



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

2020 District Conversion Charter School Application

Submission Deadline: August 1, 2020 at 5:00 p.m.
Applications will not be accepted after this time.



Batesville Charter High School

Name of the Proposed Charter

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 Division of Elementary and Secondary Education to provide a meaningful review.

Name of Primary Contact for the Application	Jennifer Douglas
Address	955 Water Street
City, Zip	Batesville, AR 72501
Phone	870-793-6831
Email	jdouglas@gobsd1.org

General Information

Batesville Charter High School

Name of Proposed Charter School:

9-12

Grade Level(s) for the School:

1150

Student Enrollment Cap:

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grades to be Offered at the Charter	9-12	9-12	9-12	9-12	9-12
Enrollment Cap at the Charter	2000	2000	2000	2000	2000

Batesville School District

Name of School District:

Charter Site Address	#1 Pioneer Drive
City	Batesville
Zip	72501
Date of Proposed Opening	August 2021
Superintendent	Dr. Michael Hester
Phone	870-793-6831

1. Provide the mission statement of the proposed school.

The mission of Batesville High School is Empowering Today's Students for Tomorrow's Challenges; Every Student Growing Every Day.

To empower students for the challenges they will face, Batesville High School provides real-world experiences and personalized opportunities for students to enter college and the workforce. The mission statement puts students first and focuses on educating and caring for the whole child in academics, social-emotional support, and physical well-being.

2. Explain how the mission statement was developed.

The mission and vision were developed with Batesville leadership and stakeholder groups that defined seven collective commitments. These collective commitments are Instructional Leadership, Clear and Focused Mission, Safe & Orderly Environment, Climate of High Expectations, Frequent Monitoring of Student Progress, Positive Home/School Relations, and Opportunities to Learn.

In 2020, stakeholder groups including Batesville School District (BSD) employees, students, parents, and community members met to discuss expanding opportunities for students that aligned with the mission statement. The mission statement was reviewed and local apprenticeship programs and internships were discussed to expand personalized opportunities for high school students. This process allowed the mission statement to evolve and be developed at a deeper level.

The challenges of tomorrow are uncertain, and students must have the resources and opportunities to meet the needs that tomorrow will bring. The challenge established by stakeholder groups and community outreach to the district requesting qualified workers for the region has been internalized by district leaders to lead the charge in developing those workers. Batesville School District educators have a course to provide an educational setting that fosters each student a personalized approach to reach their goals and endeavors while providing the community the much needed resources for the future.

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

While staying focused on the BHS mission, Empowering Today's Students for Tomorrow's Challenges, district leaders began conversations with students, school staff members, and community stakeholders to determine innovative approaches to preparing students for individual college and career pathways. Our community leaders need a qualified workforce and our district is ready to take on the challenge to provide them with qualified workers who can stay in the region to better the economy

and community.

In 2017, conversations led to ACT 1240 waivers being requested and granted, allowing BHS to offer individualized career pathways and internships to meet student interests. The district chose to pursue ACT 1240 waivers for students to immediately benefit from the flexibility and pursuit of internships and proficiency certificates. From 2017 to 2020 Batesville High School (BHS) developed partnerships with local businesses including: Intimidator, LaCroix Optical, White River Health Systems, Wades Electric, Flowers Foods, Main Street Batesville, Atlas Asphalt, Citizens Bank and the National Apprenticeship Training Foundation to implement paid internships and apprenticeships. In partnership with the University of Arkansas Community College in Batesville, opportunities expanded to include: Welding, Emergency Medical Technician (EMT), Certified Nursing Assistant (CNA), and Mechatronics. During the beginning phase of implementation students expressed their desire to be offered expanded choices. We also heard from our community leaders the need for a qualified workforce. Moving forward, BHS will continue to discover new pathways and develop Pioneers through growing and expanding the Guided Pathway Services (GPS), Pioneer Future Academies, and Experience, Exposure, Excellence (E3) Internships/Apprenticeships.

Empowering Today's Student

Guided Pathway Services (GPS): GPS has three main components: Explore, Discover, and Lead. Explore focuses on career exploration throughout elementary and junior high courses. Discover begins in 9th grade as students begin to build upon their student success plans and discover future academy options in high school. Lead is the last phase of GPS that focuses on BHS seniors being learners and leaders in internships. Furthermore, GPS allows high school students to share their experiences with younger students. Throughout the GPS phases, students explore and discover personal strengths/weaknesses, interests, and aptitudes. As the program expands, students access various academic, interest, and career assessments through Naviance. The GPS phases prepare today's future to become tomorrow's workforce. Students will have a voice in planning for their Pioneer Futures Academy(s). Student voice will be defined through a student leadership advisory council. Furthermore, opportunities for accelerated learning or remediation are part of this process. Students may seek additional support or elect to participate in various concurrent and dual enrollment pathways to add stackable credentials to their diploma.

Every Student Growing Every Day

Pioneer Future Academies (PFA): This charter will provide students the opportunity to complete various career and technical education pathways including Business,

Agriculture, Family & Consumer Science, Teacher Cadet, JAG, Community Service Technology, Robotics, Mechatronics, and Computer Science. Additionally assessing student interests and the needs of our community business and industry leaders, new innovative pathways have emerged for phase one of this charter. This charter will allow students to choose various Medical Pathways, such as Medical Assistant, Sports Medicine, Surgical Tech, and Medical Pre-Professional. Aviation, including drones and pilot training, and Video Journalism and Production will be additional future academies. Continuing to meet student interests and needs, BHS will implement phase two, which may include various trade tracks, and cybersecurity. Statistical data will be collected and evaluated by a third party evaluator to help advise and allow school leaders to determine future academy expansions.

Conquering Tomorrow's Challenges

Experience, Exposure, Excellence(E3) Internships/Apprenticeship: To provide work-based learning experiences for BHS students, BHS partnered with multiple community business/industry leaders to provide students with paid internships and apprenticeships. These partnerships fulfill needs for local business and industry leaders while providing students with valuable mentoring, training, and work experience they have requested. Participation in internships/apprenticeships often lead to careers after high school graduation and/or provide direction for post-secondary education. During internships, BHS students work on executive skill curriculum through Peak Performance U (PPU). Throughout all phases of the charter, BHS will monitor student interests to determine future internships/apprenticeships opportunities.

The charter will allow BHS to empower students to create an individualized academic plan, focus on one or multiple career pathways, and through community partnerships to meet the challenges of tomorrow.

4. 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.

Parents and community stakeholders have long supported the programs at BHS. Parents, guardians, and all stakeholders will have additional opportunities to be involved in activities relating to the student's educational success. In addition to parents participating with their student throughout all GPS phases to provide guidance, all parties will be asked to contribute and provide feedback through Google Forms and face-to-face communication. Business and industry partners collaborate on executive skill attainment needed for internships and apprenticeships in the community.

Parents and community members will be asked to share their expertise through

planning, instruction, and E3 partnerships. The community will be called upon to contribute to the charter's curriculum and provide support in all phases of the process.

BHS hosts an Education Summit every three years in partnership with the Batesville Area Chamber of Commerce. Stakeholders throughout the community provide input and feedback for K-12 education .The second Education Summit was held in July 2020. The feedback and communication will be paramount in the success of the charter and will foster community and district programming growth.

The goal of BHS is to expand student exposure to community members who are experts in their field. Community member exposure can increase the number of students choosing related pathways and workforce fields. Furthermore, community members can outline the unique skills needed for success in the specific workforce.

5. 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 in the appendix.

A virtual public hearing was held on July 14, 2020 at 6:00 pm in the District Administration Center. The public hearing was advertised in the Batesville Guard three weeks prior to the hearing on the following dates: June 24, June 29, July 3, and July 6. In addition, 6,092 people were reached with the public hearing notice that was shared on social media. The recording of the public hearing was shared on social media and sent to all district staff and staff, students, and parents at Batesville High School through Remind. Over 4,652 people were reached with the Remind message and 1,157 people were reached on social media. Stakeholders including parents, educators, and community members heard a presentation from Jennifer Douglas, Assistant Superintendent and Laura Howard, Community School Coordinator regarding the Conversion Charter application for Batesville High School.

The conversion charter presentation focused on the considerations for a conversion charter application that had been discussed with faculty and staff. 92.4% of staff were in favor of pursuing a conversion charter. The presentation also focused on three key features of the charter application: Empowering Today's Student - Guided Pathway Services (GPS), Every Student Growing Every Day - Pioneer Future Academies (PFA), and Conquering Tomorrow's Challenges - Experience, Exposure, Excellence(E3) Internships/Apprenticeship.

In addition, leaders collaborated with a student advisory panel and community partners including the Batesville Area Chamber of Commerce and White River Health Systems.

Attached documentation:

Appendix A: The notice of public hearing that was distributed to the community , district staff, and parents and students of all students enrolled in the BHS for which the school district initiated the application.

Appendix B: The notice of the public hearing that was published in the media and has general circulation in the school district in which the school is located at least three weeks prior to the date of the meeting.

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

According to the most recent United States Census data, Batesville is the second oldest municipality and the oldest city in the state of Arkansas covering almost 12 square miles. Individuals with a bachelor's degree or higher is 26.3% and those with a high school diploma or higher is 83.8%. Approximately 17.4% of individuals live in poverty which is 5.8% above the national average of 11.8%. When comparing the average income from 2014 to 2018 Batesville was \$26,274 and the national income was \$32,621. The largest employer in Independence County is White River Medical Center and the Batesville community has a need for the local workforce to grow and for job opportunities to expand. Knowing that Batesville School District is a focal point in the community and that additional educational support can grow students academically while growing the community workforce, the charter can open doors to expand the local workforce. and decrease the poverty rate.

The Batesville School District has six schools and a preschool program with approximately 3,100 students in the district K-12 settings. BHS has three K-5 elementary schools and a junior high school. Batesville Junior High School (BJHS) serves students in grades 6-8 and is the feeder school into the high school. Batesville High School has slightly more than 900 students in grades 9-12 and is the only high school in the Batesville School District, which is located in Independence County. Batesville High School 2019 - 2020 data from the Arkansas Department of Education (ADE) Data Center website reflects the poverty rate is 45%, English Learners make up 10% of the student population, and the students eligible to receive special education services is 12 percent.

Academic performance by the district, based on the ACT Aspire scores, indicates the district has room for improvement and expanding to a charter school will help close the gap to where the school strives to perform academically.

The 2019 school report card demonstrated that 37.97% of ninth grade mathematics students scored ready or exceeding on the ACT Aspire and 29.85% of tenth-grade mathematics students scored ready or exceeding. In addition, 48.10% of ninth-grade

English language arts students and 39.73% of tenth-grade students scored ready or exceeding on the ACT Aspire. The school report card also shows that 38.63% of ninth and tenth-grade students combined scored ready or exceeding in reading. The 2018 ESSA Index showed BHS school value added growth was 82.23, this was an increase of 3.2 points from 2017. The value added growth score was 80.65 in 2019. The average composite ACT score is 19.32 at Batesville High School.

According to the ACT WorkReady Community website, Independence county is a participating Work Ready Community: 25 employers in Independence County recommend the ACT WorkKeys National Career Readiness Certificate (NCRC). Charter school status would provide Batesville High School the opportunity to have more students leave high school with a gold or platinum WorkKeys career readiness certificate. The largest employer in Independence County is White River Medical Center; the medical pathway within the charter school will prepare students for employment in this industry when they graduate.

Offering Pioneer Future Academies to students allows students to achieve the goal of Batesville High School to “Empower Today's Students for Tomorrow's Challenges” and allowing “Every Student to Grow Every Day.” Through the interest in expanded career pathways, students will be challenged to improve learning to meet the requirements to enter these educational programs allowing students to discover pathways while developing Pioneers. Beyond coursework and internships, students will have the opportunity to earn Occupational Safety and Health Administration (OSHA) 10, Cardiopulmonary Resuscitation (CPR), and Health Insurance Portability and Accountability Act (HIPAA) training and certifications to be better prepared in entering the workforce.

Services/Programs for underserved student subgroups of Latinos, English language learners, and low-income students are critical. Many do not have US citizenship, and consequently, are not eligible for Secondary Career Center Funding after high school. Therefore, the more certifications these student subgroups can earn before graduation, the more employable they will become, and the more likely they will be to stay in our community for these jobs. (Free public education in high school)

Non-citizen students have a greater sense of urgency and need to leave Batesville High School with as many stackable credentials as they can earn during high school. Without a Charter, we cannot form these pathways quickly, and thus, we are losing students via graduation while waiting for the pathways to be approved. These students do not often see the need to continue high school if they can enter the workforce without a high school diploma. Adding credentials will provide these students with the need to stay in school and continue on through graduation, as well as allow them to obtain better jobs. The Charter status will allow us to better sustain the 35 percent Latino student population of our school while also providing a more sustainable workforce to our community.

Students who require special services, such as 504/IEP accommodations, will be able to benefit from Charter status to access pathways not currently eligible to them. The

pathways established through the Charter will allow certifications for students who are limited because of their disabilities. Most programs, such as the certified nursing assistant (CNA), require a score of 19 on the ACT to enter their program. The pathways offered under the Charter status will provide an option to those students to be able to graduate with a certification provided through partnerships with Batesville High School and corporate partners, such as Batesville's hospital, White River Health System (WRHS).
Ultimately, increasing opportunities for students will expand their career and college options and in turn, increase the number of workforce personnel to support the Batesville community .

7. Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for their proposed charter.

The Pioneers Future Academies will provide students the opportunity to complete various career and technical education pathways. By relying on student interest and the needs of our community business and industry leaders, new innovative pathways have emerged for phase one of this charter. This charter will allow students to choose various Medical Pathways, such as Medical Assistant, Sports Medicine, Surgical Tech, and Medical Pre-Professional. Aviation, including drones and pilot training, and Video Journalism and Production will be additional future academies available to students. BHS is the only high school in the area to offer the array of medical pathways and video journalism and production.

Expansion of Pioneer Future Academies to offer additional opportunities in Science, Engineering and Technology will be extremely important to the growth and job acquisition in the Independence County/Batesville geographic area. BHS was the first school in the state to partner with the National Apprentice Training Foundation (NATF). As a result, BHS students have received CPR and OSHA certifications, and this groundbreaking partnership has expanded into E3 internships along with apprenticeship opportunities. Year one launched with eleven interns and apprentices. In 2019, this number doubled and is anticipated to show exponential growth in the coming years.

New partnerships with community and workforce continue to expand to meet student interests and community needs. Students are ready to emerge as leaders in voicing their needs for future program growth. Research indicates in a *Game Plan for Personalizing Learning*, Dr. Joseph DiMartino, discusses the importance of an “advisory program for students encouraging the purpose [that should be] directly related to student and school community needs.” He states this ingredient of student voice and choice is an imperative part of the teaching and learning process to ultimately improve student achievement. In focusing on a growth mindset, the district

is ready for the challenge of a conversion charter school in accordance with the necessary social changes occurring in Arkansas.

Bramante and Colby further advise school leaders to avoid “falling into the rhythms of time in our lives. Schools can be bound by this thinking and should be allowed to occur anytime and anywhere.” This charter will provide the necessary flexibility for career and life skills through internships, job shadowing, interview experience, and access to unprecedented partnerships between industry and education. These opportunities should be available to students in all high schools. Students in the future academies and E3 will leave the conversion charter school with the opportunity for interviews with each company providing internships and the skills required to open the door for opportunities otherwise not offered in the community.

8. In the following table, list the goals of the charter. The goals should be measurable and related to the mission statement. For each goal, include the instrument for measuring performance and the date the goals will be assessed.

GOAL	Instrument for Measuring Performance	When Attainment of the Goal Will Be Assessed
Increase the number of students who will score ready or exceeding in literacy by 5% annually .	ACT Aspire	Annually with State Required Assessments
Increase the number of students who will score ready or exceeding in math by 5% annually.	ACT Aspire	Annually with State Required Assessments
Increase the number of students earning college credits and certificates of proficiency annually.	College Credits Earned Certificates of Proficiency Earned	Annual District Data
Complete at least one Career Development event each year (9-12)	Student Survey	Annually
100% of students will complete a certification in each program of study	Pathway Certificates	Annually
Increase the number of students completing an internship/ entrepreneurship by 10% annually.	Mentor survey and Placement Data	May of a student's senior year.
100% of the students will enter college, secure a job or internship in a skilled workforce area after graduation	Naviance E3 Internships	May of a student's senior year.

9. 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.

All goals are aligned to the mission of the Batesville School District and the needs of the community who desire an appropriately skilled workforce. By meeting these goals, students will have successfully fulfilled all expectations and be ready to secure employment or enroll in a workforce program that will meet BHS mission of Empowering Today's Students for Tomorrow's Challenges; Every Student Growing Every Day.

Charter Goals - District Mission - Personalized Student Plan - Workforce

The attainment of the charter goals aligned with the district mission will require that students are identified through 8th grade aptitude assessment, their personal interests. Students are supported and given the opportunity to advance within their desired pathway.

Each student will have the opportunity to explore the academic, medical, technical, and trade pathways. This will allow students to advance within these pathways. By the time students have completed their high school career, they have also fulfilled the academic, technical, medical, and trade certifications to become college and career ready. Essentially, students will complete the building blocks needed to further their education or begin their career pathway in the community. This unifies the goals of the mission of the school and community to train today's learners to be tomorrow's leaders in our community.

By collaborating with the Batesville economic development and workforce, the charter program will allow BHS to train and educate all students for the current needs of the community and customize with student input to create pathways that will ensure students are provided with the training and education needed for the future workforce and community.

The creation of a student advisory council will help provide a feedback loop in the process of refining the teaching and learning for students. Students will be able to process and develop the emotional impact, recommend meaningful and long-lasting changes, and impact the efficiency and organization of programmatic offerings in the future for their peers.

As always, the academic focus of making sure students are excelling and preparing for the future and increasing student achievement will remain a primary focus with the addition of their direct input and feedback. Formative assessments and ACT data will be utilized, as well as WorkKeys, internship performance and assessments, and certifications obtained. Furthermore, the Student Success Plan and Guided Pathway Services (GPS) will allow students and mentors to navigate the options of students' interest to ensure they are motivated and engaged in fields to challenge and promote

their academic and self-growth. These ongoing discussions and analysis will serve as a compass, to guide and meet checkpoints along their educational journey. These checkpoints will provide opportunities for students to obtain certifications, internships, and an immersed exploration of the field of study they have chosen.

The best indicator of the BHS conversion charter experience will be the increasing number of our students that will leave the BHS program prepared. These student leaders will have their high school diploma, industry certifications, internships experience, and be college and career ready. As successful graduates they will be highly qualified leaders in the fields that they have chosen to explore.

10. For elementary charter schools, provide a proposed 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.

Required Course for 9th Grade:

English 9,
Algebra I (Pre AP Geometry),
Physical Science,
World History,
Health/PE

Required Courses for 10th Grade:

English 10, (Pre AP English 10),
Algebra II (Pre AP Algebra IIBridge to Algebra II),
Biology (Pre AP Biology),
Civics/Economics

Required Course for 11th Grade:

English 11 (Pre AP English 11, Composition I),
Geometry, (Algebra II, Pre AP Pre-Cal, Algebra III),
American History (Pre AP American History),
3rd Science (Chemistry, Environmental Science, Anatomy, Astronomy, Earth Science, Physics, AP Biology, Pre AP Chemistry)

Required for 12th Grade:

English 12, (AP Language, Composition I, Composition II),
4th Math (Algebra III, AP Calculus, College Algebra, Math Topics)

Electives:

Personal Communications, Spanish I-III, AP Spanish,, Art I-III, AP Studio Art, Band I-IV, Mass Choir I-IV, Chamber Choir I-IV, Women's Choir I-IV, Strings I-IV, Jazz Band I-IV, Visual Art Appreciation, Music Appreciation, AP Chemistry, AP American History, World Geography, American Government,

Concurrent World Civilization I and II, Personal Fitness, Outdoor Pursuits, Recreational Sports, AP Music Theory,, Concurrent Fine Arts, Concurrent Oral Communications, Concurrent Spanish I and II, Computer Science w/coding I and II, Advanced Information Security, Robotics, East I-IV, Driver Education, Journalism, Theater I-II, Community Service Learning, JAG, Financial Planning and Wealth Management, Survey of Agriculture, Agriculture Mechanics, Agriculture Structures, Agriculture Metals, Advanced Agricultural Mechanics, Animal Science, Advanced Animal Science, Agribusiness Management, Advanced Ag Leadership and Communications, Animal Science, Plant Science, Survey of Business, Digital Marketing, Markets and Analytics, Family and Consumer Science Investigations, LifeSpan Development, Dynamics of Human Relationships, Advanced Child Care Management, Food Safety and Nutrition, Life and Fitness Nutrition, Foundations of Sports Medicine, Tech Internships, Computer Science w/Coding, Advanced Information Security, E3 Internships, Teacher Cadet,

Virtual Arkansas Classes:

Criminal Law, Fundamentals of Flight, French I-II, German I-II, Intro to Criminal Justice, Arkansas Hospitality and Tourism, Tourism Industry Management

Concurrent Credit Courses:

Visual Art, General Psychology, Human Growth and Development, Medical Terminology, Principles of Sociology, College Algebra, Computer Software Applications, Intro to Education
Career and Technical Programs/Certifications through UACCB:

The following courses are not specific to a grade but are taken sequentially to earn a program of study. Certifications of proficiency are identified in the courses listed.

Industrial Technology: Welding

Year 1 welding Students: Certificate of Proficiency

- ___ Technical Methods (1 unit) (FALL)
- ___ Engineering Drawings(1 unit) (FALL)
- ___ Industrial Safety (online) (1 unit) (SPRING)
- ___ Welding I (1 unit) (SPRING)

Year 2 Welding Students: Technical Certificate

- ___ Welding II (1 unit) (FALL)
- ___ Technical Math (Industrial Technology) (1 unit) (FALL)
- ___ Writing for the Workplace (1 Unit) (SPRING)
- ___ Welding III (1 Unit) (SPRING)

Industrial Technology: Mechatronics

Year 1 Mechatronics Students: Certificate of Proficiency

- ___ Technical Methods (1 unit) (FALL)

___ Industrial Safety (online) (1 unit) (SPRING)

___ Engineering Drawings(1 unit) (FALL)

___ AC/DC Electricity (1 unit) (SPRING)

Year 2 Mechatronics Students: Technical Certificate

___ Technical Math (1 Unit) (Fall)

___ CADD (1 Unit) (Fall)

___ Writing for the Workplace (1 Unit) (Spring)

___ Fundamentals of Programming (1 Unit) (Spring)

Certified Nursing Assistant (CNA)

Year 1 CNA Students:

___ First Aid and CPR (1 unit) (FALL)

___ Introduction to Health Professions (1 unit) (FALL)

___ Technical Math (1 unit) (SPRING)(Nursing)

___ Computer Software Applications (1 unit) (SPRING)

Year 2 CNA students:

___ Health Skills I & II (CNA)(FALL)(4 High School Units/7 College Credits)

Earn Certificate of Proficiency w/ completion of Health Skills I & II

___ Essentials of Anatomy and Physiology + lab (1 unit) (SPRING)

___ Medical Terminology (1 unit) (SPRING)

Emergency Medical Technician (EMT) Basic

___ Computer Software Applications (1 unit) (FALL)

___ Introduction to Health Professions (1 unit) (FALL)

___ Essentials of Anatomy and Physiology + lab (1 unit) (SPRING)

___ Technical Math (1 Unit) (SPRING) (Nursing)

Year 2 EMT students: Certificate of Proficiency

___ Medical Terminology/First Responder (1 unit) (FALL)

___ EMT, Basic I & II(1 unit) (SPRING)

Construction Technology: Construction Trades

Year 1 Construction Technology Students: Certificate of Proficiency

___ Technical Methods (1 Unit) (Fall)

___ Industrial Safety (1 Unit) (Fall)

___ Carpentry I (1 Unit) (Spring)

___ Carpentry II (1 Unit) (Spring)

Year 1 Construction Technology Students: Technical Certificate

___ Masonary I (1Unit) (Fall)

___ Masonary II (1Unit) (Fall)

___ Drywall Installation & Finishing I (1Unit) (Spring)

___ Drywall Installation & Finishing II (1Unit) (Spring)

University of Arkansas Community College Batesville (UACCB) Computer Technology: Certificate of Proficiency in Computer Technology

___ Survey and Connections in Technology (FALL) (1 unit)

- __ Survey of Operating Systems (FALL) (1 unit)
- __ Fundamentals of Web Development (SPRING) (1 unit)
- __ Technical Math (SPRING) (1 Unit)

University of Arkansas Community College Batesville (UACCB) Computer Technology: Certificate of Proficiency in Computer Programming

- __ JavaScript Fundamentals (1 Unit) (Fall)
- __ Fundamentals of Programming (1 Unit) (Fall)
- __ Database Fundamentals (1 Unit) (Spring)
- __ Writing for the Workplace (1 Unit) (Spring)

11. Describe the educational program to be offered by the charter school. Include a description of the curriculum, programs, and instructional methods used to support core classes. The curriculum should be aligned with the Division of Elementary and Secondary Education curriculum standards.

All courses are aligned to the Arkansas Curriculum Standard as established by the Division of Elementary and Secondary Education.

One of the primary goals of the BHS conversion charter school is for students to learn the value of workforce skills. Therefore, instructional strategies in all pathway classrooms are implemented with student voice through the advisory council. However, additional professional development opportunities will be provided to ensure all teachers have the foundation they need to support students at the highest level.

Core classes will be supported at Batesville High School with the addition of the following programs in Batesville High School's Pioneer Future Academies.

*University of Arkansas Community College Batesville (UACCB) courses are identified.

Batesville High School currently offers pathways in the following areas:

- Agriculture Power, Structural, and Power Systems
- Animal Systems
- Plant Systems
- Human and Social Services
- Nutrition Science and Dietetics
- Digital Marketing
- UACCB Welding
- UACCB Mechatronics
- UACCB Computer Technology
- UACCB Certified Nursing Assistant
- UACCB Emergency Medical Technician

- UACCB Construction Technology
- Pioneer Pathways - EAST Initiative
- Pioneer Pathways - Computer Science
- Pioneer Pathways - Robotics
- Pioneer Pathways - Teacher Cadet

These pathways utilize Division of Elementary and Secondary Education (DESE) ADE Division of Career and Technical Education standards and certifications in addition to meeting all the standards and requirements through University of Arkansas Community College in Batesville.

New educational pathways to be offered through the charter school approval include:

- Banking Services
- Agriculture Business
- Aviation
- Medical Assistant
- Sports Medicine
- Surgical Technician
- Medical Pre-Professional
- Video Journalism & Production

These pathways utilize the Division of Elementary and Secondary Education (DESE), ADE Division of Career and Technical Education standards and certifications in addition to meeting all the standards and requirements through University of Arkansas Community College in Batesville (UACCB). These pathways were selected based on student interest and feedback and the needs of our community workforce.

12. Describe how the key features of the program will be afforded.

Specific Item, Program or Service	Estimated Cost	Funds Used to Pay for Item, Program or Service
Medical Classroom Setup - items including furniture for exam rooms, railed beds for hospital labs, equipment for hands-on learning	\$85,000	Seeking charter grant funds
Z Space Labs	\$50,000	Seeking charter grant funds
Video Journalism Equipment - Live streaming equipment	\$10,000	Prior years expenditures - Grant from First Community Bank
Video Journalism Communication Set and production equipment	\$10,000	Seeking charter grant funds

Drones, aviation curriculum training and simulator software	\$15,000	Seeking charter grant funds
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13. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

BHS has created many innovative pathways through ACT 1240 waivers since 2015 that positively impact students. In an effort to build and expand a sustainable model of support for students, a conversion charter is necessary. A cohesive, comprehensive model that can be expanded and built upon. In the past two years, 55 students have earned certificates of proficiency in EMT, Welding, or CNA and 31 have received their OSHA certification. In addition, over 25 students have participated in paid internships with business and industry partners. The conversion charter will create a permanent, cohesive model to grow these pathways and opportunities for BHS.

Personalization is key. A group of students with a vested interest in the BHS conversion charter school identified that hands on experiences are key for their continued interest and success. One student advocate stated, if she could have additional experiences through externships to grow her experience and understanding would help her to better grasp the concepts. Having internships that would allow them to experience on the job activities was listed as critical. Additionally, the students wanted the opportunity to blend the career and technical courses with advanced college courses to better understand how elements are connected.

The BHS conversion charter school, unlike a traditional school, can offer permanence to the pathways and internships offered and a more personalized learning approach to meet the needs of every student and the requests from community leaders, whether the student is college or career bound. For students who do not yet know which path or field they wish to follow, a charter school offers varied, customized pathways for students to discover where their interests lie. These pathways provide personalized attention, performance-based and knowledge-based exposure and field experiences (hands-on learning), and alternative assessments.

Personalized Attention:

- Meeting the needs of all students at every academic focus and level
- Seeking the input of the student advisory council to provide insight and perspective into programmatic offerings.

- Creating career student action plans that include academic and personal goals.
- Career counseling through Naviance and GPS to assist students with navigating career paths throughout each school year

Career Exposure and Exploration

- Community partnerships
- Real-world experience
- Career exposure

Alternative Assessments:

- Assessments will focus on both knowledge-based and performance-based evaluations for each pathway
- Workforce certification will be used to determine students readiness

With this charter, BHS can expand current career and technical educational opportunities allowing for a personalized academic approach. This will essentially meet the needs of all students and the needs of the community.

14. Explain how the charter school will have more autonomy than traditional schools in the district in the following areas:

a. Employing personnel

District leadership seeks to recruit and retain high quality teachers. Building leaders seek to hire qualified new employees, both certified and classified. The district leaders seek a waiver in the charter application to allow the employment of Arkansas Qualified Teachers who are not licensed educators to better prepare students with expertise in technical areas of proficiency. Individuals with a mastery of the content and who are best qualified to support student learning will be hired when a position becomes available.

b. Developing and controlling the charter school budget

The budget will be overseen by the building leadership team who will develop and manage the charter school budget through collaborative leadership. Information gathered from school-level data and strategic planning will be considered when planning the budget. BHS is fiscally sound and will work in collaboration with BHS to maintain fiscally responsible practices .

c. Managing day-to-day charter school operations

Building leadership will have the ability to manage the day-to-day operations of the charter school through professional learning communities, and guiding coalitions.

District leadership will consult with building leaders through monthly Care & Data Consultation (CDC) meetings. In addition, the student advisory council will meet on a regular basis to help identify programmatic content offerings that could be modified or adjusted to better serve students.

d. Developing and controlling the school calendar

All staff are encouraged to provide input to the District Personnel Policy Committee(PPC) team. The district PPC works in conjunction with district leadership to make calendar recommendations. District leaders will ensure that all resources are aligned to best serve students.

e. Other areas of autonomy to be afforded to the charter

Building leaders will have the autonomy to make decisions that will put students first in providing multiple opportunities for students through voice and choice. The BHS student advisory council will provide guidance for the directional decisions of the BHS conversion charter in concert with district leadership. These advisors will build and maintain the vision of the program to include an intentional focus to include everyone's role in the purpose of improving student outcomes through experiences.

15. Describe the school improvement plan by addressing the following:

- a. Explain how and how often the licensed and non-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.**

BHS has a campus leadership team, a parent advisory group, and a student advisory council. Building leadership will ensure all stakeholders have equal representation to allow for input and guidance from all stakeholders. The BHS employees will convene each semester to review the components of the school improvement plan. A section to the school improvement plan will include pathways for parents and community members to directly engage with the student advisory council to ensure that voices and needs are discussed in a reflective and productive partnership.

- b. Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the stated educational goals.**

The school improvement plan will be evaluated at least semiannually to ensure that

outcomes remain aligned with BHS's mission, make program changes, and to evaluate the effectiveness of the charter school. BHS will continue to gather input from stakeholders and review local data to improve student learning and community educational goals. BHS will seek evaluative feedback from stakeholder groups annually to revise and update the school improvement plan to address the needs of students. The BHS improvement plan will align to the measurable goals contained in the charter application and will be the document for evaluating the goals and outcome of the charter school along with data analysis by a third party evaluator to provide the district with feedback to determine next steps in planning academic learning goals.

16. Describe the ongoing process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Academic Standards as adopted, and periodically revised, by the State Board of Education.

BHS utilizes Professional Learning Communities (PLC) and vertical and horizontal curriculum teams to review and align curriculum PLC teams consisting of lead teachers, academic coaches, speciality teachers, ESOL teachers, and administration. This team will meet regularly to review and monitor student data and instruction. In addition, district leadership meets with building leadership PLC teams monthly in Care and Data Consults (CDC) meetings to provide ongoing continuous support to discuss curriculum, instruction, and assessment. These curricula structures are revised to align with the Division of Elementary and Secondary School Essential Standards adopted by the Arkansas State Board of Education. As standards evolve, curriculum teams meet to determine the necessary shifts in the learning pattern to better meet student needs. In the BHS conversion charter school, additional learning standards will be modified to include the necessary components based on feedback from industry leaders and reflective student experiences from the student advisory council.

17. 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

Batesville High School Conversion Charter will provide College, Career/Life mentoring to all students without exclusion through GPS and scheduled during the academic school day. This time will allow mentors/coaches the opportunity to develop a road map for students interests and aptitudes. By 8th grade, students will take an aptitude test to outline their academic journey. Mentors are given the opportunity to support students on their Future Academy options and advance along their education. Academic counselors will provide additional support to help students develop their success plan and post high school transition plan. BHS complies with Arkansas law and ADE: DESE Rules & Regulations regarding counseling and guidance programs.

The counseling plan is linked on the Batesville School District website.

b. Health services

Batesville High School conversion charter will offer School-Based Mental Health services to promote social-emotional development, enhance resiliency, and develop coping skills. These collective skills help to support all students to live safe and healthy lives. Daily medical/health needs of students will be addressed through a full-time nurse with current medical equipment and supplies. Students will also have access to onsite health clinics through ARcare. Additional services such as hearing or vision screenings and maintenance of immunization records. The school receives additional support from external partners including White River Health Systems, ARcare, and University of Arkansas Medical Sciences (UAMS).

c. Media center

Batesville High School conversion charter will include a wide range of options to access the information within the media center for all students without any exclusions. The media center is a hub for learning and is an integral part of BHS 1:1 technology initiative. The library media specialist serves as an Instructional Technology Coordinator. Electronic and printed materials provide the opportunity for students to further develop 21st century technology skills.

d. Special education, including appropriate state assessments for special education students

The vision for the Batesville High School conversion charter will ascertain that students with disabilities have equal access to the charter school and are provided a high-quality education supported with appropriate services deemed appropriate and necessary by federal guidelines. If the student qualifies for enrollment for an IEP (individualized Educational Plan), then an IEP will be developed to ensure that the student who has a disability identified under the law will be properly accommodated by every teacher. If a student qualifies for a 504 plan, modification and accommodation will be provided in accordance to all applicable state and federal laws. Batesville High School will comply with all state and federal special education regulations and laws.

e. Dyslexia services

BHS has multiple teachers with certification in dyslexia services to help identify students in need of services. Expertly trained BHS staff are capable of administering Level I and Level II Dyslexia Screeners. If a student screener indicates the characteristics of Dyslexia, the teacher certified in Dyslexia interventions will

collaborate with the appropriate staff to develop a Response to Intervention (RTI) plan reflective of the student's needs. In the event that Dyslexia intervention services are required based on Level II screened results, parents/guardians will be provided with appropriate information and may request an independent, comprehensive Dyslexia evaluation. Dyslexia interventions meet the protocol of the district-adopted Dyslexia intervention program, Phonics First.

f. Transportation

Batesville High School conversion charter will continue to provide transportation to and from the school campus as well as a trip bus to extension activities the student has had approved by the College/Career Supervisor. Additionally, transportation will be available when needed as part of a field trip.

g. Alternative education

The individual behavior needs of every student will be met to provide the best possible learning environment. Batesville High School conversion charter will continue to offer services through White River Academy to students who thrive in an alternative learning setting as deemed necessary through a committee decision. The waiver requested for an alternative learning environment will contribute to the providing individualized behavior support needed for students.

h. English Language Learner (ELL) instruction, including appropriate state assessment for English Language Proficiency

Batesville High School conversion charter will provide instruction for beginning English Language Learners in speaking, listening, reading, writing, grammar, citizenship, and workplace language skills designed to accommodate any language ability. Programs can also assist students to attain a high school equivalency degree or post-secondary preparation.

i. Gifted and talented program

Batesville High School conversion will offer exemplary educational opportunities that challenge and encourage growth, for qualified Gifted and Talented students that qualify. Gifted and Talented abilities lie within all students. The Batesville School District would like to provide those services in multiple ways to students. The conversion charter waiver will allow the district to make those determinations of varied abilities for all students. Students require qualitatively differentiated educational experiences and/or services. Unit plans designed by teachers will include high levels of interaction and appropriate activities for students. Students will gain mastery of objectives through enriching, hands-on activities that challenge them to think about

big ideas and the application of new knowledge. Advanced Placement classes will prepare students for admission to and success in a postsecondary educational environment. One of BHS academic goals is to challenge all students to examine themselves and consider their larger place in the community and how to be an active participant. All students will receive equal opportunity to advance their learning through the practices of meta-cognition and shared learning experiences. Furthermore, concurrent classes and specialized classes will be available to meet the needs of students.

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

Batesville High School conversion charter will serve students in grades 9-12 within the Batesville School District boundaries. Additionally, students are allowed to apply through Freedom of Choice and/or or petition to transfer following state rules and regulations. As a result, they will be afforded the same opportunities as any other student in the school. All students will have access to Pioneer Pathway Curriculum. In addition, students meeting their program requirements will earn stackable credentials.

Recruitment for the various pathways available to students will begin while students are in junior high school. Students will explore various pathways through implementation of the junior high curriculum and annual 8th Grade Career & Technical Education Fair. These admission, recruitment, and selection processes will lead to the expansion of the BHS conversion charter and a request to add the lower grade levels at BJHS. Each incoming 9th grade student will be assigned an advisor to facilitate and monitor students' yearly progress and Student Success Plan. Additionally, Batesville High School pathways will be publicized on the district web page, in local news media venues, and social media platforms. By sharing the BHS innovative pathways, stakeholders will have the information necessary to help students make informed decisions about their future.

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

Yes

No

20. 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. Describe their experience.

None

21. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

ADMINISTRATORS Superintendent/Director, CEO/CFO/COO, Principal, etc.	
Administrator Position	Principal
Reports to	Superintendent
Salary Range	\$90,000-\$94,000
Education Required	Master's Degree in Educational Leadership or equivalent
Certification Required	Building Level Administrator
Experience Required	Prior leadership experience is preferred
Job Duties List up to 5 key duties	Supervise and evaluate the instructional staff and Personal Pioneer Academies to ensure active student engagement and increased student achievement. Analyze student data and facilitate Professional Learning Communities to discuss student learning and achievement. Create and serve as the liaison for the BHS student advisory council.
Administrator Position	Assistant Principal

Reports to	High School Principal
Salary Range	\$74,000-\$76,000
Education Required	Master's of Educational Leadership or equivalent
Certification Required	Building Level Principal
Experience Required	Prior leadership experience is preferred
Job Duties List up to 5 key duties	Supervise and evaluate the instructional staff and Personal Pioneer Academies to ensure active student engagement and increased student achievement. Analyze student data and facilitate Professional Learning Communities to discuss student learning and achievement.
Administrator Position	Career Coach
Reports to	Assistant Superintendent/ Community Schools Coordinator
Salary Range	Varies according to credentials
Education Required	Masters in Education -Preferred

Certification Required	Arkansas Teaching License
Experience Required	Classroom or leadership experience preferred
Job Duties List up to 5 key duties	Serve as a liaison between UACCB and high school students for all courses taken concurrently Provide guidance on Personal Pioneer Academies to mentors and students Collaborate with UACCB & Lyon College regularly

TEACHERS	
Classroom, Special Education, Gifted and Talented, Instructional Facilitator, Technology Specialist, etc.	
Reports to	High School Principal and Assistant Principals
Salary Range	\$35,000-\$54,512
Education Required	Bachelor Degree or higher
Certification Required	Arkansas Certification
Experience Required	None
Job Duties List up to 5 key duties	Plan and implement effective instruction to ensure continuity and high levels of learning Participate in the collaborative process through the PLC Process to ensure student success Engage parents and community in the learning process Analyze student data and provide feedback for students using state and local assessment data

SUPPORT STAFF	
Secretary & Bookkeeper	
Reports to	Principal
Salary Range	\$17,600 - \$28,845

Education Required	Varies according to position
Certification Required	None
Experience Required	None
Job Duties List up to 5 key duties	Communicate with parents, students, and staff Manage check-in procedures at high school office Manage purchases orders for the building administrators

SUPPORT STAFF Nurse	
Reports to	Principal
Salary Range	\$25,254- \$40,197
Education Required	License for Nursing
Certification Required	Licensed Practicing Nurse (LPN) or Registered Nurse (RN)
Experience Required	None
Job Duties List up to 5 key duties	Facilitate health and medical programs Provide medical care as needed Collaborate with AR Care Coordinator for onsite medical clinic

22. It is affirmed that the Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting systems of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN

shall be used to record all private, as well as, local, state, and federal revenues and expenditures.

Yes

No

23. It is affirmed that the Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).

Yes

No

24. Describe the facilities to be used. Give the present use of the facility.

Current Batesville High School facilities will be used for conversion charter.

25. 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

26. 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.

The facilities that will be used are Batesville High School and assigned classrooms meet the CTE requirements. BHS is a permitted use under the city of Batesville zoning regulations, and there are no alcohol sales within 1000 feet of the facility.
Permissible uses

27. 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.

The school district will continue to participate in the National School Lunch Program. We currently contract with OPAA food management to run the food services for BHS.

28. Explain how the success of the charter school will be ensured if changes in leadership occur.

BHS will continue to implement and monitor success through Professional Learning Communities and tiered interventions and supports. This model focuses on shared leadership and encourages all stakeholders to have input in the decision making process at BHS.

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

Granting the conversation charter to BHS will have no effect on any school districts' ability to meet desegregation court orders or statutory obligation. BHS or any surrounding districts are not party to any desegregation orders. The district administration works to ensure that all students who transfer between districts strictly adhere to segregation statutes and requirements.

30. 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 assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.

Waiver Topic #1	Flexible Schedule
Arkansas Code Annotated	Ark. Code Ann. § 6-16-102
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	<p>Successful completion of the career programs offered by BHS will require students to move from the traditional school day and classroom into the workforce and job training programs. Without this flexibility students may be constrained from completing their program of study.</p> <p>Since the law notes the school day must be in session for six hours and students receive instruction for six hours, BHS would like a waiver to allow students opportunities to have paid apprenticeships and internships within the community that may take place during the regular school day. Business and industry partners are a wonderful asset to provide real-world on the job experiences for students as they prepare to enter the workforce. With options for competency based learning, acceleration, and enrichment in addition to internships and apprenticeships, instruction may be provided in less than six hours per day or thirty hours per week.</p>

Waiver Topic #2	Teacher Licensure
Arkansas Code Annotated	Ark. Code. Ann. §§ 6-15-1004; 6-17-309; §6-17-401 et seq.; §6-17-902; §6-17-919
Standard for Accreditation	4-D.1; 4-E.1; 4-F.1
ADE Rules	Educator Licensure

Rationale for Waiver	<p>Ensuring students are college and/or career ready may necessitate partnering with instructors who are not licensed K-12 educators. The goal of an increase in students each year who are college and career ready will require instruction in specialized areas not traditionally covered by K-12 licensure. Independence County has two institutions of higher learning, BHS seeks the opportunity to utilize instructors from UACCB and/or Lyon College to provide instruction to students.</p> <p>The request would also allow BHS to allow employment of professionals from the community that are highly qualified to provide instruction even if they do not possess an Arkansas Teaching License. BHS would ensure any staff members hired as a result of the waiver meet the requirements of Arkansas Qualified Teacher and have successful completion of criminal background checks.</p> <p>The waiver for school counselors and librarians would allow the school to consider candidates that are otherwise qualified in those specific areas that may not hold an Arkansas teaching license.</p>
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Waiver Topic #3	Gifted and Talented
Arkansas Code Annotated	Ark. Code Ann. §§ 6-20-2208(c)(6); §6-42-109
Standard for Accreditation	2-G.1
ADE Rules	Gifted and Talented Program Approval Standards
Rationale for Waiver	<p>BHS understands a waiver of gifted and talented does not exempt the requirement of gifted and talented offerings for students. Instead, BHS views this waiver as an opportunity to personalize each student's pathway and implement methods that allow each student to reach maximum potential. Traditional Advanced Placement and concurrent credit classes will continue to be offered to gifted and talented students. Students also have the opportunity to take classes in robotics, EAST, computer science, and participate in GT recognized activities, such as, Mock Trials, Quiz Bowl, Robotics, and Destination Imagination/Odyssey of the Mind. This charter waiver</p>

	will allow the school to redefine gifted to provide enrichment and personalized courses and learning to all students not just students that are identified as gifted and talented.
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Waiver Topic #4	Library Media Specialist
Arkansas Code Annotated	§6-25-103, §6-25-104
Standard for Accreditation	4-F.1, 4-F.2, 2.D.1
ADE Rules	
Rationale for Waiver	<p>The library is a hub where technology and learning occur together. The librarian is a leader in our web-based culture and assists in Pioneer Future Academies and will serve as the Instructional Technology Contact (ITC). As such, she will oversee technology interns in the media center to implement the web-based culture at BHS.</p> <p>As students explore Pioneer Future Academies and utilize Guided Pathway Services (GPS), personnel will shift to provide a learning environment that is open and flexible. This additional flexibility will allow the media center to not only be a hub for technology and learning, but a support space for student learning and success.</p>

REQUIRED ATTACHMENTS

1. Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:
 - a. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - b. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - c. The last publication date of the notice was no less than seven days prior to the public meeting.

REGULAR MEETING OF THE BOARD OF DIRECTORS AGENDA



Batesville
School District
STUDENTS FIRST

Board of Directors

Scott Fredricks - Pres. (AL - 2022)	George Latus - V.P. (D5 - 2024)
Heather Fulbright - Sec. (D3 - 2021)	Josh Swinea (D4 - 2020)
Kathy West (D2 - 2023)	Chris Milum (D1 - 2021)
Wesley Beal (AL - 2024)	

Dr. Michael Hester, Superintendent

DATE: July 20, 2020

REGULAR MEETING: 5:30 P.M. - WEST Elementary Gym - [Google Meet](#)

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In order to ensure an orderly and productive meeting, the Board of Directors of the Batesville School District will follow Board Policy 1.14.

A. PRELIMINARY MEETING:

1. Call to order by Board President Scott Fredricks at _____ p.m.
2. ROLL CALL:

Scott Fredricks, Pres.	_____
George Latus, V. Pres	_____
Heather Fulbright, Sec.	_____
Chris Milum, Director	_____
Josh Swinea, Director	_____
Kathy West, Director	_____
Dr. Wesley Beal, Director	_____
Dr. Michael Hester, Superintendent	_____
Jennifer Douglas, Asst. Superintendent	_____
Drew Sandage, Asst. Superintendent	_____
Megan Renihan, Board Clerk	_____

2020-21 BOE Mtgs: 7-20; 8-17; 9-14; 10-19; 11-16; 12-14; 1-25; 2-22; 3-15; 4-19; 5-17; 6-14; 7-19

B. PROCEDURAL MATTERS:

1. Extend welcome to guests: Director Fredricks
2. Pledge of Allegiance: George Latus
3. Approval of Regular Agenda

Addendums and Deletions

_____ Moved by Seconded by Vote

C. RECOGNITIONS AND PRESENTATION

1. To recognize [Izzy Higginbottom](#) and her committing to Mizzou.
2. To receive a presentation from Billie Rose, BSD Nurse and Alan Faulkner, AR Care.
3. To receive a [Communications](#) presentation from Megan Renihan.

D. CONSENT AGENDA

“Any item on the Consent Agenda may be removed for further discussion by the Board Of Directors at the request of a Director.”

1. To approve the minutes of the Regular Board Meeting held on [June 15, 2020](#).
2. To approve the [Salary & Commercial Warrants](#) for June 2019.
3. To approve the [Personnel Report](#) as presented.
4. To approve the items on the Consent Agenda as submitted.

 Moved by Seconded by Vote

E. EDUCATIONAL SERVICES DIVISION:

1. To approve [ADE Federal Statement of Assurances](#) under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act.

2020-21 BOE Mtgs: 7-20; 8-17; 9-14; 10-19; 11-16; 12-14; 1-25; 2-22; 3-15; 4-19; 5-17; 6-14; 7-19

Agenda - Regular Meeting - July 20, 2020

Moved by Seconded by Vote

2. To approve the [BHS Conversion Charter Application](#)
a. [Letters of Support](#) & [Presentation](#) from Jennifer Douglas

Moved by Seconded by Vote

3. To approve the purchase of Edgenuity K-5 online [learning](#) and [resources](#).

Moved by Seconded by Vote

4. To approve the [CLSD Literacy Grant](#) beginning the 2020-21 school year.

Moved by Seconded by Vote

5. To approve a [Save the Children Grant Micro Grant](#) for the BSD food pantry.

Moved by Seconded by Vote

F. BUSINESS SERVICES DIVISION:

1. To approve the [BSD auditor service](#) of Craft, Veach & Company, PLLC for the 2019-20 school year.

Moved by Seconded by Vote

2. To make the following designations for the 2020-2021 school year:

- To appoint Dr. Michael Hester as Ex-Officio Financial Secretary to the Board of Directors.
- To appoint Marrissa Hernandez as the Board Clerk
- To appoint Pam Gipson as District Treasurer to the Board of Directors.
- To appoint Kristi Cox as the District's 504 Coordinator.
- To appoint Drew Sandage as the District's Equity Coordinator.
- To appoint Billie Rose as the District's Point of Contact for COVID-19.

Moved by Seconded by Vote

2. To appoint the Board's Legislative Liaison for 2020-2021.

Moved by Seconded by Vote

2020-21 BOE Mtgs: 7-20; 8-17; 9-14; 10-19; 11-16; 12-14; 1-25; 2-22; 3-15; 4-19; 5-17; 6-14; 7-19

G. DISTRICT OPERATIONS:

1. To consider approval of [COVID Emergency Resolution](#) for BSD to waive AR statutes as needed during COVID-19 state of emergency.

Moved by Seconded by Vote

2. To consider approval of the [adjusted 2020-2021 District Calendar](#) as per the governor's adjusted deadlines.

Moved by Seconded by Vote

3. To consider approval of the Tips/Taps bids for [BHS Band roof](#) and [BJHS EAST roof](#).

Moved by Seconded by Vote

4. To consider approval of the Entegry [Solar Agreement](#) with WRHS as presented by Rick Vance 6-15-20.

Moved by Seconded by Vote

5. To consider approval of the July 1st legal transfers. [Out](#). [Out](#)

Moved by Seconded by Vote

2020-21 BOE Mtgs: 7-20; 8-17; 9-14; 10-19; 11-16; 12-14; 1-25; 2-22; 3-15; 4-19; 5-17; 6-14; 7-19

6. To consider amending the previous approval of spending \$250,000 to reflect a total cost approved of \$274,935.00 to allow for [SY20-21 Bus Purchases](#)

Moved by

Seconded by

Vote

H. HUMAN RESOURCES DIVISION:

Nothing to report at this time

I. REPORTS AND COMMUNICATIONS:

1. Communications FYI

a. [BSD COVID-19 Information](#)

b. [WRA Approval Letter](#)

i. [ALE Description Form](#)

2. Superintendent Address

a. Board Retreat Workshop - Sept.

b. [Unemployment Scams](#) - ARTS breach 40+ BSD cases

c. ePass - Parental Screening App - developing

J. ADJOURNMENT:

Moved by

Seconded by

Vote

Time:

2020-21 BOE Mtgs: 7-20; 8-17; 9-14; 10-19; 11-16; 12-14; 1-25; 2-22; 3-15; 4-19; 5-17; 6-14; 7-19

AFFP

Public Notice: Batesville Scho

Affidavit of Publication

STATE OF ARKANSAS } SS
COUNTY OF
INDEPENDENCE }

Public Notice: Batesville School District Public Hearing for the discussion of a proposed conversion charter for Batesville High School will be held on July 14, 2020, at 6:00 p.m. Due to COVID 19, this will be a virtual meeting. Links to join the virtual public hearing will be posted on the district website at www.batesvilleschools.com.

Matthew Smith, being duly sworn, says:


That he is Classified Manager of the Daily Guard, a Daily newspaper of general circulation, printed and published in Batesville, Independence County, Arkansas; that the publication, a copy of which is attached hereto, was published in the said newspaper on the following dates:

June 29, 2020
July 03, 2020
July 06, 2020
June 24, 2020

Publisher's Fee: \$ 55.00

That said newspaper was regularly issued and circulated on those dates.

SIGNED:



Subscribed to and sworn to me this 6th day of July 2020.



Janet Melton, Notary Public 9/6/2022

Public Notice: Batesville School District Public Hearing for the discussion of a proposed conversion charter for Batesville High School will be held on July 14, 2020, at 6:00 p.m. Due to COVID 19, this will be a virtual meeting. Links to join the virtual public hearing will be posted on the district website at www.batesvilleschools.com.

90110618 90871722

Karen Melton
Batesville Public Schools
955 Water St
Suite c
Batesville, AR 72501

OFFICIAL SEAL
JANET MELTON
COMMISSION # 12389619
NOTARY PUBLIC-ARKANSAS
CRAIGHEAD COUNTY
MY COMMISSION EXPIRES: 09-06-22

BATESVILLE

AREA CHAMBER OF COMMERCE

409 Vine Street | Batesville, Arkansas 72501 | www.batesvilleareachamber.com

July 15, 2020

Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Mail Slot #3
Little Rock, AR 72201

Dear Commissioner Key,

It is my pleasure to express support from the Batesville Area Chamber of Commerce for the Batesville School District conversion charter school. The purpose of the conversion charter is to prepare students for success by offering individual college and career pathway opportunities through a strategic advising program. The program will also offer support in participation in paid internships & apprenticeship opportunities.

The vision for the charter school is directly in line with the county strategic plan, IMPACT. The grassroots plan, developed by our citizens, encourages progressive initiatives to address community and economic development priorities. Batesville School District has embraced the plan and incorporated the initiatives into the new proposed program to meet the needs of our students and our community.

In collaboration with business and industry leaders, healthcare providers, and institutions of higher education, students are able to discover, experience and prepare for their future by participating in the new educational and career pathway opportunities.

We look forward to working with Batesville School District on this innovative learning experience that will improve the lives of our students.

Sincerely,



Crystal Johnson
Chief Executive Officer

CHAIRMAN'S CIRCLE

— BATESVILLE  —
AREA CHAMBER OF COMMERCE





STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

Stu Smith
2605 Franklin Street
Batesville, Arkansas 72501-7738

870-612-3974 Business
stu22200@yahoo.com

DISTRICT 63

Counties:

Part Independence

COMMITTEES:

Revenue and Taxation

Vice Chairperson,

Sales, Use, Miscellaneous Taxes and
Exemptions Subcommittee

Aging, Children and Youth, Legislative
and Military Affairs

Legislative, Military and Veterans
Affairs Subcommittee

Joint Committee on Public Retirement
and Social Security Programs

July 9, 2020

To Whom It May Concern:

I am writing to give my full support for the Batesville High School Conversion Charter School application. The Conversion Charter School will prepare students for individual college and career pathways by giving them experience through Batesville High Schools' partnerships with community business and industry leaders, healthcare providers, and institutions of higher education. This will be achieved by implementing a strategic Guided Pathway System (GPS) for advising, which will direct students into various Pioneer Future's Academies and participation in paid internships and apprenticeships.

Over the last few years, Batesville School District has worked to provide innovative approaches to prepare students for post-secondary education and/or the workforce. As a result, Batesville High School has been recognized for its achievements throughout our state. Additionally, their work directly aligns with the IMPACT Independence County initiatives organized by the Batesville Area Chamber of Commerce that is designed to improve the quality of life, quality of place, and economic opportunities for all county residents.

I look forward to working with Batesville High School on this innovative project and am excited to see the positive impact it will have on students and the community. Please feel free to contact me if you need any additional information.

Sincerely,

A handwritten signature in black ink that reads "Stuart A. Smith".

Stu Smith
State Representative
District 63

SS/mjs



July 13, 2020

To Whom It May Concern:

The University of Arkansas Community College at Batesville (UACCB) is proud to fully support Batesville High Schools' request for Conversion Charter status. The request exemplifies the district's continued desire to seek a variety of methods to promote educational goal obtainment for all learners.

The Batesville High Schools' request for Conversion Charter status will allow the district to continue to develop innovative approaches to preparing students for post-secondary education and/or the workforce. The Conversion Charter will provide in-depth information on career fields, allowing students to receive deliberate guided academic advising interactions. Students will receive direct exposure to post-secondary education and the skill sets necessary to be successful in particular career pathways via internships and apprenticeships established by the school district. With this foundation students will affirm whether or not the career field meets their professional goals, saving time and money. Additionally, the students are provided the opportunity to earn industrial certification and college credit hours as some students choose to enroll in the UACCB Secondary Area Career Center.

The Batesville School District aligned the Conversion Charter with educational and community goals of the IMPACT Independence County initiatives, the county's strategic plan. Batesville School District's Conversion Charter will allow the development of well-prepared students that possess skills necessary for success in the workplace, a technical school, a community college or a university. In today's economy the opportunity to leverage resources for families, the school district and the college is a much-needed outcome.

These goals will be achieved by providing an environment that promotes the importance and value of each student's potential through a collaboration with students, parents, the school district and UACCB. Again, it is my pleasure to offer this letter of support on behalf of Batesville School District's request to seek conversion charter school status. I will be glad to address any questions regarding this opportunity. I can be reached at 870-612-2001 or debbie.frazier@uaccb.edu.

Sincerely,

A handwritten signature in blue ink that reads 'Deborah J. Frazier'.

Deborah J. Frazier
Chancellor

University of Arkansas Community College at Batesville

P.O. Box 3350 / Batesville, Arkansas 72503-3350 / 870-612-2000 / Fax 870-793-4988
UACCB is an equal opportunity affirmative action institution.



July 13, 2020

Dr. Michael Hester
Superintendent, Batesville School District
2473 East Main Street
Batesville, AR 72501

Dear Dr. Hester,

The University of Arkansas Community College at Batesville (UACCB) is proud to fully support Batesville High Schools' request for Conversion Charter status. The request exemplifies the district's continued desire to seek a variety of methods to promote educational goal obtainment for all learners.

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Sincerely,

A handwritten signature in blue ink that reads 'Deborah J. Frazier'.

Deborah J. Frazier
Chancellor

University of Arkansas Community College at Batesville

July 20, 2020

To Whom it May Concern,

The continual growth and investment in the future of our youth and our community is vital. Batesville School Districts has worked diligently to research evidenced-based methods that will not only improve the knowledgebase, but the skillset of our youth, which will one day impact the community and all others' that they engage with. From this interaction with Batesville School Districts, we have been informed of opportunities that can be provided for our youth. Specifically, those individuals that may in other circumstances, not have the opportunity to seek additional education, training, and skillset that will assist them in their futures. This advantage will provide them with a jump start on preferred career pathways, college entries, and future employment opportunities. White River Health System supports Batesville High Schools' Charter Conversion and the opportunities it will provide the youth of today and tomorrow, as well as the benefits our community will receive from this advanced method of education.

As mentioned above, the Charter Conversion will allow students an advancement in college and career pathways. Early program starts and financial advantages of these programs make them attainable for the youth of all backgrounds and interests. Batesville School District works with the student's and their families to make the best match possible for the students' guided pathways and college/career pathways. Personal interests and goals are considered when developing these scholastic plans to uniquely fit the students' needs and desires. These innovative approaches and applications will make a significant impact on the students as well as prepare them for collegiate programs and the workforce.

As mentioned previously, White River Health System has worked closely with the surrounding districts to improve the involvement and field exposure of the students in order to assist in their scholastic and career journeys. We look forward to a continued partnership with Batesville School Districts and assisting them to progress the education and foundation of its students.

Respectfully,



Gary W. Paxson, RN, BSN, MS
President & CEO
White River Health System