



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.



Vilonia Pathways Academy

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.

Division of Elementary and Secondary Education
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| | |
|---|----------------------------------|
| Name of Primary Contact for the Application | Dr. Cathy Riggins |
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General Information

Vilonia Pathways Academy

Name of Proposed Charter School:

K-12

Grade Level(s) for the School:

700

Student Enrollment Cap:

| | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|--|-----------|-----------|-----------|-----------|-----------|
| Grades to be Offered at the Charter | k-12 | k-12 | k-12 | k-12 | k-12 |
| Enrollment Cap at the Charter | 600 | 650 | 650 | 700 | 700 |

Vilonia

Name of School District:

| | |
|---------------------------------|--------------------|
| Charter Site Address | #11 Eagle Street |
| City | Vilonia |
| Zip | AR |
| Date of Proposed Opening | August 2021 |
| Superintendent | Dr. David Stephens |
| Phone | 501-796-2113 |

1. Provide the mission statement of the proposed school.

The mission of the Vilonia Pathways Academy (VPA) is to provide high levels of learning through differentiated pathways that promote academic success while (1) providing a rigorous, standards based, core curriculum embedded with crucial workplace soft skills, (2) preparing all students to live as responsible, productive community members through service learning; and (3) expanding opportunities through a commercial construction pathway.

2. Explain how the mission statement was developed.

The mission statement was developed through input from various stakeholder groups. For the past couple of years, the district has been exploring ways to provide more flexible, personalized pathways to educate students who would excel in a more non-traditional setting. At the end of the 2020 school year, the district had over 200 students enrolled in home-school status. Frequently, parents or guardians expressed a need for a more flexible, personalized option.

Conversations with stakeholders consisting of administrators, teachers, parents, students, school board members, and cooperative specialists were conducted to assist with developing the conversion charter mission. Next, a community public meeting was conducted to share a drafted plan for the charter. Information was presented about plans for the conversion charter. Attendees of the meeting were asked to submit questions, concerns, and comments to allow the committee to gain feedback and finalize the mission.

Through data collection of conversations and needs assessments surveys, a district-wide professional learning community team collaborated to develop a charter mission that was focused on meeting the needs of the district and community. It was determined that the primary goal should ensure that students leave the Vilonia School District with workforce readiness skills. Therefore, the team began to focus on identifying the pathways that would be necessary for K-12 students to develop skills that would ensure workforce readiness upon graduation. The team identified that soft skills will be essential for success in the workplace. The learning of workplace soft skills is an ongoing endeavor that begins in kindergarten and is honed throughout the students' school career. Based upon research, the team concluded that service-learning would serve as the vehicle for K-12 students to practice and apply these soft skills while ensuring that students learn civic responsibility.

Meetings with local leaders in the commercial construction industry, namely Nabholz, Weaver-Bailey Construction, and Kinko, indicated a need for students to enter the workforce more educated about job options in the construction industry and more prepared to gain entry level jobs. Therefore, the mission includes a commercial construction component that will provide students a pathway to obtain jobs that will provide a livable income with advancement potential in an industry that is experiencing a shortage of highly qualified employees.

Finally, research based practices from Marzano, Hattie, DuFour, and other leading

practitioners in the field of education were examined to ensure that the district conversion model exemplifies the virtual/blended version of a highly reliable school.

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

- All students will be provided a device to access an online, standards based, core content curriculum.
- All students will be provided grade appropriate enrichment opportunities such as: educational field trips, social/emotional skill development activities, Gifted and Talented in grades 3-8, clubs, etc.
- Service Learning

Service-learning will be an instructional platform provided to implement the charter mission. Service-learning provides students with an opportunity to learn the importance of being civic minded citizens and helps them recognize that everyone has a responsibility to contribute to their community. All K-12 students will be provided the opportunity to use the academic knowledge, technical training, and soft skills they have learned to become productive members of the community. Through the process of investigating, planning and preparation, action, reflection, and demonstration, students learn to address the genuine needs of the community while developing workforce readiness skills. It puts students at the center of their learning and is more than a traditional project based approach. Students use their own inquiry processes to problem solve with peers and adults while applying critical thinking, communication, and team building skills. Some projects can engage students for the entire school year, while others will involve a small group for a short period of time. All projects will be tied to specific learning objectives and teach Arkansas standards through a multidisciplinary approach. Through service-learning partnerships, stronger school/community connections will be developed. Simonet, with AmeriCorps*VISTA, indicates “emerging research on service-learning validates a longstanding philosophy: integrating academics and community service delivers greater student leadership development, enriched learning, and improved academic performance” (2018, p. 1). Therefore, service-learning will be an important pathway to educating the whole child, building stronger community relationships, developing work ethic, and providing students the soft skills needed to be leaders that build a stronger workforce in society.

The most recent ESSA report indicated a low participation of Vilonia High School students participating in service-learning. Only 19 out of 231 seniors earned a service-learning credit on the 2019 ESSA School Index Report. Understanding the importance of service learning, the charter will implement

service-learning as a key programmatic feature. Students will follow the VPA service-learning guidelines for earning credit in service-learning hours. The service-learning guidelines document is located in the attachments of the application.

- The 16 Habits of Mind by: Authur L. Costa and Bena Kallick
The 16 Habits of Mind will be implemented in the conversion charter program to introduce and develop soft skills for K-12 students. These skills will be formally taught each month and students will be provided opportunities to apply skills learned through grade appropriate service-learning experiences. The reflection process of service learning will be used to assess the students' knowledge and application of skills taught. Students will also complete the Habits of Mind Self-Assessment Rubric. Teachers will assess student mastery through observations using the Habits of Mind Teacher Rubric and Checklist. Written and oral performance based assessments will also be used to assess mastery of learning.
- Based on the research of John Hattie, it has been shown that students who take ownership of their own learning, set their own goals, monitor their own achievement and reflect upon their process of learning has an effect size of 1.33 (John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning). In response to this, K-2 students will be provided an online interactive portfolio for parents to assist them with setting personal goals and documenting their growth toward mastery of essential skills, both academic and soft. Students in grades 3 and above will keep student interactive notebooks to promote progress monitoring of their own learning. The model for the notebook will follow the work of Tim Brown, Solution Tree Consultant.
- Grades will be determined through mastery of content standards. Performance based assessments, summative content assessments, and student portfolios will be utilized to determine mastery of skills. Students in grades K-6 will receive a standards based report card. Students in grade 7-12 will receive a report card based on the Arkansas School Grading System.
- State required standardized testing and ACT Aspire Interim testing will be conducted onsite. All testing protocols will follow all state guidelines and regulations for standardized testing.
- The conversion charter will allow for a non-traditional approach through blended learning. A strong parental involvement component will be essential to the success of the charter. Therefore, a programmatic feature will focus on creating a strong partnership between the home and school. Caretakers at home must be provided support to understand how to assist their student with developing skills for blended learning. The district will provide a series of workshops for parents during the summer months before the charter opens and will continue throughout the year. This will ensure caretakers are equipped with the skills to support their student and a better understanding of the best practices the charter will implement.

K-6

- Implementing the charter mission, students will engage in service learning project based instruction to master Arkansas state standards, learn and apply soft skills, and contribute to their community. The community garden project will provide the springboard for introducing service-learning to students in grades K-6. Through this ongoing yearly project, the students will learn and apply core essential skills in math, literacy, science, social studies and fine arts. The project will follow the Grow NYC model as a blueprint for building a successful garden. Job roles will be established based on developmental and grade level skills. Student choice will be utilized in making job assignments. This project will provide the opportunities needed for students to develop and apply soft skills that are necessary for success in the workforce. This community garden will serve as a bridge to connecting the school to the community. Partnerships with local community members, designated as master gardeners, have been created to support the project. The Faulkner County Extension office will provide additional educational support. The Mayor of Vilonia, and city officials have given their full support of the charter mission and will provide resources for implementation. Since the devastation from the 2014 F5 tornado, the Vilonia community has been working to rebuild. The service-learning garden project will provide an opportunity for students to learn that all members have the ability to improve their community. While mastering academic standards, students will learn how to be responsible and productive community members.

Service-learning will also support students in developing reading skills which is foundational to communication skills. Projects will support the Science of Reading by providing a multidisciplinary approach to accessing authentic text and exposure to rich vocabulary. Background knowledge will be enhanced as students work through a vast range of different topics.

Student voice is essential to engagement. Additional topics for service-learning projects throughout the year will be driven by students as they recognize the needs of their communities. Investigative activities will be provided to help students investigate and recognize needs for service.

7-8 Grades

- In addition to service-learning project based instruction, the 7-8 grade levels will implement a strong blended curriculum with a focus on addressing the unique needs of the middle school child through career explorations. Career Exploration in Middle School: Setting Students on the Path to Success published by the Association for Career and Technical Education (ACTE) will supplement the core curriculum to provide exposure of career options to middle school students.

Middle school students need social interaction, yet are seeking ways to express their own independence. The middle school student has a strong need to be accepted by their peers and needs support in learning how to develop

interpersonal skills. These crucial developmental years are very important to helping children transition from elementary to secondary education. Foundational skills such as working together, communicating effectively, and problem solving are essential for students to develop skills needed in the workplace. Through the development of civic responsiveness and personal responsibility, students will gain confidence and self-awareness in developing their own personal strengths and identity.

While striving to address the needs of the middle school child, the charter will focus around domains that effectively address the needs of the middle school child as suggested by the National Diamond Schools to Watch program. The domains for implementation are as follows: (1) Academic Excellence, (2) Developmental Responsiveness (3) Social Equity and (4) Organizational Structures and Processes.

- **Academic Excellence-** Recognizing the need for students to better understand pathways that lead to successful careers, the charter will provide grades 7-8 with a rigorous, standards based, blended curriculum that is embedded with career explorations. Student success plans will be developed to offer a unique opportunity for students to master state essential standards while exploring the possible careers of the workforce they will enter. The curriculum provided will merge four units of career exploration throughout the year. Connections will be made across the curriculum to help students understand what they are learning and why. The 7-8 grades of the academy will ensure the students have a strong base to draw from while striving to choose a career pathway in the future. Academic excellence will be evidenced by increase scores and individual growth on standardized test.
- **Developmental Responsiveness-** A personalized environment will be created that supports each student's intellectual, ethical, social, and physical development. Brain based research will be considered in regards to the uniqueness of each learner. Every student in the school will have an advisor / adult that he or she trusts and stays in touch with throughout their middle school experience. Each student's success plan will be embedded with creative activities that deliberately teach study and organizational skills. Using career explorations and service learning as vehicles to student engagement, students will be given an opportunity to exhibit mastery of skills through a non-traditional personalized education pathway. These pathways will provide opportunity to apply what they learn to real-life experiences emphasizing the soft skills of communication and collaboration. Students will collaborate virtually through Zoom / Google Meets with their peers, parents, community members, the family engagement liaison, and teachers to plan service-learning projects. Onsite service-learning projects will be conducted in the community.
- **Social Equity** – One unique area of concern when providing a blended learning experience is how to ensure social equity within the school. All middle school students need social support and opportunities to embrace their uniqueness. Unfortunately, a virtual option for learning often seems inviting because students are struggling to function in the traditional setting. VPA will establish social goals that ensure all students feel connected and respected within the school community. Each student will be a member of a collaborative

team. Discussion board activities will be provided to encourage students to discuss important topics of interest, share celebrations, and provide student input concerning school improvement. Activities will provide students learning opportunities to understand their uniqueness as a person and recognize their strengths. Student voice will drive service-learning projects while considering the social and cultural needs of the community. Presently, much of the world's workforce has taken on a virtual workplace. We must prepare our students to work in this non-traditional setting while learning how to ensure social equity. The skills students will learn through VPA will be foundational to social soft skills needed in a virtual workforce.

- **Organizational Structures and Processes-** While striving for excellence through a student-centered culture, the norms, structures, and expectations for learning will be fully communicated. A district commitment exists to ensure that all faculty and staff are provided with rich professional development which is connected to reaching and sustaining the charter vision and relevant to educating the middle school child. Expectations for continuous improvement will permeate the school culture. The vision for each student's plan will be driven by constant improvement. Progress monitoring of student achievement will include: self-reflection from students and adults, student interactive data notebooks, student led parent conferences, and standardized test scores. Grades will be assigned based on mastery of essential standards.

Grade 9-12

Students enrolled in grades 9-12 will choose a pathway of study. Students may choose between a college preparation or workforce pathway. Through the educational experience, students may change pathways or crossover to take specific courses from both pathways. An online core curriculum utilizing an approved learning management system will be provided. All 9-12 students will participate in at least 1 ongoing service-learning project and 4-8 short term projects per year. The number will be determined based on the timeframe of projects. Students will have the option to participate on-site in extracurricular activities, such as sports, prom, homecoming events, clubs (for example, FFA, FBLA, Beta, Math, FHA, etc.) All extracurricular participation by Vilonia Pathway's students will be in compliance with the Arkansas Activities Association rules. VPA will be inclusive in nature allowing personalized plans to include flexibility in coursework. Students may choose to attend on-site CTE courses available to all students in the district. Examples of these courses may include the following: business classes, agricultural, or courses offered through the career center program. All students completing the course of study through Vilonia Pathways will meet all requirements for graduation and will be eligible to participate in the district graduation ceremony.

The need for student choice over the learning process is a core belief when implementing the mission of the charter. When students are given control over their learning process, they are required to communicate, collaborate, and solve problems in groups. Learning is much more meaningful and students learn to network with others, hence developing essential workforce skills.

Choices for individual student pathways are as follows:

- College Prep- (Concurrent Credit, AP, Core, Internships, Construction Management Studies) The district has created a strong partnership with the

Construction Management Program at UA Little Rock. The university has committed support to working with VPA to provide pathways that will allow for students to advance toward the construction management program. Through this program, students will acquire the necessary knowledge, skills, and experiences to achieve success in their chosen construction fields.

- Workforce- Students will gain knowledge to enter the general workforce or construction industry.

Commercial Construction - Students in the commercial construction program are eligible to merge workforce and college prep paths. They may also choose solely workforce or college prep. As required, each student will complete a student success plan.

- CTE Certifications - All CTE certifications currently offered in the district are available to charter students. Students may choose to take courses onsite or through a virtual option. Through the planning process, the district will continue to work with our professional partners in the commercial construction industry to determine which certifications will be beneficial to our students as they gain entry level jobs in the field of construction. All students will be required to complete the OSHA 10 certification. In addition to OSHA 10, other certifications may include: Equipment and Operation/Material Certifications, Fall Safety, and Fork Lift Operator, etc. When speaking with our professional partners, we were made aware that equipment on job sites is constantly changing and training to operate, as well as how to maintain and repair, needs to be addressed. The district will work with these partners and the Department of Career and Technical Education to establish a full list of certifications in the planning year to be ready for the 2021-2022 school year of implementation. Construction partners will also support the district in creating a final course of study for the construction program. Partners will provide support in providing human resources, field experiences, training, financial support, and construction total stations equipped for hands on experiences in the industry. Students will leave the charter fully equipped with the knowledge of jobs available in the industry and with the understanding of how to secure entry level positions in the workforce or continue to higher education programs.
- Core academic standards will be taught through a curriculum that focuses on construction content. For example, the NCCER standardized curriculum will be used to teach core standards of literacy and math. Students will gain mastery of core standards as they connect the standard to real life application using the construction industry content.

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.

Family Engagement Support Liaison

Family engagement support liaisons will be vital parts to ensuring that strong two-way communication exists within the charter. Often, monitoring and supporting student and parent engagement is weak in virtual learning settings. The district is committed to ensuring that all students and parents receive the support they need to be

successful in the charter program. If more than one liaison is needed to adequately meet program needs, additional liaisons will be hired. Family engagement support liaisons will be responsible for monitoring and supporting engagement, coordinating activities that positively support social/emotional needs, identifying parental support needs, and monitoring needs of students.

Educational Supports for Adults

Workshops will be offered throughout the year to parents, grandparents, and other caregivers that increase their ability to support their student with learning the skills embedded in the mission of the charter. Topics may include: Technology, Supporting your Child with Soft Skills Development, The Importance of Language, Helping the Struggling Reader, Good Educational Habits for The Home, Secondary Reading Supports, Supporting Your Child with Math Content, Building Stronger Communities Through Service-Learning, etc. Communication with the family engagement support liaison and district created surveys will provide input from students, parents, and other community stakeholders that will drive workshop topics.

Parent Advisory Teams

Parent advisory teams will be established at VPA. One team for the following grade bands will be created: K-3, 4-6, 7-8, and 9-12. These teams will serve as liaisons to all parents while serving as visible supporters of VPA. Parent advisory teams will also support VPA by assisting staff in identifying parents who are experts in their field and enlisting them as mentors and participants in field activities that support student success plans.

Community and Business Partnerships

Community and business partnerships will be key to the success of the VPA. Partners will assist with development of industry curriculum and host field experiences that ensure student learning plans are personalized and ultimately lead to workforce readiness. In addition, partners have committed human and fiscal resources. Presently, partnerships have been established with the following entities in the construction industry: Nabholz, Nabco, Kinko, Weaver and Bailey Construction, and UA Littler Rock, Construction Management Department. The district is working with these partners to facilitate additional partnerships in various areas of the construction industry. Strong potential partners include: Arkansas Contractors Licensing Board, Association of General Contractors (AGC), Arkansas Chapter American Concrete Institute (ACI), and Associated Builders and Contractors (ABC). Preston Scroggins, Mayor of Vilonia, has committed his full support as a community leader for the conversion charter. The Vilonia School Board has been included in the planning process and has given full support of the conversion charter application. The district will continue to work with the Arkansas Public School Resource Center and the Arch Ford Cooperative for support.

- 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.**

The public hearing was held on July 21, 2020 at 7:00 p.m. The hearing was broadcast on Eagle Vision with 70 participants viewing at some point during the presentation. The presentation included a PowerPoint that encapsulated the vision of the proposed charter application. District personnel was onsite to document comments, participation, and collect questions throughout the meeting. Questions were addressed at the end of the meeting and stakeholders were given email information to have the opportunity to send additional comments or questions.

Examples of questions were as follows:

- Will it be local teachers teaching classes?
- Do students receive chrome books?
- Can students still come on campus for art, computer or PE classes?
- Will the K-6 students have an interactive class setting or will they have to sit and watch a video?
- Are any other districts in the county offering this?
- If a student thinks they might be interested in this, where can they go to get more information?
- Will my child be allowed to choose projects of personal interest?

Other supporting evidence is included in the appendix.

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 information presented.

ACT defines college and career readiness as “the acquisition of the knowledge and skills a student needs to enroll in and succeed in credit bearing first-year courses at a postsecondary institution (such as a two or four-year college, trade school, or technical school) without the need for remediation.” Data from 2019 indicates that the college remediation rate for Vilonia students was at 64.44%. This data indicates a need for a model such as the conversion charter to better prepare students for training beyond high school or to enter the workforce.

According to the 2019 School Report Card, the average ACT Composite score for students in the Vilonia district was 20.00, which is only slightly above the state average of 19.68. Specifically, reading scores of Vilonia students on the ACT were 21.05. However, math scores for Vilonia students were just below the state average at 18.69.

According to 2020 Star Renaissance Data, 43% of students in the district are not reading at the 40th percentile for proficiency. Secondary schools averaged a lower proficiency rate than elementary schools indicating the gap for reading achievement increases as students advance from grade to grade. This data supports the mission and goals of the VPA to provide a standards based curriculum with a stronger focus on workforce readiness.

District reading scores consistently hold around 50%, meaning almost half of our students are not achieving proficiency at grade level. Reading skills impact the development of communication skills needed in today's workforce. Therefore a strong focus on improving reading skills will be addressed to ensure students develop stronger soft skills.

Percentage of Students scoring Proficient on the Reading portion of Act Aspire

| | |
|------|-----|
| 3rd | 47% |
| 4th | 56% |
| 5th | 44% |
| 6th | 47% |
| 7th | 43% |
| 8th | 60% |
| 9th | 50% |
| 10th | 42% |

The 2019 overall ESSA score for the high school was 71.42. In particular, the School Quality and Student Success Indicators score reported that Community Service Learning Credits score earned was of 8.23 points. Only 19 out of 231 seniors earned a service-learning credit during their 9th-12th grade years.

The National Education Association (2014) indicated that in order to prepare students for the workforce, the "Four C's of 21st Century skills must be integrated into instruction. These skills of communication, collaboration, critical thinking and creativity are essential to developing soft skills for the workplace. These skills start in Kindergarten and must be cultivated throughout the student's educational journey to ensure mastery upon graduation. The 16 Habits of Mind will be embedded with the charter's K-12 curriculum to ensure the development of these crucial skills. Instructional activities that promote the Four C's will be driven by the components of the charter mission.

The charter will provide a systematic approach through blended learning to teaching literacy skills so that students go from learning to read to reading to learn. Reading is the springboard for content learning and a foundational indicator for success. The charter will provide innovative opportunities for students to take knowledge learned in the feeder schools to the application level in upper grades as they learn through real world experiences. Students are encouraged to read when they see purpose and are fully engaged with a high interest levels for learning.

This year the district offered a virtual learning option to all students. Approximately

21% of students have chosen the district's virtual option for learning. The current reality the district is encountering is that many students are not engaged. Additionally, the district is experiencing a high rate of these disengaged students choosing the home school option. This charter will meet an immediate need and offer innovation that engages students. Technology will be used as a tool, but the mission of the charter will be the innovation that engages students and prompts them to take ownership and responsibility for their learning.

The Vilonia School District defines the purpose of a charter is to provide public schools with an opportunity to explore innovative practices to improve education for all students. While serving as principal of the Vilonia Middle School, Dr. Riggins implemented the Vilonia Academy of Service Learning (VAST) conversion charter school within the Vilonia District. This conversion charter proved to implement successful practices that were merged into the Vilonia Middle School. Soon, test scores were soaring and both middle schools were excelling. While in existence, the VAST charter was recognized as the top scoring school on standardized test scores by the Office of Educational Policies (OEP). The Vilonia Middle School moved to the top ten highest scoring schools and acquired Arkansas Diamond School Status.

It will be a goal of the district for the VPA to serve as a model for other schools to implement blended learning that focuses on workforce readiness. The commercial construction component will provide other school districts a model to include industry training that is essential to their local workforce.

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.

As we learn by doing, our capacity to innovate increases. The Arkansas Division of Elementary and Secondary Education has recently announced the realization that "every child, no matter the time or location can learn if given the right resources". Hattie (2018) reveals that when students are engaged in their own learning, a correlation to higher achievement exists. Hattie (2018) also indicated that "Student Self-Reporting" has a significant positive effect size of 1.33 impact on student learning. VPA includes the following research based pathways of innovation that distinguish the conversion charter from other schools within the geographical area.

- The flexibility and personalized option of the charter will reduce the potential of educational gaps because it is more tailored to the child's developmental needs. Flexibility in the educational process supports the communicated desires of the district's community. Some students grasp new material faster or slower than other students. The online component of the charter will offer a unique blended approach that will allow teachers to personalize assignments and provide the individual attention that students need. Vo, Zhu, & Diep (2020)

research revealed significant enhancements in students' learning performance for students participating in blended learning courses.

- Workforce readiness is a driving focus of the charter mission. Teaching communication skills for the workplace starts at the kindergarten level ensuring a strong foundation of reading and communicating exists. As students enter secondary education and advance through their educational journey, additional soft skills will be embedded into the curriculum. Career explorations and workforce readiness opportunities will be explicitly taught. Students will have choice and student voice in developing their pathways for workforce readiness. Gewerts (2018) indicates that “employers say their young hires haven’t learned the reading, writing, and verbal-communication skills that are most important to a successful working life” (p.1). Therefore, the mission of the charter is essential to providing opportunities that will allow students to develop these needed communication skills for the work place. Ensuring students have workforce ready communication skills is foundational to accomplishing the mission of the conversion charter. Curriculum will exemplify Arkansas standards and the connection to application of skills in the workforce. Flexibility through the charter will ensure that students are provided unique opportunities to practice and develop these skills.
- Service-learning will serve as the foundation to building intrinsic motivation in students to work. Students entering today’s workforce must possess strong work ethic. These skills cannot simply be taught in the classroom; students must be given an opportunity to experience situations where they can apply their skills and recognize what strong work ethic requires. Liddell (2008) discusses the research of Brian Hoyt, associate professor of management at Ohio University. In the study of over 800 students and 21 universities, research revealed that service-learning enriches engagement where students’ ethical decision-making abilities apply. While providing tips to parents on ways to teach their child work ethic, Elmore (2020) indicates that by serving others children learn work ethic.
- Commercial Construction is a component of the charter mission for grades 9-12. Parsons (2017) while announcing the Go Build Campaign writes that “the long-simmering shortage of skilled trade labor continues to plague contractors of all sizes, specialties and locations. Go Build indicates that for every 4 workers retiring from the commercial construction industry, only 1 worker is entering the industry. The third-quarter Commercial Construction Index, produced by USG Corp. and the U.S. Chamber of Commerce, found that 60% of contractors are having difficulty finding skilled workers” (p.1). Parsons continues on to state that high school programs are needed to introduce male and female students to the opportunities that exists in the field of commercial construction. Charter students in grades 9-12 will be provided unique opportunities made possible through waivers to experience various trades in the commercial construction industry allowing them to specialize in an area of interest. A focus will be placed on ensuring that the learning experience is

geared to males and females. The industry needs both genders to fill open jobs.

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 |
|--|--|--|
| Each year, 100% of K-12 students will participate in a minimum of 1 ongoing community service-learning project and 4-8 short term projects. | Log of Service Hours, Student Portfolio, Certificates | Annually |
| Upon graduation, each student will be awarded a service-learning credit as indicated by the Arkansas ESSA SQSS Indicator Points. | ESSA SQSS Service-Learning Scores | Annually |
| Each year K-12 students will successfully demonstrate the understanding and application of workforce soft skills. | Service-Learning Portfolios, Habits of Mind Rubrics, Oral and Written Assessments. | Quarterly |
| Upon graduation, 100% of high school students who choose the commercial construction pathway will graduate with a minimum of two construction industry certifications. | Industry Recognized Certifications | Annually |

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.

The educational need of the charter school is to provide an innovative engaging learning environment that equips students to successfully enter the workforce. All goals were created to ensure that the charter mission is fully accomplished. When

VPA students successfully complete a minimum of 2 certifications in the construction industry, they will have demonstrated proficiency in preparing them for entry level positions in the commercial construction industry. By participating in at least 1 ongoing and 4 -8 short term service learning projects per year, students will demonstrate that soft skills have been taught, applied, and mastered. Students will be more employable having attained the soft skills driven by the charter mission. Through these service-learning projects students will exhibit civic responsibility and learn to become productive members of their community while engaging in a rigorous core curriculum.

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.

Sample Daily Schedules

Included in the personalized learning plan for each VPA student will be a daily schedule developed by the student, parents, and VPA staff. Through this charter, parents are allowed the flexibility to arrange the daily schedule to fit the needs of their children and the family's lifestyle. For example, work schedules may only allow some parents the ability to assist their children with learning activities at home in the evenings.

All VPA students will also have the opportunity to take classes on site that follow the master schedule for the course requested. Other times, daily schedules will be altered as students are provided the opportunity to engage in field trips and other school sponsored events.

Additionally, online sessions will be scheduled by teachers when needed. Students will also receive Dyslexia and Special Education services that will comply with all state and federal special education regulations and laws. These services may be offered face to face or provided in an online format based on the needs of the student.

The samples below will be provided to parents as a guide to develop their daily schedule. Parents will be encouraged to follow the suggested time frames.

Elementary- no more than 1-2 hours per day

Middle School- no more than 2-3 hours per day

High School – no more than 3-4 hours per day

Parents will also have the opportunity to schedule face to face or online meetings with VPA teachers to discuss student progress or seek additional assistance with curriculum. As previously stated, VPA will employ family engagement support liaisons that will monitor and support the needs of both parents and students.

Because each student's schedule will be unique, the following schedules are samples that illustrate the flexible nature of VPA.

Sample Virtual Schedule

Elementary student whose parent works 9-5.

Morning Attends local daycare.

Afternoon 6:00- Phonics Lesson (3x) per week

6:30- Online Reading Lesson provided by online course provider such as Lincoln Learning

7:00- Online Meeting with VPA staff to discuss reading progress.

Sample Virtual Schedule

Middle school student who participates in football.

Morning Online Reading/Math lessons provided by online provider, such as Lincoln Learning
11:20-12:10- attends on-site football practice.

Lunch Break

Free Time

Afternoon Session Science/Social Studies/Electives self-paced lessons provided by online provider such as Lincoln Learning.

Sample Virtual Schedule

High School who works 10 am – 2 pm daily.

Morning Session Student attends onsite course, College Algebra from 7:55-9:20.

Work

Afternoon Session Completes self-paced coursework provided by online provider such as Lincoln Learning.

*Classes at Vilonia High School are offered on a block schedule. Each student takes 4 classes per semester. VPA will also provide students the same opportunity to take 8 classes per year.

High School Courses

Language Arts (6 Units Required)

| Course Name | Grades Offered | Year of Introduction | Credit Unit |
|-----------------------|----------------|----------------------|-------------|
| English 9 | 9th | 9th | 1 credit |
| English 10 | 10th | 10th | 1 credit |
| English 11 | 11th | 11th | 1 credit |
| English 12 | 12th | 12th | 1 credit |
| AP English Language | 11th, 12th | 11th | 1 credit |
| AP English Literature | 12th | 12th | 1 credit |
| College English | 12th | 12th | 1 credit |
| Oral Communications | 9th-12th | 9th | 1 credit |
| Oral Communications | 9th-12th | 9th | 1 credit |
| Journalism | 9th-12th | 9th | .05 credit |
| College Speech | 11th - 12th | 11th | 1 credit |

Science (5 Units Required)

| Course Name | Grades Offered | Year of Introduction | Credit Unit |
|----------------------|-----------------------|----------------------|-------------|
| Physical Science | 9th | 9th | 1 credit |
| Biology Integrated | 9th - 12th | 10th | 1 credit |
| Chemistry Integrated | 10th, 11th, 12th | 11th | 1 credit |
| Anatomy/Physiology | 9th, 10th, 11th, 12th | 11th | 1 credit |

| | | | |
|----------------------------|------------|------|----------|
| Physics | 11th, 12th | 11th | 1 credit |
| AP Biology | 11th, 12th | 10th | 1 credit |
| AP Physics | 11th, 12th | 11th | 1 credit |
| Accelerated Biology Int. | 10th-12th | 10th | 1 credit |
| Accelerated Chemistry Int. | 11th-12th | 11th | 1 credit |
| College Biology | 10th-12th | 10th | 1 credit |

Fine Arts (3.5 Units Required)

| Course Name | Grades Offered | Year of Introduction | Credit Unit |
|----------------------|----------------|----------------------|-------------|
| Visual Art | 9th - 12th | 9th | 1 credit |
| Instrumental Music 1 | 9th | 9th | 1 credit |
| Instrument Music 2 | 10th | 10th | 1 credit |
| Instrumental Music 3 | 11th | 11th | 1 credit |
| Instrumental Music 4 | 12th | 12th | 1 credit |
| Vocal Music | 9th - 12th | 9th | 1 credit |
| Drawing & Design 1 | 9th - 12th | 9th | 1 credit |
| Drawing & Design 2 | 10th - 12th | 10th | 1 credit |
| Art 2 | 10th | 10th | 1 credit |
| Pre-AP Art 3 | 11th - 12th | 11th | 1 credit |
| AP Art | 11th-12th | 11th | 1 credit |
| Paper Structures | 9th-12th | 9th | 1 credit |
| Music Appreciation | 9th-12th | 9th | 1 credit |
| Drama | 9th-12th | 9th | .05 credit |

Social Studies (4 Units Required)

| Course Name | Grades Offered | Year of Introduction | Credit Unit |
|------------------------------|----------------|----------------------|-------------|
| Civics | 9th - 12th | 9th | .05 |
| Economics | 9th - 12th | 9th | .05 |
| World History | 10th - 12th | 10th | 1 credit |
| US History Since 1890 | 10th - 12th | 11th | 1 credit |
| Psychology | 9th - 12th | 9th | .05 credit |
| Sociology | 9th-12th | 9th | .05 credit |
| American National Government | 9th-12th | 9th | 1 credit |
| AP US History | 10th-12th | 10th | 1 credit |
| AP Human Geography | 9th-12th | 9th | 1 credit |
| AP Psychology | 10th-12th | 10th | 1 credit |
| AP World History | 10th-12th | 10th | 1 credit |
| AP European History | 10th-12th | 10th | 1 credit |

Mathematics (6 Units Required)

| Course Name | Grades Offered | Year of Introduction | Credit Unit |
|-----------------------|----------------|----------------------|-------------|
| Algebra 1 | 9th - 12th | 9th | 1 credit |
| Geometry | 9th - 12th | 9th | 1 credit |
| Algebra II | 10th - 12th | 10th | 1 credit |
| Algebra III | 10th - 12th | 10th | 1 credit |
| Quantitative Literacy | 10th - 12th | 10th | 1 credit |
| College Algebra | 11th - 12th | 11th | 1 credit |
| Pre-Calculus | 11th - 12th | 11th | 1 credit |
| AP Statistics | 11th-12th | 11th | 1 credit |
| AP Calculus AB | 11th-12th | 11th | 1 credit |

Other Courses (4.5 Units Required)

| Course Name | Grades Offered | Year of Introduction | Credit Unit |
|---------------------------------------|----------------|----------------------|-------------|
| Physical Education | 9th -12th | 9th | .05 credit |
| Health & Safety | 9th - 12th | 9th | .05 credit |
| Spanish 1 | 9th - 12th | 9th | 1 credit |
| Spanish 2 | 9th - 12th | 9th | 1 credit |
| Spanish 3 | 10th - 12th | 10th | 1 credit |
| AP Spanish | 10th - 12th | 10th | 1 credit |
| Street Law | 9th - 12th | 9th | 1 credit |
| E.A.S.T Initiative | 9th - 12th | 9th | 1 credit |
| Computer Science/ | 9th - 12th | 9th | 1 credit |
| Cyber Security 1 & 2 | 9th-12th | 9th | 1 credit |
| Computer Science/Cyber Security 3 & 4 | 9th-12th | 9th | 1 credit |

Career & Technical Education (9 Units Required)

| Course Name | Grades Offered | Year of Introduction | Credit Unit |
|-----------------------------|----------------|----------------------|-------------|
| Survey of Agriculture | 9th - 12th | 9th | 1 credit |
| Animal Science | 9th - 12th | 9th | 1 credit |
| Advanced Animal Science | 10th - 12th | 10th | 1 credit |
| Greenhouse Manag. | 10th - 12th | 10th | 1 credit |
| Plant Science | 10th - 12th | 10th | 1 credit |
| Natural Resource Management | 10th - 12th | 10th | 1 credit |
| Ag. Metals | 10th - 12th | 10th | 1 credit |
| Ag. mechanics | 10th-12th | 10th | 1 credit |
| Agri Structural | 10th-12th | 10th | 1 credit |
| Veterinary Science | 10th-12th | 10th | 1 credit |
| Accounting | 10th-12th | 10th | 1 credit |
| Survey of Business | 9th-12th | 9th | 1 credit |
| Market Business | 10th-12th | 10th | 1 credit |

| | | | |
|--------------------------------------|------------|------|----------|
| Enterprise | | | |
| Financial Planning | 10th-12th | 10th | 1 credit |
| Management | 10th-12th | 10th | 1 credit |
| Marketing Management | 10th-12th | 10th | 1 credit |
| Family & Consumer Science | 9th-12th | 9th | 1 credit |
| Food, Nutrition, & Safety | 9th-12th | 9th | 1 credit |
| Lifespan Development | 9th-12th | 9th | 1 credit |
| Advanced Childcare Guidance | 11th-12th | 11th | 1 credit |
| Foundation of Teaching | 11th-12th | 11th | 1 credit |
| Life & Fitness Nutrition | 10th-12th | 10th | 1 credit |
| Dynamics of Human Relations | 10th-12th | 10th | 1 credit |
| Methods of Teacher Instruction | 11th-12th | 11th | 1 credit |
| Orientation to Teaching II | 12th | 12th | 1 credit |
| Foundations of Healthcare | 9th-12th | 9th | 1 credit |
| Med Pro/Med Term | 9th-12th | 9th | 1 credit |
| Med Pre Expanded | 10th-12th | 10th | 1 credit |
| Civil Engineering & Architecture | 9th-12th | 9th | 1 credit |
| Introduction To Engineering & Design | 9th-12th | 9th | 1 credit |
| Principles of Engineering | 10th- 12th | 10th | 1 credit |

| High School Course Requirement Checklist | Units Listed |
|--|---------------------|
| <i>Language Arts (6 Units Required)</i> | 11 |
| <i>Science (5 Units Required)</i> | 10 |
| <i>Fine Arts (3.5 Units Required)</i> | 13 |
| <i>Social Studies (4 Units Required)</i> | 12 |
| <i>Mathematics (6 Units Required)</i> | 9 |
| <i>Other Courses (4.5 Units Required)</i> | 10 |
| <i>Career & Technical Education (9 Units Required)</i> | 31 |
| Total 38 Required | 96 |

- ***Additional Elective Courses in the Construction Management Program will be submitted for course approval once the courses are complete.***
-

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.

The Vilonia School District is committed to a strong evaluation process to determine which online curriculum aligns with the level of rigor comparable to the district's onsite curriculum. All charter teachers will continue to work as part of a professional learning community with non-charter teachers to ensure alignment is achieved and sustainable. The curriculum will align with all Division of Elementary and Secondary Education curriculum standards.

Presently the district is looking at the following state approved digital providers as core curriculum vendors: Lincoln Learning, Florida Virtual School and Red Comet. The district will follow guidelines listed in National Standards for Quality Online Teaching and Learning established by INACOL when considering online programs and establishing daily protocols for instruction. The district also recognizes that these online learning programs may not completely align with the Science of Reading. Therefore, the district will supplement the curriculum to ensure the Science of Reading is fully embedded into the online curriculum. For example, Lexia Core 5 will be utilized as an online intervention to supplement reading skill development in elementary grades. Additionally, the district is working through local and state partnerships to create blended curriculum as sources for the online digital program. The district will seek support from the ADE Division of Career and Technical Education Division and the CTE specialist from Arch Ford Cooperative. Courses through National Center for Construction Education & Research (NCCER) are being reviewed to establish electives and certifications for the commercial construction component. Commercial construction partners such as Nabholz, Kinko, Nabco, Weaver and Bailey, and UA-Little Rock's Construction Management Department are also providing valuable information to develop strong elective courses that are embedded with Arkansas curriculum standards. For example, a semester course of construction safety will be created that focuses on various jobs in the industry. Arkansas curriculum standards, especially disciplinary literacy standards, will be embedded in the delivery of this content. Students will also be provided opportunity to learn about how technology is changing the construction industry. For example, drones will be purchased and students will explore how drones are used to advance the industry. Construction partners are committed to providing this training and assisting with certifications in this area. In addition, a marketing production lab will be utilized to help students develop marketing and sales skills. Students will also use this lab to implement and promote service-learning projects.

If approved, it is the goal of the district to utilize the months of November through January to finalize decisions concerning core and supplemental materials that will

ensure a guaranteed and viable curriculum exists. All courses will follow Arkansas curriculum standards. Charter pacing guides will be aligned to the district’s general curriculum to ensure that all students receive a rigorous, standards based education regardless of which pathway they choose. This alignment will also allow for easy transitioning between the charter and the traditional high school providing students access to all courses and programs offered by the district. The district will follow all course code approval requirements with the Department of Elementary and Secondary Education.

Understanding that VPA is designed to provide opportunities for students to gain a deeper understanding and value for workforce readiness, service-learning will be embedded into the curriculum at all grade levels. Students will be given opportunity to apply the essential skills they are learning through collaborative service-learning projects while serving their community. Developing students’ crucial workforce soft skills and preparing students to live as responsible, productive community members encompass the mission of the charter. The VPA will utilize the Practical Guide for Integrating Civic Responsibility as a supplemental curriculum to strengthen the service-learning curriculum. The curriculum focuses on the need for Civic responsibility, examines the meaning and implications of civic responsibility, explores instructional strategies to practice civic responsibility, and provides assessment rubrics for students and teachers to reflect upon their growth. Additionally, the National Service-Learning Clearinghouse (NSLC) will serve as the VPA resource center for supporting the service-learning curriculum.

A safe and collaborative culture is the first level of a highly reliable school (Marzano, Warrick, and Simms, 2014). Field experiences and enrichment opportunities will be an integral part of the charter curriculum. Often virtual core programs lack a connection to social experiences that a brick and mortar program can offer. Understanding the need to reduce isolation and provide opportunities for students to experience social interaction, all grade levels will participate in guided social occasions. Examples may include: a movie night, an evening social event, or a VPA field trip such as bowling. Unique face to face and blended activities experienced in a smaller more inclusive setting will meet the need for socialization. Community partners and industry partners will be utilized to schedule virtual guest speakers, provide tours and field internships, opportunities for application of workforce soft skills, and assist with fulfilling activity request established through student voice.

The district is committed to ensuring that all five levels of a highly reliable school are included in the operation of the VPA.

| | |
|---------|---------------------------------------|
| Level 5 | Competency-Based Education |
| Level 4 | Standards-Referenced Reporting |
| Level 3 | Guaranteed and Viable Curriculum |
| Level 2 | Effective Teaching in Every Classroom |
| Level 1 | Safe and Collaborative Culture |

Marzano, R., Warrick, P., & Simms, J. 2014, p. 4

The charter will follow research based best instructional practices for blended learning. The work of researchers such as Marzano, Tucker Hattie, DuFour, and Mattos will drive instructional methods used in the charter. Instructional methods will include, but are not limited to, a clearly identified objective for each lesson, modeling, providing explicit feedback, using questioning techniques to advance the thinking of the learner, and providing opportunities for students to explore new learning. Based on initial research, online providers being considered embed some of these best practices for online learning. For example, Lincoln Learning provides objectives that are clearly identified for the students. Lessons are also embedded with independent work, ample practice of objectives, interactive tasks, online games, and engaging videos. VPA teachers will supplement opportunities for lesson extensions or interventions as needed. For our k-2 students, teachers will provide supplemental instruction in phonological awareness and phonics instruction. Ensuring that the online program chosen is supplemented with activities that guarantee the Science of Reading is fully embedded into the curriculum adheres to the Division of Elementary and Secondary Education RISE initiatives.

The work of Tucker, Wycoff, & Green (2016) will be utilized to ensure teachers are prepared to use best instructional practices for blended learning. Vilonia educators are committed to prepare an environment where students can reach their highest potential. Based on the work of Smith and Brame (2013), when providing online education, teachers should create environments that will encourage learner-centered education. In the charter environment, the student will learn to take responsibility for their learning. An additional focus will be placed on including instructional practices that allow for students to collaborate with fellow students. These opportunities will be imperative due to the possibility of isolation and the need to be able to work within teams. Instructional methods will guide students to be aware of their own thinking to better engage with lessons, collaborate with others, and build soft skills for the 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 |
|--|----------------|--|
| Online Curriculum and Learning Management System | 650,000.00 | District Curriculum |
| Professional Development for Teachers and Staff | 50,000.00 | District PD, Title IIA |
| Student Devices for Online Learning | 170,000.00 | District Funds |
| Transportation for Field Experiences | 5,000.00 | District Funds, Partnership Support |
| Supplemental Materials for Academic Enrichment | 10,000.00 | District Funds, Partnership Support |

| | | |
|-----------------------|------------|----------------|
| Salaries and Benefits | 770,000.00 | District Funds |
|-----------------------|------------|----------------|

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

Since 2014, enrollment in the Vilonia School District has been declining. The district presently has approximately 200 students who have chosen a home school option. Frequently, parents are expressing a desire to have a more personalized flexible schedule offering other than a traditional school day option. Additionally, students are leaving the district to enroll in other virtual schools. Parents have requested programs such as this charter option and expressed desires for their students to have the opportunity to remain active in the community.

Many of our students have parents who work split shifts, are active military, or work in professions that frequently require out of town travel. Often parents need a flexible school day schedule that allows the family to be together, but also provides their child a quality education. This charter program allows the school district and families to combine unique learning opportunities that create a very rich learning environment.

Approximately 75% of Vilonia students indicate their plans after graduation are to attend college. The mindset of “everyone must go to college to be successful” is still very prevalent. In reality, approximately 55% actually enter college. Many of these students enter college with no idea of what career path they wish to pursue. According to state data, 67.2% of all students entering colleges in the State of Arkansas remain after the first year. Using this information, only 37% of Vilonia students entering college are actually remaining after the first year. Students are at risk of suffering from depression and anxiety due to the lack of direction in their life. They find themselves with high debt and often feel as though they have no options to improve their situation. Many students who do not enter college feel as though their future job prospects are very limited. In reality it is often because of lack of exposure to specific workforce options. These issues are not limited to Vilonia but are a nationwide problem. According to Pew Research Center (2016), social and demographic trends indicates that more young adults ranging from 18-34 years old are still living at home with their parents. CBS/NBC News (2016) indicates that the number of millennials living at home has hit the highest point in 75 years. Causes were contributed to high student loan debt, low wages, and poor job prospects. This data draws attention to the need for public schools to provide more direct non-traditional pathways for students to enter the workforce.

The charter will allow for students to participate in courses that are specifically directed toward workforce readiness. Middle school students will be inundated with exposure to various career pathways to build foundational knowledge and peak interest. Community partners have expressed commitment to help create online experiences that expose students to various careers. Charter waivers will support this instruction. The charter will allow for instruction to be more flexible, more student

focused, and more personalized than the traditional setting can provide.

Understanding the need for workforce readiness, the charter will focus on helping students establish a plan of action by ensuring they have the knowledge and skills needed to choose the right path for their life. Trade certifications in commercial construction will serve as a springboard to helping these students acquire high paying entry level jobs that have a great earning potential.

Although college is still important for many, the demands of the present workforce do not require a four-year degree. In fact, many industries would rather have students who acquire certifications in the field and enter entry level jobs ready for onsite training. Commercial construction partners have indicated that they need students prepared for entry level jobs and they will provide additional training. This charter will reduce the stigma that exists among students and parents and change the culture of workforce preparation. Although the commercial construction industry will be the first industry pathway of the charter, the desire exists is to add additional industries in the future.

The U.S. Bureau of Labor Statistics (2018) released an article concerning employment outlook indicating that employment in associates, postsecondary non-degree-level occupations are expected to grow at a higher rate than degree occupations through 2026. In the Vilonia community and state of Arkansas, the commercial construction industry is a prime example of support for this documentation. Approximately twenty-seven years ago, the Arkansas Contractors Licensing Board and the University of Arkansas Little Rock conducted a study which revealed that there would be a shortage of workers in the commercial construction industry if workforce education to attract individuals to the industry was not successful. This study has proven to be accurate. Recently, in a meeting with Nabholz Construction, it was indicated that presently there are 95,000 jobs open in the construction industry.

An additional pathway of the charter to highlight is college prep. Some students in the charter will need a college degree and will be provided a personalized plan to accomplish this goal. Currently the district has a partnership with UA Little Rock where students can earn concurrent credits. An option also exists for students who desire to earn an Associate's Degree. The charter will offer an option for blending current classes and electives if students desire to take such courses. Presently UA Little Rock offers a Commercial Construction Management program that students in the charter can step into if they choose an upper management option in construction. Charter waivers will allow for students to gain unique experiences in the field of commercial construction that will provide them a wealth of knowledge needed to be prepared for this program of study. Whether students desire to go into construction management, or other fields such as architecture, engineering, interior design, etc.; there are numerous areas that students who are college bound can choose.

With stakeholders asking for a quality workforce, public schools must embrace

opportunities that will fulfill this need. Looking through the lens of social justice, it is the responsibility of the public education system to provide an educational experience that ensures all students are equipped to earn a livable wage. The intent in creating conversion charters is exemplified in the Vilonia School District plan. This plan allows for unique personalized education in a public school system that focuses on providing a rigorous, standards based core curriculum embedded with crucial workplace soft skills, preparing all students to live as responsible, productive community members through service learning, and expanding opportunities by adding a commercial construction pathway for learning.

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

a. Employing personnel

The charter will provide more autonomy in hiring personnel. Waivers for certification will allow for teachers in elective courses to be hired to best teach industry trades.

b. Developing and controlling the charter school budget

The charter will follow the State E-Finance System/APSCAN to ensure appropriate budget and auditing procedures are in place. A budget task team comprised of various stakeholders will collaborate to establish a budget that meets the unique needs of a blended model.

c. Managing day-to-day charter school operations

The charter will operate on a flexible, personalized student schedule. Waivers will allow autonomy in the day to day operations of the school. Two-way communication between students, parents, and charter personnel will be essential to managing the day to day operations. The charter provides safeguards through the family engagement liaison to ensure this communication occurs.

d. Developing and controlling the school calendar

The charter process for developing a school year calendar will follow established district policies. The calendar school year will align with the district calendar to provide consistency for families in delivery of services with siblings who attend other schools within the district. Alignment will also provide for a smooth transition for students desiring to attend any on-site courses offered on the traditional schedule.

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

The charter will be afforded autonomy in the fact that students will have a flexible school day schedule. Traditional hours, seat time, etc. will not apply. There will be autonomy in the area of transportation. Transportation will only be provided for required activities such as service learning and field 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.**

The conversion charter will provide opportunities for parents to meet quarterly to provide input in developing and implementing the school improvement plan,

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

Based on a district needs assessment conducted by teachers, administrators, and support staff, the VPA conversion charter was created as an additional pathway within the district to improve student learning and better prepare students to enter higher education or the workforce. First, the school improvement team had to grasp a current reality of the district's data. Without a clear understanding of the current reality, plans created are often just plans with little depth for true implementation. Although Vilonia's reading scores are above the state average, too many students in Vilonia do not exhibit proficiency in reading skills. This foundational problem automatically creates a gap for academic achievement, ultimately resulting in workforce limitations. The district's college remediation rate is high and many Vilonia students are not remaining in college after the first year. Math scores need improvement which is evident not only in ACT Aspire scores, but is also reflected in math on the ACT. This data caused the improvement team to recognize the need for immediate action for an innovative plan to reach all our students. The charter will provide a much needed opportunity for students, who need an experience other than the traditional classroom setting, to connect core standards to real life application including the workplace. The plan for school improvement to address how the charter will improve student learning and meet the charters educational goals will follow the "Plan, Do, Check" method.

The district will continue through the 2020-2021 school year to learn and plan for successful implementation of the charter. Partnerships have been established and more are being sought out daily. Stakeholders within the district, community, and state have been consulted and provided information as to the plans for creating the VPA. Support for development and implementation of the charter application has been solicited and received.

If given approval, the district is committed to “Do” what is needed for full implementation of the charter. VPA will provide an additional unique pathway to ensure that all students receive an equitable education, that all students learn at high levels, and that all students gain understanding of career options available to them and are prepared for their next step of life after high school. Mattos, DuFour, DuFour, Eaker, & Many (2016) ask the question “Does all really mean all?” (p.14). The Vilonia School District agrees that yes, all really does mean all. Therefore, the conversion charter is an essential component of the district’s school improvement plan in providing all students with the pathway they need to succeed.

Throughout the 2021-2022 initial implementation school year, “check points” will be established to monitor the progress of VPA goals. Understanding that school improvement should follow a continuous improvement cycle, the district will review the charter’s progress quarterly with an annual comprehensive “check” of the charter’s progress and success. A school improvement task team consisting of various stakeholders will be utilized in the continuous improvement process.

The Vilonia School District operates as a professional learning community (PLC) following the “Three Big Ideas of a PLC” as defined by Mattos, DuFour, DuFour, Eaker, and Many. (2016). All improvement plans include the four essential questions of a PLC: (1) What do we want students to know and be able to do? (2) How will we know when they have learned it? (3) What will we do when they haven’t learned it? (4) What will we do to extend the learning when they already know it? (p.8). Following these models, the district uses data for decision making, includes community partnerships, seeks out parental support, and values that the learning of each student should be viewed by student by skill. The VPA school improvement plan and future plans will align with DESE’s vision for Excellence in Education in the State of Arkansas. The charter ensures blended learning, a guaranteed and viable curriculum, and a student-focused approach.

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.

The charter will operate through a professional learning community collaborating together and with other teachers in the district to ensure that all curriculum materials are aligned to the Arkansas Academic Standards as adopted, and periodically revised, by the State Board of Education. The charter will seek continuous improvement and will yearly review essential standards to ensure all guidelines are followed. Vertical and horizontal alignment of standards will be an ongoing process to ensure the scope and sequence of the curriculum is aligned between the charter and traditional schools within the district. This will ensure flexibility and address mobility of students within the district.

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

Vilonia School District will utilize the Guidance programs currently in place and a partnership agreement with a mental health care provider for on-site mental health counselors to serve students in the VPA. The district has an approved Comprehensive Counseling plan in place that fully complies with ACT 190.

b. Health services

Vilonia School District will utilize the nursing staff currently in place to serve students in the VPA.

c. Media center

All conversion charter students will be provided access to Vilonia School District libraries and the local Faulkner County Library.

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

Vilonia School District provides services for all students who qualify for special education services and full complies with all state and federal special education regulations and laws. Students who qualify for special education services will participate in state assessments and be provided accommodations and modifications as per their IEP and 504 Plans. Licensed special education instructors will be provided. The district is confident that this charter will provide unique opportunities for students with IEP's in addition to 504, general education, and gifted students. Educators are called to and should be committed to ensuring all students are provided with a free and appropriate education that assist them with the skills to earn a livable wage. A district goal is to ensure all students are equipped to contribute to the economy and experience a high quality life. The proposed construction industry program is key to providing support to our Arkansas economy, the construction industry, and allowing our students to learn what opportunities exists for them to use their talents to pursue a career in this very important industry.

e. Dyslexia services

Vilonia School District provides dyslexia services by trained dyslexia interventionists who are supervised by a licensed dyslexia coordinator. The district provides Apple

Connections, a research based approved dyslexia intervention, as per rules and regulations.

f. Transportation

Transportation will not be provided with the exception of when needed for special field experiences, service-learning projects, or enrichment activities. Upon request, transportation will be provided to special education students. When these occasions arise, transportation will be provided from the school district campuses location to the activity sites by the Vilonia School District Transportation Department.

g. Alternative education

Vilonia School District provides an approved Alternative Learning Environment as per rules and regulations.

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

Vilonia School District will provide English Language Learners instruction, including appropriate state assessments for English Language Proficiency, as per rules and regulations. The charter will ensure classroom and assessment modifications as outlines in each students Language and Instructional Educational Plan. Students may choose to receive services onsite or through a virtual setting.

i. Gifted and talented program

Vilonia School District will provide a Gifted and Talented program as per rules and regulations. In addition, students will have time and support to extend learning through enrichment opportunities offered online or onsite. The district will designate an individual to instruct charter students participating in the gifted and talented program.

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

Only students in the district may apply to attend VPA. Students living outside the boundaries of the Vilonia School District are subject to all district board and school choice transfer regulations. If student request for enrollment exceeds the cap, a district team would meet to determine if the district should petition the state board for an increase in enrollment cap or to implement a random, anonymous student selection lottery system. If the district determines that a petition for an enrollment increase should be requested and the request is denied, the lottery system would be put into place. In compliance with ADE Accreditation Standard 6.01, all policies and actions related to enrollment criteria and student admission, recruitment, and selection process are nondiscriminatory and are in compliance with all state and

federal laws.

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.

Dr. Cathy Riggins, Assistant Superintendent- Dr. Riggins was the principal of the Vilonia Academy of Technology and Service-Learning (VAST) conversion charter housed in the Vilonia Middle School during the 2007-2012 school years. During this time, the VAST program held top performing test scores in the state.

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. | |
|--|---|
| Reports to | Asst. Superintendent |
| Salary Range | (The 73,000-92,000) |
| Education Required | Master's degree in Educational Leadership |
| Certification Required | K-12 Administration |
| Experience Required | Previous teaching experience, strong curriculum development and implementation skills, experience with and clear understanding of blended learning and virtual learning, and knowledge in development of career and technical programs. |

| | |
|--|---|
| Job Duties List up to 5 key duties | <ul style="list-style-type: none"> • Supervise day-to-day operations, staffing, budgeting, and public relations concerning the charter. • Work closely with appropriate staff within the district to ensure that all students' needs are met including scheduling, extra-curricular, guidance, gifted and talented, ELL, dyslexia, and special education needs. • Support the promotion of the charter school to the community, parents, and prospective students. |
|--|---|

| TEACHERS | |
|---|---|
| Classroom, Special Education, Gifted and Talented, Instructional Facilitator, Technology Specialist, etc. | |
| Reports to | Charter School Director |
| Salary Range | Based on Current Salary Schedule + applicable stipends ,etc. (Range: \$38,245 - \$60,985) |
| Education Required | Bachelor's Degree or At least 5 Years of Experience in the Field of Study |
| Certification Required | None |
| Experience Required | None with the exception of teachers designated for teaching of elective classes in industry areas. All industry elective teachers must have 5 years' experience in the industry. |
| Job Duties List up to 5 key duties | <ul style="list-style-type: none"> • Provide instructional support for all online core academic programs. • Supervise students' involvement in all extra-curricular activities. • Facilitate student learning and serve as a project mentor through service-learning projects. • Collaboratively work with other teachers as members of a professional learning community to ensure that curriculum is aligned appropriately and that student learning outcomes always reflect the mission of the charter school. |

| SUPPORT STAFF | |
|------------------------------------|---------------------------|
| Secretary, Nurse, Bus Driver, etc. | |
| Reports to | Director |
| Salary Range | \$17,838.00 - \$51,689.00 |
| Education Required | High School Diploma |

| | |
|--|--|
| Certification Required | None |
| Experience Required | Must possess strong communication skills, ability to problem solve and think innovatively, |
| Job Duties List up to 5 key duties | <ul style="list-style-type: none"> Assist with the promotion of the conversion charter. Support the administrators, teachers, and students in fulfilling the mission of the charter. |

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.

Although some activities will be conducted at district facilities or partner locations, the charter program will primarily operate virtually. When students are on-site, students will attend the school that serves their grade-band. Teachers will also be assigned to collaborate with other district teachers based on grade bands and will attend meetings at the appropriate location.

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.

NA

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.

All students in the charter will be eligible to participate in the National School Lunch program. Charter students will be eligible to apply for and receive meals through a daily pick location. Free and Reduced students will have the option of picking up meals daily or participating in a weekly convenient foods pick up program when requested. All programs will follow the National School Lunch federal guidelines.

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

The Vilonia School District operates as a strong professional learning community. If there is a change in leadership, the charter will be successful due to the ongoing collaborative work that is in place. This charter has not been created by one individual and a strong foundation has been laid to build sustainable partnerships that will ensure the program is sustainable regardless of who is serving in a leadership position.

29. 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.

The applicant has conducted a review pursuant to Ark. Code. Ann. Section 6-23.106 and has determined that its request for a district conversion charter school will not cause a negative impact on the efforts of any public school district or public school districts to create and maintain a unitary system of desegregated public schools. .

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 | Instructional Day/School Year/Attendance |
| Arkansas Code Annotated | Ark. Code Ann. & 6-16-102, Ark. Code Ann. & 6-18-213(a) (2) |
| Standard for Accreditation | Sections 1-A.2 , 1-A.4.2 of the ADE Rules Governing Standards for Accreditation |
| ADE Rules | |
| Rationale for Waiver | Although the Pathways Academy will follow the district school year calendar, the request for the waiver will allow flexibility to adjust the daily schedule to accommodate the needs of students and ensure best educational experiences are possible for charter students in a blended setting. The six-hour instructional day, 30-hour week waiver is being requested to allow the VPA to reduce instructional time as required by law. Instructional time will be awarded for K-6 for activities such as service-learning |

projects, and specialized areas of interest field experiences, embedded with core standards, that may not be offered in the traditional programs of study. Examples of instruction for 7-12 students may include internships, concurrent credit courses, entry level jobs, service-learning, educational field trips, etc. All graduation requirements will be followed. The instructional content will define an instructional school day, not time. The waiver will allow for students to self-pace with the guidance of the parent and the classroom instructor.

VPA will adhere to the full curriculum alignment with the Arkansas frameworks. K-6 students will have grade level instruction, study and/or assignments for all content areas such as literacy (Reading, English, Writing, and Spelling), math, social studies, and science each day. Students will also have art and music requirements each week. Students in grades 7-12 will have the core content classes (Literacy, Math, Science, Social Studies and other required courses such as fine arts, keyboarding, etc.) each day along with elective courses. The instructional learning activities and assignments will require K-12 students to maintain a rigorous schedule. The actual work time will be determined by the student and their families to allow a daily school schedule to accommodate their needs. Only by leveraging these waivers can Vilonia Pathways create a personalized learning environment wherein students can truly learn at their own pace. While it is true that some students will be able to learn at an accelerated pace, in other circumstances students will be afforded the opportunity to spend more time addressing learning gaps.

Teachers and students within the charter will follow the start school year date, end of school year date, non-student contact days and school holidays according to the Vilonia School District school calendar. All students will receive an equivalent of 178 instructional days. Attendance will be taken based on a student's participation and completion of content assignments, field internships, and assessments. Attendance will be recorded each following Monday. Attendance will be recorded in e-school and will be maintained as required by the State Board of Education.

| | |
|-----------------------------------|---|
| Waiver Topic #2 | Licensure / Personnel Policies |
| Arkansas Code Annotated | Ark. Code. Ann. § 6-15-1004, Ark. Code. Ann. § 6-17-302, Ark. Code. Ann. § 6-17-309, Ark. Code. Ann § 6-17-401, Ark. Code. Ann. § 6-17-902, Ark. Code. Ann. § 6-17-919, Ark. Code. Ann. § 6-17-1501 et seq. Teacher Fair Dismissal Act, Ark. Code. Ann. § 6-17-1701 et seq. Public School Employee Fair Hearing Act, Ark. Code. Ann. § 6-17-203, Ark. Code. Ann §. 6-17-2303. Ark. Code. Ann § 6-17-2403, Ark. Code. Ann. § 6-17-2201-2206 |
| Standard for Accreditation | Sections 4-C.2, 4-D.1 of the ADE Rules Governing Standards for Accreditation |
| ADE Rules | |
| Rationale for Waiver | <p>Teachers will be licensed in Arkansas except for those situations where a local teacher cannot be identified. In these cases, VPA intends to contract with a curriculum provider who will employ teachers who are licensed in the states they reside. While certified administrators and teachers will be sought, VPA requests the discretion to hire the best leaders and teachers for the school that is available. This waiver will aid in increasing student achievement by providing students with the most effective teachers and a full catalogue of courses, and in meeting the academic goals. VPA will fully comply with the Arkansas Qualified Teacher requirements as applicable. Teachers and Administrators will all need to successfully complete criminal background and Child Maltreatment Registry checks.</p> <p>Local partners may provide teachers for elective courses that are experienced in the industry of course study, but are not certified teachers and do not wish to obtain licensure or a permit in order to teach for VPA. The request for Teacher Fair Dismissal Act waivers and Public Employee Fair Hearing Act waivers will apply to these non-certified teachers. In addition, the request for these waivers will allow for the ability to move quickly to make changes with unlicensed teachers if they are not performing as needed, in order to maintain and grow student achievement. This is also the rationale for asking for a waiver from the salary schedule as these instructors will not be compensated in the same manner as a full time district</p> |

| | |
|--|--|
| | <p>teacher.</p> <p>With the new venture of a blended learning environment, VPA requests the flexibility to make timely decisions regarding the best staff for students. All efforts will be made to support teachers to be successful in the blended learning environment. Flexibility in staffing supports meeting the academic goals.</p> <p>Due to the unique nature of blended learning, teachers or other support staff may no longer follow a traditional school day. As part of the Salary Schedule waiver, VPA will develop an alternate salary schedule/matrix to meet the needs of its digital or partial teaching staff. This payment matrix shall be approved by the school board in a public meeting.</p> |
|--|--|

| | |
|-----------------------------------|--|
| Waiver Topic #3 | Class Size & Teaching Load |
| Arkansas Code Annotated | Ark. Code. Ann. § 6-17-812 |
| Standard for Accreditation | Standards for Accreditation 1-A.5 |
| ADE Rules | Class Size and Teaching Load |
| Rationale for Waiver | In an online setting, teachers may successfully work with a larger number of students. The following alternative student to teacher ratio is proposed: Teachers (k-12) 40:1 This waiver supports flexibility in order to meet academic goals. In addition, the VPA seeks flexibility with teaching load proposing a teaching load not to exceed 200. |

| | |
|-----------------------------------|--|
| Waiver Topic #4 | Guidance Counseling Services |
| Arkansas Code Annotated | Ark. Code Ann. § 6-18-2003 (a) (2) (A) |
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | VPA will develop and implement a comprehensive school counseling program in accordance with the requirements of Ark. Code Ann. § 6-18-2001 et seq. |

| | |
|--|--|
| | The district requests a waiver from licensure to allow an individual to be hired that is not licensed, but that we feel will best fit the conversion model. The district will provide mentoring support to the unlicensed counselor as needed. |
|--|--|

| | |
|-----------------------------------|---|
| Waiver Topic #5 | Report Cards |
| Arkansas Code Annotated | Ark. Code Ann. § 6-15-903(a)(2) Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student |
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | VPA parents will have real time access to report cards via online platform. |

| | |
|-----------------------------------|---|
| Waiver Topic #6 | Curriculum |
| Arkansas Code Annotated | ADE Standards 1-A.1.3 |
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | VPA requests that all AP courses taught be included as part of the 38 units required by law for Standards and Accreditation. VPA will still offer and teach the 38 units. The waiver is requested to enable qualified students below 9 th grade to take foreign languages, algebra 1, and other similar courses. This waiver again supports the academic goals of the academy. |

| | |
|-----------------------------------|--|
| Waiver Topic #7 | |
| Arkansas Code Annotated | |
| Standard for Accreditation | |
| ADE Rules | |
| Rationale for Waiver | |

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.



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fcl.org for more information

OverDrive

**Notice of Public Virtual Hearing
for Vilonia School District K-12
Virtual Charter School Application**

The Vilonia School District will hold a Public Hearing on Tuesday, July 21, 2020 at 7:00 p.m. The purpose of the meeting is to discuss the application for a Conversion Charter School referred to as Vilonia Pathways K-12 Academy.

A direct link will be posted to the district website to provide access to the online hearing. **District Website:**
viloniaschools.org

Your input as parents and community members is valued as we explore new opportunities for our students.

A2 Friday, July 3, 2020

**Notice of Public Virtual Hearing
for Vilonia School District K-12
Virtual Charter School Application**

The Vilonia School District will hold a Public Hearing on Tuesday, July 21, 2020 at 7:00 p.m. The purpose of the meeting is to discuss the application for a Conversion Charter School referred to as Vilonia Pathways K-12 Academy.

A direct link will be posted to the district website to provide access to the online hearing. **District Website:**
viloniaschools.org

Your input as parents and community members is valued as we explore new opportunities for our students.

It is our sincere hope that you will find this notice helpful.

A2 July 11-12, 2020

**Notice of Public Virtual Hearing
for Vilonia School District K-12
Virtual Charter School Application**

The Vilonia School District will hold a Public Hearing on Tuesday, July 21, 2020 at 7:00 p.m. The purpose of the meeting is to discuss the application for a Conversion Charter School referred to as Vilonia Pathways K-12 Academy.

A direct link will be posted to the district website to provide access to the online hearing. **District Website:**
viloniaschools.org

Your input as parents and community members is valued as we explore new opportunities for our students.

File Jim His Jnt Jar Jim Kai Jnr Kel res Kil adr La Jar Lik Jar Mit he Mi Ba Be Be Bl Bc Ci Hi It Ji L L N Tea

The Notice of Public Hearing for the Vilonia Pathways Academy was not published in the classified or legal section as required by Arkansas Code Annotated § 6-23-302.

Last date of publication was
at least 7 days before the
meeting.

June 27-28, 2020
July 11-12, 2020
July 3, 2020



Tina Harrison <tina.harrison@viloniaschools.org>

Fwd: Re: Publication Questions

Crystal Geraldson <cgeraldson@thecabin.net>
To: tina.harrison@viloniaschools.org

Mon, Jun 22, 2020 at 12:50 PM

Hello Tina,

The Log Cabin publishes a paper Tuesday through Saturday, with the Saturday paper being a 'Weekender' edition, same content and size as the Sunday paper but delivered on Saturday now.

I can get the notice set to run the next 3 Saturday if you'd like. Cost would be \$192 and can be billed to the school district.

I'll send a proof for your review as soon as the art team has it ready for print.

As you mentioned this isn't to run in Classifieds or Legals, I've got it set to run in the Main News section.

Thank you,
Crystal

Crystal Geraldson
thecabin.net
Log Cabin Democrat
WINC Magazine
cgeraldson@thecabin.net
501-505-1223
*Would you like to drive more traffic to your website?
I can help you with that!*

From: Tina Harrison <tina.harrison@viloniaschools.org>
To: Eliesha Wolverton <ewolverton@thecabin.net>
Date: Mon, 22 Jun 2020 08:49:36 -0500
Subject: Re: Publication Questions

Good morning Eliesha. The notice that we need to run is not a legal notice. At your convenience, please forward me the person's contact information that can assist.

From Dr. Cathy Riggins, Asst. Superintendent:

*I need the following information to run in the Cabin. It is required by the state charter application process that I run this notice three consecutive weeks. The requirements state that the notice **cannot** be in the **classified** or the **legal** section. I need to run this notice on Sunday 28th, Sunday 5th, and Sunday 12th. Can you please confirm with me ASAP that this will be possible, as I must meet this requirement for eligibility in the application.*

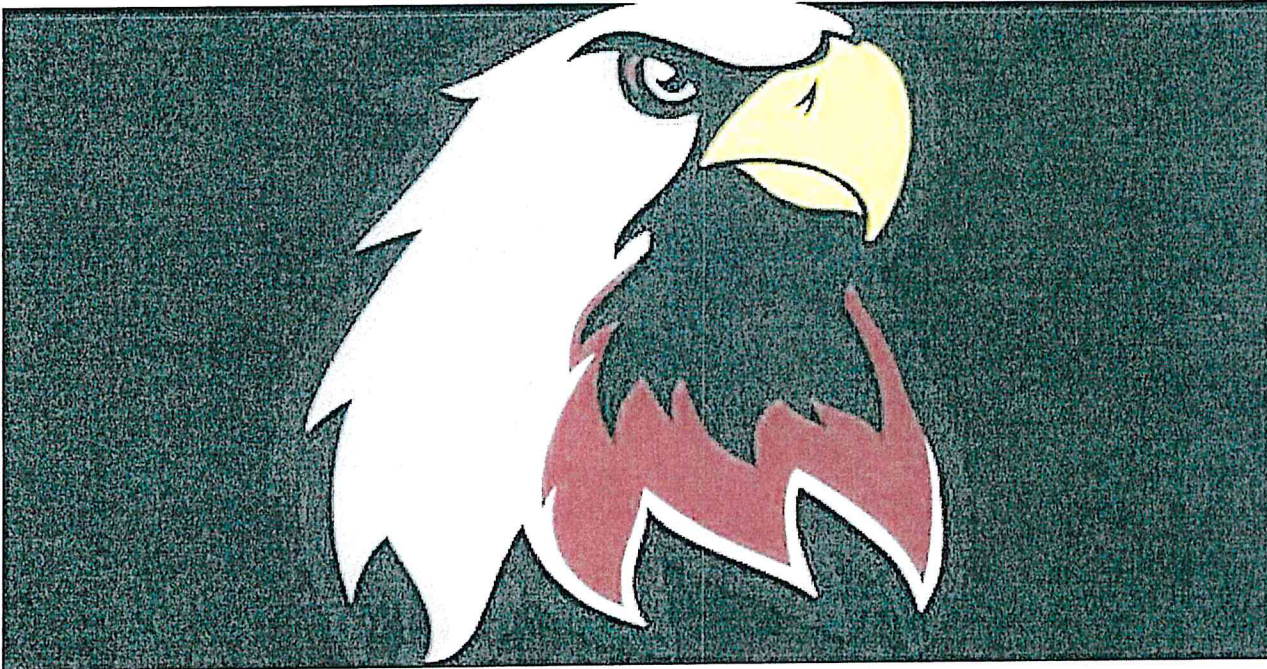


Steve Austin is with Cathy Riggins.



July 21 at 7:04 PM · 🌐

<https://youtu.be/OWtPnlksGw>



YOUTUBE.COM

Vilonia Pathways Academy Conversion
Charter Application Virtual Hearing

Stream Finished

Cam Finis

ANALYTICS

Always Acadically
Conversion Charter Application
Victoria High School

Playbacks **70**

Peak concurrents **25**

New subscribers **3**

Duration **2:29**

Total Watch Time **7 HOURS**

AD WATCH TIME **6:14**

DISMISS

EDIT IN STUDIO

Share App

500

2.com/live2

Scanned with CamScanner



Cathy Riggins <cathy.riggins@viloniaschools.org>

Meeting confirmation

1 message

David Nabholz <David.Nabholz@nabholz.com>
To: Cathy Riggins <cathy.riggins@viloniaschools.org>

Thu, Jun 25, 2020 at 10:04 AM

Cathy,

I have us all set up for Monday July 13th at 1:30 PM in our big conference room at our office here in Conway at 612 Garland Street. Will have 10 plus of our managers and senior management present. The room is very big, so there will be plenty of room and we will be spaced out for social distancing. Should be ample room if you bring others from VSD.

Looking forward to it

David



www.nabholz.com



David Nabholz

EVP of Operations

w: +1 (501) 505-5174 | m: +1 (501) 733-5333

david.nabholz@nabholz.com

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Sign In Sheet With Nabholz

Matt Rickford VP of Service
~~Matt.Rickford@Nabholz.com~~

MATT NABHOLZ MANAGER @ Industrial Service

~~Matt.Nabholz@Nabholz.com~~

John Ford Manager

~~John.Ford@Nabholz.com~~

David Nabholz EVP

~~David.Nabholz@Nabholz.com~~

JAKE NABHOLZ PRESIDENT, South Region

~~Jake.Nabholz@Nabholz.com~~

Don Greenland, Vice Chairman

TRACY Chambers VP OF PRODUCTION

Chris BRAND CEO - NABCO

VILONIA PUBLIC SCHOOLS

STUDENT CALENDAR

2020-21

STUDENT ATTENDANCE DAYS

NO SCHOOL
MAKE-UP DAYS

| JULY 2020 | | | | | | |
|-----------|-----|------|-----|------|-----|-----|
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| AUGUST 2020 | | | | | | |
|-------------|-----|------|-----|------|-----|-----|
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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| SEPTEMBER 2020 | | | | | | |
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| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| OCTOBER 2020 | | | | | | |
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| NOVEMBER 2020 | | | | | | |
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| 29 | 30 | | | | | |

| DECEMBER 2020 | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
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AUGUST

24th - First Day for Students

SEPTEMBER

7th - Labor Day

OCTOBER

20th & 22nd - P/T Conferences
 23rd - No School
 26th - Second Quarter Begins

NOVEMBER

23rd - Off-Site Blended Learning Day
 24th-27th - Thanksgiving Holiday

DECEMBER

21st-31st Christmas Holiday

JANUARY

1st - Christmas Holiday
 18th - Third Quarter Begins

FEBRUARY

9th & 11th - P/T Conferences
 12th - No School

MARCH

22nd-26th - Spring Break
 29th - Fourth Quarter Begins

APRIL

2nd - Off-Site Blended Learning Day

MAY

28th - Last Day for Students

JUNE

1st-4th - Make-Up Days



| JANUARY 2021 | | | | | | |
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| 31 | | | | | | |

| FEBRUARY 2021 | | | | | | |
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| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

| MARCH 2021 | | | | | | |
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| APRIL 2021 | | | | | | |
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| MAY 2021 | | | | | | |
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| 30 | 31 | | | | | |

| JUNE 2021 | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |



Vilonia Pathways Academy

Community Service Learning

Student / Parent Information

Community Service Learning takes the idea of community service or volunteering one step further by connecting service with classroom learning. This allows students to take knowledge gained in the classroom and apply it to the real world. Students who complete 75 clock hours of community service through Community Service Learning Projects (CSLP), may earn a credit towards graduation. Credit may be earned through any of the following:

- Student can apply to complete an independent service learning project; this would cover non-school sponsored clubs that completed CSLP.
- Teacher integrated opportunities in any course.
- CSL courses offered on self-selected campuses.
- School sponsored clubs that complete CSLP.

A community service learning credit was made possible by Arkansas Act 648. School districts can award high school students who participate in 75 clock hours of “Community Service Learning” at approved locations to receive only one academic credit towards graduation. This is a credit and not a graded course and will not be calculated into the GPA. This credit can also count toward the student’s career focus.

The organizations that are used to complete the service learning must be ‘certified’. Certification requires that the non-profit agency/community organization must have a CSLP application on file with the school district, have been on the approved ADE site certification list prior to 2018-2019 school year, or a certified teacher can certify an activity if service was conducted through the school site.

Service learning emphasizes the importance of leadership skills, volunteerism, and professionalism. Students learn communication strategies, conflict resolution techniques, responsible citizenship, and how to apply skills learned in the classroom to real life situations. Students will learn to serve as a responsible citizen as they create service learning projects that address the needs of their community. Students can serve through multiple activities during a CSLP. Several projects may be submitted to earn credit.

Students must have an approved VPA CSLP application on file prior to collecting hours to complete their service learning project. Student hours will count towards the 75 hours/one flex credit. The hours must come from an organization on the VPA Organization Form and students must include preparation, action and reflection components outlines in this application.

Service Learning Project Description

A service learning project isn't a community project. It is an approach to learning and teaching grounded in skills acquisition, self-discovery, and community impact. All VPA service learning projects must include **Investigation and Preparation, Action, and Reflection.**

- **Investigation and Preparation-** First step of service learning in which students work with teachers/and or community members to:
 - Identify a need within the community.
 - Determine how that need can be met through service.
 - Establish goals of the project that should focus on addressing both the community need and the student learning.
- **Action-** Second step of service learning is allowing students to carry out their service through one of the following:
 - Direct Service- Personal contact with people who are directly impacted by the student's service: Ex: Mentoring young people or serving a meal at a soup kitchen.
 - Indirect Service- Student not necessarily in contact with people they are serving. The focus of indirect service is bringing resources to a problem. Ex: Collecting food or clothing for food pantries or shelter.
 - Advocacy- Activism on behalf of a specific cause or issue. Ex: Using your talents or voices to make the public aware of a problem and working to be a part of the solution.
- **Reflection**
 - The final step of a service learning activity in which the student looks back upon the completed project and reflects upon what they have learned. Reflection may be done individually or with a group. It can be an activity or the student can complete the VPA Reflection Form.

VSD COMMUNITY SERVICE LEARNING PROGRAM GUIDELINE:

- All students must complete an application. If you are applying to complete your project independently you can pick up an application in the counselor's office. Teachers and sponsors that provide CSL opportunities will disseminate information.
- The initial application must include all portions of the CSL application. If you submit additional projects only the planning sheet needs to be completed for approval prior to starting additional projects.
- Volunteer hours that are court-ordered and activities for which student receives payment are not eligible for service learning credit.
- As specified by federal guideline on the separation of church and state, service that is conducted for religious practice cannot count for service learning hours. Ex. Choir rehearsal, Altar service. However, any activity of the church that helps the community can be counted. Ex. Toy drives, meals to homeless or community clean ups.
- A non-profit agency/community organization can't use students to replace a paid employee or complete the task that the paid employee would complete. An organization can't financially benefit from the student's participation.
- Students can use hours from all projects from 9-12th grade to accumulate the 75 clock hours needed for the CSL credit.

VSD COMMUNITY SERVICE LEARNING APPLICATION:

- Complete the Student Application
- Complete the Parent Permission Form
- Complete Volunteer Responsibility Form
- Complete Service Learning Agreement per site, per project
- Complete CSL planning Sheet per CSL project.

VSD COMMUNITY SERVICE LEARNING FORMS TO BE COMPLETED TO RECEIVE CREDIT:

- Students must complete Service Learning Log with documentation of volunteer site hours attached per CSL project.
- Reflection artifact or VPA Reflection Form
- Award Credit form completed by counselors

COMMUNITY SERVICE LEARNING STUDENT APPLICATION

Personal:

Name: _____ ID#: _____

Address: _____

City State Zip Code

Phone: _____ Grade: _____ DOB: _____

Email: _____

Parent/Guardian:

Parent/Guardian Name(s): _____

Phone: _____ Email: _____

Address: _____

City State Zip Code

In case of Emergency:

Name: _____ Phone: _____

Relation: _____ Email: _____

I am completing this application as a part of:

- Independent Study
- Academic Class
- Embedded CSL course
- Other: _____

Special Training: _____

Physical Restrictions: _____

I have read the parent/student information, service learning project description and CLS guidelines. I agree to fulfill the duties and time commitments. I also agree to adhere to the roles and procedures of the organization at which I am volunteering.

Student: _____ Date: _____ Parent: _____ Date: _____

Signature

Signature

COMMUNITY SERVICE LEARNING PROGRAM VOLUNTEER RESOPNSIBILITY FORM

Responsibility of Student:

- Attend orientation offered in a school planning meeting, academic classroom or embedded class.
- Complete the Community Service Plan that includes preparation, action, and reflection.
- Complies with school and volunteer site conduct standards and requirements.

Responsibility of Parent/Guardian:

- Gives permission for his/her youth to participate in the Community Service Learning Program.
- Understands that the transportation needs are the responsibility of the parents or the student.
- In the event of a medical emergency, I approve of the following:

_____ *Take my child to nearest hospital*

_____ *Take my child to* _____

(Name of hospital)

(Name of Doctor)

Safety Procedures

- Please make sure that sites selected for service learning hours have been certified.
- Safety of the student is a joint responsibility of the student and the volunteer site.

Student: _____ Date: _____ Parent: _____ Date: _____

Signature

Signature

COMMUNITY SERVICE LEARNING PROGRAM PARENT PERMISSION FORM

Parent/Guardian Name(s): _____

Phone: _____ Email: _____

Address: _____

City State Zip Code

Emergency Contact: _____ Phone #: _____

- I understand that the rules and regulations that govern my child at school are extended to the non-profit agency/community organization that provides service learning to my child.
- I grant permission for my child to participate in the service learning experience and accept full responsibility for the supervision and safety of my child throughout the project.
- I understand that the school will not provide transportation or funding for this project.
- I understand that the school assumes no responsibility in the event of injury of my student while he/she engages in any volunteering activity.
- I understand that my student will not receive any compensation for his/her services.
- I am aware this request must be pre-approved prior to my child beginning the activity to ensure it meets the established standards and guidelines.
- I have read the parent/student information and understand what community service learning is and how my student will earn a credit.
- I give permission for my child to be photographed and image to be placed on school and site organization publications.

Parent/Guardian: _____ Date _____

Signature

COMMUNITY SERVICE LEARNING AGREEMENT

Student's Name: _____ **Home Phone:** _____

School: _____ **Project Name:** _____

Site name: _____

Site Address: _____ **Zip Code:** _____

Site Contact Name: _____ **Title:** _____

Site Phone: _____ **Project Date(s):** _____

Basic student responsibilities: _____

I, the above student, have elected to provide service at the above site. I agree to abide by the regulations/policies of this site and VPA. I agree to provide to the best of my ability the tasks specified in this agreement. I agree to call the site in advance if I am detained for any reason.

Failure to do so may result in termination of this agreement.

Student Signature _____
Date

This site agrees to accept the services of the student as specified and to provide meaningful tasks for this student. In exchange for services rendered, this agency will train, supervise and sign for student hours. We will not expect the student to participate in activities that would be considered unsafe for the age and experience of the student. This is to acknowledge that we ___ do ___ do not (check one) provide general liability insurance protecting the student when he/she is involved in this project.

Site Contact Signature _____
Date

I, the parent/legal guardian of the above student, approve his/her participation at this site and agree to lend support and encouragement to my child in the service he/she will render to the site he/she has chosen. I accept responsibility for my child's transportation to and from this site.

Parent/Guardian Signature _____
Date

Copy of Parent Permission form should be attached and given to site.

COMMUNITY SERVICE LEARNING PROGRAM PLANNING SHEET

Student's Name: _____ School ID#: _____

CSL Project ____ of ____ Project Name: _____

I. Preparation phase:

What is a need in your neighborhood, church, school, city or organization? What needs assessment was used?

What agency/organization needs help with the need listed above?

- Agency/organization phone #: _____

- Call and see when they need volunteers: _____

- What could I learn from this opportunity?

What is your availability to volunteer?

How will you work out transportation?

How long will it take to get to desired service hours?

What do you hope to learn from this experience?

II. Action Component: Complete after organization has been selected and volunteer hours have been arranged.

Organization(s) that benefitted: _____

Type of Service: (You may have multiple types of service)

Direct

Indirect

Advocacy:

Give a brief description of your CSL project and how the organization(s) benefitted from your service:

Approved _____

Additional Information Needed _____

Notes:

III. Reflection Component: Complete after hours have been earned

Reflection is the process of gaining meaning and understanding from the service learning project.

Students must gain prior approval from their teacher/advisory, when choosing a type of reflection activity for both on-site and off-site projects, for hours to be counted toward a credit. The following chart provides examples of activities for reflection.

| Speaking | Writing |
|--|--|
| One-on-One Conferences with leader/teacher | <i>Classwork Assignments</i> -Essay, Research paper, final paper |
| Public Speaking on the Project for Teachers, Agency Staff, Community Leaders | Journal, Log, Portfolio <i>Short Story</i> - Create a short story about the experience with service learning. |
| | <i>Creative writing</i> - write an article or poem that could be submitted to a school newspaper, magazine or local media. |
| Activities | Multimedia |
| Surveys, Role Play, Etc. | Photo, Slide Show or Video Presentation |
| Conduct a Project Reflection Ceremony | Art- Paintings, Drawings, Collages, Scrapbook, or Other Art Form |
| | |

You must provide documentation or an artifact of what you created to receive credit for the reflection.

COMMUNITY SERVICE LEARNING REFLECTION FORM

Student's Name: _____ School ID#: _____

Community Service Learning Project ____ of ____ Project Name: _____

1. What community issue did you address through your service project and do you think you were successful, why or why not?

2. How did your efforts support the mission of the service site and name the stakeholders who were affected?

3. What have you learned and how does this learning relate to the academic area(s) you are studying?

COMMUNITY SERVICE LEARNING CREDIT FORM

DATE _____

STUDENT'S NAME _____ ID# _____

**STUDENT HAS COMPLETED 75 HOURS OF DOCUMENTED SERVICE LEARNING.
PLEASE AWARD**

**THE CREDIT OF COMMUNITY SERVICE LEARNING #496010. COURSE NOT INCLUDED
IN GPA.**

SCHOOL YEAR ____ - ____ SEMESTER _____

TEACHER SIGNATURE _____ OR

COUNSELOR SIGNATURE _____

**THE CREDIT OF COMMUNITY SERVICE LEARNING #496010. COURSE NOT INCLUDED
IN GPA.**

SCHOOL YEAR ____ - ____ SEMESTER _____

TEACHER SIGNATURE _____ OR

COUNSELOR SIGNATURE _____

**THE CREDIT OF COMMUNITY SERVICE LEARNING #496010. COURSE NOT INCLUDED
IN GPA.**

SCHOOL YEAR ____ - ____ SEMESTER _____

TEACHER SIGNATURE _____ OR

COUNSELOR SIGNATURE _____

*Vilonia Pathways
Academy*

K-12 Conversion Charter

K-6 Program

* Online Core Curriculum – Supported With Strong Foundational Reading Supports Based on the Science of Reading

K-6 students will be provided virtual tutors to ensure foundational reading skills are mastered and that assistance is provided to students not meeting grade level benchmarks. These tutorial sessions will be provided through a flexible schedule to allow parental engagement and support.

- * Service –Learning Connection
- * Training and Support For Parents
- * Enrichment Opportunities

7- 8 Middle School Program

Online Core Curriculum

- Embedded With Career Explorations
 - Core Curriculum Will Be Connected to Various Career Pathways
 - Conversion Charter Waivers Will Provide Flexible Schedules to Allow More Opportunity for Unique Experiences

Personalized Learning

- Personalized Student Success Plans Will Be Created With A Focus on the Middle School Child
- Each Student Will Participate in at Least Two Service-Learning Projects During the Year

Four Major Components to Serve the Middle School Child

- Academic Excellence- Unique Opportunities for Students to Master Essential State Standards While Exploring the Possible Careers of the Workforce They Will Enter.
- Developmental Responsiveness- A Personalized Environment That Supports Each Student's Intellectual, Ethical, Social, and Physical Development- Career Exploration and Service-Learning Will Serve as Vehicles to Student Engagement.
- Social Equity- All Middle School Students Need Social Support- Collaborative Teams, Student Voice, Preparing Students to Work in A Virtual World, Etc.
- Organizational Structures and Processes- Student-Centered Culture, Norms and Expectations for Learning, Professional Development for Teachers, and Two Way Communication Between The School and Home

Pathways For Success

9-12 Program

Workforce Education

General Workforce

* Soft Skills, Core Curriculum

College Prep

COMMERCIAL

CONSTRUCTION

Core, Advanced Courses,
Concurrent Credit,

<*****>
<*****>

It is our desire to add additional
industries in the future.

Curriculum Programs

Online Core Arkansas Standards Based Curriculum
Virtual Traditional College Prep Focus, A Commercial Construction Content Focus, or General Workforce
(All Students Will Receive General Workforce Soft Skills Regardless of Their Personalized Path)

Service-Learning – Building Work Ethic, Communication Skills, Civic Responsibility

Extra Curricular and Elective Options – Ex: Safety Construction Elective Class, What suggestions do you have for local credit options?

Tell Your Story- We need people in the industry who will share their story.

Concurrent Options: UALR Construction Management Program
North Arkansas College Accredited with NCCER

Certifications for Students

Partnerships

- Nabholz Construction
- Kinco Construction
- Weaver Bailey Contractors
- Other Contacts are Being Made for Partnerships- If you are in the industry and would like to join this initiative, please contact us.

All Students Are Eligible for Vilonia Pathways Academy

- IEP, 504, Dyslexia, Etc.
- Students in grades 7-12 are eligible to participate in all extra curricular activities and programs offered by the district.
- Each Student Will Be Assigned A Family Engagement Support Liaison

We Need Your Feedback and Support

1. What specific questions do you have concerning the conversion charter that need to be addressed?

2. What resources can you provide to support our students with enrichment/field experiences?
3. What other information do we need to know to make this program a success and model in the State of Arkansas and the nation?

Thanks for Your Support !





VILONIA SCHOOL DISTRICT

PO Box 160
Vilonia, AR 72173

P: 501-796-2113
F: 501-796-3134
viloniaschools.org

September 24, 2020

Charter Authorizing Panel

Arkansas Department of Elementary and Secondary Education

Four Capitol Mall

Little Rock, AR 72201

Dear Panel Members:

As President of the Vilonia School Board, I am proud to submit this letter, on behalf of the board, in full support for the Vilonia Pathways Academy conversion charter. Last school year, the board gave its full support to start the conversion charter application process. Throughout the year, the board has received updates on the progress of the application and are fully committed to supporting the implementation of the Vilonia Pathways Academy. The board will support the district in adhering to all guidelines as set forth by the Charter Authorizing Panel.

The Vilonia Pathways Academy supports the needs assessments of our district and provides an innovative learning opportunity that has been created through the voice of our students, parents, teachers, and community. Strong partnerships have been created throughout the community and state to support the initiatives of this program.

The mission of the Vilonia Board is to support educational programs in cooperation with the community to ensure students attain skills and knowledge to prepare them for a successful future. The Vilonia Pathways Academy provides the innovation and change from a traditional school model that will provide students with a more individualized pathway, ultimately leading them to becoming a successful contributor to the workforce and society.

Thanks in advance for your support of programs that provide learning opportunities based on the individual needs of all students. I am confident that if approved the Vilonia Pathways Academy will become a model for others throughout the state.

Respectfully Submitted,

Dr. Kent Charles, President

Vilonia School Board

To Whom It May Concern;

I've lived in the Vilonia School District most of my life, and myself attended school in Vilonia kindergarten through 12th grade. When it came time for my own children to go to school, I believed Vilonia was one of the best public options, but I was interested in a more family centric learning experience that was centered around our family's interests and schedules. At that time, Vilonia was unable to accommodate that sort of learning environment.

Over the years, my children have participated in accredited homeschool programs, private schools, traditional homeschool, and NAUMS (University Model Schools). We have found that these programs allow us more freedom to build a curriculum around our kids instead of the other way around.

I have a special interest in history and we traveled American with our children and taught them at historic sites, showed them monuments, and toured museums and landmarks. We've participated in writing, art, science, and geography lessons that are adapted to our interests and needs. We have also arranged internships and work opportunities for our children. We find that this sort of approach not only cultivates a love of learning, it allows for children to explore different avenues that could one day turn into career paths.

The past six months have brought many changes and we decided to enroll our kids in Vilonia's Virtual School Option for the 2020/2021 academic year. I met with Dr. Riggins and had the chance to ask her questions about the online options this year in Vilonia. During our visit, we were able to talk extensively about her vision for Vilonia's future. The proposed Vilonia Pathways Academy will fill a needed void, exploring an education that is built around the student. Too often we see kids graduating from high school that don't have the basic skills and abilities needed to succeed in life. Not every student learns the same and not every student has the same goals or interests. The Vilonia Pathways Academy will allow for a curriculum that will be tailored to the students' different needs while giving students choice in their education. Vilonia will be training kids to become responsible adults with real career paths and choices moving to higher education or the workforce.

I am very excited about what the future holds for Vilonia Public Schools, and that my kids may have the opportunity to be a part of such an innovative educational option. It is with great confidence that I support the Vilonia Pathways Academy Conversion Charter and seek your support for its approval.

A handwritten signature in black ink, appearing to read "SR Stacey". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Secret Stacy

(501) 593-7964

theseecretstacy@gmail.com



July 22, 2020

Charter Authorizing Panel
Arkansas Department of Elementary and Secondary Education
Four Capitol Mall
Little Rock, AR 72201

Dear Panel Members:

Nabholz Construction is submitting this letter of support for Vilonia School District's application for a conversion charter school. For us, this process started several years ago when Vilonia Schools reached out to us for our help in getting commercial construction career education and training started for both non-College and College bound students. The Vilonia Pathways Academy will be a great vehicle for Vilonia to achieve this goal and better serve their students and community.

The Commercial Construction industry workforce has changed over the past decades with fewer and fewer young people choosing to make their careers in it. These careers include the major trades of Plumbing, Electrical, HVAC, Carpentry, Masonry, Steel and Concrete construction as well as all the finish trades including Millwork, Floors and Painting. All these professions are well paid, have great benefits and make great careers but have become less desirable to our youth. This program will introduce these professions to the students and will give them great options on well-paying careers to chose from, train for and get started in. Nabholz Construction will work with Vilonia Schools and assist them in many ways: setting up the curriculum, supporting learning opportunities, helping to set up guest speakers and trainers from all parts of the industry and offering field experience.

This is a definite win / win for the Vilonia School District and their students as well as the Commercial Construction Industry and our State and Local Economies. Nabholz Construction is pleased to be a part of this great effort.

With all this in mind, we respectfully request that the Charter Authorizing Panel approve Vilonia's application.

Thank you,

David Nabholz
EVP Nabholz Construction



MECHANICAL & ELECTRICAL INCORPORATED

July 22, 2020

Charter Authorizing Panel
Arkansas Department of Elementary and Secondary Education
Four Capitol Mall
Little Rock, AR 72201

Dear Panel Members:

Currently there is a shortage of quality skilled employees in our industry. Most of these positions pay great with amazing benefits. These careers are secure with opportunity for growth and promotion to students who may be entering the workforce after high school. The problem is, students do not know what is available or required to enter into this career path.

Vilonia School District has an amazing idea that Nabco is proud to partner with. The vision of Vilonia Pathways Academy is to provide high levels of learning through differentiated pathways to promote academic success. This vision is exciting because it includes the construction industry. It is a great way to prepare students to be better equipped for entry-level positions in the field of construction. In partnership, Nabco is committed to assisting the Vilonia School District in creating curriculum, offering field experiences, supporting service-learning opportunities and providing human resources. This conversion charter will allow students to discover the opportunity of skilled trades in the construction industry.

Not only does Nabco Mechanical & Electrical support the program, we are excited to get to be a part of this amazing vision. If you have any questions or concerns, please feel free to contact me. Thank you for your time.

Sincerely,

Chris Brand
President, Nabco Mechanical & Electrical Inc.



July 31, 2020

Ms. Cathy Riggins
Vilonia Public Schools
11 Eagle Street
Vilonia, AR 72173

RE: Vilonia School Construction Trades Program

Ms. Riggins,

Thank you for the phone call regarding the construction trades program. As you know, this is something I am very interested in and I know it can benefit the students and industry. I had the opportunity to get involved in the industry during high school and continued that through college and now I am in year sixteen of my career.

The construction industry offers multiple opportunities for entry and even more paths for gainful employment. There are numerous companies who offer summer internships and summer employment for those wanting to learn and have a steady income. Pairing this with additional knowledge gained through a trades program, like you have in mind, will provide them with a great foundation to begin a wonderful career.

After high school students can continue to pursue their career through on the job training, apprenticeships, and college degrees. We are fortunate to have a fantastic Construction Management program right here in central Arkansas at University of Arkansas at Little Rock (UALR). I began classes at UALR right after high school and was able to get part-time employment as an assistant project manager while continuing my education. The year I graduated UALR, 100% of the construction management majors were employed. This statistic continues today for those students who are willing to put in the work.

I have had the opportunity to progress in my career and see many different aspects of the industry and I can say without a doubt, the industry needs more people at all levels. Whether their interest is in field operations, project management, managing their own subcontracting business or working up the corporate ladder, opportunities exist for students entering the industry. In today's industry, technology is contributing a major role and many of the operating systems in project management, equipment and other roles are based in technology. From digital plans, augmented reality, 3D modeling, drone surveys, the list goes on. Students need to understand the multiple paths that are available in the industry and how rewarding they can be.

Regarding the trade program, you have my full support and I will be glad to help develop curriculum, visit with students, host job site visits or job shadowing. I know other individuals from different trades who will be glad to share their career paths with students and advise them on the trade skills they have developed. The construction industry is in serious need of qualified team members who participate at all levels of the trades and management. Unfortunately, the shortage of qualified workers is not new but it is something that continues to grow. That is contributing to the demand of skilled people in the industry.



These are jobs that cannot be exported, and we are fortunate to have a growing community that will employ many people close to home.

I truly hope you are successful in establishing this construction trades program and know it will have a major impact on the students that choose to participate and can provide a career full of opportunity.

Best Regards,

A handwritten signature in black ink, appearing to read 'Lance Wright', with a long, sweeping horizontal line extending to the right.

Lance Wright
Senior Project Manager, CPC, LEED AP BD+C
Kinco Constructors, LLC



VILONIA SCHOOL DISTRICT

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viloniaschools.org

September 24, 2020

Charter Authorizing Panel
Arkansas Department of Elementary and Secondary Education
Four Capitol Mall
Little Rock, AR 72201

Dear Panel Members:

I am pleased to submit this letter of full support for the Vilonia Pathways Academy conversion charter.

The vision of this conversion charter is to provide high levels of learning through differentiated pathways to promote academic success. As I'm sure you are aware, the face of public education is evolving. Current experience and what is yet to come are a reflection of the needs of a diverse society. Society is changing. Commerce is changing. Industry is changing. Public education has an obligation to change as well.

The Vilonia Pathways Academy conversion charter will incorporate a diverse curriculum, field experiences and service-learning opportunities to provide a unique and relevant educational experience for students. Working in partnership with Nabholz Construction, NABCO Mechanical and Electrical Inc. and KINCO Constructors, students will receive real world application as a part of their overall learning experience.

Dr. Cathy Riggins has a long track record of implementing programs with excellence and integrity. I have full confidence in Dr. Riggins' commitment to direct this program with fidelity and strict adherence to established guidelines.

Respectfully,

Dr. David Stephens, Superintendent
Vilonia School District