.

Wednesday, October 2, 2013 ▶ 3B

PEA RIDGE HIGH SCHOOL BLACKHAWKS HOMECOMING

Friday, Oct. 11

8 - 8:30 a.m. — Blackout Pep Rally

8:40 - 9:30 a.m. — Powder Puff Football game on the football field; admission is \$1.

9:45 a.m. - 1:30 p.m. — Tailgating, parking lot must be cleaned by 1:30 p.m.

2 p.m. — Parade

6:30 p.m. — Homecoming Ceremony, football field

7 p.m. — Football game vs. Gentry

9:30 - 11:30 p.m. — Homecoming After Party in the gym.

Admission is \$2 and concessions will be for sale

Students attending the dance must be picked up by 11:30 p.m.

PEA RIDGE SCHOOL DISTRICT PUBLIC MEETING

What: Public meeting to discuss conversion charter for High School

When: 6 p.m. Tuesday, Oct.15, 2013

Where : Pea Ridge High School Cafeteria

Wednesday, September 25, 2013 ▶ 3B

PRHS NEWS

Pea Ridge School District Public Meeting

What: Public meeting to discuss conversion charter for High School

When: 6 p.m. Tuesday, Oct.15, 2013

Where : Pea Ridge High School Cafeteria

Printed Name	Signature	Email Address
Donna McKethan		donna.mckethan@wcccsd.org
Jackie Crabtree		pearidge.mayor@centurytel.net
Chung Tan		ctan@fayetteville.com
Diana Barnhart		dbarnhart@deltagroupinc.com
Scott Smith		s.smith@apsrc.net
Drew Williams		dwilliams@arkansasadec.com
JODY WIGGINS		jody.wiggins@sssd.k12.ar.us
Tom Ginn		tginn@bbvchamber.com
Dr. Hauser	Marianne Hauser	marianne.hauser@fayer.net
Vicki Thomas	Vicki Thomas	Vicki.Thomas@fayer.net
JARESE FINE		cfine@tyson.com
LISA MENDENHALL		lmendenhall@KNWA.com
Kirrah Stokes		sstokes@prs.k12.ar.us
She Mc Elroy		smcelroy@prs.k12.ar.us
Terry Law		terry.bentonvilleplastics@yahoo.com
Dwayne Buxton		dbuxton@gates.com
CHARLES TOLKEA		charlest@ced-springdale.com
GARY COMISKEY		gary@silcarchamber.com
Steve Jacoby		steve.jacoby@fayer.net
Vicki Thomas	Vicki Thomas	Vicki.Thomas@fayer.net
Jane Phillips	Jane Phillips	jane.phillips@wscstarfish.com
Tim Summers		tsummers@decision-point.org
Matt Wood		mwood@prs.k12.ar.us
Kick Neal		kneal@prs.k12.ar.us
JOE LUTTON		jlutton@prs.k12.ar.us
Annette Beard		a.beard@nwaonline.com
Kerth Martin		kmartin@prs.k12.ar.us

Printed Name	Signature	Email Address
Vicki Ingram	Vicki Ingram	vickii@centurytel.net
Perry Mason	Perry R. Mason	pmason@prs.k12.ar.us
Chesterne Ward	Chesterne Ward	
Roger Ward		
Jennifer Miller	Jennifer Miller	jmillera@prs.k12.ar.us
Izetta Osmond	Izetta Osmond	iosmond@prs.k12.ar.us
Joe Stewart	Joe Stewart	jstewart@PRS.K12.AR.US
Sue Stacey	Sue Stacey	sstacey@prs.k12.ar.us
Melissa Eubanks	Melissa Eubanks	
Melissa Eubanks	Melissa Eubanks	mwaeubanks.09@gmail.com
Tanner Flippo	Tanner Flippo	tflippo81@yahoo.com
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Ann Cato	Ann Cato	anncato@gmail.com
Jeff Cato	Jeff Cato	jeffcato2@gmail.com
Heather Cato	Heather Cato	
Chattin Cato	Chattin Cato	
Harrison Cato	Harrison Cato	
Kim Brown	Kim Brown	kbrown@arvest.com
Sandy Button	Sandy Button	sandy2725@yahoo.com
Tim Ledbetter	Tim Ledbetter	
Matt Wood	Matt Wood	mwood2@prs.k12.ar.us
Michael Schwartz	Michael Schwartz	mschwartz@prs.k12.ar.us
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CHARTER APPLICATION
PEA RIDGE CAREER AND TECHNICAL ACADEMY
OCTOBER 2013

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**Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2014-2015	Salary 2014-2015	2015-2016	Salary 2015-2016
<i>Line#</i>	List Positions	No. FTEs		No. FTEs	
1	Principal	1	\$75,000.00	1	\$75,000.00
2					
3					
4					
5					
6					
7	Subtotal:		\$75,000.00		\$75,000.00
8	Fringe Benefits (rate used 26%)		\$19,500.00		\$19,500.00
9	Total Administration:		\$94,500.00		\$94,500.00

Regular Classroom Instruction:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
10	Teachers	5	\$45,000.00	10	\$45,000.00
11	Aides				
12	Subtotal:		\$225,000.00		\$450,000.00
13	Teacher Fringe Benefits (rate used 26%)		\$58,500.00		\$117,000.00
14	Aide Fringe Benefits (rate used _____)				
15	Total Regular Classroom Instruction:		\$283,500.00		\$567,000.00

Special Education:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
16	Teachers				
17	Aides				
18	Subtotal:				
19	Teacher Fringe Benefits (rate used _____)				
20	Aide Fringe Benefits (rate used _____)				
21	Total Special Education:				

Gifted and Talented Program:		2014-2015		2015-2016	
<i>Line#</i>		No. FTEs		No. FTEs	
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
42 Career Counselor	0.5	1
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:	\$25,000.00	\$50,525.00
48 Fringe Benefits (rate used 26%)	\$6,500.00	\$13,136.50
49 Total Guidance Services:	\$31,500.00	\$63,661.50

Health Services:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
50 _____		
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
58 List Positions		
59		
60		
61		
62		
63 Subtotal:		
64 Fringe Benefits (rate used _____)		
65 Total Media Services:		

Fiscal Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
66 List Positions		
67		
68		
69		
70		
71 Subtotal:		
72 Fringe Benefits (rate used _____)		
73 Total Fiscal Services:		

Maintenance and Operation:

	2014-2015 No. FTEs	2015-2016 No. FTEs
74 List Positions		
75 Custodian	0.25	0.25
76		
77		
78		
79 Subtotal:	\$9,332.00	\$9,332.00
80 Fringe Benefits (rate used <u>26%</u>)	\$2,426.32	\$2,426.32
81 Total Maintenance and Operation:	\$11,758.32	\$11,758.32

Pupil Transportation:

	2014-2015 No. FTEs	2015-2016 No. FTEs
82 List Positions		
83		
84		
85		
86		
87 Subtotal:		
88 Fringe Benefits (rate used _____)		
89 Total Pupil Transportation:		

Food Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
90 List Positions _____	_____	_____
91 _____	_____	_____
92 _____	_____	_____
93 _____	_____	_____
94 _____	_____	_____
95 Subtotal:	_____	_____
96 Fringe Benefits (rate used _____)	_____	_____
97 Total Food Services:	=====	=====

Data Processing:

	2014-2015 No. FTEs	2015-2016 No. FTEs
98 List Positions _____	_____	_____
99 _____	_____	_____
100 _____	_____	_____
101 _____	_____	_____
102 _____	_____	_____
103 Subtotal:	_____	_____
104 Fringe Benefits (rate used _____)	_____	_____
105 Total Data Processing:	=====	=====

Substitute Personnel:

	2014-2015 No. FTEs	2015-2016 No. FTEs
106 Number of Certified Substitutes _____	_____	_____
107 Number of Classified Substitutes _____	_____	_____
108 Subtotal:	_____	_____
109 Certified Fringe Benefits (rate used _____)	_____	_____
110 Classified Fringe Benefits (rate used _____)	_____	_____
111 Total Substitute Personnel:	=====	=====

112 TOTAL EXPENDITURES FOR SALARIES:	=====	=====
	\$421,258.32	\$736,919.82

**Public Charter School Application
Estimated Budget Template**

REVENUES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
State Public Charter School Aid:			
2014-2015			
1	No. of Students <u>125</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$815,125.00</u>	
2	No. of Students <u>125</u> x <u>\$44.00</u> Professional Development	<u>\$5,500.00</u>	
3	No. of Students <u>62</u> x <u>\$517.00</u> eligible rate* NSL Funding	<u>\$32,054.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
2015-2016			
6	No. of Students <u>250</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$1,630,250.00</u>
7	No. of Students <u>250</u> x <u>\$44.00</u> Professional Development		<u>\$11,000.00</u>
8	No. of Students <u>125</u> x <u>\$517.00</u> eligible rate* NSL Funding		<u>\$64,625.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u><u>\$852,679.00</u></u>	<u><u>\$1,705,875.00</u></u>
Other Sources of Revenues:			
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
15	Other (<i>Specifically Describe</i>)		
16			
16	Total Other Sources of Revenues:		
17	TOTAL REVENUES:	<u><u>\$852,679.00</u></u>	<u><u>\$1,705,875.00</u></u>

EXPENDITURES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
Administration:			
18	Salaries and Benefits	<u>\$94,500.00</u>	<u>\$94,500.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 _____		
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$1,000.00</u>	<u>\$2,000.00</u>
25	Equipment	<u>\$1,500.00</u>	<u>\$3,000.00</u>
26	Other (List Below)		
27	_____		
28	_____		
29	_____		
30	_____		
31	Total Administration:	<u><u>\$97,000.00</u></u>	<u><u>\$99,500.00</u></u>

Regular Classroom Instruction:

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
32	Salaries and Benefits	\$283,500.00	\$567,000.00
	Purchased Services - List Vendors Below		
33	V - CI 1 Professional Development	\$20,000.00	\$20,000.00
34	V - CI 2 Industry Consultant	\$50,000.00	\$50,000.00
35	V - CI 3		
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials	\$50,000.00	\$75,000.00
39	Equipment	\$15,000.00	\$25,000.00
	Other (List Below)		
40			
41			
42			
43			
44			
45	Total Regular Classroom Instruction:	<u>\$418,500.00</u>	<u>\$737,000.00</u>

Special Education:

46	Salaries and Benefits		
	Purchased Services - List Vendors Below		
47	V - SE1		
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
	Other (List Below)		
54			
55			
56			
57			
58			
59	Total Special Education:		

Gifted and Talented Program:

60	Salaries and Benefits		
	Purchased Services - List Vendors Below		
61	V - GT1		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68			
69			
70			
71			
72			
73	Total Gifted and Talented Program:		

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount:

2015-2016 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
75	V - ALE1 _____	_____	_____
76	V - ALE2 _____	_____	_____
77	V - ALE3 _____	_____	_____
78	V - ALE4 _____	_____	_____
79	V - ALE5 _____	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)	_____	_____
82	_____	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>_____</u>	<u>_____</u>

English Language Learner Program:

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
89	V - ELL1 _____	_____	_____
90	V - ELL2 _____	_____	_____
91	V - ELL3 _____	_____	_____
92	V - ELL4 _____	_____	_____
93	V - ELL5 _____	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
	Other (List Below)	_____	_____
96	_____	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	<u>_____</u>	<u>_____</u>

Guidance Services:

102	Salaries and Benefits	<u>\$31,500.00</u>	<u>\$63,661.50</u>
	Purchased Services - List Vendors Below	_____	_____
103	V - GS1 _____	_____	_____
104	V - GS2 _____	_____	_____
105	V - GS3 _____	_____	_____
106	V - GS4 _____	_____	_____
107	V - GS5 _____	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
	Other (List Below)	_____	_____
110	_____	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	<u>\$31,500.00</u>	<u>\$63,661.50</u>

Health Services:

2014-2015 Amount:

2015-2016 Amount:

116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:		

Media Services:

130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	Total Media Services:		

Fiscal Services:

144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1		
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	Total Fiscal Services:		

Maintenance and Operation:

2014-2015 Amount:

2015-2016 Amount:

158	Salaries and Benefits	\$11,758.32	\$11,758.32
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Arkansas Western Gas	\$5,108.00	\$6,000.00
160	V - MO2 Carroll Electric	\$19,180.00	\$22,000.00
161	V - MO3 Pea Ridge Water	\$3,493.00	\$4,500.00
162	V - MO4 Century Link	\$2,349.00	\$3,000.00
163	V - MO5		
164	Supplies and Materials		
165	Equipment		
166	Other (List Below)		
167			
168			
169			
170			
171	Total Maintenance and Operation:	\$41,888.32	\$47,258.32

Pupil Transportation:

172	Salaries and Benefits		
	Purchased Services - List Vendors Below		
173	V - PT1		
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
180	Other (List Below)		
181			
182			
183			
184			
185	Total Pupil Transportation:		

Food Services:

186	Salaries and Benefits		
	Purchased Services - List Vendors Below		
187	V - FD1		
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
194	Other (List Below)		
195			
196			
197			
198			
199	Total Food Services:		

Data Processing:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1		
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	Total Data Processing:		

Substitute Personnel:			
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:		

Facilities:			
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222	Remodel Rooms for Career Pathway Classes	\$20,000.00	
223			
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year		
230	Content Insurance for One Full Year		
231	Total Facilities:	\$20,000.00	

Debt Expenditures:

2014-2015 Amount:

2015-2016 Amount:

List Debts Below

232

233

234

Total Debts:

=====

=====

Other Expenditures:

List Other Expenditures Below

235

236

237

238

239

240

241

TOTAL EXPENDITURES:

\$608,888.32

\$947,419.82

242

Net Revenue over Expenditures:

\$243,790.68

\$758,455.18

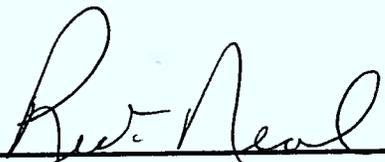
Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

**2013 APPLICATION
DISTRICT CONVERSION AND LIMITED
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 or limited public 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 or limited public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

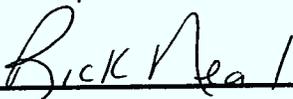
8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion or limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion or limited public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (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

10/31/13

 Date



 Printed Name

5. Describe specifically how the charter school will be able to better meet student academic needs than a traditional district school.

Applicant Response:

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

Just as students have spent nine months at a certain grade, teachers on an existing traditional campus have been "grade bound". A charter setting will provide flexibility needed for grade levels to blur as the emphasis shifts to a focus on learning needs of students instead of scheduling based upon age or grade level.

While literacy and math have progressions that run across grade levels, science, social studies, careers course, and business courses will have proficiency scales, but there is less of a defined progression grade to grade in social studies and science, and no progression in the semester long courses such as careers. For these courses, students will work through the proficiency scales in each measurement topic and if they are ahead of pace, their learning will go deeper by working more on the 4 scale level, which is above and beyond target learning (3 on the scale). Those who need more time to reach the 3 will have that time. This will be accomplished through small group and individual reteaching/practice, blended learning situation with technology, RTI as needed, and additional time provided in the schedule.

This design will allow Warren Middle School to be able to better meet student academic needs than a traditional district school.

6. 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:

We will continue the school improvement development and evaluation process that is currently in place. As a school-wide Title I school, in late spring, the school improvement plan, including Title I programming is evaluated. Parents and patrons along with the building leadership teams are involved in this meeting which serves as an evaluation of the current year programming and needs assessment for the following year's programming. We have developed a tool to use in reviewing the plan. The parent involvement plan is evaluated in a separate session in which a diverse group of parents from each building and the building leadership team review the current year's parent involvement activities and make any changes or additions in the plan for the following year. This meeting is held in mid-May each year. Early each fall semester, a Title I meeting is held at each campus in which data is reviewed along with suggested programs, activities and strategies to address any deficiencies. Parents are given an opportunity in this meeting for input. The school improvement plan is then reviewed in late fall and in early spring through an established process of reviewing each intervention's actions and noting the extent to which the actions have been implemented, the extent of success and what evidence is there to support success or lack thereof, and next steps listed.

Performance criteria are established for each standard in our curriculum scale work that has been done and has been previously described in this application. The scale work is posted in Educate and is totally transparent to parents, students, and teachers. This scale work is a living document and as evidenced with our previous work at Eastside and Brunson New Vision Charter Schools, is revisited and tweaked as it is used. We regularly talk with parents and survey them for feedback. This will continue at WMS.

- 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:

GUARANTEED AND VIABLE CURRICULUM:

The first step in planning for school improvement that addresses improving student learning and meeting state education goals is to provide a guaranteed and viable curriculum. A team from WHS has been involved in unpacking the standards and formatting them into a curriculum in scoring scale format. We define guaranteed curriculum to mean **all of the following are the same thing:**

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

STANDARDS BASED STRUCTURE:

CURRICULUM: unpacking the standards; curriculum in scoring scale format

ASSESSMENT: designing assessment items for levels 4, 3, and 2 in the scoring scale

GRADING: giving feedback to students using a formative approach

INSTRUCTION: having a common language and consistent practice of best practice

CONTINUOUS IMPROVEMENT: We will continue to get better at getting better; developing leaders at all levels and *building capacity at all levels* through personalizing learning opportunities for students and staff. A part of this continuous improvement is continuing to work with nationally recognized consultants, networking with schools across the nation who are building customized, standards-based learning environments, attending Customized Learning Summit each summer, and participating in professional learning communities across the district with the purpose of sharing best practice, collaborating on units of study, viewing and scoring student work, using student data to group and regroup students as they move through their learning paths. etc.

LEVERAGING TECHNOLOGY:

Technology will be utilized for instruction, remediation, and enrichment learning opportunities for students in an integrated manner. Technology is also key in assessing students using an adaptive assessment system which has a bridge to a web-based instructional program so that students are assigned lessons at the appropriate level of difficulty and in areas of need. An electronic platform that is accessible by all stakeholders and to include teachers' monitoring of learning progress and design instruction based on individual student needs; students' monitoring of their learning progress and ability to navigate their learning pathway; and parent/guardians' ability to monitor progress and support student learning. Prior to technology, customizing student learning was a dream; but by leveraging technology, it is becoming a viable reality.

ESTABLISHING A CULTURE OF COMMITMENT AND MORAL PURPOSE:

By having a wide variety of stakeholders create our district-wide strategic design, we set the stage for this type of learning system to be a part of our fabric; a sustainable, viable approach to teaching and learning that can and will thrive even when the current administration is no longer in place. For this to be taken to scale district-wide, we are taking steps to make sure all are "all knowing" and understand the rationale behind this systems work. Warren Middle School revisited their mission statement this fall as a part of this effort. They will develop a school wide shared vision which will be in alignment with the district vision statements in the strategic design. Each classroom will develop a Code of Conduct and Shared Vision and will put into place Standard Operating Procedures (SOPs). WMS will be working with Benna Callick to implement Habits of Mind practices.

- C) List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning 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.

Applicant Response:

I. WMS will annually increase the number and percentage of all students and students in sub-groups who are on track to being college and career ready as indicated by reaching proficiency standards on the state assessment and/or NWEA MAP in reading, reading comprehension and math and mathematics reasoning.
Tool: PARCC Assessment of CCSS (2015-2018; baseline 2015); NWEA MAP (Measures of Academic Progress)

II. Learners will demonstrate on-track for college and career readiness as measured by being active at the content level equal to or above their grade level. Annual targets are based on growth from baseline year 2015.
Tool: Educate

III. Students will meet 60% of their learning goals for the year as identified by individual student needs assessment. (To include reading/reading comprehension and math/mathematics reasoning). Tests will be administered each season.
Tool: NWEA MAP (Measures of Academic Progress)

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

V. Increase Social-Emotional Development: As soon as we have scales written for social-emotional goals, we will be able to track student performance and will have as a goal to increase by at least 2% annually the number of students meeting social-emotional goals.
Tool: Educate

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

Applicant Response:

The first step in planning for school improvement that addresses improving student learning and meeting state education goals is to provide a guaranteed and viable curriculum. A team from WSD has been involved in unpacking the standards and formatting them into a curriculum in scoring scale format. We define guaranteed curriculum to mean **all of the following are the same thing:**

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

To begin this work, teams from Eastside and Brunson New Vision Charter beginning in January 2012 worked under the guidance of national consultants, Bea McGarvey and Dr. Gina Chambers. WMS teams joined the process last school year. Our goal as a district is to define, in a language all can understand, the expectations for each learning level with Common Core State Standards as the foundation for literacy and math, and currently, Arkansas Frameworks as the foundation for other subjects until CCSS/Next Generation for those subjects are available. Additionally, the work is important because we are implementing based upon the research of what works in schools, and to become truly standards-based, the work is a necessity.

This work is about:

WHAT is the essential knowledge? WHAT is the scope or progression of the knowledge?
WHAT are the proficiency levels for that knowledge? WHAT are the various ways students could demonstrate the knowledge?

This work is not about:

WHO is going to teach it? WHEN is it going to be taught?
WHERE is it going to be taught? HOW is it going to be taught?

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

STANDARDS BASED STRUCTURE:

- CURRICULUM: unpacking the standards; curriculum in scoring scale format
- ASSESSMENT: designing assessment items for levels 4, 3, and 2 in the scoring scale
- GRADING: giving feedback to students using a formative approach
- INSTRUCTION: having a common language and practice of best practice

We now have proficiency scales written K-8 for core subjects and work is continuing on writing proficiency scales for all subjects. For each measurement topic, scales were written. The scale is written with performance levels one through four with level 3 being the proficiency target (the standard itself)

4 (Advanced) Applying beyond level 3; beyond what's been taught

3 (Proficient) *Complex Targeted Knowledge*

Declarative Knowledge: concepts, principles

Procedural Knowledge: skills & processes

2 (Developing) *Simpler Foundational Knowledge*

1 (Emerging) With Help, has foundational knowledge

EDUCATE & NETWORKING:

We are currently networking with Lindsay, CA, a standards-based/performance mastery district who is a recent Race-to-the-Top winner and with Scott Bacon, of Educate, to write measurement topic assessments, and to locate free source technology resources for instruction as well as those for practice for each standard within a measurement topic to load into Educate for use by students. We are also providing professional development on The Art and Science of Teaching by Marzano and this will continue at WMS in addition to being a part of APSRC's ABC Initiative on implementing common core.

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

A) Guidance program;

Applicant Response:

Counseling is a confidential relationship which the counselor conducts with students individually and in small groups to help them solve or constructively cope with their problems and developmental concerns, moving toward self-actualization. The Warren Middle School counselor provides services for all students in Grades 6-8. The counselor helps all students by meeting with them individually and in small group sessions, collaborating with teachers, consulting with parents, and coordinating with administration, staff, and outside agencies.

Small group and individual counseling will be provided for students to promote the development of positive concepts of self and others; improvement in problem-solving and decision-making skills; expansion of social skills to include cooperation, sharing, and responding to conflict appropriately; and handling issues such as divorce, birth of new sibling, or death.

All students are assigned to a teacher-advisor for the school year. There are 12-15 students in these advisory groups, and the groups meet weekly at the beginning of the day on Friday. The focus of the advisory sessions is to foster academic, career, and personal/social development with emphasis on team-work.

The counselor works with parents, teachers, administrators, social workers, medical professionals, mental health agency therapists, and community health personnel in order to plan and implement strategies to help students be successful in school. The counselor collaborates with other counselors in the district to coordinate services. The counselor assists parents in obtaining needed services for their children.

B) Health services;

Applicant Response:

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

C) Media center;

Applicant Response:

The purpose of the school's library media center is to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology. The goal of our library media center is to develop lifelong learners who are effective users of ideas and information. To accomplish this the media center staff will provide access to learning resources in a variety of formats, styles, and genres. The media specialist will provide instruction in research skills and information technology as required currently by the Arkansas Curriculum Frameworks for media and CCSS for literacy. The media staff will encourage students to build college and career readiness by:

- Providing access to learning resources in a variety of formats,
- Teaching skills necessary to locate, evaluate, and use these resources,
- Teaching students their roles and responsibilities in a digital society,
- Collaborating with other educators to design learning strategies that support the state curriculum and CCSS,
- Utilizing 30 imac computers, 2 macbook labs, 2 ipad labs, 10 kindles, and a wide variety of text complexities and lexile leveled reading materials.

D) Special education;

Applicant Response:

Warren Middle School anticipates a Special Education program operating with two classrooms on site and access to a lifeskills classroom for students with severe disabilities should that setting be determined to meet the needs of any student. The on-site classes will operate as resource rooms where the teacher will work with students in small groups and one-on-one in meeting the requirements of the IEP with the vision of moving

toward a co-teaching situation with the resource teacher providing push-ins to provide general support in the regular classroom. The lifeskills class will operate as a self-contained classroom with a ratio of one teacher and one paraprofessional to ten students. All aspects of IDEA will apply.

Continuum of Special Education Services:

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

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

2. Student Intervention Team (SIT) Convened

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

3. Special Education Referral & Due Process as required by state and federal law

4. Special Education Services Options:

- o Pull out in resource room setting or related services setting (ie speech, OT, PT etc.)
- o Push in by resource teacher
- o Combination of both
- o Indirect Services
- o Self-Contained Services

E) Transportation;

Applicant Response:

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

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

WMS will continue to participate in the **Alternative Learning Environment Program** which is housed at Warren High School, across the street from WMS. Historically, there have not been many assignments made to ALE even though 5 seats are available in that program. The ALE program is a non-punitive program. ALE placement criteria include data on attendance, interpersonal skills, personal or family problems, transition to/from residential programs, serious discipline issues, pregnancy or single parenthood. When a student is recommended for placement in ALE, a conference is schedule with a committee to review data and prior plans. If ALE is determined to be the best placement for the child, a plan is developed to meet the student's academic, social, and emotional needs. Students work toward success on their individual learning plan (ILP). When the student is deemed ready to return to the regular classroom setting, a conference will be scheduled again and a transition/exit plan will be written. **Another alternate learning environment** that is shorter term is the in-school suspension program which is also located on the WHS campus. The focus of that program is to instruct students in making better behavior choices while continuing their learning. The short term assignment can be made as a punitive means and is preferable when policy allows to out of school suspension because the student's learning continues and is monitored.

G) English Language Learner (ELL) instruction

Applicant Response:

Students are selected for assessment for ELL based upon a home language survey that is part of the enrollment packet. Qualifying students based upon the LPAC assessment receive services from a highly qualified ELL

instructor in a pull-out setting.

H) Gifted and Talented Program.

Applicant Response:

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

Sixth grade identified gifted students will be serviced through a cross curriculum complex reasoning seminar for forty-five minutes each week. All students in grades six through eight are serviced through Pre-AP classes in all content areas.

All students enrolled in the PreAP classes should be performing above their expected learning level and/or consistently performing at a four on the proficiency scale of their expected learning level. If a student in the Pre-AP classes are struggling to meet their expected learning pace, they will then be moved to a classroom/group that would better meet their learning needs.

All components of the gifted and talented program and the effectiveness of educational opportunities provided for gifted and talented students are evaluated annually. Warren Middle School proposes to craft and evaluation instrument that truly provides accurate, timely, and relevant information to be used in creating goals for program improvements.

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

Applicant Response:

As described previously in this application, the district has a process in place in late spring to complete an evaluation of the current year's programs, activities, and strategies as implemented and detailed in the ACSIP and at the same time, allowing for input from parents and other stake holders in assessing needs for the next year's program. Early in the fall, at each school-wide Title I campus, a meeting is held in which parents and other stake holders are invited in which the needs assessment results are shared along with tentative plans for programs, activities, and strategies for each intervention in ACSIP to be reviewed, and again, stake holder input is requested. Data from the tools listed in section 6-C will be shared during these processes in determining if goals have been met.

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

Applicant Response:

As the only school in the district providing instruction to sixth, seventh, and eight grade age students, Warren Middle School is required to educate every eligible child who seeks admission, including children who enroll by means of school choice or legal transfer. With an enrollment cap of 450, it is highly unlikely, based upon historic enrollment figures and community growth figures, that we will exceed the enrollment cap. Should it appear we might exceed the enrollment cap, we would petition the state board to increase the enrollment cap due to our legal responsibility to enroll all eligible students. If our petition is turned down, we will use the Random Number Generator computerized lottery method (<http://stattrek.com/Tables/Random.aspx>) to determine a simple random sampling. Priority will be given to siblings. We will continue to accept students by school choice and legal transfer in accordance with the statutory provisions which govern those areas. We will continue to recruit by placing ads in the newspapers and online news sites in the surrounding areas.

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

- Yes
 No

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

Applicant Response:

Administrators Responsibilities: (2 Administrators- Principal & Assistant Principal)

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

• Oversee the implementation of the curriculum and monitor student academic achievement regularly

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

Teacher Responsibilities: (16.25 classroom teachers)

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

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

Counselor Responsibilities: (1.0 FTE)

- Individual and group counseling and guidance lessons

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

Qualifications: Current Arkansas license with counseling endorsement

Instructional Facilitators Responsibilities: (.67 FTE)

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

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

Staffing Plan:

2 admins/2 admin asst. 2 instructional facilitators (.58 FTE) 1 counselor (1 FTE)
 1 media specialist 1.0 Media Aide 1.0 SpEd teachers 2.0
 SpEd aide 1.0 16.25 teachers Class. Interv. 1.0
 G/T Coordinator .25 .25 school social worker 1 ELL teacher (.25)
 1 ALE teacher .50 1 School Nurse (.23) Custodians 3.5
 Cafeteria Manager .60 Cafeteria Workers 3.0 PE .625
 Music/Band 1.25 FTE Vocational 2.625 Art 1/0
 Social Worker .25 Speech .25

Types of Administrative Positions:

- Principal
- Assistant Principal

Types of Teaching Positions:

- Math
- Literacy
- Science
- Social Studies
- Music (music, choir, band)
- Art
- Digital Learning (Computer Lab)
- Computer Technology
- Career Development
- Special Education (including speech)

12. 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 **Please note: 2 waivers requested on this component.**

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

Applicant Response:

Warren Middle School will be located at the current site of the school which is located at 210 Scobey Drive in the city of Warren. The school site consists of a complex which houses Grades 4-5 at Brunson and Grades 6-8 at Warren Middle School. A physical education gymnasium, shared by the two schools, separates the two schools. Students will be able to move between the two schools as needed as they are grouped and regrouped for instruction. The facility was built 9 years ago and contains 22 full-size classrooms, 3 smaller classrooms, media center, 2 computer labs with 25 stations, cafeteria, offices for administration, nurse, and counselor. As a sound plan for continued operation, maintenance, and repair of the facility, the school will continue to use School Dude as recommended by the Arkansas Department of Facilities and Transportation and will continue providing excellent, safe facilities and transportation. The District understands there will be facilities costs and plans to fund these costs out of its operating budget.

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

Yes

No

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

Applicant Response:

WMS complies with all the accessibility regulations in accordance with the ADA and IDEA.

There are no alcohol sales within 1,000 feet of the facility. The location is not subject to any local zoning authority.

14. 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:

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

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

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

Applicant Response:

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

Warren Middle School requests a waiver of the procedures concerning student coding in APSCN/ADE Reporting System, only as to subjects/courses as student assignments in the standards-based system are not made to grade levels (i.e., sixth grade, etc.), but are made to learning levels based on individual need. All students will be coded and entered into APSCN/ADE Reporting System in the usual manner by classroom schedule.

2. Ark. Code Ann. § 6-80-107 (Transcripts):

To the extent that a waiver is necessary from the above statute, in that its proposed grading scale may not be compatible with the statute's requirement to utilize electronic transcripts, the Warren Middle School requests this waiver due to its planned use of rubric and checklist scoring.

3. Arkansas Department of Education Rules (ADE Rules) Governing Waivers for Substitute Teachers, and ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher and Ark. Code Ann. § 6-15-1004 (Qualified teachers in every public school classroom), § 6-17-309 (Certification to teach grade or subject matter – exceptions – Waiver), § 6-17-401 et seq., (Teacher license requirement), § 6-17-902 (Definitions) and § 6-17-919 Warrants void valid certificate and contract) and Sections 15.03.2 and 15.03.3 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (Standards Rule) and the ADE Rules Governing Educator Licensure:

Warren Middle School requests a waiver from the above-referenced Rules and statutes concerning teacher licensure for the purposes of permitting teachers who are licensed at the K-6 level to teach students who are performing at learning levels equivalent to traditional 7th & 8th grade; allowing teachers with 7-12 license to teach students performing at learning levels equivalent to 5th & 6th grades; allowing classroom teachers to instruct Physical Education classes, and to allow professionals from the community to teach courses (such as Art).

The Applicant understands that the receipt of this waiver, if granted, carries with it some restrictions (no waiver of Highly Qualified Teacher requirements; no waiver of background checks, etc.).

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

Warren Middle School requests a waiver of the class size standards so in the event that in placing students in the appropriate learning level, the number exceeds the current allowable student-teacher ratio; homeroom classes will continue to meet class size requirements. While our interest is to keep class sizes as small as possible, should the need arise, the student-teacher ratio will not exceed current Standards by more than five (5) students.

5. Section 10.02 ("Teaching Load") of the ADE Rules Governing Standards for Accreditation and specifically Subsections 10.02.4 and 10.02.5:

In order to fully implement our unique curricular offerings, Warren Middle School requests a waiver of the Teaching Load requirements. WMS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the "exceptional case" worth of a waiver under Subsection 10.02.5 of the Standards. A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students.

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

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

7. Ark. Code Ann. § 6-20-2208(c)(6) (Monitoring of expenditures) and § 6-42-101 et seq., Section 18.0 of the ADE Standards Rules and the ADE Rules Governing Gifted and Talented Program Approval Standards:

Warren Middle School requests a waiver from the above listed rules, as necessary, to provide Gifted and Talented instructional services in the unique manner set forth in the following paragraphs:

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

Sixth grade identified gifted students will be serviced through a cross curriculum complex reasoning seminar for forty-five minutes each week. Identified students in grade six through eight are serviced through Pre-AP classes/equivalent classes for identified gifted students in all content areas.

All students enrolled in the Pre-AP classes or equivalent classes for identified gifted students should be performing above their expected learning level and/or consistently performing at a four on the proficiency scale of their expected learning level. If a student in the Pre-AP classes/equivalent classes for identified gifted students is struggling to meet his/her expected learning pace, the student will then be moved to a classroom/group that would better meet their learning needs.

All components of the gifted and talented program and the effectiveness of educational opportunities provided for gifted and talented students are evaluated annually. Warren Middle School proposes to craft an evaluation instrument that truly provides accurate, timely, and relevant information to be used in creating goals for program improvements.

8. Section 12.05, ADE Standards Rules:

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

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

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

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

Warren Middle School requests flexibility in assignments for non-instructional duty. The above statute

limits the maximum time for such duty to sixty (60) minutes per week. We request greater flexibility in scheduling the duty time based upon an average of two hundred forty (240) minutes per four (4) week period.

11. Ark. Code Ann. § 6-16-130, and Section 9.03.3.6 of the ADE Standards Rules, concerning the provision of Art and Music Instruction:

Warren Middle School requests a waiver from the above statutes and Rules, for the sole purpose of providing flexibility in the amount of time scheduled for Art and Music Instruction. We are fully committed to providing Art and Music Instruction to our students, but we wish to have the flexibility to provide the instruction as both a pull-out class and within the classroom units of study.

12. Ark. Code Ann. § 6-16-132 and Section 9.03.3.5 of the ADE Standards Rules, concerning Physical Education Instruction:

Warren Middle School requests flexibility in the delivery of physical education. We are fully committed to the well-being of our students and as a result wish to provide wellness opportunities and for the most part, we see that happening within physical education classes, however, with the grouping and regrouping of students based upon need, we wish to have the flexibility to allow classroom teachers to instruct physical education and allow for organized physical activities during lunch break to count as the physical education requirement. This flexibility is needed at the middle school level in meeting the various requirements of art, music, computer/business courses, and careers while also providing extended learning blocks.

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

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

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

Warren Middle School requests flexibility on the age/readiness level in which students are tested. As our students will not be assigned to a "grade level," we are requesting permission to allow them to take state standardized tests based upon the grade level that most closely correlates with their learning level.

15. Section 9.03.3.9 (Concerning Career and Technical Orientation), ADE Standards Rules:

Warren Middle School requests flexibility under this section to be able to teach the following Career and Technical Education courses, given the unique nature of our conversion charter school education method, during a student's span of time at the school, as opposed to teaching the courses at a specific grade level: Technologies Communications 366910, Information and Communication Technology-378910, and Career Development 388910.

17. 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:

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

Proof of Publication

STATE OF ARKANSAS,

County of Bradley

ss

I, Heather McGlaughlin do solemnly swear that I am the
bookkeeper

of THE EAGLE DEMOCRAT, that said EAGLE DEMOCRAT is a weekly newspaper printed and published in Bradley County, State of Arkansas; that I was so related to this publication at and during the publication of the annexed

legal advertisement in the case of Warren Middle School Public Hearing. For discussion of a proposed conversion Charter School Application

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

published in the regularly weekly issues of said newspaper for SIX consecutive times, was made as follows:

Sept 4, 2013 Sept 9, 2013 Sept 11, 2013
Sept 16, 2013 Sept 18, 2013 Sept 23, 2013

Fees for Printing, \$ 189.00
Cost of Proof, . . . \$ 0
Total \$ 189.00

Subscribed and sworn to before me this 9 day of October 2013

Heather McGlaughlin

[Signature]

3-73-509 E-22303

Documentation of public hearing requirements

Warren Middle School Democrat

Rotary Club for Aug. 27-
er Rowell Hall and Kaitlyn

Baker was the father of Sam Fullerton and his beautiful sister, Mary Lu, who rests in the Fullerton family plot with her parents at Oaklawn Cemetery. Was she named for her mother, Mary and grandmother, Lucy Cook Fullerton?

Cleaning out a desk, and/or an office is a creative endeavor, as we discovered last week upon departing our 45-year cubbyhole at The Eagle Democrat.

You find all kinds of things. Like a letter my late Mother, the author of Reflections, wrote to her sister at Park College in Missouri in the fall of 1922.

She told of parties the ladies at the Presbyterian Church had for her, as well as one hosted by the regal and late Mabel Derby, her lifelong friend, at 307 West Pine Street.

record
ght for the

of the place on
thought that was
ething!
to!

Links in the past.

Mrs. Virginia Wheeler Armstrong succumbed, way up in years, in Little Rock the other day.

Her father built the original Frazer's Funeral Home as a residence; later, he sold his sawmill to Samuel Holmes Fullerton, the St. Louis lumberman, and he then sent his two thirtyish and twentyish sons, Bob and Baker, to Warren to run the place.

This became Bradley Lumber Company of Arkansas, of course, once one of the nation's biggest producers of hardwood flooring . . . that and other lumber products.

**WARREN MIDDLE SCHOOL
PUBLIC HEARING**

For discussion of a proposed
Conversion Charter School Application

September 23
Warren Middle School
Media Center
6:00 p.m.

Immediately following will be the
Title I/CtAG meeting.

Forrest fires

of the
With
es," and
ve Have in
transportation,
s and trained per-
ic way has been made
but the reality of it all
ains unchanged through all
ne years.

We've noted that it was our assignment along with the late Forrest Gardner to sit up with the body of the late Mayor Jim Hurley after his death in the fall of '57.

I will remember the unsinkable Forrest busying himself cooking breakfast for everybody present ere dawn that day.

Mr. Hurley was not even sixty: I thought he was an old man.

He had been nice to us boys, treating us, as late teenagers, like we were grownups (the late Edwin Ives had that creative touch, too.)

Mr. Hurley made a metric ton of money on a lumber deal over 55 years ago and generously shared it with institutions, churches, friends in Bradley County.

a leap of faith on September 7, 2003 . . .

*and now we're celebrating 10 years at
1219 N. Myrtle St., Warren*

Assembly of God Church
te to invite you to Celebrate

Documentation of
Public hearing requirements⁵⁸

Outbox

1 message found

Type	Message Title	Delivery Date	Recipients	Status
	Standards-Based Public Meeting WARREN MIDDLE SCHOOL	20 September 2013 6:00PM (CT)	389	Scheduled

page 1 of 1



Blackboard connect, telephone messaging system, call to parents reminding them of SBE public hearing.

Documentation of Public hearing Requirements

WARREN MIDDLE SCHOOL BULLETIN

Warren, AR 71671

Monday, September 16, 2013

Students:

1. The Jr. Jacks play the Lake Village Beavers Thursday night in Lake Village. Seventh-graders will NOT have a game.

Several parents have asked about a football schedule. A schedule may be found on the back of your *Student Handbook*. Seventh-grade games will be played on Thursdays before the Jr. Jacks.
2. Progress Reports will be given to all students this Thursday, September 17, during seventh period.
3. The Beta Club is selling T-shirts for \$12 each. See Ms. Cooper or Ms. McClellan to order one.
4. Ms. Mary Ann Johnson will announce the yearbook staff later this week. Yearbooks may be purchased this week for \$30 from Ms. Mary Ann.
5. Applications for being a Character Coach may be picked up from Ms. Cuthbertson.
6. Don't forget to show up for BOX!!
7. This Thursday, September 18, is the last day the following students may attend school unless they bring shot documentation.

ward
on J'Lisa

When you get your shot, take the "shot sheet" to the nurse or to the office!

8. Monday, September 23, parents are invited to a meeting in our cafeteria. We will discuss our plans to implement Standards-Based Education. Following this meeting we will have our Title I meeting, and all parents of WMS students are invited to attend that meeting also.

Faculty:

1. Grades must be complete in Grade Quick by noon Wednesday to give Ms. Arnold time to print Progress Reports.
2. Please be sure your Edline for parents is current.

Documentation of Public hearing requirements

Announced @ football game

WARREN MIDDLE SCHOOL BULLETIN

Warren, AR 71671

Monday, September 23, 2013

Students:

1. All Middle School students and their parents are invited to attend a public meeting TONIGHT Monday, September 23, 2013, at 6:00 in the WMS cafeterias to discuss Standards-Based implementation in our school next year.

Following this meeting a meeting will be held for Middle School parents to discuss Title I and how it is in our school.

2. The Jr. Jacks play Crossett Eagles in Crossett Thursday night. We will have a pep assembly, and the seventh graders will play at 5:30.
3. This Friday is Homecoming in Warren High School. We are affected in these ways:
 - a. School will be dismissed at 1:30 Friday for Homecoming
 - b. The school can not accept any delivery of Homecoming items.
 - c. Next week in WHS, every day is a Spirit Day. Our Homecoming "Spirit Days" are not the same as that of High School. These are the themes for WMS:
 - Monday-----Crazy Hat Day (To wear a hat or cap in the building, the hat or cap must be decorated in some way to represent orange and black or Jr. Jacks/Lumberjacks!
 - Tuesday-----Camo Day
 - Wednesday-----Duct Tape/Trash Bag Day
 - Thursday-----Orange and Black Day
 - Friday-----"Shades" Day; wear sunglasses and put the opponents "in the shade."

FACULTY:

1. Upcoming Events:

- | | |
|---|--|
| Monday, September 23, 2013 | 6:00 SBE Meeting
Title I Meeting
WMS Cafeteria
(Please try to attend.) |
| Tuesday & Wednesday, 9-24 & 25 | Reading Horizons
Haire, Wolfe, Shelby, Ferguson K & L., Ellis, Vanderzwaln, Tullos, and Pacheco |
| Thursday, September 26 | 12:30—3:30, ACSIP Team
Admin. Mtg. Room
7:00—Crossett, There |

Documentation of Public Hearing Requirements

This announcement was in the WMS bulletin from 9-16-2013 - 9-23-2013.

WARREN MIDDLE SCHOOL
210 Scobey Drive * P. O. Box 1210
Warren, AR 71671

AGENDA FOR STANDARDS-BASED EDUCATION (SBE)

PUBLIC MEETING

Monday, September 23, 2013
6:00 P. M.

- Welcome and Introductions-----Glenetta Burks, WMS Principal
Marilyn Johnson, Superintendent of Schools
Carla Wardlaw, Assistant Superintendent
Tommy Arnold, WMS Assistant Principal
Gary Jackson, WHS Principal
Bryan Cornish, WHS Assistant Principal
Regina Scroggins, Brunson Principal
Sara Weaver, Eastside Principal
Kathy Cornish, Eastside Assistant Principal
Middle School Faculty
- District Background for SBE-----Marilyn Johnson
and
Types of Charters
- Explanation and Discussion of SBE in WMS-----Glenetta Burks
- Updates from Other District Schools-----Sara Weaver,
Kathy Cornish, Regina Scroggins, and Gary Jackson
- Panel to Answer Questions from Audience-----Marilyn Johnson,
Carla Wardlaw, Glenetta Burks, Sara Weaver, Kathy Cornish, Regina Scroggins
- Evaluation-----Audience
- Closing-----Glenetta Burks

Documentation of Public Hearing Requirements

Results from the evaluation survey at the public hearing:

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

Strongly Agree	Agree	Disagree	Strongly Disagree
30%	70%	0%	0%

"I believe that the proposed changes will help my child."

Strongly Agree	Agree	Disagree	Strongly Disagree
55%	45%	0%	0%

"I support the concept of Standards-Based Education."

Strongly Agree	Agree	Disagree	Strongly Disagree
52%	48%	0%	0%

This data indicates a strong support base for the transition to a standards-based education system.



Warren School District

Office of the Superintendent

408 Cherry St. • P.O. Box 1210 • Warren, Arkansas 71671
Phone: (870) 226-8500 • Fax: (870) 226-8531

October 14, 2013

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

TO WHOM IT MAY CONCERN:

The Warren School Board continues to be in support of the Standards-Based Initiative. The Board has been involved with this effort since its inception through site visits to other districts implementing Standards-Based/Performance-Mastery programs, public hearings, and development of the district's Strategic Design/CIAG Plan. We are pleased at the level of support indicated at the public hearing held in September.

During the October 2013 regularly called Board meeting, the board voted to support Warren Middle School's District Conversion Charter application.

Sincerely,

A handwritten signature in black ink that reads "Jerry Daniels". The signature is written in a cursive style.

Jerry Daniels, Warren School Board President

Page 3 Evidence of Parent and Community Support

Academics Come First

2014-2015 Proposed Warren School District Calendar (DRAFT)

Aug. 18-Sept. 19	Window for Kindergarten Screener (QUALIS)		
Aug. 11-13	Staff Development		
Aug. 18	First day of School		
Sept. 1	Labor Day		
Oct. 15	End of First Quarter	Wed. 42 days	
Oct. 27	Parent- Teacher Conferences	Monday 3-7	WMS, WHS, SEACBEC
Oct. 28	Parent- Teacher Conferences	Tuesday 3-7	Eastside & Brunson
Nov. 7	Staff Development (7 hrs.)	Friday 8:00-4:00	
Nov. 20-22	Thanksgiving		
Dec. 19	End of Second Quarter	42 Days	
Dec. 19- Jan.5	Christmas Break for Teachers & Students		
			84 days/semester
Jan. 6	Teachers & Students Return		
Jan. 19	Martin Luther King Day	Monday	
Feb. 10	Parent-Teacher Conference	Tuesday 3-7	Eastside & Brunson
Feb. 12	Parent-Teacher Conference	Thursday 3-7	WMS, WHS, SEACBEC
Feb. 16	President's Day Holiday	Monday	
March 13	End of Third Quarter	Friday 47 Days	
March 23-27	Spring Break	Monday-Friday	
April 3	Good Friday		
April 20	Staff Development (7 hrs.)	Monday 8-4	
May 22	Graduation	Friday	
May 26	Memorial Day Holiday	Monday	
May 29	Last day of School	Friday 47 Days	
June 1, 2,3,4,5	Make-up days, if needed		94 days/semester

Total student teacher interaction days	178
Total parent-teacher conference day	2
Total staff development (60)	10
Total contract days	190

5 makeup days are included in the calendar

60 hours—equivalent of 10 days of professional development provided by the district

*Nothing except emergency sick leave is granted for Staff Development days

WARREN MIDDLE SCHOOL

Sample Schedule for 2014-2015

Teacher	Room	Period 1	Period 2	Period 3	Period 4	Period 5 & Lunch	Advisory (F) & Intervent. (M-Th)	Period 6	Period 7	Period 8
Anders	353	7:50-8:40 Pre-APAH	8:40-9:30 AmHist	9:30-10:20 Team/Int	10:20-11:10 AmHist	Prep AR Hist	AI-6	12:55-1:45 AmHist	1:45-2:30 AmHist	2:30-3:15 Pre-AP
Ellis	326	ARHist	ARHist	Team/Int	PreAP AR His	AR Hist	AI-7	PreAP AR His	Prep	Sports
Bemberg	315	WHist	WHist	Team/Int	PreAP	WHist	AI-8	PreAP	Prep	Sports
Williams, K.	342	Pre-AP Sci	Science	Prep	Science	Science	AI-6	Team/Int	Pre-AP Sci	Science
Caudle	327	Science	Science	Prep	Science	Science	AI-7	Team/Int	Pre-AP Sci	Pre-AP Sci
Thaxton	320	Pre-AP Sci	Science	Prep	Pre-AP Sci	Science	AI-8	Team/Int	Science	Sports
Miller	Band	6 Choir	7-8 Choir	Gen Music	Gen Music	WHS	WHS	WHS	WHS	WHS
Hagler	Band	Gen Music	Prep	7-8 Band	Beg Band	WHS		Prep	BegBand	Music
Williams	Band	Prep	Compass	7-8 Ban.	Beg Band	WHS		WHS	BegBand	WHS
Johnson	328	Art	Prep	Art	Prep	Art	AI-8	Art	Art	Art
Whittemore	Gym	Prep	P. E.	P. E.	P. E.	P. E.	AI-7	P. E.	Prep	Sports
Cuthbertson R.	313	Sports	Prep	Compass	Compass	ALE	AI	Compass	Prep	Sports
Cuthbertson D.	322	CD	CD	Prep	CD	Prep	AI-8	CD	P. E.	CD
Sledge	315	ICT	ICT	Prep	ICT	Prep	AI-8	ICT	ICT	ICT

Tullos	330	Reading	Prep	Mathe	matics	Prep	AI	Mathe	matics	Compass
Vanderzwal m	335	Compass	Prep	Sped Test.	Sped Test	Reading	AI-6	Reading	Prep	Reading
Lathan &		.....	---Math---	.....	Prep	Math	AI-8	.....Ma	th-----	Team/Int
Orleanski		.....	----- Liter	acy-----	Prep	Literacy	AI-8	-----Liter	acy-----	Team/Int
Owens &		.....	---Math---	.....	Prep	Math	AI-8	.....Ma	th-----	Team/Int
Lit. Teacher		.....	----- Liter	acy-----	Prep	Math	AI-8	-----Ma	th-----	Team/Int
Ellis		Prep	.....	..... Litera	acy-----	Literacy	AI-7	-----Liter	acy-----	Team/Int
Larance		Prep	.....	.....Math	.....	Math	AI-7	.....Ma	th-----	Team/Int
Ferguson		.....	----- Liter	acy-----	Prep	Literacy	AI-7	-----Liter	acy-----	Team/Int
Pope	343	.....	-----Ma	th-----	Prep	Math	AI-7	-----Ma	th-----	Team/Int
Cooper &	351	Prep	.....	-----Math	.....	Math	AI-6	..... Ma	th-----	Team/Int
Haire	349	Prep	.....	Literacy	.....	Literacy	AI-6	----- Liter	acy-----	Team/Int
J. Williams	350	.....	---Math---	.....	-----Ma	-----th----	AI-6	Math	Prep	Sports
Wolfe	347	.....	Literacy	.....	-----Liter	acy-----	AI-6	Literacy	Prep	Team/Int

**Matching color classes will be dividing 3 periods. Example: Students will be in Literacy with Mrs. Lathan for 75 minutes and then swap with students with Mrs. Orleanski for the remaining 75 minutes.

**Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
Line#	List Positions				
1	Principal	1	\$80,337.00	1	\$81,337.00
2	Asst. Principal	1	\$74,797.00	1	\$75,797.00
3	Admin. Assistants (office staff)	2	\$24,334.00	2	\$24,884.00
4	Instr. Facilitators (not admin)	0.58	\$55,855.00	0.58	\$56,507.00
5	Social Worker (not admin)	0.25	\$54,128.00	0.25	\$55,056.00
6					
7	Subtotal:		\$249,729.90		\$253,440.06
8	Fringe Benefits (rate used 27%)		\$67,427.07		\$68,428.82
9	Total Administration:		\$317,156.97		\$321,868.88
Regular Classroom Instruction:		2014-2015 No. FTEs		2015-2016 No. FTEs	
10	Teachers	22	\$40,735.00	22	\$41,340.00
11	Aides	1	\$13,709.00	1	\$13,935.00
12	Subtotal:		\$909,879.00		\$923,415.00
13	Teacher Fringe Benefits (rate used 28%)		\$250,927.60		\$254,654.40
14	Aide Fringe Benefits (rate used 38%)		\$5,209.42		\$5,295.30
15	Total Regular Classroom Instruction:		\$1,166,016.02		\$1,183,364.70
Special Education:		2014-2015 No. FTEs		2015-2016 No. FTEs	
16	Teachers	2	\$37,190.00	2	\$37,665.00
17	Aides	1	\$11,317.00	1	\$11,515.00
18	Subtotal:		\$85,697.00		\$86,845.00
19	Teacher Fringe Benefits (rate used 28%)		\$20,826.40		\$21,092.40
20	Aide Fringe Benefits (rate used 42%)		\$4,753.14		\$4,836.30
21	Total Special Education:		\$111,276.54		\$112,773.70
Gifted and Talented Program:		2014-2015 No. FTEs		2015-2016 No. FTEs	
22	Teachers	0.25	\$45,124.00	0.25	\$45,624.00
23	Aides				
24	Subtotal:		\$11,281.00		\$11,406.00
25	Teacher Fringe Benefits (rate used 27%)		\$3,045.87		\$3,079.62
26	Aide Fringe Benefits (rate used)				
27	Total Gifted and Talented Program:		\$14,326.87		\$14,485.62

**Alternative Education Program/
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers	0.5	\$45,188.00	0.5	\$45,752.00
29 Aides				
30 Subtotal:		\$22,594.00		\$22,876.00
31 Teacher Fringe Benefits (rate used 20%)		\$4,518.80		\$4,575.20
32 Aide Fringe Benefits (rate used)				
33 Total Alternative Education Program/ Alternative Learning Environments:		\$27,112.80		\$27,451.20

English Language Learner Program:

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
34 List Positions				
35 Teacher	0.25	\$39,300.00	0.25	\$39,800.00
36				
37				
38				
39 Subtotal:		\$9,825.00		\$9,950.00
40 Fringe Benefits (rate used 28%)		\$2,751.00		\$2,786.00
41 Total English Language Learner Program:		\$12,576.00		\$12,736.00

Guidance Services:

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
42 List Positions				
43 Counselor	1	\$51,843.00	1	\$52,443.00
44				
45				
46				
47 Subtotal:		\$51,843.00		\$52,443.00
48 Fringe Benefits (rate used 27%)		\$13,997.61		\$14,159.61
49 Total Guidance Services:		\$65,840.61		\$66,602.61

Health Services:

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
50 List Positions				
51 Nurse	0.23	\$36,852.00	0.23	\$37,300.00
52				
53				
54				
55 Subtotal:		\$8,475.96		\$8,579.00
56 Fringe Benefits (rate used 28%)		\$2,373.27		\$2,402.12
57 Total Health Services:		\$10,849.23		\$10,981.12

Media Services:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
58 List Positions				
Media Specialist	1	\$44,696.00	1	\$45,244.00
59 Media Aide	1	\$11,425.00	1	\$11,608.00
60				
61				
62				
63 Subtotal:		\$56,121.00		\$56,852.00
64 Fringe Benefits (rate used 28%)		\$15,713.88		\$15,918.56
65 Total Media Services:		\$71,834.88		\$72,770.56

Fiscal Services:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
66 List Positions				
District Paid				
67				
68				
69				
70				
71 Subtotal:				
72 Fringe Benefits (rate used _____)				
73 Total Fiscal Services:				

Maintenance and Operation:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
74 List Positions				
Custodian	3.5	\$19,413.00	3.5	\$19,851.00
75				
76				
77				
78				
79 Subtotal:		\$67,945.50		\$69,478.50
80 Fringe Benefits (rate used 32%)		\$21,742.56		\$22,233.12
81 Total Maintenance and Operation:		\$89,688.06		\$91,711.62

Pupil Transportation:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
82 List Positions				
District Paid				
83				
84				
85				
86				
87 Subtotal:				
88 Fringe Benefits (rate used _____)				
89 Total Pupil Transportation:				

Food Services:

		2014-2015 No. FTEs		2015-2016 No. FTEs	
90	List Positions				
	Cafeteria Manager	0.6	\$18,945.00	0.6	\$19,545.00
91	Cafeteria Worker	3	\$11,717.00	3	\$12,036.00
92					
93					
94					
95	Subtotal:		\$46,518.00		\$47,835.00
96	Fringe Benefits (rate used 39%)		\$18,142.02		\$18,655.65
97	Total Food Services:		\$64,660.02		\$66,490.65

Data Processing:

		2014-2015 No. FTEs		2015-2016 No. FTEs	
98	List Positions				
99					
100					
101					
102					
103	Subtotal:				
104	Fringe Benefits (rate used _____)				
105	Total Data Processing:				

Substitute Personnel:

		2014-2015 No. FTEs		2015-2016 No. FTEs	
106	Number of Certified Substitutes				
107	Number of Classified Substitutes				
108	Subtotal:				
109	Certified Fringe Benefits (rate used _____)				
110	Classified Fringe Benefits (rate used _____)				
111	Total Substitute Personnel:				

112	TOTAL EXPENDITURES FOR SALARIES:		\$1,951,338.00		\$1,981,236.66
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**Public Charter School Application
Estimated Budget Template**

REVENUES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	State Public Charter School Aid:		
	2014-2015		
1	No. of Students <u>378</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$2,464,938.00</u>	
2	No. of Students <u>378</u> x <u>\$44.00</u> Professional Development	<u>\$16,632.00</u>	
3	No. of Students <u>378</u> x <u>\$1,003.00</u> eligible rate* NSI Funding	<u>\$390,474.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	2015-2016		
6	No. of Students <u>370</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$2,412,770.00</u>
7	No. of Students <u>370</u> x <u>\$44.00</u> Professional Development		<u>\$16,280.00</u>
8	No. of Students <u>370</u> x <u>\$1,003.00</u> eligible rate* NSI Funding		<u>\$382,210.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u>\$2,872,044.00</u>	<u>\$2,811,260.00</u>
	Other Sources of Revenues:		
	<small>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</small>		
12	Private Donations or Gifts		
13	Federal Grants (List the amount)	<u>\$210,000.00</u>	<u>\$213,000.00</u>
14	Special Grants (List the amount)		
15	Other (Specifically Describe)		
16			
16	Total Other Sources of Revenues:	<u>\$210,000.00</u>	<u>\$213,000.00</u>
17	TOTAL REVENUES:	<u>\$3,082,044.00</u>	<u>\$3,024,260.00</u>

EXPENDITURES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	Administration:		
18	Salaries and Benefits	<u>\$317,156.97</u>	<u>\$321,868.88</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Blackboard Connect</u>	<u>\$750.00</u>	<u>\$750.00</u>
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials		
25	Equipment		
	Other (List Below)		
26	<u>Social Worker Supplies & Materials</u>	<u>\$1,000.00</u>	<u>\$1,000.00</u>
27	<u>Parental Involvement Supplies & Materials</u>	<u>\$2,006.00</u>	<u>\$2,006.00</u>
28	_____		
29	_____		
30	_____		
31			
32	Total Administration:	<u>\$320,912.97</u>	<u>\$325,624.88</u>

Regular Classroom Instruction:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
32	Salaries and Benefits	<u>\$1,166,016.02</u>	<u>\$1,183,364.70</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 Educate	<u>\$15,000.00</u>	<u>\$5,000.00</u>
34	V - CI 2 NWEA - MAP	<u>\$5,000.00</u>	<u>\$5,000.00</u>
35	V - CI 3 Compass	<u>\$6,000.00</u>	<u>\$6,000.00</u>
36	V - CI 4 Reading Horizons	<u>\$2,000.00</u>	<u>\$2,000.00</u>
37	V - CI 5 Chambers Consulting	<u>\$10,000.00</u>	<u>\$10,000.00</u>
38	Supplies and Materials		
39	Equipment		
	Other (List Below)		
40	Core Subject Materials & Supplies (Fed/Categ)	<u>\$24,000.00</u>	<u>\$24,000.00</u>
41	Art Materials & Supplies (dist)	<u>\$1,425.00</u>	<u>\$1,425.00</u>
42	Career & Business Materials & Supplies (dist)	<u>\$1,900.00</u>	<u>\$1,900.00</u>
43	General Instr (+\$500 per 6th gr tcher) (dist)	<u>\$15,450.00</u>	<u>\$15,450.00</u>
44	Technology	<u>\$30,500.00</u>	<u>\$15,000.00</u>
45	Total Regular Classroom Instruction:	<u>\$1,277,291.02</u>	<u>\$1,269,139.70</u>

Special Education:			
46	Salaries and Benefits	<u>\$111,276.54</u>	<u>\$112,773.70</u>
	Purchased Services - List Vendors Below		
47	V - SE 1		
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
	Other (List Below)		
54	SpEd Materials & Supplies	<u>\$3,200.00</u>	<u>\$3,200.00</u>
55			
56			
57			
58			
59	Total Special Education:	<u>\$114,476.54</u>	<u>\$115,973.70</u>

Gifted and Talented Program:			
60	Salaries and Benefits	<u>\$14,326.87</u>	<u>\$14,485.62</u>
	Purchased Services - List Vendors Below		
61	V - GT1 AGATE-Guest Speakers TBA	<u>\$1,000.00</u>	<u>\$1,000.00</u>
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68	G. T. Supplies, Materials, Equipment	<u>\$6,000.00</u>	<u>\$6,000.00</u>
69	Fees/Dues	<u>\$2,275.00</u>	<u>\$2,275.00</u>
70			
71			
72			
73	Total Gifted and Talented Program:	<u>\$23,601.87</u>	<u>\$23,760.62</u>

Alternative Education Program/ Alternative Learning Environments:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
74	Salaries and Benefits	<u>\$27,112.80</u>	<u>\$27,451.20</u>
	Purchased Services - List Vendors Below		
75	V - ALE1 _____	_____	_____
76	V - ALE2 _____	_____	_____
77	V - ALE3 _____	_____	_____
78	V - ALE4 _____	_____	_____
79	V - ALE5 _____	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)	_____	_____
82	<u>ALE Supplies & Materials</u>	<u>\$1,000.00</u>	<u>\$1,000.00</u>
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>\$28,112.80</u>	<u>\$28,451.20</u>
English Language Learner Program:			
88	Salaries and Benefits	<u>\$12,576.00</u>	<u>\$12,736.00</u>
	Purchased Services - List Vendors Below		
89	V - ELL1 _____	_____	_____
90	V - ELL2 _____	_____	_____
91	V - ELL3 _____	_____	_____
92	V - ELL4 _____	_____	_____
93	V - ELL5 _____	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
	Other (List Below)	_____	_____
96	<u>ELL Supplies & Materials</u>	<u>\$5,800.00</u>	<u>\$5,800.00</u>
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	<u>\$18,376.00</u>	<u>\$18,536.00</u>
Guidance Services:			
102	Salaries and Benefits	<u>\$65,840.61</u>	<u>\$66,602.61</u>
	Purchased Services - List Vendors Below		
103	V - GS1 _____	_____	_____
104	V - GS2 _____	_____	_____
105	V - GS3 _____	_____	_____
106	V - GS4 _____	_____	_____
107	V - GS5 _____	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
	Other (List Below)	_____	_____
110	<u>Counselor materials & supplies</u>	<u>\$1,425.00</u>	<u>\$1,425.00</u>
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	<u>\$67,265.61</u>	<u>\$68,027.61</u>

Health Services:		2014-2015 Amount:	2015-2016 Amount:
116	Salaries and Benefits	\$10,849.23	\$10,981.12
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:	\$10,849.23	\$10,981.12

Media Services:		2014-2015 Amount:	2015-2016 Amount:
130	Salaries and Benefits	\$71,834.88	\$72,770.56
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138	Media supplies, materials, equipment	\$6,175.00	\$6,175.00
139			
140			
141			
142			
143	Total Media Services:	\$78,009.88	\$78,945.56

Fiscal Services:		2014-2015 Amount:	2015-2016 Amount:
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 We have no data per school. Fiscal services ar		
146	V - FS2 provided district wide.		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	Total Fiscal Services:		

Maintenance and Operation:		2014-2015 Amount:	2015-2016 Amount:
158	Salaries and Benefits	\$89,688.06	\$91,711.62
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - M01 Warren Water & Sewer	\$2,500.00	\$2,600.00
160	V - M02 Centerpoint Entergy (gas)	\$5,200.00	\$5,300.00
161	V - M03 Entergy (electricity)	\$36,750.00	\$38,000.00
162	V - M04 AT&T (including long distance & mobile)	\$5,500.00	\$5,600.00
163	V - M05 Trucks Htg/Air; B&B Plumbing; Funderbrg Elec.	\$14,000.00	\$15,000.00
164	Supplies and Materials		
165	Equipment		
	Other (List Below)		
166	District has a central warehouse for cust. supply		
167	Data per school is not available.		
168	Maintenance General supplies WHS	\$8,000.00	\$8,000.00
169			
170			
171	Total Maintenance and Operation:	\$161,638.06	\$166,211.62
Pupil Transportation:			
172	Salaries and Benefits		
	Purchased Services - List Vendors Below		
173	V - PT1 We have no data per school. Transportation is		
174	V - PT2 provided on district wide basis.		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180			
181			
182			
183			
184			
185	Total Pupil Transportation:		
Food Services:			
186	Salaries and Benefits	\$64,660.02	\$66,490.65
	Purchased Services - List Vendors Below		
187	V - FD1 We have no data per school. We have a central		
188	V - FD2 warehouse for the entire district.		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194			
195			
196			
197			
198			
199	Total Food Services:	\$64,660.02	\$66,490.65

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Data Processing:		
	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1		
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	Total Data Processing:		
	Substitute Personnel:		
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SS1 SubTeach	\$30,000.00	\$30,000.00
216	V - SS2		
217	V - SS3		
218	V - SS4		
219	V - SS5		
220	Total Substitute Personnel:	<u>\$30,000.00</u>	<u>\$30,000.00</u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222	Content Insurance included with property insur		
223	below.		
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$14,104.00	\$14,250.00
230	Content Insurance for One Full Year		
231	Total Facilities:	<u>\$14,104.00</u>	<u>\$14,250.00</u>

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	Debt Expenditures:		
	List Debts Below		
232	<u>Debt service is covered by district and includes</u>	<hr/>	<hr/>
233	<u>the Brunson/WMS complex and multi purpose</u>	<hr/>	<hr/>
234	<u>building.</u>	<hr/>	<hr/>
	Total Debts:	<hr/>	<hr/>
	 Other Expenditures:		
	List Other Expenditures Below		
235	<hr/>	<hr/>	<hr/>
236	<hr/>	<hr/>	<hr/>
237	<hr/>	<hr/>	<hr/>
238	<hr/>	<hr/>	<hr/>
239	<hr/>	<hr/>	<hr/>
240	<hr/>	<hr/>	<hr/>
241	TOTAL EXPENDITURES:	<u>\$2,209,298.00</u>	<u>\$2,216,392.66</u>
242	Net Revenue over Expenditures:	<u>\$872,746.00</u>	<u>\$807,867.34</u>

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for OT because of waiver.

**2013 APPLICATION
DISTRICT CONVERSION AND LIMITED
PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

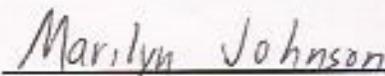
The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion or limited public 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 or limited public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion or limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion or limited public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (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

10-22-13
Date


Printed Name

Notification of Charter Authorizing Panel Decision

Cross County School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

January 21, 2014

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Stephen Prince, Principal
Cross County Elementary Technology Academy
2622 Hwy 42
P.O. Box 300
Cherry Valley, Arkansas 72324

RE: Notice of Charter Authorizing Panel Decisions
Cross County Elementary Technology Academy Amendment Requests

Dear Mr. Prince:

On Wednesday, January 15, 2014, the Charter Authorizing Panel met and approved changes to the charter goals as requested.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Monday, January 27, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on February 13 -14, 2014. Regardless of whether a review of the panel's decision is requested, the amendment requests will be an action item for the State Board of Education in February, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Ms. Carolyn Wilson, Superintendent, Cross County School District

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

**Materials Distributed
By the Applicant at
the Hearing**

Cross County School District administered the NWEA map test. The following report details information regarding the exams and issues the district had with the test.

2010-2011 School Year

During the 2010-2011 school year the district administered the test four times for K-12 students. The dates were November 9-22, February 24-28, March 1-3, and May 16-28. During that time, the tests would often freeze and the teachers and technology assistants would cancel the testing and have to begin again. Once this happened, the tests would often begin from the beginning and did not resume where the issue occurred. When testing windows began and the district started testing, it would take 4-5 teachers and technology assistants in each room going student to student to log in and reset any malfunctioning tests during that time. Many times, the test would not resume or even connect after kicking the student off or freezing up. The team would work from 8:30-3:00 only getting between four or five classrooms completed. When scores were released, many students' scores were reported as "proctor terminated without option to resume." The tests were never terminated. They did tend to freeze or shut down during testing.

2011-2012 School Year

This school year was riddle with the same problems as the previous year. Not as many students' tests malfunctioned. The school administered the test November 1-14, January 16-26, and May 10-15.

2012-2013 School Year

The testing was scheduled to begin in September. During this testing window the test administrators had a difficult time keeping any students on the test and logging in successfully. At this point, the technology assistant called NWEA with the issues. At that time, NWEA said we did not have enough broadband. This was reported to the district technology director. The director called NWEA knowing broadband should not be an issue. The school had upgraded to MacBook Airs and at this point, NWEA said the testing program was not compatible and could no longer be supported.

Amendment Request

Cross County School District



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Cross County Elementary Technology Academy

LEA Number 1901701

Type of Amendment Requested:

Other: Amend Standard 5 in the charter that addresses changes to charter goals and language.

Charter Leader Stephen Prince

Email address stephen.prince@crosscountyschools.com

Phone number _____

Cross County School District

M. Carolyn Wilson, Superintendent

BOARD MEMBERS:

*Joan Ball
President*

*Ricky Harrison
Vice President*

*Craig T. Walker
Secretary*

Dennis Stevenson

James Matlock

Richard Imboden

Shane Bell

December 2, 2013

Re: Charter Amendment

Mrs. Perry,

Cross County Elementary Technology Academy is requesting an amendment to Standard 5 of the charter to be addressed at the January board meeting. Item three indicates the school will use NWEA/MAP testing to monitor progress of student achievement. The District is no longer using this testing as an indicator for progress and/or growth.

To align with the state's accountability measures, the language in item two will be changing to reflect AMO (Annual Measurable Objectives) instead of AYP (Adequate Yearly Progress). Item four indicates "all classes will have 80% mastery on each SLE as measured by TLI assessments". The school is proposing that be changed to "all classes will demonstrate growth and progress toward the school's AMO expectations/projections as indicated by TLI assessments and ACTAAP testing.

If there are any questions or for clarification, feel free to contact me at 870-588-3337 extension 2235.

Regards,



Stephen Prince

Cross County Administrative Offices
M. Carolyn Wilson, Superintendent
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3338 ext 3000
870-588-3565 fax

Cross County Elementary Technology
Academy
Stephen Prince, Principal
2622 Hwy 42
P.O. Box 300
Cherry Valley, AR 72324
870-588-3327 ext 3050
870-588-4454 fax

Cross County High School
A New Tech School
Jennifer McFarland, Principal
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3337 ext 3020
870-588-4606 fax

LEA	DISTRICT_NA	SCHOOL_NAM	LEA_TYPE	ACADEMIC_IN	ACHIEVEMENT	2011	BASELIN	2012	AMO	2013	AMO
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Growth	African American	42.86	47.62	52.38			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Growth	All Students	53.91	57.75	61.59			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Growth	Caucasian	56.12	59.78	63.43			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Growth	Economically I	53.91	57.75	61.59			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Growth	English Learners						
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Growth	Hispanic	100	100	100			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Growth	Students with	20	26.67	33.33			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Growth	Targeted Achie	53.91	57.75	61.59			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Perfor	African American	52.94	56.86	60.78			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Perfor	All Students	57.49	61.03	64.58			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Perfor	Caucasian	58.9	62.33	65.75			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Perfor	Economically I	57.49	61.03	64.58			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Perfor	English Learners						
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Perfor	Hispanic	100	100	100			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Perfor	Students with	30.77	36.54	42.31			
1901006	CROSS COUNT	CROSS COUNT	School	Literacy Perfor	Targeted Achie	57.49	61.03	64.58			
1901006	CROSS COUNT	CROSS COUNT	School	Math Growth	African American	50	54.17	58.33			
1901006	CROSS COUNT	CROSS COUNT	School	Math Growth	All Students	47.83	52.18	56.53			
1901006	CROSS COUNT	CROSS COUNT	School	Math Growth	Caucasian	47.96	52.3	56.63			
1901006	CROSS COUNT	CROSS COUNT	School	Math Growth	Economically I	47.83	52.18	56.53			
1901006	CROSS COUNT	CROSS COUNT	School	Math Growth	English Learners						
1901006	CROSS COUNT	CROSS COUNT	School	Math Growth	Hispanic	100	100	100			
1901006	CROSS COUNT	CROSS COUNT	School	Math Growth	Students with	33.33	38.89	44.44			
1901006	CROSS COUNT	CROSS COUNT	School	Math Growth	Targeted Achie	47.83	52.18	56.53			
1901006	CROSS COUNT	CROSS COUNT	School	Math Performd	African American	82.35	83.82	85.29			
1901006	CROSS COUNT	CROSS COUNT	School	Math Performd	All Students	73.65	75.85	78.04			
1901006	CROSS COUNT	CROSS COUNT	School	Math Performd	Caucasian	73.29	75.52	77.74			
1901006	CROSS COUNT	CROSS COUNT	School	Math Performd	Economically I	73.65	75.85	78.04			
1901006	CROSS COUNT	CROSS COUNT	School	Math Performd	English Learners						
1901006	CROSS COUNT	CROSS COUNT	School	Math Performd	Hispanic	100	100	100			
1901006	CROSS COUNT	CROSS COUNT	School	Math Performd	Students with	61.54	64.75	67.95			
1901006	CROSS COUNT	CROSS COUNT	School	Math Performd	Targeted Achie	73.65	75.85	78.04			

2014_AMO	2015_AMO	2016_AMO	2017_AMO	COUNTY_COD	COOP_LEA	COOP_NAME
57.15	61.91	66.67	71.43	19	5620000	Crowley's Ridge Education Coop
65.43	69.27	73.11	76.96	19	5620000	Crowley's Ridge Education Coop
67.09	70.75	74.4	78.06	19	5620000	Crowley's Ridge Education Coop
65.43	69.27	73.11	76.96	19	5620000	Crowley's Ridge Education Coop
100	100	100	100	19	5620000	Crowley's Ridge Education Coop
40	46.67	53.33	60	19	5620000	Crowley's Ridge Education Coop
65.43	69.27	73.11	76.96	19	5620000	Crowley's Ridge Education Coop
64.71	68.63	72.55	76.47	19	5620000	Crowley's Ridge Education Coop
68.12	71.66	75.2	78.75	19	5620000	Crowley's Ridge Education Coop
69.18	72.6	76.03	79.45	19	5620000	Crowley's Ridge Education Coop
68.12	71.66	75.2	78.75	19	5620000	Crowley's Ridge Education Coop
100	100	100	100	19	5620000	Crowley's Ridge Education Coop
48.08	53.85	59.62	65.39	19	5620000	Crowley's Ridge Education Coop
68.12	71.66	75.2	78.75	19	5620000	Crowley's Ridge Education Coop
62.5	66.67	70.83	75	19	5620000	Crowley's Ridge Education Coop
60.87	65.22	69.57	73.92	19	5620000	Crowley's Ridge Education Coop
60.97	65.31	69.64	73.98	19	5620000	Crowley's Ridge Education Coop
60.87	65.22	69.57	73.92	19	5620000	Crowley's Ridge Education Coop
100	100	100	100	19	5620000	Crowley's Ridge Education Coop
50	55.55	61.11	66.67	19	5620000	Crowley's Ridge Education Coop
60.87	65.22	69.57	73.92	19	5620000	Crowley's Ridge Education Coop
86.76	88.23	89.7	91.18	19	5620000	Crowley's Ridge Education Coop
80.24	82.43	84.63	86.83	19	5620000	Crowley's Ridge Education Coop
79.97	82.19	84.42	86.65	19	5620000	Crowley's Ridge Education Coop
80.24	82.43	84.63	86.83	19	5620000	Crowley's Ridge Education Coop
100	100	100	100	19	5620000	Crowley's Ridge Education Coop
71.16	74.36	77.57	80.77	19	5620000	Crowley's Ridge Education Coop
80.24	82.43	84.63	86.83	19	5620000	Crowley's Ridge Education Coop

Cross County Elementary

STANDARD 5: List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning 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 (5) year period

The school uses multiple assessment tools to measure academic achievement. These tools guide district decisions in goal-setting. The tools are addressed and outlined as follows:

- I. The number of students labeled as basic and below basic will decrease every year for the next five years.

Tool(s):

ITBS (K-2)

ACTAAP (3-6)

- II. Cross County Elementary School Reading, Reading Comprehension, Mathematics and Mathematic Reasoning will increase to meet AYP Annual Measureable Objectives (AMOs) and individual student growth goals each year for the first five years.

Tool(s):

ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)

~~NWEA/MAP (Measures of Academic Progress): Grades K-2~~

TLI (The Learning Institute)

- ~~III. There will be 1.5 years of growth on MAP testing (grades K-2) for each individual student each year, regardless of proficiency (Reading, Language Usage, and Math).~~

~~Tool(s):~~

~~MAP (Measures of Academic Progress)~~

- IV. All classes will ~~have 80% mastery by the end of the school year on each SLE as measured by the TLI assessments~~ demonstrate growth and progress toward the school's AMO expectations/projections as indicated by TLI assessments and ACTAAP testing.

Tool(s):

TLI (The Learning Institute)

Notification of Charter Authorizing Panel Decision

Cross County School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

January 21, 2014

State Board
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Diane Zook
Melbourne

Ms. Jennifer McFarland, Principal
Cross County High School, A New Tech School
21 CR 215
P.O. Box 180
Cherry Valley, Arkansas 72342

RE: Notice of Charter Authorizing Panel Decisions
Cross County High School, A New Tech School Amendment Requests

Dear Ms. McFarland:

On Wednesday, January 15, 2014, the Charter Authorizing Panel met and approved changes to the charter goals as requested.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Monday, January 27, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on February 13 -14, 2014. Regardless of whether a review of the panel's decision is requested, the amendment requests will be an action item for the State Board of Education in February, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

A handwritten signature in black ink that reads "Mary Perry".

Mary Perry, Coordinator
Charter and Home Schools Office

C: Ms. Carolyn Wilson, Superintendent, Cross County School District

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

**Materials Distributed
By the Applicant at
the Hearing**

Cross County School District administered the NWEA map test. The following report details information regarding the exams and issues the district had with the test.

2010-2011 School Year

During the 2010-2011 school year the district administered the test four times for K-12 students. The dates were November 9-22, February 24-28, March 1-3, and May 16-28. During that time, the tests would often freeze and the teachers and technology assistants would cancel the testing and have to begin again. Once this happened, the tests would often begin from the beginning and did not resume where the issue occurred. When testing windows began and the district started testing, it would take 4-5 teachers and technology assistants in each room going student to student to log in and reset any malfunctioning tests during that time. Many times, the test would not resume or even connect after kicking the student off or freezing up. The team would work from 8:30-3:00 only getting between four or five classrooms completed. When scores were released, many students' scores were reported as "proctor terminated without option to resume." The tests were never terminated. They did tend to freeze or shut down during testing.

2011-2012 School Year

This school year was riddle with the same problems as the previous year. Not as many students' tests malfunctioned. The school administered the test November 1-14, January 16-26, and May 10-15.

2012-2013 School Year

The testing was scheduled to begin in September. During this testing window the test administrators had a difficult time keeping any students on the test and logging in successfully. At this point, the technology assistant called NWEA with the issues. At that time, NWEA said we did not have enough broadband. This was reported to the district technology director. The director called NWEA knowing broadband should not be an issue. The school had upgraded to MacBook Airs and at this point, NWEA said the testing program was not compatible and could no longer be supported.

Amendment Request

Cross County School District



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Cross County High School, A New Tech School

LEA Number 1901-703

Type of Amendment Requested:

Other: Cross County High School, A New Tech School is requesting an amendment to Standard 5 of our current charter.

Charter Leader Jennifer McFarland

Email address jennifer.mcfarland@nt.crosscountyschools.com

Phone number 870-588-3337

Cross County School District

M. Carolyn Wilson, Superintendent

BOARD MEMBERS:

*Joan Ball
President*

*Ricky Harrison
Vice President*

*Craig T. Walker
Secretary*

Dennis Stevenson

James Matlock

Richard Imboden

Shane Bell

December 9, 2013

Re: Charter Amendment

Mrs. Perry,

Cross County High School, *A New Tech School* is requesting an amendment to Standard 5 of the charter to be addressed at the January board meeting. Item two indicates the school will use NWEA/MAP testing to monitor progress of student achievement. The District is no longer using this testing as an indicator for progress and/or growth.

To align with the state's accountability measures, the language in item one will be changing to reflect AMO (Annual Measurable Objectives) instead of AYP (Adequate Yearly Progress). Item three indicates "all students will have 80% mastery on each SLE as measured by TLI assessments". The school is proposing that be changed to "all classes will demonstrate growth and progress toward the school's AMO expectations/projections as indicated by TLI assessments and ACTAAP testing."

If there are any questions or for clarification, feel free to contact me at 870-588-3337 extension 2210.

Regards,



Jennifer McFarland

Cross County Administrative Offices
M. Carolyn Wilson, Superintendent
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3338 ext 3000
870-588-3565 fax

Cross County Elementary Technology
Academy
Stephen Prince, Principal
2622 Hwy 42
P.O. Box 300
Cherry Valley, AR 72324
870-588-3327 ext 3050
870-588-4454 fax

Cross County High School
A New Tech School
Jennifer McFarland, Principal
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3337 ext 3020
870-588-4606 fax

Cross County High School

STANDARD 5: List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning 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 (5) year period

- I. Cross County High School Reading, Reading Comprehension, Mathematics and Mathematic Reasoning will increase to meet AYP Annual Measureable Objectives (AMOs) and individual student growth goals each year for the first five years.

Tool(s):

ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)

~~MAP (Measures of Academic Progress)~~

TLI (The Learning Institute)

- ~~II. There will be 1.5 years of growth on MAP testing for each individual student each year, regardless of proficiency (Reading, Language Usage, and Math).~~

~~Tool(s):~~

~~MAP (Measures of Academic Progress)~~

- III. All students will ~~have 80% mastery by the end of the school year on each SLE as measured by the TLI assessments~~ demonstrate growth and progress toward the school's AMO expectations/projections as indicated by TLI assessments and ACTAAP testing.

Tool(s):

TLI (The Learning Institute)

- IV. Attendance will increase by 1 % each year for the first two years and .5% each subsequent three years.

Tool(s):

Attendance records

Attendance software

- V. In the second year, the graduation rate will increase by 2%, and will continue to increase by the same increment each subsequent year.

Tool(s):

Guidance course

Graduation records

ADE Comments and District Response
Standard 5 of Application: Academic Achievement Goals

Concerns and additional questions

Please provide the percentage of students that will participate in state-mandated assessments.

Response: Our goal is 100% participation in each assessment. Our participation has exceeded 95% on all assessments for the last three years.

Clarification is needed regarding the Usage of TLI (The Learning Institute) as a valid and reliable assessment tool.

Response: We have utilized TLI for the last four years and found it to be a good predictive model of student success on state-mandated testing. As a formative assessment it has allowed us to identify areas where instruction needed to be improved or re-taught.

Notification of
Charter Authorizing
Panel Decision



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

January 21, 2014

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Diane Zook
Melbourne

Ms. Carla Wardlaw
Warren School District
408 Cherry
Warren, Arkansas 71671

RE: Notice of Charter Authorizing Panel Decisions
Eastside New Vision Charter School Amendment Request

Dear Wardlaw:

On Wednesday, January 15, 2014, the Charter Authorizing Panel met and approved changes to the section of the charter dealing with the gifted and talented program, as requested.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Monday, January 27, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on February 13 -14, 2014. Regardless of whether a review of the panel's decision is requested, the amendment requests will be an action item for the State Board of Education in February, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Ms. Marilyn Johnson, Superintendent, Warren School District

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Amendment Request



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Eastside New Vision Charter School

LEA Number 0602701

Type of Amendment Requested:

Other: We are requesting an amendment to our current G/T process and please see the attached

Charter Leader Marilyn Johnson

Email address marilyn.johnson@warrensd.org

Phone number 870-226-8500

ATTACHMENT

Mary, currently Eastside Charter's Gifted and Talented Program description is as follows:

Currently, all students in the Warren School District K-3 are served through weekly enrichment lessons using the Talents Unlimited Curriculum. The Talents Unlimited Lessons are provided by the gifted coordinator/teacher, Rhonda Williams Code 305/306 once a month through a pull-out lab for those students on the gifted watch-list and by the classroom teachers the other weeks of the month for all students K-3. Although we plan to continue the monthly lessons provided by the GT coordinator, we are asking a waiver from the requirement for regular classroom teachers to provide the Talents lessons. Our rationale is based upon the type of instruction provided on a daily basis with performance based, differentiated instruction for all students.

We are making some changes and would like to replace the information above with the information below.

All students in grades K-3 are served through a balanced instructional model which includes Seminars, Complex Reasoning, and grouping and regrouping rotations in the regular classroom as part of a standards based approach. Documentation of student progress is kept on file in individual student data binders and Educate. In addition to Seminars, Complex Reasoning, and grouping and regrouping, students working beyond their expected learning level are placed on a GT Watchlist, and are provided enrichment lessons at a level four and beyond. This service is provided by the Gifted and Talented Coordinator once a month through a pullout lab. Documentation of student responses are kept on file by the Gifted Coordinator.

Please advise on how to get approval for this.

Notification of Charter Authorizing Panel Decision



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

January 21, 2014

State Board
of Education

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Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Scott Shirey, Executive Director
KIPP Delta Public Schools
215 Cherry Street
Helena, Arkansas 72342

RE: Notice of Charter Authorizing Panel Decisions
KIPP Delta Public Schools Amendment Requests

Dear Mr. Shirey:

On Wednesday, January 15, 2014, the Charter Authorizing Panel met and approved the following amendments to the charter for KIPP Delta Public Schools:

- A change in the school day start time from 7:30 a.m. to 8:00 a.m.; and
- Waivers of the following:
 - Ark. Code Ann. § 6-13-635;
 - Ark. Code Ann. § 6-13-1304; and
 - Ark. Code Ann. § 6-17-2205.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Monday, January 27, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on February 13 -14, 2014. Regardless of whether a review of the panel's decision is requested, the amendment requests will be an action item for the State Board of Education in February, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

C: Mr. Richard Atwill, Superintendent, Blytheville School District
Ms. Suzanne McCommon, Superintendent, Helena/West Helena School District

Amendment Request



CHARTER AMENDMENT REQUEST FORM

Charter Name KIPP Delta Public Schools

LEA Number 5440700

Type of Amendment Requested:

- Other:** Please accept this as KIPP Delta's official request for a wavier from Arkansas code § 6-13-635. Our Board of Directors already approve the district budget where increases of staff salaries in the amount of five percent or greater are reflected. Therefore, a separate resolution for these increases is redundant. Furthermore, our Executive Director and Chief Operating Officer already have procurement authority of up to \$25,000 as reflected in our Board-approved fiscal policies. It is unlikely that any salary increase would exceed this amount.

Charter Leader Scott Shirey

Email address scott.shirey@kipdelta.org

Phone number 870-753-9035



**ARKANSAS
DEPARTMENT
OF EDUCATION**

CHARTER AMENDMENT REQUEST FORM

Charter Name KIPP Delta Public Schools

LEA Number 5440700

Type of Amendment Requested:

Other: Please accept this as KIPP Delta's official request for a wavier from Arkansas code § 6-17-1301 et seq. As it stands now, our policy allows all salaried employees to accumulate sick leave. Hourly employees, nearly all of whom are non-exempt, do not require sick leave as paid-time-off. They are paid for the hours that they report to work, and we feel that this is sufficient and fair compensation. Most are bus drivers and food service workers who work partial days. When they are unable to report to work due to illness, they report their absence and a substitute worker is found. Their earnings for that week/pay period will reflect hours actually worked.

Charter Leader Scott Shirey

Email address scott.shirey@kipdelta.org

Phone number 870-753-9035



CHARTER AMENDMENT REQUEST FORM

Charter Name KIPP Delta Public Schools

LEA Number 5440700

Type of Amendment Requested:

Other: Please accept this as KIPP Delta's official request for a wavier from Arkansas code § 6-17-2205. KIPP Delta already has a waiver from § 6-17-114, providing for daily planning periods for instructional employees. We seek a waiver to provide consistency in this area, as several teaching assistants and non-licensed teachers fall under the purview of "classified employee." Furthermore, despite our waiver from 6-17-114, our current school bell schedules do provide at least one planning period for all instructional staff. Staff members are free to use planning periods both for instructional planning or for personal use.

Charter Leader Scott Shirey

Email address scott.shirey@kipdelta.org

Phone number 870-753-9035



CHARTER AMENDMENT REQUEST FORM

Charter Name KIPP Delta Public Schools

LEA Number 5440700

Type of Amendment Requested:

- Other:** KIPP Delta requests to begin its school day at 8:00 am. There is significant research that suggests many children do not receive an adequate amount of sleep needed to function during a school day. Given some of our students wake up as early as 5:00 am to ride a bus to school, we determined a change was in order to provide more equitable service to all. Furthermore, KIPP Delta hopes to use the change to recruit and retain more instructional talent. The extra thirty minutes of rest could provide a more sustainable work-life balance for our teachers. KIPP Delta hopes to use the coming months to evaluate the effectiveness of the later start and will make changes as necessary.

Charter Leader Scott Shirey

Email address scott.shirey@kipdelta.org

Phone number 870-753-9035

Notification of Charter Authorizing Panel Decision



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

January 22, 2014

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Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Atnan Ekin, Superintendent
LISA Academy
23 Corporate Hill Dr.
Little Rock, Arkansas 72205

Mr. Fatih Bogrek, Superintendent
LISA Academy-North Little Rock
5410 Landers Rd.
Sherwood, Arkansas 72217

RE: REVISED Notice of Charter Authorizing Panel Decisions
LISA Academy and LISA Academy-North Little Rock Amendment Requests

Dear Mr. Ekin and Mr. Bogrek:

The information in this letter is revised and replaces the letter dated January 17, 2014 that I sent.

On Wednesday, January 15, 2014, the Charter Authorizing Panel met and approved the merger of LISA Academy and LISA Academy--North Little Rock, effective July 1, 2014. The charter goals, as presented to the panel, and all waivers currently held by LISA Academy and LISA Academy--North Little Rock were approved as part of the merger. The panel approved additional waivers of the following:

- Ark. Code Ann. § 6-17-2301 et. seq.;
- Ark. Code Ann. § 6-17-2403;
- Ark. Code Ann. § 6-18-502;
- Ark. Code Ann. § 6-18-503 (However, Charter will provide written discipline policies to ADE.)
- Ark. Code Ann. § 6-17-427;
- ADE Rules Governing the Superintendent Mentoring Program;
- Ark. Code Ann. § 6-18-1001 et seq.;
- Section 16.01 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts;
- Ark. Code Ann. § 6-17-117;
- Ark. Code Ann. § 6-19-101 et seq.;
- Sections 1-8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites;
- ADE Guidelines for the Development, Review and Revision of School District Student Discipline and School Safety Policies; and
- ADE Rules Governing Public School Services (pertaining to counseling services).

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Little Rock, AR
72201-1019
(501) 682-4475
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Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Monday, January 27, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on February 13 -14, 2014. Regardless of whether a review of the panel's decision is requested, the amendment requests will be an action item for the State Board of Education in February, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,



Mary Perry, Coordinator
Charter and Home Schools Office

- C: Dr. Dexter Suggs, Superintendent, Little Rock School District
Mr. Kelly Rodgers, Superintendent, North Little Rock School District
Dr. Jerry Guess, Superintendent, Pulaski County Special School District

**Materials Distributed
By the Applicant at
the Hearing**

GOALS FOR MERGED LISA ACADEMY AND LISA ACADEMY-NLR

LISA Academy Goals Approved in 2012 Renewal and
LISA Academy-NLR Goals Approved in 2013 Renewal

No highlights indicate the goal was specific to LISA Academy

Yellow highlights indicate the goal was for both LISA Academy and LISA Academy-NLR

Underlined and green highlights indicate the goal was specific to LISA Academy-NLR

Red highlights indicate changes different than any previous goals

The request is, with the merger, to combine the goals, deleting the text that has been stricken.

1. Continue to demonstrate measurable growth in English and Math

LISA will measure progress toward this goal by:

- Achieving measurable growth for individual students on state benchmark tests and NWEA MAP tests, defined as meeting the Annual Measurable Objectives set by the state
- Using ACT Plan and ACT Explore tests to identify student academic needs and develop plans for student improvement
- Monitoring elementary student progress in English Language Arts through use of periodic testing like DIBELS, Developmental Spelling Analysis, Accelerated Reader, and Formal Writing Prompts
- Offering pre-AP and AP courses and encourage broad participation each year with at least 30% of eligible students enrolled in either pre-AP or AP courses
- Sending a team of students to participate in Quiz Bowl each year
- Encouraging students to participate in academic competitive events

2. Continue LISA's leadership in encouraging interest in and preparation for STEM careers

LISA will measure progress toward this goal by:

- Using ACT Plan and ACT Explore tests to identify student academic needs and develop plans for student improvement
- Offering pre-AP and AP courses and encourage broad participation each year with at least 30% of eligible students enrolled in either pre-AP or AP courses
- Requiring all 6th through 11th grade students to be enrolled in a science class
- Requiring 100% of kindergarten through 11th grade students to receive science instruction
- Requiring every student in 6th grade and up taking a science class to successfully prepare a science fair project and participate in the annual science fair (science fair involves science, English, computer skills, art and math)
- Requiring 90% of students in 4th grade and up to prepare a science fair/STEM project and participate in the annual science fair/STEM expo (these projects involve science, English, computer skills, art and math)
- Sending a team of students to participate in the Quiz Bowl each year
- Sending a team of students to participate in the Science Olympiads each year
- Encouraging students to participate in academic competitive events like Science Olympiad, Robotics, and Math Counts
- Ensuring 20% of all science curriculums K-12 will be hands on science instruction

3. Continue to prepare students to be active, informed citizens with leadership skills and social, cultural and global awareness

LISA will measure progress toward this goal by:

- Offering pre-AP and AP courses in the social sciences and encourage broad participation
- Sending a group of students to participate in History Day each year
- Sending a team of students to participate in Quiz Bowl each year

- Requiring all high school students to complete 100 hours of volunteer service in order to graduate
- Offering students the opportunity to participate in the following clubs and organizations that provide leadership training:
 - student government
 - National Honor Society
 - student tutoring, in which academically proficient high school students tutor middle school students under the supervision of a teacher
 - student clubs
 - College Readiness and Leadership Program (CRLP), which offers intensive academic preparation for college entrance exams and leadership activities involving local community and government leaders
 - Mayor's Youth Council

3. **Assist students to become active, informed citizens with leadership skills**

LISA North will measure progress toward this goal by:

- Encouraging all high school students to complete 100 hours of volunteer service
- Offering character education and career orientation classes
- Providing opportunities for community involvement within the school such as:
 - Veteran's Day Celebration
 - Red Ribbon Week
 - Career Fair
 - Business Brunch
 - Martin Luther King Jr. assemblies
- Offering students the opportunity to participate in the following clubs and organizations that provide leadership training:
 - Student Government/Council
 - National Honor Society and National Junior Honor Society
 - Community outreach
 - Student clubs
 - College and Career Readiness Programs
- Participation by student organizations/clubs in a minimum of 3 academic competitions annually

4. **Continue to help students develop and improve computer skills**

LISA will measure progress toward this goal by:

- Offering multiple opportunities to develop and improve computer skills, such as classroom work, science fair/STEM Expe, and robotics club
- Offering weekly computer time for all elementary students where they learn how to use educational technology to supplement classroom assignments
- Requiring all 6th grade students to take keyboarding and learn basics of computer applications
- Requiring all 7th and 8th grade students to take Microsoft Office applications and present learning using digital software
- Offering advanced computer-related coursework in high school, including: Computerized Business Applications, Desktop Publishing I-II, Multimedia Apps I-II, Word Processing I-II, Office Education Cooperative, Programming I-II, Advanced Spreadsheets & Advertising, FIRST Robotics
- Sending a team of students to state and regional robotics competitions

5. **Continue to help students prepare for college and career by learning a foreign language**

LISA will measure progress toward this goal by:

- Requiring all 6th, 7th and 8th grade students to take a foreign language
- Requiring all high school students to take 2 years of foreign language in high school
- Sending a team of students to foreign language competitions
- Offering pre-AP and AP Spanish language courses

5. LISA North seeks to promote parental involvement

LISA North will measure progress toward this goal by:

- Scheduled parent teacher conferences every semester or use of alternative method if use of face to face meeting is not appropriate, sign-in sheets will be archived to document attendance.
- Hosting parent and family targeted events such as: Doughnuts with Dads, Muffins with Moms, Cookies with Grandparents, Family Barbeque, Family Camp, Winter fest, and Language Festival. For each event, sign-in sheets will be archived in order to document attendance.
- Constant communication between school and home through use of email, newsletters/ Wednesday mail, school newspaper, SchoolReach Telephone system, online student information system database and smart phone application that enables parents to track students' academic progress, attendance, and discipline at any time.
- Connecting home and school through home visits and teacher's open-door policy to link home and school learning which can be recorded on the student online database for documentation purposes.
- Organize discussions, meetings, workshops around areas of school goals which allow parents to share their experience and understanding of parenting school culture such as: PTA, ACSIP committee, Parental Involvement committee, GT advisory committee, and Science Fair and NHD information meetings.

LISA North defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student's academic learning and other school activities.

6. Continue to maintain high levels of college acceptance

LISA will measure progress toward this goal by:

- Ensuring that at least 85% of graduating seniors are accepted into college or military service
- Providing all high school students with college planning assistance, guidance and advice, including career orientation and college planning starting in 8th grade
- Ensuring that all students, parents and faculty have access to Naviance, a computer-based guidance program that helps students establish meaningful post-secondary goals and connect those goals with their college planning activities
- Offering a variety of college preparation activities such as CCRP and CRLP, which offers intensive academic preparation for college entrance exams and leadership activities involving local community and government leaders
- Using ACT Plan and ACT Explore tests to identify student academic needs and develop plans for student improvement

7. Continue to recruit minority and economically disadvantaged students

LISA will measure progress toward this goal by:

- Conducting the following recruitment activities in zip codes 72202, 72204, 72205, 72206, 72209 and 72210, 72076, 72114, 72116, 72117, 72118, and 72120:
 - canvas in targeted neighborhoods to tell residents about educational opportunities at LISA
 - meet with church and community leaders to inform them about LISA and respond to questions

- distribute letters and flyers about LISA by U.S. Mail
- distribute information about LISA at businesses in targeted neighborhoods
- distribute LISA information in Spanish
- Providing free student bus passes for transportation on Central Arkansas Transit Reach out to communities housing minority and economically disadvantaged students through the LISA Advisory Committee and LISA Outreach Committee, a group of committed parents who plan and advise LISA on outreach and recruitment activities
- Working with Little Rock Preparatory Academy, a charter school serving predominantly minority and economically disadvantaged students to inform students and their families about LISA

8. **Continue to share teaching and tutoring methods with other public schools**

LISA will measure progress toward this goal by:

- Sharing best practices with other English departments through social media technology
- Attending and participating in best practices conferences, such as that being organized by KIPP in February, 2012
- Attending and sharing best practices at NWEA MAP workshops
- Attending and participating in the Arkansas Curriculum Conference
- Attending and participating in Common Core training programs like the ABC initiative from the Arkansas Public School Resource Center

Amendment Request



CHARTER AMENDMENT REQUEST FORM

Charter Name LISA Academy

LEA Number 6041700

Type of Amendment Requested:

Other: To merge with LISA Academy - North Little Rock
Additional waiver requests

Please see attached correspondence.

Charter Leader Atnan Ekin

Email address ekin@lisaacademy.org

Phone number 501.246.5853

December 10, 2013

Ms. Mary Perry, Coordinator
Charter and Home Schools Office
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Re: Amendment Request: Merger of LISA Academy–North Little Rock with LISA Academy-
Little Rock

Dear Ms. Perry:

Pursuant to Section 4.02.4 of the ADE Rules Governing Public Charter Schools, I have enclosed a completed Charter Amendment Form (Form) (with attachments) for the purpose of requesting the merger of LISA Academy -North Little Rock with LISA Academy-Little Rock, to create the new, merged LISA Academy. I am requesting that this amendment request be placed on the January 15, 2014 agenda of the Charter Authorizing Panel for consideration.

LISA Academy-Little Rock and LISA Academy-North Little Rock are requesting that the merged LISA Academy be granted all waivers that LISA Academy-Little Rock and LISA Academy-North Little Rock currently hold from their original applications and approved renewals. A few additional waivers are also being requested as part of the amendment request to facilitate the efficiency of operation of the single LISA charter.

Thank you for your assistance in this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read "Atnan Ekin", with a long horizontal flourish extending to the right.

Atnan Ekin
Superintendent
LISA Academy-Little Rock

Amendment Request

LISA Academy-Little Rock and LISA Academy-North Little Rock Charters

December 10, 2013

Proposed Structure:

LISA Academy-Little Rock and LISA Academy-North Little Rock Charters are requesting that the two charters be merged into one charter under LISA Academy with LEA number 6041700, effective on July 1, 2014, of the 2014-2015 school year.

Currently, LISA Academy-Little Rock serves students in grades 6-12. The maximum number of students approved for LISA Academy- Little Rock is 800.

LISA Academy-North Little Rock serves students in grades K-12. The maximum number of students approved for LISA Academy-North Little Rock to serve is 700.

For school year 2013-2014, LISA Academy-Little Rock is serving 800 students which is its approved enrollment cap.

LISA Academy-North Little Rock is serving 592 students with a maximum of 600 for the 2013-2014 school year. LISA Academy-North Little Rock expects to reach its enrollment cap of 700 students in the 2014-2015 school year with an addition of 108 students.

With the merging of LISA Academy-Little Rock and LISA Academy-North Little Rock, the grade levels served in the merged LISA Academy would be K-12. The maximum enrollment at the two combined campuses would remain at 1,500 students. This amendment proposal does not include a request for a change in the location of the two campuses. LISA Academy – Little Rock and LISA Academy –North Little Rock are requesting that the merged LISA Academy charter be a single, comprehensive K-12 educational program composed of the current five schools which currently exist in the two locations.

LISA Academy-Little Rock and LISA Academy-North Little Rock are requesting that the merged LISA Academy be granted all waivers that LISA Academy-Little Rock and LISA Academy-North Little Rock currently hold from their original and approved renewals. Additional waivers will be requested along with the amendment for the merger.

Description:

LISA Academy-Little Rock and LISA Academy-North Little Rock are both sponsored by the LISA Foundation. Both charters are governed by the same seven member school board. Both of the charters have a common 501(c)(3) and federal identification number.

The new proposed LISA Academy would continue to be sponsored by the LISA Foundation. The same seven member school board would govern the merged LISA Academy.

Currently LISA Academy-Little Rock has two schools which are:

LISA Academy Middle School – Grades 6-8 – 6041702
LISA Academy High School – Grades 9-12 – 6041703

LISA Academy-North Little Rock has three schools which are:

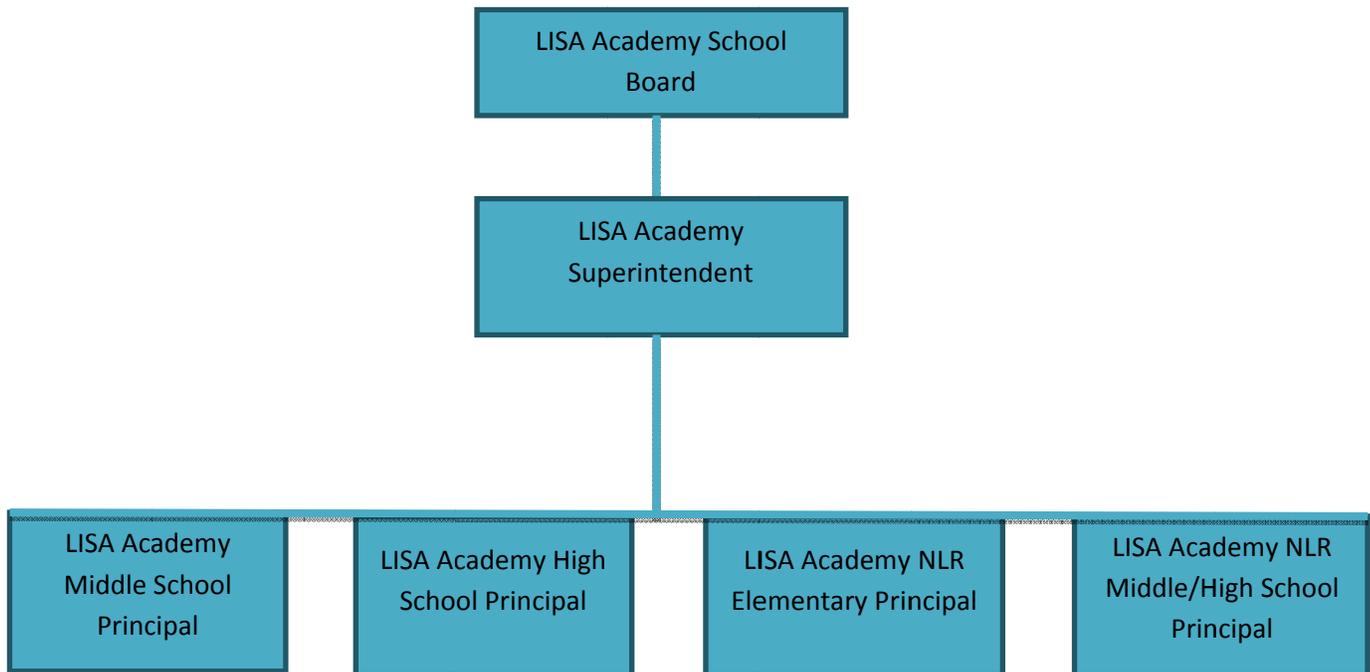
LISA Academy- North Little Rock Elementary – Grades K-5 – 6048701
LISA Academy- North Little Rock Middle School – Grades 6-8 – 6048702
LISA Academy- North Little Rock High School - Grades 9-12 - 6048703

With the merging of LISA Academy-North Little Rock and LISA Academy-Little Rock into LISA Academy, there will be five schools under one charter which will be:

LISA Academy Middle School
LISA Academy High School
LISA Academy Elementary School-NLR
LISA Academy Middle School-NLR
LISA Academy High School-NLR

Administration:

The merged LISA Academy will be directed by one superintendent. The administrative structure for LISA Academy Charter is illustrated with the following chart:



Justification and Benefits:

There are educational, operational, and financial reasons and benefits for this merger.

Educational Benefits:

The merger will allow consistent and sequential academic programs to be implemented more effectively at all locations.

The curriculum for all subjects at the various grade levels will be the same.

- Remediation Program will be consistently implemented at both schools.
- Enrichment Programs such as Robotics or Distance Learning opportunities will be systematically implemented at both charter locations.
- The College Readiness Program will also be implemented at both high school locations.

The collaboration among the schools will increase and research-based best practices will be shared.

- Curriculum Departments will collaborate to improve school programs. Departments will be strengthened by the expertise and involvement of all teachers from all schools.
- Professional Development programs will be centralized which will allow teachers from all schools to work together effectively for the benefit of all students.
- Hopefully, stronger content departments will help to recruit more highly-qualified teacher applicants.
- Newly-hired teachers will be supported and nurtured by the more collaborative structure.
- Centralized meetings with staff from all campuses will improve communication and encourage better decisions based on broader input.

Shared academic specialists, special education program directors, and intervention specialists will improve the implementation of instructional strategies and interactions and result in clearer, more effective communication among all campuses.

- Currently LISA Academy-Little Rock serves 800 students, while LISA Academy-North Little Rock serves 600 (700 for 2014-2015 school year) students. The enrollment at both campuses has increased over the last few years. These students need structured academic services and careful monitoring to ensure those services are meeting the identified needs of both students and staff. To more effectively target academic programs, intervention programs, including the Targeted Achievement Gap Group, the new LISA Academy centralized structure will help to facilitate this academic focus.

Operational Benefits:

- Currently LISA Academy-Little Rock and LISA Academy-North Little Rock are sponsored by the LISA Foundation and have the same seven member governing board and the same advisory board. The merged LISA Academy Charter will maintain the same governing board and advisory board. The same board members will continue to serve.
- School operations will more effectively and efficiently be run under the leadership of one superintendent.
- One centralized administration system and office will result in efficient implementation of student assessment, professional development workshops, financial reports, accounting, etc. Possibly, there would be the potential of reducing support staff in the administrative offices.

Financial Benefits:

- Both current LISA charters have a common 501(c)(3) and federal identification numbers. The new LISA Academy will maintain the 501(c)(3) and the federal identification number.
- The total state foundation revenue allocation will remain basically the same after the merger since based on a per-student funding structure.
- There will be some savings in administration costs by eliminating one superintendent position.
- Service contracts for purchases services have been billed to the charters. Possible negotiated savings based on one billing.
- There will be one budget and one ACSIP plan for LISA Academy charter programs and services.
- Shared services by academic specialists, special education directors, and intervention specialists to serve both locations will be more efficient and cost effective.
- Centralizing procurement procedures will result in cost savings and improved efficiency.
- Reporting student data, financial data and state required reports will be centralized.
- The analysis required for determining all aspects of the new LISA Academy will result in the identification of efficiencies in organizational structure and practice.

Conclusions:

When LISA originally created schools in Little Rock and North Little Rock, the founders were under the impression that separate charters was the best way to create and establish each school for legal and administrative reasons. However, since then LISA has become a well-established charter organization. Both charters already operate under a single governing board and single administration (more or less). The merger would allow the two charters to operate under a single charter issued by the state.

Many of the benefits shown above cannot be achieved under separate charters for each school without seeking numerous waivers in addition to those already in place or by simply collapsing both charters into a single charter. The few, new waivers that are being requested as part of this amendment are necessary either to clarify the scope of previously-granted waivers which are commonly held by open- enrollment charter schools, or to create the flexibility needed to implement this single charter operation, such as principal/student staffing ratios. While there are numerous factors that govern a choice of this nature and such an approach cannot be assumed for any new start-up schools for LISA in the future, the facts are, as shown herein, that a single charter creates a much greater opportunity for educational, financial, and administrative efficiency and benefit for the LISA charter schools and the patrons of the schools.

List of Additional Waivers to be Requested

- 1.) Retain all waivers currently held by both LISA-North Little Rock and LISA Academy; all will be applicable to the new, merged LISA Academy.
- 2.) Add the following waivers to the new, merged LISA Academy:
 - **Ark. Code Ann. § 6-17-2203 (concerning minimum salaries for classified personnel):**
This waiver is being requested to compliment the waiver already held concerning Ark. Code Ann. §6-17-201(c)(2), to completely effectuate this waiver concerning minimum salaries for classified personnel.
 - **Ark. Code Ann. §6-17-2403 (concerning minimum salaries for certified personnel):**
This waiver concerning minimum salaries for certified personnel is being requested to give the new, merged LISA Academy flexibility to implement its own teacher compensation system instead of being required to provide compensation pursuant to the statutory teacher salary schedule.
 - **Ark. Code Ann. §6-18-501 et seq. (concerning student discipline policies):**
This waiver is being requested to allow the new, merged LISA Academy to adopt and implement its own student discipline policies. The policies so adopted and implemented will meet all due process requirements. A waiver from these provisions is commonly held by open-enrollment public charter schools.
 - **Ark. Code Ann. §6-17-427; Section 15.01 of the ADE Rules Governing Standards for Accreditation, and the ADE Rules Governing the Superintendent Mentoring Program (all concerning superintendent mentoring):**
This waiver is being requested to allow any new superintendents employed by the new, merged LISA Academy to receive intensive, internal training concerning their new duties and responsibilities as opposed to completion of the state-required mentoring program.
 - **Ark. Code Ann. §6-18-1001 et seq.; Section 16.01 of the ADE Rules Governing Standards for Accreditation, and the ADE Rules Governing Public School Student Services (all concerning guidance counselors):**
This waiver is being requested to give the new, merged LISA Academy flexibility in its provision of guidance counseling services, with such services potentially being delivered through purchased services and/or through LISA Academy personnel who are experienced in guidance counseling but not necessarily holding licensure in that area. A

waiver from these provisions is commonly held by open-enrollment public charter schools.

- **Ark. Code Ann. §6-17-117 (concerning non-instructional duties for teachers):**

This waiver is being requested by the applicant to provide flexibility in utilizing its teaching staff to perform additional non-instructional duties in excess of sixty (60) minutes per week, if and as necessary. A waiver from this statute is commonly held by open-enrollment public charter schools.

- **Ark. Code Ann. §6-19-101 et seq. (concerning school buses and bus drivers):**

The applicant is requesting a waiver of this section of title 6 of the Arkansas Code due to its inapplicability to LISA Academy. Section 6-19-101 et seq. concerns the requirements applicable to schools providing their own public transportation programs (such as the employment requirements and qualifications for school bus drivers and requirements for school buses).

It is important to point out, however, that LISA Academy (at its Little Rock location) currently provides and will continue to provide tokens to students free of charge, upon request, to travel on Central Arkansas Transit buses to and from school.

- **Sections 15.01 and 15.02 of the ADE Rules Governing Standards for Accreditation (concerning superintendents and principals):**

This waiver is being requested to allow the new, merged LISA Academy to be able to utilize administrative personnel for two (2) or more campuses, as necessary (as is further illustrated in the accompanying merger request materials) to promote the efficient use of human and financial resources in the new single-charter configuration.

****Please see the waivers that LISA Academy-Little Rock and LISA Academy-North Little Rock currently hold from their original and approved renewals in the following pages.***

**LISA ACADEMY
AN OPEN-ENROLLMENT CHARTER SCHOOL
WAIVERS**

District LEA:	60-41-700	Elementary School LEA:	N/A
City:	Little Rock	Middle School LEA:	60-41-702
Opening Date:	2004	High School LEA:	60-41-703
Grades Approved:	6-12	Expiration Date:	6/30/2017
CAP:	800	Grades Served 2013-014:	6-12

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-13-601 et seq.	District Boards of Directors Generally
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the only requirement which would be waived is the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law

Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

15.03	Licensure and Renewal
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Waivers from Other Rules:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- Certified staff salary schedule
- Purchasing of instructional materials
- Teacher Education and Licensure
- Technology centers
- Teacher evaluations
- African American History
- Certified staff salary
- Personnel

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE

assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.

- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**LISA ACADEMY – NORTH LITTLE ROCK
AN OPEN-ENROLLMENT CHARTER SCHOOL
WAIVERS**

District LEA:	60-48-700	Elementary School LEA:	60-48-701
City:	North Little Rock	Middle School LEA:	60-48-702
Opening Date:	August 2008	High School LEA:	60-48-703
Grades Approved:	K-12	Expiration Date:	6/30/2018
CAP:	700	Grades Served 2013-014:	K-12

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-13-109	School superintendent
6-15-1004	Qualified teachers in every public school classroom (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Public school principals—Qualifications and responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-401	Teacher's licensure requirement (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-902	Definition (definition of a teacher as licensed)
6-17-1001	Minimum base salary—Master's Degree
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-508	Alternative learning environments
6-48-101 et seq.	Definitions (alternative learning environments)

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

15.03	Licensure and Renewal
19.03	Pertaining to alternative learning environments

Currently Approved Waivers from Other Rules:

- Certified staff salary schedule
- Minimum Schoolhouse Construction (approved only as it relates to owned property versus leased property)
- Teacher Education and Licensure (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
- Purchasing of Instructional Materials
- Teacher Evaluations
- Technology Centers
- ADE Rules Governing Waivers for Substitute Teachers

- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (pertaining to salary schedules and personnel policies)
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

Proposed Budget - Newly Planned Merged LISA Academy

enrollment

1500

1500

<u>Revenues</u>	2014-2015	2015-2016
State Public Charter School Aid:		
State Foundation Funding	\$9,780,000.00	\$9,975,600.00
Professional Development	\$66,375.00	\$67,702.50
<u>NSLA Funding</u>	\$271,405.00	\$274,119.05
Total State Charter School Aid	\$10,117,780.00	\$10,317,421.55
Other Sources of Revenues:		
Private Donations or Gifts		
Federal Grants (Title-I + Title-II + Sp Ed + Lunch Reimbursement)	\$574,330.00	\$591,559.90
Special Grants (List the amount)	\$0.00	\$0.00
Other (Roll over + Student Lunch)	\$640,000.00	\$641,800.00
Total Other Sources of Revenues	\$1,214,330.00	\$1,233,359.90
TOTAL REVENUES	\$11,332,110.00	\$11,550,781.45
<u>Expenditures</u>	2014-2015	2015-2016
Administration:		
Salaries: (<i>No. of Positions_13__</i>)	\$853,850.00	\$879,465.50
Fringe Benefits	\$228,447.00	\$235,300.41
Purchased Services	\$169,500.00	\$172,890.00
Supplies and Materials	\$18,000.00	\$18,360.00
Equipment	\$0.00	\$0.00
Other (<i>Describe</i>)	\$0.00	\$0.00
	\$1,269,797.00	\$1,306,015.91
Regular Classroom Instruction:		
Salaries: (<i>No. of Positions_92__</i>)	\$3,832,240.00	\$3,905,052.56
Fringe Benefits	\$1,012,292.80	\$1,031,526.36
Purchased Services	\$164,800.00	\$169,744.00
Supplies and Materials	\$439,000.00	\$452,170.00
Equipment	\$20,000.00	\$20,300.00
Other (<i>Describe</i>)	\$32,000.00	\$32,480.00
	\$5,500,332.80	\$5,611,272.92
Special Education:		
Salaries: (<i>No. of Positions_6__</i>)	\$260,100.00	\$265,302.00
Fringe Benefits	\$68,022.00	\$69,382.44
Purchased Services	\$109,500.00	\$112,785.00
Supplies and Materials	\$7,500.00	\$7,725.00
Equipment	\$7,200.00	\$7,308.00
Other (<i>Describe</i>)	\$1,500.00	\$1,522.50
	\$453,822.00	\$464,024.94
Gifted and Talented Program:		
Salaries: (<i>No. of Positions_2__</i>)	\$90,000.00	\$91,800.00
Fringe Benefits	\$21,600.00	\$22,032.00
Purchased Services	\$0.00	\$0.00
Supplies and Materials	\$5,950.00	\$6,128.50
Equipment	\$3,500.00	\$3,552.50
Other (<i>Describe</i>)	\$0.00	\$0.00
	\$121,050.00	\$123,513.00
Alternative Education Program:		
Salaries: (<i>No. of Positions__</i>)	\$0.00	\$0.00
Fringe Benefits	\$0.00	14 \$0.00

Purchased Services	\$0.00	\$0.00
Supplies and Materials	\$0.00	\$0.00
Equipment	\$0.00	\$0.00
Other (Describe)	\$0.00	\$0.00
	\$0.00	\$0.00
Guidance Services:		
Salaries: (No. of Positions_3__)	\$128,500.00	\$131,070.00
Fringe Benefits	\$33,670.00	\$34,343.40
Purchased Services	\$22,000.00	\$22,660.00
Supplies and Materials	\$6,000.00	\$6,180.00
Equipment	\$7,000.00	\$7,105.00
Other (Describe)	\$2,000.00	\$2,030.00
	\$199,170.00	\$203,388.40
Health Services:		
Salaries: (No. of Positions_3__)	\$75,100.00	\$76,526.90
Fringe Benefits	\$16,522.00	\$16,835.92
Purchased Services	\$0.00	\$0.00
Supplies and Materials	\$15,000.00	\$15,225.00
Equipment	\$4,000.00	\$4,060.00
Other (Describe)	\$0.00	\$0.00
	\$110,622.00	\$112,647.82
Media Services:		
Salaries: (No. of Positions_1__)	\$20,000.00	\$20,380.00
Fringe Benefits	\$6,200.00	\$6,317.80
Purchased Services	\$38,500.00	\$39,270.00
Supplies and Materials	\$8,500.00	\$8,670.00
Equipment	\$0.00	\$0.00
Other (Describe)	\$4,000.00	\$4,060.00
	\$77,200.00	\$78,697.80
Fiscal Services:		
Salaries: (No. of Positions_3__)	\$111,500.00	\$113,730.00
Fringe Benefits	\$28,130.00	\$28,692.60
Purchased Services	\$3,750.00	\$3,862.50
Supplies and Materials	\$10,000.00	\$10,300.00
Equipment	\$10,000.00	\$10,150.00
Other (Describe)	\$8,500.00	\$8,627.50
	\$171,880.00	\$175,362.60
Maintenance and Operation:		
Salaries: (No. of Positions_1__)	\$15,000.00	\$15,285.00
Fringe Benefits	\$3,300.00	\$3,362.70
Purchased Services	\$360,600.00	\$375,024.00
(include utilities)	\$0.00	\$0.00
Supplies and Materials	\$58,700.00	\$0.00
Equipment	\$0.00	\$0.00
Other (Describe)	\$20,000.00	\$20,300.00
	\$457,600.00	\$413,971.70
Pupil Transportation:		
Salaries: (No. of Positions____)	\$0.00	\$0.00
Fringe Benefits	\$0.00	\$0.00
Purchased Services	\$10,000.00	\$10,140.00
Supplies and Materials	\$0.00	\$0.00
Equipment	\$0.00	\$0.00
Other (Describe)	\$0.00	\$0.00
	\$10,000.00	\$10,140.00
Food Services:		

Salaries: (No. of Positions_4__)	\$84,000.00	\$85,596.00
Fringe Benefits	\$18,480.00	\$18,831.12
Purchased Services	\$8,250.00	\$8,373.75
Supplies and Materials	\$443,500.00	\$454,587.50
Equipment	\$12,000.00	\$12,180.00
Other (Describe)	\$2,200.00	\$2,233.00
	\$568,430.00	\$581,801.37
Data Processing:		
Salaries: (No. of Positions_2__)	\$55,600.00	\$56,656.40
Fringe Benefits	\$14,032.00	\$14,298.61
Purchased Services	\$0.00	\$0.00
Supplies and Materials	\$0.00	\$0.00
Equipment	\$0.00	\$0.00
Other (Describe)	\$0.00	\$0.00
	\$69,632.00	\$70,955.01
Substitute Personnel:		
Salaries: (No. of Positions_2__)	\$44,000.00	\$44,880.00
Fringe Benefits	\$9,680.00	\$9,873.60
	\$53,680.00	\$54,753.60
Facilities:		
Lease/Purchase (contract for one total year including facility upgrades)	\$1,188,000.00	\$1,150,000.00
Please list upgrades:	\$5,000.00	\$0.00
Utilities (contract for one total year including facility upgrades)	\$204,250.00	\$208,335.00
Insurance (contract for one total year including facility upgrades):	\$0.00	\$0.00
Property Insurance	\$67,000.00	\$69,010.00
Content Insurance	\$0.00	\$0.00
	\$1,464,250.00	\$1,427,345.00
Debt Expenditures:	\$135,500.00	\$60,000.00
Other Expenditures:	\$0.00	\$0.00
(Describe)	\$9,500.00	\$0.00
	\$145,000.00	\$60,000.00
TOTAL EXPENDITURES	\$10,628,389.80	\$10,693,890.07
END OF YEAR CLOSING	\$703,720.20	\$856,891.38

RESOLUTION OF THE BOARD OF DIRECTORS OF THE LITTLE SCHOLARS OF
ARKANSAS FOUNDATION, INC.

WHEREAS, the Little Scholars of Arkansas (LISA) Foundation, Inc. Board of Directors (Board) met in a regular, open, and properly-called meeting on November 20, 2013, in Little Rock, Arkansas;

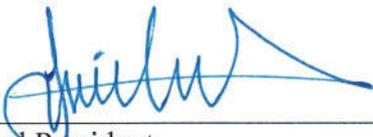
WHEREAS, (5) members were present, a quorum was declared by the chair;

WHEREAS, the Board has received and reviewed information from the administrators of LISA Academy concerning the merger of the charters of LISA Academy and LISA Academy-North Little Rock into one (1) charter, under the name of LISA Academy, for the benefit of their students and increased efficiency in the administration and operation of the two (2) schools;

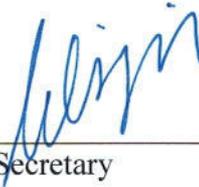
WHEREAS, the Board has determined that LISA Academy and LISA Academy- North Little Rock should merge their respective charters into a single charter under the name of LISA Academy, and, as a part of the merger process, review the charters' current waivers and request any additional waivers as necessary to provide maximum flexibility necessary for the operation of the schools; and

WHEREAS, the Board, upon due consideration and deliberation, hereby approves and adopts this Resolution for the purpose of merging the charters of LISA Academy and LISA Academy- North Little Rock into one (1) charter under the name of LISA Academy, and the request for any additional waivers necessary as stated above; and

NOW THEREFORE, this Board hereby adopts this Resolution, and authorizes the Superintendent of LISA Academy to prepare and submit all necessary documentation for the signature of the Board's President and Secretary; to submit said paperwork and this Resolution to the Department of Education for consideration and action by the Department's Charter Authorizing Panel; and to take all other necessary and proper action in order to effectuate the Board's Resolution.



Board President



Board Secretary

11/20/2013

Date

11/20/2013

Date



CHARTER AMENDMENT REQUEST FORM

Charter Name LISA Academy -NLR

LEA Number 6048700

Type of Amendment Requested:

Other: To merge with LISA Academy

Please see attached correspondence.

Charter Leader Fatih Bogrek

Email address fbogrek@lisaacademy.org

Phone number 501.945.2727

December 10, 2013

Ms. Mary Perry, Coordinator
Charter and Home Schools Office
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Re: Amendment Request: Merger of LISA Academy –North Little Rock with LISA Academy-
Little Rock

Dear Ms. Perry:

Pursuant to Section 4.02.4 of the ADE Rules Governing Public Charter Schools, I have enclosed a completed Charter Amendment Form (Form) (with attachments) for the purpose of requesting the merger of LISA Academy-North Little Rock with LISA Academy-Little Rock, to create the new, merged LISA Academy. I am requesting that this amendment request be placed on the January 15, 2014 agenda of the Charter Authorizing Panel for consideration.

LISA Academy-Little Rock and LISA Academy-North Little Rock are requesting that the merged LISA Academy be granted all waivers that LISA Academy-Little Rock and LISA Academy-North Little Rock currently hold from their original applications and approved renewals. A few additional waivers are also being requested as part of the amendment request to facilitate the efficiency of operation of the single LISA charter.

Thank you for your assistance in this matter.

Sincerely,



Fatih Bogrek
Superintendent
LISA Academy-North Little Rock

Amendment Request

LISA Academy-Little Rock and LISA Academy-North Little Rock Charters

December 10, 2013

Proposed Structure:

LISA Academy-Little Rock and LISA Academy-North Little Rock Charters are requesting that the two charters be merged into one charter under LISA Academy with LEA number 6041700, effective on July 1, 2014, of the 2014-2015 school year.

Currently, LISA Academy-Little Rock serves students in grades 6-12. The maximum number of students approved for LISA Academy- Little Rock is 800.

LISA Academy-North Little Rock serves students in grades K-12. The maximum number of students approved for LISA Academy-North Little Rock to serve is 700.

For school year 2013-2014, LISA Academy-Little Rock is serving 800 students which is its approved enrollment cap.

LISA Academy-North Little Rock is serving 592 students with a maximum of 600 for the 2013-2014 school year. LISA Academy-North Little Rock expects to reach its enrollment cap of 700 students in the 2014-2015 school year with an addition of 108 students.

With the merging of LISA Academy-Little Rock and LISA Academy-North Little Rock, the grade levels served in the merged LISA Academy would be K-12. The maximum enrollment at the two combined campuses would remain at 1,500 students. This amendment proposal does not include a request for a change in the location of the two campuses. LISA Academy – Little Rock and LISA Academy –North Little Rock are requesting that the merged LISA Academy charter be a single, comprehensive K-12 educational program composed of the current five schools which currently exist in the two locations.

LISA Academy-Little Rock and LISA Academy-North Little Rock are requesting that the merged LISA Academy be granted all waivers that LISA Academy-Little Rock and LISA Academy-North Little Rock currently hold from their original and approved renewals. Additional waivers will be requested along with the amendment for the merger.

Description:

LISA Academy-Little Rock and LISA Academy-North Little Rock are both sponsored by the LISA Foundation. Both charters are governed by the same seven member school board. Both of the charters have a common 501(c)(3) and federal identification number.

The new proposed LISA Academy would continue to be sponsored by the LISA Foundation. The same seven member school board would govern the merged LISA Academy.

Currently LISA Academy-Little Rock has two schools which are:

LISA Academy Middle School – Grades 6-8 – 6041702

LISA Academy High School – Grades 9-12 – 6041703

LISA Academy-North Little Rock has three schools which are:

LISA Academy- North Little Rock Elementary – Grades K-5 – 6048701

LISA Academy- North Little Rock Middle School – Grades 6-8 – 6048702

LISA Academy- North Little Rock High School - Grades 9-12 - 6048703

With the merging of LISA Academy-North Little Rock and LISA Academy-Little Rock into LISA Academy, there will be five schools under one charter which will be:

LISA Academy Middle School

LISA Academy High School

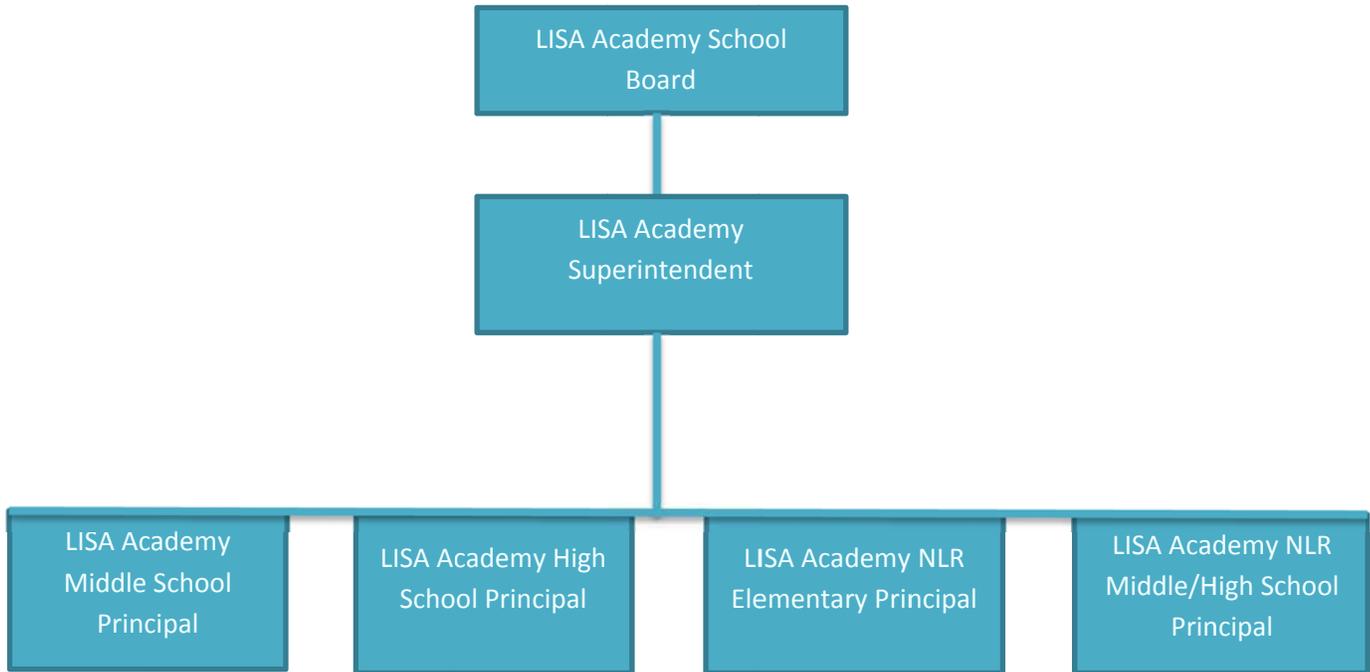
LISA Academy Elementary School-NLR

LISA Academy Middle School-NLR

LISA Academy High School-NLR

Administration:

The merged LISA Academy will be directed by one superintendent. The administrative structure for LISA Academy Charter is illustrated with the following chart:



Justification and Benefits:

There are educational, operational, and financial reasons and benefits for this merger.

Educational Benefits:

The merger will allow consistent and sequential academic programs to be implemented more effectively at all locations.

The curriculum for all subjects at the various grade levels will be the same.

- Remediation Program will be consistently implemented at both schools.
- Enrichment Programs such as Robotics or Distance Learning opportunities will be systematically implemented at both charter locations.
- The College Readiness Program will also be implemented at both high school locations.

The collaboration among the schools will increase and research-based best practices will be shared.

- Curriculum Departments will collaborate to improve school programs. Departments will be strengthened by the expertise and involvement of all teachers from all schools.
- Professional Development programs will be centralized which will allow teachers from all schools to work together effectively for the benefit of all students.
- Hopefully, stronger content departments will help to recruit more highly-qualified teacher applicants.
- Newly-hired teachers will be supported and nurtured by the more collaborative structure.
- Centralized meetings with staff from all campuses will improve communication and encourage better decisions based on broader input.

Shared academic specialists, special education program directors, and intervention specialists will improve the implementation of instructional strategies and interactions and result in clearer, more effective communication among all campuses.

- Currently LISA Academy-Little Rock serves 800 students, while LISA Academy-North Little Rock serves 600 (700 for 2014-2015 school year) students. The enrollment at both campuses has increased over the last few years. These students need structured academic services and careful monitoring to ensure those services are meeting the identified needs of both students and staff. To more effectively target academic programs, intervention programs, including the Targeted Achievement Gap Group, the new LISA Academy centralized structure will help to facilitate this academic focus.

Operational Benefits:

- Currently LISA Academy-Little Rock and LISA Academy-North Little Rock are sponsored by the LISA Foundation and have the same seven member governing board and the same advisory board. The merged LISA Academy Charter will maintain the same governing board and advisory board. The same board members will continue to serve.
- School operations will more effectively and efficiently be run under the leadership of one superintendent.
- One centralized administration system and office will result in efficient implementation of student assessment, professional development workshops, financial reports, accounting, etc. Possibly, there would be the potential of reducing support staff in the administrative offices.

Financial Benefits:

- Both current LISA charters have a common 501(c)(3) and federal identification numbers. The new LISA Academy will maintain the 501(c)(3) and the federal identification number.
- The total state foundation revenue allocation will remain basically the same after the merger since based on a per-student funding structure.
- There will be some savings in administration costs by eliminating one superintendent position.
- Service contracts for purchases services have been billed to the charters. Possible negotiated savings based on one billing.
- There will be one budget and one ACSIP plan for LISA Academy charter programs and services.
- Shared services by academic specialists, special education directors, and intervention specialists to serve both locations will be more efficient and cost effective.
- Centralizing procurement procedures will result in cost savings and improved efficiency.
- Reporting student data, financial data and state required reports will be centralized.
- The analysis required for determining all aspects of the new LISA Academy will result in the identification of efficiencies in organizational structure and practice.

Conclusions:

When LISA originally created schools in Little Rock and North Little Rock, the founders were under the impression that separate charters was the best way to create and establish each school for legal and administrative reasons. However, since then LISA has become a well-established charter organization. Both charters already operate under a single governing board and single administration (more or less). The merger would allow the two charters to operate under a single charter issued by the state.

Many of the benefits shown above cannot be achieved under separate charters for each school without seeking numerous waivers in addition to those already in place or by simply collapsing both charters into a single charter. The few, new waivers that are being requested as part of this amendment are necessary either to clarify the scope of previously-granted waivers which are commonly held by open- enrollment charter schools, or to create the flexibility needed to implement this single charter operation, such as principal/student staffing ratios. While there are numerous factors that govern a choice of this nature and such an approach cannot be assumed for any new start-up schools for LISA in the future, the facts are, as shown herein, that a single charter creates a much greater opportunity for educational, financial, and administrative efficiency and benefit for the LISA charter schools and the patrons of the schools.

List of Additional Waivers to be Requested

- 1.) Retain all waivers currently held by both LISA-North Little Rock and LISA Academy; all will be applicable to the new, merged LISA Academy.
- 2.) Add the following waivers to the new, merged LISA Academy:
 - **Ark. Code Ann. § 6-17-2203 (concerning minimum salaries for classified personnel):**
This waiver is being requested to compliment the waiver already held concerning Ark. Code Ann. §6-17-201(c)(2), to completely effectuate this waiver concerning minimum salaries for classified personnel.
 - **Ark. Code Ann. §6-17-2403 (concerning minimum salaries for certified personnel):**
This waiver concerning minimum salaries for certified personnel is being requested to give the new, merged LISA Academy flexibility to implement its own teacher compensation system instead of being required to provide compensation pursuant to the statutory teacher salary schedule.
 - **Ark. Code Ann. §6-18-501 et seq. (concerning student discipline policies):**
This waiver is being requested to allow the new, merged LISA Academy to adopt and implement its own student discipline policies. The policies so adopted and implemented will meet all due process requirements. A waiver from these provisions is commonly held by open-enrollment public charter schools.
 - **Ark. Code Ann. §6-17-427; Section 15.01 of the ADE Rules Governing Standards for Accreditation, and the ADE Rules Governing the Superintendent Mentoring Program (all concerning superintendent mentoring):**
This waiver is being requested to allow any new superintendents employed by the new, merged LISA Academy to receive intensive, internal training concerning their new duties and responsibilities as opposed to completion of the state-required mentoring program.
 - **Ark. Code Ann. §6-18-1001 et seq.; Section 16.01 of the ADE Rules Governing Standards for Accreditation, and the ADE Rules Governing Public School Student Services (all concerning guidance counselors):**
This waiver is being requested to give the new, merged LISA Academy flexibility in its provision of guidance counseling services, with such services potentially being delivered through purchased services and/or through LISA Academy personnel who are experienced in guidance counseling but not necessarily holding licensure in that area. A

waiver from these provisions is commonly held by open-enrollment public charter schools.

- **Ark. Code Ann. §6-17-117 (concerning non-instructional duties for teachers):**

This waiver is being requested by the applicant to provide flexibility in utilizing its teaching staff to perform additional non-instructional duties in excess of sixty (60) minutes per week, if and as necessary. A waiver from this statute is commonly held by open-enrollment public charter schools.

- **Ark. Code Ann. §6-19-101 et seq. (concerning school buses and bus drivers):**

The applicant is requesting a waiver of this section of title 6 of the Arkansas Code due to its inapplicability to LISA Academy. Section 6-19-101 et seq. concerns the requirements applicable to schools providing their own public transportation programs (such as the employment requirements and qualifications for school bus drivers and requirements for school buses).

It is important to point out, however, that LISA Academy (at its Little Rock location) currently provides and will continue to provide tokens to students free of charge, upon request, to travel on Central Arkansas Transit buses to and from school.

- **Sections 15.01 and 15.02 of the ADE Rules Governing Standards for Accreditation (concerning superintendents and principals):**

This waiver is being requested to allow the new, merged LISA Academy to be able to utilize administrative personnel for two (2) or more campuses, as necessary (as is further illustrated in the accompanying merger request materials) to promote the efficient use of human and financial resources in the new single-charter configuration.

****Please see the waivers that LISA Academy-Little Rock and LISA Academy-North Little Rock currently hold from their original and approved renewals in the following pages.***

**LISA ACADEMY
AN OPEN-ENROLLMENT CHARTER SCHOOL
WAIVERS**

District LEA:	60-41-700	Elementary School LEA:	N/A
City:	Little Rock	Middle School LEA:	60-41-702
Opening Date:	2004	High School LEA:	60-41-703
Grades Approved:	6-12	Expiration Date:	6/30/2017
CAP:	800	Grades Served 2013-014:	6-12

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-13-601 et seq.	District Boards of Directors Generally
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the only requirement which would be waived is the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law

Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

15.03	Licensure and Renewal
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Waivers from Other Rules:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- Certified staff salary schedule
- Purchasing of instructional materials
- Teacher Education and Licensure
- Technology centers
- Teacher evaluations
- African American History
- Certified staff salary
- Personnel

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE

assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.

- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**LISA ACADEMY – NORTH LITTLE ROCK
AN OPEN-ENROLLMENT CHARTER SCHOOL
WAIVERS**

District LEA:	60-48-700	Elementary School LEA:	60-48-701
City:	North Little Rock	Middle School LEA:	60-48-702
Opening Date:	August 2008	High School LEA:	60-48-703
Grades Approved:	K-12	Expiration Date:	6/30/2018
CAP:	700	Grades Served 2013-014:	K-12

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-13-109	School superintendent
6-15-1004	Qualified teachers in every public school classroom (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Public school principals—Qualifications and responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-401	Teacher's licensure requirement (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-902	Definition (definition of a teacher as licensed)
6-17-1001	Minimum base salary—Master's Degree
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-508	Alternative learning environments
6-48-101 et seq.	Definitions (alternative learning environments)

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

15.03	Licensure and Renewal
19.03	Pertaining to alternative learning environments

Currently Approved Waivers from Other Rules:

- Certified staff salary schedule
- Minimum Schoolhouse Construction (approved only as it relates to owned property versus leased property)
- Teacher Education and Licensure (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
- Purchasing of Instructional Materials
- Teacher Evaluations
- Technology Centers
- ADE Rules Governing Waivers for Substitute Teachers

- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (pertaining to salary schedules and personnel policies)
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

Proposed Budget - Newly Planned Merged LISA Academy

enrollment

1500

1500

<u>Revenues</u>	2014-2015	2015-2016
State Public Charter School Aid:		
State Foundation Funding	\$9,780,000.00	\$9,975,600.00
Professional Development	\$66,375.00	\$67,702.50
<u>NSLA Funding</u>	\$271,405.00	\$274,119.05
Total State Charter School Aid	\$10,117,780.00	\$10,317,421.55
Other Sources of Revenues:		
Private Donations or Gifts		
Federal Grants (Title-I + Title-II + Sp Ed + Lunch Reimbursement)	\$574,330.00	\$591,559.90
Special Grants (List the amount)	\$0.00	\$0.00
Other (Roll over + <i>Student Lunch</i>)	\$640,000.00	\$641,800.00
Total Other Sources of Revenues	\$1,214,330.00	\$1,233,359.90
TOTAL REVENUES	\$11,332,110.00	\$11,550,781.45
<u>Expenditures</u>	2014-2015	2015-2016
Administration:		
Salaries: (<i>No. of Positions_13__</i>)	\$853,850.00	\$879,465.50
Fringe Benefits	\$228,447.00	\$235,300.41
Purchased Services	\$169,500.00	\$172,890.00
Supplies and Materials	\$18,000.00	\$18,360.00
Equipment	\$0.00	\$0.00
Other (<i>Describe</i>)	\$0.00	\$0.00
	\$1,269,797.00	\$1,306,015.91
Regular Classroom Instruction:		
Salaries: (<i>No. of Positions_92__</i>)	\$3,832,240.00	\$3,905,052.56
Fringe Benefits	\$1,012,292.80	\$1,031,526.36
Purchased Services	\$164,800.00	\$169,744.00
Supplies and Materials	\$439,000.00	\$452,170.00
Equipment	\$20,000.00	\$20,300.00
Other (<i>Describe</i>)	\$32,000.00	\$32,480.00
	\$5,500,332.80	\$5,611,272.92
Special Education:		
Salaries: (<i>No. of Positions_6__</i>)	\$260,100.00	\$265,302.00
Fringe Benefits	\$68,022.00	\$69,382.44
Purchased Services	\$109,500.00	\$112,785.00
Supplies and Materials	\$7,500.00	\$7,725.00
Equipment	\$7,200.00	\$7,308.00
Other (<i>Describe</i>)	\$1,500.00	\$1,522.50
	\$453,822.00	\$464,024.94
Gifted and Talented Program:		
Salaries: (<i>No. of Positions_2__</i>)	\$90,000.00	\$91,800.00
Fringe Benefits	\$21,600.00	\$22,032.00
Purchased Services	\$0.00	\$0.00
Supplies and Materials	\$5,950.00	\$6,128.50
Equipment	\$3,500.00	\$3,552.50
Other (<i>Describe</i>)	\$0.00	\$0.00
	\$121,050.00	\$123,513.00
Alternative Education Program:		
Salaries: (<i>No. of Positions__</i>)	\$0.00	\$0.00
Fringe Benefits	\$0.00	31 \$0.00

Purchased Services	\$0.00	\$0.00
Supplies and Materials	\$0.00	\$0.00
Equipment	\$0.00	\$0.00
Other (Describe)	\$0.00	\$0.00
	\$0.00	\$0.00
Guidance Services:		
Salaries: (No. of Positions_3__)	\$128,500.00	\$131,070.00
Fringe Benefits	\$33,670.00	\$34,343.40
Purchased Services	\$22,000.00	\$22,660.00
Supplies and Materials	\$6,000.00	\$6,180.00
Equipment	\$7,000.00	\$7,105.00
Other (Describe)	\$2,000.00	\$2,030.00
	\$199,170.00	\$203,388.40
Health Services:		
Salaries: (No. of Positions_3__)	\$75,100.00	\$76,526.90
Fringe Benefits	\$16,522.00	\$16,835.92
Purchased Services	\$0.00	\$0.00
Supplies and Materials	\$15,000.00	\$15,225.00
Equipment	\$4,000.00	\$4,060.00
Other (Describe)	\$0.00	\$0.00
	\$110,622.00	\$112,647.82
Media Services:		
Salaries: (No. of Positions_1__)	\$20,000.00	\$20,380.00
Fringe Benefits	\$6,200.00	\$6,317.80
Purchased Services	\$38,500.00	\$39,270.00
Supplies and Materials	\$8,500.00	\$8,670.00
Equipment	\$0.00	\$0.00
Other (Describe)	\$4,000.00	\$4,060.00
	\$77,200.00	\$78,697.80
Fiscal Services:		
Salaries: (No. of Positions_3__)	\$111,500.00	\$113,730.00
Fringe Benefits	\$28,130.00	\$28,692.60
Purchased Services	\$3,750.00	\$3,862.50
Supplies and Materials	\$10,000.00	\$10,300.00
Equipment	\$10,000.00	\$10,150.00
Other (Describe)	\$8,500.00	\$8,627.50
	\$171,880.00	\$175,362.60
Maintenance and Operation:		
Salaries: (No. of Positions_1__)	\$15,000.00	\$15,285.00
Fringe Benefits	\$3,300.00	\$3,362.70
Purchased Services	\$360,600.00	\$375,024.00
(include utilities)	\$0.00	\$0.00
Supplies and Materials	\$58,700.00	\$0.00
Equipment	\$0.00	\$0.00
Other (Describe)	\$20,000.00	\$20,300.00
	\$457,600.00	\$413,971.70
Pupil Transportation:		
Salaries: (No. of Positions____)	\$0.00	\$0.00
Fringe Benefits	\$0.00	\$0.00
Purchased Services	\$10,000.00	\$10,140.00
Supplies and Materials	\$0.00	\$0.00
Equipment	\$0.00	\$0.00
Other (Describe)	\$0.00	\$0.00
	\$10,000.00	\$10,140.00
Food Services:		

Salaries: (No. of Positions_4__)	\$84,000.00	\$85,596.00
Fringe Benefits	\$18,480.00	\$18,831.12
Purchased Services	\$8,250.00	\$8,373.75
Supplies and Materials	\$443,500.00	\$454,587.50
Equipment	\$12,000.00	\$12,180.00
Other (Describe)	\$2,200.00	\$2,233.00
	\$568,430.00	\$581,801.37
Data Processing:		
Salaries: (No. of Positions_2__)	\$55,600.00	\$56,656.40
Fringe Benefits	\$14,032.00	\$14,298.61
Purchased Services	\$0.00	\$0.00
Supplies and Materials	\$0.00	\$0.00
Equipment	\$0.00	\$0.00
Other (Describe)	\$0.00	\$0.00
	\$69,632.00	\$70,955.01
Substitute Personnel:		
Salaries: (No. of Positions_2__)	\$44,000.00	\$44,880.00
Fringe Benefits	\$9,680.00	\$9,873.60
	\$53,680.00	\$54,753.60
Facilities:		
Lease/Purchase (contract for one total year including facility upgrades)	\$1,188,000.00	\$1,150,000.00
Please list upgrades:	\$5,000.00	\$0.00
Utilities (contract for one total year including facility upgrades)	\$204,250.00	\$208,335.00
Insurance (contract for one total year including facility upgrades):	\$0.00	\$0.00
Property Insurance	\$67,000.00	\$69,010.00
Content Insurance	\$0.00	\$0.00
	\$1,464,250.00	\$1,427,345.00
Debt Expenditures:	\$135,500.00	\$60,000.00
Other Expenditures:	\$0.00	\$0.00
(Describe)	\$9,500.00	\$0.00
	\$145,000.00	\$60,000.00
TOTAL EXPENDITURES	\$10,628,389.80	\$10,693,890.07
END OF YEAR CLOSING	\$703,720.20	\$856,891.38

RESOLUTION OF THE BOARD OF DIRECTORS OF THE LITTLE SCHOLARS OF
ARKANSAS FOUNDATION, INC.

WHEREAS, the Little Scholars of Arkansas (LISA) Foundation, Inc. Board of Directors (Board) met in a regular, open, and properly-called meeting on November 20, 2013, in Little Rock, Arkansas;

WHEREAS, (5) members were present, a quorum was declared by the chair;

WHEREAS, the Board has received and reviewed information from the administrators of LISA Academy- North Little Rock concerning the merger of the charters of LISA Academy- North Little Rock and LISA Academy into one (1) charter, under the name of LISA Academy, for the benefit of their students and increased efficiency in the administration and operation of the two (2) schools;

WHEREAS, the Board has determined that LISA Academy- North Little Rock and LISA Academy should merge their respective charters into a single charter under the name of LISA Academy, and, as a part of the merger process, review the charters' current waivers and request any additional waivers as necessary to provide maximum flexibility necessary for the operation of the schools; and

WHEREAS, the Board, upon due consideration and deliberation, hereby approves and adopts this Resolution for the purpose of merging the charters of LISA Academy- North Little Rock and LISA Academy into one (1) charter under the name of LISA Academy, and the request for any additional waivers necessary as stated above; and

NOW THEREFORE, this Board hereby adopts this Resolution, and authorizes the Superintendent of LISA Academy- North Little Rock to prepare and submit all necessary documentation for the signature of the Board's President and Secretary; to submit said paperwork and this Resolution to the Department of Education for consideration and action by the Department's Charter Authorizing Panel; and to take all other necessary and proper action in order to effectuate the Board's Resolution.

Board President

Board Secretary

11/20/2013

Date

11/20/2013

Date

**LISA Academy
Amendment Request
January 2014**

Notes from Legal Staff –

The Charter Authorizing Panel should examine each waiver requested by the charter. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Ark. Code Ann. § 6-17-2203 and 6-17-2403 (Minimum Salaries for Licensed and Classified Personnel)**
 - Based on this request and other waivers already granted to the Charter, a waiver of Sections 1-8 of the **ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites** is also necessary.
- **Ark. Code Ann. § 6-18-501 et seq. (Student Discipline Policies)**
 - In order to effectuate this waiver, a waiver of the **ADE Guidelines for the Development, Review and Revision of School District Student Discipline and School Safety Policies** is also necessary.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE SCHOOL WORKER DEFENSE PROGRAM AND THE
SCHOOL WORKER DEFENSE PROGRAM ADVISORY BOARD

~~March 1, 2012~~

1.0 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures concerning the School Worker Defense Program and the School Worker Defense Program Advisory Board.

2.0 REGULATORY AUTHORITY

- 2.01 These rules shall be known as the Arkansas Department of Education Rules Governing the School Worker Defense Program and the School Worker Defense Program Advisory Board.
- 2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-1113, 6-17-1118, 25-15-201 et seq. and ~~Act 993 of 2011~~ Act 1073 of 2013.

3.0 DEFINITIONS

- 3.01 “Authorized Volunteers” and “Volunteers in a Registered Volunteers Program” are those who meet the definition of “volunteer” and “registered volunteer” pursuant to Ark. Code Ann. §§ 6-22-101 through 6-22-108.
- 3.02 “Covered person” or “Covered entity” refers to those individuals and entities listed in Section 5.01 of these rules.
- 3.03 “Official duties” are those duties legitimately related to the carrying out of an individual’s position listed in Section 5.01 of these rules.

4.0 SCHOOL WORKER DEFENSE PROGRAM ADVISORY BOARD

- 4.01 The School Worker Defense Program Advisory Board is composed of the following seven (7) members:
- 4.01.1 The Executive Director of the Arkansas Association of Educational Administrators or his or her designee;
- 4.01.2 The President of the Arkansas Rural Education Association or his or her designee;

- 4.01.3 The Executive Director of the Arkansas School Boards Association or his or her designee;
- 4.01.4 The Executive Director of the Arkansas Education Association or his or her designee;
- 4.01.5 The designee of the Attorney General;
- 4.01.6 The Director of the Department of Finance and Administration or his or her designee; and
- 4.01.7 The Commissioner of Education or his or her designee.
- 4.01.8 No employee of the Department of Education who is charged with administering the School Worker Defense Program shall be eligible to serve as the designee of the Commissioner.
- 4.02 Members of the advisory board shall biannually elect a chair, a vice chair, and a secretary from the membership of the advisory board, whose duties shall be those customarily exercised by those officers or specifically designated by the advisory board.
- 4.03 The advisory board shall meet within the State of Arkansas and may meet as often as it deems necessary for the purpose of carrying out its duties as listed in Ark. Code Ann. § 6-17-1118 and these rules.
- 4.04 A majority of the members of the advisory board shall constitute a quorum for the purpose of a meeting.
- 4.05 The advisory board shall have final authority to hear and adjudicate any appeal filed by a school worker for protection against liability pursuant to Ark. Code Ann. § 6-17-1113 and these rules.
- 4.06 In an emergency situation, the chair of the advisory board may approve payment of a claim without a meeting of the advisory board.
- 4.07 The Arkansas Department of Education shall provide support staff for the advisory board.

5.0 SCHOOL WORKER DEFENSE PROGRAM

- 5.01 The School Worker Defense Program is established for the protection of:
 - 5.01.1 Education service cooperatives;
 - 5.01.2 Education service cooperative board members;

- 5.01.3 Public school districts;
- 5.01.4 Public charter schools;
- 5.01.5 Public school board members;
- 5.01.6 Public school treasurers and bookkeepers;
- 5.01.7 Public school nurses;
- 5.01.8 Public school secretaries;
- 5.01.9 Public school substitute teachers;
- 5.01.10 Authorized volunteers;
- 5.01.11 Volunteers in a registered volunteers program;
- 5.01.12 Public school custodians;
- 5.01.13 Food service workers employed by public schools;
- 5.01.14 Bus drivers and mechanics employed by public schools;
- 5.01.15 Maintenance personnel employed by public schools;
- 5.01.16 Each employee of the following who is required to hold a ~~teaching~~ certificate an educator license issued by the Department of Education:
 - 5.01.16.1 A public school district;
 - 5.01.16.2 The Arkansas School for Mathematics, Sciences, and the Arts;
 - 5.01.16.3 The Arkansas School for the Deaf; and
 - 5.01.16.4 The Arkansas School for the Blind;
- 5.01.17 A public charter school teacher;
- 5.01.18 Each teacher's aide and each student teacher:
 - 5.01.18.1 In a public school district;
 - 5.01.18.2 In a public charter school;

- 5.01.18.3 In the Arkansas School for Mathematics, Sciences, and the Arts;
 - 5.01.18.4 In the Arkansas School for the Deaf; and
 - 5.01.18.5 In the Arkansas School for the Blind; and
- 5.01.19 Each member of the dormitory staff of:
- 5.01.19.1 The Arkansas School for Mathematics, Sciences, and the Arts;
 - 5.01.19.2 The Arkansas School for the Deaf; and
 - 5.01.19.3 The Arkansas School for the Blind.
- 5.02 The School Worker Defense Program is authorized, subject to governmental or statutory immunity and any exclusions or rules set forth herein, to protect any of the entities and individuals listed in Section 5.01 of these rules against civil liability, attorney's fees, and costs of defense for acts or omissions of each employee, authorized volunteer or volunteer in a registered volunteers program in the performance of his or her duties as a school volunteer or his or her official duties as a school employee, including civil liability for administering corporal punishment to students, in the amount of:
- 5.02.1 Two hundred fifty thousand dollars (\$250,000) for incidents which occurred prior to July 1, 1999; and
 - 5.02.2 One hundred fifty thousand dollars (\$150,000) for each incident which occurs after June 30, 1999.
- 5.03 The School Worker Defense Program is further authorized to provide limited financial reimbursement not to exceed five thousand dollars (\$5,000) for attorney's fees and costs for the defense of criminal charges if the covered person listed in Section 5.01 of these rules is exonerated by a court of law or if all charges are subsequently withdrawn or dismissed unless: ~~such withdrawal or dismissal is conditioned upon termination of employment or surrender of a professional license.~~
- 5.03.1 Withdrawal or dismissal of the criminal charges is conditioned upon termination of employment or surrender of a professional license; or
 - 5.03.2 The covered person enters a plea of guilty or nolo contendere to the criminal charges.

- 5.04 The School Worker Defense Program Advisory Board may authorize reimbursement under Section 5.03 of these rules in excess of five thousand dollars (\$5,000) in matters that the advisory board finds to require extraordinary attorney's fees and costs. Such authorization may be made at the sole discretion of the School Worker Defense Program Advisory Board if such authorization is sufficiently justified in writing by the covered person or entity as set forth in Section 7.01.2.4 of these rules.
- 5.05 The cost of the School Worker Defense Program shall be paid annually out of funds in the Public School Fund that are designated for that specific purpose.
- 5.06 The School Worker Defense Program shall not pay any costs associated with the administration of the School Worker Defense Program if no funds are designated in the Public School Fund for the purpose of administering the School Worker Defense Program, or if all designated funds have been depleted through the payment of claims through the School Worker Defense Program.
- 5.07 Any school districts previously covered by or moneys expended pursuant to the self-insurance program of the Arkansas Department of Education or the School Worker Defense Program shall be deemed a proper expenditure of state funds as set forth in Ark. Code Ann. § 6-17-1113(c) as that statutory subsection existed on July 1, 2011.
- 5.08 The establishment of the School Worker Defense Program, the approval of these rules and regulations, the investigation of any incident, the payment of any claim, or the defense of any covered person or entity by the School Worker Defense Program does not waive or forfeit any immunity or authorization to provide for hearing and settling claims extended to educational entities and their personnel by the laws of the State of Arkansas.

6.0 ADMINISTRATION OF THE SCHOOL WORKER DEFENSE PROGRAM

- 6.01 The School Worker Defense Program shall be a part of and administered by the Arkansas Department of Education.
- 6.02 The Commissioner of Education may appoint an Arkansas Department of Education Administrator (Program Administrator), who will administer the School Worker Defense Program.
- 6.03 The Program Administrator will receive and review requests for protection and coverage through the School Worker Defense Program.
- 6.04 The Program Administrator will determine whether requests for protection, coverage, reimbursement, or payment meet the requirements of Ark. Code Ann. § 6-17-1113 and these rules.

- 6.05 Any person entitled to protection under the School Worker Defense Program may appeal the decision of the Program Administrator to the School Worker Defense Program Advisory Board.

7.0 PROCEDURES FOR FILING A CLAIM

- 7.01 Any person entitled to protection under Section 5.01 of these rules shall submit a notice of claim to the Program Administrator.

- 7.01.1 The notice of claim shall be sent by certified mail, return receipt requested to:

School Worker Defense Program
ATTN: Program Administrator
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

- 7.01.2 The notice of claim shall include the following information:

- 7.01.2.1 The name, address, telephone number and position of the entity or individual covered under Section 5.01 of these rules;
- 7.01.2.2 If the claim is filed pursuant to Section 5.02 of these rules, a copy of the summons and complaint and an explanation of how the acts and omissions of the employee or volunteer in question were in the performance of his or her official duties;
- 7.01.2.3 If the claim is filed pursuant to Sections 5.03 or 5.04 of these rules, a copy of relevant court documents indicating the withdrawal, dismissal, or acquittal of criminal charges;
- 7.01.2.4 If the claim is filed pursuant to Section 5.04 of these rules, an explanation of the reasons why extraordinary attorney's fees and costs are appropriate;
- 7.01.2.5 A description of the nature of each insurance policy that may provide coverage for the claim. This description shall include, but not be limited to, coverage limits under each policy; and
- 7.01.2.6 The name, address, and telephone number of the attorney who will represent the covered entity or person in the

matter, or a request for an attorney to be appointed by the School Worker Defense Program.

- 7.01.3 Notice of any claim must be given to the School Worker Defense Program within thirty (30) days of a covered person or entity having knowledge of a civil or criminal action being filed or having reason to believe that a claim under the School Worker Defense Program will be made, whichever is later.
- 7.01.4 Once notice has been received by the covered person or entity as to the formal filing of charges or complaints, immediate notice shall be given to the School Worker Defense Program along with copies of any summons and complaints.
- 7.02 For requests for payment or reimbursement, the covered individual or entity shall provide an itemized invoice along with any information required by the Department of Education to substantiate the amounts listed in the invoice.
 - 7.02.1 Invoices shall be submitted by the covered individual or entity quarterly (every three months). Invoices that are not submitted on a timely basis may not be paid by the School Worker Defense Program.
 - 7.02.2 To be submitted on a timely basis, any request for payment of an expense or reimbursement, other than attorney's fees paid pursuant to Sections 5.03 and 5.04 herein, must be received by the Program Administrator within three (3) months of the date the expense was incurred by or known to the covered entity or person or attorney.
 - 7.02.3 For invoices requesting the payment of attorney's fees, the School Worker Defense Program may reimburse the covered individual or entity for attorney's fees up to one hundred dollars (\$100.00) per hour. The payment of fees in excess of one hundred dollars (\$100.00) per hour is the responsibility of the covered individual or entity.
- 7.03 The Program Administrator shall make an initial determination of whether the request for protection, coverage, reimbursement, or payment meet the requirements of Ark. Code Ann. § 6-17-1113 and these rules.
- 7.04 The Program Administrator shall notify the individual or entity making the claim or request for reimbursement and/or payment of the initial determination, in writing, within ten (10) days of receipt of the notice of claim or request for reimbursement and/or payment, subject to the provision of Section 7.05 below. If the Program Administrator denies a claim, the Program Administrator shall provide in writing the reasons for the denial.

- 7.05 The Program Administrator may request additional information before making an initial determination. If additional information is needed for a proper determination, and if the Program Administrator gives timely notice of the request to the individual or entity making the claim, the Program Administrator may approve or disapprove the request for protection, coverage, reimbursement, or payment within ten (10) days of receipt of the additional information.

8.0 PROCEDURES FOR FILING AN APPEAL WITH THE SCHOOL WORKER DEFENSE PROGRAM ADVISORY BOARD

- 8.01 The individual or entity filing the claim may appeal the initial determination of the Program Administrator by filing a written notice of appeal with the School Worker Defense Program Advisory Board within twenty (20) days of receipt of the initial determination.
- 8.02 The written notice of appeal shall be sent certified mail, return receipt requested to:
- School Worker Defense Program Advisory Board
ATTN: Program Administrator (APPEAL)
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201
- 8.03 The written notice of appeal shall include a detailed explanation of how the request for protection, coverage, reimbursement, or payment meets the requirements of Ark. Code Ann. § 6-17-1113 and these rules, and whether the appealing party wishes to appear in person at the meeting during which the School Worker Defense Program Advisory Board will review the appeal. If the appealing party does not wish to appear in person at the meeting during which the appeal will be heard, the School Worker Defense Program Advisory Board may determine whether to grant or deny the appeal based upon the written materials provided by the appealing party and the Program Administrator.
- 8.04 The School Worker Defense Program Advisory Board shall schedule a meeting to review the appeal as soon as practicable, but no later than thirty (30) days from the date of receipt of the notice of appeal by the School Worker Defense Program.
- 8.05 The Program Administrator shall notify the appealing party in writing of the date, time, and location of the meeting during which the School Worker Defense Program Advisory Board will review the appeal.
- 8.06 If the appealing party appears at the meeting during which the appeal is heard, the following procedures shall apply:

- 8.06.1 The Program Administrator shall provide an introduction of the matter and present the reasons supporting the Program Administrator's initial determination. The presentation of the Program Administrator shall be limited to fifteen (15) minutes.
- 8.06.2 The appealing party or the appealing party's representative may provide a presentation of up to fifteen (15) minutes explaining how the appealing party's request for protection, coverage, reimbursement, or payment meets the requirements of Ark. Code Ann. § 6-17-1113 and these rules.
- 8.06.3 The chairperson of the School Worker Defense Program Advisory Board may, for good cause, allow the Program Administrator and/or the appealing party additional time to complete their presentations.
- 8.06.4 Any member of the School Worker Defense Program Advisory Board may, at any time, ask questions of the Program Administrator or appealing party.
- 8.07 A decision to grant or deny the appeal shall be made by a majority of the members of the School Worker Defense Program Advisory Board who are present at the meeting during which the appeal is heard.
- 8.08 The School Worker Defense Program Advisory Board's decision shall be in writing or stated in the record and shall include findings of fact and conclusions of law, separately stated. Findings of fact, if set forth in statutory language, shall be accompanied by a concise and explicit statement of the underlying facts supporting the findings.
- 8.09 The School Worker Defense Program Advisory Board shall notify the appealing party of its decision concerning the appeal within seven (7) days of the meeting during which the appeal is considered. The notice shall include a copy of the written decision issued by the School Worker Defense Program Advisory Board.
- 8.10 A decision to grant or deny the appeal shall be final.

9.0 CONDITIONS

- 9.01 Nothing in these rules should be interpreted to waive any governmental or statutory immunity available under Arkansas law.
- 9.02 Any covered person or entity shall cooperate fully in the defense provided by the School Worker Defense Program. However, a covered person or entity shall not voluntarily make any payment, assume any obligation, incur any expense, or enter into any settlement agreement without prior written approval from the Program Administrator. A violation of this stipulation may void any or all benefits for protection or coverage under the School Worker Defense Program.

- 9.03 The protection or coverage provided by the School Worker Defense Program is primary to any group protection or insurance furnished by a teacher organization.
- 9.04 The protection or coverage provided by the School Worker Defense Program is secondary or excess to any protection, insurance or policy purchased by a school district, association of school districts, or provided by any self-funded risk sharing pool or insurance cooperative.
- 9.05 The School Worker Defense Program may settle or defend, as necessary, any suit or claim seeking compensatory damages. However, any portion of any claim or suit not pertaining to compensatory damages may not be settled without the permission of the covered person or entity involved.
- 9.06 The attorney representing the covered individual or entity must file, on a quarterly basis, a short summary concerning the status of the lawsuit with the Program Administrator. Failure to file a timely summary may result in withdrawal of coverage under the School Worker Defense Program.

10.0 EXCLUSIONS

- 10.01 The protection afforded under the School Worker Defense Program does not apply to any claims for damages which are successfully defended on the affirmative defense of governmental or statutory immunity under Arkansas law. The School Worker Defense Program may pay attorney's fees and costs for the purpose of asserting a successful affirmative defense of governmental or statutory immunity.
- 10.02 The School Worker Defense Program shall not provide protection, coverage or payment for the following:
 - 10.02.1 Intentional torts committed outside the scope of employment; or dishonest or criminal acts or omissions, other than corporal punishment administered in accordance with school district policies on file with the Arkansas Department of Education. Such disqualifying acts do not include intentional acts that are reasonably committed in self-defense, in defense of another, or to prevent bodily injury to self or another;
 - 10.02.2 Contractual damages, including back wages;
 - 10.02.3 Acts or omissions falling outside the official duties of a covered person;
 - 10.02.4 Violation of a court order issued by a court of competent jurisdiction;

- 10.02.5 Punitive damages;
 - 10.02.6 Willful violation of a penal statute or ordinance committed by or with the knowledge or consent of a covered person;
 - 10.02.7 Lawsuits involving desegregation related issues filed after September 14, 1993;
 - 10.02.8 Lawsuits involving voting rights issues filed after September 14, 1993;
 - 10.02.9 Administrative hearings or other hearings of any type unless a formal civil complaint has been filed;
 - 10.02.10 Plaintiff attorneys' fees;
 - 10.02.11 The payment or reimbursement of any deductible or self-insured retention included in any protection, insurance or policy purchased by a school district, association of school districts, or provided by any self-funded risk sharing pool or insurance cooperative;
 - 10.02.12 Any and all demands, claims, suits, actions, complaints, or litigation brought by or filed by a covered entity against another covered entity;
- 10.03 The School Worker Defense Program shall not provide or afford any protection or defense in any form for the operation, maintenance, or use of any motor vehicle, or for any automobile claims of any type.

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE DIGITAL LEARNING ACT OF 2013**

1.00 PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013.

1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Digital Learning Act of 2013.

2.00 AUTHORITY

2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Act 1280 of 2013 and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 LEGISLATIVE AND REGULATORY INTENT

3.01 It is the intent of the General Assembly and of these rules to:

3.01.1 Provide for the expansion of digital learning opportunities to all Arkansas public school students; and

3.01.2 Remove any impediments to the expansion of digital learning opportunities.

3.02 These rules do not authorize a government entity to provide directly or indirectly basic local exchange, voice, data, broadband, video, or wireless telecommunication service except as authorized under Ark. Code Ann. § 23-17-409(b).

4.00 DEFINITIONS

For the purposes of these rules only:

4.01 “Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

~~4.01~~(2) “Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). **Digital learning includes online and blended learning.**

4.03 “Digital Learning Provider” is an agency or entity approved by the Arkansas Department of Education pursuant to these rules that provides digital learning courses to public schools.

4.02(4) “Highly Qualified Teacher” means a teacher who holds at least a Bachelor’s Degree and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches. A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education.

Note: Federal laws or regulations may require teachers in certain subject areas to hold a teaching license (e.g., special education teachers who teach core academic subjects).

4.05 “Online Learning” is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

5.00 DIGITAL LEARNING – APPROVED PROVIDER LIST

5.01 Digital learning services may be procured from both in-state and out-of-state digital learning providers.

5.02 The Arkansas Department of Education shall annually:

5.02.1 Publish a list of approved digital learning providers that offer digital learning services; and

5.02.2 Provide a copy of the list of approved digital learning providers to the House Committee on Education and the Senate Committee on Education no later than June 1 each year.

6.00 DIGITAL LEARNING ENVIRONMENT

6.01 A digital learning environment shall be composed of:

6.01.1 Access to quality digital learning content and online blended learning courses;

6.01.2 Tailored digital content designed to meet the needs of each student;

6.01.3 Digital learning content that meets or exceeds the curriculum standards and requirements adopted by the State Board of Education that is capable

of being assessed and measured through standardized tests or local assessments; and

6.01.4 Infrastructure that is sufficient to handle and facilitate a quality digital learning environment.

7.00 DIGITAL LEARNING PROVIDERS

7.01 To become an approved digital learning provider a digital learning provider shall submit proof that the provider:

7.01.1 Is nonsectarian and nondiscriminatory in its programs, employment practices, and operations;

7.01.2 Demonstrates or partners with an organization that demonstrates successful experience in furnishing digital learning courses to public school students as demonstrated by student growth in each subject area and grade level for which it proposes to provide digital learning courses;

7.01.3 Provides digital learning services that meet or exceed the minimum curriculum standards and requirements established by the State Board of Education and ensures instructional and curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which it agrees to provide digital learning courses; and

7.01.4 Utilizes highly qualified teachers to deliver digital learning courses to public school students. A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education.

7.02 The Arkansas Department of Education or State Board of Education shall not require as a condition of approval of a digital learning provider that the digital learning provider limit the delivery of digital learning courses to public schools that require physical attendance at the public school to successfully complete the credit for which the digital learning course is provided.

7.03 To become an approved digital learning provider in Arkansas, a prospective digital learning provider shall complete the application found at Attachment 1 to these rules and provide the completed application to:

ATTN: Digital Learning Provider Applications
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

The Arkansas Department of Education is authorized to create an electronic version of the application found at Attachment 1.

7.04 *Public school districts and public charter schools that provide digital learning courses to their own students without the assistance of an external digital learning provider are not required to seek approval as a digital learning provider pursuant to these rules.*

7.05 *Public school districts and public charter schools that provide digital learning courses to students other than their own students are required to seek approval as digital learning providers pursuant to these rules.*

8.00 PILOT PROGRAM – DIGITAL LEARNING COURSES

8.01 Beginning in the 2013-2014 school year, all public school districts and public charter schools participating in a pilot program shall provide at least one (1) digital learning course to their students as either a primary or supplementary method of instruction. Public school districts and public charter schools that wish to participate in the pilot program shall provide a notice of intent to participate in the pilot program to the Arkansas Department of Education at the following address:

ATTN: Digital Learning Pilot Program Notification
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

8.02 Beginning in the 2014-2015 school year, all public school districts and public charter schools shall provide at least one (1) digital learning course to their students as either a primary or supplementary method of instruction.

8.03 All digital learning courses provided by public school districts and public charter schools shall:

8.03.1 Be of high quality;

8.03.2 Meet or exceed the curriculum standards and requirements established by the State Board of Education;

8.03.3 Be made available in a blended learning, online-based, or other technology-based format tailored to meet the needs of each participating student.

8.04 Digital learning courses shall be capable of being assessed and measured through standardized tests or local assessments.

- 8.05 Beginning with the entering ninth grade class of the 2014-2015 school year, each high school student shall be required to take at least one (1) digital learning course for credit to graduate.
- 8.06 The State Board of Education shall not limit the number of digital learning courses for which a student may receive credit through a public school or public charter school and shall ensure that digital learning courses may be used as both primary and secondary methods of instruction.
- 8.07 A public school district or public charter school that offers a digital learning course through an approved digital learning provider shall ensure that each digital learning course offered at the public school district or public charter school has been approved by the Arkansas Department of Education.
- 8.07.1 It is not necessary for a public school district or public charter school to seek approval from the Arkansas Department of Education for courses that have previously been approved by the Arkansas Department of Education.
- 8.07.2 For courses not previously approved by the Arkansas Department of Education, a public school district or public charter school that offers a digital learning course through an approved digital learning provider shall obtain approval for the course from the Arkansas Department of Education prior to offering the course to students. A public school district or public charter school may seek course approval by contacting the following office:

ATTN: Digital Learning Course Approvals
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

9.00 EMERGENCY CLAUSE

WHEREAS, Act 1280 of 2013 became effective on or about August 16, 2013; and

WHEREAS, Act 1280 of 2013 requires the Arkansas Department of Education to administer a pilot program for digital learning courses in public school districts and public charter schools during the 2013-2014 school year; and

WHEREAS, Act 1280 of 2013 requires the Arkansas Department of Education to adopt rules to implement the pilot program;

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that imminent peril to the welfare of Arkansas public school districts, public charter schools, and public school students will result without the immediate promulgation of these rules.

ATTACHMENT 1



DIGITAL LEARNING PROVIDER APPLICATION

Date of Application: _____

Name of Provider: _____

Provider Point of Contact: _____

Address: _____

City: _____ State: _____ ZIP: _____

E-mail: _____

Website Address (If Applicable): _____

Is the applicant/provider nonsectarian and nondiscriminatory in its programs, employment practices and operations? Yes: _____ No: _____

Explain: _____

Subject areas for which the applicant/provider intends to offer digital learning courses:

Grade levels for which the applicant/provider intends to offer digital learning courses:

Will the applicant/provider partner with any organization in furnishing digital learning courses to public school students? Yes: _____ No: _____

If so, please provide the following:

Name of Partnering Organization: _____

Address: _____

City: _____ State: _____ ZIP: _____

E-mail: _____

Website Address (If Applicable): _____

A prospective digital learning provider must demonstrate or partner with an organization that demonstrates successful experience in furnishing digital learning courses to public school students as demonstrated by student growth in each subject area and grade level for which it proposes to provide digital learning courses. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

A prospective digital learning provider must meet or exceed the minimum curriculum standards and requirements established by the State Board of Education and ensure instructional and curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which it agrees to provide digital learning courses. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

A prospective digital learning provider must use highly qualified teachers to deliver digital learning courses to public school students. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

Digital learning courses shall be capable of being assessed and measured through standardized tests or local assessments. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

ACKNOWLEDGMENT

I certify that the foregoing information is true, accurate and complete. I understand that the requirements for being an approved digital learning provider in Arkansas are governed by Act 1280 of 2013 and the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013. I further understand that failure to comply with the requirements of Act 1280 of 2013 and the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013 could result in denial of this application or withdrawal of approval status.

Name of Applicant

Date

On Behalf Of:

Submit Completed Application To:

ATTN: Digital Learning Provider Applications
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE DIGITAL LEARNING ACT OF 2013**

1.00 PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013.

1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Digital Learning Act of 2013.

2.00 AUTHORITY

2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Act 1280 of 2013 and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 LEGISLATIVE AND REGULATORY INTENT

3.01 It is the intent of the General Assembly and of these rules to:

3.01.1 Provide for the expansion of digital learning opportunities to all Arkansas public school students; and

3.01.2 Remove any impediments to the expansion of digital learning opportunities.

3.02 These rules do not authorize a government entity to provide directly or indirectly basic local exchange, voice, data, broadband, video, or wireless telecommunication service except as authorized under Ark. Code Ann. § 23-17-409(b).

4.00 DEFINITIONS

For the purposes of these rules only:

4.01 “Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

4.01(2) “Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

4.03 “Digital Learning Provider” is an agency or entity approved by the Arkansas Department of Education pursuant to these rules that provides digital learning courses to public schools.

4.02(4) “Highly Qualified Teacher” means a teacher who holds at least a Bachelor’s Degree and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches. A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education.

Note: Federal laws or regulations may require teachers in certain subject areas to hold a teaching license (e.g., special education teachers who teach core academic subjects).

4.05 “Online Learning” is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

5.00 DIGITAL LEARNING – APPROVED PROVIDER LIST

5.01 Digital learning services may be procured from both in-state and out-of-state digital learning providers.

5.02 The Arkansas Department of Education shall annually:

5.02.1 Publish a list of approved digital learning providers that offer digital learning services; and

5.02.2 Provide a copy of the list of approved digital learning providers to the House Committee on Education and the Senate Committee on Education no later than June 1 each year.

6.00 DIGITAL LEARNING ENVIRONMENT

6.01 A digital learning environment shall be composed of:

6.01.1 Access to quality digital learning content and online blended learning courses;

6.01.2 Tailored digital content designed to meet the needs of each student;

6.01.3 Digital learning content that meets or exceeds the curriculum standards and requirements adopted by the State Board of Education that is capable

of being assessed and measured through standardized tests or local assessments; and

6.01.4 Infrastructure that is sufficient to handle and facilitate a quality digital learning environment.

7.00 DIGITAL LEARNING PROVIDERS

7.01 To become an approved digital learning provider a digital learning provider shall submit proof that the provider:

7.01.1 Is nonsectarian and nondiscriminatory in its programs, employment practices, and operations;

7.01.2 Demonstrates or partners with an organization that demonstrates successful experience in furnishing digital learning courses to public school students as demonstrated by student growth in each subject area and grade level for which it proposes to provide digital learning courses;

7.01.3 Provides digital learning services that meet or exceed the minimum curriculum standards and requirements established by the State Board of Education and ensures instructional and curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which it agrees to provide digital learning courses; and

7.01.4 Utilizes highly qualified teachers to deliver digital learning courses to public school students. A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education.

7.02 The Arkansas Department of Education or State Board of Education shall not require as a condition of approval of a digital learning provider that the digital learning provider limit the delivery of digital learning courses to public schools that require physical attendance at the public school to successfully complete the credit for which the digital learning course is provided.

7.03 To become an approved digital learning provider in Arkansas, a prospective digital learning provider shall complete the application found at Attachment 1 to these rules and provide the completed application to:

ATTN: Digital Learning Provider Applications
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

The Arkansas Department of Education is authorized to create an electronic version of the application found at Attachment 1.

7.04 *Public school districts and public charter schools that provide digital learning courses to their own students without the assistance of an external digital learning provider are not required to seek approval as a digital learning provider pursuant to these rules.*

7.05 *Public school districts and public charter schools that provide digital learning courses to students other than their own students are required to seek approval as digital learning providers pursuant to these rules.*

8.00 PILOT PROGRAM – DIGITAL LEARNING COURSES

8.01 Beginning in the 2013-2014 school year, all public school districts and public charter schools participating in a pilot program shall provide at least one (1) digital learning course to their students as either a primary or supplementary method of instruction. Public school districts and public charter schools that wish to participate in the pilot program shall provide a notice of intent to participate in the pilot program to the Arkansas Department of Education at the following address:

ATTN: Digital Learning Pilot Program Notification
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

8.02 Beginning in the 2014-2015 school year, all public school districts and public charter schools shall provide at least one (1) digital learning course to their students as either a primary or supplementary method of instruction.

8.03 All digital learning courses provided by public school districts and public charter schools shall:

8.03.1 Be of high quality;

8.03.2 Meet or exceed the curriculum standards and requirements established by the State Board of Education;

8.03.3 Be made available in a blended learning, online-based, or other technology-based format tailored to meet the needs of each participating student.

8.04 Digital learning courses shall be capable of being assessed and measured through standardized tests or local assessments.

- 8.05 Beginning with the entering ninth grade class of the 2014-2015 school year, each high school student shall be required to take at least one (1) digital learning course for credit to graduate.
- 8.06 The State Board of Education shall not limit the number of digital learning courses for which a student may receive credit through a public school or public charter school and shall ensure that digital learning courses may be used as both primary and secondary methods of instruction.
- 8.07 A public school district or public charter school that offers a digital learning course through an approved digital learning provider shall ensure that each digital learning course offered at the public school district or public charter school has been approved by the Arkansas Department of Education.
- 8.07.1 It is not necessary for a public school district or public charter school to seek approval from the Arkansas Department of Education for courses that have previously been approved by the Arkansas Department of Education.
- 8.07.2 For courses not previously approved by the Arkansas Department of Education, a public school district or public charter school that offers a digital learning course through an approved digital learning provider shall obtain approval for the course from the Arkansas Department of Education prior to offering the course to students. A public school district or public charter school may seek course approval by contacting the following office:

ATTN: Digital Learning Course Approvals
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

ATTACHMENT 1



DIGITAL LEARNING PROVIDER APPLICATION

Date of Application: _____

Name of Provider: _____

Provider Point of Contact: _____

Address: _____

City: _____ State: _____ ZIP: _____

E-mail: _____

Website Address (If Applicable): _____

Is the applicant/provider nonsectarian and nondiscriminatory in its programs, employment practices and operations? Yes: _____ No: _____

Explain: _____

Subject areas for which the applicant/provider intends to offer digital learning courses:

Grade levels for which the applicant/provider intends to offer digital learning courses:

Will the applicant/provider partner with any organization in furnishing digital learning courses to public school students? Yes: _____ No: _____

If so, please provide the following:

Name of Partnering Organization: _____

Address: _____

City: _____ State: _____ ZIP: _____

E-mail: _____

Website Address (If Applicable): _____

A prospective digital learning provider must demonstrate or partner with an organization that demonstrates successful experience in furnishing digital learning courses to public school students as demonstrated by student growth in each subject area and grade level for which it proposes to provide digital learning courses. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

A prospective digital learning provider must meet or exceed the minimum curriculum standards and requirements established by the State Board of Education and ensure instructional and curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which it agrees to provide digital learning courses. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

A prospective digital learning provider must use highly qualified teachers to deliver digital learning courses to public school students. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

Digital learning courses shall be capable of being assessed and measured through standardized tests or local assessments. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

ACKNOWLEDGMENT

I certify that the foregoing information is true, accurate and complete. I understand that the requirements for being an approved digital learning provider in Arkansas are governed by Act 1280 of 2013 and the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013. I further understand that failure to comply with the requirements of Act 1280 of 2013 and the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013 could result in denial of this application or withdrawal of approval status.

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