



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application District Conversion Public Charter School

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



Name of Proposed Charter School:

Harrison High School

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Harrison High School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: N/A

Name of School District: Harrison School District

Name of Contact Person: Melinda Moss

Address: 110 S. Cherry St. City: Harrison

ZIP: 72601 Daytime Phone Number: (870) 741-7600 FAX: (870) 741-4520

Email: moss@moss.k12.ar.us

Charter Site Address: 925 Goblin Drive, Harrison, AR 72601

City: Harrison

ZIP: 72601 Date of Proposed Opening: August, 2017

Name of Superintendent: Melinda Moss

Address: 110 S. Cherry St. City: Harrison

ZIP: 72601 Daytime Phone Number: (870) 741-7600

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The Mission is to "Maximize the learning of EVERY scholar within a personalized learning environment that equips each student with career and college readiness."

Through a conversion charter, students have multiple pathways to choose: traditional format, blended personalized learning, increased industry certifications and concurrent credit opportunities. In other words, an educational experience tailored to each student's specific needs and goals. Through a teacher facilitated blended learning environment rich in digital as well as project-based learning opportunities, students have the option of navigating a flexible schedule design that promotes college and career readiness.

Career exposure through industry professionals delivering industry certification elective courses in areas of manufacturing, health, computer technology, and logistics. In addition, an expansion of concurrent credit opportunities leading to an Associates Degree will be facilitated through such entities as North Arkansas College, Virtual Arkansas, Arkansas Tech, etc.

The Harrison High School Conversion Charter is dedicated to the education of the whole child by promoting advanced communication skills, a collaborative environment, and an innovative approach to teaching and learning. With an intense student mentoring component and small group targeted instruction, students have the opportunity to be self-directed while being equipped with the perseverance and skills needed to be college and career ready.

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

Applicant Response:

Key programmatic features:

1. Strong relationships with North Arkansas College, local business and industry.
2. Industry specific training through nationally recognized industry certification courses as high school elective, and in some cases college articulated, credit; concurrent credit; and technical certification.
3. Direct interaction with experts in the field of study provide authentic and transferable learning.
4. Technology infused instructional processes through personalized blended learning opportunities.
5. Student control over time, pace, place and path which will contribute to perseverance and the development of soft-skills that are readily transferable to the work place setting.
6. Teacher facilitated project-based learning opportunities.
7. Assigned teacher mentors throughout a student's high school career to ensure success.
8. Student pursuit of a dual high school and college associates degree and/or technical certification through partnerships with colleges, universities, and trade schools as well as local industry experts.
9. Personalized responsibility levels within the program which also contribute to soft-skills attainment

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

Prior to the public meeting to consider a conversion charter school application, a public School Board meeting was held in spring 2016 where a resolution of the board was enacted to support waivers under ACT 1240 that piloted concepts now embedded in this conversion charter application. The state board of education heard the waiver requests on May 12, 2016 and granted them in their entirety. Several public and parent meetings were held to describe the HALO program with slots up to 100 in the first pilot year. As of June 10, 2016, 70 students have enrolled in the grades 10 and 11 pilot with expansion to grades 9-12 planned for the 2017-2018 school year.

Public Charter Meeting held July 12, 2016. (documents attached, exhibit 1)

John Sherman, President of Harrison School Board will welcome stakeholders and facilitate the meeting.

Agenda:

Welcome

Background and Description of Conversion Charter School - Dr. Melinda Moss, Superintendent

Charter School Overview, Waivers, Rationale and Benefit - Mr. Bill Keaster, Principal

Programs of Study - Mr. Rance King, Counselor

Question and Answer Session

Conclusion - Dr. Melinda Moss, Superintendent

Parents, students, faculty, administrators and board members attended the meeting as well as community leaders and North Arkansas College Administrator. The overall comments and expressions of interest were very positive with one parent voicing how excited she was for this opportunity for her daughter and the need of this program to benefit the entire community.

One parent asked which business and industries we were working with as well as what certifications would be available. She was delighted to hear specific industry names and the variety of offerings.

High School business teacher brainstormed even more certification opportunities of which she was aware such as the local airport offering pilot training.

Some concern was expressed over the short application timeline and whether adequate faculty and staff involvement had taken place. In response the district issued an email to all as well as the attached timeline and comparison documents with an invitation to keep all lines of communication open. (exhibit 2)

Initial responses to the email dated 7/14/2016 have been appreciative and positive.

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

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

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

Applicant Response:

The Mission is to "Maximize the learning of EVERY scholar within a personalized learning environment that equips each student with career and college readiness."

Through a conversion charter, students have multiple pathways to choose: traditional format, blended personalized learning, increased industry certifications and concurrent credit opportunities. In other words, an educational experience tailored to each student's specific needs and goals. Through a teacher facilitated blended learning environment rich in digital as well as project-based learning opportunities, students have the option of navigating a flexible schedule design that promotes college and career readiness.

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

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

| DISTRICT DATA | | | |
|--|--|--|---|
| District Name | Harrison School District | | |
| District Status | Needs Improvement | | |
| | LITERACY ESEA Report Percentage Achieving or Advanced | MATH ESEA Report Percentage Achieving or Advanced | Graduation Rate Report Card Percent Graduated |
| All Students (Combined) | 46.64 | 31.69 | 89.74 |
| Targeted Achievement Gap Group | 34.79 | 22.87 | 81.82 |
| African American | n < 10 | n < 10 | n < 10 |
| Hispanic | 40.38 | 25.93 | n < 10 |
| White/Caucasian | 46.98 | 31.91 | 89.53 |
| Economically Disadvantaged | 35.35 | 23.14 | 83.33 |
| English Language Learners/ Limited English Proficient | n < 10 | n < 10 | n < 10 |
| Students with Disabilities | 12.07 | 14.29 | 73.68 |

| CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER | | | |
|--|--|--|--|
| District Name | Harrison School District | | |
| Campus Name | Harrison High School | | |
| Grade Levels | 10-12 | | |
| Campus Status | Needs Improvement | | |
| | LITERACY ESEA Report Percentage Achieving or Advanced | MATH ESEA Report Percentage Achieving or Advanced | Graduation Rate Report Card Percent Graduated IF APPLICABLE |
| All Students (Combined) | 36.13 | 11.07 | 89.74 |
| Targeted Achievement Gap Group | 24.72 | 10.53 | 81.82 |
| African American | n < 10 | n < 10 | n < 10 |
| Hispanic | n < 10 | n < 10 | n < 10 |
| White/Caucasian | 37.08 | 11.39 | 89.53 |
| Economically Disadvantaged | 24.42 | 10.74 | 83.33 |
| English Language Learners/ Limited English Proficient | n < 10 | n < 10 | n < 10 |
| Students with Disabilities | n < 10 | 0.00 | 73.68 |

| CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION | | | |
|--|--|--|---|
| District Name | Alpena School District | | |
| Campus Name | Alpena High School | | |
| Grade Levels | 7-12 | | |
| Campus Status | Needs Improvement | | |
| | LITERACY ESEA Report Percentage Achieving or Advanced | MATH ESEA Report Percentage Achieving or Advanced | Graduation Rate Report Card Percent Graduated |
| All Students (Combined) | 36.81 | 11.49 | 88.00 |
| Targeted Achievement Gap Group | 27.10 | 8.57 | n < 10 |
| African American | n < 10 | n < 10 | n < 10 |
| Hispanic | n < 10 | n < 10 | n < 10 |
| White/Caucasian | 37.31 | 12.23 | 86.96 |
| Economically Disadvantaged | 28.16 | 9.00 | n < 10 |
| English Language Learners/ Limited English Proficient | n < 10 | n < 10 | n < 10 |
| Students with Disabilities | 0.00 | 0.00 | n < 10 |

| CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER | | | |
|---|--|--|--|
| District Name | Harrison School District | | |
| Campus Name | Harrison Junior High School | | |
| Grade Levels | 9-12 | | |
| Campus Status | Needs Improvement | | |
| | LITERACY ESEA Report Percentage Achieving or Advanced | MATH ESEA Report Percentage Achieving or Advanced | Graduation Rate Report Card Percent Graduated IF APPLICABLE |
| All Students (Combined) | 44.53 | 31.69 | |
| Targeted Achievement Gap Group | 30.00 | 18.58 | |
| African American | n < 10 | n < 10 | |
| Hispanic | 38.89 | 22.22 | |
| White/Caucasian | 45.03 | 31.64 | |
| Economically Disadvantaged | 31.27 | 18.93 | |
| English Language Learners/ Limited English Proficient | n < 10 | n < 10 | |
| Students with Disabilities | 0.00 | 3.13 | |

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

Applicant Response:

Overall, Harrison School District has a reputation of high academic achievement. Every campus except the High School has received Arkansas Rewards School Status and Office of Educational Policy High Achieving Schools awards. Harrison's poverty indicator rests around the 50% Free Reduced Lunch Rate. The economically disadvantaged sub-group is the largest sub-population within the district. Harrison desires that every flexibility indicator and subgroup achieve at a high level of performance.

In 2015, North Arkansas College received a Workforce Planning Grant and began a collaboration with Harrison School District, Harrison Regional Chamber of Commerce, and major area employers to submit the Workforce Implementation Grant. Out of this synergistic endeavor came the HALO concepts we describe within this Conversion Charter Application. Within the Harrison region, over 200 job vacancies exist simply between the Regional Hospital, PACE and Wabash Industries alone. During area meetings and Career/Technical Summits, the resounding need for a local workforce with soft-skills development was articulated over and over.

Harrison School District recognizes that while over 80% of our high school graduates indicate post-secondary college attendance far fewer actually persist to graduation. Combine a high college attrition rate with a large unfilled workforce need and we have a community problem that expands to a state and national level. We simply can't keep doing business as we've always done it and expect different results if we want our community to grow and prosper.

The proposed Charter's Mission is to "Maximize the Learning of EVERY Scholar..." This means EVERY. A differentiated instructional program that meets the individual needs of every student is crucial. Therefore, an increase in vocational and concurrent credit opportunities alongside industry certifications will enable Harrison Schools to increase every group's retention by offering programs that provide relevancy and interest geared toward college and career readiness.

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

Applicant Response:

According to the U.S. Census Data, only 29.3% of the Harrison citizens hold a post-secondary degree and 18.3% of Harrison citizens are living below the poverty level.

A survey conducted by the Department of Human Services titled the 2015 Arkansas Prevention Needs Assessment, surveyed students in grades 6, 8,10 and 12. The survey asked, "What is the highest level of schooling completed by your mother or father?" Among Harrison students that responded, only 32.9% said one or both of their parents had completed college. Eight percent of parents had not completed high school with another 20% of students saying they did not know their parent's highest level of schooling.

Graduates of Harrison High School Conversion Charter will help to remedy the negative community factors mentioned.

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

Applicant Response:

1. The Harrison High School Conversion Charter will provide digital content as well as traditional content delivery and project-based learning in the core curricular content areas with a certified teacher as facilitator in a flexible learning environment not bound by pace, place, path or time.

During our inaugural year, students within the HALO option will have the opportunity to access the school day between 7:30AM – 4:30PM. However, in the years that follow, as we gather data and hear more from our families, students, and faculty, we will continuously examine the length of the school day to determine the most effective fit for the community. Students needing extra time to master a concept may do so. Conversely the student that has reached completion of a concept may move on at an accelerated pace when appropriate. The level of flexibility earned within a student's day will be dependent on their earned responsibility levels within the HALO program. This flexible day may be expanded to all students as data is gathered. Each student within the HALO option will swipe an ID badge to begin their school day in much the same way an employee would clock into the traditional work environment. Parents will receive notification that their child has arrived on campus.

2. Expansion of industry certification courses as elective credit will be facilitated by industry partners, such as PACE Industries, to incorporate such things as A+ CompTia Computer Technician Certification, Manufacturing Skill Standards Council Certifications (MSSC), and others directly to the students on the Harrison High School Conversion Charter campus. As students advance in their career interests and exposures, attendance at available post-secondary institutions will be expanded leading to associate degree and vocational programs. The flexibility in instructional seat time referenced in paragraph 1 will allow expanded opportunities to attend the college while still participating in extracurriculars and other areas so valued within the traditional high school experience.

3. Teacher mentors will be assigned, initially to each student within the HALO option. These mentors will persist with the student throughout their high school experience. Using a student data-base aligned with the school's personalized content delivery, every teacher will be able to, at a glance, determine if the student is making adequate progress within their content areas. Mentors will also work with each student to review their career aptitude and interest data, helping to match their industry certification, concurrent credit and/or vocational training choices to their strengths. Expanding the mentoring program, beyond traditional counseling, is a goal of the conversion charter as scalability and effectiveness is determined.

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

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

| GOAL | Assessment Instrument for Measuring Performance | Performance Level that Demonstrates Achievement | When Attainment of the Goal Will Be Assessed |
|--|---|---|---|
| Exceed the state average in ELA on the ACT Aspire assessment | ACT Aspire | Exceed state average | Annually |
| Exceed the state average in Mathematics on the ACT Aspire assessment | ACT Aspire | Exceed state average | Annually |
| Exceed the state ACT average | ACT | Exceed state average | Annually |
| 70% of all graduating seniors will hold an industry certificate and/or obtain concurrent credit. | Industry Certificate, Student Transcript | 70% | An annual review will take place. The applicant expects 70% by year three of the Charter. |
| Graduation rate of 90% | ADE report | 90% | Annually |

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

Applicant Response:

Goals 1 and 2: When students are successful in meeting this goal, they are successfully mastering the curriculum at a level to advance to more challenging courses. Additionally, they have learned math at a level

allowing them to incorporate skills successfully in their subsequent courses and future career. They have the English language skills to successfully communicate and write in their career fields.

Goal 3: Exceeding the ACT state average will indicate a level of academic mastery to enable them to be college ready. The Harrison School District will prepare students to be academically successful after high school.

Goal 4: The perseverance and task persistence instilled through the options available throughout the conversion charter will motivate students to move beyond industry certifications to expanded opportunities for college and technical school attendance. By showing Harrison students the alignment of career pathways to educational opportunities, students will actively know the direct correlation between continued, meaningful study and a rewarding career.

Industry Certifications will allow Harrison High School Conversion Charter students to pursue professional opportunities in their chosen field. The various certifications will show that the students have obtained the necessary skills and knowledge to excel in the workforce. Industry certification will provide these students with job placement advantages, employment opportunities, technical school admission or college admission. By the mere exposure to industry experts as certification course teachers, a rapport with community employers will be fostered. Instilling within Harrison students a vision of the world of work with themselves an integral part is crucial to meeting the workforce needs that exist within our community for it to prosper.

Goal 5: An improved graduation rate will automatically expand future opportunities for Harrison students. A higher than average graduation rate will support the mission to offer an educational program that ensures success. The method of learning and the ability to target student interest is designed to keep students engaged and successful through graduation - personalized learning designed for student success. With the opportunity for a value-added diploma in the form of industry certifications and concurrent credit, a greater incentive to stay in school will exist.

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

Applicant Response:

HIGH SCHOOL COURSES

GRADE(S): 9 - 12 YEAR OFFERED: 2017 - 2018

REQUIRED COURSES

- 9th grade English 1 unit, 10th grade English 1 unit, 11th grade English 1 unit, 12th grade English 1 unit.

- Algebra 1 unit, Geometry 1 unit, Algebra II 1 unit, and Algebra III 1 unit or Pre-Calculus 1 unit.

- Physical Science 1 unit, Biology 1 unit, Chemistry 1 unit.

- Civics 1/2 unit or American Government 1/2 unit

- World History 1 unit, American History 1 unit, Economics 1/2 unit.

- Oral Communications 1/2 unit
- Physical Education 1/2 unit
- Health & Safety 1/2 unit
- Fine Arts 1/2 unit
- Career Focus 6 units

ELECTIVE COURSES

- Journalism I, Journalism II, Journalism III, AP English Language, AP English Literature, College English, ELA Drama.
- Television I Beginner, Television II Intermediate, Television III Advanced, Television Lab.
- AP Calculus, College Algebra.
- Anatomy & Physiology, Environmental Science, Physics, AP Biology, AP Chemistry.
- AP American History, AP World History, Psychology, Sociology.
- Art A, Art B, Art Appreciation, Instrumental Music, Instrumental Music, Instrumental Music, Instrumental Music, Vocal Music, Vocal Music I, Vocal Music II, Vocal Music III, Vocal Music IV, Music Appreciation, Music Theory, Music Theory, Advanced Vocal Music I, Advanced Vocal Music II, Advanced Vocal Music III.
- Survey of Agri Systems, Agri Mechanics, Agri Metals, Horticulture, Plant Science, Animal Science, Biological Animal Science, Agri Business, Agri Marketing, Agri Coop, Agri Work.
- Computer Applications I, Computer Applications II, Computer Applications III, Computerized Accounting, Digital Layout and Design, Digital Imaging, Digital Media, Digital Audio/Video Productions, Marketing, Small Business Operations, Sports and Entertainment Marketing, Marketing Work.
- Family and Consumer Science, Child Care Management, Housing and Interior Design, Nutrition and Wellness, Personal and Family Finance, Child Development, Orientation to Teaching, Parenting, Foods and Nutrition.
- Furniture Manufacturing I, Furniture Manufacturing II, Furniture Manufacturing Lab.
- Fitness I, Fitness II, Fitness III, Driver Education.
- Resource English, Resource Math, English Extensions, Math Extensions.
- Spanish I, Spanish II, Spanish III, AP Spanish IV.
- Industry Level Certification Courses such as A+ CompTia, MSSC, etc.

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

Applicant Response:

The Harrison School District will support the Harrison High School Conversion Charter by providing all costs associated with the curriculum including the necessary technology, professional development and curriculum resources with the exception of associated college tuition fees for textbook costs not otherwise funded. In its first year of pilot through Act 1240 waivers, the District has supported up to 100 10th and 11th grade students within the initial Harrison AdvancEd Learning Opportunity (HALO) program for the 2016-2017 school year. This Conversion Charter application allows for the expansion of the program throughout the high school, grades 9-12 in the 2017-2018 school year and beyond.

The District has committed funds, within its regular operating budget, to support the development and progression of the blended, personalized learning model. The District provides 1:1 technology for all students grades 9-12. There is also partnership support with Pace Industries to provide an industry expert to teach manufacturing certification courses, as elective credit, through the Manufacturing Skill Standards Council (MSSC). Instructor training of local industry experts was paid for by the Boone County Economic Development Corporation. The District has a technology department employee designated to offer the A+ CompTia Certification courses to students and is committed to continued funding of that offering. In addition, workforce development funds have been applied to teach Craft Skills and introductory CNA related courses, at the High

School through North Arkansas College. Conversations continue to determine the applicability of the MSSC Logistics program courses for Harrison High School Conversion Charter Students. Microsoft Office Certification will also continue under this program. This District, working closely with the community stakeholders, will continue to actively seek such partnerships to enhance career awareness and readiness through the Conversion Charter avenue. The District will continue to seek additional funding through business and community partners and grants to supplement offerings.

Initially, students within the HALO option will be assigned a teacher mentor to guide them through their four years of high school career. This teacher mentor will meet weekly to monitor each student's academic progress through the personalized learning program in their core content areas and define their goals for the week. Mentors will also communicate at least meet monthly with the parents. Parent access to each student's progress will be available 24/7 through the learning management system. The mentor will also engage in regular conversations, interest and aptitude testing/interpretation, and selection of concurrent and/or business/industry offerings, as needed. Intensive mentoring beyond traditional high school counseling will expand to include more and more students as scalability and effectiveness are evaluated in subsequent years.

The vision of the conversion charter allows students to individualize their learning. A student shall be placed in a given course after meeting prerequisites required for that course and successfully completing prior coursework. It is critical for students to be carefully evaluated and monitored to ensure success. Students will not be placed on an accelerated track or into dual credit courses if there is evidence to suggest that it is not in the student's best interest. Information that may be considered for course placement include: test scores; current scheduled courses; previous grades; transfer credit; program enrollment; evaluation of project samples, portfolios or other assessments. All students will be scheduled into courses needed to meet graduation requirements, academic support courses, if appropriate, and elective courses. All students are expected to have a full schedule, which may include internships, on-the-job training, and project-based experiences for credit.

No F's will be given in the HALO option. A student will receive an "incomplete" or "I" until he or she achieves a minimum 70 percent level in that subject. Only then can the student move on.

To receive accelerated transcript credit, a student will have to show proficiency on each standard within a course.

English Language Learners will be placed into the appropriate language supported classes based upon their performance in the state English Language Learner assessment and staff recommendation. If the current year's assessment results are not available, the most recent assessment score will be used for placement.

Additional options for meeting graduation requirements may include approved online courses. Online courses are comparable to traditionally taught classes in rigor and expectation. Students selecting to take online courses should be self-motivated, self-directed, and able to learn effectively in a self-paced environment. Online courses are subject to the same rules as other courses regarding retaking the course, grading, GPA calculation, and transcript. These courses will be offered under the supervision of faculty and staff. Each student will be mentored and progress monitored to ensure the student stays on task and completes the required course work.

If the student does not actively participate in the online course, the student will be counseled and may be dropped from the course without earning credit. A student who is actively engaged in the online course and time on task and effort is documented may receive an "I" (incomplete) and allowed to complete the course. A student may elect to take all of their required coursework online.

Concurrent credit courses are designed to address the needs and interests of motivated students interested in receiving their associate's degree or technical certification at the same time they receive a high school diploma. Some courses are college level and satisfy the high school credit requirement. In a concurrent credit class, content is covered at an increased pace and with more depth and rigor. Students will engage in critical thinking, read scholarly materials, and write technically for the purpose of research to develop college and career readiness skills. Students who plan to attend a post-secondary institution should consider concurrent credit courses. Career readiness courses may or may not provide dual credit, but will support the completion of an industry level certification. Students will gain hands-on skills and job experience.

Regardless of each student's post-secondary plans, all students will complete a "College Bound Now" packet as part of their high school graduation requirements. "College Bound Now" is a partnership with North Arkansas Community College whereby college representatives walk each student through the completion of a North Arkansas College Application and a Financial Aid (FAFSA) form. Each student then receives an acceptance letter. Whether they intend to go to Northark or not, this process will demystify the application and FAFSA requirements, get them considering their future possibilities and gain the confidence to consider college attendance they may have previously dismissed.

Students will have the opportunity to participate in classes, labs, and work experience that will give them real world experience in a chosen career area. Career readiness classes may be blended courses with multiple configurations for course work completion. Work-based learning will be related to the student's personal career goals. Experiential learning courses are specific classes offered in the school. Such classes will include hands-on experiences with experts in their fields.

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

Applicant Response:

The educational program proposed is a multifaceted approach to high school education. The components are designed to allow students to be self-directed, develop intrinsic motivation, and acquire the skill set to be successful adults.

Students will be able to attend classes within a flexible, blended learning and personalized environment facilitated by certified teachers that will provide a combination of traditional lecture in the form of class meetings, individual mentoring, small group instruction, project-based activity and digital content. The flexibility of HALO will further facilitate attendance in concurrent offerings, both on and off the High School campus, as necessary and fitting to each student's goals and capabilities. The digital curriculum will serve to extend the school day allowing time to become the variable. Students will be challenged to meet the demands of the accelerated and concurrent credit options.

Students will have the options below:

- A) High School Diploma - students will graduate with the traditional high school diploma having all the core requirements for high school completion.
- B) High School Diploma with:
 - 1. Certificate of Proficiency - demonstrating mastery of course required skills in specified performance standards in the areas or disciplines that issue certifications. The program of study may be a stand-alone program or part of a technical certificate or associate's degree curriculum. Examples include but are not limited to: A+ Comptia Computer Technician Certification, Certified Production Technician, or Logistics Technician.
 - 2. Technical Certificate - a program of collegiate level study that recognizes the completion of a specified level of competency in an occupational field. This program of study may be a stand-alone program or a part of an associate's degree curriculum. Partner institution requirements must be fulfilled for graduation.

Note: Both types of certificates are granted once a student has passed courses, tests, and/or training that give them industry-standard job readiness skills and knowledge. Technical certificates generally require more credits than do certificates of proficiency.

- A) High School Diploma with:

Associate's Degree (Concurrent Credit Option)

The aim of this program is to allow students to enter the workforce at a skilled level and to enter college as juniors. College expenses are substantial and students who graduate with extensive college experience are likely to understand the challenges and discipline needed to complete a bachelor's degree. Industry partners will also consider their hire with tuition aid, as their employees, to complete the bachelor's degree while holding a valuable position within the company. At this time, North Arkansas College has committed 300 credit hours per semester at a reduced rate of \$50 per credit hour for high schools within their service area. At the time of this application, the students, themselves, will pay the tuition costs for concurrent credit.

A free college tuition option is available through Early College High School, Arkansas Tech University.

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

| School Year | Grade Levels | Maximum Enrollment |
|-------------|--------------|--------------------|
| 2017-2018 | 9-12 | 1,000 |
| 2018-2019 | 9-12 | 1,100 |
| 2019-2020 | 9-12 | 1,200 |
| 2020-2021 | 9-12 | 1,300 |
| 2021-2022 | 9-12 | 1,400 |

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

EXPENSES TO BE INCURRED BY NEW CHARTER

| | |
|---|---------------------|
| Specific Item/Program/Service | Estimated Cost |
| Check out Software and supplies | |
| Personalized Curriculum | |
| Technology - Devices | |
| Technology - Filtering | |
| Instructor Training for Industry Certifications | |
| Test Fees for Industry Certifications | |
| Audio/Video Recording System | |
| | <u>\$450,700.00</u> |
| | |
| Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i> | Amount |
| Be As specific as possible with funding source; will the district have funds available to fund the new program? | |
| <u>General Operating Fund</u> | <u>\$427,700.00</u> |
| <u>Harrison School Foundation Grant</u> | <u>\$3,000.00</u> |
| <u>Boone County Economic Development Corporation to fund MSSC and other industry certification instructor trainings and student certification tests</u> | <u>\$20,000.00</u> |
| <u>Some carryover funds from fund balances in years past may be diverted from the building fund to operating to cover initial expenses</u> | |
| Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i> | Amount of Reduction |
| Will the district have to cut a program funded in previous years to fund the new charter program? | <u>\$0.00</u> |

No variance.

Explanation

Expenditures will not exceed available revenue. If necessary, carryover funds from previous years will be used as a funding source.

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

Applicant Response:

Personalized learning within a flexible environment that is tied to workforce development is the core of the Harrison High School Conversion Charter. The school's goal is to meet each student's individual learning needs by creating a unique self-paced, blended learning environment that is project-based and career focused. To accomplish this, specific waivers are being sought that will allow the Harrison High School Conversion Charter the opportunity to best meet the needs of students. The district conversion charter school designation will allow industry level professionals to provide high level content instruction to students. The continued seat-time waiver alongside competency-learning will allow students to move at their own pace; accelerating their learning in areas of competence while spending more time on concepts that are harder for them to master. This allows students more opportunities to participate in industry level internships and complete college coursework while they are enrolled.

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

Applicant Response:

A. Employing Personnel:

- a. The Harrison High School Conversion Charter will have the ability to partner with local business and industry to employ industry level professionals for specialized and highly technical classes. Partial full-time equivalent employment will allow the industry expert to remain employed in their field of expertise, while imparting their work experience to up and coming industry experts.
- b. Companies will have the ability to connect with students at a much younger age to encourage them to enter a chosen field of interest.
- c. Companies can begin mentoring potential candidates for positions and scholarship opportunities in their future.

B. Developing and Controlling the Charter School Budget:

The Harrison School District leadership team will establish a budget that is fiscally sound, follows the Education Department General Administrative Regulations (EDGAR) procedures, and provides for equitable resources to sustain student growth opportunities. Student growth enrollment and industry partners will be key factors in developing future planning opportunities for students. The Harrison High School Conversion Charter will seek grant funds and partnerships to support ongoing efforts.

C. Managing Day to Day Operations:

Harrison High School Conversion Charter will follow all District policies and procedures for governing school and day-to-day operations. The District will provide staffing to support facility maintenance, counseling, nursing, and other related services.

D. School Calendar:

The Harrison High School Conversion Charter will follow the traditional school year. However, with the unique nature of personalized, blended learning, digital learning days will be utilized in cases of emergency school cancellations. With the use of digital content delivery, students have anytime access to content and curriculum, this will allow the support of learning at the pace that is best for each student. A flexible design within the school day will allow students to participate in business and industry internships as well as concurrent credit and vocational learning opportunities away from the high school campus. The calendar may change in the future to help accommodate student internships, apprenticeships, and work schedules. There is also a possible need to change the schedule for the industry specialists chosen to teach the courses who are employed in their profession at the same time as they are teaching.

E. It is hard to predict other areas of autonomy that will be needed. Harrison will continue to seek new and innovative ways to provide the highest level of education to students. Teachers will have more autonomy to collaborate across the curriculum to remove redundant standards, align core competencies, and create a truly project-based, interdisciplinary personalized education for all students.

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

Applicant Response:

A. A representation of stakeholders (students, parents, licensed faculty, community members) will be vital in development, implementation, and evaluation of the school's improvement plan. A committee process will be utilized as is done currently with its Arkansas Comprehensive School Improvement Plan (ACSIP) currently. The ACSIP plan will be submitted annually to the Department of Education for approval. The ACSIP committee will review data from the state-mandated assessments (ACT Aspire) to determine areas of strength and weakness in student achievement. The committees will then develop a course of action to meet the specific identified needs of students. Testing data will also be evaluated for student performance in reaching the school's Annual Measurable Objectives (AMO) and the school's targeted Achievement Gap Group (TAGG) progress.

Other goals in addition to proficient student test performance may include enrollment in vocational and concurrent offerings, student certification testing success, job placement and college follow-up data. Persistence to graduation will be critical.

Finally the improvement committee will analyze, modify and make improvement recommendations as needed to insure proper program implementation and faculty professional development that will support increased student success.

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

Applicant Response:

The improvement team will meet at least twice per year to review existing data. The data review will be used to make the needed changes for increasing student achievement. The school will also incorporate a Professional Learning Communities (PLC) model for each subject areas goals and student progress. Teacher collaboration around each student's performance will further aid in the programs personalization for each student and interdisciplinary projects within the core content areas. A system to survey students within the HALO program and the Harrison High School Conversion Charter as a whole will provide frequent feedback to school leaders and the improvement team members. This feedback will be used to gain ideas and suggestions for increased student achievement.

Through a personalized, blended model utilizing meaningful project-based learning with a career focus, student needs and interests will be met. Utilizing industry experts, high level elective instruction will allow students to obtain vocational knowledge and industry certifications. Seeing the relevance in their studies and a clear pathway to the world of work will further motivate students to perform at a high level. The continued seat-time waivers will allow students to move at their own pace and accelerate their learning alongside more opportunities to participate in industry level internships and/or college coursework while enrolled in high school.

During our inaugural year, students within the HALO option will have the opportunity to access the school day between 7:30AM – 4:30PM. However, in the years that follow, as we gather data and hear more from our families, students, and faculty, we will continuously examine the length of the school day to determine the most effective fit for the community. Through digital delivery, the actual school day will be lengthened. Students will be able to check in as early as 7:30 through a time clock format that will send an immediate notification to their

parents they have arrived at school. Conversely, students may swipe out as late as 4:30, again notifying parents of their departure. The online learning management system will give immediate visual access to a student's level of content attainment and proper assignment of responsibility level - green, yellow or red as their individual pace indicates.

The use of small group targeted instruction for traditional delivery of course content as well as weekly individual mentoring will further ensure the success and proper progression of each student's instructional path.

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

Applicant Response:

The curriculum will follow the Arkansas Curriculum Frameworks and requirements of the state standards as adopted by the Arkansas Board of Education. Professional Development will provide faculty with the necessary and effective support for sustained student academic growth as well as career awareness. Necessary Teacher Excellence Support System (TESS) evaluations will be utilized to articulate teacher effectiveness in instructional delivery methods.

Another facet to ensure that curriculum is aligned will be by continuing to use Professional Learning Community (PLC) concepts. Collaboration in the service of each student, development of interdisciplinary projects and student data monitoring will all ensure not only alignment with the standards but also alignment with the students themselves through personalization aimed at the whole child as each student navigates through their high school career

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

A) Guidance program;

Applicant Response:

Harrison High School currently employs two highly qualified high school counselors. The counselors also serve and assist students in securing scholarships for post-secondary education. The counselors will continue to provide counseling services to all students. In addition, the school district employs two school based mental health therapists and a school based social worker to provide services which includes Harrison High School students.

B) Health services;

Applicant Response:

Harrison High School employs one full-time equivalent (FTE) licensed school nurse to provide health services to students. A nurses office is available in the facility. The school nurse coordinates all student health records to ensure students who physically attend meet state immunization requirements and have provision of health services as needed.

C) Media center;

Applicant Response:

Harrison High School has one FTE certified Media Specialists to provide library/media services to all students.

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

Applicant Response:

Harrison High School provides students with disabilities the needed special services and opportunities to increase student achievement. The services provided by highly qualified teachers and industry professionals will be appropriate for the student and in accordance with the student's Individualized Education Plan (IEP). No student will be denied appropriate services. The high school and the district will continue to comply with all aspects of IDEA, 504, and IEP Implementation.

E) Transportation;

Applicant Response:

Transportation for the students enrolled in Harrison High School will continue to be provided in the same manner as it currently exists. Since some vocational programs are located off site, students will be allowed, with parent permission, to drive their personal vehicles.

Transportation will be provided to all students following district bus routes and designated student pick up and drop off locations. This information will be provided to parents. Transportation will be provided for students who qualify under IDEA or 504 in accordance with their Educational Plan. For students who qualify under the McKinney-Vento Act, transportation will be provided in accordance with the law. Students who opt to enroll outside the district boundaries will be responsible for their own transportation.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Harrison School District provides an Alternative Learning Environment (ALE) within our district for grades K-12. Students receiving ALE services retain their home campus enrollment and access ALE services as needed; more often than not, part-time during the school day. ALE students will have the opportunity to enroll in Harrison High School Conversion Charter. The district views the technical course, associates degree and industry certification opportunities as a vital link to help increase student achievement within our ALE population of students.

G) English Language Learner (ELL) instruction; and

Applicant Response:

Harrison School District currently employs a program director for English Language Learners (ELL) and highly qualified teacher to offer specialized services to our ELL students. Services appropriate to student needs will be provided to each ELL student in the High School Conversion Charter program. Student participation will not be denied based on a student's ELL level and services supporting their learning will be provided following Harrison District policy and state law.

H) Gifted and Talented Program.

Applicant Response:

Harrison High School will continue to implement a Gifted and Talented (GT) program to gifted and talented students as has been provided at HHS. The Harrison High School Conversion Charter will continue to provide many academic opportunities for students identified as gifted and enrolled in the district GT program. The advanced placement (AP), concurrent credit, industry certifications and other differentiated opportunities made possible through the charter model will serve to expand differentiated services to benefit those students identified as gifted and talented.

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

Applicant Response:

Harrison High School Conversion Charter will provide an annual report to the parents, community and business partners to discuss the progress made by the conversion charter school. This public report will include a presentation of data that will serve to demonstrate the progress and achievement made by the charter during the previous year. The presentation will be in conjunction with the district's report to the public. However, it will be in a separate presentation to take place upon conclusion of the district's report. The district will advertise the presentation. A written report will be posted on the district's website. This report will cover the Harrison High School Conversion Charter's progress in meeting the academic annual measurable objectives. Performance on all state mandated assessments, national standardized test scores and the graduation rate will be covered in the presentation and in the written report. The data will also be used to increase achievement, improve policies and instruction and make any needed changes. The annual report presentation will also provide time for questions, feedback and suggestions from those in attendance.

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

Applicant Response:

Students will enroll in the Harrison High School Conversion Charter. Students are allowed to apply under School Choice and/or Petition to Transfer as defined by state statute. No students will be denied acceptance provided they meet the criteria under the school choice/transfer process and meet any required deadlines.

To inform students, parents and the public about the Harrison High School Conversion Charter, showcase nights will be held. Individual appointments will be scheduled with families who may not have been available to attend any of the scheduled meetings.

Information will be advertised on the district website, sent through social media and text services such as "Remind101" as well as local media outlets.

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

Yes

No

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

Applicant Response:

Harrison High School Principal, Bill Keaster, worked for the Mountain Home High School Career Academies Charter as assistant principal from 2001-2006. He came to Harrison in 2006 and has maintained his position as Harrison High School Principal to present.

(Template attached - Exhibit 3)

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

ADMINISTRATORS

Administrator Position: Principal

Reports to: Superintendent

Salary Range: Per District Salary Schedule

Minimum Qualifications Required

Education Required:
Master's Degree

Experience Required:
A minimum of two years classroom teaching experience and one year of assistant principal or

other administrative role is preferred.

Certification Required:
Building Level Administrator Arkansas Licensure

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

- 1. Use leadership, supervisory and administrative skills to promote the educational development of each student.
- 2. Facilitate the partnership between the charter and industry leaders
- 3. Recruit students for charter enrollment
- 4. Recommend, supervise and evaluate faculty and staff
- 5. Assume responsibility for the safety and administration of the school plant

Administrator Position: School Assistant Principal

Reports to: Principal

Salary Range: Per District Salary Schedule

Minimum Qualifications Required

Education Required:
Masters Degree

Experience Required:
Minimum two years classroom teaching preferred.

Certification Required:
Building Level Administrative Arkansas Licensure

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

- 1. Assist the principal in the overall administration of the school.
- 2. Serve as principal in the absence of the regular principal
- 3. Participate in district-level activities as required or assigned by the superintendent
- 4. Recruitment of Charter students through dissemination of recruitment materials and announcements/advertisements, community outreach and participation in informational meetings.
- 5. Aid in monitoring of student progress, behavior, and classroom management.

TEACHERS

Teacher Position: Classroom Teacher

Reports to: Building Principals

Salary Range: Per District Salary Schedule

Minimum Qualifications Required

Education Required:
Bachelors Degree

Experience Required:
n/a

Certification Required:
Arkansas Teaching License for subject and grade level.

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

- 1. Direct and evaluate the learning experiences of the students in both curricular and extracurricular activities in accordance with school policies.
 - 2. Provide guidance to the student which will promote their welfare and their proper educational development
 - 3. Maintain liaison with parents/guardians
 - 4. Maintain a cordial and workable relationship with colleagues
 - 5. To provide for the care and protection of students as well as school property through proper classroom management and oversight.
-

Teacher Position: Guidance Counselor

Reports to: Building Principals

Salary Range: Per District Salary Schedule

Minimum Qualifications Required

Education Required:
Master's Degree

Experience Required:
Minimum three years classroom teaching experience preferred.

Certification Required:
Arkansas Licensure in area of Secondary Guidance and Counseling

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

- 1. Conduct career and educational planning activities
 - 2. Assist students with scholarship, college entrance, world of work opportunities, and financial aid applications
 - 3. Schedule and coordinate state assessments and other standardized national, state and local tests as required.
 - 4. Implement appropriate individual and group counseling methods
 - 5. Provide referral resources to students and families in need as appropriate
-

SUPPORT STAFF

Support Staff Position: Nurse

Reports to: Building Administration

Salary Range: Per District Salary Schedule

Minimum Qualifications Required

Education Required:

Certified Registered Nurse or Licensed Practical Nurse, current CPR certification

Experience Required:

n/a

Certification Required:

Certified Registered Nurse or Licensed Practical Nurse, current CPR certification

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

- Aid in protecting the health and welfare of the students and school personnel
 - Provide triage, first aid care, and medically-prescribed services
 - Provide health assessments by administering health screens and evaluating findings of deficit in vision, hearing, scolliosis, growth, dental, etc.
 - Record immunizations, health findings, and other relevant health data
 - Monitor compliance of school health programs with federal, state, and local laws, regulations, and policies
-

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

Yes

No

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

Applicant Response:

The Harrison High School Conversion Charter will be located at 925 Goblin Drive, which is the current address of Harrison High School. The building currently meets all ADA and IDEA requirements, as well as all state and federal laws and zoning ordinances. This campus has been in operation as a high school since 1988.

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

Yes

No

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

Applicant Response:

There are no establishments or businesses that allow alcohol sales within 1,000 feet of the facility.

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

Applicant Response:

The Harrison High School Conversion Charter will continue to participate in the National School Lunch Program, following established USDA guidelines, under the title of Harrison High School Conversion Charter. All nutritional guidelines established by the Arkansas Department of Education Child Nutrition Unit will be followed.

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

Applicant Response:

Parents, guardians, community and industry partners play a key role in the charter's success. Workforce development is at the core of the Harrison High School Conversion Charter program's development. The ability to utilize industry experts and provide exposure, interaction and participation in career ready activities is vital.

North Arkansas College is another key partner. Working alongside the area public high schools, NAC has applied for and received a Workforce Planning Grant. They have, in turn, submitted a Workforce Implementation Grant tied heavily to partnerships with their area public schools for soft skills and certain vocational courses taught within Harrison Public Schools themselves.

Parents are crucial to this partnership and provide another opportunity as guest speakers and motivators for our students.

The charter will use industry partners to provide instruction to students in their specific field. The pinnacle of this work will occur when students have the opportunity to participate in internships or apprenticeships in their career field of interest alongside attainment of industry certifications and/or associates degree.

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

Applicant Response:

Harrison School District will take appropriate steps to ensure the long-term stability and sustainability of the High School Charter. The charter has the full support of all district leadership and the school board. The support focuses on effective curriculum, instruction, assessment, accountability, facilities, technology, fiscal and human resources, student support services, food service, nursing and transportation. All aspects of state compliance not included in waiver requests will be assisted by the Harrison School District. The infrastructure already in place through 1:1 technology and student management system resources will support the Charter and ensure its stability over time.

The pilot year waivers granted through Act 1240 will provide building and district leaders the ability to reflect and modify procedures and practices for the charter implementation. The team studied, reviewed, researched and visited other leading innovative schools with proven models - taking the best of each part and customizing it to the needs of the Harrison community and its scholars. All this has provided our leadership team with the desire to move forward with conversion charter school status. Harrison School District seeks to encompass current waiver approvals in addition to waivers that can only be granted through the district conversion charter process to fully implement its program. The district has the support of students, parents, community, educational and business leaders. State and National innovative experts have assisted in bringing this model forward for students to experience.

The Harrison School Board members are committed to the implementation and development of the Harrison High School Conversion Charter by unanimously allowing the submission of the district conversion charter application at their regular monthly meeting on July 19, 2016. (Exhibit 4)

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

Applicant Response:

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

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: Flexible Schedule

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-16-102 School Day
- 6-18-210 Definition of Planned Instructional Time
- 6-18-211 Mandatory Attendance

Standards for Accreditation

- 10.01.4 Planned Instructional Time

ADE Rules

- 3.04 Mandatory Attendance Requirements for Students Grades 9-12

Rationale for Waiver

These waivers were previously approved spring, 2016 under Act 1240. The school now seeks to roll these waivers into the Charter Application.

Recent workforce planning grant opportunities have provided the platform for stakeholders (Harrison Public School, North Arkansas College, Harrison Chamber of Commerce and Industry Partners) to come together and realize we are all focused on the same thing - engaging students in relevant educational opportunities that meet their interests and aptitudes toward the world of work. One thing is clear, education cannot continue to be, "the way we've always done things."

Therefore, Harrison High School Conversion Charter will implement a personalized learning program within an expanded school day, to provide a flexible and extended instructional day in a teacher-facilitated personalized learning environment alongside expanded industry certification and concurrent credit opportunities to increase student engagement and achievement for college and career preparation. The student focused, personalized instruction, and curriculum will be accessible to students anytime-anywhere with the use of 1:1 technology. Personalized learning will allow the student the opportunity to customize their schedule by controlling their time, pace, place or path. Doing so does not mean that such a student would not then have unintentional "free" time in his/her schedule, but rather there would be a reallocation of instructional time throughout the day.

Our school will provide a quality education to best meet the academic goals and levels of each student as agreed upon with the student's mentor. This flexible learning path encourages students to obtain a two-year associates degree prior to high school graduation and/or market-driven career/Workforce programs of study and industry certifications to maximize their individual income potential wherever their careers may take them.

The program will accept all students legally enrolled in the district who apply to be part of the program. In the event more students, desire to participate than the program can accommodate, a random anonymous lottery will be held. Once a student is selected via the lottery, he or she is guaranteed placement in the program for the duration of the program unless he or she leaves voluntarily or is removed for discipline or attendance issues in accordance with the student handbook policies.

The District is asking for these waivers to include students in grades 9-12.

School administrators, teachers, board president, industry partners, local college representatives and members of the Office of Innovation visited and toured successful locations such as Salt Lake City's Early College High School, West Bend High School in Wisconsin, Siloam Springs Career Academy, Fox Valley Technical College, and others. Born out of those exposures as well as extensive research and stakeholder partnership meetings, is the personalized learning program we propose.

The use of Learning Management Software, classroom resources, multidisciplinary project-based learning projects, and student progress monitoring systems, by teachers fully certified in their core areas, will enhance the engagement and competency attainment of our students.

Students will check in as early as 7:30 a.m. to a time station that will then electronically notify their parents of their arrival on campus. Conversely, students may check out of the school day as late as 4:30 p.m. This notification system will expand parent involvement and touch upon one of the many soft skills our area employers are requesting. With this expansion of the day, students will go from a maximum of 375 daily instructional minutes to 452 available instructional minutes.

Each student will have an assigned teacher as mentor to review adequate progress in each core content area. Students will attain various progress levels that will translate to personalized responsibility levels while on campus - again encouraging soft skills attainment. Through these 1:1 mentoring

sessions as well as classroom meetings, students will have the opportunity for content delivery through traditional as well as blended means. This will allow students to excel in the ways they learn best.

Concurrent and articulated credit offerings are expanding through the District's partnership with North Arkansas College and other post-secondary institutions, alongside Harrison's major employers, have developed new learning opportunities. PACE Industries recently donated \$20,000 in annual scholarships and equipment to increase manufacturing training for area students. Other industry certifications such as A+ CompTia Computer Technician have also been implemented. Development continues to potentially offer Manufacturing Skill Standards Council (MSSC) Certified Production Technician and Certified Logistics Technician certification courses as early as fall, 2016. Access to these programs during the school day is expanded with the flexible personalized learning program Harrison proposes.

Waiver Topic: Teacher Licensure - Non-Core Instructors for Industry Certification Related Courses

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-17-401 Teacher Licensure Requirement
- 6-17-309 Certification to Teach Grade or Subject Matter
- 6-15-1004 Qualified Teachers in Every Public School Classroom
- 6-17-902 Definition (definition of a teacher as licensed)
- 6-17-919 Warrants Void Without Valid Certificate and Contract

Standards for Accreditation

- 15.03 Licensure and Renewal

ADE Rules

- Governing Educator Licensure

Rationale for Waiver

These waivers were previously approved spring, 2016 under Act 1240. The school now seeks to roll these waivers into the Charter Application.

Harrison began having students as young as 7th grade take and pass the A+ CompTia Computer Technician Certification Test during the 2015-2016 school year. This was initially done under the Junior High EAST Program Classroom Teacher's licensure umbrella with District Computer Technician, Austin Bright, the facilitator. Mr. Bright is working to complete his bachelor's degree with 13 years of industry related service in the IT field. North Arkansas College has deemed him qualified to teach the same course at their campus. Harrison sought and received waivers through Act 1240 to implement this course as a means to industry certification without the limited enrollment of EAST involvement. Until such time as ACE approval, proper certification is attained and/or the course is folded within an approved Conversion Charter Application, the district was given permission to give local course credit in the form of electives with Mr. Bright as classroom teacher of record for the computer related course(s) for grades 7-12.

Through this Charter application, the district seeks to roll such waiver approval into its conversion charter application for grades 9-12.

Additionally, Harrison received an Act 1240 waiver to have other area industry experienced instructors teach introductory courses in manufacturing and healthcare related fields. PACE Industries and North Arkansas Regional Medical Center are both major employers in our District. They are also a partner in

the Workforce Planning Grant and Implementation Grant submission. Pace recently donated training equipment to North Arkansas College as well as \$20,000 in scholarship opportunities for area students. The district has sent students to "manufacturing day" activities and summer programs/camps geared toward expanding interest in manufacturing and health related careers. Harrison and PACE representatives toured Wisconsin's West Bend High School and Lakeshore Technical College where partnership training programs between industry and area schools were well established. Conversations continue over the possibility of putting introductory local credit courses such as Precision Measurement, CNC, Introduction to CADD, Manufacturing Technologies and/or Certified Nurse Assistant related courses into the students' school day, potentially taught by industry acknowledged experts in their career field.

As with the A+ and other Computer related courses, until such time as ACE approval, proper certification is attained and/or the courses are folded within an approved Conversion Charter Application, the district received Act 1240 waivers to give local course credit in the form of electives with industry experts as classroom teachers of record for local board approved course(s) in manufacturing technologies and/or healthcare related fields.

Finally, a new partnership with FedEx Freight is forming with the option of MSSC Certified Logistics Technician beginning to take shape. The district continues to work on developing and enhancing more business partnerships and relationships.

Currently, these courses are being offered and developed under Act 1240 waivers as local elective credit. The district seeks to obtain course approval through the Department of Education and development of new career completer networks as CTE courses that respond to local employer needs and the attainment of marketable skills for our scholars which may lead to diploma credit.

Waiver Topic: Grading within the Personalized Learning Program

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-15-902a Grading Scale - Exemptions - Special Education Classes
-

Standards for Accreditation

- 12.02 Grading

ADE Rules

- Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

Rationale for Waiver

Currently a student can receive an "F" or "D" with 60% or less percentage points and move on to other content, whether they have achieved academic content knowledge or not. Within the Personalized Learning Program, the high school proposes setting a minimum 70% threshold for advancement within each HALO course delivered.

The 70% threshold was approved previously under Act 1240

As Competency-Learning and its relation to Carnegie Units is developed, appropriate adjustments to grading policies will be developed.

Waiver Topic: Digital Learning Days

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-18-213 Attendance Records and Reports Generally

Rationale for Waiver

In addition to the previous waiver topic under High School Flexible Schedule (Arkansas Code Annotated Section 6-16-201; Standards for Accreditation Rules Section 10.01.4, and ADE Rules Governing Mandatory Attendance for Grades 9-12 Section 3.04), the district requested and was granted to encompass grades k-12 as they relate to Digital Learning Days.

From time to time, schools must be closed due to exceptional or emergency circumstances. Also, 21st century learners need exposure to true digital learning experiences. Finally, the world of work increasingly requires their employees to have the discipline to work from home.

For these varied reasons, the District seeks permission, 9-12, to prepare learning packets and personalized learning opportunities for each student to ensure that learning continues during a maximum of two such days annually. Through the use of technology, Internet resources, District email, Remind 101 and other applications, students can continue their learning whether at home or at school. Teachers will monitor email, their Google Classroom platforms, etc. to keep in contact with students and facilitate their learning further. Packets will be prepared for all students in the instance that Internet is not available. Upon return to the regular school day, teachers will grade each student's body of work and assign grades appropriately. The completion of these packets will constitute attendance and count toward a maximum of two of the 178 instructional days as well as fulfilling up to two of the teacher's 190 days contract.

Waiver Topic: Carnegie Units - Competency-Based Learning

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

-

Standards for Accreditation

- Standard 14.03

ADE Rules

- 9.03.3.11 Carnegie Unit

Rationale for Waiver

The charter will determine academic success by each student's ability to demonstrate mastery of content and skills without regard to length of the course as measured by clock hours. This type of self-paced instruction is referred to as mastery learning or competency-based learning. Rather than logging 120 clock hours before progressing to the next course, students must demonstrate proficiency of essential competencies. District-designed competencies are based on Arkansas curriculum standards. The required 38 units will be taught. Competency-based learning provides students the opportunity to complete a course by demonstrating mastery with fewer than 120 clock hours in a course (6-16-124(a) (2)). Conversely, students will be able to take more time to reach proficiency and will not be required to move to the next level inadequately prepared.

As students transition into a system where all coursework is described in terms of demonstrating

proficiency, the importance and relevance of content becomes clear to each student. Competencies will be created and implemented. Competencies will meet the most rigorous level. To guide competency development, nationally recognized rubrics, such as the New Hampshire Competency Validation Rubric, will be used. Competencies will:

- 1) Align with national, state, and local standards; areas may be combined or clustered for learning.
 - 2) Clearly and descriptively articulate importance in understanding the content area.
 - 3) Connect content to higher concepts across other content areas.
 - 4) Include skills that are transferable across content areas and applicable to real-life situations.
 - 5) Require an understanding of relationships among theories, principles, or concepts.
 - 6) Require a deep understanding and an application of knowledge to a variety of settings.
 - 7) Ask students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation and defend their position or point of view through application of context.
 - 8) Promote complex connections through creating, analyzing, designing, proving, developing, or formulating.
 - 9) Define what is to be measured in clear and descriptive language.
 - 10) Promote multiple and varied opportunities to demonstrate evidence of learning in interdisciplinary fashion.
-

INSIDE: Lead Hill Annual Elk Festival Celebration July 1-2. 3A

\$1.00

Harrison Daily Times

Serving Harrison and the Best of the Ozarks since 1878

Tuesday, June 21, 2016

DEATHS

City: Elizabeth, 88
Theodore Davis, 82
Frank Goodall, Jr., 66
Dorlene Kelley, 76
Marilyn Lee, 71
Ginger Wadsworth, 70
Robert Wick, 64
Margie Wilkes, 62

SPORTS



Harrison athlete dries up over weekend. 1B

LOCAL



USA celebrates National Homeownership Month. 3A

WEATHER



Scattered to few showers with increasing clouds during the afternoon. A deep shower or thunderstorm is possible. High 96F. Winds SW at 5 to 10 mph.

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| Opinion | 3A |

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Assessor, deputy arrested for theft

Staff Report
By [Name]

LEWIS — Harrison County Assessor Steve Adams, 48, and Deputy Assessor James Mackelvey, 35, both of Vandal, have been arrested for theft of property from the office. According to criminal information filed in the Harrison County Circuit Court, Adams and Mackelvey were arrested on December 21, 2015, regarding Arkansas State Police investigation pursuant to the Assessor's Office.

Adams reported the theft of a 2015 Ford Focus to the Harrison County Assessor's Office. Adams had been asked to provide information regarding the theft of the vehicle. The vehicle was reported to be stolen from Adams and Mackelvey. Adams reported the theft of the vehicle to the Harrison County Assessor's Office. Adams had been asked to provide information regarding the theft of the vehicle. The vehicle was reported to be stolen from Adams and Mackelvey.

The Harrison County Assessor's Office is the largest and most visible department in the office, and appears to be the most active. Adams and Mackelvey were arrested on December 21, 2015, regarding Arkansas State Police investigation pursuant to the Assessor's Office. Adams reported the theft of the vehicle to the Harrison County Assessor's Office. Adams had been asked to provide information regarding the theft of the vehicle. The vehicle was reported to be stolen from Adams and Mackelvey.

All-wheel drive graders eyed



James Giam, a 26-year veteran road grader operator with Harrison County, showed all the ability of an all-wheel drive road grader during a demonstration last week for some county officials.

By JAMES E. WHITE
Some Harrison County officials got a chance to look at an all-wheel drive grader the county might lease from High Construction. James Robert Giam, a 26-year veteran road grader operator with Harrison County, showed all the ability of an all-wheel drive road grader during a demonstration last week for some county officials.

19th Elk Festival announced



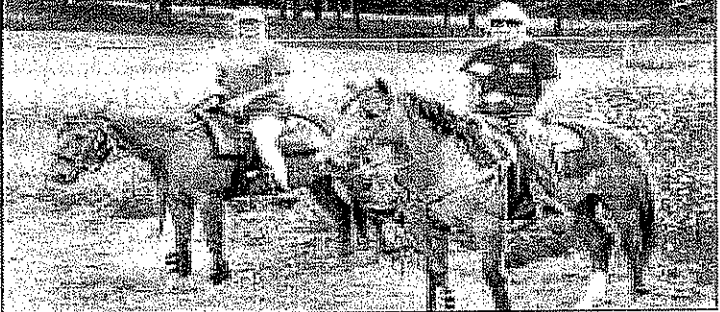
Staff Report
By [Name]

LEWIS — The 19th Annual Elk Festival will be held in Harrison County, Ark., on Friday, June 24, and Saturday, June 25, at the Joseph C. Brown Park, 2000 S. 1st St. and Bradley Park, near the intersection of Highway 10 and Highway 100. The festival will feature a variety of activities, including a parade, a rodeo, and a fair.

The festival includes several activities, including a parade, a rodeo, and a fair. The festival will feature a variety of activities, including a parade, a rodeo, and a fair. The festival will feature a variety of activities, including a parade, a rodeo, and a fair.

A 19th Annual Elk Festival will be part of the 2016 Festival again this year beginning Saturday morning.

There is Hope for Horses



Hope for Horses co-founder Dr. Ann Joseph (left) rides Clyde, while trainer Dr. Ronald Lee (right) rides Clyde during the Spring Festival on June 11 at the Harrison County Fairgrounds.

By Ann Joseph
Dr. Ann Joseph, co-founder of Hope for Horses, a national organization that rescues and cares for abused horses, spoke at the Harrison County Spring Festival on June 11. She discussed the organization's mission and the importance of providing a safe and loving home for abused horses.

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Public hearing on charter status

Staff Report
By [Name]

The Harrison School Board will hold a public hearing on July 12 to discuss the possibility of charter status for the Harrison High School. The hearing will be held at the Harrison High School.

The Harrison School Board will hold a public hearing on July 12 to discuss the possibility of charter status for the Harrison High School. The hearing will be held at the Harrison High School.





EXHIBIT 1 (Page 2 of 8)
Melinda Moss <moss@hps.k12.ar.us>

Paper Copy

Susan Gilley <sgilley@hps.k12.ar.us>

Thu, Jul 7, 2016 at 2:40 PM

To: Melinda Moss <moss@hps.k12.ar.us>, Bill Keaster <bkeaster@hps.k12.ar.us>

Here is the blown up version

Public hearing on charter status

Staff Report
dailytimes@leathondaily.com

The Harrison School District will hold a public meeting on July 12 to discuss Harrison High School's plan to apply to the Arkansas Department of Education for Conversion Charter School Status. The meeting will be at 6 p.m. in the Harrison High School Library.

The Conversion Charter School Status resulted from last month's approval by the state board for Harrison High's Harrison Advanced Learning Opportunities or HALO, which is a flexible learning program that will allow students to tailor their instruction to their individual needs. During its first year, HALO will involve about 100 students in grades 10 and 11. High school officials hope to eventually expand the program to include grades 9 and 12.

Parents and students are encouraged to attend the presentation. A question and answer period will follow.

The regular July meeting of the Harrison Board of Education will be held on July 19.

--
Susan Gilley
Executive Director
Federal Programs and Instructional Technology
110 S. Cherry Street
Harrison, AR 72601
870-741-7600
870-505-1616

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HARRISON HIGH SCHOOL CONVERSION CHARTER PUBLIC HEARING

A Public Meeting to discuss Harrison High School's plan to apply for Conversion Charter School Status.

WHERE: HARRISON HIGH SCHOOL LIBRARY

WHEN: TUESDAY, JULY 12, 2016 AT 6:00 P.M.

Parents and Students are encouraged to attend the presentation.

A question and answer period will follow the presentation.

The regular scheduled school board meeting will be held:

Harrison School Board Meeting
Harrison Administration Building
Tuesday, July 19, 2016, 6:00 p.m.



Harrison High School Golden Goblins

3 mins • 

EXHIBIT 1 (Page 4 of 8)

Important information concerning
conversion charter public hearing.

HARRISON HIGH SCHOOL CONVERSION CHARTER PUBLIC HEARING

A Public Meeting to discuss Harrison High School's
plan to
apply for Conversion Charter School Status.

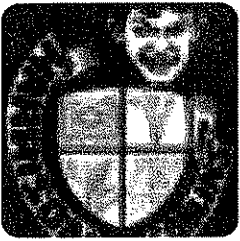
WHERE: HARRISON HIGH SCHOOL LIBRARY

WHEN: TUESDAY, JULY 12, 2016 AT 6:00 P.M.

Parents and Students are encouraged to attend the
presentation.

A question and answer period will follow the
presentation.

The regular scheduled school board meeting will be
held:



HHSGobs

@HHSGoblins

EXHIBIT 1 (Page 5 of 8)

Important information
concerning conversion charter
public hearing.

**HARRISON HIGH SCHOOL
CONVERSION CHARTER
PUBLIC HEARING**

A Public Meeting to discuss Harrison High School's
plan to
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Parents and Students are encouraged to attend the
presentation.

A question and answer period will follow the
presentation.



Harrison High School
Conversion Charter
Public Hearing

Harrison High School Library

Agenda

Welcome – Mr. John Sherman, Board President

Background Information and Description of
Conversion Charter School
Dr. Moss, Superintendent

Charter School Overview – Mr. Bill Keaster,
Principal

Programs of Study – Mr. Rance King, Counselor

Question and Answer Session

Harrison High School Conversion Charter

Public Hearing

Tuesday, July 12, ²⁰¹⁶2017 6:00 p.m.

| Print Name | Signature |
|--------------------|--------------------|
| James L. White | JLW |
| MARK MARTIN | Mark Martin |
| Wardna Deere | Wardna Deere |
| John SHERMAN | John Sherman |
| Mitch Magness | Mitch Magness |
| Teresa Magness | Teresa Magness |
| Susan Gilley | Susan Gilley |
| Bill Kerstee | Bill Kerstee |
| Melinda Moss | Melinda Moss |
| Amy Deere | Amy Deere |
| Debbie Martin | Debbie Martin |
| RENEE SWANSON | Renee Swanson |
| Tina Allgeier | Tina Allgeier |
| Madison Allgeier | Madison Allgeier |
| Rickell Alfred | Rickell Alfred |
| Wendy Cole | Wendy Cole |
| Doris Ellison | Doris Ellison |
| Michele E. Carroll | Michele E. Carroll |

Public hearing on charter status at Harrison High School; Personnel moves made

Staff Report dailytimes@harrisondaily.com | Posted: Friday, June 24, 2016 7:15 am

The Harrison School District will hold a public meeting on July 12 to discuss Harrison High School's plan to apply to the Arkansas Department of Education for Conversion Charter School Status. The meeting will be at 6 p.m. in the Harrison High School Library.

The Conversion Charter School Status resulted from last month's approval by the state board for Harrison High's Harrison Advanced Learning Opportunities or HALO, which is a flexible learning program that will allow students to tailor their instruction to their individual needs. During its first year, HALO will involve about 100 students in grades 10 and 11. High school officials hope to eventually expand the program to include grades 9 and 12.

Parents and students are encouraged to attend the presentation. A question and answer period will follow.

The regular July meeting of the Harrison Board of Education will be held on July 19.

At this week's meeting, the board took several personnel moves.

Recommendations for election, all contingent upon certification, criminal background and maltreatment check included:

Certified

- Doug Blevins, band director at Harrison Junior High School
- Tonya Blevins, assistant band director at Harrison Junior High School
- Krista Flud, math teacher at Harrison Junior High School, replacing Christine Reading
- Kearstin Greenhaw, special education resource teacher at Harrison High School, replacing Rachel Lancaster
- Becky Morse, special education teacher for early childhood, replacing Tolisa Shatwell
- Shane Jackson, physical education/coach at Harrison Junior High School, replacing Chris Keylon (transferred to Harrison High School)
- Stephanie Benton, English teacher at Harrison Junior High School, replacing Angi Boaz
- Alicia Morris, cheer sponsor at Harrison Junior High School, replacing DeeAnn McCoy



2015 Sun Logo

Classified

- Laken Curtis, special education paraprofessional at Harrison Junior High School, replacing Emily Goulet
- Emily Crow, Title I paraprofessional at Skyline Heights Elementary School, replacing JoAnn McEntire
- Champagne Crook, ABC pre-school paraprofessional at Woodland Heights Elementary School, new position
- Jessica Clark, ABC pre-school paraprofessional at Woodland Height Elementary School, new position
- Stephanie Bolen, cook at Forest Heights Elementary School, replacing Rosel Johnson

Recommendations for resignation/retirement Included:

- Angi Boaz, English teacher at Harrison Junior High School
- DeeAnn McCoy, math teacher at Harrison Middle School and cheer sponsor at Harrison Junior High School

Michele Carroll was recommended for transfer from teacher at Forest Heights Elementary School to librarian at Harrison High School.



HHS Conversion Charter

Melinda Moss <moss@hps.k12.ar.us>
To: District Faculty <district-faculty@hps.k12.ar.us>

Thu, Jul 14, 2016 at 8:08 AM

Dear Faculty and Staff,

This is an exciting and positive time for our students and our community.

The positive feedback received from students, parents, teachers, local industry partners as well as our own State Department of Education about our district has been so encouraging and I thank you.

Amidst all this, there was, however, a concern expressed at last night's High School Conversion Charter public meeting during the Q & A session about the timeline of development for the charter application and its need.

The Conversion Charter is the avenue to solidify the waivers requested through Act 1240 that allow us to implement a program like HALO, competency-based learning options, offer expanded opportunities through industry certifications, and digital learning days to our students. The Conversion Charter also positions the district to be in line for federal block grant funding should it become available.

I have attached a timeline beginning March, 2015 that details some of the many activities and planning opportunities that have taken place to reach this point in development.

I am also attaching a chart which shows each model (traditional, Act 1240 and Conversion Charter) for your comparison.

In short, a Charter:

- Formalizes and expands individualized student pathway opportunities
- Positions the District for additional funding
- Addresses business and industry workforce needs and requests
- Preferred by State Board due to embedded quality control through monitoring of student achievement results and continued Charter authorization.

Our school remains Our school governed by Our local school board.

At this year's Society of Human Resource Management Conference in Rogers AR in April 2016, Pea Ridge, Springdale and Siloam Springs High Schools presented to Arkansas Human Resources business professionals. The reason for this session was driven by the need for a well prepared workforce that posses the advantages of advanced training and education that will serve their community.

For HR and Learning professionals the need was an educated workforce, exposed to an industry that is attractive to them, and provide them with skills that will allow them to stay in their community.

The session was standing room only to the point that they had to close the doors. It went into overtime due to the overwhelming response from Arkansas employers saying we must move forward with such education and opportunities in order to stay in our local communities.

PACE and Wabash are clear examples. We need our local employers. They are begging for workers with soft skills and the technical areas they need. We as a community can no longer sit back and expect them to stay without doing anything in response to their requests. If we attract people at a young enough age and at an early age, we will be able to drum up enough interest going forward.

I passionately believe this is one of the most critical things in the future of our community and biggest areas of concern. The future of our kids, our community and the viability of our school are at stake.

Please review the attachments and know I stand ready to answer any of your questions at any time,

Mendy

—
Melinda Moss, Ed. D.

Superintendent
Harrison School District
110 S. Cherry St.
Harrison, AR 72601
ph. 870-741-7600
fax 870-741-4520

2 attachments

 **HHSTimeline (1) (1).pdf**
111K

 **ModelComparisonChart (2).pdf**
88K

| Traditional High School | Approved ACT 1240 Waivers | Conversion Charter |
|---|--|--|
| No additional funding | No additional funding | Possibility of Federal Block Grant Funding |
| 7 period day | 7 period day with flexibility and optional HALO expanded hours | 7 period day with flexibility and optional expanded hours for all |
| One course an hour | Course time varies within HALO | Course time varies within HALO |
| Course length semester/year | Course time varies within HALO | Course time varies within HALO and option of demonstrated competency proficiency |
| Limited Concurrent Credit options within a 7 period day | Opportunity for more concurrent credit options depending on how quickly students work through HALO coursework | Opportunity for more concurrent credit options depending on how quickly students work through HALO coursework and/or demonstrated competency proficiency |
| Limited online options within a 7 period day | Opportunity for more online courses depending on how quickly students work through HALO coursework | Opportunity for more online courses depending on how quickly students work through HALO coursework and/or demonstrated competency proficiency |
| Career Action Planning | Additional mentoring/counseling/progress monitoring for HALO students | Additional mentoring/counseling/progress monitoring for HALO students |
| Traditional and online course delivery | Traditional, online, and HALO course delivery | Traditional, online, and HALO course delivery as well as demonstrated competency proficiency. |
| Industry Certification Opportunities for students limited to only those available through current teacher licensure areas | Industry Certification Opportunities expanded and taught by licensed teachers and/or by local industry professionals | Industry Certification Opportunities expanded and taught by licensed teachers and/or by local industry professionals |
| | Limited time period waivers in effect | Expanded time period in effect contingent upon |

| | | |
|--|---|---|
| | | annual student achievement |
| | Ability to count 2 inclement weather days as instructional days | Ability to count 2 inclement weather days as instructional days |
| | Specific Waivers Approved | Specific Waivers Requested |
| | <p>Flexible Schedule</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-16-102 School Day • 6-18-210 Definition of Planned Instructional Time <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • 10.01.4 Planned Instructional Time <p>ADE Rules</p> <ul style="list-style-type: none"> • 3.04 Mandatory Attendance Requirements for Students Grades 9-12 | <p>Flexible Schedule</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-16-102 School Day • 6-18-210 Definition of Planned Instructional Time <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • 10.01.4 Planned Instructional Time <p>ADE Rules</p> <ul style="list-style-type: none"> • 3.04 Mandatory Attendance Requirements for Students Grades 9-12 |
| | <p>Teacher Licensure - Non-Core Instructors for Industry Certification Related Courses (for example, MSSC, A+ CompTia, CNA)</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-17-401 Teacher Licensure Requirement • 6-17-309 Certification to Teach Grade or Subject Matter • 6-15-1004 Qualified Teachers in Every Public School Classroom • 6-17-902 Definition (definition of a teacher as licensed) • 6-17-919 Warrants Voice with Valid Certificate and Contract <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • Licensure and Renewal | <p>Teacher Licensure - Non-Core Instructors for Industry Certification Related Courses (for example, MSSC, A+ CompTia, CNA)</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-17-401 Teacher Licensure Requirement • 6-17-309 Certification to Teach Grade or Subject Matter • 6-15-1004 Qualified Teachers in Every Public School Classroom • 6-17-902 Definition (definition of a teacher as licensed) • 6-17-919 Warrants Voice with Valid Certificate and Contract <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • Licensure and Renewal |

| | | |
|--|--|--|
| | <p>ADE Rules</p> <ul style="list-style-type: none"> • Governing Educational Licensure <p>Grading within the Personalized Learning Program</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-15-902a Grading Scale - Exemptions - Special Education Classes <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • 12.02 Grading <p>ADE Rules</p> <ul style="list-style-type: none"> • Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools <p>Digital Learning Days</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-18-213 Attendance Records and Reports Generally | <p>ADE Rules</p> <ul style="list-style-type: none"> • Governing Educational Licensure <p>Grading within the Personalized Learning Program</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-15-902a Grading Scale - Exemptions - Special Education Classes <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • 12.02 Grading <p>ADE Rules</p> <ul style="list-style-type: none"> • Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools <p>Digital Learning Days</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-18-213 Attendance Records and Reports Generally <p>Competency-Based Learning</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-16-124(a)(2) • 6-16-124(a)(2),(b)(1) <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • Standard XVIII - Accreditation of Schools • Standard IV - Curriculum <p>ADE Rules</p> <ul style="list-style-type: none"> • 9.03.3.11 Carnegie Unit |
|--|--|--|

Timeline

- March 20, 2015 - First CTE Regional Partnership Council Summit bringing together business and education to discuss workforce awareness, current workforce shortages, challenges, and ways to address those demands.
- Spring, 2015 - Chamber of Commerce formed a Strategic Planning Committee to begin looking at workforce needs within our community..
- Summer, 2015 - Site visit to Siloam Springs Manufacturing Academy alongside PACE Industries
- Fall, 2015 and thereafter - EDBoxed meetings (i.e. thinking outside the box of education) were established with Harrison Middle, Junior High, High School Principals and Central Office Administrators to plan for campus merge and 21st Century Learning
- Fall, 2015 - Regional Workforce Planning Grant is awarded and work commenced bringing together Chamber of Commerce, major Harrison area employers, North Arkansas College and the Harrison School District
- October 21, 2015 - Second CTE Regional Partnership Council Summit bringing together business and education to discuss workforce awareness, current workforce shortages, challenges, and ways to address those demands.
- Throughout the year - Numerous site visits including Springdale, Wisconsin High Schools and Technical Centers, Salt Lake City Early College High School as well as related conferences that included a mix of administrators, teachers, business and industry partners, North Arkansas College and ADE representatives. Any out of state travel and related expenses was paid for by ADE, Workforce Planning Grant and Industry Partners.
- January 28, 2016 - Arkansas Public School Resource Center (APSRC) visits Harrison School District to educate administration on Conversion Charter process to solidify ACT 1240 waivers for State Board approval.
- March 1, 2016 - Conversion Charter Notice of Intent Deadline
- Mid-March, 2016 - Dr. Ellison meets with all Harrison CTE teachers to discuss career pathways within each program of study as well as 5-year vision for each program.
- April 6, 7, 8, 2016 - Arkansas Society of Human Resource Management Conference and Expo in Rogers, Arkansas
- April 11, 2016 - HALO Pilot Program is presented to the Harrison Board of Education with Resolution unanimously passed to submit related ACT 1240 Waivers for State Board approval.
- April 13, 2016 - Harrison Daily Times article with extensive coverage of the HALO concept and Board action.
- April 15, 2016 - Conversion Charter Application Available
- May 12, 2016 - State Board Meeting to hear ACT 1240 Waiver Requests. Waivers are granted. In attendance are District, College, PACE Industries and Chamber of Commerce representatives.

- May 24, 2016 - Manufacturing Skills Standards Council (MSSC) presents to area business leaders, college, district and Boone County Economic Development Corporation.
- May 24, 2016 - Harrison CTE Advisory Council Meeting - MSSC, HALO Program and Workforce Implementation Grant opportunities are discussed with several area business advisors and all CTE teachers in attendance.
- Numerous public meetings to introduce HALO were held in May and June; two of which were held after school, just for teachers, that desired to hear more about the program with Q & A opportunities. Civic groups and local clubs continue to request HALO presentations as excitement keeps building over the program. Articles are placed on district social media outlets.
- June 14, 2016 - Harrison Junior High and High School teachers attend SPARK Curriculum training in Harrison.
- June 29 and 30, 2016 - High School teacher team attends Flex-Mod pre-conference session.
- July 19, 2016 - Harrison School Board Meeting to Approve Submission of Public High School Conversion Charter Application.
- August 4 - Charter Application Deadline
- August 15, 2016 - HALO Pilot Begins
- August/September, 2016 - The Arkansas Department of Education Charter Internal Review Committee reviews each application and documents questions and concerns. The applicant responds to Charter Internal Review Committee comments. The Charter Internal Review Committee reviews the responses and notes remaining concerns, if any.
- October 19 & 20, 2016 - District Conversion Charter Applicant Hearings Conducted by Department of Education Authorizing Panel
- November 10, 2016 - State Board of Education Decision to Review
- December 8, 2016 - Final SBE Review
- August, 2017 - Conversion Charter Opens



COMMUNITY FIRST

B • A • N • K

Member FDIC

August 2, 2016

Ms. Melinda Moss, Ed. D.
Superintendent
Harrison School District
110 S. Cherry Street
Harrison, AR 72601

Dear Mendy:

As a community bank, we recognize and appreciate hard work, dedication and commitment. Qualities we consistently find in the Harrison School District.

Dealing with a changing learning environment can be a tough challenge as you prepare students for their secondary education and world of work. This letter is a commitment and invitation to use our resources if and when we can be of assistance, as you prepare students for life after graduation.

I personally commend your ongoing efforts as you think "outside the box" to achieve excellence in learning. Engaging your students by implementing a personalized learning environment should encourage them to maximize their individual potential wherever their career choice may take them.

Students allowed to optimize their interest while working toward their vocations will certainly benefit the community as a whole and any organization within the community. Commitment to a diverse education is an integral part of the success of any community, therefore we fully support you in the High School Conversion Charter application process.

Our desires to create a dynamic learning environment match up. Your initiative should also demonstrate to potential new residents the excellence in education provided at the Harrison School District.

Please let me know how I can be of assistance to you for the benefit of our Harrison School District.

Sincerely,


Dave Morton, CEO
Community First Bank



August 2, 2016

Melinda Moss, Superintendent
Harrison School District
110 S. Cherry St.
Harrison, AR 72601

Dear Dr. Moss,

I'm extremely excited about Harrison's application for a conversion charter school. I'm continually amazed at the creative strategies that Harrison Schools continues to demonstrate to leadership at Pace and other companies around Harrison and how these strategies will better all of us.

As you will remember from a few years ago, Pace Industries was interested in connecting with Harrison educational partners that could assist us by bringing students with technical skills to our industry. Harrison has stepped up in a big way to answer our call for help through your efforts. Because we are a major employer in Harrison we need the support of the school system to help us maintain and grow the workforce needs we have now and in the future as Pace's business grows.

Dr. Moss, because of you and your staff's vision for our city and region we feel great about the future of our workforce needs and the impact it will have on the students through your leadership and your staff's leadership in Harrison. Pace Industries is delighted that we have a progressive school administration that understands the needs of our community and is working toward a student focused learning environment to prepare students for college and careers. It's not "business as usual and doing things the way we have always done them." This conversion charter is another cutting edge way to assist students to maximize their potential. Whether it's a career path to a four college, a two year technical school or a certification in a trade Harrison has been "all in" for their students.

There is no doubt that your current and future success will be due largely to the genuine concern for the students and their community. Business people like myself see Harrison's vision for different learning options for their students and we couldn't be more supportive. Our workforce needs now and going into the future will require more technical employees that received their training from local schools and two year technical schools. I would hope to see more school districts around our other plants in the U.S. take hold of the vision that Harrison has. We see Harrison Schools as the example for our out of state locations.

We would agree that it's in the student's best interest as they leave high school to either further their education or join the workforce as a productive citizen. Harrison wants to see their students prosper and enjoy their lives and it shows when I'm around the school and the students at events.

As Director of Talent Acquisition and Development for Pace Industries I live in the world every day of what you are developing in Harrison. Businesses need young people excited about working in technically skilled careers in our state and furthering their education. The value that you and your staff

bring to education, Harrison students and businesses like Pace cannot be calculated in numbers only. The self-esteem and pride that a young person has when they have learned the life skills and technical skills to be productive in society are incredible. I want to congratulate you and your staff for taking these "out of the box" steps for the good of your students and the Harrison community. We fully support you Dr. Moss and your vision and share your excitement about the future.

Kind Regards,

Ken Stuckey
Director of Talent Acquisition and Development
Pace Industries, Inc. Corporate Office
481 S. Shiloh Dr.
Fayetteville, AR 72704



Dr. Melinda Moss, Superintendent
Harrison School District
110 S. Cherry Street
Harrison, AR

The Harrison Regional Chamber of Commerce is excited to share its support to the Harrison School District's efforts in the High School Conversion Charter application. Having heard from our industries the need for a prepared workforce we fully support the initiatives that will provide opportunities for students to achieve expanded industry certifications and concurrent credit opportunities. Having the availability for students to obtain a two-year associates degree prior to high school graduation will be a huge benefit to the workforce and economic development of our community and allow us to recruit more jobs to our area.

The Chamber is committed to assist the Harrison School District in any way needed to help make this program a success for our community.

A handwritten signature in cursive script that reads "Patty Methvin".

Patty Methvin
President, C.E.O.
Harrison Regional Chamber of Commerce

REPRESENTATIVE

Ron McNair
407 Cemetery Road
Alpena, Arkansas 72611-2953

870-754-7962 Business
rmcnair1950@gmail.com

DISTRICT 98

Counties:
Part Boone
Part Carroll

COMMITTEES:

Public Transportation
Motor Vehicle and Highways
Subcommittee

Agriculture, Forestry and Economic
Development
Chairperson,
Parks and Tourism Subcommittee

Joint Committee on Public Retirement
and Social Security Programs

Legislative Joint Auditing Committee

August 3, 2016

Dr. Melinda Moss, Superintendent
Harrison School District
110 S. Cherry St.
Harrison, AR 72601

Dear Dr. Moss:

Please accept this letter as my support for the High School Conversion Charter grant for Harrison High School.

Harrison High School will put into practice tailored learning to provide a flexible and extended instructional day in a teacher-facilitated personalized learning atmosphere alongside expanded industry certification and parallel credit opportunities to boost student engagement and accomplishment for college and career training. The school will provide a quality education to best meet the academic goals and levels of each student.

Again, I fully support the High School Conversion Charter grant. If you have any further questions, please do not hesitate to contact me.

Sincerely,



Ron McNair
State Representative

RMc/jnm

Harrison School District Calendar 2017-18

| August 2016 | | | | | | | | January 2017 | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|----|---------------|-----|-----|-----|-----|-----|-----|--|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | | Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| 30 | 31 | 1 | 2 | 3 | 4 | 5 | | 31 | 1 | 2 | 3 | 4 | 5 | 6 | |
| Professional Development Day | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | MLK Day No School Possible Make-Up Snow Day |
| First Day of School | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| | 27 | 28 | 29 | 30 | 31 | | | 28 | 29 | 30 | 31 | | | | P/T Conferences Jan 31 Grades 7-9 |
| September 2016 | | | | | | | | February 2017 | | | | | | | |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | | Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| | | | | | 1 | 2 | | | | | | 1 | 2 | 3 | |
| Labor Day No School | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | P/T Conferences Feb 7 & 9 K-6; 3:45-6:45 |
| P/T Conferences Grades 7-9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | P/T Conferences Feb 16 1:30-6:30; 10-12 |
| | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | President's Day Possible Make-Up Snow Day |
| P/T Conferences Grades 10-12 1:30-6:30 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 25 | 26 | 27 | 28 | | | | |
| October 2016 | | | | | | | | March 2017 | | | | | | | |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | | Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| | | | | | | | | | | | | 1 | 2 | 3 | ACT |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | End Quarter S43 |
| End Quarter S44 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | |
| P/T Conferences Oct 18th and Oct. 20th K-6 3:45-6:45 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | Spring Break No School Possible Make-Up Snow Days |
| | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
| November 2016 | | | | | | | | April 2017 | | | | | | | |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | | Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| | 29 | 30 | 31 | 1 | 2 | 3 | 4 | | | | | | | | K - 2 NRT Testing |
| P/T Conferences Grades 10-12; 1:30-6:30 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | | ACT Aspire |
| P/T Conferences Grades 7-9 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Thanksgiving No School | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| | 26 | 27 | 28 | 29 | 30 | | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | Professional Development Day |
| | | | | | | | | 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| December 2016 | | | | | | | | May 2017 | | | | | | | |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | | Sun | Mon | Tue | Wed | Thu | Fri | Sat | |
| | | | | | 1 | 2 | | | | | | | | | ACT Aspire |
| | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 29 | 30 | 1 | 2 | 3 | 4 | 5 | |
| | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | May 11 Rising 7-12 CAPS Conferences |
| End Semester S47 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | Possible Last Day if No Snow S44 |
| Christmas Holidays No School | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | Snow Make Up Days if needed |
| | | | | | | | | 27 | 28 | 29 | 30 | 31 | 1 | 2 | Memorial Day - No School |

PD days before school - August 7, 8, 9, 10

K-6 - 12 Principal Directed PD hours spread out during calendar year after school
3 (K-6) or 5 (7-12) - Principal Directed PD days over the summer

At the discretion of the Superintendent, the beginning of Christmas Break December 19 and 20, the January 16 Martin Luther King Holiday, the February 20 President's Day Holiday, teacher professional development days, and/or Spring Break will be used as inclement weather make-up day(s), making that/those day(s) instructional day(s).
If necessary and at the discretion of the Superintendent, the following options will also be considered as inclement weather make-up days:
(1) the school year will be extended; (2) classes will be scheduled on Saturdays; (3) regular school day for a minimum of sixty minutes (4) ADE approved waived days.

2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

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

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District

7-19-16

Date

Melinda Moss, Superintendent

Printed Name

Name of Individual with Prior Charter Experience Bill Keaster

Position with Proposed Charter High School Principal

| Name of Other Charter | Position at Other Charter | Status of Other Charter | Address of Other Charter | Web Address for State Assessment Results of Other Charter |
|--|---------------------------|-------------------------|---|---|
| Mountain Home High School Career Academies | Assistant Principal | Operating | 500 Bomber Blvd. Mountain Home, AR 72653 | https://adedata.arkansas.gov/arc/ |

Board of Education
Harrison School District
July 19, 2016

Agenda Item 7.B. Subject: Consider Submission of Conversion Charter Application

Background Information:

Recent workforce planning grant opportunities provided the platform for stakeholders to come together and realize we are all focused on the same thing - engaging students in relevant educational opportunities that meet their interests and aptitudes toward the world of work.

In April, the Board approved the resolution to submit for waivers under ACT 1240 through which the HALO program was made possible. The waivers were approved until such time as they could be rolled into the more permanent vehicle of Conversion Charter.

The Charter application due date is August 4, 2016.

Attached to this item summary is a timeline of development as well as comparison chart of traditional, Act 1240 and Conversion Charter models for the Board's reference.

Administrative Recommendation:

Administration recommends approval of the attached Resolution authorizing submission of an application to the Arkansas Department of Education for a conversion charter for Harrison High School and further authorize the Superintendent to do all things necessary to submit the application to the Arkansas Department of Education for consideration.

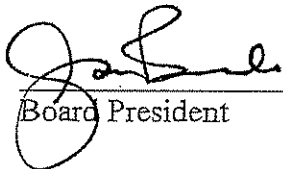
RESOLUTION OF THE HARRISON SCHOOL DISTRICT
BOARD OF DIRECTORS

WHEREAS, the Harrison School District Board of Directors met in a regular, open, and properly-called meeting on July 19, 2016 in Harrison, Arkansas;

WHEREAS, 7 members were present, a quorum was declared by the chair;

WHEREAS, the Harrison School District Board of Directors, pursuant to Ark. Code Ann. § 6-23-103, has determined that the Harrison School District should submit an application to the Arkansas Department of Education for a conversion charter for the Harrison High School, which if granted, would be effective for the 2017-2018 School Year.

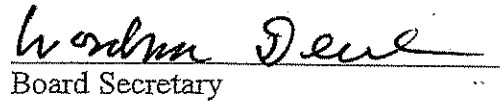
NOW THEREFORE, upon due consideration and deliberation, it is hereby declared to be the intent of the Harrison School District Board of Directors to authorize the submission of an application to the Arkansas Department of Education for a conversion charter for the Harrison High School, and further authorize the Superintendent to do all things necessary to submit the application to the Arkansas Department of Education for consideration.



Board President

7-19-16

Date



Board Secretary

7-19-16

Date