

**Minutes
State Board of Education
Monday, June 8, 2009**

The State Board of Education met in the Auditorium of the State Education Building on Monday, June 8, 2009. Randy Lawson, Chairman, called the meeting to order at 9:00 a.m.

The following Board members were present: Randy Lawson, Chairman; Dr. Naccaman Williams, Vice-Chairman; Sherry Burrow; Brenda Gullett; Sam Ledbetter; Alice Mahony; and Diane Tatum.

The following Board members were absent: Jim Cooper and Dr. Ben Mays.

Chair's Report

Mr. Lawson requested that the Board consider adoption of a "Freedom and Independence Day Resolution." Dr. Williams moved adoption of the resolution and Ms. Burrow seconded the motion. The resolution was adopted unanimously. (Copy attached to the Minutes.)

Mr. Lawson requested that the Board consider adoption of a resolution recognizing the service of Commissioner Dr. Ken James to the State Board of Education and to the State Department of Education. Ms. Gullett moved adoption and Dr. Williams seconded the motion. The resolution was adopted unanimously. (Copy attached to the Minutes.)

Mr. Lawson recognized the presence of Dr. Diana Julian, Deputy Commissioner, in the absence of Commissioner, Dr. Ken James.

Mr. Lawson noted that this meeting is his last as an appointed member of the Board. He expressed his appreciation to Board members and to staff for making his tenure pleasurable and enjoyable.

Ms. Burrow reported a visit to the e-Stem Charter Schools in Little Rock.

Ms. Gullett reported attending the Partners Retreat for the Arkansas Leadership Academy. She stated that the Leadership Academy continues to provide exciting opportunities for teachers and administrators across the state.

Ms. Mahony reported on the recent "Signing Day" at El Dorado High School and noted that the event was featured in *People* magazine.

Mr. Lawson noted that this meeting would be the final meeting where Paul Gray, 2008 Arkansas Teacher of the Year, would be serving in the capacity as an advisory member of the Board. He thanked Mr. Gray for his service this year to the Board and to Arkansas Education.

Mr. Lawson reported that Action Item A-13 has been pulled from consideration for this Agenda and that the Board is expected to have an Executive Session at the conclusion of the agenda.

Deputy Commissioner's Report

Dr. Diana Julian stated that the work of the Department of Education will continue on course through the transition period. She reported that groups are meeting to review and approve proposals for the Stimulus Funds.

Reports

Dr. Dee Cox was recognized to provide an update on the Differentiated Accountability Proposal now available to the Department for working with individual districts given the needs of the district and the status of school improvement. She noted that the flexibility will allow greater options for addressing each school's needs.

Consent Agenda

Ms. Mahony asked for clarification on C-6 Community Service Learning regarding the amount and type of credit earned by students who participate in Community Service Projects. Dr. Gayle Potter stated that students can earn one Carnegie Unit of elective credit for accumulating 75 hours of service in one of the approved programs. Ms. Tatum asked if this work was similar to a work-study program as administered through the Career and Technical Programs. Dr. Potter responded that students are now out of school to do this work, that it is done apart from the school day and that no compensation is earned by the students.

Ms. Burrow moved adoption of the Consent Agenda. Ms. Mahony seconded the motion. The motion was adopted unanimously.

- Minutes – May 11, 2009
- Commitment to Principles of Desegregation Settlement Agreement Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309
- Review of Loan and Bond Applications
- Community Service Learning (Act 648 of 1993) Site Applications Seeking Approval for the 2009-2010 School Year
- Declaration of Critical Academic Shortage Areas as Required by Ark. Code Ann. § 6-81-609 and Act 605 of 2009
- Request Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Expiring
 - o Brenda Brown
 - o Dr. Mitch Holifield
 - o Dr. Jerry Guess
 - o Michelle Hayward
 - o Sheila Jacobs
 - o Marion Sibert
- Consideration of Recommendation of the Professional Licensure Standards Board for a Written Warning on Case #09-041 – April Scurlock
- Consideration of Recommendation of the Professional Licensure Standards Board for Written Reprimand and Fine of \$50 on Case #T09-010 – Joan Scott
- Consideration of Recommendation of the Professional Licensure Standards Board for Written Reprimand and Fine of \$50 on Case #T09-005 – David Wolf
- Consideration of Recommendation of the Professional Licensure Standards Board for a Five (5) Year Suspension of License and Impose a Fine of \$200 on Case 09-037 – Donald Johnson
- Consideration of Recommendation of the Professional Licensure Standards Board for Written Reprimand and Fine of \$50 on Case #T09-014 – Karen Albright

Action Agenda

Election of ASBE Officers: 2009-2010

Diane Tatum was recognized to present the Report from the Nominating Committee. Ms. Tatum reported that the Committee nominates Dr. Naccaman Williams for Chairman and Jim Cooper for Vice-Chairman and moved approval of

the nominations. Ms. Mahony seconded the motion. The motion was adopted unanimously.

Dr. Williams requested a point of privilege to recognize the service of outgoing Board members. Dr. Williams presented recognition plaques, resolutions recognizing service to the Board and to Education in Arkansas and a letter from Governor Mike Beebe honoring the service to the State Board of Education to Randy Lawson and Diane Tatum. Dr. Williams also presented recognition awards to Paul Gray for his one year service to the Board as 2008 Arkansas Teacher of the Year.

Arkansas Better Chance 2009-2010 Funding Recommendations

Jamie Morrison was recognized to present this item. Ms. Morrison stated that the recommended grants had been reviewed and approved for consideration by the ABC staff.

Mr. Ledbetter moved approval as presented. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Consideration of Budget Revision for FY 2009

John Kunkel was recognized to present this item. Mr. Kunkel stated that through the year, various budget categories must be adjusted to reflect changes in expenses and line-item expenditures. He reported that the revisions presented are needed to complete fiscal year expenditures for the Public School Fund Budget.

Dr. Williams moved adoption of budget revisions. Ms. Tatum seconded the motion. The motion was adopted unanimously.

Consideration of FY 2010 Public School Fund Budget

John Kunkel was recognized to present this item. Mr. Kunkel stated that the proposed 2010 budget was submitted through the Governor's Office and received approval by the General Assembly. He noted that for the first time in several years there was a decrease in overall state enrollment by approximately 2,200 students and that this decrease in enrollment was an the result of decreased enrollment in 160 of the State's local districts. Ms. Tatum asked if it was possible to track where students were going when a district showed a decrease in enrollment. Mr. Kunkel responded that he did not have that information, but it might be possible to contact local districts to collect that information. Ms. Gullett stated that she was pleased that funds were placed in the health insurance fund for teachers. Mr. Kunkel reported that this infusion of money into the insurance program would probably avert an increase in premiums for teachers for 2009-2010.

Ms. Tatum moved approval of the Budget as presented. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Consideration of Recommendation of Action to Address the Hughes School District for Failing to Meet all Standards for Accreditation

Frank Wimer and Annette Barnes were recognized to present this item. Mr. Wimer reported that sanctions to the Hughes School District are necessary due to the high school's failure to meet state accreditation standards for three consecutive years. He also noted that the Department has been working with Dr. Ray Nassar, superintendent this past year, to correct the findings and Mr. Wimer reported that progress has been made and that the district should not experience findings for the next school year. Among the sanctions reported by Mr. Wimer was the appointment of a technical assistance coordinator for the coming year. Ms. Barnes stated that this person, yet to be named, would be paid by the district, but would work under the supervision of the Department and would report to the Department on a weekly basis of the status of implementation of the improvement plan.

Ms. Gullett asked about the school improvement status and the number of years that the school(s) in the Hughes School

District have been in some status of school improvement and questioned how long such failure to meet standards could continue. Ms. Barnes stated that it was necessary to look at State accreditation separately from any sanctions imposed as part of the No Child Left Behind status. She stated with the presence of the in-district technical assistance staff, the Department, as well as the district, should have better information and a more focused response to the overall performance of this district. Dr. Julian noted that under "Omnibus" any time the Board feels that a school is not making progress, the Board has a number of options and actions such as providing for an in-district technical assistance coordinator is one of those options.

Dr. Nassar stated that the Hughes School District is positioned to make progress and he welcomes the additional support from the State Board. Dr. Nassar also responded to a comment about technology by affirming the presence of technology in classrooms and stating that all staff will receive professional development in the use of technology before school begins in August.

Ms. Gullett moved to approve the Department recommendations regarding Hughes School District. Dr. Williams seconded the motion. The motion was adopted unanimously.

Request for Charter Amendment of Open-Enrollment Public Charter School: Benton County School of the Arts – Rogers, AR

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown stated that the organizing entity for the two charter schools operating in Rogers, The Benton County Charter School Organization, Inc., has submitted a proposal that merges the Benton County School for the Arts (k-8) with Northwest Arkansas Academy of Fine Arts (9-12) into one school operating grades K-12 under the charter holder Benton County Charter School Organization, Inc. She introduced Dr. Paul Heinz who represented all entities is making the proposal. Dr. Heinz stated that arrangements have been made with a local lender to refinance indebtedness of the 9-12 school and that debt would be assumed by the charter organization. He noted that with stable or increasing enrollment the resulting school would be financially independent and financially viable. He also stated that the resulting enrollment cap to combine the two schools is requested to be 825, which is the sum of the two independent enrollment limits.

Mr. Ledbetter inquired about the reasonableness of subsidizing the high school grades with revenue generated by the K-8 grades thus making the resulting organization financially at risk. Dr. Heinz stated that enrollment in the high school grades was under projection, but the future looks more positive due to the new classes moving into the high school grades. Dr. Heinz stated that there was currently a waiting list for students to enroll in Grades 11 and 12; however, lower classes have openings. He also noted that projections for increased class size after the coming year is very positive. Ms. Gullett asked about options for students as they left Grade 8 and moved into high school. Dr. Heinz stated that the charter school does not offer athletics or marching band so there are a number of students who return to public high schools to participate in those activities.

Ms. Mahony noted that previously payments of the bank loan were in arrears and asked if payments were current. Dr. Heinz affirmed that all payments are current.

Dr. Williams moved to approve the proposed merger with the resulting enrollment cap of 825 students. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Consideration of Public Comment: Revision to Arkansas Department of Education Rules Governing Gifted and Talented program Approval Standards

Ann Biggers was recognized to present this item. Ms. Biggers stated that periodically revisions to rules are necessary and that is the case with this request. She noted that the request is to approve for public comment. Ms. Gullett stated that she was contacted by GT teachers who were interested in the proposed revisions. She inquired as to how notice was given of the public hearings. Ms. Biggers stated that all hearings are announced through the newspapers, on the Department's Web site as well as in Commissioner's Memo.

Ms. Tatum moved approval for public comment. Dr. Williams seconded the motion. The motion was adopted unanimously.

Consideration for Public Comment: Proposed Revisions of Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards

Beverly Williams was recognized to present this item. Ms. Williams noted that for this rule and the subsequent rules related to licensure and professional teaching standards, a number of revisions will be due to amendments to licensure legislation enacted during the recent legislative session. She stated that each of the following rules will be subject to public comment and will be submitted for further consideration by the board following the public comment period. (Note this comment applies to each of the following rule revision items.)

Ms. Burrow moved approval for public comment. Ms. Tatum seconded the motion. The motion was adopted unanimously.

Consideration for Approval for Public Comment: Proposed Revision of Rules Governing Initial, Standards and Professional Administrator License

Ms. Gullett inquired as to the criterion that requires experience to be in the traditional classroom to qualify for meeting the licensure condition. Ms. Williams affirmed that the rule does specify traditional classroom experience as a condition for full licensure.

Mr. Ledbetter moved approval for public comment. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Consideration for Approval for Public Comment: Proposed Revision of Rules Governing the Initial, Standards and Provisional Teacher License.

Ms. Gullett asked about the 60 hour requirement for professional development in the case of teachers not currently employed. Ms. Williams responded that professional development is required; however, there are options. She noted that one option is through on-line content through ATEN, which is free to licensed teachers. Other options would include receiving a provisional license for one year upon re-entry into teaching with full renewal after completing 60 hours of professional development during the probationary year.

Ms. Tatum moved approval for public comment. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Consideration for Approval for Public Comment: Proposed Revisions of Rules Governing the Lifetime Teaching License

Ms. Tatum asked if those holding lifetime license were required to meet the 60 hours of professional development annually. Ms. Williams responded that lifetime licensed teachers who are not teaching are not required to earn the professional development hours. However, upon returning to the workforce, the requirement of professional development is imposed.

Ms. Tatum moved approval for public comment. Dr. Williams seconded the motion. The motion was adopted unanimously.

Consideration for Approval for Public Comment: Proposed Revision of Rules Governing Teacher License by Reciprocity

Mr. Ledbetter moved approval for public comment. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Consideration for Approval for Public Comment: Proposed Revision of Rules Governing the Addition of Areas of Licensure or Endorsement

Dr. Williams moved approval for public comment. Ms. Tatum seconded the motion. The motion was adopted unanimously.

Consideration for Approval for Public Comment: Proposed Revisions of Rules Governing the Code of Ethics for Arkansas Educators

Ms. Tatum moved approval for public comment. Mr. Ledbetter seconded the motion. The motion was adopted unanimously.

Consideration for Approval for Public Comment: Proposed Revisions of Rules Governing Incentives for Teacher Recruitment and Retention in High Priority School Districts with an Average Daily Membership of 1,000 or Fewer

Ms. Williams provided a substitute Rule with additional changes. Ms. Tatum moved approval of the substitute rule for public comment. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Conclusion of Agenda Session – 11:05 a.m.

Ms. Tatum moved that the Board convene in executive session to consider personnel matters. Ms. Burrow seconded the motion. The Board reconvened at 11:35 a.m.

Chairman Lawson stated that during the executive session the Board appointed Dr. Naccaman Williams as the Board's facilitator of the search process for a new Commissioner of Education. The Board also asked Dr. Charles Watson, staff liaison to the Board to assist as requested by Dr. Williams.

Ms. Tatum moved that effective July 1, 2009, Dr. Diana Julian be appointed interim commissioner of education until a new commissioner is employed. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Ms. Burrow moved adjournment. Dr. Williams seconded the motion. The motion was adopted unanimously. The meeting was adjourned at 11:40 a.m.

These minutes were recorded and reported by Dr. Charles D. Watson.

Dr. Diana Julian, Deputy Commissioner of Ed.

Randy Lawson, Chair, AR Board of Education

NEWLY EMPLOYED FOR THE PERIOD OF June 1, 2009 – June 30, 2009

Kevin Beaumont – Public School Program Advisor, Grade 21, Central Administration, Curriculum, Assessment and Research, effective 06/22/09.

Nancy Dill – Nutritionist Consultant, Grade 21, Division of Fiscal and Administrative Services, Child Nutrition, effective 06/01/09.

Kristen Kaiser – Allen – Public School Program Advisor, Grade 21, Division of Fiscal and Administrative Services, Child Nutrition, effective 06/15/09.

Jennifer Wenger – Secretary II, Grade 13, Central Administration, Curriculum, Assessment and Research, effective 06/15/09.

Abigail Wolf – Secretary II, Grade 13, Division of Learning Services, School Improvement/ASCIP, effective 06/15/09.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF June 1, 2009 – June 30, 2009

*Pamela Jackson – from Secretary I, Grade 11, Division of Fiscal and Administrative Services, Child Nutrition, to Secretary II, Grade 13, Division of Fiscal and Administrative Services, Child Nutrition, effective 06/01/09.

*Curtis Shack – from Management Project Analyst II, Grade 20, Arkansas Public School Computer Network (APSCN), to Public School Program Advisor, Grade 21, Arkansas Public School Computer Network (APSCN), effective 06/10/09.

Janie Welch – from Administrative Assistant I, Grade 15, Statewide System of Support/Special Programs/Professional Development, to Administrative Assistant II, Grade 17, Statewide System of Support/Special Programs/Professional Development, effective 06/01/09.

Sandra Wernikowski – from Administrative Assistant I, Grade 15, Division of Learning Services, to Administrative Assistant II, Grade 17, Division of Learning Services, effective 06/01/09.

Amy Woody – from Accounting Service Rep I, Grade 19, Division of Fiscal and Administrative Services, Loans and Bonds, to ADE Financial Analyst, Grade 20, Division of Fiscal and Administrative Services, LEA State Funding Loans and Bonds, effective 06/10/09.

SEPARATIONS FOR THE PERIOD OF June 1, 2009 – June 30, 2009

Donna Faulkner – Secretary II, Grade 13, Division of Learning Services, School Improvement/Guidance and Counseling, effective 06/11/09. 11 years, 1 month, 0 days. Code: 01

Richard Gerber – School Bus Driver Trainer, Grade 20, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 06/30/09. 3 years, 6 months, 25 days. Code: Retirement

Cathy Goodwin – Public School Administrative Advisor, Grade 21, Division of Learning Services, School Improvements/ACSIP, effective 06/30/09. 12 years, 2 months, 9 days. Code: Retirement

Ronnie Hughes – Public School Program Advisor, Grade 21, Arkansas Public School Computer Network (APSCN), effective 06/30/09. 11 years, 2 months, 24 days. Code: Retirement

Dr. T. Kenneth James – Commissioner, Grade 99, Central Administration, effective 06/30/09. 5 years, 1 month, 27 days. Code: 01

Majida Kdeiss – Secretary II, Grade 13, Division of Research and Technology, Technology Resources, effective 06/12/09. 2 years, 0 months, 14 days. Code: 07

John Kunkel – ED Associate Director of Finance, Grade 26, Division of Fiscal and Administrative Services, Administrative Services, effective 06/30/09. 36 years, 8 months, 17 days. Code: Retirement

*Gail Lindsey – Secretary I, Grade 11, Division of Fiscal and Administrative Services, effective 06/18/09. 13 years, 6 months, 27 days. Code: 02

Carrie Ann Scott – Secretary II, Grade 13, Division of Learning Services, School Improvement/ACSIP, effective 06/12/09. 13 years, 10 months, 25 days. Code: Retirement

Linda Teeter – Public School Program Advisor, Grade 21, Central Administration, Special Education, effective 06/30/09. 3 years, 1 month, 3 days. Code: Retirement

Denise Truelove – Secretary I, Grade 11, Division of Learning Services, School Improvement/ACSIP, effective 06/15/09. 11 years, 9 months, 19 days. Code: 01

Brenda Turner – Public School Program Advisor, Grade 21, Central Administration, Curriculum, Assessment and Research, effective 06/30/09. 29 years, 10 months, 10 days. Code: Retirement

Susanne Williams – Public School Program Advisor, Grade 21, Division of Human Resources/Licensure, Teacher Quality, effective 06/30/09. 8 years, 2 months, 17 days. Code: Retirement

Donna Wolfe – Program Support Manager, Grade 22, Central Administration, Curriculum, Assessment and Research, effective 06/30/09. 24 years, 4 months, 29 days. Code: Retirement

***Minority**

AASIS Code:

01 – Voluntary Termination

02 – Involuntary Termination

07– Career Advancement

Retirement

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
JUNE 30, 2009

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of June 2009.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JUNE 30, 2009
<i>I. Financial Obligation</i>	<p>As of May 31, 2009, State Foundation Funding payments paid for FY 08/09 totaled \$58,443,021 to LRSD, \$32,095,126 to NLRSD, and \$43,719,201 to PCSSD. The Magnet Operational Charge paid as of May 31, 2009, was \$13,432,415. The allotment for FY 08/09 was \$14,742,873. M-to-M incentive distributions for FY 08/09 as of May 31, 2009, were \$4,135,040 to LRSD, \$5,051,508 to NLRSD, and \$9,319,095 to PCSSD. In September 2008, General Finance made the last one-third payment to the Districts for their FY 07/08 transportation budget. As of September 30, 2008, transportation payments for FY 07/08 totaled \$4,460,451 to LRSD, \$1,232,312 to NLRSD, and \$2,948,764 to PCSSD. In September 2008, General Finance made the first one-third payment to the Districts for their FY 08/09 transportation budget. In March 2009, General Finance made the second one-third payment to the Districts for their FY 08/09 transportation budget. As of March 31, 2009, transportation payments for FY 08/09 totaled \$2,856,471 to LRSD, \$838,720 to NLRSD, and \$2,229,905 to PCSSD. In July 2008, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales \$1,079,700. In March 2009, a bid for 16 new Magnet and M-to-M buses was awarded to Central States Bus Sales. The buses for the LRSD include 8 - 65 passenger buses for \$65,599 each. The buses for the NLRSD include 2 - 65 passenger buses for \$65,599 each. The buses for the PCSSD include 6 - 65 passenger buses for \$65,599 each. The total amount was \$1,049,584. In July 2008, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY 08/09. In July 2008, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 08/09.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JUNE 30, 2009
<i>II. Monitoring Compensatory Education</i>	On April 23, 2009, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. The ruling from the 8 th U.S. Circuit Court of Appeals, stating that the Little Rock School District had achieved unitary status was discussed. U.S. District Judge Bill Wilson Jr. withdrew from the desegregation lawsuit, and was replaced by U.S. District Judge Brian Miller. The first hearing on the Pulaski County school desegregation lawsuit with Judge Miller was scheduled for April 13, 2009. This hearing was cancelled because Judge Miller was involved in a car accident that morning. The hearing was going to be about how far the North Little Rock and Pulaski County Special school districts have progressed toward unitary status. The next Implementation Phase Working Group Meeting is scheduled for July 9, 2009 at 1:30 p.m. in room 201-A at the ADE.
<i>III. A Petition for Election for LRSD will be Supported Should a</i>	Ongoing. All court pleadings are monitored monthly.
<i>IV. Repeal Statutes and Regulations that Impede Desegregation</i>	In July 2007, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 86 th Legislative Session, and any
<i>V. Commitment to Principles</i>	On June 8, 2009, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JUNE 30, 2009
<i>VI. Remediation</i>	On March 16 and May 18, 2009, the ADE provided videoconference training from 9:00 a.m. to 12:00 noon for secondary mathematics teachers. The first day of training focused on differences between the Algebra I End-of-Course Exam and the American Diploma Project (ADP) Algebra II End-of-Course Exam. The discussion centered around scoring decisions and the use of technology on each exam. The second day of training focused on instructional techniques and available resources for teachers of Algebra II. Worthwhile activities and projects used in Algebra II
<i>VII. Test Validation</i>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activi-
<i>VIII. In-Service Training</i>	Tri-District Staff Development meetings were held on May 12 for the NLRSD, May 19 for the PCSSD and May 21, 2009 for the LRSD. The meetings took place at the Arch Ford Education Building. Staff from PCSSD, NLRSD, LRSD and the ADE attended. One goal for the meetings was to determine which administrators should be contacted for specific professional development purposes, and the preferred protocols for communication. There was discussion about how Tri-District specialists can support a district-led design that builds capacity and a systems approach for professional learning. The ADE asked staff from each school district to suggest ways the ADE could support district
<i>IX. Recruitment of Minority Teachers</i>	In February 2009, the ADE Office of Professional Licensure mailed a list of the fall 2008 minority teacher graduates from reporting colleges and universities to all the Pulaski County school

PMT EXECUTIVE SUMMARY AS OF

X. Financial Assistance to Minority Teacher Candidates

Tara Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2008-2009 on February 26, 2009. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program.

The scholarship awards for STAR are as follows:

STAR Race	Male Count	Male Award	Female Count	Female Award	Total Count	Total Award
White	47	171,000	258	1,018,627	305	1,189,627
Black	3	6,000	28	121,500	31	127,500
Hispanic			2	12,000	2	12,000
Asian	1	6,000	2	9,000	3	15,000
Other	2	6,000	4	15,000	6	21,000
Totals	53	189,000	294	1,176,127	347	1,365,127

The scholarship awards for MTS are as follows:

MTS Race	Male Count	Male Award	Female Count	Female Award	Total Count	Total Award
Black	9	27,500	37	132,710	46	160,210
Hispanic			10	27,500	10	27,500
Asian	1	5,000	2	7,500	3	12,500
Native Amer			1	5,000	1	5,000
Totals	10	32,500	50	172,710	60	205,210

The scholarship awards for MMF are as follows:

MMF Race	Male Count	Male Award	Female Count	Female Award	Total Count	Total Award
Black	4	15,000	59	213,750	63	228,750
Hispanic	1	3,750	1	1,250	2	5,000
Asian			3	13,750	3	13,750
Native Amer			3	5,000	3	5,000
Other			1	6,250	1	6,250

XI. Minority Recruitment of ADE Staff

The MRC met on October 9, 2007 at the ADE. Demographic reports were presented that showed ADE employees grade 21 and above by race and section as of June 30, 2007 and September 30, 2007. A spreadsheet was handed out that showed for grade 21 and above the number and percentage of black, white, and other race employees in each unit of the ADE. After reviewing the September report, it was determined that it needs some corrections. A new September report will be handed out after the

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JUNE 30, 2009
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<i>XII. School Construction</i>	This goal is completed. No additional reporting is required.
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<i>XIII. Assist PCSSD</i>	Goal completed as of June 1995.
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<i>XIV. Scattered Site Housing</i>	This goal is completed. No additional reporting is required.
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<i>XV. Standardized Test Selection to</i>	Goal completed as of March 2001.
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<i>XVI. Monitor School Improvement Plans</i>	<p>On May 19, 2009, a team of 4 ADE staff members conducted an annual training/advisement Cycle III session with the building leadership team for Popular Street Middle School in the NLRSD. An exit conference took place at the district office with the Superintendent, Director of Secondary Ed., Federal Coordinator and the ACSIP/PD Director. Recommendations were discussed and included approved spending for federal and state funding, parent involvement, curriculum alignment, professional development (special emphasis), program activities, principal and specialist role in ACSIP, and the new improvement status.</p> <p>On June 9, 2009, ADE staff conducted a training/advisement session for N/D School Officials (Youth Home) in the NLRSD. The training was conducted by the District Coordinator and the ADE supervisor at the facility. Recommendations were discussed and included approved spending for federal and state funding, affirmation of consultation, parent involvement, curriculum alignment, professional development (special emphasis), program activities/needs of eligible students, principal and specialist role in ACSIP, methods/sources of data to be used, and determining AYP for the N/D school. The meeting was attended by the principals and the director for the school.</p> <p>On June 12, 2009, ADE staff conducted a training/advisement session for the Safe and Drug Free district coordinator at the NLRSD central office. The training was conducted by the District Federal Coordinator and ADE supervisor. Recommendations were discussed and included approved spending for federal funding, principals of effectiveness, establishing a priority for the improvement plan, parent involvement, curriculum programs, professional development (special emphasis), program activities/needs, methods and sources of data to be used, and determining benchmarks for the drug free program. The meeting was attended by 5 people.</p>
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	PMT EXECUTIVE SUMMARY AS OF
<i>XVI. Monitor School Improvement Plans (Continued)</i>	<p>On May 15, 2009, ADE staff met with the principal and specialist at College Station Elementary in the PCSSD about preparations for the Cycle 3 review on May 22. Reviewed files and made suggestions to assist them in being prepared.</p> <p>On May 19, 2009, ADE staff met with the assistant principal and a bookkeeper at Bayou Meto Elementary in the PCSSD about preparations for the Cycle 3 review on May 21. Reviewed files and made suggestions to assist them in being prepared.</p> <p>On May 27, 2009, ADE staff met with the principal and the school leadership team at Murrell Taylor Elementary in the PCSSD. Reviewed ACSIP, Scholastic Audit, and stimulus funding.</p> <p>On June 1, 2009, ADE staff met with a social studies teacher, a literary specialist, and an assistant principal at Jacksonville High School in the PCSSD. Discussed writing the School Audit for their 2009-10 ACSIP. Reviewed school responsibility for restructuring under Smart Accountability, and ACSIP priority requirements.</p> <p>On June 1, 2009, ADE staff made a presentation to faculty at Fuller Middle School in the PCSSD about Smart Accountability, restructuring requirements, and the work needed for teacher buy-in to the school improvement plan. Discussed the needs of students and talked about who was responsible for student achievement.</p>

	PMT EXECUTIVE SUMMARY AS OF
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XVII. Data Collection

The ADE Office of Public School Academic Accountability has released the 2008 Arkansas School Performance Report (Report Card). The following changes were made to the Report Card this year: SAT-10 Norm Referenced Test was combined with state-mandated criterion-referenced testing to form the Augmented Benchmark Examinations for year 2007-08; Benchmark scores have been added for End-of-Course Biology and science in grades 5 and 7; Arkansas state average scores on the National Assessment for Educational Progress (NAEP) in fourth and eighth grade literacy and mathematics were added; district compliance with the requirement to provide textbooks for all pupils was added; the standard four-year adjusted cohort high school graduation rate for Arkansas recommended by the National Governor's Association was used in the State section; the gain index was added at the top of each school page inside the image of a yellow pencil. Arkansas Code Annotated §6-15-2102, requires that each school be identified as being in one of five category levels based on the annual improvement gains in student scores. Student growth is based upon changes in student performance levels across two adjacent years. For each school, the annual improvement gain index is the average of all value-added points across all students for literacy and math in grades 3 - 8 within the school. The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas.

	PMT EXECUTIVE SUMMARY AS OF
<i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i>	<p>On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assis-</p>

Decatur Public Schools
LEA 04 02
Funds 1000,2000,& 4000

JUN 26 2009
Financial Accountability and
Reporting

2008-2009

2009-2010

	Budget	Actual *	Budget
Beginning Balance	\$ 2,480.00	\$ 2,480.00	\$ 644,791.00
Revenue			
Property tax & related	\$ 1,724,506.00	\$ 1,673,389.00	\$ 1,771,573.00
Loan proceeds	\$ 171,000.00	\$ 171,000.00	\$ -
Other local revenue	\$ 290,500.00	\$ 385,445.00	\$ 25,000.00
State foundation aid	\$ 2,169,490.00	\$ 2,169,490.00	\$ 1,889,970.00
Enhanced funding	\$ 49,125.00	\$ 49,125.00	\$ 17,883.00
Other state revenue	\$ 9,035.00	\$ 44,259.00	\$ -
Declining enrollment	\$ 52,159.00	\$ 52,159.00	\$ 158,579.00
Transfers	\$ 35,138.00	\$ 80,316.00	\$ 9,035.00
Total Revenue	\$ 4,500,953.00	\$ 4,625,183.00	\$ 3,872,040.00

	Budget	Actual *	Budget
Expenditures			
Salaries and benefits	\$ 2,836,922.00	\$ 2,759,436.00	\$ 2,835,000.00
Utilities	\$ 192,400.00	\$ 113,785.00	\$ 115,000.00
Supplies	\$ 138,208.00	\$ 98,549.00	\$ 110,000.00
Bonded debt	\$ 478,058.00	\$ 478,495.00	\$ 475,890.00
Non-bonded debt	\$ 207,250.00	\$ 205,107.00	\$ 30,235.00
Other expenditures	\$ 380,934.00	\$ 279,263.00	\$ 300,000.00
Transfers		\$ 48,237.00	
Total Expenditures	\$ 4,233,772.00	\$ 3,982,872.00	\$ 3,866,125.00

Ending Balance	\$ 269,661.00	\$ 644,791.00	\$ 650,706.00
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*Actual May 31, 2009 plus projected June, 2009 receipts and expenditures.

Signature Le Roy Outman Date 6/26/2009

Decatur School District
LEA # 402
Benton County

Classified in Fiscal Distress: July 14, 2008

Fiscal Distress Indicators:

- * Following the 2006-07 school year, a declining balance determined to jeopardize the fiscal integrity of the District.
- * Other fiscal conditions of the District deemed to have a detrimental negative impact on the continuation of educational services.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	Mike Parrish	Mike Parrish	Mike Parrish	Dave Smith
4 QTR ADM	556	565	577	538
Assessment	35,503,728	39,142,540	41,103,865	44,870,460
Total Mills	32.20	40.00	40.00	39.90
Total Debt Bond/Non Bond	937,922	4,953,106	6,471,092	6,233,852
Per Pupil Expenditures	7,908	9,097	8,802	10,733
Personnel-Non-Fed Certified FTE	48.53	53.17	43.77	49.25
Avg Salary-Non-Fed Cert Clsrm FTE	34,485	36,354	45,139	37,263
Net Legal Balance (Excl Cat & QZAB)	521,946	353,935	* 1,346,212	62,709

*2006-07 Net Legal Balance excludes expenditures that were not recorded on District books.

Background Information:

- On July 31, 2008, the State Board of Education considered the request for the proposed annexation of the Decatur School District to a contiguous school district.
- On August 1, 2008, the Department of Education assumed administrative control of the Decatur School District.
- Manual checks written but not recorded on District books for 2006-07 and 2007-08 total approximately \$2.4 million.
- Appears that bank accounts have not been reconciled since September 2005.
- 941 Quarterly Tax Report for the second quarter of 2007 which was due July 15, 2007 was not filed until June 2008.
- 941 Quarterly Tax Report for the first quarter of 2008 which was due April 15, 2008 was not filed until June 2008.
- The Department of Education assumed administrative control of the Bald Knob School District August 22, 2007. IRS until June 2008.
- State taxes for the months of April and May 2008 were not paid to the Department of Finance and Administration until June 2008.
- Amount of late fees, penalties and interest due to IRS and other entities is unknown.

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2008-09

- Reduced certified personnel by 2.5 FTE's through attrition and RIF.
- Reduced classified personnel by 1.75 FTE's through attrition and RIF.
- Renegotiated copier lease and removed one trash dumpster from contract.
- Implemented district purchase order procedures.
- Eliminated special services transportation and centralized bus stops.
- Implemented energy savings procedures.
- Utilized categorical and federal funds efficiently.
- Replaced staff at a lower salary.
- Utilized central office staff to segregate financial duties.

2009-10

- Reduced certified personnel by 1 FTE through attrition.
- Reduced classified personnel by 2.2 FTE's through RIF.
- Reduced 15 contract days from 1 certified position.
- Eliminated three \$1,000 stipends from certified personnel.
- Closed 28,000 square feet of middle school for energy conservation.

Arkansas Department of Education
Decatur School District
2008-09 Unrestricted Funds
Summary

General Operating Funds: 1000, 2000, 2392, 2394, 4000

2008-09 Budget Summary

<u>Beginning Balance</u>	<u>Budget Revenue</u>	<u>Budget Expenditures</u>	<u>Projected Ending Balance</u>
2,480	4,480,570	4,239,491	6/30/2009
			243,559

2008-09 Actual Summary (prior to final close)

<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>6/30/2009</u>
2,480	4,630,903	3,988,591	644,792

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Decatur School District
Review of Unrestricted Funds
Revenue

General Operating Funds: 1000, 2000, 2392, 2394, 4000							
		2007-08	2008-09	2008-09 Actual compared to 2007-08 Actual	2008-09 Annual Budget	2008-09 Budget Balance	2008-09 % of Budget Expended
Revenue:		ended 06/30/2008	ended 06/30/2009				
11110	Property Taxes Current	915,083	1,095,630	180,547	1,055,717	(39,913)	103.78%
11120	Property Tax 40%	448,705	316,284	(132,421)		(316,284)	0.00%
11125	Property Tax Rel. 40%				448,704	448,704	0.00%
11140	Property Tax Delinquent	121,315	170,055	48,741	121,315	(48,740)	140.18%
11150	Excess Commission	59,282	62,503	3,222	59,280	(3,223)	105.44%
11160	Land Redemption	7,488	6,497	(991)	7,490	993	86.74%
11400	Penalties/Interest on Tax	32,001	22,419	(9,582)	32,000	9,581	70.06%
11500	Int on Unappor Prop Tax					0	0.00%
11900	Other Taxes					0	0.00%
12900	Other Local Non-LEA Revenue	132	3,210	3,078		(3,210)	0.00%
14100	From Individuals		250	250		(250)	0.00%
15100	Interest on Investments	1,053	9,702	8,649		(9,702)	0.00%
19130	LEA Buildgs & Facilities		50	50		(50)	0.00%
19200	Private Contributions		270,585	270,585	290,000	19,415	93.31%
19300	Sales of Supplies & Material		5,193	5,193		(5,193)	0.00%
19800	Refunds of Prior Yr Expenditures		96,456	96,456	500	(95,956)	19291.14%
19900	Misc Revenue from Local Sources	23,992		(23,992)		0	0.00%
31101	State Foundation Funding	2,325,302	2,169,490	(155,812)	2,169,490	0	100.00%
31102	Enhanced Educational Fund	29,717	49,125	19,408	49,125	0	100.00%
31103	98% Tax Coll. Rate Guar	47,695	44,259	(3,436)		(44,259)	0.00%
31460	Declining Enrollment		52,159	52,159	52,159	0	100.00%
31900	Other	81		(81)		0	0.00%
32250	Mentoring Program					0	0.00%
32310	Hand Child-Supv/Extended Yr					0	0.00%
32355	SP ED Catastrophic					0	0.00%
32361	G T Advanced Placement					0	0.00%
32710	AR Better Chance (ABC) Grant					0	0.00%
32912	General Facilities Funding	6,537	5,720	(817)	5,720	0	100.00%
32915	Debt Service Funding	11,319	9,035	(2,284)	18,070	9,035	50.00%
51400	Current Loans		171,000	171,000	171,000	0	100.00%
52300	Trans From Building Fund		35,138	35,138		(35,138)	0.00%
52800	Trans From Food Service		36,143	36,143		(36,143)	0.00%
53400	Compen-Loss Fixed Assets	2,131		(2,131)		0	0.00%
	Total Revenue	4,031,831	4,630,903	599,072	4,480,570	(150,333)	103.36%
Note: Prior to final close							

Arkansas Department of Education
Decatur School District
Review of Unrestricted Funds
Expenditures

General Operating Funds: 1000, 2000, 2392, 2394, 4000							
		2007-08	2008-09	2008-09 Actual	2008-09	2008-09	2008-09
				compared to	Annual	Budget	% of Budget
Expenditures		ended 06/30/2008	ended 06/30/2009	2007-08 Actual	Budget	Balance	Expended
60000-62999	Salaries & Benefits	3,325,167	2,759,436	(565,731)	2,836,922	77,486	97.27%
Other:							
63130	Board of Ed Services					0	0.00%
63230	Consulting					0	0.00%
63310	Purc Svs Prof & technical	525	40	(485)		(40)	0.00%
63320	Prof Emp Trn & Dev Svcs	1,352	70	(1,282)	200	130	35.00%
63410	Pupil Services	3,803	(4,498)	(8,300)	3,800	8,298	-118.36%
63450	Purc Svc Medical	540	320	(220)	420	100	76.19%
63590	Other Technical Services	6,876		(6,876)	6,940	6,940	0.00%
63900	Other Purc Prof Tech Serv	96,027	49,385	(46,643)	51,032	1,647	96.77%
64110	Water/Sewer	6,490	5,431	(1,058)	6,500	1,069	83.56%
64210	Disposal/Sanitation	9,713	13,525	3,812	11,700	(1,825)	115.60%
64230	Custodial			0		0	0.00%
64240	Lawn Care	0		0		0	0.00%
64310	Building & Grounds	38,735	29,627	(9,108)	32,000	2,373	92.58%
64320	Equip & Vehicles	258		(258)	1,000	1,000	0.00%
64420	Equip & Vehicles	352	987	635	1,000	13	98.72%
64430	Rent of Comp & Tech Eqp	1,496	23,979	22,483	22,275	(1,704)	107.65%
64500	Construction Services	1,572	5,000	3,428	5,000	0	100.00%
64900	Other Purc Property Services	21,334		(21,334)	1,000	1,000	0.00%
65210	Property Insurance	17,758	14,029	(3,729)	19,200	5,171	73.07%
65240	Fleet Insurance	251	7,152	6,901	8,500	1,348	84.14%
65250	Accident Ins for Students	8,273	8,250	(23)	8,650	400	95.38%
65310	Telephone	19,037	2,149	(16,887)	5,000	2,851	42.98%
65320	Postage	1,410	1,953	543	1,830	(123)	106.74%
65330	Technology Svc		4,823	4,823		(4,823)	0.00%
65400	Advertising	1,681		(1,681)		0	0.00%
65610	To LEA's Within State	9,678	6,562	(3,116)	21,645	15,083	30.32%
65690	Other Tuition			0		0	0.00%
65810	Cert In District	2,891	229	(2,662)	1,250	1,021	18.29%
65820	Trvl CLS In District	2,164		(2,164)	200	200	0.00%
65830	Trvl Cert Out District	156		(156)	2,225	2,225	0.00%
65840	Trvl CLS Out District		16	16	700	684	2.29%
65900	Misc Purc Svs	300		(300)		0	0.00%
65910	Svs Purchased Locally	51,024	34,880	(16,144)	51,500	16,620	67.73%
66100	General Supplies	221,584	99,269	(122,316)	147,820	48,551	67.16%
66107	Low Value Equipment			0		0	0.00%
66210	Natural Gas	55,831	52,826	(3,006)	72,500	19,674	72.86%
66220	Electricity	87,195	55,528	(31,667)	113,400	57,872	48.97%
66260	Gasoline/Diesel	42,954	28,321	(14,634)	55,500	27,179	51.03%
66300	Food			0		0	0.00%
66410	Textbooks	65,153	31,477	(33,676)	34,000	2,523	92.58%
66420	Library Books			0	1,000	1,000	0.00%
66430	Periodicals			0	200	200	0.00%
66500	Techn Supplies	2,430		(2,430)		0	0.00%
66510	Software			0		0	0.00%
66520	Other	1,884		(1,884)		0	0.00%
66527	Low Value tech Supplies	1,609	2,185	576		(2,185)	0.00%
67310	Machinery		8,892	8,892		(8,892)	0.00%
67320	Vehicles	71,175		(71,175)		0	0.00%
67340	Technology Hardware	15,517		(15,517)		0	0.00%
67390	Other Equipment	66,685		(66,685)		0	0.00%
68100	Dues & Fees	11,426	3,332	(8,094)	7,930	4,598	42.02%
68300	Interest	372,691	248,808	(123,883)	250,950	2,142	99.15%
68998	Adjust/Tina Murry Errors	537,433	24,989	(512,444)	22,225	(2,764)	112.44%
69100	Redemption of Principal	119,929	433,477	313,547	433,477	0	100.00%
69380	To Food Service Fund	64,100	36,143	(27,957)		(36,143)	0.00%
Total Other Exp.		2,041,292	1,229,155	(812,137)	1,402,569	173,414	87.64%
Total Expenditures		5,366,459	3,988,591	(1,377,868)	4,239,491	250,900	94.08%
Note: Prior to final close							

GREENLAND SCHOOL DISTRICT
LEA 72-04
FUNDS 1000, 2000, 2005, 2218, 2392, 2393, & 4000

2008 - 2009

2009 - 2010

	BUDGET	ACTUAL	BUDGET
BEGINNING BALANCE	2,016.26	2,016.26	710,044.34
REVENUE			
Property Tax & Related	2,803,436.59	2,869,274.79	3,145,703.53
Loan Proceeds			
Other Local Revenue	24,800.00	143,130.44	68,000.00
State Foundation Aid	3,439,559.00	3,439,559.00	2,653,680.00
Enhanced Funding	80,649.00	80,649.00	69,774.00
Other State Revenue	41,152.00	94,615.00	42,000.00
Declining Enrollment	30,000.00	53,751.00	361,812.00
Transfers	0.00	0.00	0.00
TOTAL REVENUE	6,419,596.59	6,680,979.23	6,340,969.53
EXPENDITURES			
Salaries & Benefits	4,427,771.55	4,302,890.97	4,305,000.00
Utilities	229,000.00	185,511.52	215,000.00
Supplies	169,493.67	164,425.28	200,000.00
Bonded Debt	185,229.28	218,321.28	418,082.95
Non-Bonded Debt	684,812.98	678,294.10	34,593.43
Other Expenditures	556,634.75	423,508.02	500,000.00
Transfers	27,850.00	0.00	27,850.00
TOTAL EXPENDITURES	6,280,792.23	5,972,951.15	5,700,526.38
ENDING BALANCE	<u>140,820.62</u>	<u>710,044.34</u>	<u>1,350,487.49</u>

Actual June 30, 2009 plus projected June, 2009 receipts and expenditures.

SIGNATURE



DATE

6-30-09

Greenland School District
LEA # 7204
Washington County

Classified in Fiscal Distress:

April 21, 2008

Fiscal Distress Indicators and Additional Concerns:

- * Projected negative balance in operating fund June 30, 2008 of (\$288,971). (Based on trend analysis of prior three years)
- * Declining fund balances for the past three years that could jeopardize the fiscal integrity of the District.
- * FY06 Short Term loan in the amount of \$110,966.
- * FY07 Short Term loan in the amount of \$300,000.
- * FY08 Short Term loan in the amount of \$500,000.
- * Material state audit findings in FY06 and FY07:
 - Errors on child nutrition applications
 - Errors in inventory records
 - Incorrectly recorded \$300,000 loan
- * District refunded federal funds from Winslow.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	Tim Passmore	Ronald Bawner	Ronald Bawner	Ronald Bawner
4 QTR ADM	1,089	931	942	905
Assessment	55,931,147	59,756,118	68,341,076	78,384,655
Total Mills	37.90	37.50	37.50	36.90
Total Debt Bond/Non Bond	6,247,998	6,387,080	6,227,612	5,913,851
Per Pupil Expenditures	7,657	8,611	8,598	8,068
Personnel-Non-Fed Certified FTE	99.71	92.53	79.78	74.08
Avg Salary-Non-Fed Cert Clsrm FTE	37,762	35,851	43,632	46,040
Net Legal Balance (Excl Cat & QZAB)	918,788	905,289	143,701	* 87,534

*2007-08 Net Legal Balance includes a \$621,000 in cash flow loans.

Background Information

- On June 30, 2008 district utilized an additional short term loan in the amount of \$121,000. The total short term loan amount for FY08 is \$621,000.
- On July 14, 2008, the State Board of Education considered the request for the proposed annexation of the Greenland School District to a contiguous school district.
- On July 15, 2008, the Department of Education assumed administrative control of the Greenland School District.

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2008-09

- Reduced contracted days of certified and classified personnel.
- Reduced certified personnel by 13 FTE's through RIF and attrition.
- Reduced classified personnel by 8.5 FTE's through RIF and attrition.
- Approved 2.6 New Debt Service Mills and bond restructure in the June 2008 election.
- Sold used school buses and vehicles.
- Utilized categorical and federal funds efficiently.
- Eliminated employee benefits above the state minimum.
- Eliminated track program, employee cell phones, I-Book payment, and dues.
- Consolidated 2 bus routes.
- Monitor energy usage and consumption.
- Continue to monitor operational spending.
- Conduct monthly town meetings.
- City sales tax passed in election held March 10, 2009

Arkansas Department of Education
Greenland School District
2008-09 Unrestricted Funds
Summary

General Operating Funds 1000, 2000, 2005, 2218, 2392, 2393, 4000, 4394

2008-09 Budget

<u>Beginning Balance</u>	Budget <u>Revenue</u>	Budget <u>Expenditures</u>	Projected Ending Balance <u>6/30/2009</u>
2,036	6,496,551	6,361,067	137,520

2008-09 Actual (prior to final close)

<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	Ending Balance <u>6/30/2009</u>
2,036	6,680,979	5,968,525	714,490

**Arkansas Department of Education
Greenland School District
Review of Unrestricted Funds
Revenue**

General Operating Funds 1000, 2000,2005,2218,2392,2393,4000,4394							
		Actual	Actual	2008-09 Actual	Annual	2008-09 Budget	2008-09
		2007-08	2008-09	compared to	Budget		% of Budget
		as of 06/30/08	as of 06/30/09	2007-08 Actual	2008-09	Balance	Expended
Revenue:							
11110	Property Taxes Current	1,471,361	1,596,187	124,826	1,741,075	144,888	91.68%
11115	Property Taxes Relief			0	0	0	0.00%
11120	Property Tax 40%	783,847	829,157	45,310	783,847	(45,310)	105.78%
11140	Property Tax Delinquent	160,650	198,070	37,420	165,000	(33,070)	120.04%
11150	Excess Commission	81,063	89,889	8,827	85,000	(4,889)	105.75%
11160	Land Redemption	4,271	8,056	3,785	4,500	(3,556)	179.02%
11400	Penalties/Interest on Tax	4,914	4,102	(811)	5,500	1,398	74.58%
11500	Interest on Anappr Prop Tax		1,062		0	(1,062)	0.00%
13100	From Individuals	800	250	(550)		(250)	0.00%
15100	Interest on Investments	13,084	14,157	1,073	13,000	(1,157)	108.90%
19120	Other rent - Land Owned LEA	7,565	6,950	(615)	7,600	650	91.44%
19200	Private Contributions		87,394	87,394	0	(87,394)	0.00%
19800	Refunds of Prior Yr Expenditures	7,104	30,380	23,276	2,000	(28,380)	1519.00%
19900	Misc Revenue from Local Sources	169	1,060	891	200	(860)	529.80%
21200	Severance Tax	402	404	1	404	0	100.00%
31101	State Foundation Funding	3,726,939	3,439,559	(287,380)	3,439,559	0	100.00%
31102	Enhanced Educational Fund	48,224	80,649	32,425	80,649	0	100.00%
31103	98% Tax Collection Rate	90,835	124,237	33,402		(124,237)	0.00%
31460	Declining Enrollment		53,751	53,751	53,751	0	100.00%
31620	Supplement Millage	47,031	41,152	(5,879)	41,152	0	100.00%
31900	Other	350	350	0		(350)	0.00%
32912	General Facilities Fund	21,842	19,111	(2,731)	19,111	0	100.00%
32915	Debt Service Supplement	53,866	34,002	(19,864)	34,092	90	99.74%
32990	Other Grants/Aide State			0		0	0.00%
42100	Forest Reserve	17,690	18,101	411	18,101	0	100.00%
42200	Flood Control	10	10	(0)	10	0	100.00%
51400	Current Loans	621,000		(621,000)			0.00%
53100	Sale of Equipment	500	2,940	2,440	2,000	(940)	146.99%
53200	Sale of Build & Grounds	7,498		(7,498)		0	0.00%
	Total Revenue	7,171,013	6,680,979	(490,034)	6,496,551	(184,429)	102.84%
Note: Prior to final close							

Arkansas Department of Education
Greenland School District
Review of Unrestricted Funds
Expenditures

General Operating Funds 1000, 2000, 2005, 2218, 2392, 2393, 4000, 4394							
		2007-08	2008-09	2008-09 Actual	2008-09	2008-09	2008-09
				compared to	Annual	Budget	% of Budget
Expenditures		ended 06/30/2008	ended 06/30/2009	2007-08 Actual	Budget	Balance	Expended
61000-52999	Salaries & Benefits	5,200,124	4,302,891	(897,233)	4,427,772	124,881	97.18%
Other:							
63130	Board of Ed Services	2,856		(2,856)		0	0.00%
63210	Inst Serv	5,406	3,234	(2,172)	6,000	2,766	53.90%
63445	Legal- Research & Opinions	1,152		(1,152)	2,000	2,000	0.00%
63450	Medical	3,944	3,704	(240)	4,000	296	92.60%
63590	Other Technical Services	19,416	13,590	(5,827)	19,692	6,102	69.01%
63900	Other Purc Prof Tech Serv	69,979	48,366	(21,612)	55,650	7,284	86.91%
64110	Water/Sewer	39,586	41,648	2,062	44,000	2,352	94.65%
64210	Disposal/Sanitation	7,471	7,729	257	10,000	2,271	77.29%
64230	Custodial	225,078	242,307	17,229	243,000	693	99.71%
64240	Lawn Care	15,270	12,600	(2,670)	14,000	1,400	90.00%
64310	Building & Grounds	41,059	12,166	(28,893)	21,043	8,877	57.82%
64320	Tech Maint Repair	446	143	(303)	143	0	100.00%
64430	Equipment Rental	13,209	12,816	(393)	13,400	584	95.64%
64900	Other Purc Property Services	16,697	10,714	(5,983)	16,700	5,986	64.16%
65210	Property Insurance	37,314	28,723	(8,591)	28,723	0	100.00%
65240	Fleet Insurance	7,727	6,954	(773)	8,220	1,266	84.60%
65250	Accident Ins for Students	8,750	8,750	0	8,750	0	100.00%
65290	Other Insurance	4,373	310	(4,063)	400	90	77.50%
65310	Telephone	25,951	10,978	(14,974)	13,000	2,022	84.44%
65320	Postage	1,619	1,743	123	2,592	849	67.23%
65400	Advertising	2,026	1,227	(799)	2,300	1,073	53.37%
65610	To LEA's Within State	116,242	42,299	(73,942)	114,914	72,615	36.81%
65810	Cert In District	60		(60)	100	100	0.00%
65820	Trvl CLS In District	635		(635)		0	0.00%
65870	Travel Non-Employee	208		(208)		0	0.00%
65880	Meals	293	68	(225)	800	732	8.50%
65890	Lodging	1,211	1,544	333	1,400	(144)	110.29%
66100	General Supplies	91,048	54,212	(36,836)	92,300	38,087	58.73%
66107	Low Value Equipment			0	1,000	1,000	0.00%
66210	Natural Gas	51,782	46,464	(5,318)	57,000	10,536	81.52%
66220	Electricity	90,326	86,422	(3,904)	105,000	18,578	82.31%
66260	Gasoline/Diesel	55,428	38,056	(17,372)	67,000	28,944	56.80%
66300	Food	224	516	292	400	(116)	129.10%
66410	Textbooks	76,133	24,798	(51,336)	30,000	5,202	0.00%
66430	Periodicals	(537)		537		0	0.00%
66440	Audiovisual Materials			0	1,100	1,100	0.00%
66500	Techn Supplies	213		(213)		0	0.00%
66510	Software	5,802	1,836	(3,966)	2,230	394	82.33%
66520	Other	4,354	3,795	(559)	5,372	1,578	70.63%
66527	Low Value tech Supplies	10,055	(2,078)	(12,133)		2,078	0.00%
67330	Furniture & Fixtures	3,897		(3,897)		0	0.00%
67340	Technology Hardware	4,781		(4,781)		0	0.00%
68100	Dues & Fees	7,339	3,672	(3,667)	11,053	7,380	33.23%
68300	Interest	349,211	211,885	(137,327)	219,201	7,316	96.66%
68830	Property Tax	929		(929)	1,000	1,000	0.00%
68900	Misc Expenditures	540		(540)		0	0.00%
69100	Redemption of Principal	572,951	684,443	111,493	684,813	370	99.95%
69380	To Food Service Fund	20,891		(20,891)	25,000	25,000	0.00%
69400	Program Funding Return	150		(150)		0	0.00%
Total Other Exp.		2,013,497	1,665,634	(347,862)	1,933,295	267,661	86.16%
Total Expenditures		7,213,621	5,968,525	(1,245,095)	6,361,067	392,542	93.83%
Note: Prior to final close							

Agency	Purpose of Grant	Amount
ASU Programs for Children & Families in the Delta	Direct Services/center-based	\$ 349,920.00
Bentonville School District	Direct Services/center-based	\$ 51,100.00
Brinkley School District	Direct Services/center-based	\$ 61,320.00
Conway School District	Direct Services/center-based	\$ 102,200.00
Crowley's Ridge Education Cooperative	Direct Services/center-based	\$ 29,160.00
Guy-Perkins School District	Direct Services/center-based	\$ 76,650.00
Hampton School District	Direct Services/center-based	\$ 102,200.00
Harrison School District	Direct Services/center-based	\$ 4,860.00
Head Start Child and Family Services	Direct Services/center-based	\$ 51,100.00
His Little Lambs	Direct Services/center-based	\$ 10,220.00
Hot Springs Child Care Center	Direct Services/center-based	\$ 51,100.00
Johnson & Johnson Learning & Dev. Center	Direct Services/center-based	\$ 24,300.00
Love A Lots	Direct Services/center-based	\$ 2,500.00
Magnolia School District	Direct Services/center-based	\$ 102,200.00
Marvell School District	Direct Services/center-based	\$ 51,100.00
Midland School District	Direct Services/center-based	\$ 53,460.00
Mountainburg School District	Direct Services/center-based	\$ 5,000.00
Nevada Co. ARC	Direct Services/center-based	\$ 38,880.00
North Little Rock School District	Direct Services/center-based	\$ 106,920.00
Pocahontas School District	Direct Services/center-based	\$ 97,200.00
Rainbow of Challenges, Inc./School of Hope	Direct Services/center-based	\$ 97,200.00
Rogers School District	Direct Services/center-based	\$ 102,200.00
Springdale School District	Direct Services/center-based	\$ 204,400.00
SW Arkansas Community Development	Direct Services/center-based	\$ 38,880.00
Van Buren School District	Direct Services/center-based	\$ 263,440.00
Heber Springs School District HIPPY	Direct Services/home-based	\$ 57,750.00
Rogers School District HIPPY	Direct Services/home-based	\$ 77,000.00
Arkansas Children's Hospital	HIPPY Monitoring & Technical Assistance	\$ 387,055.00
University of Arkansas Fayetteville	INDEX, SEL, Framework, Pre K ELLA	\$ 1,219,167.72
University of Arkansas Fort Smith	INDEX, SEL, Framework, Pre K ELLA	\$ 330,951.34
Rutgers/NIEER	Longitudinal Study	\$ 327,000.00
ASU Childhood Services	Monitoring/T & TA/WSS Assessment	\$ 3,955,396.33
Jefferson Comprehensive Care System	PAT Technical Assistance	\$ 68,407.00
Arkansas Children's Hospital	Pre-K ELLA & INDEX (Prof. Development)	\$ 217,351.00
Dawson Education Service Cooperative	Pre-K ELLA & INDEX (Prof. Development)	\$ 83,080.06
OUR Education Cooperative	Pre-K ELLA & INDEX (Prof. Development)	\$ 110,420.73
Early Childhood Services	Pre-K ELLA (Prof. Development)	\$ 15,305.00
ASU Childhood Services	Professional Development	\$ 544,731.67
ABC Children's Academy	Quality Grant	\$ 1,200.00
ASU-Bay ABC Preschool	Quality Grant	\$ 800.00
Atkins School District	Quality Grant	\$ 800.00
Augusta School District	Quality Grant	\$ 600.00
Black River Area Development	Quality Grant	\$ 1,600.00
Cabot School District	Quality Grant	\$ 3,600.00
Camden-Fairview School District	Quality Grant	\$ 1,000.00
Candyland	Quality Grant	\$ 600.00

Carlisle School District	Quality Grant	\$ 800.00
Central AR Dev Council	Quality Grant	\$ 7,200.00
Child Development Inc.	Quality Grant	\$ 3,200.00
Christine Cunningham	Quality Grant	\$ 600.00
Cleveland County School District	Quality Grant	\$ 1,800.00
Cossatot Community College	Quality Grant	\$ 800.00
Danville School District	Quality Grant	\$ 800.00
Drew Central School District	Quality Grant	\$ 1,000.00
EOA of Washinton Co	Quality Grant	\$ 600.00
FACT Inc	Quality Grant	\$ 2,000.00
Fort Smith School District	Quality Grant	\$ 3,600.00
Glen Rose School District	Quality Grant	\$ 800.00
Grandma's Child Care	Quality Grant	\$ 600.00
Greenbrier School District	Quality Grant	\$ 1,400.00
Hamburg School District	Quality Grant	\$ 1,800.00
Happy Day Christian Preschool	Quality Grant	\$ 600.00
Harrison School District	Quality Grant	\$ 800.00
Kid to Kid Child Development Center	Quality Grant	\$ 800.00
Kids R Us-Cathy Jones	Quality Grant	\$ 600.00
Kim Taylor-Mrs. Kim's FCCH	Quality Grant	\$ 600.00
Little Leaps Learning Center	Quality Grant	\$ 800.00
Little Rock School District	Quality Grant	\$ 7,400.00
Mansfield School District	Quality Grant	\$ 800.00
Midland School District	Quality Grant	\$ 1,800.00
Monticello School District	Quality Grant	\$ 800.00
Mrs. Sha's FCCH	Quality Grant	\$ 600.00
Omaha School District	Quality Grant	\$ 800.00
Ouachita Industries	Quality Grant	\$ 800.00
OUR Cooperative	Quality Grant	\$ 1,800.00
Pangburn School District	Quality Grant	\$ 1,200.00
Paragould School District	Quality Grant	\$ 800.00
Paris School District	Quality Grant	\$ 1,000.00
Pulaski County Special School District	Quality Grant	\$ 800.00
Rogers School District	Quality Grant	\$ 600.00
Rose Bud School District	Quality Grant	\$ 800.00
Searcy County School District	Quality Grant	\$ 800.00
Sheridan School District	Quality Grant	\$ 1,600.00
So Mississippi County School District	Quality Grant	\$ 800.00
South Central Service Cooperative	Quality Grant	\$ 1,200.00
Southside School District	Quality Grant	\$ 1,200.00
UAM McGehee	Quality Grant	\$ 800.00
Valley View School District	Quality Grant	\$ 1,200.00
Total Funding Request		\$ 9,540,125.85

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS
PUBLIC SCHOOLS AND SCHOOL DISTRICTS
~~June 2008~~ April 2009

1.0 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.
- 1.02 These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-207, 25-15-201 et seq., and Acts 219, 829 and 1015 of 2007.
- 1.03 These rules replace previously adopted Rules Governing Standards for Accreditation of Arkansas Public Schools revised ~~November 2007~~ June 2008.

2.0 PURPOSE

- 2.01 These rules are to set forth the Standards for Accreditation of Arkansas public schools and school districts.
- 2.02 The purpose of these rules is to describe the process whereby Arkansas public schools or school districts will be cited or placed in probationary status for failure to meet Standards for Accreditation.
- 2.03 The purpose of these rules is to set forth the enforcement actions that may be applied to Arkansas public schools or school districts that fail to meet Standards for Accreditation.

3.0 DEFINITIONS – For purpose of these Rules, the following terms mean:

- 3.01 “Cited” - Accredited-cited status assigned to a school or school district that fails to meet any standard identified as a cited violation in these rules.
- 3.02 "Core academic course" means a course taught in any of the following subject areas defined by NCLB: English, Reading or Language Arts, Mathematics, Science, Foreign Language, Social Studies, Arts.
- 3.03 “Department” - Arkansas Department of Education.
- 3.04 “Enforcement action” - intervention by the State to require compliance of a school or a school district that fails to meet Standards for Accreditation of Arkansas Public Schools and School Districts.
- 3.05 "Highly qualified teacher" means a teacher who holds at least a Bachelor's Degree, holds full state license, and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches, and who meets such other necessary requirements as set forth in the Arkansas Department of Education Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq.

- 3.06 "Probationary" - Accredited-probationary status assigned to a school or school district that fails to meet any standard identified as a probationary violation in these rules or fails to correct by the specified deadline a violation for which it acquired cited status.
- 3.07 "Public School District/Public School" - those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, et seq., or other provisions of Arkansas law.
- 3.08 "Standards for Accreditation" - a series of requirements that specify what a school or school district shall meet in order to be fully accredited by the Arkansas Department of Education.
- 3.09 "State Board of Education" - Arkansas State Board of Education.

4.0 CITED STATUS

- 4.01 A school district, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school district, shall be assigned cited status.
- 4.02 A school, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school, shall be assigned cited status.
- 4.03 No school or school district shall maintain a cited status for violation of any particular standard for a time period greater than two (2) consecutive school years including the year the cited status is assigned, unless provided otherwise in these rules.
- 4.04 Any school or school district that fails to remedy itself from cited status for violation of a particular standard after a two (2) year time period shall be assigned accredited-probationary status.
- 4.05 For the purpose of these Rules, D means district, S means school, C means cite, P means probation, and Policy means a policy is required.

5.0 PROBATIONARY STATUS

- 5.01 A school district shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school district.
- 5.02 A school shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school.
- 5.03 No school or school district shall maintain a probationary status for violation of any standard for more than two (2) consecutive school years including the year the probationary status is declared.

- 5.04 Any school or school district that fails to remedy itself from probationary status after the two (2) year time period will be subject to mandates of Ark. Code Ann. § 6-15-207 (Act 1467 of 2003).

STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

D/P	6.0	STANDARD I	EQUAL EDUCATIONAL OPPORTUNITIES
	6.01	All school districts' policies and actions shall be nondiscriminatory and shall be in compliance with state and federal laws.	
	6.02	Pursuant to Ark. Code Ann. § 6-15-202(a) and Act 829 of 2007, all school districts which have not obtained full and complete unitary status and have been released from court supervision over desegregation obligations are strongly encouraged to seek unitary status and obtain an appropriate court order proclaiming such unitary status from the respective federal courts in which their cases have been filed.	
	6.03	By September 15 of each school year, any school district that has not been declared by court order to have reached complete and full unitary status shall file a report with the Arkansas Department of Education stating whether in the district's opinion the school district is unitary in status or not. Any school district that has not reached complete and full unitary status and has not been released from court supervision over desegregation obligations but which believes the district is in complete and full unitary status shall provide a written quarterly report to the Arkansas Department of Education by September 15 and the report shall provide a detailed plan with proposed time lines of how the district has complied with any desegregation plan or obligations and shall state how the district will seek to obtain a determination of full unitary status and release from court supervision and a release of any and all court ordered desegregation obligations.	
	6.04	If by July 1, 2009 and each school year thereafter, the Arkansas Department of Education is unable to verify the district's attempts to comply with their submitted detailed plan for obtaining a determination of full unitary status and release from court supervision as required in §6.03 of these Rules, then the Department of Education shall report to the State Board of Education:	
		1)	Whether the failure of the school district to obtain full and complete unitary status is having a negative impact on the state's overall obligation to provide a general, suitable and efficient school system; and
		2)	Whether the school district should be placed on probationary status and subject to the provisions of Ark. Code Ann. § 6-15-201 et seq.
	6.05	The SBE shall consider the report issued by the ADE under § 6.04 of this Rule and may designate or classify a school district in probationary status and take any necessary intervention allowed under § 6-15-201 et seq. if the SBE determines the district's inability to obtain unitary status is having a negative impact on the obligation to provide a general, suitable and efficient education.	

7.0 STANDARD II GOALS AND ADMINISTRATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

Policy	7.01	STATE AND NATIONAL GOALS	It is well established by history and law that education is a state responsibility. As a framework for school district planning, a set of statewide and national goals for education and a long-term plan to meet these goals have been developed.	
D/C			As one of these goals, pursuant to No Child Left Behind, teachers of core academic classes shall hold a designation as a Highly Qualified Teacher (HQT).	
	7.02	SCHOOL DISTRICT GOALS		
D/P		7.02.1	Each school district in Arkansas shall be required to develop, with appropriate staff and community participation, a comprehensive plan. School district goals shall be compatible with state and national educational goals and shall address local needs. The plan shall be filed with and reviewed by the Department annually.	
D/C		7.02.2	Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. If there is no paper media with general circulation, notification shall be mailed to parents.	
S/C		7.02.3	Each school shall systematically and, at least annually, explain its policies, programs, and goals to the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program.	
	7.03	SCHOOL DISTRICT ADMINISTRATION		
D/P		7.03.1	OPERATING POLICIES AND PROCEDURES	
			Each school board shall adopt written policies for the operation of the school district in accordance with guidelines established by the Department.	
		7.03.2	RECORDS AND REPORTS	
S/P		7.03.2.1	Each school shall maintain all reports and records necessary for effective planning, operation, and education.	
Policy		7.03.2.2	Each school district shall annually submit an accurate and timely report to the Department appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department.	
		7.03.3	SCHOOL BOARDS	
D/C		7.03.3.1	Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program	

objectives, accreditation standards, and proposals to correct deficiencies.

D/C 7.03.3.2 All accreditation and evaluation studies and reports shall be reported and discussed in a public meeting at a time and place convenient for a majority of the school patrons and employees.

7.04 SCHOOL GOALS

S/P 7.04.1 The administrators, teachers, other school staff, and parents of each school shall develop the annual comprehensive school improvement plan to monitor that school's progress and to project its continuing needs. The annual school improvement plan shall be filed with and reviewed by the Department.

S/P 7.04.2 Schools shall review each curriculum area annually to ensure alignment with state standards.

8.0 STANDARD III ACTIVE COMMUNITY INVOLVEMENT

D/P 8.01 Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support.

S/C 8.02 Each individual school shall investigate and, where feasible, utilize community resources in the instructional program of the school.

9.0 STANDARD IV CURRICULUM

9.01 COURSE CONTENT FRAMEWORKS

Policy 9.01.1 The Department shall appoint committees to write curriculum frameworks based on the adopted Arkansas Student Learning Expectations. Each committee shall consist of teachers and instructional supervisory personnel from public schools assisted by teachers from institutions of higher education. Committees will meet periodically to review, revise, and update the curriculum frameworks.

S/P 9.01.2 Each accredited school shall use these curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards.

Policy 9.01.3 The Department, with advice from public schools and institutions of higher education, shall devise an assessment system that will measure progress toward meeting the content standards expressed in the Arkansas Curriculum Frameworks. These evaluations shall serve as a major factor in determining the accreditation status of public schools.

Policy 9.02 EARLY CHILDHOOD EDUCATION CURRICULUM

The early childhood education curriculum shall be developmentally appropriate for the age span of the children within the groups and implemented with attention to the different needs, interests, and developmental levels of those individual children. This curriculum shall be aligned to Arkansas Better Chance standards.

S/P

9.03

CURRICULUM**S/P**

9.03.1

SMART CORE AND CORE

- 9.03.1.1 Guidelines for the development of Smart Core curriculum policies and informed consent document shall be established by the Department. Each school district shall adopt written Smart Core curriculum policies consistent with those guidelines.
- 9.03.1.2 The Smart Core curriculum is contained within the 38 units that must be taught each year (See 14.03.1 for a listing of Smart Core requirements).
- 9.03.1.3 In order to ensure that every child has access to a rigorous curriculum, beginning with the seventh grade class of 2004-2005, the Smart Core curriculum and core curriculum will be a standard component of the required course of study to graduate from Arkansas public schools.
- 9.03.1.4 All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in the core.
- 9.03.1.5 Each school district shall adopt written policies that inform parents about the Smart Core curriculum and the required course of study for graduation.
- 9.03.1.6 Each district's written policies regarding Smart Core curriculum and the required course of study for graduation shall be included in the student handbook and filed with the Department.
- 9.03.1.7 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of the Smart Core curriculum and the course of study for the graduation policy.
- 9.03.1.8 Students and parents shall acknowledge that they have received the school's policy regarding Smart Core curriculum and the required course of study for graduation by a signed statement. The school shall document procedures and methods used to inform parents and students of this policy. Parents shall sign an Informed Consent document provided by the Department. Teachers, administrators, and counselors shall be provided with appropriate training in this policy.
- 9.03.1.9 The core curriculum for grades K-8 shall encompass all types of developmentally appropriate learning experiences and provide for differences in rates of learning among children. It shall emphasize overarching processes of reasoning and problem solving, communicating, connecting (linking knowledge, skills, and other understandings within and across disciplines to real-life situations), and internalizing (acting on the learning to make it meaningful, useful, and worthwhile). English Language Acquisition Standards shall also be used for all English Language Learners (ELL) students at all grade

levels.

S/P

- 9.03.2 GRADES K-4
Reading, writing, and mathematics shall be incorporated into all curriculum areas.
All students shall receive instruction in each content area annually.
- 9.03.2.1 Language Arts
- Reading
Writing
Listening, Speaking, Viewing
- 9.03.2.2 Mathematics
- Number sense, properties, and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions
- 9.03.2.3 Social Studies
- History and culture of Arkansas (a unit at each grade level with emphasis at grade 4), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social sciences processes and skills
- 9.03.2.4 Science
- Life science systems
Earth/space systems
Physical systems
Environmental education
- 9.03.2.5 Tools for Learning
- Technical skills: research and information skills, use of computers and calculators
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews
- 9.03.2.6 Fine Arts
- Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application
- 9.03.2.7 Practical Living Skills/Career Exploration
- 9.03.2.8 Health and Safety Education and Physical Education

S/P

9.03.3

GRADES 5-8

Reading, writing, and mathematics shall be incorporated into all curriculum areas.
All students shall receive instruction in each content area annually.

9.03.3.1 Language Arts

Reading
Writing
Listening, Speaking, Viewing

9.03.3.2 Mathematics

Number sense, properties, and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.3.3 Science

Life science systems
Earth/space systems
Physical systems
Environmental education

9.03.3.4 Social Studies

History and culture of Arkansas (a unit at grades 5 and 6, with emphasis at grade 5), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social science process skills

9.03.3.5 Physical Education

9.03.3.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.3.7 Health and Safety

9.03.3.8 Tools for Learning

Technical skills: research and information skills, use of computers and calculators
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.3.9 Career and Technical Education

- 9.03.3.10 Each school shall teach annually reading and mathematics skills to assist those students who need such additional instruction to make satisfactory progress in their required courses.
- 9.03.3.11 A unit of Arkansas history shall be taught as a social studies subject at each elementary grade level in every public elementary school in this state with greater emphasis at the fourth (4th) and fifth (5th) grade levels, and at least one (1) full semester of Arkansas history shall be taught to all students at the 7th, 8th, 9th, 10th, 11th, or 12th grade level in every public secondary school in this state.
- 9.03.3.12 Upon approval by the Department, courses taught in grades 5-8 may be offered for high school graduation credit. Courses shall have the same rigor as those taught in high school, but content for a single course may be taught over a two-year period. Teachers shall be certified in the subject area taught with students participating in appropriate End-of-Course examinations. Schools shall have appropriate follow-up curriculum in place for students adopting an accelerated schedule.

S/P**9.03.4 GRADES 9-12**

Reading, writing, and mathematics shall be incorporated into all curriculum areas. The following courses shall be taught annually for a total of 38 units, except as otherwise allowed in Ark. Code Ann. §§ 6-15-213 and 6-15-214, as articulated in these rules.

9.03.4.1 Language Arts - 6 units

4 units English

1 unit oral communications or ½ unit oral communications and ½ unit drama

1 unit journalism

(Other options as approved by the Department)

9.03.4.2 Science - 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.)

1 unit biology

1 unit chemistry

1 unit physics

(Other options as approved by the Department)

9.03.4.3 Mathematics - 6 units

1 unit Algebra I

1 unit geometry

1 unit Algebra II

1 unit pre-calculus mathematics to include trigonometry

(Other options as approved by the Department)

9.03.4.4 Foreign Languages - 2 units of the same language

9.03.4.5 Fine Arts - 3 ½ units

1 unit art
 1 unit instrumental music
 1 unit vocal music
 ½ unit survey of fine arts or an advanced art or an advanced music course

9.03.4.6 Computer Applications with emphasis on current applications-1 unit

9.03.4.7 Social Studies - 4 units

1 unit American history with emphasis on 20th Century America
 1 unit world history
~~1 unit civics or civics/government~~
½ unit civics
 ½ unit of Arkansas history if not taught in grade 7 or 8
 (Other options as approved by the Department)

9.03.4.8 Economics - ½ unit

The Economics course must be taught by a teacher appropriately licensed in either Social Studies or Business Education.
The appropriate course licensure code must be used to differentiate between the area of social studies and the area of career focus elective credit to meet the requirements of the 38 units.

~~9.03.4.8-~~9.03.4.9

Health and Safety Education and Physical Education - 1½ units

1 unit physical education
 ½ unit health and safety education

~~9.03.4.9-~~9.03.4.10

Career and Technical Education - 9 units of sequenced career and technical education courses (programs of study) representing three (3) occupational areas.

In addition to the currently approved programs, districts may develop and request approval for innovative programs of study based on community and student needs.

~~9.03.4.10-~~9.03.4.11

The course offerings should include appropriate Advanced Placement (AP) courses. Weighted credit/additional quality points for designated AP courses will be contingent upon the teacher completing training as required by the Department and the student taking the applicable AP examinations.

~~9.03.4.10.1-~~9.03.4.11.1

Any school district meeting the following conditions may petition the Department to count an appropriate approved AP course in the place of a specified required 38 unit course in the subject areas of mathematics, English, science and social studies under the following conditions:

- ~~9.03.4.10.2~~
~~9.03.4.11.2~~ The public school district has a qualified teacher for the required 38 unit course;
- ~~9.03.4.10.3~~
~~9.03.4.11.3~~ No students enrolled in the required 38 unit course;
- ~~9.03.4.10.4~~
~~9.03.4.11.4~~ An AP course in the same subject area as the required course has students enrolled in the course;
- ~~9.03.4.10.5~~
~~9.03.4.11.5~~ The public school district teaches all other 38 unit courses required by the Standards for Accreditation; and
- ~~9.03.4.10.6~~
~~9.03.4.11.6~~ The public school district teaches the required 38 unit course to any student who enrolls in the public school district after the school year begins.
- ~~9.03.4.10.7~~
~~9.03.4.11.7~~ The public school district may teach the required course to a new student:
- i. In a traditional classroom setting;
 - ii. Through distance learning with a qualified teacher, or
 - iii. By making individual modifications for the required course from the AP course syllabus to accommodate the new student.
- ~~9.03.4.10.8~~
~~9.03.4.11.8~~ The public school district shall notify the Department in writing after registration in the spring prior to the beginning of the new school year and immediately after the school year begins if no students enrolled in the required course and the public school district will seek to meet the Standards for Accreditation using the AP course.
- ~~9.03.4.10.9~~
~~9.03.4.11.9~~ Upon receiving the public school district's written notification and after spring registration and after verifying the information, the Department shall permit the public school district to meet the Standards for Accreditation by teaching the AP course in place of the required course.
- ~~9.03.4.10.10~~
~~9.03.4.11.10~~ If a new student enrolls in the required course, the public school district shall immediately notify the Department in writing.
- ~~9.03.4.11~~
~~9.03.4.12~~ Additional foreign language courses such as the Level III and IV of the same foreign language and other foreign language should be included.
- ~~9.03.4.12~~
~~9.03.4.13~~ If a course required to be taught by a school district under the State Board of Education's Standards for Accreditation has an enrollment of one (1) or more students and all students enrolled in the course leave the school district after the course has commenced but before the completion of the course in each given school year or school semester the course is to be taught, and no other students that are eligible to take the course enroll to attend the school district campus where the course is required to be taught, the course shall be considered as

taught by the school district in compliance with the Standards for Accreditation under the following conditions:

- ~~9.03.4.12.1~~
~~9.03.4.13.1~~ The school district superintendent certifies in writing that no student was enrolled in the district and was eligible to take the required course enrolled to attend the school district campus where the course was required to be taught after the initial student or students left the school district;
- ~~9.03.4.12.2~~
~~9.03.4.13.2~~ The school district provides written proof, as required by the Department, that the school district had the course scheduled to be taught on the school district's master course schedule during the entire time the course was required to be taught;
- ~~9.03.4.12.3~~
~~9.03.4.13.3~~ The school district provides written proof, as required by the Department, that the school district had a properly certified teacher employed and able to teach the required course during the entire time the course was required to be taught and the course was listed on the school district's master course schedule;
- ~~9.03.4.12.4~~
~~9.03.4.13.4~~ The Department, upon review of proper records of the district and information certified by the school district superintendent, confirms that the school district satisfied the requirements of Sections 9.03.4.12 - 9.03.4.12.3 of these rules and verifies that the information submitted pursuant to Sections 9.03.4.12 - 9.03.4.12.3 of these rules is correct; and
- ~~9.03.4.12.5~~
~~9.03.4.13.5~~ At the end of the school semester in which the course was required to be taught, the school district petitions the State Board of Education, in writing, for a waiver of the Standards for Accreditation requirement that the particular course be taught for that school semester.
- ~~9.03.4.12.6~~
~~9.03.4.13.6~~ The State Board of Education shall waive the requirement for only the semester in which the student or students left the school district.
- ~~9.03.4.12.7~~
~~9.03.4.13.7~~ The superintendent and the school board president of the school district seeking the waiver shall appear before the State Board of Education to present their request for a waiver.
- ~~9.03.4.12.8~~
~~9.03.4.13.8~~ Representatives of the Department shall appear before the State Board of Education to confirm and verify the information required to be filed with the Department under this section.
- ~~9.03.4.12.9~~
~~9.03.4.13.9~~ Upon satisfaction of the requirements of Sections 9.03.4.12 - 9.03.4.12.8 of these rules, the State Board of

Education shall waive the requirement that the course be taught on a semester basis.

10.0 STANDARD V INSTRUCTION

10.01 REQUIRED TIME FOR INSTRUCTION AND SCHOOL CALENDAR

- D/P** 10.01.1 Student-teacher interaction time shall be for a minimum of 178 days, except as waived by the Department for professional development.
- D/P** 10.01.2 All public school teacher/administrator contracts (elementary, secondary, vocational - exception vocational agriculture) shall be a minimum of 190 days.
- D/P** 10.01.3 At least ten (10) days or sixty (60) hours shall be used for professional development and in-service training and at least two (2) days shall be used for parent/teacher conferences.
- D/S/P** 10.01.4 The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.

10.02 CLASS SIZE AND TEACHING LOAD

- Policy** 10.02.1 Early childhood education programs shall be no more than ten (10) students to one (1) teacher in a classroom or no more than twenty (20) students to one (1) teacher and a qualified adult aide.
- S/P** 10.02.2 Kindergarten shall be no more than twenty (20) students to one (1) teacher in a classroom. However, kindergarten class maximum may be no more than twenty-two (22) with a one half time instructional aide being employed for those classes.
- S/P** 10.02.3 The average student/teacher ratio for grades one through three in a school district shall be no more than twenty-three (23) students per teacher in a classroom. There shall be no more than twenty-five (25) students per teacher in any classroom.
- S/P** 10.02.4 The average student/teacher ratio for grades four through six in a school district shall be no more than twenty-five (25) students per teacher in a classroom. There shall be no more than twenty-eight (28) students per teacher in any classroom.
- S/P** 10.02.5 In grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students; an individual academic class shall not exceed thirty (30) students, provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased.

D/C 10.03 INSTRUCTIONAL MATERIALS

School districts shall adopt instructional materials which provide complete coverage of a subject as described in that subject's curriculum frameworks and which fit the achievement levels of the students assigned to each teacher.

10.04 DISCIPLINE

D/P	10.04.1	Guidelines for the development of student discipline policies shall be established by the Department. Each school district shall adopt written discipline policies consistent with those guidelines that include a code of student behavior.
D/P	10.04.2	Each district's written policies shall be filed with the Department.
D/S/P	10.04.3	Local districts and individual schools shall involve parents, staff, and students in the formulation and review of their student discipline policies, rules, and procedures.
S/P	10.04.4	Schools shall inform students and parents of the rules and procedures by which the school is governed. Schools shall make the students aware of the behavior that will call for disciplinary action, as well as the types of corrective actions that may be imposed.
S/P	10.04.5	Students and parents shall acknowledge that they have received the school's discipline policies by a signed statement. The school shall document procedures and methods used to inform parents and students of the policy.
D/S/P	10.04.6	Teachers and administrators, classified school employees, and volunteers shall be provided with appropriate student discipline training as required by Ark. Code Ann. § 6-18-502.
D/C	10.05	EXTRACURRICULAR ACTIVITIES Each school district shall adopt a written policy on extracurricular and non-instructional activities and their appropriate place in the school program. The policy shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities.
D/C	10.06	REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES Each school district shall adopt a written policy specifying the requirements students must meet to be eligible to participate in extracurricular activities.
D/C	10.07	HOMEWORK AND INDEPENDENT STUDY SKILLS Each school district shall adopt a written policy for appropriate and meaningful homework. The policy shall promote the development of students' independent study skills and work to be done outside the classroom which will reinforce and strengthen academic skills, broaden the educational experiences of students, and relate those experiences to the real life of the community. Parents shall be notified of the policy at the beginning of each school year.
D/C	11.0	STANDARD VI ATTENDANCE AND ENROLLMENT
	11.01	MANDATORY ATTENDANCE All children who are ages five (5) through seventeen (17) on or before September 15 are required to be in school that school year with the exception of five-year-old children for whom kindergarten has been waived by the parent, guardian, or person having custody or charge; students who have received a high school diploma or its equivalent; or students who are enrolled in a postsecondary vocational-technical institution, a community college, or a two-

year or four-year institution of higher education.

S/C	11.02	INITIAL ENROLLMENT	A birth certificate, Social Security Number, or other documentation, as provided by law, shall be required to enroll in school.
Policy	11.03	EARLY CHILDHOOD EDUCATION PROGRAMS	It is recommended that school districts provide the opportunity for each child age three (3) on or before September 15 to enroll in an approved early childhood education program. No parent or guardian shall be required to enroll a child in an early childhood education program at age three (3).
D/P	11.04	KINDERGARTEN	Each school district must provide a full-day kindergarten for each child age five (5) on or before September 15. A parent or guardian shall sign a waiver if they elect not to enroll a child in kindergarten at age five (5). Any six-year-old child who has not completed a state accredited kindergarten program prior to public school enrollment shall be evaluated by the school district to determine whether placement for the child shall be in kindergarten or the first grade.
D/S/P	11.05	IMMUNIZATION REQUIREMENTS	All schools and school districts shall meet immunization requirements established by state and federal laws. All enrolling kindergarten students shall furnish evidence of a comprehensive and developmental preschool examination.
12.0	STANDARD VII	STUDENT PERFORMANCE	
D/S/P	12.01	PERFORMANCE OF ALL STUDENTS	Schools shall be responsible for assessing each student's progress at each grade level in acquiring mastery of the competencies, skills, and other subjects required by law and Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) regulations. Assessment data may include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and observations of teachers and parent(s) or guardian(s).
S/P	12.02	GRADING	Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that are aligned with other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given.
S/P	12.03	SPECIAL EDUCATION STUDENTS	Students with special needs shall have equal access to programs that meet the criteria for their identified Individualized Education Program and shall receive services in the least

restrictive environment that meets their needs.

12.04 SCHOOL REPORTING OF STUDENTS' PERFORMANCE

- D/C** 12.04.1 Each local district shall adopt a written policy requiring teachers to communicate with the parent(s) or guardian(s) of each student during the school year to discuss the student's academic progress and requiring more frequent communication with the parent(s) or guardian(s) of students not performing at the level expected for their grade.
- S/C** 12.04.2 Each school shall schedule no fewer than two (2) parent-teachers conferences per school year to encourage communication with parents.
- S/C** 12.04.3 All grade level conferences with parent(s) and or guardian(s) shall be scheduled at a time and place to best accommodate those participating in the conference. The school shall document participation or nonparticipation in required conferences. If a student is to be retained at any grade level, notice of retention and the reasons for retention shall be communicated promptly in a personal conference.

12.05 TRANSFER BETWEEN SCHOOLS

- D/C** 12.05.1 Any student transferring from a school accredited by the Department to another school accredited by the Department shall be placed into the same grade the student would have been in had the student remained at the former school.
- D/C** 12.05.2 Any student transferring from home school or a school that is not accredited by the Department to a school that is accredited by the Department shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

13.0 STANDARD VIII SCHOOL PERFORMANCE

Data from the performance indicators shall be used by the Department and schools in establishing goals and objectives for school improvement.

14.0 STANDARD IX GRADUATION REQUIREMENTS

- S/P** 14.01 ~~For the graduating classes of 2004-2005, 2005-2006, 2006-2007, and 2007-2008, a minimum total of twenty-one (21) units shall be earned by a student in order for that student to be entitled to graduate from an Arkansas public high school. Only one (1) of the required units may be in a physical education course. The twenty-one (21) units must be satisfied from those twenty-one units which were in existence prior to the last rule change to Section 14 of the Standards by the State Board of Education in December 2003. Specifically, those units, at a minimum, are as follows:~~

~~CORE—Fifteen (15) units~~

~~English—four (4) units~~

~~Oral Communications—one half (½) unit~~

~~Social Studies—three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]~~

~~Mathematics—three (3) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.]~~

~~Science—three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]~~

~~Physical Education—one half (½) unit~~

~~Health and Safety—one half (½) unit~~

~~Fine Arts—one half (½) unit~~

~~* A two-year algebra equivalent or a two-year geometry equivalent may be counted as two units of the three (3) unit requirement.~~

D/C

~~CAREER FOCUS—Six (6) units~~

~~All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.~~

~~Local school districts may require additional units for graduation beyond the fifteen (15) core and the career focus units. These may be academic and/or technical areas. All the core and career focus units must total at least twenty-one (21) units to graduate.~~

D/S/P

14.02

~~For the graduating classes of 2008-2009 and each graduating class thereafter, a minimum total of twenty-two (22) units shall be earned by a student in order for that student to be entitled to graduate from an Arkansas public high school. Only one (1) of the required units may be in a physical education course. Specifically, for the graduating class of 2008-2009, the required units, at a minimum, are as follows:~~

~~CORE—Sixteen (16) units~~

~~English—four (4) units~~

~~Oral Communications—one half (½) unit~~

~~Social Studies—three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]~~

~~Mathematics—four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.] Comparable concurrent credit college courses may be substituted where applicable.~~

~~Science—three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]~~

~~Physical Education—one half (½) unit~~

~~Health and Safety—one half (½) unit~~

~~Fine Arts—one half (½) unit~~

~~* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.~~

D/C

~~CAREER FOCUS—Six (6) units~~

~~All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.~~

D/S/P

~~14.03 14.01~~ Specifically, for the graduating classes of 2009-2010, 2010-2011, 2011-2012, 2012-2013, ~~and all graduating classes thereafter,~~ the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

SMART CORE - Sixteen (16) units

English - four (4) units - 9th, 10th, 11th, 12th

Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.]
Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)

Geometry or Investigating Geometry or Geometry A & B
(Grades 8-9 or 9-10)

Algebra II

Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)

Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics

Social Studies - three (3) units

Civics or Civics/American Government

World History

American History

Oral Communications - one half (½) unit

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Fine Arts - one half (½) unit

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

CORE - Sixteen (16) units

English - four (4) units

Oral Communications - one half ($\frac{1}{2}$) unitSocial Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half ($\frac{1}{2}$) unit of civics or government]Mathematics - four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.]
Comparable concurrent credit college courses may be substituted where applicable.

Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]

Physical Education - one half ($\frac{1}{2}$) unitHealth and Safety - one half ($\frac{1}{2}$) unitFine Arts - one half ($\frac{1}{2}$) unit

* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

D/C14.02

Specifically, for the graduating class of 2013-2014, and all graduating classes thereafter, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

D/S/P**SMART CORE - Sixteen (16) units**

English - four (4) units - 9th, 10th, 11th, 12th

Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.]
Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)

Geometry or Investigating Geometry or Geometry A & B
(Grades 8-9 or 9-10)

Algebra II

Fourth math unit range of options: (choice of: Transitions to College

Math, Pre-Calculus, Calculus, Trigonometry, Statistics,
Computer Math, Algebra III, or an Advanced Placement math)
Natural Science - three (3) units with lab experience chosen from Physical
Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or
Principles of Technology I & II or PIC Physics

~~Social Studies - three (3) units~~

~~Civics or Civics/American Government~~

~~World History~~

~~American History~~

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of
U. S. history, one half (½) unit of civics or government]

Oral Communications - one half (½) unit

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Economics - one half (½) unit

~~A one-half (½) unit of Economics is required for graduation and may
be counted toward the six (6) required career focus elective credits.~~

~~The Economics course must be taught by a teacher appropriately
licensed in either Social Studies or Business Education.~~

~~The appropriate course code must be used to differentiate the
application of credit for graduation to either the area of social studies
or the area of career focus elective credit.~~

A one-half (½) unit of Economics is required for graduation and may
be counted toward the required three (3) social studies credits or
toward the six (6) required career focus elective credits.

If the course is taught by an appropriately licensed social studies
teacher, credit may be applied to meet graduation requirements in
social studies or toward the career focus electives. If the course is
taught by an appropriately licensed business education teacher,
graduation credit can only be applied toward career focus
requirements.

The appropriate course code must be used to differentiate the
application of credit for graduation to either the area of social studies
or the area of career focus elective credit.

Fine Arts - one half (½) unit

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance
and counseling at the local school district based on the students' contemplated
work aspirations. Career focus courses shall conform to local district policy and
reflect state frameworks through course sequencing and career course
concentrations where appropriate.

Local school districts may require additional units for graduation beyond the
sixteen (16) Smart Core and the six (6) career focus units. These may be in
academic and/or technical areas. All the Smart Core and career focus units must
total at least twenty-two (22) units to graduate.

D/C**CORE - Sixteen (16) units**

English - four (4) units

Oral Communications - one half ($\frac{1}{2}$) unit

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half ($\frac{1}{2}$) unit of civics ~~or government~~]

Mathematics - four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.]
Comparable concurrent credit college courses may be substituted where applicable.

Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]

Physical Education - one half ($\frac{1}{2}$) unit

Health and Safety - one half ($\frac{1}{2}$) unit

Economics - one half ($\frac{1}{2}$) unit

A one-half ($\frac{1}{2}$) unit of Economics is required for graduation and may be counted toward the required three (3) social studies credits or toward the six (6) required career focus elective credits.

If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet graduation requirements in social studies or toward the career focus electives. If the course is taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

The appropriate course code must be used to differentiate the application of credit for graduation to either the area of social studies or the area of career focus elective credit.

Fine Arts - one half ($\frac{1}{2}$) unit

* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

S/P

~~14.04~~ 14.03 A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours. A minimum average six-hour day or minimum thirty (30) hour week is required.

S/P~~14.05~~ 14.04 SPECIAL EDUCATION~~14.05.1~~
~~14.04.1~~

For a student with disabilities, the Individualized Education Program (IEP) serves as the student's "graduation plan."

~~14.05.2~~
~~14.04.2~~

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by a student's IEP Team, transition planning must be initiated to prepare a student for exit from a secondary education program to post-secondary life. This includes planning for the student's exit from school due to graduation. For a student with disabilities, fulfillment of the requirements set forth in the student's IEP constitutes the basis for graduation from high school.

15.0**STANDARD X****PERSONNEL****D/P**

15.01 SCHOOL DISTRICT SUPERINTENDENT

Each school district shall employ a full-time superintendent when enrollment exceeds three hundred (300). A full-time superintendent may, at the discretion of the local school district, teach no more than two (2) classes per day.

S/P

15.02 PRINCIPALS

Each school shall employ at least a half-time principal. A full-time principal shall be employed when a school's enrollment reaches three hundred (300). A school district superintendent may be permitted to serve as a half-time principal when district enrollment is less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist.

15.03 LICENSURE AND RENEWAL

D/S/P

15.03.1 All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law.

D/S/C

15.03.2 All administrative, teaching, and other personnel shall meet appropriate State licensure and renewal requirements for the position to which they are assigned.

D/S/C

15.03.3 A person not fully qualified for a position may be used in emergencies only and may not be replaced by a person not fully qualified for the position, unless appropriate documentation is provided to the Department describing efforts to hire a qualified individual.

Policy

15.03.4 Licensure renewal in a subject area shall require intervening educational experience related to that subject area.

Policy

15.03.5 Licensure renewal for administrative and other personnel shall require appropriate intervening educational experience related to their responsibilities.

Policy

15.03.6 Issuance and revocation of a license shall be in accordance with Arkansas Code and State Board of Education regulations promulgated for such action.

Policy	15.03.7	The State licensure system shall include a process designed to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program.
	15.04	PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING
D/P	15.04.1	Each school district shall have flexibility in establishing plans for professional development and in-service training, provided the plans meet standards and rules for professional development as established by the Department. Beginning with the 2004-2005 school year, and each year thereafter, a minimum of sixty (60) hours of professional development, to include six (6) hours of technology, is required for teachers and administrators annually.
D/P	15.04.1.1	Each teacher shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies. These two (2) hours may be included in the sixty (60) hours required for professional development.
D/P	15.04.1.2	Each administrator shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies, the importance of administrative leadership in setting expectations, and creating a climate conducive to parental participation. These three (3) hours may be included in the required sixty (60) hours of professional development.
	15.04.2	For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.
	15.05	HIGHLY QUALIFIED TEACHERS REQUIREMENT FOR CORE ACADEMIC CLASSES
	15.05.1	Every public school district shall ensure that the percentage of core academic classes taught by highly qualified teachers in the district's schools is no less than 10 percentage points below the state's total percentage of core academic classes taught by highly qualified teachers.
	15.05.2	Any school district failing to meet the requirements of Section 15.05.1 shall receive a citation at the appropriate district and school level.

16.0 STANDARD XI SUPPORT SERVICES

Support services shall be designed to be comprehensive and integral to the process of schooling and the development of all students. Each school district for each school building site shall develop and implement a written plan, as set forth in current laws. The plans shall be based upon the needs identified by parents, teachers, principals, students, and other agencies with which the school district works.

16.01 GUIDANCE AND COUNSELING

S/P	16.01.1	Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.
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S/C	16.01.2	Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.
D/P	16.01.3	Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred fifty (450).
	16.02	MEDIA SERVICES
D/C	16.02.1	Sufficient resources shall be budgeted and spent yearly for purchasing and maintaining an appropriate, current collection.
S/C	16.02.2	A process to provide for input from teachers, parents, and students in the acquisition of instructional materials shall be implemented. These materials shall enhance and support the goals of the school improvement plan.
S/P	16.02.3	The role of the library media center shall support technology as a tool for learning. Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. A school with three hundred (300) or more students enrolled shall employ a full-time licensed library media specialist. Schools enrolling fifteen hundred (1,500) or more students shall employ two full-time, licensed library media specialists. The library media specialist(s) shall ensure that access to records and resource data bases shall be available to students. The media specialist(s) shall assist students in the development and use of research skills.
S/C	16.02.4	The school media collection shall consist of a balance of print, nonprint, and electronic media adequate in quality and quantity to meet the needs of the developmentally appropriate curricular program. The minimum book collection, exclusive of textbooks, shall be three thousand (3,000) volumes, or at least eight (8) books per student enrolled, whichever figure is larger. A minimum technology requirement will be one (1) computer per media center with multimedia/networking capacity for administrative purposes only.
	16.03	HEALTH AND SAFETY SERVICES
D/P	16.03.1	Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students.
S/C	16.03.2	Each school shall provide facilities, equipment, and materials necessary for operation of a school health services program.
S/C	16.03.3	The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the Department.
S/C	16.03.4	Each school shall take proper measures to ensure the safety of its students and protect against injuries which may occur in or on the school facilities or site.
S/C	16.03.5	In accordance with Ark. Code Ann. § 6-18-1005, health services shall include but not be limited to: (1) Students with special health care needs, including the chronically ill, medically fragile, technology dependent, and students with other

health impairments shall have an Individualized Healthcare Plan. (2) Invasive medical procedures required by students and provided at school shall be performed by trained, licensed personnel who are licensed to perform the task; the regular classroom teacher shall not perform these tasks. (3) Custodial Healthcare services required by students under an Individualized Healthcare Plan shall be provided by trained school employees other than the regular classroom teachers.

17.0 STANDARD XII SPECIAL EDUCATION

Special education programs and special schools shall be accredited in accordance with applicable laws and rules adopted by the State Board of Education.

18.0 STANDARD XIII GIFTED AND TALENTED EDUCATION

- S/C** 18.01 Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department.
- D/P** 18.02 Each school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability.
- S/C** 18.03 Each school shall use procedures to evaluate the effectiveness of the provisions of these educational opportunities.

19.0 STANDARD XIV SUPPLEMENTARY EDUCATIONAL OPPORTUNITIES

- D/C** 19.01 Each school district shall develop and implement programs which take advantage of educational opportunities outside the traditional classroom.
- D/C** 19.02 Each school district shall provide opportunities for qualified students to enroll in courses at institutions of higher education.
- D/P** 19.03 Each school district shall provide appropriate alternative program(s) for students who are identified as requiring such programs to continue their education.
- Policy** 19.04 Each school district should provide opportunities for summer school and adult education programs.

20.0 STANDARD XV FACILITIES AND EQUIPMENT

- D/P** 20.01 School facilities shall be planned and constructed in accordance with the laws of the State of Arkansas and the regulations of the Arkansas Department of Health, the office of the State Fire Marshall, and the Department.
- D/C** 20.02 Each room shall be furnished with equipment and instructional materials necessary to provide the environment and working conditions appropriate for subjects or activities assigned.

21.0 STANDARD XVI AUXILIARY SERVICES

- Policy** Auxiliary services, such as transportation and food services, shall be provided in accordance with applicable laws, regulations, and guidelines developed by the Department.

22.0 STANDARD XVII COOPERATION AMONG SCHOOL DISTRICTS

School districts may comply with these standards through cooperative efforts among themselves. All plans for cooperation among school districts and institutions of higher learning for the purpose of complying with these standards shall be submitted for approval to the Department.

23.0 STANDARD XVIII ACCREDITATION OF SCHOOLS

Policy	23.01	COMPLIANCE WITH STANDARDS
		A school or district shall be accredited on the basis of its complying with these standards and state law related to these standards.
Policy	23.02	DEPARTMENT GUIDELINES
		The Department shall prepare guidelines to be used in the evaluation of schools or districts to determine whether they are in compliance with these standards. The guidelines will provide for the design and format for reports required to be submitted to the Department to indicate the extent to which school districts and schools are in compliance. The guidelines will include criteria for measuring each standard and the documentation required to indicate compliance with the standard. Required reports will be submitted to the Department by October 15 of each year.
Policy	23.03	ACCREDITATION PROCESS
		The Department shall annually review all reports and investigate any suspected deficiencies in meeting standards. All written complaints charging violations of standards received by the Department shall be investigated. Each year the Department shall make an on-site visit to a selected number of school districts and review the schools for compliance with the standards. The Department shall notify all school districts and schools not meeting the Standards for Accreditation of deficiencies by May 15 of each year.
	23.04	ACCREDITATION
S/P	23.04.1	Any school or district, which falls below current Standards for Accreditation, as determined by the Department, shall be notified in writing as being classified in either cited or probationary status by May 15 of each year.
Policy	23.04.2	School districts shall be notified of a school's or school district's probationary status and advised that the school will be classified as probationary for no more than two (2) school years, after which time they shall be classified as not accredited. Schools classified as not accredited are subject to enforcement actions as described herein pursuant to Ark. Code Ann. § 6-15-207.
	23.04.3	The Department shall review by May 15 annually, pertinent information from every school district to ensure that the district and schools are in compliance with current Standards for Accreditation, and shall make an on-site review of each school's compliance at least every two (2) years or more frequently if deemed necessary by the Department.
	23.04.4	A comprehensive evaluation shall be conducted in accordance with guidelines

established by the Department (i.e., with the Department prescribed procedures and school improvement planning processes). The Department shall use teams of evaluators that may include representatives from the Department, colleges and universities, and teachers and administrators from other districts. The Department shall report the conclusions of the evaluation team to the local school within thirty (30) days. (Conform to Standards Review and the Arkansas Consolidated School Improvement Plan [ACSIP])

- 23.04.5 The Department shall provide school improvement teams to local school districts needing assistance in meeting the standards or when it is determined a school has deficiencies. The school improvement team shall recommend action that the school should take to improve its program and eliminate deficiencies.

Policy

- 23.04.6 Any person who knowingly submits falsified information requested or required by the Department may be subject to licensure action pursuant to Ark. Code Ann. § 6-17-410 and other relevant state and federal law.

24.0 SPECIFIC TIME FRAME FOR CITATIONS OR PROBATIONS

CITATIONS:

- 24.01 A school or school district will be placed in cited status for licensure deficiencies for the second and third year of an individual's Additional Licensure Plan (ALP). This status will continue for the length of time prescribed by the individual's approved Additional Licensure Plan, not to exceed two (2) years. Any school employing a teacher not completing the ALP process after the two (2) year cited process shall be assigned accredited-probationary status.
- 24.02 A school or school district will be placed in cited status for improper ratios and class sizes caused by unexpected population shifts. Such status may extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school shall be assigned probationary status.
- 24.03 A school district will be placed in cited status for failing to hold the Annual Report to the Public School Board meeting prior to November 15. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.
- 24.04 A school district will be placed in cited status for providing a late Annual Accreditation Report to the Department. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

PROBATIONS: For the following violations, any school district or school that fails to meet the identified date of corrections will be recommended to the State Board of Education for loss of accreditation.

- 24.05 A school will be placed in probationary status for high school classes which meet less than 120 clock hours (to be corrected within thirty days).
- 24.06 A school will be placed in probationary status for an instructional day that is less than six (6) hours per day or thirty (30) hours each week (to be corrected within thirty days).

- 24.07 A school will be placed in probationary status for any staff member(s) not holding a valid Arkansas license. Such status will not extend beyond January 30 of the current school year.
- 24.08 A school or school district will be placed in probationary status for failing to employ a superintendent, principal, assistant principal (if required), nurse, or counselor. Such status will extend to the first day of the next academic semester.
- 24.09 A school will be placed in probationary status for lack of written policies mandated by law or the Standards for Accreditation (to be corrected in 60 days).
- 24.10 A school will be placed in probationary status for lack of a guidance program. Such status will extend to the first day of the next academic semester.
- 24.11 A school district will be placed in probationary status for lack of a health services program. Such status will extend to the first day of the next academic semester.
- 24.12 A school district will be placed in probationary status for lack of a gifted and talented program. Such status will extend to the first day of the next academic semester.
- 24.13 A school or school district will be placed in probationary status for lack of a media services program. Such status will extend to the first day of the next academic semester.
- 24.14 A school district will be placed in probationary status for lack of a special education program. Such status will extend to the first day of the next academic semester.
- 24.15 A school will be placed in probationary status for improper ratios/class sizes NOT CAUSED by unexpected population shifts (to be corrected in 30 days).
- 24.16 A school district will be placed in probationary status for failing to file an accurate or complete Equity Compliance Report. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next year.
- 24.17 A school or school district shall be placed in probationary status for failing to teach the required courses mandated by these Standards for Accreditation. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next school year.
- 24.18 A local school or school district shall be placed in probationary status for violations of the law (e.g., Ark. Code Ann. §§ 6-16-132, 6-16-130, 6-15-1101, 6-17-309, 6-18-223, or 6-15-1601 et seq.). Such status shall extend to the official review date issued by the Department.

25.0 ENFORCEMENT OF STANDARDS FOR ACCREDITATION

- 25.01 The State Board of Education may, on its own motion or upon petition from the Department, take any number of the following actions, listed in paragraph 25.03, to address a school or school district which has failed to meet all Standards for Accreditation any time after a school or school district has received notice of being placed in probationary status pursuant to paragraph 23.04.1. The Department shall petition the State Board of Education for enforcement action in the time period provided in these rules when a school or school district has failed to remedy all probationary violations when a specific time period for correction is required regarding a particular standard.

- 25.02 The State Board of Education shall take at least one of the following actions, listed in paragraph 25.03, to address any school or school district which has failed to meet all Standards for Accreditation for two (2) consecutive school years including the year the probationary status was issued to the school or school district, unless the State Board of Education, at its discretion, issues written findings supported by a majority of the board, that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.
- 25.03 The State Board of Education shall be allowed to take the following actions to address any school or school district on probationary status for failing to meet the Standards for Accreditation:
- 25.03.1 Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
 - 25.03.2 Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
 - 25.03.3 Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
 - 25.03.4 Require a school district to close down or dissolve a particular school or schools within a school district;
 - 25.03.5 Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
 - 25.03.6 Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
 - 25.03.7 Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;
 - 25.03.8 Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.
 - 25.03.9 LOSS OF ACCREDITATION
- 25.04 PUBLICATION AND DISSEMINATION
- 25.04.1 When any school of a school district or the school district is determined by the State Board of Education to be in probationary status for failure to meet the Standards for Accreditation, that school district, after exhausting its rights to appeal, shall:

25.04.1.1 Publish the probationary status determination and findings of the State Board of Education to the public and the parents or care giver of each student enrolled in the school or school district determined to have failed to meet the Standards for Accreditation;

25.04.1.2 The public notice shall be in an understandable and uniform format;

25.04.1.3 The public notice shall be published or disseminated, immediately after the State Board of Education's determination, on the web-site of the school district and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in the affected school district.

26.0 RIGHT OF APPEAL

- 26.01 In the event a district or school believes the Department has improperly determined that any school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file its written appeal with the office of the Director of the Department.
- 26.02 Any such appeal shall be held in an open hearing, and the decision of the Board shall be in open session. The appeal must be filed not later than May 30 following the May 15 written notification, and the State Board of Education hearing must be held prior to August 15 of the same calendar year.
- 26.03 The State Board of Education may confirm the classification of a school or school district accreditation status, as determined by the Department, or it may sustain the appeal of the district.
- 26.04 Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

27.0 WAIVER AUTHORITY AND PROCESS

- 27.01 The State Board on its own motion, or on petition from the Department, or from a school district may, upon a showing of just cause in a public hearing of the State Board, grant a waiver of any accreditation standard for a time period of no longer than one (1) school year, except that no curricula, student performance, school performance, or any standard required by law may be waived for any time period.
- 27.02 Any petition for waiver of any accreditation standard by a school district shall be filed in the Office of the Director of the Department thirty (30) calendar days prior to the State Board of Education hearing the waiver petition. The State Board may waive the thirty (30) day time requirement, when in the State Board of Education's determination, circumstances prevent the petition from being filed within the thirty (30) day time frame.
- 27.03 Any hearing of the State Board of Education concerning a waiver of any accreditation standard shall be conducted in a public hearing of a properly announced regular or special meeting of the State Board of Education in accord with Arkansas law.

Economics

**Social Studies
Curriculum Framework**

**Revised 2006
Amended June 2009**

Course Title: Economics
 Course/Unit Credit: ½
 Course Number:
 Teacher Licensure: Secondary Social Studies
 Grades: 9-12

Economics

Economics is a one-semester course that emphasizes economic fundamentals, microeconomics, macroeconomics, and personal financial management. Students will explore the interrelationships among the roles played by consumers, producers, capital, land, and labor as well as the interrelationships among economic, political, and social lives. Additionally, students will examine the relationship between individual choices and the direct influence of these choices on occupational goals and future earnings potential. Economics stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based, open-ended assessments with rubrics. Economics is required by the Standards for Accreditation and does not require Arkansas Department of Education approval.

Strand	Content Standard
Economic Fundamentals	
	1. Students shall examine scarcity and choice.
	2. Students shall examine the roles of economic systems in the use and distribution of resources.
	3. Students shall analyze the reasons individuals, businesses, and governments trade.
Microeconomics	
	4. Students shall assess the role of supply and demand.
	5. Students shall analyze the organization of business firms in a market economy.
	6. Students shall analyze the various types of market structures.
	7. Students shall examine the importance of increasing productivity in a market economy.
Macroeconomics	
	8. Students shall examine measurements of economic performance.
	9. Students shall analyze roles that governments play in the economy.
	10. Students shall evaluate monetary policy and fiscal policy and their relationship to economic stability and growth.
Personal Financial Management	
	11. Students shall analyze career choices, education, skills, and economic conditions affecting earnings potential.
	12. Students shall evaluate the impact of credit on personal financial decisions.
	13. Students shall evaluate wealth management choices available to individuals.

Strand: Economic Fundamentals

Content Standard 1: Students shall examine scarcity and choice.

EF.1.E.1	Explain the role scarcity and opportunity cost plays in making choices using the PACED decision making model <ul style="list-style-type: none">• individuals• businesses• governments
EF.1.E.2	Describe the use of cost/benefit analysis in making choices <ul style="list-style-type: none">• individuals• businesses• governments
EF.1.E.3	Explain the concepts of tradeoffs (e.g., budget, career choices, earnings potential, education and/or training)
EF.1.E.4	Discuss individual or societal economic choices, which are guided by incentives and based on rational self-interest (e.g., employee benefits, tax incentives)

Strand: Economic Fundamentals

Content Standard 2: Students shall examine the roles of economic systems in the use and distribution of resources.

EF.2.E.1	Analyze the four factors of production <ul style="list-style-type: none">• natural resources• human resources• capital resources• entrepreneurship
EF.2.E.2	Examine the three basic economic questions that must be answered by every economic system <ul style="list-style-type: none">• What goods and services are to be produced and in what quantities?• How will the goods and services be produced?• For whom will the goods and services be produced?
EF.2.E.3	Compare and contrast the four major economic systems <ul style="list-style-type: none">• command economy• market economy• mixed economy• traditional economy

Strand: Economic Fundamentals

Content Standard 3: Students shall analyze the reasons individuals, businesses, and governments trade.

EF.3.E.1	Explain the role of specialization and voluntary exchange in the marketplace (e.g., absolute advantage, comparative advantage)
EF.3.E.2	Examine trade barriers <ul style="list-style-type: none">• tariffs• quotas• embargos• preservation of standards (protectionism)• subsidies
EF.3.E.3	Explain the effect of exchange rates on global purchasing power
EF.3.E.4	Summarize global patterns of economic activity <ul style="list-style-type: none">• world trading partners• trading blocs• regional trade agreements• regional trade organizations• free trade

Strand: Microeconomics

Content Standard 4: Students shall assess the role of supply and demand.

MI.4.E.1	Illustrate the effects of supply and demand in determining equilibrium price and quantity using a supply curve and a demand curve
MI.4.E.2	Demonstrate changes in supply and demand that influence equilibrium price and quantity using a supply curve and demand curve <ul style="list-style-type: none">• shifts in supply and demand• changes in quantity supplied and quantity demanded• shortages and surpluses
MI.4.E.3	Describe the signals sent to buyers and sellers by price (e.g., cost, availability)
MI.4.E.4	Determine the effect of consumers on production in a market economy

Strand: Microeconomics

Content Standard 5: Students shall analyze the organization of business firms in a market economy.

MI.5.E.1	<p>Compare and contrast major forms of business organizations</p> <ul style="list-style-type: none">• sole proprietorship• partnership (e.g., limited, general)• corporation (e.g., public, private, hybrid business)• non-profit
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Strand: Microeconomics

Content Standard 6: Students shall analyze various types of market structures.

MI.6.E.1	Compare and contrast different models of market structures <ul style="list-style-type: none">• perfect competition• monopolistic competition• oligopoly• monopoly• cartel
MI.6.E.2	Describe the role that the stock market plays in the economy of the United States

Strand: Microeconomics

Content Standard 7: Students shall examine the importance of increasing productivity in a market economy.

MI.7.E.1	Distinguish between fixed costs and variable costs
MI.7.E.2	Analyze the influence improved factors of production have on the productivity of individual industries (e.g., technology, education, training, specialization, division of labor)

Strand: Macroeconomics

Content Standard 8: Students shall examine measurements of economic performance.

MA.8.E.1	Analyze the following economic indicators used to measure economic performance <ul style="list-style-type: none">• Gross Domestic Product (GDP)• Gross Domestic Product per capita• Real Gross Domestic Product• unemployment rates• Consumer Price Index (CPI) (e.g., inflation)• stock market
MA.8.E.2	Compare and contrast the causes and types of unemployment (e.g., underemployment, outsourcing, off-shoring, cyclical unemployment, structural unemployment, frictional unemployment, seasonal unemployment)
MA.8.E.3	Explain stages of the business cycle <ul style="list-style-type: none">• peak• trough• expansion• contraction (e.g., recession, depression)

Strand: Macroeconomics

Content Standard 9: Students shall analyze roles that governments play in the economy.

MA.9.E.1	<p>Discuss the roles of governments in the economy</p> <ul style="list-style-type: none">• establish and enforce private property rights and the law• deal with external costs and benefits• ensure market competition• stabilize the economy• consumer protection• promote economic security• provide public goods and services• regulatory agencies• redistribution of income
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Strand: Macroeconomics

Content Standard 10: Students shall evaluate monetary policy and fiscal policy and their relationship to economic stability and growth.

MA.10.E.1	Compare and contrast the functions of money in a market economy <ul style="list-style-type: none">• medium of exchange• measure of value• store of value
MA.10.E.2	Assess the characteristics of money in a market economy <ul style="list-style-type: none">• portability• durability• divisibility• limited supply
MA.10.E.3	Examine the different types of financial institutions in the United States (e.g., banks, credit unions, investment firms, cooperatives)
MA.10.E.4	Describe the roles and functions of banks and financial institutions in the United States (e.g., saving, checking, investment, loans, trust)
MA.10.E.5	Describe the organization and roles of the Federal Reserve system <ul style="list-style-type: none">• Federal Reserve organizational structure• monetary policy (e.g., open market operations, discount rate, reserve requirement)
MA.10.E.6	Discuss the role of fiscal policy in setting and maintaining economic stability and growth (e.g., expansionary, contractionary)
MA.10.E.7	Illustrate the major sources of government revenue (e.g., taxes, fees, interest, government securities)
MA.10.E.8	Illustrate the major expenditures of tax revenues <ul style="list-style-type: none">• national level (e.g., national security, social programs, education, civil services)• state level (e.g., social programs, education, civil services)• local level (e.g., civil services, education)
MA.10.E.9	Explain different types of taxes <ul style="list-style-type: none">• progressive tax• regressive tax• proportional tax
MA.10.E.10	Distinguish between budget deficit and national debt

Strand: Personal Financial Management

Content Standard 11: Students shall analyze career choices, education, skills, and economic conditions affecting earnings potential.

PFM.11.E.1	Compare and contrast career options including entrepreneurial activities using available resources (e.g., Occupational Outlook Handbook, Internet, guest speaker, job shadowing)
PFM.11.E.2	Interpret factors affecting income <ul style="list-style-type: none">• career choices and potential income• education and training
PFM.11.E.3	Analyze the costs and benefits of personal choices in education and training that affect earnings potential <ul style="list-style-type: none">• intrinsic• extrinsic
PFM.11.E.4	Evaluate the importance of interpersonal skills in the workplace (e.g., workforce readiness skills, ethics)

Strand: Personal Financial Management

Content Standard 12: Students shall evaluate the impact of credit on personal financial decisions.

PFM.12.E.1	Compare and contrast forms of credit <ul style="list-style-type: none">• loans (e.g., home, car, education, personal)• credit cards
PFM.12.E.2	Evaluate the costs and benefits of using credit <ul style="list-style-type: none">• interest rates• fees and penalties• rewards
PFM.12.E.3	Explain factors that affect credit worthiness <ul style="list-style-type: none">• credit score and credit report• debt management (e.g., credit counseling, debt consolidation, bankruptcy)• credit protection laws• identity protection (e.g., identity theft, phishing, scams)
PFM.12.E.4	Explain ways to avoid and correct credit problems (e.g., credit counseling, identity protection, debt consolidation, bankruptcy)

Strand: Personal Financial Management

Content Standard 13: Students shall evaluate wealth management choices available to individuals.

PFM.13.E.1	Discuss the importance of establishing personal financial goals (e.g., long term, short term)
PFM.13.E.2	Identify reasons for saving and investing (e.g., education, emergency, down payment, retirement)
PFM.13.E.3	Compare and contrast methods of saving and investing (e.g., certificates of deposit, interest bearing savings account, individual retirement account, pension plans, stocks, bonds, mutual funds, real estate, annuities)
PFM.13.E.4	Explain the importance of investing to build wealth and meet financial goals (e.g., Rule of 72, time value of money, 70/20/10 rule, compound interest, simple interest)
PFM.13.E.5	Evaluate insurance as a risk management strategy to protect against financial loss (e.g., auto, health, life, homeowners, renters, disability, liability)

Appendix

Glossary for Economics

70/20/10 rule	A rule of thumb that states the following: live on 70% of income, save 20%, and invest 10%
Absolute advantage	Occurs when one nation can produce an item with fewer resources or more efficiently than another nation
Budget deficit	A period of time when government expenditures exceed revenues
Cartel	An organization of sellers who wish to decrease or eliminate competition by limiting its output
Command economy	An economic system in which the basic economic questions are generally answered by the government
Comparative advantage	Ability to produce an item at a lower opportunity cost
Compound interest	Interest earned or paid on the principal and previously earned interest
Consumer Price Index (CPI)	A measure of changes in the prices of market basket items, specific goods and services commonly purchased by a typical family
Contraction	A phase of the business cycle during which economic activity is slowing
Contractionary	Policy implemented to decrease the money supply in an economy
Cooperatives	Organizations consisting of people who pool their resources to buy and sell more efficiently than they could independently
Corporation	A business owned by shareholders but treated by the law as if it were one person
Cost/benefit analysis	A tool used to evaluate the alternatives in economic decision making
Cyclical unemployment	Unemployment associated with changes in the overall rate of economic activity
Demand	The quantities of a particular good or service consumers are willing and able to buy at different possible prices
Demand curve	The graphic representation of demand
Depression	A contraction of the business cycle during which economic activity is far below its potential capacity for an extended period of time; a prolonged recession with high unemployment lasting more than a year
Divisibility	The capacity to be separated into parts
Division of labor	The division of a complex procedure into small tasks, enabling workers to increase output through specialization
Durability	The ability of a product to be reused
Embargos	Governmental bans on trade with one or more other nations
Entrepreneurship	The process of human resources assuming the risk of organizing other resources to produce goods and services
Equilibrium price	Price at which the quantity demanded is equal to the quantity supplied
Expansion	A phase of the business cycle during which economic activity is increasing
Expansionary	Policy implemented to increase the money supply in an economy
Extrinsic	Tangible factors that are desirable because of the recipient's personal values
Factors of production	The natural resources, human resources, capital resources, and entrepreneurship required to produce any good or service
Fiscal policy	The use of taxation and government spending to influence the economy
Fixed costs	Costs that remain the same regardless of how much production a business firm does
Frictional unemployment	Temporary unemployment caused by factors that are not related to the business cycle
Goods	Physical products businesses produce; tangible items of value

Gross Domestic Product (GDP)	The market value of final goods and services produced within a country during a year
Hybrid business	A form of business ownership that combines select features of the basic forms of ownership to reduce taxation and/or limit liability
Incentives	In market economies, the reasons for increasing profit, interest, wages, and rent
Inflation	Rise in the general level of prices; an economic period where prices are rising and purchasing power is decreasing
Intrinsic	Non-monetary factors that have no financial worth, but are desirable because of the recipient's personal values
Macroeconomics	The study of the economy as a whole
Market economy	An economic system in which the basic economic questions are generally answered by consumers and producers
Measure of value	Using the function of money to compare the market value of different goods and services; a unit of account
Medium of exchange	Anything that is generally accepted as payment for goods and services
Microeconomics	The study of individual consumers and businesses
Mixed economy	An economic system in which the basic economic questions are answered by a mixture of market, command, and traditional economies
Monetary policy	A central bank's plan for regulating a nation's money supply and the availability of credit in order to accomplish certain economic goals
Monopolistic competition	A market that has a large number of sellers who produce goods and services that are essentially alike, but not identical
Monopoly	A market structure in which a single seller controls an entire industry
National debt	The total amount of money the government owes
Non-profit	A tax-exempt business organization created to provide public service
Off-shoring	When an organization contracts some of its work out to another individual or company in another country
Oligopoly	A market structure dominated by a small number of sellers
Opportunity cost	The best alternative given up when making a choice
Outsourcing	When an organization contracts some of its work out to another individual or company
PACED decision making model	A five-step process for making economic choices: (1) state the problem, (2) list the alternatives, (3) state the criteria, (4) evaluate the criteria, (5) make a decision
Partnership	A business organization that is owned by two or more people
Peak	A phase of the business cycle during which economic activity is at its highest
Perfect competition	An ideal market condition that includes a large number of sellers of identical goods and services and in which no one seller controls supply or prices
Phishing	A scam that uses online technology to deceive an individual into disclosing personal information
Portability	The general characteristic of being readily transportable from one location to another
Preservation of standards (protectionism)	The practice of developing domestic industries by protecting them from foreign competition
Progressive tax	A tax that takes a larger percentage of a higher income and a smaller percentage of a lower income
Proportional tax	A tax that takes the same percentage of all incomes
Quantity demanded	The amount of a good or service that consumers are willing and able to purchase at a particular price
Quantity supplied	The amount of a good or service that producers are willing and able to supply at a particular price

Quotas	Limits on how much of a particular good can be brought into a country during a specific period of time
Real Gross Domestic Product	Current Gross Domestic Product adjusted for inflation
Recession	A contraction of the business cycle during which economic activity slows for at least a period of six months
Regressive tax	A tax that takes a larger percentage of a lower income and a smaller percentage of a higher income
Risk management	An organized strategy for controlling financial loss
Rule of 72	A technique for estimating the number of years required to double your money at a given rate of return (72 divided by interest rate equals number of years)
Scarcity	The result of an inability to satisfy unlimited wants with limited resources
Seasonal unemployment	Unemployment caused by seasonal changes in the weather or in the demand for certain products
Services	Activities performed that satisfy people's wants or needs
Shortages	The result of quantities demanded exceeding quantities supplied
Simple interest	Interest earned or paid on principal only ($P \times R \times T$)
Sole proprietorship	A business owned by one person
Specialization	Occurs when an individual, business, or country produces a narrower range of goods and services than it consumes
Store of value	A characteristic of a medium of exchange that allows worth to be retained
Structural unemployment	Unemployment caused by technological innovations and changes in consumer demands
Subsidies	Governmental payments to an individual or business to encourage or protect particular economic activities
Supply	The quantities of a particular good or service a producer is willing and able to sell at different possible prices
Supply curve	The graphic representation of supply
Surpluses	The result of quantities supplied exceeding quantities demanded
Tariffs	Taxes on imports
Time value of money	Comparison of a lump sum of money, or series of equal payments, between two different time periods (e.g., present and future), assuming a specified interest rate and time period
Tradeoffs	A choice that involves giving up some of one thing to have more of another
Traditional economy	An economic system in which the basic economic questions are answered by tradition and custom
Trough	A phase of the business cycle during which economic activity is at its lowest
Underemployment	Workers are overqualified for their jobs or work fewer hours than they prefer
Variable costs	Costs that increase as the number of units produced increases
Voluntary exchange	The process of trading that occurs in markets

**ARKANSAS DEPARTMENT OF EDUCATION
PROPOSED RULES GOVERNING ACCESS TO
PUBLIC SCHOOL INFORMATION ON COMPREHENSIVE
SCHOOL IMPROVEMENT PLANS**

1.0 AUTHORITY

- 1.01 These Rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-2202 (added by Act 1373 of 2009) and 25-15-201 et seq.

2.0 PURPOSE

- 2.01 The purpose of these Rules is to execute the following requirements of Ark. Code Ann. § 6-15-2202:
- 2.02.1 Improve student achievement and close achievement gaps among student subgroups by providing public access to comprehensive school improvement plans;
 - 2.01.2 Improve parental involvement and communication with parents;
 - 2.01.3 Increase transparency and accountability of public schools and public school districts to the public; and
 - 2.01.4 Make public school and public school district data more accessible to researchers and policymakers.

3.0 ACCESS TO PUBLIC SCHOOL INFORMATION ON COMPREHENSIVE SCHOOL IMPROVEMENT PLANS

- 3.01 By the twentieth day following the date a public school or public school district is required by law or rule to provide the applicable information listed in this section, a public school district shall post the most recent version of the following information on its website:
- 3.01.1(a) The comprehensive school improvement plan developed under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq. for each public school in the public school district.
 - (b) A public school that accepts National School Lunch Act funds and national school lunch student state categorical funding under § 6-20-2305 shall report in the public school's comprehensive school improvement plan the following:

- (i) A description of how the public school plans to use National School Lunch Act funds and national school lunch student state categorical funds in the current school year; and
 - (ii) A description of how the school used National School Lunch Act funds and national school lunch student state categorical funds in the previous school year;
- 3.01.2 The public school district's annual report card and the annual report card of each public school in the public school district;
- 3.01.3 A parent-friendly explanation of:
 - (i) The school improvement status of the public school district;
 - (ii) The school improvement status of each public school in the public school district, including the identification of any supplemental educational services available to each public school; and
 - (iii) Why the public school district or any of its public schools are under academic distress, school improvement, or fiscal distress and what the district is doing to be removed from academic distress, school improvement, or fiscal distress.
- 3.01.4 The public school district's parental involvement plan and the parental involvement plan of all public schools in the public school district and informational packets required under Ark. Code Ann. § 6-15-1702.
 - 3.01.4.1 Public school districts and schools receiving Title I funds shall also post the parental involvement policy required by the No Child Left Behind Act of 2001.
- 3.01.5 Teacher qualifications for all public schools in the public school district under the No Child Left Behind Act of 2001.
- 3.02 Not less than annually, the Department of Education (ADE) shall monitor compliance with the requirements of this section when the ADE:

- (i) Directly monitors a school for compliance with standards and Accreditation; or
- (ii) Assists a school with its comprehensive school improvement plan.

3.03 The ADE shall report a failure to comply with this section to the State Board of Education.

3.04 Compliance with these Rules is a requirement for accreditation of a public school or public school district.



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31, 200~~9~~²



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
#4 ~~Four~~ State Capitol Mall, Room ~~305-B~~ 105-C
Little Rock, AR 72201
501.683.5313

Arkansas Department of Education
Open-Enrollment Public Charter Schools
Planning to Open in 201009-2011

June 30, 2008*	Deadline for open-enrollment letters of intent to be filed with the ADE.
August 31, 2008*	Deadline for open-enrollment applications to be filed with the ADE, <u>and superintendent of each public school district</u> local school board, and other school boards likely to be affected by proposed charter school.
September 30, 2008*	Deadline for local school board where the proposed open-enrollment public charter school will be located to submit to the State Board and the applicant, written conclusions and results of its vote to approve or disapprove the charter application.
September 30, 2008*	Deadline for local boards of school districts likely to be affected by the proposed open-enrollment public charter school to submit any written findings or statements to the SBE.
November/December 2008*	Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)

*Note - All information must be received in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take under consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For An **Open-Enrollment** Public School Charter

Applicants for open-enrollment public charter schools are required to send a one (1) page “**Letter of Intent to Apply for an Open-Enrollment Public School Charter**” to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on June 30, 2008 2009** in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education
Charter School Office
~~4-State Four~~ Capitol Mall, Room ~~305-B~~ 105-C
Little Rock, AR 72201

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Include the name of the eligible entity which intends to apply for a charter. If a not for profit, specify name on the 501 (c) (3) and 501 (c) (3) status.
3. Include the contact person’s name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give a description of the eligible entity which will be proposing the charter;
5. Give the name of the proposed open-enrollment public charter school;
6. Describe the location of the proposed open-enrollment public charter school;
7. Identify the grade levels of students to be served by the open-enrollment public charter school;
- 7-8. Provide proposed student enrollment CAP for the open-enrollment public charter school; and
- 8-9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The contact person for the proposed open-enrollment public charter school shall sign the letter.

A copy of the letter of intent must shall also be sent via certified mail to the superintendent ~~Board of Directors~~ of the public school district where the proposed public charter school will be located.

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Proposed Enrollment Student CAP: _____

Name of Sponsoring Entity: _____

The applicant is an "eligible entity" under the following category (check one):

- ☐ a public institution of higher education;
- ☐ a private nonsectarian institution of higher education;
- ☐ a governmental entity; or
- ☐ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501 (c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: _____

Address (no P.O. Box please): _____ City: _____ ZIP: _____

Daytime Phone Number: (_____) _____ FAX: _____

E-mail: _____

Charter Site Address: _____ City: _____

ZIP: _____ Date of Proposed Opening: _____

Chief Operating Officer
of Proposed Charter: _____ Title: _____

Address: _____ City: _____

ZIP Code: _____ Daytime Telephone Number: _____

The proposed charter will be located in the _____ School District.

List the current K-12 student enrollment of the district where the proposed public charter school will be located.

_____ (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets if necessary).

_____	_____	_____
_____	_____	_____
_____	_____	_____

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

(Use additional sheets as necessary.)

C. GENERAL INSTRUCTIONS

APPLICATION REQUIREMENTS AND CONTENTS: The total number of pages prepared by the applicant in response to Section D of this application form including any attachments used to support those responses **cannot exceed 60 pages**. Any attachments required by the application form are not to be included in the count for the total number of pages and are indicated by the word "required" in the list of contents below. Do not use dividers or separators noting the various parts of the application. **All attachments should be numbered and clearly referred to in the narrative text.**

The narrative responses should be given in the order requested. **Brevity and clarity are strongly encouraged.** The responses and all supporting attachments should be prepared/typed on white, 8 ½" x 11" paper (copied on one side only) suitable for reproduction. The type should be in 12 point font or larger and page margins of at least one (1) inch on all sides with page numbers clearly marked.

List of Contents:

The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D in the prescribed order and numbered accordingly
3. Applicant's attachments (if any) supporting narrative responses
4. A copy of the school's calendar and daily schedule (required)
5. Facility use agreement (required)
6. Proposed budget using template provided (required)
7. Proposed salary schedule for both administrative and teaching positions (required)
8. Evidence of status as eligible entity (required)
9. Evidence of parental and community support (required)
10. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. **DO NOT STAPLE THE ORIGINAL APPLICATION PAGES NOR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: ~~Six(6)~~ Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word, WordPerfect, or Adobe Acrobat pdf file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on August ~~31~~ 29, 2008⁹. Please make sure that applications being submitted by United States Postal Service are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after this time will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Charter School Office
Four ~~4~~ State Capitol Mall, Room ~~305-B~~ 105-C
Little Rock, AR 72201

D. REQUIRED INFORMATION

The applicant for the proposed open-enrollment charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq, the State Board of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 60 pages**.

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment public charter school. Provide copies of any supporting evidence received.
2. Provide documentation that each of the following requirements of Arkansas Code Annotated §6-23-302 were met:
 - A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.
 - B. The notice of the public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point type and shall be no less than two by four inches or four by two inches in size.
 - C. The last publication date of the notice shall be no less than seven days prior to the public meeting.
 - D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendent ~~and school board members~~ of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent ~~and school board members~~ of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
(~~The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district or the Department of Education upon the request of the applicant.~~)
3. Describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school.

4. Give the mission statement for the proposed open-enrollment public charter school.
5. Describe the educational need for the school.
6. Describe the educational program to be offered by the open-enrollment public charter school.
7. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.
8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.
9. Describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment public charter school.
10. Describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (standards rules), Section 7.04.2.)
11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C). Should an applicant believe that the use of a weighted lottery is necessary, the applicant shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).
12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.
13. Explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.
14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted.

15. Provide a statement that the public charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.
16. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the proposed open-enrollment public charter school.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. 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 1000 feet of the facility.

17. Describe the manner in which the school will make provisions for the following student services:
 - A) Guidance Program
 - B) Health Services
 - C) Media Center
 - D) Transportation
 - E) Special Education
 - F) Alternative Education
 - G) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

18. Describe the manner in which the school will make provisions for food services. Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.
19. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.
20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the State Board of Education rules, including sections of the Standards for Rules as allowed, established by the State Board that the open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules requested to be waived by title and section number if applicable. **Provide a brief description of the need for each waiver requested.**
21. Describe the potential impact of the proposed open-enrollment 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.

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- Proposed budget using template as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Evidence of parental and community support (applicant's attachments)
- Signed Statement of Assurances Form (required)
- Lease Agreement as provided (required)

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT**

Lessor (Owner): _____

Lessee (Tenant): _____

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use
of the facility and use for
prior three (3) years:

Premises:

address

square footage

Terms of Lease:

Rental Amount:

Contingency:

The terms of this agreement are contingent upon

_____(sponsoring entity)
receiving a charter to operate an open-enrollment public
charter school from the State Board of Education
by August of ~~2008~~ 2010.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

Lessor:

By _____

By _____

Date _____

Date _____

Charter School Budget Information

The Budget Template has been developed for application purposes. It is intended to challenge the applicant to consider the many expenses incurred in the operation of a school. It is formatted to expedite the application process. Budget revenues must equal or exceed expenses for each school year.

Upon approval of the Open-Enrollment Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network.

The Budget Template is to be used as an estimate of the Revenues and Expenditures associated with the operation of the Open-Enrollment Public Charter School. The Expenditures section is a comprehensive overview of the normal expenses incurred in the operation of a school.

The following definitions are provided to assist the applicant in the completion of the Budget Template:

The "Number of Students" is the number of students expected to be enrolled in the open-enrollment public charter school. The description of student numbers including addition of students by year and or grade must clearly be defined within the application.

All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon daily membership. On top of the foundation funding amount, which was the amount determined necessary to provide all students with an adequate education public schools also receive "enhancement funding," which allows the state to fund education at an amount above what is required for adequacy. This amount will change each fiscal year. It is calculated in July. For further clarification of student funding please refer to Arkansas Code Annotated § 6-20-2305.

Number of Positions, both certified and non-certified should be stated as the full time equivalent (FTE) of each position. For example, if the Charter will have 5 FTE's position at 1.00 and 3 part-time FTE's positions at .50 employees: the 5.00 FTE's position equal a total of 5.00 FTE's positions, the 3 part-time .50 FTE's positions equal a total of 1.50 FTE's positions, for a grand total of 6.50 FTE's positions.

Fringe Benefits at a minimum should include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

Public Charter School Application
Estimated Budget Worksheet / ~~Template~~

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (____) x <u>\$5,905.00</u> State Foundation Funding		
3	No. of Students (____) x <u>\$35.00</u> Enhancement Funding		
4	No. of Students (____) x <u>\$41.33</u> Professional Development		
5	<u>No. of Students (____) x eligible rate* NSLA Funding</u>		
6	Total State Charter School Aid		\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$0.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions____)		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (Describe)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions____)		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (Describe)		\$0.00

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$496.00 per student; between seventy and ninety percent (70-90%): \$992.00 per student; and ninety percent and above (90%): \$1,488.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions____)	_____	
37	Fringe Benefits	_____	
38	Purchased Services	_____	
39	Supplies and Materials	_____	
40	Equipment	_____	
41	Other (Describe)	_____	<u>\$0.00</u>
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions____)	_____	
45	Fringe Benefits	_____	
46	Purchased Services	_____	
47	Supplies and Materials	_____	
48	Equipment	_____	
49	Other (Describe)	_____	<u>\$0.00</u>
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions____)	_____	
53	Fringe Benefits	_____	
54	Purchased Services	_____	
55	Supplies and Materials	_____	
56	Equipment	_____	
57	Other (Describe)	_____	<u>\$0.00</u>
58			
59	Guidance Services:		
60	Salaries: (No. of Positions____)	_____	
61	Fringe Benefits	_____	
62	Purchased Services	_____	
63	Supplies and Materials	_____	
64	Equipment	_____	
65	Other (Describe)	_____	<u>\$0.00</u>
66			
67	Health Services:		
68	Salaries: (No. of Positions____)	_____	
69	Fringe Benefits	_____	
70	Purchased Services	_____	
71	Supplies and Materials	_____	
72	Equipment	_____	
73	Other (Describe)	_____	<u>\$0.00</u>

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions____)	_____	
77	Fringe Benefits	_____	
78	Purchased Services	_____	
79	Supplies and Materials	_____	
80	Equipment	_____	
81	Other (Describe)	_____	\$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions____)	_____	
85	Fringe Benefits	_____	
86	Purchased Services	_____	
87	Supplies and Materials	_____	
88	Equipment	_____	
89	Other (Describe)	_____	\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions____)	_____	
93	Fringe Benefits	_____	
94	Purchased Services	_____	
95	(include utilities)	_____	
96	Supplies and Materials	_____	
97	Equipment	_____	
98	Other (Describe)	_____	\$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions____)	_____	
102	Fringe Benefits	_____	
103	Purchased Services	_____	
104	Supplies and Materials	_____	
105	Equipment	_____	
106	Other (Describe)	_____	\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions____)	_____	
110	Fringe Benefits	_____	
111	Purchased Services	_____	
112	Supplies and Materials	_____	
113	Equipment	_____	
114	Other (Describe)	_____	\$0.00

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions____)	_____	
118	Fringe Benefits	_____	
119	Purchased Services	_____	
120	Supplies and Materials	_____	
121	Equipment	_____	
122	Other (Describe)	_____	\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	_____	
126	Fringe Benefits	_____	\$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	_____	
130	Please list upgrades:	_____	
131		_____	
132	Utilities (contract for one total year including facility upgrades)	_____	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	_____	
135	Content Insurance	_____	\$0.00
136			
137	Debt Expenditures:	_____	\$0.00
138	Other Expenditures:		
139	(Describe)	_____	\$0.00
140			
141	TOTAL EXPENDITURES		<div style="border: 1px solid black; padding: 2px;">\$0.00</div>

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Chief Operating Officer of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. However, the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment public charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.
13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with [Arkansas Code Annotated](#) § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. In the case of school closure, property bought with state funds may be sold if required by the State Board of Education. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Signature of Chief Operating Officer of the School

Date: _____

Print or type name

Open-Enrollment Public Charter School 2008 2009 Application Checklist

- ☐ Submit one (1) page letter of intent by certified mail, following the letter of intent guidelines to ADE Charter School Office. Letter of intent must be received by the Charter School Office no later than 4:00 p.m, June 30, 2008 2009.
 - ☐ Submit copy of letter of intent to superintendent of local district by certified mail. Letter of intent must be received by the local district no later than 4:00 p.m, June 30, 2008 2009. Provide verification in the form of certified mail receipts and a copy of the letter to ADE Charter School Office. Documentation shall be included in the charter school application.
 - ☐ Publish the notice of public hearing following these requirements
 - A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.
 - B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point type and shall be no less than two by four inches or four by two inches in size.
 - C. The last publication of notice shall be no less than seven days prior to the public meeting.
 - D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendents ~~and school board members~~ of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendents ~~and school board members~~ of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
(~~The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.~~)
- Documentation that these requirements have been met must be included in the charter school application.**
- ☐ Conduct the public hearing; include results of the public hearing in the charter school application.
 - ☐ Additional check points for the charter application

- ◆ Responses to section D of the application, including attachments, cannot exceed 60 pages
 - ◆ Sections A and B of the application form are completed
 - ◆ Facilities utilization agreement must be included along with lease agreement (Form Exhibit B)
 - ◆ Copy of proposed budget must be included
 - ◆ Copy of the proposed school calendar must be included
 - ◆ Copy of the proposed daily schedule must be included
 - ◆ Copy of proposed salary schedule must be included
 - ◆ Documentation of status as eligible entity must be included
 - ◆ Evidence of parental and community support
 - ◆ Signed statement of assurance page must be included
- ☐ Submit final copies of the charter school application to ADE Charter School Office as follows:
- 1 original copy with original signatures (unbound)
 - 12 6 copies of the original (bound/stapled, no notebooks)
 - 1 cd copy in either Microsoft Word ~~WordPerfect~~, or Adobe Acrobat pdf (labeled)
- ☐ Submit final copy of the charter school application to the ~~local school board by date certified mail~~ attention of the superintendent of the public school district where the open-enrollment public charter school will be located by August 31, 2009. ~~—provide~~ Include verification in the form of certified mail receipt and a copy of the letter to ADE Charter School Office as attachment in the charter school application ~~(can be included in application's attachments).~~
- ☐ Submit copies of charter school application to the superintendent ~~school board~~ of all school districts to be affected by the proposed charter school by certified mail ~~to the attention of the superintendent by August 31, 2009.~~ Include ~~—provide~~ verification in the form of certified mail receipts and a copy of the letter to ADE Charter School Office as attachment in the charter school application ~~(can be included in application's attachments).~~
- ☐ If the local school board denies the application for an open-enrollment public charter school and the applicant intends to appeal the decision, a letter of appeal by certified mail must be submitted to the ADE Charter School Office within ten (10) days of receiving official notification of the local board's decision.

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an open-enrollment public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.

LEASE AGREEMENT

This Agreement, made this _____ day of _____, between _____, whose address is _____ (the Lessor) and _____, whose address is _____, (the Lessee) Witnesseth:

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in _____ County, Arkansas:

(DESCRIPTION)

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on _____, and shall extend for a term of _____ [years] [months], ending at midnight on _____. [Note: If the lease is a periodic tenancy, rather than an estate for years, these provisions will have to be altered accordingly.]

3. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$_____, payable in _____ equal [monthly] installments of \$ _____ each, to be paid in advance on the first day of _____, and on the first day of each and every [month] thereafter during the term of this lease.

4. Signs. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. Lessor's Repairs. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenantable condition. If Lessee is deprived of the use of [a substantial portion] [more than _____ percent] of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return

the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.

7. Taxes. [Lessor] [Lessee] shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year.

8. Use. Lessee agrees to use the leased premises for the purpose of operating _____ and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at _____. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at _____. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of [thirty (30) days], or as to any other covenant herein provided for more than [thirty (30) days] after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within [thirty (30) days] after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental for the last month

paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises, [or the building which forms the principal component of the leased premises,] should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasipublic purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on Improvements. [Lessee] shall maintain, at [Lessee's] expense, fire, hazard and extended coverage insurance, [including plate glass insurance,] in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such insurance shall be delivered to [Lessor] prior to the inception of this lease. [Lessee] shall reimburse [Lessor] for the premiums paid for such insurance upon receipt of notice of the amount due, if [Lessor] is required to pay such premiums.

17. Insurance on Lessee's Property. Lessee shall be solely responsible for maintaining insurance on [his, its] property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. Liability Insurance. Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than _____ per person, _____ per accident, and _____ for property damage. The policy representing such insurance shall name Lessor, [its successor, or his heirs] and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, [its successors, or his heirs] or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. Common Areas. Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

20. Compliance with Laws. Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. Trash. All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee [approved by the Public Works Department].

22. Title and Quiet Enjoyment. Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. Succession. This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. Waste. Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25. Assets. Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the

property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

26. State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27. Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 7 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 7 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28. State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.

29. Health, Safety, Facility and Zoning Codes. The Lessor and Lessee agree that the above described lease facility and the location of the facility comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility meets all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. Severability. Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or

subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

[List Addresses]

34. Release of Dower: The undersigned, wife of Lessor herein, does hereby release and relinquish unto Lessee, for the term hereof and any extension thereof, all rights of dower and homestead which she has in the leasehold estate conveyed hereby to Lessee.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this _____ day of _____.

Lessor

[Wife of Lessor]

Lessee

[ACKNOWLEDGMENT]

THIS AGREEMENT made between _____ (the Lessor) and
_____ (the Lessee), WITNESSETH:

For and in consideration of the covenants and agreements hereinafter contained, Lessor
does hereby let, lease and demise unto Lessee, and Lessee does hereby lease from Lessor, the
following described premises in the City of _____, County of
_____, State of Arkansas:

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education (“ADE”) for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

Meets the Standard:	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.
Does Not Meet the Standard:	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education

Open-Enrollment Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School:

Eligible entity status:

- ☐ Public institution of higher education
☐ Private nonsectarian institution of higher education
☐ Governmental entity
☐ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Pending/ Approved

Part 1: PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 4 OF APPLICATION: MISSION STATEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;

- Mathematics; and
- Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

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

Evaluation Criteria:

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

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 12 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced budget that accurately reflects the revenue currently available to the school and expenditures for program implementation.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 16 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 17 OF APPLICATION: STUDENT SERVICES

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

Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- A food service plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 18 OF APPLICATION: STUDENT SERVICES

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

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

STANDARD 19 OF APPLICATION: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 20 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 21 OF APPLICATION: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

ADDITIONAL COMMENTS:



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion Public Charter School New Application

Deadline for Submission: October 31, 2009



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education

Charter School Office

Four #4 State Capitol Mall, Room 105-C ~~305-B~~

Little Rock, AR 72201

501.683.5313

**Arkansas Department of Education
District Conversion Public Charter Schools
Planning to Open in 2010-2011**

August 31, 2008 *	Deadline for conversion and limited <u>conversion</u> charter letters of intent to be filed with the ADE.
October 31, 2008 *	Deadline for conversion and limited <u>conversion</u> charter applications to be submitted with letter of support from the school board to the ADE.
January/February 2009*	Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)

*Note - All information must be **received** (not postmarked) in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take into consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For A District Conversion Public School Charter

Applicants for district conversion public charter schools are required to send a one (1) page “**Letter of Intent to Apply for a Conversion District Public School Charter**” to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on August 31, 2008** in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education
Charter School Office
~~Four~~ 4 State Capitol Mall, Room ~~305-B~~ **105-C**
Little Rock, AR 72201

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Identify the school district which intends to apply for a charter;
3. Include the contact person’s name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give the name of the school which intends to apply for a charter
5. Give the name of the proposed district conversion charter school;
6. Describe the location of the proposed district conversion charter school;
7. Identify the grade levels of students to be served by the district conversion public charter school;
8. Provide proposed student enrollment CAP for district conversion public charter school; and
- ~~8.9.~~ Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The superintendent of the school district for the proposed conversion public charter school should sign the letter.

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: _____

| Grade Level(s) for the School: _____ Student CAP ~~Proposed Enrollment:~~ _____

Name of School District: _____

Name of Contact Person: _____

Address (no P.O. Box please): _____ City: _____ ZIP: _____

Daytime Phone Number: (_____) _____ FAX: _____

E-mail: _____

Charter Site Address: _____

City: _____ ZIP Code: _____

Date of Proposed Opening: _____

Name of Superintendent: _____

Address: _____

City: _____ Zip Code: _____

Phone Number: _____ FAX: _____

E-mail: _____

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

[illegible]

C. GENERAL INSTRUCTIONS

APPLICATION REQUIREMENTS AND CONTENTS: The total number of pages prepared by the applicant in response to Section D. of this application form plus any attachments used to support those responses **cannot exceed 30 pages**. Any attachments required by the application form are not to be included in the count for the total number of pages and are indicated by the word “required” in the list of contents below. Do not use dividers or separators noting the various parts of the application. **All applicants’ attachments should be numbered and clearly referred to in the narrative text.**

The narrative responses should be given in the order requested. **Brevity and clarity are strongly encouraged.** The responses and all supporting attachments should be prepared/typed on white, 8 ½” x 11” paper (copied on one side only) suitable for reproduction. The type should be in 12 point font or larger and page margins of at least one inch on all sides with page numbers clearly marked.

List of Contents:

The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D. in the prescribed order and numbered accordingly
3. Applicant’s attachments (if any) supporting narrative responses
4. A copy of the school’s calendar and daily schedule (required)
5. Proposed budget using template provided (required)
6. Proposed salary schedule for both administrative and teaching positions (required)
7. Evidence of parental and community support (required)
8. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. **DO NOT STAPLE THE ORIGINAL APPLICATION PAGES OR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: ~~Six (6)~~ Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word, WordPerfect, or Adobe Acrobat pdf file.

Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on October 31, 2008⁹. Please make sure that applications being submitted by United States Postal Service ~~Mail~~ are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after this time will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Charter School Office
Four #4 State Capitol Mall, Room ~~305-B~~ 105-C
Little Rock, AR 72201

D. REQUIRED INFORMATION

The applicant for the proposed conversion public charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 30 pages**.

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district.
2. Give the mission statement of the proposed district conversion public charter school.
3. Describe the educational need for the school.
4. Describe the educational program to be offered by the district conversion public charter school.
5. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.
6. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.
7. Describe the enrollment criteria and the student selection process. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the district conversion 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). Should an applicant believe that the use of a weighted lottery is necessary, the applicant

shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).

8. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.
9. Describe the manner in which the school will make provisions for the following student services:
 - (A) Guidance Program
 - (B) Health Services
 - (C) Media Center
 - (D) Transportation
 - (E) Food Services
 - (F) Special Education
 - (G) Alternative Education
 - (H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

10. Provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.
11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. 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.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. 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 1000 feet of the facility.

12. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the rules and regulations, including sections of the Standards for Rules as allowed, established by the State Board that the district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules requested to be waived by title and section number if applicable. **Provide a brief description of the need for each waiver requested.**
13. Describe the potential impact of the proposed district conversion public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
14. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Proposed budget using template as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of parental and community support (required)
- Signed Statement of Assurances Form (required)

Charter School Budget Information

The Budget Template has been developed for application purposes. It is intended to challenge the applicant to consider the many expenses incurred in the operation of a school. It is formatted to expedite the application process. Budget revenues must equal or exceed expenses for each school year.

Upon approval of the District Conversion Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network.

The Budget Template is to be used as an estimate of the Revenues and Expenditures associated with the operation of the District Conversion Public Charter School. The Expenditures section is a comprehensive overview of the normal expenses incurred in the operation of a school.

The following definitions are provided to assist the applicant in the completion of the Budget Template:

The "Number of Students" is the number of students expected to be enrolled in the district conversion public charter school. The description of student numbers including addition of students by year and or grade must clearly be defined within the application.

All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon daily membership. On top of the foundation funding amount, which was the amount determined necessary to provide all students with an adequate education public schools also receive "enhancement funding," which allows the state to fund education at an amount above what is required for adequacy. This amount will change each fiscal year. It is calculated in July. For further clarification of student funding please refer to Arkansas Code Annotated § 6-20-2305.

Number of Positions, both certified and non-certified should be stated as the full time equivalent (FTE) of each position. For example, if the Charter will have 5 FTE's position at 1.00 and 3 part-time FTE's positions at .50 employees: the 5.00 FTE's position equal a total of 5.00 FTE's positions, the 3 part-time .50 FTE's positions equal a total of 1.50 FTE's positions, for a grand total of 6.50 FTE's positions.

Fringe Benefits at a minimum should include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

Public Charter School Application

Estimated Budget Worksheet/Template

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students () x \$5,905.00 State Foundation Funding		
3	No. of Students () x \$35.00 Enhancement Funding		
4	No. of Students () x \$41.33 Professional Development		
5	No. of Students () x eligible rate* NSLA Funding		
6	Total State Charter School Aid		\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$0.00

	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
18			
19	Administration:		
20	Salaries: (No. of Positions)		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (Describe)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions)		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (Describe)		\$0.00

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$496.00 per student; between seventy and ninety percent (70-90%): \$992.00 per student; and ninety percent and above (90%): \$1,488.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions____)	_____	
37	Fringe Benefits	_____	
38	Purchased Services	_____	
39	Supplies and Materials	_____	
40	Equipment	_____	
41	Other (Describe)	_____	\$0.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions____)	_____	
45	Fringe Benefits	_____	
46	Purchased Services	_____	
47	Supplies and Materials	_____	
48	Equipment	_____	
49	Other (Describe)	_____	\$0.00
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions____)	_____	
53	Fringe Benefits	_____	
54	Purchased Services	_____	
55	Supplies and Materials	_____	
56	Equipment	_____	
57	Other (Describe)	_____	\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions____)	_____	
61	Fringe Benefits	_____	
62	Purchased Services	_____	
63	Supplies and Materials	_____	
64	Equipment	_____	
65	Other (Describe)	_____	\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions____)	_____	
69	Fringe Benefits	_____	
70	Purchased Services	_____	
71	Supplies and Materials	_____	
72	Equipment	_____	
73	Other (Describe)	_____	\$0.00

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions____)	_____	
77	Fringe Benefits	_____	
78	Purchased Services	_____	
79	Supplies and Materials	_____	
80	Equipment	_____	
81	Other (Describe)	_____	\$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions____)	_____	
85	Fringe Benefits	_____	
86	Purchased Services	_____	
87	Supplies and Materials	_____	
88	Equipment	_____	
89	Other (Describe)	_____	\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions____)	_____	
93	Fringe Benefits	_____	
94	Purchased Services	_____	
95	(include utilities)	_____	
96	Supplies and Materials	_____	
97	Equipment	_____	
98	Other (Describe)	_____	\$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions____)	_____	
102	Fringe Benefits	_____	
103	Purchased Services	_____	
104	Supplies and Materials	_____	
105	Equipment	_____	
106	Other (Describe)	_____	\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions____)	_____	
110	Fringe Benefits	_____	
111	Purchased Services	_____	
112	Supplies and Materials	_____	
113	Equipment	_____	
114	Other (Describe)	_____	\$0.00

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions____)	_____	
118	Fringe Benefits	_____	
119	Purchased Services	_____	
120	Supplies and Materials	_____	
121	Equipment	_____	
122	Other (Describe)	_____	\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	_____	
126	Fringe Benefits	_____	\$0.00
127			
128	If Applicable: Facilities		
	Lease/Purchase (contract for one total		
129	year including facility upgrades)	_____	
130	Please list upgrades:	_____	
131		_____	
	If Applicable: Utilities (contract for one total		
132	year including facility upgrades)	_____	
	If Applicable: Insurance (contract for one		
133	total year including facility upgrades):		
134	If Applicable: Property Insurance	_____	
135	If Applicable: Content Insurance	_____	\$0.00
136			
137	Debt Expenditures:	_____	\$0.00
138	Other Expenditures:		
139	(Describe)	_____	\$0.00
140			
141	TOTAL EXPENDITURES		<div>\$0.00</div>

DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

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

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

Signature of Superintendent of School District

Date: _____

Print or type name

District Conversion Public Charter School 2008⁹ Application Checklist

- ☐ Submit one (1) page letter of intent, following the letter of intent guidelines, to ADE Charter School Office by certified mail: Deadline August 31, 2008⁹.
- ☐ Publish the notice of public hearing following these requirements
 - A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.
 - B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point type and shall be no less than two by four inches or four by two inches in size.
 - C. The last publication of notice shall be no less than seven days prior to the public meeting.
 - D. Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the public charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Documentation that these requirements have been met must be included in the charter school application.

- ☐ Conduct the public hearing; include results of the public hearing in the charter school application.
- ☐ Additional check points for the charter application
 - ◆ Responses to section D of the application, including attachments, cannot exceed 30 pages
 - ◆ Sections A and B of the application form are completed
 - ◆ Copy of proposed budget must be included
 - ◆ Copy of the proposed school calendar must be included
 - ◆ Copy of the proposed daily schedule must be included

- ◆ Copy of proposed salary schedule must be included
- ◆ Evidence of parental and community support must be included
- ◆ Signed statement of assurance page must be included

❑ Submit final copies of the charter school application to ADE Charter School

Office as follows:

- 1 original copy with original signatures (unbound)
- ~~12~~ 6 copies of the original (bound/stapled, no notebooks)
- 1 CD copy in either Microsoft Word ~~WordPerfect~~, or Adobe Acrobat pdf
(labeled)

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an district conversion public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education (“ADE”) for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

Meets the Standard:	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.
Does Not Meet the Standard:	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education

District Conversion Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School:

Sponsoring School District:

Part 1: PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 2 OF APPLICATION: MISSION STATEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 6 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

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

Evaluation Criteria:

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

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths	Reference	

Concerns and Additional Questions	Reference

STANDARD 8 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards to which ~~that~~ all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 9 OF APPLICATION: STUDENT SERVICES

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

Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- A food service plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 11 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.

- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 12 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 13 OF APPLICATION: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 14 OF APPLICATION: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

ADDITIONAL COMMENTS:



ARKANSAS DEPARTMENT OF EDUCATION

Limited District Conversion Public Charter School Application

Deadline for Submission: October 31, 2009



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
4 State Four Capitol Mall, Room 305-B 105-C
Little Rock, AR 72201
501.683.5313

**Arkansas Department of Education
Limited District Conversion Public Charter Schools
Planning to Open in 2010-2011**

August 31	Deadline for conversion and limited district conversion charter letters of intent to be filed with the ADE.
October 31	Deadline for conversion and limited district conversion charter applications to be submitted with letter of support from the school board to the ADE.
January/February	Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)

*Note - All information must be **received** (not postmarked) in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take under consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For A **Limited District Conversion** Public School Charter

Applicants for limited district conversion public charter schools are required to send a one (1) page “**Letter of Intent to Apply for a Limited Conversion District Public School Charter**” to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on August 31, 2009** in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Identify the school district which intends to apply for a charter;
3. Include the contact person’s name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give the name of the school which intends to apply for a charter
5. Give the name of the proposed district conversion charter school;
6. Describe the location of the proposed district conversion charter school;
7. Identify the grade levels of students to be served by the district conversion charter school;
8. Provide proposed student enrollment CAP for district conversion public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The superintendent of the school district for the proposed conversion public charter school should sign the letter.

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A
LIMITED CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student CAP: _____

Name of School District: _____

Name of Contact Person: _____

Address (no P.O. Box please): _____ City: _____ ZIP: _____

Daytime Phone Number: (_____) _____ FAX: _____

E-mail: _____

Charter Site Address: _____

City: _____ ZIP Code: _____

Date of Proposed Opening: _____

Name of Superintendent: _____

Address: _____

City: _____ Zip Code: _____

Phone Number: _____ FAX: _____

E-mail: _____

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

[illegible]

C. GENERAL INSTRUCTIONS

APPLICATION REQUIREMENTS AND CONTENTS: The total number of pages prepared by the applicant in response to Section D. of this application form plus any attachments used to support those responses **cannot exceed 30 pages**. Any attachments required by the application form are not to be included in the count for the total number of pages and are indicated by the word "required" in the list of contents below. Do not use dividers or separators noting the various parts of the application. **All applicants' attachments should be numbered and clearly referred to in the narrative text.**

The narrative responses should be given in the order requested. Brevity and clarity are strongly encouraged. The responses and all supporting attachments should be prepared/typed on white, 8 ½" x 11" paper (copied on one side only) suitable for reproduction. The type should be in 12 point font or larger and page margins of at least one inch on all sides with page numbers clearly marked.

List of Contents:

The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D in the prescribed order and numbered accordingly
3. Letter from the local school district board president that documents that the application for the limited charter was reviewed and approved at a regular school board meeting
4. Applicant's attachments (if any) supporting narrative responses
5. A copy of the school's calendar and daily schedule (required)
6. Proposed salary schedule for both administrative and teaching positions (required)
7. Evidence of parental and community support (required)
8. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. **DO NOT STAPLE THE ORIGINAL APPLICATION PAGES OR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word or Adobe Acrobat pdf file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on October 31, 2009. Please make sure that applications being submitted by United States Postal Service are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after this time will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

D. REQUIRED INFORMATION

The applicant for the proposed limited charter, if approved by the local board and the State Board of Education, agrees to operate a school alternative comprehensive staffing and compensation program designed to enhance student and teacher performance and improve employee salaries, opportunities and incentives in accordance with the provisions described within this document, Act 1311 of 2001, the State Board of Education Rules and Regulations Governing Limited Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed limited charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 30 pages** as per the instructions in section C of this form.

Application Standards:

1. Describe a plan for school improvement that addresses how the limited district conversion public charter school will improve student learning and meet state education goals.
2. List the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' five (5) year period.
3. Describe the performance criteria that will be used during the initial five-year period of the charter to measure the progress of the limited district conversion charter in improving student learning and meeting or exceeding the state education goals.
4. Describe how the certified employees will be involved in developing and implementing the school improvement plan and in identifying performance criteria.
5. Describe how the school will enhance teacher performance and improve employee salaries, professional opportunities, and professional growth experiences.
6. Provide a statement that the school district will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees.
7. Describe the alternative comprehensive staffing model by summarizing the job descriptions of the instructional personnel. Specifically the qualifications and compensation for each position. Identify the number of administrative positions, teaching positions, and support positions.

8. Describe the admission, enrollment criteria and the student selection processes. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the 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). Should an applicant believe that the use of a weighted lottery is necessary, the applicant shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).
9. Provide a statement that the school district will not discriminate in admission on the basis of gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district;
10. Provide proof of support for the school by the local school board and the community.
11. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the rules and regulations, including sections of the Standards for Rules as allowed, established by the State Board that the limited public charter school seeks to be exempted from, as allowable by Arkansas Code Annotated §6-23-601. Identify the specific State Board rules requested to be waived by title and section number if applicable. **Provide a brief description of the need for each waiver requested.**
12. Describe the potential impact of the proposed limited district conversion public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Signed Statement of Assurances Form (required)

LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

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

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

Signature of Superintendent of School District

Date: _____

Print or type name

Limited District Conversion Public Charter School 2009 Application Checklist

- ☐ Submit one (1) page letter of intent, following the letter of intent guidelines, to ADE Charter School Office by certified mail: Deadline August 31, 2009.
- ☐ Check points for the charter application
 - ◆ Responses to section D of the application, including attachments, cannot exceed 30 pages
 - ◆ Sections A and B of the application form are completed
 - ◆ Copy of the proposed school calendar must be included
 - ◆ Copy of the proposed daily schedule must be included
 - ◆ Copy of proposed salary schedule must be included
 - ◆ Signed statement of assurance page must be included
- ☐ Submit final copies of the charter school application to ADE Charter School Office as follows:
 - 1 original copy with original signatures (unbound)
 - 12 copies of the original (one sided bound/stapled, no notebooks)
 - 1 CD copy in either Microsoft Word or Adobe Acrobat pdf

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an district conversion public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

<u>Meets the Standard:</u>	<u>The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.</u>
<u>Partially Meets the Standard:</u>	<u>The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.</u>
<u>Does Not Meet the Standard:</u>	<u>The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.</u>

Arkansas Department of Education

Limited Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School:

Sponsoring School District:

Part 1: PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: STUDENT LEARNING IMPROVEMENT PLAN

This section should describe a complete plan for school improvement that addresses how the limited district conversion public charter school will improve student learning and meet state education goals.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of a plan for school improvement;
- A narrative of how the school will improve student learning;
- A description of how the school will meet the state education goals; and
- Describe a clear organizational pattern of the school in terms of length of school day and year, daily schedule, and organizational method of teacher/student interaction, which meets the minimum state requirements for daily instruction.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 2 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

This section should list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' five (5) year period.

Evaluation Criteria:

A response that meets the standard will present:

- List specific measurable goals to be achieved by students in Reading, Reading Comprehension, Math and Mathematics Reasoning;
- Explain how goals will be clear, measurable and data-driven; and
- Describe any additional valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 3 OF APPLICATION: PERFORMANCE CRITERIA

This section should describe the performance criteria that will be used during the initial five-year period of the charter to measure the progress of the limited district conversion charter in improving student learning and meeting or exceeding the state education goals.

Evaluation Criteria:

A response that meets the standard will present:

- Describe performance criteria that will be used during the initial five year period;
- Explain what methods will be used to measure the progress of students;
- Provide information on how students will be monitored using state education goals each year;
- Explain how students will be provided instruction based on these results.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 4 OF APPLICATION: CERTIFIED EMPLOYEES

This section should describe how the certified employees will be involved in developing and implementing the school improvement plan and in identifying performance criteria.

Evaluation Criteria:

A response that meets the standard will present:

- Provide description of educational need for school improvement that presents clear option for students;
- Explain the assessment used to arrive at the educational needs;
- Give a clear rationale for how the school will enhance or expand educational options currently available to the students; and

- Describe how the certified staff will be involved in the development and implementation of the school improvement plan in offering educational options for students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 5 OF APPLICATION: TEACHER PERFORMANCE

This section should describe how the school will enhance teacher performance and improve employee salaries, professional opportunities, and professional growth experiences.

Evaluation Criteria:

A response that meets the standard will present:

- Provide a clear description of the foundational educational philosophy of the proposed educational program;
- Describe specific Professional Growth strategies to enhance teacher performance, such as those provided in Staff Development, via consultants, conferences, college classes, etc. which explains how the instructional strategies and curriculum will be provided in a different manner for students;
- Provide a plan for enhancing and improving employees salaries and how that enhancement will be determined for each employee; and
- Provide additional information regarding professional opportunity offerings to enhance teacher performance.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 6 OF APPLICATION: NON-DISCRIMINATION STATEMENT FOR STAFFING

This section should provide a statement that the school district will not discriminate based on race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees.

Evaluation Criteria:

A response that meets the standard will present:

- Provide a statement that the school district will not discriminate based on race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees and will comply with all state and federal laws regarding discrimination.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 7 OF APPLICATION: STAFFING

This section should describe the alternative comprehensive staffing model by summarizing the job descriptions of the instructional personnel. Specifically the qualifications and compensation for each position. Identify the number of administrative positions, teaching positions, and support positions.

Evaluation Criteria:

A response that meets the standard will present:

- List all positions planned for the school;
- Provide a job description for instructional personnel, administrative positions, and support staff;
- Outline the professional qualifications required for administrators, teachers, counselors, special education, etc.;
- Describe the staffing plan that clearly outlines both the type and number of positions to be filled at the school; and
- Provide a salary schedule for all positions including merit pay, bonuses, incentive, etc.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference

Concerns and Additional Questions	Reference

STANDARD 8 OF APPLICATION: ENROLLMENT CRITERIA

This section should describe the admission, enrollment criteria and the student selection processes. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the 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). Should an applicant believe that the use of a weighted lottery is necessary, the applicant shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).

Evaluation Criteria:

A response that meets the standard will present:

- Provide the school's student recruitment plan that will provide equal access of information regarding the school and the application process;
- Provide the school's enrollment and admission policy that is open fair and in accordance with applicable law; and
- Explain the school's process for, and guarantee of, a random anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 9 OF APPLICATION: NON-DISCRIMINATION **STATEMENT FOR STUDENT ADMISSION**

This section should provide a statement that the school district will not discriminate in admission on the basis of gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district.

Evaluation Criteria:

A response that meets the standard will present:

- Provide your statement and policy of non-discrimination here.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 10 OF APPLICATION: SUPPORT

This section should provide proof of support for the school by the local school board and the community.

Evaluation Criteria:

A response that meets the standard will present:

- Describe the results of all meetings conducted to provide information to the public and school personnel;
- Provide documentation of notices distributed to the community, certified personnel, and parents of all students enrolled at the public school for which the district initiated the application; and
- Provide proof of participation and support from the local school board and the community, including dated sign-in sheets and letters of support.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 11 OF APPLICATION: WAIVERS

This section should list the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the rules and regulations, including sections of the Standards for Rules as allowed, established by the State Board that the limited public charter school seeks to be exempted from, as allowable by Arkansas Code Annotated §6-23-601. Identify the specific State Board rules requested to be waived by title and section number if applicable. Provide a brief description of the need for each waiver requested.

Evaluation Criteria:

A response that meets the standard will present:

- List the waivers requested of standards for accreditation and Arkansas Education Code as allowed under Arkansas Code Annotated §6-23-601;
- Provide compelling and persuasive reasons for the waivers and why they are necessary for the proposed program; and
- Explain how the waivers will be utilized to develop the goals and objectives of the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 12 OF APPLICATION: DESEGREGATION

This section should describe the potential impact of the proposed limited district conversion public charter school on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

ADDITIONAL COMMENTS:

**ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
GOVERNING PUBLIC CHARTER SCHOOLS**

~~November 5, 2007~~ July 13, 2009

1.00 Regulatory Authority

- 1.01 These rules ~~and regulations~~ shall be known as the Arkansas Department of Education Rules ~~and Regulations~~ Governing Public Charter Schools.
- 1.02 The State Board of Education enacted these rules ~~and regulations~~ pursuant to its authority under Ark~~ansas~~ Code Ann~~otated~~ §6-11-105, 6-23-101 et seq., 25-15-201 et seq., ~~6-23-101 et seq.~~, and ~~Act 736 of 2007~~ Act 1469 of 2009.

2.00 Purpose of Regulations

- 2.01 The purposes of these rules ~~and regulations~~ are to implement Ark~~ansas~~ Code Ann~~otated~~ §6-23-101, et seq. and to establish the requirements and procedures for the application of a public charter school, for monitoring a school once it has been granted a charter by the State Board of Education (State Board), for renewal, modification, and revocation of a charter granted by the State Board of Education, and for disbursing funds to a public charter school.

3.00 Definitions

For the purpose of these rules ~~and regulations~~:

- 3.01 “Debt” is defined as a financial obligation incurred by a public charter school, which is due in more than 365 days.
- 3.02 “Average daily membership (ADM)” is defined as the total number of days attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year, divided by the number of school days actually taught in the school during that period of time rounded up to the nearest hundredth.
- 3.03 “Local School Board” means a board of directors exercising the control and management of a public school district. In addition for the purposes of these ~~regulations~~ rules a local school board refers to the board of directors of the school district where the public charter school will be physically located.
- 3.04 “Public school district in which enrollment is likely to be affected” is defined as the school districts in the geographical area surrounding the proposed open-enrollment public charter school from which students are likely to be drawn across district lines for enrollment in the public charter school.

- 3.05 “Application” is defined as the proposal for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status presented to the State Board of Education requesting to enter into a charter that describes the school and provides all of the information required by law and the Arkansas Department of Education, in the form prescribed by the Charter School Office. The term application shall be synonymous with the term petition, and the terms are interchangeable throughout these rules. The application, in addition to any conditions or requirements agreed upon by the State Board, will serve as the terms and conditions of the charter.
- 3.06 “Letter of Intent” is defined as a written notice submitted to the Department of Education Charter School Office that a public school district or an eligible entity intends to file a charter school application. Such letter of intent shall be submitted on forms provided by the Department of Education by the established deadline.
- 3.07 “Eligible entity” is defined as a public or private, nonsectarian institution of higher education; governmental entity, or organization, which has applied for tax exempt status under §501(c)(3) of the Internal Revenue Code at the time of application for the open-enrollment charter. The eligible entity must have status as a tax-exempt organization under § 501(c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.
- 3.08 “Charter” is defined as a performance-based contract between the State Board of Education and an approved applicant for public charter school status which exempts the public charter school from specified state and local rules, regulations, policies, and procedures for an initial five-year (5) period and which operates under the specific terms of a charter granted by the State Board of Education.
- 3.09 “Public charter school” is defined as a conversion public charter school, an open-enrollment public charter school, or a limited public charter school.
- 3.10 “Open-enrollment public charter school” is defined as a public school that is operating under the terms of a charter granted by the State Board of Education on the application of an eligible entity, ~~and~~ may draw its students from any public school district in this state, and is a local educational agency under the Elementary and Secondary Education Act of 1965, 20 U.S.C. §7801
- 3.11 “Conversion public charter school” is defined as an existing public school which has ~~is~~ converted to a school under the terms of a charter approved by the local school board and the State Board of Education.
- 3.12 “Limited public charter school” is defined as a public school that has converted to operating under the terms of a limited public charter approved by the local school board and the State Board of Education.

- 3.13 “Founding member” is defined as any individual who is either a member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school or a member of the initial governing non-advisory board of the open-enrollment public charter school.
- 3.14 “Parent” is defined as any parent, legal guardian, or other person having custody or charge of a school-age child.
- 3.15 “Public school” is defined as a school that is part of a public school district under the control and management of a local school board.
- 3.16 “License” is that authority granted by the State Board of Education to an already existing open-enrollment public charter sponsoring entity for the purpose of establishing another open-enrollment public charter school with a limit of only one charter license to be approved for each additional open-enrollment public charter school to be established under an already existing open-enrollment charter provided the applicant for a charter license meets the following minimum conditions: (1) open-enrollment public school charter from the State Board of Education, and (2) meets the requirements of Section 10.05.1 of these Rules.

4.00 Observance of Anti-Discrimination Laws

- 4.01 All public charter schools shall observe and comply with all anti-discrimination law, both federal and state.
- 4.02 For the purposes of the Individuals with Disabilities Education Act (IDEA) and these rules ~~and regulations~~, all public charter schools are responsible for ensuring that the requirements of IDEA are met.
- 4.03 For the purposes of Section 504 of the Rehabilitation Act and these rules ~~and regulations~~, all public charter schools are responsible for ensuring that the requirements of Section 504 are met.

5.00 Application Process, Schedule, Forms and Technical Assistance

- 5.01 A procedure for establishing a public charter school shall be published by the Department of Education at least thirty (30) days prior to the hearing of a charter school application or license request or issue, as approved by the State Board of Education. If all dates and requirements in the procedures for establishing a public charter school are not strictly followed, the State Board may refuse to consider the application for a charter.
- 5.02 Application forms and other documents needed for the public charter school application process shall be provided by the Department of Education Charter

School Office and are attached as “Appendix A” to these Rules and incorporated into these Rules as if fully set forth herein.

- 5.03 Any requests for technical assistance by a charter applicant shall be made to the Department of Education Charter School Office.
- 5.04 A public school district is not eligible to apply for an open-enrollment public charter.

6.00 Conversion Public Charter School – Application Approval Procedures

- 6.01 Each conversion public charter applicant must submit, by certified mail on or before the established deadline, to the Department of Education Charter School Office a letter of intent signed by the school board president.
- 6.02 Each charter applicant shall prepare an application that describes the elements of the applicant’s plan for establishing a conversion public charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application.
- 6.03 A public school application for a conversion public charter school may include, but shall not be limited to, the following purposes:
 - 6.03.01 Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;
 - 6.03.02 Addressing school improvement status resulting from sanctions listed in Arkansas Code Annotated § 6-15-207(c)(8) and 6-15-429(a) and (b); or
 - 6.04.03 Partnering with other districts or schools to address students’ needs in a geographical location or multiple locations.

7.00 Responsibilities of the State Board of Education – Conversion Public Charter Schools

- 7.01 The State Board shall not approve a conversion public charter school application from a district that has not been approved by the district’s local board.
- 7.02 The Department of Education shall review the applications and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.

- 7.03 The State Board shall review the applications for proposed public charter schools. The State Board shall vote whether or not to award charters. The State Board may place conditions on the charters it awards.
- 7.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 7.05 The decision of the State Board of Education shall be final.

8.00 Open-Enrollment Public Charter School – Application Approval Procedures

8.01 Each open-enrollment public charter applicant must submit to the Department of Education Charter School Office a letter of intent sent by certified mail and received by the Department on or before the established deadline. A copy of the letter of intent shall also be sent by certified mail to the superintendent ~~each member of the local board of~~ each the public school district from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located. ~~where the proposed public charter school will be located as well as the local school boards of public school districts in which enrollment is likely to be affected. The letter to each board member shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district or the Department upon request of the applicant.~~

8.02 Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendent of each public school district from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.

8.02~~8.03~~ Each charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a public charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application,

8.03~~8.04~~ The application shall be received ~~by the~~ established deadline ~~to the local board of the public school district where the proposed public charter school will be located and received by the Department on or before the established deadline. The applicant shall send the application by certified mail to the Superintendent of the local district. The applicant shall~~

~~provide the Department of Education with verification that the required notice was sent to the local board. A copy of this same application shall be sent to the Department of Education.~~

8.048.05 Each open-enrollment public charter applicant shall send a copy of the application to all public school districts in which enrollment is likely to be affected by the public charter school by the established deadline. The application shall be sent by certified mail to the ~~local school board(s) in care of the~~ Superintendent(s) by the established deadline. Documentation shall be provided to the Department of Education, in the form of copies of certified mail receipts that the applications were sent.

8.058.06 The board of the public school districts in which enrollment is likely to be affected by the proposed public charter school may review the open-enrollment public charter school application and submit any written findings or statements of the board, signed by the board president, to the Department of Education Charter School Office by an established deadline. The school board shall send a copy of the written findings or statements to the applicant by certified mail. Failure to submit this information will constitute the conclusion that the proposed public charter school will have no impact on the district.

8.068.07 The local board of the district where the proposed public charter school is to be located shall review the open-enrollment public charter school application. The local board shall vote to approve or disapprove the application and prepare written findings. The results of the vote and the written findings shall be sent by certified mail to the Department of Education Charter School Office and to the public charter school applicant by an established deadline. An affected school district may submit written comments concerning the application to the State Board to be considered at the time of the State Board's review of the application by a deadline to be established by the State Board.

8.08 The applicant for an open-enrollment public charter school whose application is disapproved by the local board shall have the immediate right to proceed with a written notice of appeal to the State Board of Education. To exercise the right to appeal, the applicant must send written notice of appeal to the State Board within ten (10) calendar days after receiving notice of the local board's disapproval of the application for an open-enrollment public charter school. The notice of appeal shall be sent by certified mail to the State Board of Education and to the local board of the district where the proposed public charter school is to be located.

9.00 Responsibilities of the State Board of Education – Open-Enrollment Public Charter Schools

- 9.01 The Department of Education shall review the applications and present to the State Board a written evaluation of the application. It is recommended that the evaluation form attached to these Rules as “Appendix C” and incorporated into these Rules as if fully set forth herein to be used by the Department in evaluating applications. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review. The State Board of Education may request the Department of Education to contract with outside agencies to provide services concerning the review and evaluation of charter applications.
- 9.02 In the event an application is denied by the local board, the State Board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal at a location where all interested parties may appear and present relevant information regarding the proposed open-enrollment public charter school.
- 9.02.01 The charter applicant shall have a period of time to be set at the discretion of the State Board as required by Section 5.01 of these Rules to present its arguments to the State Board for approval of the proposed public charter school. The local school board and boards of districts likely to be affected by the proposed public charter school shall have a combined period of time, to be set at the discretion of the State Board, to present the arguments for disapproval of the proposed public charter school to the State Board. The charter applicant shall then have a period of time, to be set at the discretion of the State Board, to respond to the arguments of the local school board and boards of districts likely to be affected by the proposed charter school. The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representative(s) and/or the charter applicant.
- 9.03 The State Board shall review the applications for proposed public charter schools and utilize the same procedures set forth in Section 9.02.01 of these Rules. The Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.
- 9.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or to receive technical assistance to correct deficiencies in the application.
- 9.05 The decision of the State Board shall be final.

10.00 Content of Application and Charter

- 10.01 The public charter school application shall include, but is not limited to the following:
- 10.01.01 educational mission;
 - 10.01.02 educational need;
 - 10.01.03 description of public hearing results;
 - 10.01.04 description of educational plan, which clearly addresses how the public charter school will improve student learning and academic achievement and meet or exceed state goals;
 - 10.01.05 description of governance and organizational structure;
 - 10.01.06 description of facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority
 - 10.01.07 copies of annual budget and financial plan (including all sources of funding);
 - 10.01.08 establishes the entity has applied for tax exempt status under § 501(c) (3) of the Internal Revenue Code of 1986;
 - 10.01.09 agreement to provide annual report of progress toward meeting performance goals to parents, community, local board and State Board;
 - 10.01.10 description of admission procedure;
 - 10.01.11 description of support services;
 - 10.01.12 identification of regulations, if any, to be waived, with rationale for waiver request;
 - 10.01.13 school calendar and school day schedule; and
 - 10.01.14 description of age or grade range of pupils to be enrolled.
- 10.02 In addition to the requirements identified in Section 10.01 of these Rules, an application for an open-enrollment public charter school shall include, but is not limited to, the following:

- 10.02.01 specification of period for which the charter or any charter renewal is valid, contingent upon acceptable student performance levels established within the state accountability system;
- 10.02.02 prohibition of discrimination in admission on the basis of gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools; although the charter may provide for the exclusion of a student who has been expelled from another public school district;
- 10.02.03 specification of the qualifications to be met by professional employees of the program;
- 10.02.04 description of budget process;
- 10.02.05 description of annual audit of financial and programmatic operations, including how the charter school will provide information needed by the public school district in which the charter school is located;
- 10.02.06 description of facilities to be used and its location including the terms of the facility utilization agreement if the facility for the public charter school is owned or leased from a sectarian organization. All lease agreements by applicants for school facilities shall utilize the Lease Agreement Form attached to these Rules as “Appendix B” and incorporated into these Rules as if fully set forth herein;
- 10.02.07 description of geographical area, school district or school attendance area to be served by the program;
- 10.02.08 description of admission and enrollment criteria and student recruitment and selection processes, including provision for a random, anonymous student selection method if more eligible students apply for a first-time admission than the public charter school is able to accept; and
- 10.02.09 a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees.

10.03 Preference for Approval of Open-Enrollment Public Charter Schools

The State Board shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:

- 10.03.1 Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;
 - 10.03.2 Where the district has been classified by the State Board as in academic distress under Ark. Code Ann. § 6-15-428; or
 - 10.03.3 Where the district has been classified by the Department of Education as in some phase of school improvement under Ark. Code Ann. § 6-15-426 or some phase of fiscal distress under § 6-20-1902 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the State Board.
- 10.04 The State Board may grant no more than a total twenty-four (24) charters for open-enrollment public charter schools, a charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in Section 10.05 of these Rules.
- 10.04.1 An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized pursuant to the provisions of § 6-13-1601 et seq. until after the third year of the administrative reorganization.
- 10.05 In accordance with Ark. Code Ann. § 6-23-304, the Knowledge Is Power Program instructional program is recognized as an effective method for meeting the statutory purpose and intent of Ark. Code Ann. § 6-23-101 et seq., closing the achievement gap in public schools for economically disadvantaged, racial and ethnic subgroups, Ark. Code Ann. § 6-15-401 et seq. and Ark. Code Ann. § 6-15-1601 et seq., and otherwise providing an alternative, proven, adequate and equitable education to Arkansas students.
- 10.05.1 Any charter applicant that receives an approved open-enrollment public charter under Section 10.04 of these rules may petition the State Board at any time for a charter school to be opened no earlier than July 1 of the following school year for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas provided that the applicant meets the following conditions, subject to the normal application, review, and approval process of the State Board, with the exception that the license request does not have to be initially sent to the local board for its consideration:
 - 10.05.1.1 The approved open-enrollment public charter applicant has demonstrated success in student achievement gains, as defined by the State Board; and

- 10.05.1.2 The approved open-enrollment public charter applicant has not been subject to any disciplinary action by the State Board; has not been classified as in school improvement, academic or fiscal distress; and has not had its open-enrollment public charter placed on probation, suspended or revoked; and
- 10.05.1.3 The State Board of Education determines in writing by majority of a quorum of the State Board present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in Section 10.05.1 of these rules.
- 10.05.2 The State Board shall consider any such license petition within ninety (90) business days after it receives the petition, utilizing the same procedures set forth in Section 9.02.01 of these Rules.

11.00 Enrollment

- 11.01 Enrollment for an existing public school converted to a public charter school will be determined in the manner similar to the enrollment procedures for the school district in which the public charter school is located or similar to the enrollment procedures for district magnet schools.
- 11.02 If more eligible students apply for admission than the public charter school is able to accept, then the public charter school shall create an enrollment process based upon a random anonymous student selection method.
- 11.03 While a public charter school may operate on a traditional calendar or a year-long calendar, all public charter schools shall begin the school year in the fall.
- 11.04 Enrollment projections for open-enrollment public charter schools must be ~~based reported on documentation~~ as of July 1 of the each school year. Documented student enrollment as of July 30 of each school year shall be reported by open-enrollment public charter schools.
- 11.05 An open-enrollment public charter school may allow a preference for children of the founding members of the eligible entity. The number of enrollment preferences granted to the children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school and siblings of students currently enrolled in the school.
- 11.06 A public charter school may allow the use of a weighted lottery in the student selection process when necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States

Constitution, a court order, or a federal or state law requiring desegregation, as permitted by the Charter Schools Program, Title V, Part B, Non-Regulatory Guidance of the United States of the Department of Education, July, 2004.

12.00 Funding

12.01 Funding for Public Charter Schools

- 12.01.01 An existing public school converted to a public charter school shall receive funds equal to the amount apportioned by the district from state and local revenue per average daily membership.
- 12.01.02 An open-enrollment public charter school shall receive funds equal to the amount that any a public school would receive under 6-20-2305 (a) and (b) as well as any other funding that the public charter school is entitled to receive under law.

12.01.03 For the first year of operation and for the first year the open-enrollment public charter school adds a new grade, the foundation funding and enhanced educational funding for an open-enrollment public charter school is determined as follows: an initial funding estimate shall be The initial funding estimate for an open-enrollment public charter school shall be based upon the enrollment as of July 30 of the current school year. In December, funding will be adjusted based upon the current year first quarter average daily membership; and a final adjustment will be made after the current three-quarter average daily membership is established. For the second year and each school year thereafter (if new grade(s) have not been added), the previous year's average daily membership will be used to calculate foundation funding and any enhanced educational funding amounts. Charter schools receiving foundation funding based on prior year three quarter ADM are eligible to receive student growth funding pursuant to §6-20-2305.

12.01.04 For the first year of operation, free or reduced price meal eligibility data as reported by October 1 of the current school year will be used to calculate the national school lunch state categorical funding under the State Board rules governing special needs funding, and for the second year and each school year of operation thereafter, the previous year's October 1 national school lunch student count as specified in State Board rules governing special needs funding will be used to calculate national school lunch state categorical funding for the open-enrollment public charter school.

12.01.05 In the first year of operation the open-enrollment public charter school shall receive professional development funding based upon the initial projected enrollment student count as of July 30 of the current school year

multiplied by the per-student professional development funding amount under §6-20-2305 (b) (5) for that school year. For the second year and each school year thereafter, professional development funding will be based upon the previous year's average daily membership multiplied by the per-student professional development funding amount under §6-20-2305 (b) (5) for that school year.

12.01.06 The Department of Education shall distribute other categorical funding under §6-20-2305 (a) and (b) for which an open-enrollment public charter school is eligible as provided by state law and rules promulgated by the state board. Funding for Alternative Learning Education (ALE) students will be funded pursuant to §6-20-2305.

~~12.01.03~~ 12.01.07 An open-enrollment public charter school shall not be denied foundation funding, enhanced educational funding or categorical funding in any year of operation provided that the open-enrollment public charter school submits to the department the number of students eligible for funding through the Arkansas Public School Computer Network (APSCN) reporting process as specified in applicable rules.

12.02 The Department of Education shall establish procedures to ensure that every public charter school receives the Federal funds for which the public charter school is eligible.

12.02.01 The Department of Education shall take such measures as necessary to ensure that a public charter school receives the federal funds for which the school is eligible not later than five (5) months after the public charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in the public charter school are not fully and completely determined until that public charter school actually opens.

12.02.02 The measures shall also ensure that every public charter school expanding its enrollment in any subsequent year of operation receives the federal funding for which the public charter school is eligible not later than five (5) months after such expansion.

12.03 The submission to an annual certified audit as required by Arkansas Code Annotated §6-23-101 et seq., shall be made according to Arkansas Law and to the Department of Education fiscal regulations and time lines. Failure to submit such audit in a timely manner shall result in suspension of state aid payments until such audit is received by the Department of Education. The school's fiscal year shall run from July 1 through June 30.

12.04 All open-enrollment public charter schools operated by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code are subject to

the same auditing and accounting requirements as any other public school district in the state.

- 12.05 An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

13.00 Evaluation, Monitoring and Reporting Requirements of the Public Charter Schools

- 13.01 The Arkansas Department of Education shall conduct an annual evaluation of all public charter schools, which shall include, but not be limited to, consideration of the following:

- 13.01.01 student scores under the statewide assessment program described in § 6-15-433;
- 13.01.02 student attendance;
- 13.01.03 student grades;
- 13.01.04 student discipline incidents
- 13.01.05 socioeconomic data on students' families;
- 13.01.06 parent satisfaction with the school;
- 13.01.07 student satisfaction with the schools;
- 13.01.08 on-site monitoring of the facility; and
- 13.01.09 other terms of the school's charter.

- 13.02 The State Board of Education may require the charter holder to appear before the State Board to discuss the results of the evaluation and to present further information to the State Board as the Department or State Board deems necessary.

- 13.03 As a condition of its charter, each public charter school is required to provide an annual report to parents, the community and the State Board that details its progress in meeting its academic performance objectives.

13.04 Each public charter school shall participate in the Arkansas Public School Computer Network reporting requirements.

13.05 Each public charter school shall provide to the Department of Education the same data required of other public schools, unless such data requirement is waived by the terms of the charter.

14.00 Basis and Procedure for Public Charter Modification, or Charter School Probation, Revocation, or Denial of Renewal.

14.01 The State Board may modify the charter of a public charter school or it may place a public charter school on probation or revoke its charter or deny renewal of its charter at any time the State Board deems it necessary to do so.

14.02 The State Board shall notify the chief operating officer of the public charter school of the alleged violation of the school's charter or of the offense in question. The notice shall include the State Board's proposed action. The notice shall be delivered by certified mail to the chief operating officer of the public charter school.

14.03 The chief operating officer of the public charter school, on behalf of the charter school, may request, in writing, a hearing before the State Board.

14.04 The State Board shall hold a hearing, if requested, within forty-five (45) calendar days of receipt of the hearing request.

14.05 The hearing shall be held at the location of the regular or special meeting of the State Board of Education.

14.05.01 Notice of the hearing shall be provided to the superintendent and the president of the local school board of the school district where the conversion public charter school is located or to the chief operating officer of the open-enrollment public charter school.

14.05.02 The hearing shall be open to the public.

14.06 The decision of the State Board shall be final.

15.00 Impact on Desegregation Efforts

15.01 The applicant petitioners for each application for a proposed public charter school must include a written evaluation describing the potential impact on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

- 15.02 The local board shall also prepare a written evaluation of the potential impact the proposed public charter school will have on the efforts of the public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. This evaluation shall be forwarded to the State Board.
- 15.03 Technical assistance in this review may be provided by the Department of Education's section on Accountability and its unit on Desegregation Monitoring.
- 15.04 The State Board of Education shall not approve any public charter school which hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or districts in this state.

16.0 Renewal of Charters

- 16.01 Each open-enrollment public charter school and conversion public charter school must apply for renewal of its charter prior to expiration on a form prescribed by the Charter School Office, by a deadline set by the Charter School Office.
- 16.02 A charter may be renewed by the State Board of Education for up to a five (5) year period. The State Board may decide not to renew a charter or to renew a charter for a period less than five years.

17.0 Assets of School as Property of State

- 17.01 Any holder of a charter for an open-enrollment public charter school must give the Department at least thirty (30) business days' notice of its intent to cease operation as an open-enrollment public charter school to allow the charter holder and the Department sufficient time to accomplish those items necessary and required to close the charter school.
- 17.02 Upon dissolution of an open-enrollment public charter school or upon non-renewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest or real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of an open-enrollment charter school.
- 17.03 If the open-enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open-enrollment public charter school, the State Board of Education may require that the property be sold.
- 17.04 The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase. The open-enrollment public charter school will assume sole responsibility of all expenditures at the close of the school.

Agency # 005-15

ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
GOVERNING LIMITED CHARTER SCHOOLS
(Approved August 13, 2001) July 13, 2009

1.00 Regulatory Authority

- 1.01 These rules ~~and regulations~~ shall be known as the Arkansas Department of Education Rules ~~and Regulations~~ Governing Limited Charter Schools.
- 1.02 The State Board of Education enacted these rules ~~and regulations~~ pursuant to its authority under Arrkansas Code Annotated §6-11-105, §6-23-206, and §6-23-201 et seq. ~~Act 1311 of 2001.~~

2.00 Purpose of Regulations

- 2.01 The purposes of these ~~regulations~~ rules are to implement §6-23-601 ~~Act 1311 of 2001, Section 9,~~ and to establish the requirements and procedures for the application of a limited charter school and for monitoring a school once it has been granted a limited charter by the State Board of Education.

3.00 Definitions

For the purpose of these rules ~~and regulations~~:

- 3.01 “Limited Charter School” is defined as a public school operating under the terms of a charter approved by the State Board of Education for the purposes of implementing an alternative comprehensive staffing and compensation program designed to enhance student and teacher performance and improve employee salaries, opportunities, and incentives.

3.02 ~~“Application” is defined as the document presented to the State Board of Education requesting to enter into a charter that describes the school and provides all of the information required by law and the Department of Education. The term application shall be synonymous with the term petition, and the terms are interchangeable throughout these rules and regulations as used in Act 1311 of 2001.~~ “Application” is defined as the proposal for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status presented to the State Board of Education requesting to enter into a charter that describes the school and provides all of the information required by law and the Arkansas Department of Education, in the form prescribed by the Charter School Office. The term application shall be synonymous with the term petition, and the terms are interchangeable throughout these rules. The application, in addition to any conditions or requirements agreed upon by the State Board, will serve as the terms and conditions of the charter.

3.023.03 “Letter of Intent” is defined as a written notice submitted to the Department of Education Charter School Office that a public school district intends to file a limited charter school application. Such letter of intent shall be submitted on forms provided by the Department of Education.

4.00 Observance of Anti-Discrimination Laws

- 4.01 All limited charter schools shall observe and comply with all anti-discrimination law, both federal and state.
- 4.02 For the purposes of the Individuals with Disabilities Education Act (IDEA) and these rules ~~and regulations~~, all limited charter schools are responsible for ensuring that the requirements of IDEA are met.
- 4.03 For the purposes of Section 504 of the Rehabilitation Act and these rules ~~and regulations~~, all limited charter schools are responsible for ensuring that the requirements of Section 504 are met.

5.00 Application Process, Schedule, Forms and Technical Assistance

- 5.01 A procedure for establishing a limited charter school shall be published by the Department of Education, as approved by the State Board of Education. All dates and requirements in the procedures for establishing a limited charter school shall be strictly followed by the charter applicant.
- 5.02 Application forms and other documents needed for the limited charter school application process shall be provided by the Department of Education.
- 5.03 Any requests for technical assistance by a charter applicant shall be made to the Department of Education Charter School Office.

6.00 Limited Charter School – Application Approval Procedures

- 6.01 Each limited charter applicant must submit, by certified mail on or before the established deadline, to the Department of Education Charter School Office a letter of intent signed by the school board president.
- 6.02 Each limited charter applicant shall prepare an application that describes the elements of the applicant’s plan for establishing a limited charter school. The application shall be on a form provided by the Department of Education. Technical assistance in preparing the application may be requested from the Department of Education Charter School Office.
- 6.03 The application shall be reviewed by the local board of the public school district as a regular agenda item at their local board meeting. The local board shall vote to approve or disapprove the application. If approved, the local board shall forward

the application with sufficient written proof of the local boards' approval of the application to the State Board of Education.

7.00 Responsibilities of the State Board of Education – Limited Charter Schools

- 7.01 The State Board shall not approve a limited charter school application from a district that has not been approved by the district's local board.
- 7.02 The Department of Education shall review the application and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.
- 7.03 The State Board shall review the applications for proposed limited charter schools. The State Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.
- 7.04 The State Board of Education may defer the vote to approve or disapprove a limited charter application in order to allow a limited charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 7.05 The decision of the State Board of Education shall be final.

8.00 Content of Application and Charter

- 8.01 The limited charter school application shall include, but is not limited to the following:
 - 8.01.01 identification of the rules ~~and regulations~~ and the provisions of Title 6 of the Arkansas Code, if any, to be waived, with rationale for waiver request as allowed by Arkansas Code Annotated §6-23-601 (b) (1) ~~Act 1311 of 2001~~;
 - 8.01.02 description of a plan for school improvement that addresses how the school will improve student learning and meet the state education goals;
 - 8.01.03 description of how the certified employees at the limited charter school will be involved developing and implementing the school improvement plan and in identifying performance criteria; and
 - 8.01.04 description of the performance criteria that will be used during the initial three-year period of the charter to measure the progress of the

limited charter school in improving student learning and meeting or exceeding the state education goals.

8.02 In addition to the requirements identified in section 8.01, an application for a limited charter school shall include, but is not limited to, the following:

8.02.01 description of admission, enrollment criteria and student selection processes, including a provision for a random, anonymous student selection method if more eligible students apply for a first-time admission than the limited charter school is able to accept, except as allowed for in [Arkansas Code Annotated §6-23-306](#) ~~Act 463 of 2001~~;

8.02.02 a statement that the school district will not discriminate in admission on the basis of gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district;

8.02.03 A limited charter school located in a school district under court ordered desegregation may use a weighted lottery in the student selection process in accordance with [Arkansas Code Annotated §6-23-306](#) ~~Act 463 of 2001~~; and

8.02.04 a statement that the school district will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees.

9.00 Enrollment

9.01 Enrollment for a limited charter school will be determined in the manner similar to the enrollment procedures for the school district in which the limited charter school is located.

9.02 If more eligible students apply for admission than the limited charter school is able to accept, then the limited charter school shall create an enrollment process based upon a random anonymous student selection method, except as allowed for in [Arkansas Code Annotated §6-23-306](#) ~~Act 463 of 2001~~.

9.03 While a limited charter school may operate on a traditional calendar or a year-long calendar, all limited charter schools shall begin the school year in the fall.

10.00 Funding

10.01 A limited charter school shall receive funds equal to the amount apportioned by the district from state and local revenue per average daily membership.

10.02 The Department of Education shall establish procedures to ensure that every limited charter school receives the Federal funds for which the limited charter school is eligible.

10.02.01 The Department of Education shall take such measures as necessary to ensure that a limited charter school receives the federal funds for which the school is eligible not later than five (5) months after the limited charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in the limited charter school are not fully and completely determined until that limited charter school actually opens.

10.02.02 The measures shall also ensure that every limited charter school expanding its enrollment in any subsequent year of operation receives the federal funding for which the limited charter school is eligible not later than five (5) months after such expansion.

10.03 The submission of an annual certified audit as required by [Arkansas Code Annotated](#) §6-23-101 et seq. shall be made according to Arkansas Law and to the Department of Education fiscal regulations and time lines. Failure to submit such audit in a timely manner would result in suspension of state aid payments until such audit is received by the Department of Education. The school's fiscal year shall run from July 1 through June 30.

11.00 Evaluation, Monitoring and Reporting Requirements of Limited Charter Schools

11.01 The Arkansas Department of Education shall conduct an annual evaluation of all limited charter schools, which shall include, but not be limited to, consideration of the following:

11.01.01 student scores on assessment instruments; and

11.01.02 other terms of the school's charter.

11.02 As a condition of its charter, each limited charter school is required to provide an annual report to parents, the community, and the State Board that details its progress in meeting its academic performance objectives.

11.03 Each limited charter school will participate in the Arkansas Public School Computer Network reporting requirements.

11.04 Each limited charter school shall provide to the Department of Education the same data required of other public schools, unless such data requirement is waived by the terms of the charter.

12.00 Basis and Procedure for Charter Modification, or Limited Charter School Probation, Revocation, or Denial of Renewal.

- 12.01 The State Board may modify the charter of a limited charter school or it may place a limited charter school on probation or revoke its charter or deny renewal of its charter at any time the Board deems it necessary to do so.
- 12.02 The State Board shall notify the superintendent of the sponsoring school district of the alleged violation of the school's charter or of the offense in question. The notice shall include the State Board's proposed action. The notice shall be delivered by certified mail to the superintendent of the school district where the limited charter school is located.
- 12.03 The superintendent of the school district where the limited charter school is located, on behalf of the limited charter school, may request, in writing, a hearing before the State Board.
- 12.04 The State Board shall hold a hearing, if requested, within forty-five (45) calendar days of receipt of the hearing request.
- 12.05 The hearing shall be held at the facility at which the limited charter school is located.
 - 12.05.01 Notice of the hearing shall be provided to the superintendent and the president of the local school board of the school district where the limited charter school is located.
 - 12.05.02 The hearing shall be open to the public.
- 12.06 The decision of the State Board shall be final.

13.00 Impact on Desegregation Efforts

- 13.01 The petitioners of each application for a proposed limited charter school must include a written evaluation describing the potential impact on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
- 13.02 The local board shall also prepare a written evaluation of the potential impact the proposed limited charter school will have on the efforts of the school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. This evaluation shall be forwarded to the State Board.
- 13.03 Each application for a proposed limited charter school shall be examined for its effect on the minority and majority percentages of student enrollment in the public school districts within the limited charter school's proposed population outreach.

- 13.04 The Department of Education shall compute the minority and majority percentages of each county's public school population and shall then compute the acceptable range of variance from those percentages for school districts within each county from which the limited charter school will receive students.
- 13.05 Each application for a proposed limited charter school shall be reviewed for its effect on these percentages that may be caused by:
 - 13.05.01 the proposed limited charter school's proposed population range;
 - 13.05.02 the size of the individual limited charter school;
 - 13.05.03 the type of student population to be served; and
 - 13.05.04 the proximity of a proposed limited charter school to an existing school district under desegregation obligations.
- 13.06 Each application for a proposed limited charter school shall be reviewed for program and services as compared to the program and service requirements of the districts under the desegregation order.
- 13.07 Technical assistance in this review may be provided by the Department of Education's Section on Accountability and its unit on Desegregation Monitoring.

Draft of Arkansas Department of Education
Rules Governing Reimbursement by School Districts for Election Expenses
~~October 2007~~ July 2009

1.00 Regulatory Authority

These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-14-118, and ~~Act 1200 of the 2007 regular session.~~ Act 292 of the 2009 regular session.

2.00 Purpose

This rule shall apply to all school districts and establishes the procedures to be used to determine the reimbursement amount that districts shall pay to the county to assist with the cost of school elections.

3.00 Procedures

3.01 This rule shall apply to all annual and special school elections.

3.02 Beginning with the ~~2007-2008~~ 2009-2010 school year and each year thereafter, school districts in the county shall reimburse the county for the ~~entire~~ cost of the school election less expenses incurred for election officials at individual polling places.

3.03 Each district's share of the total cost of the school election shall be determined by multiplying the total cost of the election by a fraction, the numerator of which is the number of votes cast in the specific school election and the denominator of which is the total number of votes cast in the entire election.

3.04 Expenses incurred for election officials at individual polling places shall be paid by the school district in which the polling place is located.

~~3.04~~ 3.05 Districts shall pay the expenses for all annual or special elections from the school operating fund.

Draft of Arkansas Department of Education
Rules Governing the Regulatory Basis of Accounting
~~October 9, 2006~~ July 2009

1.00 Authority

1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code. 6-11-105.

1.02 These rules shall be known as the Arkansas Department of Education Rules Governing the Regulatory Basis of Accounting.

2.00 Purpose

2.01 The purpose of these Rules is to establish a consistent basis of accounting for schools.

3.00 Definitions - For purposes of these Rules, the following term means:

3.01 "School" - any public school district, charter school, educational cooperative, or any publicly supported entity having supervision over public educational entities.

3.02 "Regulatory Basis of Accounting" - A basis of accounting that the reporting entity (school) uses to comply with the requirements or financial reporting provisions of a governmental regulatory agency (Arkansas Department of Education) to whose jurisdiction the entity is subject.

4.00 Financial Reporting-Regulatory Basis of Accounting

4.01 The financial statements shall be presented on a fund basis format. There shall be no entity-wide statements.

4.02 The financial statements shall consist of: Balance Sheet -Regulatory Basis; Statement of Revenues, Expenditures and Changes in Fund Balances -Governmental Funds - Regulatory Basis; Statement of Revenues, Expenditures and Changes in Fund Balances -Budget and Actual -General and Special Revenue Funds -Regulatory Basis.

4.03 There shall be included a Schedule of Capital Assets, including land, buildings and equipment, as supplemental information. The Capital Assets shall be reported net of accumulated depreciation.

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- 4.04 Major governmental funds shall be defined as general and special revenue. Such funds shall be presented separately in the financial statements. All other governmental funds shall be presented in the aggregate. Fiduciary fund types shall be presented in a separate column in the Balance Sheet –Regulatory Basis.
- 4.05 Revenues, except for property taxes (see below), shall be reported in the financial statements in the accounting period in which they become susceptible to accrual – that is, when they become both measurable and available to finance expenditures of the fiscal period. Expenditures shall be reported in the financial statements when the related liability is incurred. Such expenditures shall not include accruals for interest payable, compensated absences, prepaid expenses or inventories. Reported liabilities, except for deferred taxes, shall not include the current portion of long-term debt or deferred revenues. Property taxes shall be accrued or deferred, as applicable, in accordance with current approved guidelines issued by the Arkansas Department of Education (ADE). Arkansas law defines revenue receipts of a school district and includes forty percent (40%) of the proceeds of local taxes which are not pledged to secure bonded indebtedness or forty percent (40%) of the revenue from the uniform rate of tax whichever is greater collected in the succeeding calendar year, commonly known as 40% pullback, within that definition. School districts must utilize the 40% pullback amount, as calculated by the ADE and reflected on the respective county's abstract of assessments, in recording property tax revenue as follows:
- If the amount of 40% pullback collected by June 30th is less than the calculated 40% pullback amount, the difference must be accrued;
 - If the amount of 40% pullback collected by June 30th is more than the calculated 40% pullback amount, the excess must be recorded as deferred tax revenue.
- 4.06 Revenues shall be reported by major sources, and expenditures shall be reported by major function.
- 4.07 Other transactions which are not reported as revenues or expenditures shall be reported as other financing sources and uses. Transactions related to the recording of installment contracts, capital leases, and significant insurance recoveries shall be reported as other financing sources. Losses resulting from the impairment of capital assets shall not be reported in the financial statements.
- 4.08 The carrying value of sinking funds, required by the provisions of a Qualified Zone Academy Bond (QZAB), shall be reported at cost. Risk disclosures of the related investments, as addressed in Governmental Accounting Standards Board Statement No. 40, shall not be included in the Notes to Financial Statements.

4.09 The Notes To Financial Statements (NTFS) shall include those disclosures appropriate to the regulatory basis of accounting. The NTFS shall also include the following, if applicable: summarized reporting information, if material, pertaining to component units, related organizations, and other affiliated organizations (as defined by the Governmental Accounting Standards Board), changes in private-purpose trust funds, and required disclosures related to long-term debt.

4.10 There shall be no Management's Discussion and Analysis.

4.11 The Schedule of Expenditures of Federal Awards shall be reported on the same basis of accounting as the financial statements.

4.12 Those payments made by the Arkansas Department of Education (ADE) on behalf of schools, but not directly to schools, shall not be recorded as revenue and expenditures by the schools. (Example: Health Insurance, contributions paid by ADE in accordance with Arkansas Code Annotated §6-17-1117.)

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5.00 Alternative Basis of Presentation

5.01 The governing body of a school district may adopt a resolution, not less than six months before the end of the school fiscal year, requiring their financial statements be presented in accordance with the standards established by the Governmental Accounting Standards Board, the American Institute of Certified Public Accountants, and the United States Government Accountability Office. Once this resolution is made, it shall remain in effect until the governing board rules otherwise.

5.02 This resolution adopting the Alternative Basis of Presentation must be submitted to the Department of Education within ten (10) days of adoption by the local school board.

DRAFT OF ARKANSAS DEPARTMENT OF EDUCATION
RULES IDENTIFYING AND GOVERNING
THE ARKANSAS FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM
~~August 2003~~ July 2009

1.00 AUTHORITY

- 1.01 The Arkansas State Board of Education's authority for promulgating these rules is pursuant to Ark. Code Ann. § 6-11-105, Ark. Code Ann. § 25-15201 et seq. ~~and Act 1467 of 2003.~~, Ark. Code Ann. § 6-20-1901 et seq. Act 1467 of 2003, Act 741 of 2007, Act 1469, Section 11 of 2009, Act 798 of 2009, and Act 1289 of 2009.
- 1.02 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Fiscal Assessment and Accountability Program.
- 1.03 These rules will replace any former Arkansas Department of Education Rules Identifying and Governing School Districts and Education Service Cooperatives in Fiscal Distress previously adopted.

2.00 PURPOSE

- 2.01 The purpose of these rules is to establish how the Department and State Board will evaluate, assess, identify, classify and address those school districts and education service cooperatives in fiscal distress.

3.00 DEFINITIONS – For purposes of these rules, the following terms mean:

- 3.01 “Annexation”– the joining of an affected school district or districts or parts thereof with a receiving district pursuant to § 6-13-1401.
- 3.02 “Consolidation” - the joining of two (2) or more school districts or parts thereof create a new resulting school district pursuant to § 6-13-1401.
- 3.03 “Current Year Expenditures” - the total expenditures accruing to the combined teacher salary, operating, and debt service funds, excluding restricted funds.
- 3.04 “Current Year Revenues” - the total revenues accruing to the combined teacher salary, operating, and debt service funds, excluding restricted funds.
- 3.05 “Day” – a calendar day, regardless of whether it is a day the Department is conducting official governmental business.
- 3.06 “Debt” – a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the district or cooperative.

3.07 “Declining Balance” - the current year expenditures exceeding current year revenues, ~~for the combined teacher salary, operating, and debt service funds with balances in the combined funds projected to be no greater than zero in no more than three years. The projected balance will be calculated by an analysis of balances for the previous three years.~~

3.08 “Department” - the Arkansas Department of Education.

3.09 “Education Service Cooperative” - The intermediate service units in the state’s elementary and secondary education system established by the State Board of Education pursuant to A.C.A. §6-13-101 et seq.

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3.0910 “The Fiscal Distress Financial Improvement Plan (Plan)” - the written plan submitted by a district or cooperative classified in fiscal distress and approved by the Department to be implemented by the district or cooperative addressing each indicator of fiscal distress identified by the Department and the State Board with a specific corrective action plan and timeline.

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3.4011 “Fiscal Distress Status” - to be identified by the Department and classified by the State Board as being in fiscal distress.

3.4412 “Fiscal Integrity” - to comply completely and accurately with financial management, accounting, auditing, and reporting procedures and facilities management procedures as required by state or federal laws and regulations in a forthright and timely manner.

3.4213 “Jeopardize” -to expose to loss or injury or peril.

3.4314 “Material Failure, Violation, Default, or Discrepancies” – an act, omission, event, circumstances or combination thereof that directly jeopardizes the fiscal integrity of a school district or education service cooperative. In other words, but for the material failure, violation, default, or discrepancy, the district’s or cooperative’s fiscal integrity would not be jeopardized.

3.4415 “Public School or School District” - a public school or school district created or established pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to A.C.A. §615-501; A.C.A. §9-28-205 and A.C.A. §12-29-301-310, or other provisions of Arkansas law.

3.4516 “School Year” - a school year beginning July 1 of one calendar year and ending June 30 of the following calendar year.

3.4617 “State Board” - the Arkansas State Board of Education.

3.4718 “Reconstitution” - the reorganization of the administrative unit or ~~governing school~~ board of a school district or education service cooperative; including, but not limited to, the replacement or removal of a current superintendent or director, or the removal or replacement of a ~~current school~~ board or both.

3.19 Restricted Funds – Funds that can be used only for specific purposes as stated in law or in accordance with a grant award (such as NSLA, ALE, ELL, Professional Development).

4.00 SCHOOL DISTRICT INDICATORS OF FISCAL DISTRESS PURSUANT TO FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM

4.01 ~~Any~~ A school district or education service cooperative meeting any of the following criteria may be identified by the Department to be ~~a school district~~ in fiscal distress upon final approval by the State Board:

4.01.1 A declining balance determined to jeopardize the fiscal integrity of a school district or education service cooperative; or

4.01.2 ~~Any~~ An act or violation determined to jeopardize the fiscal integrity of a school district or education service cooperative, including, ~~but not limited to;~~ or without limitation:

- a. Material failure to properly maintain ~~school~~ facilities;
- b. Material violation of local, state, or federal fire, health, or safety code provisions or law;
- c. Material violation of local, state, or federal construction code provisions or law;
- d. Material state or federal audit exceptions or violations;
- e. Material failure to provide timely and accurate legally-required financial reports to the Department, the Division of Legislative Audit, the General Assembly, or the Internal Revenue Service;
- f. Insufficient funds to cover payroll, salary, employment benefits, or legal tax obligations;
- g. Material failure to meet legally binding minimum teacher salary schedule obligations;
- h. Material failure to comply with state law governing purchasing or bid requirements;
- i. Material default on any ~~school district~~ debt obligation;
- j. Material discrepancies between budgeted and actual ~~school district~~ expenditures;
- k. Material failure to comply with audit requirements ~~of § 620-301;~~ or
- l. Material failure to comply with any provision of the Arkansas Code that specifically places a school district or education service cooperative in fiscal distress based on noncompliance;

4.01.3 Any other fiscal condition of a school district or education service cooperative deemed to have a material detrimental negative impact on the continuation of educational services by that school district or education service cooperative.

4.01.4 In determining a declining balance trend, capital outlay expenditures for academic facilities will be excluded in order to project future fund balances.

5.00 PROCESS AND PROCEDURE FOR CLASSIFICATION OF FISCAL DISTRESS STATUS

5.01 A school district or education service cooperative identified by the Department as being in fiscal distress shall be classified ~~as a school district~~ in fiscal distress upon final classification by the State Board.

5.02 A district classified as in fiscal distress shall be required to publish at least one (1) time for two (2) consecutive weeks in a newspaper of general circulation in the school district the school district's classification as a school district in fiscal distress and the reasons why the school district was classified as being in fiscal distress.

5.02.1 The district shall publish this announcement within 30 calendar days of the final classification by the State Board.

5.02.2 The newspaper of general circulation may be either a daily or weekly newspaper.

5.03 An education service cooperative, within two (2) weeks following the date the education service cooperative receives the final classification by the State Board of fiscal distress shall:

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503.1 Notify in writing each public school district in its service area that the education service cooperative is classified as being in fiscal distress.

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503.2 File with the Department a fiscal distress plan

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~~5.03-04~~ The provisions of subdivisions 5.01 ~~and 5.02 through 5.03~~ of this section are effective after the school district's or education service cooperative's appeal rights have been exhausted.

~~5.04-05-~~ The decision of the State Board shall be a final order and there is no further right of appeal except the school district or education service cooperative may appeal to circuit court in Pulaski County pursuant to the Arkansas Administrative Procedures Act, A.C.A. § 25-15-201, et seq.

6.00 PROCESS AND PROCEDURE FOR NOTIFICATION OF FISCAL DISTRESS STATUS AND APPEAL

6.01 The Department shall provide written notice, via certified mail return receipt requested, to the president of the ~~school~~-board and the superintendent or director of each school district or education service cooperative identified as being in fiscal distress.

6.01.1 The Department shall provide the notice to school districts on or before March 30 of each year.

6.01.2 At any time after March 30, the Department may identify a school district as being in fiscal distress if the Department discovers that a fiscal condition of a school district negatively impacts the continuation of educational services by the school district. If this identification occurs, the department shall immediately provide the same notice described in 6.01.

6.01.03 The Department shall provide the notice to education service cooperatives within ten (10) calendar days of identification.

6.02 Any school district or education service cooperative identified in fiscal distress status may appeal to the State Board by filing a written appeal, with the Office of the ~~Director of the Department~~Commissioner of Education, by certified mail return receipt requested, within thirty (30) calendar days of receipt of notice of being identified in fiscal distress status from the Department.

6.03 The State Board shall hear the appeal within sixty (60) calendar days of receipt of the written notice of appeal from the school district or education service cooperative.

6.04 The written appeal shall state, in clear terms, the reason why the school district or education service cooperative should not be classified as in fiscal distress.

6.05 Notwithstanding any appeal rights in this subchapter, no appeal shall stay the Department's authority to take action to protect the fiscal integrity of any school district or education service cooperative identified as in fiscal distress.

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7.00 ~~SCHOOL DISTRICT'S~~ FISCAL DISTRESS IMPROVEMENT PLAN
PURSUANT TO FISCAL ASSESSMENT AND ACCOUNTABILITY
PROGRAM

7.01 Those school districts classified by the State Board as being in fiscal distress shall file, with the Department within ten (10) calendar days after the final classification, a written fiscal distress financial improvement plan to address any area in which the school district is experiencing fiscal distress as identified by the Department. Education service cooperatives shall file such plan within two (2) weeks following final classification.

7.01.1 The plan shall contain, at a minimum, the following elements:

- a. Identification of each indicator
- b. Specific corrective action steps for each indicator
- c. Timeline for each corrective action step
- d. Additional action steps the district or education service cooperative proposes to take
- e. Timeline for each additional action step the district or education service cooperative proposed

7.01.2 The Department is authorized to review and amend the plan submitted by the school district or education service cooperative.

7.01.3 The Department may edit, amend, update, or replace the plan at any time deemed appropriate.

7.01.4 The district or education service cooperative shall be given notice of the edited, amended, updated, or replacement plan criteria.

7.01.5 The district or education service cooperative may appeal any edit, amendment or replacement of a plan by filing its written notice of appeal (which must include an explanation of its concerns) with the ~~Director's~~ Commissioner of Education's Office within ten (10) calendar days of receipt of the notice required in 7.01.4. The appeal shall be heard at the next State Board meeting, and the State Board's decision shall be final.

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- 7.02 Each school district or education service cooperative shall first seek and obtain approval of its plan from the Department and shall describe how the school district or education service cooperative will remedy those areas in which the school district or education service cooperative is experiencing fiscal distress and shall establish the time period by which the school district or education service cooperative will remedy all criteria which placed the school district or education service cooperative in fiscal distress status.
- 7.03 A school district or education service cooperative in fiscal distress may only petition the State Board for removal from fiscal distress status after the Department has certified in writing that the school district or education service cooperative has corrected all criteria for being classified as in fiscal distress and has complied with all Department recommendations and requirements for removal from fiscal distress.
- 7.04 No school district or education service cooperative shall be allowed to remain in fiscal distress status for more than two (2) consecutive school years beginning with the July 1 subsequent to the date the school district or education service cooperative was identified as being in fiscal distress status.
- 7.05 Any school district or education service cooperative classified as being in fiscal distress status shall be required to receive on-site technical evaluation and assistance from the Department.
- 7.06 The Department shall evaluate and make recommendations to the ~~district~~ superintendent or director regarding staffing and fiscal practices of the district or education service cooperative ~~and fiscal practices of the district~~.
- 7.07 The recommendations of the Department shall be binding on the district, education service cooperative, the superintendent or director, and the ~~school board of the district or cooperative~~.
- 7.08 Every six (6) months, the Department shall submit a written evaluation on the status of each school district and education service cooperative in fiscal distress to the State Board.

8.00 PRIOR APPROVAL OF DEBT

- 8.01 No school district or education service cooperative classified in fiscal distress may incur any debt without the prior written approval of the Department.

9.00 DEPARTMENT ASSISTANCE AND INTERVENTION IN FISCAL DISTRESS:

- 9.01 In addressing school districts and education service cooperatives in fiscal distress, the Department may take any number of the following actions:
- 9.01.1 Require the superintendent or director to relinquish all administrative authority with respect to the school district or education service cooperative;
 - 9.01.2 Appoint an individual in place of the superintendent or director to administratively operate the school district or education service cooperative under the supervision and approval of the ~~Director of the Department~~ Commissioner of Education, and to compensate non-department agents operating the school district or education service cooperative from school district or education service cooperative funding;
 - 9.01.3 Call for the temporary suspension of the local school board;
 - 9.01.4 Require the school district to operate without a local school board under the supervision of the local superintendent or an individual or panel appointed by the ~~Director of the Department~~ Commissioner of Education;
 - 9.01.5 Place the administration of the school district over to the former board or to a newly elected school board; or
 - 9.01.6 Take any other action allowed by law that is deemed necessary to assist a district or cooperative in removing criteria of fiscal distress.
- 9.02 The Department may impose various reporting requirements on the school district or education service cooperative. The Department may review any and all school district or education service cooperative records and documents.
- 9.03 The Department shall monitor the fiscal operations and accounts of the school district or education service cooperative.
- 9.04 The Department shall require school district board members and employees of school districts and education service cooperatives to obtain fiscal instruction or training in areas of fiscal concern for the school district or education service cooperative at the school district's or education service cooperative's expense.

10.00 STATE BOARD AUTHORITY REGARDING SCHOOL DISTRICTS:

- 10.01 After providing thirty (30) calendar days written notice, via certified mail return receipt requested, to a school district, the Department may petition the State Board or the State Board may on its own motion, at any time, take action for the consolidation, annexation, or reconstitution of a school district in fiscal distress or take other appropriate action as allowed by Act 1467 of 2003 in order to secure and protect the best interest of the educational resources of the state or provide for the best interests of students in the school district. The school district shall have a right of appeal to a public hearing before the State Board as provided herein.
- 10.02 The State Board may approve the petition or take other appropriate action as allowed by this subchapter law.
- 10.03 The State Board shall consolidate, annex, or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within two (2) consecutive school years of receipt of notice of identification unless the State Board, at its discretion, issues a written finding supported by a majority of the board, explaining in detail that the school district could not remove itself from fiscal distress due to impossibility caused by external forces beyond the school district's control.
- 10.03.1 The two (2) consecutive school years shall commence the July 1 subsequent to classification by the State Board.
- 10.04 After a public hearing, the State Board shall consolidate, annex, or reconstitute the school district in fiscal distress to another school district or school districts upon a majority vote of a quorum of the members of the State Board, as permitted or required by this subchapter.
- 10.05 The State Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liabilities of the district.
- 10.06 The decision of the State Board shall be final with no further right of appeal, except a school district may appeal to circuit court in Pulaski County pursuant to the Arkansas Administrative Procedures Act, § 25-15201, et seq.

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11.00 STATE BOARD AUTHORITY REGARDING EDUCATION SERVICE COOPERATIVES

11.01 After providing thirty (30) calendar days written notice, via certified mail, return receipt requested, to an education service cooperative, the Department may petition the State Board to classify an education service cooperative being in fiscal distress, or the State Board may on its own motion, at any time, classify an education service cooperative as being in fiscal distress. The State Board may take other action as allowed by Act 1289 of 2009 in order to secure and protect the best interest of the educational resources of the State or provide for the best interests of school districts served by the education service cooperative. The education service cooperative shall have a right of appeal to a public hearing before the State Board as provided herein.

11.01.1 The education service cooperative may lodge an appeal by filing a written appeal with the Commissioner of Education by certified mail, return receipt requested, within thirty (30) days of the education service cooperative receiving notice of the identification of fiscal distress.

11.01.2 The written appeal shall state in clear terms the reason why the education service cooperative should not be classified as being in fiscal distress.

11.01.3 The State Board shall hear the appeal within sixty (60) days of receipt of the written notice of appeal.

11.01.4 The decision of the State Board on the appeal is a final order.

11.01.5 There is no further right of appeal except to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, A.C.A. § 25-15-201 et seq.

11.02 The State Board may approve the petition or take other appropriate action as allowed by law

11.03 Every six (6) months during which the education service cooperative is classified as being in fiscal distress, the Department shall submit to the State Board a written evaluation on the fiscal status of the education service cooperative.

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12.00 EARLY INDICATORS OF FISCAL DISTRESS – SCHOOL DISTRICTS

12.01 By August 31 of each year, the Department shall report to the superintendent of a school district if the department is aware that the district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the Department deems to be at a nonmaterial level, but that without intervention could place the district in fiscal distress.

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12.02 By August 31 of each year, the superintendent of a school district shall report to the Department if the superintendent is aware the school district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the superintendent deems to be at a nonmaterial level, but that without intervention could place the district or in fiscal distress.

12.03 The Department and the superintendent shall review all data related to the nonmaterial indicators of fiscal distress.

12.03.1 Within thirty (30) days of the Department's determination that the school district may be experiencing fiscal distress at a nonmaterial level, the Department shall provide a notice to the school district's superintendent director and board of directors that:

12.03.1.1 Describes the nonmaterial indicators of fiscal distress that could jeopardize the fiscal integrity of the school district if not addressed.

12.03.1.2 Identifies the support available from the Department to address each nonmaterial indicator of fiscal distress.

12.03.1.3 The board of directors shall place on the agenda for the next regularly scheduled meeting of the board of directors a discussion of the notice of nonmaterial indicators of fiscal distress.

Draft of Arkansas Department of Education
Rules Governing the Calculations of Miscellaneous Funds

September 10, 2007

July 13, 2009

1.00 Authority

- 1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-20-230~~31~~ et seq. and 6-20-2503 and Acts ~~272 and 825 of 2007~~ 154 and 1469 of 2009.
- 1.02 These Rules shall be known as the Arkansas Department of Education Rules Governing the Calculations of Miscellaneous Funds (Rules).

2.00 Purpose

- 2.01 The purpose of these Rules is to define the procedures for the calculations of Miscellaneous Funds for state foundation funding and for bonded debt assistance funding.

3.00 Definitions

For purposes of these Rules, the following terms mean:

- 3.01 "Local revenue per student" as used in calculating foundation funding for public school districts means in each school year ninety-eight percent (98%) of the amount of revenue available, whether or not collected, in a school district solely from the levy of the uniform rate of tax plus the Miscellaneous Funds used in the calculation of foundation funding for public schools divided by the average daily membership of the school district.
- 3.02 "Local revenue per student" as defined in Ark. Code Ann. § 6-20-2503 for bonded debt assistance means in each school year ninety-eight percent (98%) of the amount of revenue available, whether or not collected, in a school district solely from the levy of the uniform rate of tax plus the average Miscellaneous Funds collected in the previous five (5) years divided by the average daily membership of the school district.
- ~~3.01~~ 3.03 "Miscellaneous Funds" are as used in calculating foundation funding for public school districts means the average of those funds collected in the previous five (5) school years and reported to the Department of Education by April 15 of the following immediately preceding the previous school year, consisting of funds received by a school district from federal forest reserves, federal grazing rights, federal mineral rights, federal impact aid, federal flood control, wildlife refuge funds, severance taxes, and funds received by the school district in lieu of taxes, and local sales and use taxes dedicated to education pursuant to under § 26-74-201 et seq., § 26-74-301 et seq., § 26-75-301 et seq., and the Local Government Bond Act of 1985,

§14-164-301 et seq.; and multiplied by the ratio of the uniform rate of tax to the school district's total millage rate in effect as of January 1 of the fiscal year prior to the current funding year.

~~3.02~~ 3.04 "Miscellaneous Funds calculation" as defined in Ark. Code Ann. § 6-20-2503 for bonded debt assistance means is the average of those funds received by a local school district from federal forest reserves, federal grazing rights, federal mineral rights, federal impact aid, federal flood control, wildlife refuge funds, severance taxes, funds received by the district in lieu of taxes, and local sales and use taxes dedicated to education pursuant to §§ 26-74-201 et seq., 26-74-301 et seq., 26-75-301 et seq., and 14-164-301 et seq. listed in 3.01 above collected in the previous five (5) school years and reported to the Department of Education by April 15 of each school year.

~~3.03~~ "Previous Year" is the school year immediately preceding the school year in ~~which the miscellaneous funds calculation is done.~~

~~3.02~~ 3.05 "School Year" is the year beginning July 1 of one calendar year and ending June 30 of the next calendar year.

4.00 Procedures for Miscellaneous Funds Used in the Foundation Funding Calculation

~~4.01~~ The Department shall use the Miscellaneous Funds collected in the five (5) previous school years and reported to the Department of Education by April 15 of each school year from federal forest reserves, federal grazing rights, federal mineral rights, federal impact aid, federal flood control, wildlife refuge funds, severance taxes, and funds received by the school district in lieu of taxes, and local sales and use taxes dedicated to education pursuant to § 26-74-201 et seq., § 26-74-301 et seq., § 26-75-301 et seq., and the Local Government Bond Act of 1985, § 14-164-301 et seq., to determine the Miscellaneous Funds calculation.

4.01 The calculation of foundation funding for public school districts uses Miscellaneous Funds listed in 3.03 of this Rule calculated pursuant to § 6-20-2303 (11) amended by Acts 154 and 1469 of 2009 as follows:

4.01.1 The average of those funds listed in 3.03 of this Rule collected in the five (5) school years immediately preceding the previous school year, and multiplied by the ratio of the uniform rate of tax to the school district's total millage rate in effect as of January 1 of the fiscal year prior to the current funding year.

4.01.2 ~~4.02~~ If a school district has did not received funds from a category of Miscellaneous Funds listed in 3.03 of this Rule during in the most recent previous school year used to calculate the five-year average, then previous collections from that category of Miscellaneous Funds

~~will~~ shall not be included in the five-year average calculation of Miscellaneous Funds used in the calculation of foundation funding.
~~for funding for the next school year.~~

~~4.03~~ 4.02 The calculation of Miscellaneous Funds shall be an annual calculation.

5.00 Procedures for Miscellaneous Funds Used in the Bonded Debt Assistance Calculation

5.01 The calculation of bonded debt assistance for public school districts uses Miscellaneous Funds listed in 3.04 of this Rule calculated pursuant to § 6-20-2503 as the average of Miscellaneous Funds collected in the previous five (5) years.

5.02 The initial payment of bonded debt assistance in July will be based on estimated Miscellaneous Funds. The estimate will be the average of the five (5) most recent years of Miscellaneous Funds data available.

5.03 The second and final payment of bonded debt assistance in January will be based on Miscellaneous Funds data as defined in 5.01 of this Rule. Any adjustments needed as a result of the Miscellaneous Funds estimate used for the first payment will be made at this time.

5.04 The calculation of Miscellaneous Funds shall be an annual calculation.

Arkansas Department of Education
Rules Governing Professional Development

July 2005

DRAFT REVISION June 2009

1.0 Regulatory Authority

1.01 These Rules shall be known as the Arkansas Department of Education (ADE) Rules Governing Professional Development.

1.02 The State Board of Education (SBE) promulgated these Rules pursuant to Act 1185 of 2005, Act 2095 of 2005, Act 2318 of 2005, Act 2007 of 2005, Act 1183 of 2005, §28 of Act 2131 of 2005, Act 496 of 2009, Act 605 of 2009, Act 1309 of 2009, Ark. Code Ann. §6-17-704, and Ark. Code Ann. §6-15-201 *et seq.*

2.0 Purposes

2.01 To develop a high quality professional development system for all administrators, teachers, and certified instructional support personnel.

2.02 Professional development is to improve knowledge and skills in order to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement.

3.0 Definitions

3.01 Professional Development—a coordinated set of planned learning activities that are based on research, are standards-based and continuous.

- 3.02 Certified Instructional Support Personnel—individuals other than classroom teachers or administrators who support teaching and learning through direct contact with students, such as media specialists and counselors.
- 3.03 Arkansas On-line Professional Development Initiative—is a partnership between the ADE and the Arkansas Educational Television Network to provide on-line programs, courses, and workshops through the AETN.
- 3.04 Arkansas Comprehensive School Improvement Plan (ACSIP)—a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance as evidenced on the gradelevel benchmark assessments, end-of-course exams, high school literacy exam, and other appropriate assessment data.
- 3.05 Learning Teams—a group of educators who meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels.
- 3.06 Study Groups - a group of educators who meet to learn, implement, and reflect on research-based techniques in a focus area(s). Members read and discuss current research, examine and reflect on effective instruction, or examine student work.

- 3.07 Professional Development Plan - outlines the professional development program of activities for a district, school, or individual that is based on student data and is aligned to the ACSIP.
- 3.08 Approved Professional Development Provider - means any organization which provides content for professional development credit, whether delivered in a face-to-face, televised or internet mode of delivery, whose content has been approved by the ADE to meet the annual professional development credit requirements imposed upon licensed teachers and administrators by Arkansas Statutes and ADE Rules. The term “Approved Professional Development Provider” does not apply to an Arkansas public school district which provides a professional development program solely to its own personnel or to an Education Cooperative which provides professional development to districts/schools. The term “Approved Professional Development Provider” does not apply to professional development programs provided by employees of the Arkansas Department of Education, Arkansas Department of Workforce Education and the Arkansas Department of Early Childhood which provide professional development statewide.
- 3.09 Mentoring/coaching – means increasing capacity for coaching and mentoring others to assist in growth of instructional skills and effectiveness of colleagues.
- 3.10 One professional development day is equal to six (6) hours of professional development credit.
- 3.11 Professional Development Program (“Program”) means a course of instruction intended to provide content which fulfills the requirement for professional development credit for teachers and administrators licensed

by the ADE.

- 3.12 Illness – means disorder of health of an educator or an educator’s immediate family (§6-17-1202) that is verified by a written sworn statement of the attending physician.

4.0 Time Requirements

- 4.01 Beginning with the 2005-2006 school year and each school year thereafter, all certified employees of Arkansas public schools shall complete sixty (60) hours of approved professional development each year that aligns with the ACSIP and/or the educator’s professional growth plan.

- 4.02 The 60-hours professional development requirement must be fulfilled between July 1 and June 30 or June 1 and May 31 as approved by the local district. The local district shall document the district’s option.

- 4.03 The sixty (60) hours of required professional development shall include:

4.03.1 Technology

At least six (6) hours shall be in the area of educational technology.

4.03.2 Arkansas History

Pursuant to Act 2095 of 2005 each teacher who provides instruction in Arkansas history, the sixty (60) hour professional development requirement shall include two (2) hours of training in Arkansas history. It is the responsibility of the school district to provide this training or make it available through other providers.

4.03.3 Parent Involvement

Pursuant to Ark. Code Ann. §6-15-1703 each teacher shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies.

Pursuant to §6-15-1703 each administrator shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation.

4.03.4 Administrator

For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

4.03.5 Arkansas Scholarship Lottery Act

Pursuant to Act 605 of 2009 each superintendent, assistant superintendent, grades 7-12 principal, grades 7-12 assistant principal and grades 7-12 guidance counselor shall be required to participate in professional development on the availability of, eligibility requirements for, and the process of applying for state-supported student financial assistance. These educators shall:

4.03.05.1 Participate in a three-hour course during the calendar year 2009, or within the first year of employment.

4.03.05.2 Complete a one-hour course annually.

4.04 College Courses

Pursuant to Act 1183 of 2005 a three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as fifteen (15) hours of professional development, if the college credit:

4.04.1 is related to and enhances the teacher's knowledge of the subject area in which the teacher is currently teaching;

4.04.2 is part of the requirement for the teacher to obtain additional certification in a subject matter that has been designated by the ADE as having a critical shortage of teachers; or

4.04.3 is otherwise approved by the ADE as a graduate level course eligible for professional development credit. No more than half of the required 60-hours of professional development time may be met through college credit hours.

4.04.4 Graduate level courses in educational leadership are eligible for professional development credit based on approval by the ADE. The focus of the course must specifically relate to the job assignment as approved by the district.

4.05 Advanced Placement

Pursuant to Act 2131 of 2005, each hour of approved training received by certified personnel related to teaching an advanced placement class for a subject covered by the College Board and Educational Testing Service

shall count as professional development up to a maximum of thirty (30) hours.

- 4.06 Approved professional development activities, which occur during the instructional day or outside the employee's annual contract days may apply toward the 60-hour minimum professional development requirement.
- 4.07 Certified employees in positions not directly related to instructional activities shall be responsible for completing sixty (60) hours of professional development each year. However, the focus of their professional development may be prorated among those areas specifically related to their job assignment as approved by the district.
- 4.08 Any employee who misses any part of regularly scheduled professional development activities for any reason (such as sickness) must make up that time in other approved professional development activities so that the 60 required hours of professional development are earned during the approved timeframe required under Section 4.02 of these Rules
- 4.08.1 Pursuant to Act 1309 of 2009 if the educator is absent because of illness of the educator or the educator's immediate family, the educator shall be allowed to make up the hours missed during the remainder of the current school year or succeeding school year. The educator may earn the professional development hours through Arkansas IDEAS, on-line professional development.
- 4.09 Any certified person who provides approved professional development may count two (2) hours professional development credit for each one (1) hour of time spent in presenting professional development content.

4.10 Beginning in the 2005-2006 school year, sixty (60) approved professional development hours annually will be required to renew a teacher or administrator license in order to maintain a valid teaching license.

4.11 Beginning in the 2005-2006 school year, those teachers who have not maintained a teaching license but who wish to renew their license shall be required to meet the conditions of the Rules Governing the Requirements and Procedures for Renewing a Standard Arkansas Teaching License.

4.12 Adult Education

Pursuant to Act 2007 of 2005 certified personnel working solely part time in one of the following settings shall be required to obtain thirty (30) hours of professional development.

4.12.01 Adult basic education;

4.12.02 General adult education;

4.12.03 English as a second language for adults; and

4.12.04 General Educational Development Test examiners

4.13 Beginning in the 2005-2006 school year, thirty (30) approved professional development hours annually will be required to renew a teacher license for those certified personnel working solely part time in a setting described in Section 4.12 of these rules.

4.14 Beginning with the 2005-2006 school year, a teacher meeting the criteria of Section 4.12 of these rules who has not maintained a current teaching

license but who wishes to renew his or her license shall be required to meet the conditions of the Rules Governing the Requirements and Procedures for Renewing a Standard Arkansas Teaching License.

- 4.15 All Institutions of Higher Education will be required to maintain documentation for its employees who wish to meet the professional development hours to maintain a teaching and/or administrative license according to, and in compliance with this Rule.

5.0 Professional Development Criteria

- 5.01 Professional development is the means by which educators acquire or enhance the knowledge, skills, and expectations necessary to increase student learning and must meet the following criteria. All approved professional development shall be aligned to the following Standards developed by the National Staff Development Council:

5.01.1 Context Standards

Requires skillful school and school district leaders who guide continuous instructional improvement;

Organizes educators into learning communities whose goals are aligned with those of the school and school district; and

Requires resources to support educator learning and collaboration.

5.01.2 Process Standards

Uses disaggregated student data to determine educator learning priorities, monitors progress, and help sustain continuous

improvements;

Uses multiple sources of information to guide educator

improvement and demonstrate its impact;

Prepares educators to apply research to decision making;

Uses learning strategies appropriate to the intended goal;

Applies knowledge about human learning and change; and

Provides educators with the knowledge and skills to collaborate.

5.01.3 Content Standards

Prepares educators to understand and appreciate all students, create

safe, orderly and supportive learning environments and hold high

expectations for their academic achievement;

Deepens educators' content knowledge, provides them with

research-based instructional strategies to assist students in meeting

rigorous academic standards, and prepares them to use various types of classroom assessments appropriately; and

Provides educators with knowledge and skill to involve families and other stakeholders appropriately.

5.02 Approved professional development activities shall relate to the following focus areas:

5.02.01 Content (K-12);

5.02.02 Instructional strategies;

5.02.03 Assessment;

5.02.04 Advocacy/leadership;

5.02.05 Systemic change process;

5.02.06 Standards, frameworks, and curriculum alignment;

- 5.02.07 Supervision;
- 5.02.08 Mentoring/coaching;
- 5.02.09 Education technology;
- 5.02.10 Principles of learning/developmental stages;
- 5.02.11 Cognitive research;
- 5.02.12 Parent involvement; and
- 5.02.13 Building a collaborative learning community; and
- 5.02.14 Student health, which may include but not limited to appropriate training for anticipated rescuers in the use of
 - 5.02.14.1 automated external defibrillator; or
 - 5.02.14.2 cardiopulmonary resuscitation

5.03 All approved professional development, whether designed for the individual, school or district, shall be based on the improvement of student achievement on State assessments and increasing student achievement and academic performance.

5.04 Approved professional development takes on many forms and may be earned in the following ways:

- 5.04.01 Conferences/workshops/institutes
- 5.04.02 Mentoring/peer coaching;
- 5.04.03 Study groups/learning teams;
- 5.04.04 National Board for Professional Teaching Standards Certification;
- 5.04.05 Distance learning/on-line opportunities;
- 5.04.06 Internships;
- 5.04.07 State/district/school programs;

- 5.04.08 College/university course work;
 - 5.04.09 Action research; or
 - 5.04.10 Individually-guided as noted in the individual professional development plan.
- 5.05 Pursuant to Act 1185 of 2005 and Act 1309 of 2009 an individual may be entitled to up to twelve (12) hours of professional development credit approved by the district/school which may be applied toward the sixty (60) hour professional development requirement for that time period at the beginning of each school year which is used to plan and prepare curriculum or develop other instructional material provided:
- 5.05.01 The time is spent in his/her instructional classroom, office or media center at the public school;
 - 5.05.02 The time is prior to the first student teacher interaction day of the school year; and
 - 5.05.03 The time is spent in the focus areas listed in Section 5.02 of these Rules, and may include but are not limited to the following:
 - 5.05.03.1 Grade level and/or vertical team planning to integrate subject areas;
 - 5.05.03.2 Team work to analyze student data;
 - 5.05.03.3 Team work to develop academic improvement plans (AIP) or individual educational programs (IEP);
 - 5.05.03.4 Developing assessments for learning (formative

assessments);

5.05.03.5 Professional book studies;

5.05.03.6 Developing student-centered units tied to the State academic standards and student learning expectations;

5.05.03.7 Developing intervention strategies to support remediation;

5.05.03.8 Developing and/or revising the Arkansas Comprehensive School Improvement Plan (ACSIP); and

5.05.03.9 Developing and/or revising curricula maps and/or pacing guides;

5.05.03.10 Pursuing study as noted in individual professional development plan and

5.05.03.11 Arkansas IDEAS, on-line professional development, related to ACSIP or the educator's professional growth plan.

5.05.04 No professional development credit shall be given for activities under Section 5.05 of these Rules unless those activities meet the criteria and standard requirements set out in Sections 5.02 of these Rules. Specific activities which do not qualify include but are not limited to:

5.05.04.1 Making and putting up bulletin boards;

5.05.04.2 Clerical work associated with documents such as ACSIP, AIP and IEPs; and

5.05.04.3 Administrative faculty or team administrative meetings.

5.05.04.4 Certified public school personnel who meet the requirements of Sections 5.02 and 5.05 of these Rules shall be entitled to

earn one (1) hour of professional development for each hour of approved preparation, not to exceed twelve (12) hours.

5.06 Pursuant to Act 2318 of 2005 there is created the Arkansas Online Professional Development Initiative. Requirements for the initiative include:

5.06.1 All professional development delivered by technology shall be aligned to the required focus areas listed in Section 5.02 of these Rules.

5.06.2 The ADE shall determine the content and approve all professional development delivered through the Arkansas On-line Professional Development Initiative that counts toward the required sixty (60) hours.

5.06.3 The ADE shall select courses/products, which are research-based and are available from sources, with expertise in technology delivered professional development courses.

5.06.4 Courses shall align with the Southern Regional Education Board Multi-State Online Professional Development Standards.

5.06.5 Online professional development courses shall include online registration, course evaluation, and attendance and completion documents.

6.0 Professional Development Plan

All school districts, schools and certified personnel shall develop and implement a professional development plan.

6.01 The district and school plan shall be included in the ACSIP.

6.02 Individual plans (certified personnel) shall support the district and/or school plans.

6.03 Teachers, administrators, and classified school employees shall be involved in the design, implementation and evaluation of their respective professional development offerings under the plan.

6.04 School Improvement

6.04.1 Beginning with the 2006-2007 school year, the ADE may require specific professional development programs for the district or the school designated in school improvement or academic distress.

6.04.2 These requirements may become part of the district or school school improvement plan.

6.04.3 In order to receive professional development credit, the district or school certified personnel shall participate in, complete, and pass the assessment for the professional development requirements included in the district or school improvement plan.

7.0 Approval Process

- 7.01 Beginning with the 2006-2007 school year, all professional development programs must be approved by the Arkansas Department of Education in order to receive credit toward the 60-hour requirement.
- 7.02 At least thirty (30) days before a program is offered to teachers and/or administrators, the professional development provider shall provide a detailed description of the entire program including staff qualifications to the ADE.
- 7.03 The ADE shall promptly review the content of the program for compliance with any and all applicable statutes and department rules to determine if any or all of the program content shall be deemed to provide professional development credit and shall establish the time period the professional development provider is approved to offer the program.
- 7.04 Upon notification by the ADE of approval of the program (or a part or parts thereof) for professional development credit, the professional development provider may enroll participants in the program and offer the program for professional development credit for the set time period.
- 7.05 The program provider shall be responsible for the preparation and dissemination of proof of completion of the program (or parts thereof) to all attendees. All such proofs, or copies thereof, shall be submitted by the attendees who are employed by an Arkansas school district to the superintendent of the district.

7.06 Each school district shall maintain all documents for its employees which reflect completion of professional development programs, whether such programs were provided by an outside organization or by the district itself.

7.07 Each school district shall report the amount of all professional development programs completed by its employees to the ADE at the time and in the manner specified by the ADE.

7.08 The ADE shall monitor all school districts, and all licensed teachers and administrators to whom these Rules apply, for compliance with these requirements, and shall administer appropriate sanctions specified in statute and Rule to any district, teacher and/or administrator whom it finds to be in noncompliance.

7.09 District and School Providers

School and district professional development plans shall be included in the ACSIP and shall be reviewed annually by the school/district and the ADE.

7.09.1 The ACSIP will include an assurance statement that each faculty/administrator in the school/district shall have an individual professional development plan that has been developed in cooperation and collaboration with the employee and the school and/or district.

These individual plans shall include:

7.09.1.1 Six (6) hours of technology, two (2) hours of parent involvement and two (2) hours of Arkansas History as defined in Act 2095 of 2005 may be selected at the discretion of the employee with approval of the district.

7.09.1.2 Up to twelve (12) hours may be selected at the discretion of the employee with the approval of the district in keeping with the identified needs of student data as defined in the ACSIP plan or the employees' individual professional development plan.

8.00 Funding

Professional Development Funding provided under Act 59 of the Second Extraordinary Session of 2003 must be directed to activities that meet The conditions described in these Rules and shall not be used for any other purpose unless otherwise allowed by law or rule.

9.00 Monitoring/Evaluation

9.01 Regular monitoring activities of the professional development requirements within these Rules shall occur when the superintendent of the school district provides written assurance to the Commissioner of Education as required by law. However, the ADE may directly monitor the professional development activities of any school or school district to determine compliance with the professional development requirements.

9.02 The criteria for evaluating the impact of professional development shall be the improvement of student achievement on State criterion-referenced assessments, State norm-referenced assessments, other related indicators as defined by ACTAAP and the evaluations of the professional

development offerings. These data shall be used to revise ACSIP and the district, school and individual professional development plans associated with the local improvement plan.

EMERSON-TAYLOR SCHOOL DISTRICT
PO BOX 129 EMERSON, AR 71740
870-547-2218

BOARD OF DIRECTORS

Dickey Herring – President
Marvin Jackson – Vice President
Linda Mullins - Secretary
Michael Baker

James Cooper
Chad Scott
Greg Sanders
Gary Hines, Superintendent & Ex-Officio

June 23, 2009

Mr. Tripp Walter, Attorney
Arkansas Department of Education
#4 State Capitol Mall, Room 404-A
Little Rock, AR 72201

Dear Mr. Walter:

Enclosed is a petition from the Emerson-Taylor School District Board of Directors to officially decrease the number of school board members from seven to five. The decrease will not be detrimental to the district in any way and will still maintain the same representation to the merged districts. There will be two members from the old Taylor District and three from the old Emerson district. Currently there is three from the old Taylor district and four from the old Emerson district. The Emerson-Taylor School Board feels this is an appropriate time to make this change because of the following circumstances:

- 1] One of the existing board members from the Emerson community, Mr. Michael Baker, is not going to run for re-election and his term expires September 2009.
- 2] One of the existing board members from the Taylor community, Mr. Marvin Jackson, is not going to run for re-election and his term expires September 2009.
- 3] The enrollment of the Emerson-Taylor School District is less than 640 students and can be properly represented by five members.
- 4] There has not been a contested board race in the past five years.

If approved, new school district election zones will be established and the remaining directors will continue to serve out their unexpired terms. I am requesting that the State Board of Education review this petition at its next meeting. Please contact me if there are any questions or other documents to be submitted.

Sincerely,



Gary Hines, Superintendent
EMERSON-TAYLOR SCHOOL DISTRICT

Enclosure

RECEIVED
ATTORNEY'S OFFICE
JUN 25 2009
DEPARTMENT OF
GENERAL



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

July 1, 2009

**State Board
of Education**

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

Gary Hines
Superintendent
Emerson-Taylor School District
P.O. Box 129
Emerson, AR 71740

RE: Request to Petition the State Board of Education for a Reduction in the
Number of Board Members.

Dear Mr. Hines:

I am in receipt of the Emerson-Taylor School District's petition to reduce the number of school board members from seven (7) to five (5) as well as the school board's resolution and minutes reflecting its decision to file such a petition.

Pursuant to Ark. Code Ann. § 6-13-606(b), a newspaper notice shall be published within ten (10) days following the filing of the petition with the State Board of Education. Therefore, please provide such documentation to my office by July 10, 2009. A copy of the statute is enclosed for your information.

Pending our receipt of the above documentation, please be advised that the Emerson-Taylor School District's petition will be heard before the State Board on Monday, July 13, 2009, at the State Board's regularly scheduled monthly meeting. The meeting will begin at 9:00 a.m. in the auditorium of the Arch Ford Education Building. A representative from the district should plan to be in attendance at the meeting in the event of any questions from the State Board.

If you have any question, please contact my office at your convenience.

Sincerely,

Tripp Walter
Interim General Counsel
Arkansas Department of Education

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

EMERSON-TAYLOR SCHOOL DISTRICT
PO BOX 129 EMERSON, AR 71740
870-547-2218

RESOLUTION TO PETITION THE
ARKANSAS STATE BOARD OF EDUCATION
TO
DECREASE THE NUMBER OF DIRECTORS

WHEREAS, A.C.A. 6-13-606 allows a school board to petition the Arkansas State Board of Education to decrease the number of directors, and

WHEREAS, the Emerson-Taylor Board of Directors can adequately represent the Emerson-Taylor School District with five members, and

WHEREAS, a board member from the Emerson community has decided to not seek re-election and having his term expire September 2009, and

WHEREAS, a board member from the Taylor community has decided not to seek re-election and having his term expire September 2009, and

WHEREAS, there has not been a contested race for the board of directors in the Emerson-Taylor School District for the past five (5) years,

BE IT THEREFORE RESOLVED, that the Emerson-Taylor Board of Directors petitions the Arkansas State Board of Education to decrease the number of directors from seven (7) to five (5).

Executed this 22nd day of June, 2009

<u>Dickey Herwig</u>	President	<u>Chad Sygo</u>	Director
<u>Maurice E. Jackson</u>	Vice President	<u>Michael D. Smith</u>	Director
<u>Linda Mullins</u>	Secretary		Director
<u>James U. Cooper</u>	Director	<u>Doug Smith</u>	Supt.

RECEIVED
ATTORNEY'S OFFICE
JUN 25 2009

DEPARTMENT OF EDUCATION
GENERAL DIVISION

RECEIVED
ATTORNEY
JUN 25 2009
DEPARTMENT OF EDUCATION
GENERAL DIVISION

PETITION
TO THE
ARKANSAS STATE BOARD OF EDUCATION
FROM THE
EMERSON-TAYLOR BOARD OF DIRECTORS

Pursuant to A.C.A. 6-13-606, we the undersigned Board of Directors of the Emerson-Taylor School District do hereby petition the Arkansas State Board of Education to decrease the number of directors on the Emerson-Taylor School Board from the current number of seven (7) to five (5).

This petition is executed this 22nd day of June, 2009 at a legally held board meeting.

Dickey Herring President

Marvin E. Jackson Vice President

Emily Mullins Secretary

Michael Baker Director

James J. Cooper Director

Bob Scott Director

Director

RECEIVED
ATTORNEY'S OFFICE

JUN 25 2009

DEPARTMENT OF EDUCATION
GENERAL DIVISION

A meeting of the Board of Education of Emerson-Taylor School District

MINUTES OF BOARD OF EDUCATION

Marginal Index

This space is reserved for brief marginal notations of items of business Number items consecutively in order of appearance.

No.	Special Kind of Meeting	Emerson Meeting Place	7:30 p.m. O'clock, A.M. or P.M.	6/22/09 Mo. Day Yr.
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MEMBERS

Present	Absent	Visitors
Presiding Officer Dickey Herring Marvin Jackson Linda Mullins Michael Baker Chad Scott Greg Sanders James Cooper	Greg Sanders	

1. The meeting was called to order at 7:45 p.m.
 2. The following guests were recognized: Mr Glenn Rabb
- NEW BUSINESS**
1. A motion was made by Mr Michael Baker and seconded by Mr James Cooper to approve the Petition to the ADE to Reduce the Board Zones from Seven to Five as per attached. The motion passed 6 to 0.
 2. A motion was made by Mr Chad Scott and seconded by Mr Marvin Jackson to approve the Resolution to Reduce Board Zones from Seven to Five as per attached. The motion passed 6 to 0.
 3. A motion was made by Mr Marvin Jackson to employ Mrs. Ann Burgess for Certified Teacher in Secondary English. The motion was seconded by Mr Chad Scott and passed 6 to 0.
 4. Mr Chad Scott made a motion to adjourn the meeting at 8:10 p.m. until the next regular meeting or until a special meeting is called. The motion was seconded by Mr James Cooper and passed 6 to 0.

Approved: 6-22-09
date

Dickey Herring
President or Chairman

Linda Mullins
Secretary

RECEIVED
ATTORNEY'S OFFICE

JUN 25 2009

DEPARTMENT OF EDUCATION
GENERAL DIVISION

§ 6-13-606. Districts with more than five directors - Decrease in number

(a) The board of directors of any school district in this state that now has authorized or which is authorized to have seven (7) or nine (9) directors may file a petition with the State Board of Education requesting a decrease in the number of directors for that school district to five (5) or seven (7).

(b) Notice of the filing of the petition shall be published within ten (10) days thereafter by one (1) insertion in some newspaper having a general circulation in the school district.

(c) Upon a showing that such decrease will not be detrimental to the school district petitioning for it, the state board is authorized to decrease the number of directors for the school district to five (5) or seven (7).

(d) The order directing such decrease shall be entered not more than sixty (60) days after the publication of notice.

(e) Pursuant to the order and as soon as possible thereafter, the members of the board of directors shall draw by lot for the number of positions determined.

(f) The remaining directors shall continue to serve their unexpired terms.

(g) All boards of directors shall be made up of five (5), seven (7), or nine (9) members as allowed by law.

(h) (1) No board of directors shall have an even number of directors whether or not the number of directors of a school district's board of directors was established by an agreement between or among the former school districts that comprise the school district incident to a consolidation or an annexation of the former school districts.

(2) No less than ninety (90) days prior to the next annual school election, any school district with an even number of directors shall file a petition with the state board to establish the requisite odd number of directors.

(3) If the number of board members needs to be reduced to create a required odd number of directors and the members cannot agree on the method of reduction, the board of directors in office on August 12, 2005 shall draw lots to determine which board positions will be eliminated.

(i) Any change in the number of directors serving on the local school board of directors required under this section shall be effective upon the directors taking office following the 2005 annual school election.

(j) (1) Except as otherwise provided by law, any school district that elects its board members from single-member zones shall be subject to the requirements of this section.

(2) For those school districts that are subject to this subsection, "next annual school election" as used in subdivision (h)(2) of this section means the 2005 annual school election.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE REQUIREMENTS AND PROCEDURES FOR RENEWING A
STANDARD/PROFESSIONAL ARKANSAS TEACHING LICENSE**

~~October 8, 2007~~

1.00 PURPOSE

- 1.01** The purpose of these rules is to establish the requirements and procedures for renewing a standard/professional Arkansas teaching license.

2.00 REGULATORY AUTHORITY

- 2.01** These rules are promulgated pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-402 et seq., 25-15-201 et seq., ~~and Acts 169 and 628 of 2007, and Act 1173 of 2009.~~

3.00 DEFINITIONS- For purposes of these rules, the following terms shall be defined as follows:

- 3.01 Automatic Renewal** - The process of renewing the standard/professional teaching license for those teachers employed in a public school setting, who were teaching the school year prior to the expiration of their teaching license, and who have cleared at least one background check with Arkansas State Police and FBI, and who have met the requirements for professional development.
- 3.02 Central Registry-** The child maltreatment central registry established within the Arkansas Department of Human Services, which contains records of cases on all true investigation determinations of child maltreatment.
- 3.03 College Level Coursework** - Coursework taken from a regionally or nationally accredited college/university that is in the area of licensure (OR) professional education coursework at the current level of licensure (OR) educational technology/computer courses (OR) a combination of the above mentioned (OR) coursework taken to add additional areas to a current teaching license.
- 3.04 Educational Setting** - The employment setting where one is working as a teacher, librarian, counselor, administrator, educational consultant, or substitute teacher. This may be a public or private school, college/ university, educational co-op, Department of Education, adult education setting, or other agency or organization that employs licensed teachers in an educational setting.
- 3.05 Grace Period** - That period of time immediately following the expiration of a standard teaching license, not to exceed one calendar year, to meet general renewal requirements without additional penalties or assessments.
- 3.06 Immediate Previous Year** - The spring and fall semester of the current calendar year, (OR) the spring semester of the current calendar year and the prior fall semester.

3.07 Initial Teaching License refers to a three-year teaching license, issued by the state, which allows one to teach in Arkansas public schools.

3.08 Standard Teaching License refers to a five- year renewable license, issued by the state, which allows one to teach in Arkansas public schools.

3.09 Teacher - An individual who holds a standard/professional Arkansas teaching license (including expired and current), inclusive of educational administration, standard teaching areas, approvals, non-instructional student services, adult education, added endorsements and professional and technical licensure areas.

3.10 Teaching Experience - That time period of experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, or substitute teacher.

3.11 Professional Development - A coordinated set of planned, learning activities for teachers that are standards based and that meet the required Focus Areas for Professional Development and the Approved Professional Development Activities requirements as identified in the Arkansas Department of Education Rules Governing Professional Development (July 2005).

3.12 Year of Teaching Experience - A year of teaching experience shall be a minimum of 120 days per school year or calendar year while employed in an educational setting.

3.13 Retired Teacher - A teacher who has retired and is actively drawing benefits from the Teacher Retirement System.

3.14 Professional Teaching License- A standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

4.00 GENERAL RENEWAL REQUIREMENTS FOR A STANDARD/PROFESSIONAL ARKANSAS TEACHING LICENSE AND FOR A LICENSE THAT HAS BEEN EXPIRED LESS THAN ONE YEAR AND FOR RETIRED TEACHERS.

4.01 Teachers holding a current, standard/professional Arkansas teaching license may renew that license upon meeting the following general renewal requirements.

4.01.1 Teachers not teaching in a public school setting or teachers that have not met requirements for the automatic renewal of their teaching license shall submit an application for the renewal of their teaching license to the Office of Professional Licensure.

4.01.2 At the time of application, the teacher shall provide verification of the following requirements.

~~4.01.2.1 Two years of teaching experience during the previous five (5) years.~~
(OR)

~~4.01.2.2 One year of teaching experience for the immediate previous year~~
(OR)

~~4.01.2.3 Successful completion of six hours of college level coursework within the previous five (5) years.~~

~~4.01.3 A teacher may add partial years of experience over the previous five years to document the two years of teaching experience necessary to renew their teaching license.~~

4.01.2.1 Teachers shall provide verification of sixty (60) clock hours of professional development annually, beginning with the 2005-2006 school year.

4.01.2.1.1 Teachers retiring prior to or after July 31, 2007, while holding a valid Arkansas teaching license, shall have professional development waived when:

4.01.2.1.1.1 The teacher has provided written documentation of having retired from teaching. This documentation shall be provided by the Arkansas Teacher Retirement System.

4.01.2.1.1.2 A teaching license that was valid at time of retirement has been expired less than one (1) year.

4.01.2.1.2 A teacher who retires while holding a valid teaching license, and returns to a licensed employment position with the public school district shall complete within the school year of the return to employment, the professional development required for the year in which the teacher returns and for each year thereafter while employed in the licensed position.

4.01.3 The teacher shall have successfully cleared all background checks as required by law.

4.01.3.1 ~~Teachers who have successfully cleared the State Police and FBI background checks for licensure shall not be subject to another background check for the renewal of their teaching license.~~ Background checks are required at the first renewal of a standard license under A.C.A. §§ 6-17-410, in addition to initial licensure.

4.01.4 The teacher shall also successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.

4.01.4.1 Central registry checks are only required for initial licensure and the teacher's first renewal.

4.01.5 Teachers renewing a standard/professional teaching license shall pay the required fee for renewal.

4.02 A one year, non-renewable provisional teaching license shall be issued to teachers that have not met general renewal requirements and to teachers whose license has been expired for less than one year, upon meeting the following requirements.

4.02.1 Submission of a completed licensure application form requesting the provisional license.

4.02.2 Teachers who have not successfully cleared the required State Police and FBI background checks shall do so.

~~**4.02.2.1** Teachers who have successfully cleared the required State Police and FBI background checks for licensure, shall not be subject to another background check.~~ Background checks are required at the first renewal of a standard license under A.C. A. §§ 6-17-410, in addition to initial licensure.

4.02.3 Teachers who have not requested and successfully cleared a child maltreatment central registry check through the Department of Human Services shall do so as required by law.

4.02.3.1 Central registry checks are only required for initial licensure and the teacher's first renewal.

4.02.4 The teacher shall verify employment on the Verification of Eligibility for Provisional Licensure form.

4.03 The one year, non-renewable provisional teaching license, shall be converted to the five year standard/professional teaching license upon meeting the following requirements

4.03.1 Submission of a licensure application form requesting the provisional teaching license be converted to the standard teaching license.

~~**4.03.1** Document the completion of six (6) hours of college level coursework during the previous five years.~~

AND/OR

4.03.2 Written verification of completion of sixty (60) hours of professional development that was completed within one year of applying for the renewal of the teaching

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license, or within the year of provisional licensure if a provisional license was issued for employment.

4.03.3 Paying the required fee for renewal

5.00 REQUIREMENTS FOR THE RENEWAL OF A STANDARD/PROFESSIONAL TEACHING LICENSE THAT HAS BEEN EXPIRED FOR ONE (1) YEAR OR LONGER.

5.01 Teachers holding a standard/professional teaching license that has been expired for one (1) year or longer, shall have their license renewed provided they meet the following renewal requirements:

5.01.1 The teacher shall submit a completed application for the renewal of the teaching license to the Office of Professional Licensure.

5.01.2 Teachers shall successfully clear at least one State Police and FBI background check for their teaching license.

5.01.2.1 ~~Teachers who have successfully cleared the required State Police and FBI background checks for licensure shall not be subject to another background check for the renewal of their teaching license.~~ Background checks are required at the first renewal of a standard license under A.C. A. §§ 6-17-410, in addition to initial licensure.

5.01.3 The teacher shall also successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.

5.01.3.1 Central registry checks are only required for initial licensure and the teacher's first renewal.

5.01.4 Teachers who have successfully completed a specialty area assessment in at least one licensure/endorsement area shall complete the following requirements:

5.01.4.1 Successfully complete the current state required specialty area assessment in at least one licensure/endorsement area.

OR

5.01.4.1.1 Successfully complete six hours of college level coursework from a nationally/regionally accredited college or university.

~~OR~~

5.01.4.2 Teachers who have successfully completed the current Praxis II Specialty Area assessment for a licensure/endorsement area shall not be allowed to retake that assessment to meet renewal requirements.

5.01.5 Teachers who have never successfully completed a specialty area assessment in at least one licensure/endorsement area shall successfully complete the current, state required specialty area assessment in at least one of their licensure/endorsement areas and successfully complete the current state required pedagogy assessment at their level of licensure. When the teacher holds licensure at different levels, they may complete the pedagogy assessment at the level of their choice.

5.01.6 Teachers whose license expired after 2005 shall provide verification of sixty (60) clock hours of professional development completed within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

5.01.6.1 A teacher that was holding a valid Arkansas teaching license prior to or after July 31, 2007, at the time of retirement, but whose license has been expired longer than one (1) year, shall also meet requirements of 5.01.5.

5.01.7 Teachers shall pay the required fee for renewal.

5.01.8 A one year, non-renewable provisional teaching license shall be available for teachers not meeting general renewal requirements, and whose standard/professional Arkansas license has been expired for one year or longer upon meeting the following requirements.

5.01.8.1 The teacher shall submit a completed application for the provisional teaching license to the Office of Professional Licensure.

5.01.8.2 The teacher shall have successfully cleared the State Police and FBI background checks as required by law.

5.01.8.2.1 ~~Teachers who have successfully cleared the required State Police and FBI background checks for licensure shall not be subject to another background check.~~ Background checks are required at the first renewal of a standard license under A.C. A. §§ 6-17-410, in addition to initial licensure.

5.01.8.3 The teacher shall also successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.

5.01.8.3.1 Central registry checks are only required for initial licensure and the teacher's first renewal

5.01.8.4 The teacher shall verify employment on the Eligibility for Provisional Licensure form.

5.02 The one year, non-renewable provisional teaching license shall be converted to the Standard/Professional ~~five year~~ teaching license; upon meeting the following requirements:

5.02.1 For teachers who have successfully completed a specialty area assessment in at least one licensure/endorsement area:

5.02.1.1 Submission of a licensure application form requesting the conversion of the provisional teaching license.

AND

5.02.1.2 Verification of having successfully completed the required specialty area assessment,

OR

5.02.1.3 Verification of having successfully completed the six (6) hours of college level coursework,

AND

5.02.1.4 Verification of having completed sixty (60) hours of professional development within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

5.02.1.5 Verification of having paid the required fee for renewal.

5.02.2 For teachers who have not completed a specialty area assessment in at least one licensure/endorsement area:

5.02.2.1 Verification of having successfully completed the required specialty area assessment,

AND

5.02.2.2 Verification of having successfully completed the required pedagogy assessment at their level of licensure,

AND

5.02.2.3 Verification of having completed sixty (60) hours of professional development within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

5.02.2.4 Verification of having paid the required fee for renewal

6.00 POLICIES AND PROCEDURES FOR RENEWAL OF A QUALIFIED CANDIDATE'S STANDARD/PROFESSIONAL ARKANSAS TEACHING LICENSE

- 6.01** The Arkansas standard/professional teaching license shall be renewed for a period of five years.
- 6.02** The effective date of a renewed teaching license shall be January 1 of the year following the expiration date of the license. See section 6.11.
- 6.03** The effective date of a renewed teaching license that has been expired longer than one year shall be January 1 of the year renewed.
- 6.04** A one year non-renewable provisional teaching license shall be available for teachers ~~that~~ who have not met general renewal requirements, hold an expired teaching license, and are employed in a position by schools, and other agencies and organizations that require a current teacher license. Teachers shall have successfully cleared all background checks as required by law.
- 6.04.1** The one-year provisional teaching license shall be available to those individuals employed as Teachers, Pathwise Mentors, Pathwise Monitors, Praxis III Assessors, Praxis III Assessor Trainers, Test Investigators, Scholastic Audit consultants, and others as defined by the Arkansas Department of Education.
- 6.05** The effective date of a one-year, non-renewable, provisional teaching license shall be the hire date as documented by the employer.
- 6.06** The expiration date of a one-year, non-renewable, provisional teaching license shall be one year from the hire date.
- 6.07** The expiration date of a renewed standard/professional teaching license shall be December 31st of the fifth year.
- 6.08** Individuals not teaching in a public school setting or individuals that have not met requirements for the automatic renewal of their teaching license shall submit an application for the renewal of their teaching license to the Office of Professional Licensure.
- 6.09** Teachers applying for the renewal of their teaching license shall have successfully cleared all background checks as required by law and shall have successfully cleared the child maltreatment central registry check through the Department of Human Services as required by law.

- 6.10** There shall be a grace period immediately following the expiration of a standard/professional teaching license, not to exceed one calendar year, to meet general renewal requirements without additional penalties or assessments.
- 6.11** Applications for the renewal of a standard/professional Arkansas teaching license may be submitted to the Office of Professional Licensure as early as January 1 of the year of expiration.
- 6.12** Coursework used for the renewal of a standard/professional teaching license shall be college level and from a regionally/nationally accredited college/university. The coursework shall be in the licensure area(s) held by the teacher (OR) professional education courses at the level of licensure held by the teacher (OR) basic computer/education technology courses (OR) coursework taken to add additional areas to a standard teaching license.
- 6.13** Documentation of experience for renewal purposes shall be provided by a public school superintendent, director of human resources, or director of other agency/organization employing licensed teachers.
- 6.14** Documentation of the required professional development for the renewal of a teaching license shall be provided by a public school superintendent, human resources director, or director of other agency/ organization employing licensed teachers.
- 6.15** Teachers ~~that~~ who did not meet renewal requirements that were established under Annotated Code § 6-17-601 and 6-17-602 shall meet the renewal requirements that will be required of all teachers and shall be eligible for a one-year provisional teaching license.
- 6.16** The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.
- 6.17** Teachers shall not lose areas or levels of licensure at renewal as a result of transitioning to the new areas and levels of licensure.
- 6.18** Professional development required for the renewal of a standard/professional teaching license shall not be in addition to professional development required to meet standards for accreditation.
- 6.19** Teachers shall be able to add partial years of experience during the previous five years to meet the general renewal requirements.
- 6.20** Professional development shall be required for the renewal of a standard/professional teaching license.
- 6.21** Teachers shall pay the required fee for the renewal of a standard/professional Arkansas teaching license.

~~Arkansas Department of Education
Rule Governing Waivers of the Earnings Limitations
Under the Teacher Retirement System
September 2007~~

~~1.00 — Legislative Authority~~

- ~~1.01 — These regulations shall be known as the Arkansas Department of Education (ADE) Rules Governing Waivers of the Earnings Limitations Under the Teacher Retirement System.~~
- ~~1.02 — These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 24-7-708(f), 24-7-502, 6-11-105, 25-15-201 et. seq., and Acts 612 and 698 of 2007.~~

~~2.00 — Purpose~~

~~It is the purpose of these regulations to establish the conditions and procedures for requesting from the Board of Trustees of the Teacher Retirement System, or its designee, a Waiver of the Earnings Limitation under Ark. Code Ann. § 24-7-708 (f) and Ark. Code Ann. § 24-7-502, and Acts 612 and 698 of 2007.~~

~~3.00 — Definitions~~

- ~~3.01 — Academic Distress: Means any public school district failing to meet the minimum level of academic achievement on the state mandated criterion referenced examinations as required by the state board pursuant to Ark. Code Ann. §6-15-419(28).~~
- ~~3.02 — Critical Academic Areas: Academic areas identified annually by the State Board of Education as being critical academic teacher shortage areas.~~
- ~~3.03 — Commissioner: The Commissioner of the Department of Education.~~
- ~~3.04 — Earnings Limitation: As outlined in Arkansas Code Ann. § 24-7-708, the maximum amount that a retirant employed by a public employer whose employees are covered by the Arkansas Teacher Retirement System can earn during a twelve-month period ending June 30. The earnings limitation rate is established annually by the Arkansas Teacher Retirement System Board of Trustees.~~
- ~~3.05 — Fiscal Distress: Means a public school district determined by the department and classified by the State Board of Education as being placed in fiscal distress status pursuant to this subchapter; Ark. Code Ann. §6-20-1903.~~
- ~~3.06 — Standard of Accreditation Probationary Status: Means that status assigned to any public school district or school that is deemed by the State Board of Education to have failed to meet the Arkansas Standards of Accreditation beyond a citation violation pursuant to Ark. Code Ann. § 6-15-201 et seq.~~
- ~~3.07 — Retirant: A person currently receiving retirement benefits from the Arkansas Teacher Retirement System.~~

~~3.08 — Waiver: An approval of a set of conditions under which a retirant will not be held to the Earnings Limitation as defined by the Arkansas Teacher Retirement System Board of Trustees.~~

~~4.00 — Waivers for the Earnings Limitations may be requested under the following conditions:—~~

~~4.01 — A school district which is without a superintendent due to a reconstitution or reorganization of a public school district as allowed in Ark. Code Ann. § 6-15-201 et seq., Ark. Code Ann. § 6-15-401 et seq., or § 6-20-1901 et seq., following an appropriate determination by the State Board of Education that:~~

~~4.01.1 — The public school district has failed to meet the standards of accreditation pursuant to Ark. Code Ann. §6-15-201 et seq.; or~~

~~4.01.2 — The public school district is in academic distress status for failing to meet the minimum level of academic achievement on the state mandated criterion-referenced examinations as required by the State Board of Education pursuant to Ark. Code Ann. §6-15-401 et seq.; or~~

~~4.01.3 — The public school district is in fiscal distress status pursuant to Ark. Code Ann. §6-20-1901 et seq.; and~~

~~4.01.4 — An appropriately qualified applicant, as determined by the Department of Education, who is not an ATRS covered retirant is not available to be employed.~~

~~4.02 — A school district desires to hire a retirant to teach in one of the critical academic teacher shortage areas identified by the State Board of Education.~~

~~5.00 — Limitations~~

~~5.01 — Waivers of earnings limitations will be requested annually and shall be effective until the end of that fiscal year.~~

~~5.02 — A Waiver of Earnings Limitation must be requested within thirty days of employment.~~

~~5.03 — To be eligible for an Earnings Limitation Waiver under § 4.02 of this rule, the retirant must be certified in the content area assigned.~~

~~5.04 — Waiver of Earnings Limitation may only be granted due to a teacher shortage in a critical academic content area in a public school district as allowed in § 4.02 or due to a vacancy in a superintendent's position in the situation of a reconstitution or reorganization of a public school district as allowed in § 4.01 of this rule.~~

~~Waivers of Earnings Limitations may be requested and renewed annually for up to a total of six (6) years for each individual retirant.~~

~~5.05 — A member of the Arkansas Teacher Retirement System must have terminated covered employment for at least 30 days before being eligible to apply for a Waiver of the Teacher Retirement Earnings Limitation.~~

~~5.06 — A retirant cannot be hired under the Earnings Limitation Waiver to teach the exact position vacated by the retirant to the extent that this action would violate any current existing provision and/or laws governing pension funds regulated by the Internal Revenue Service.~~

~~6.00 — Procedures~~

~~6.01 — Application letters requesting a Waiver of Earnings Limitation shall be submitted in writing to the Commissioner. The application letter shall include:~~

- ~~a. — A justification of the need for the waiver.~~
- ~~b. — Documentation that a currently licensed and/or appropriately qualified applicant who is not a retirant was not available to be employed.~~
- ~~c. — The retirant to be employed.~~
- ~~d. — The length of time the retirant is to be employed.~~

~~6.02 — The Commissioner shall make the request for the waiver of earnings limitation to the Teacher Retirement System Board of Trustees or its designee.~~

~~6.03 — No payment for services rendered by any retirant(s) under the conditions of the waiver can occur prior to the effective approval date of the Waiver of Earnings Limitation.~~

~~6.04 — The final decision regarding the granting of the waiver will rest with the Board of Trustees of the Teacher Retirement System or its designee.~~

~~6.05 — School districts shall maintain audit files, which list personnel receiving waivers and provide documentation regarding the justification for the waiver.~~

~~6.06 — Beginning July 1, 2005, for any retirant granted an Earnings Limitation Waiver, the employer and employee contribution rate to the system on behalf of that member shall be remitted by the employer at the current rate in effect at the time of the employment.~~

~~7.00 — Waivers for Retired Members of the Arkansas Teacher Retirement System Employed by the Department of Education:~~

~~7.01 — A retired member entering into a position of employment with the Department of Education is exempt from Sections 5.00 and 6.00 of these Rules and shall be employed with no limitations placed on his or her earnings.~~

~~7.02 — For any retired member returning to work pursuant to Subsection 7.01 of these rules, both the employer and employee contribution rate in effect at the time of employment shall be remitted to the system on behalf of the member by the employer.~~

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING “HIGHLY QUALIFIED” TEACHERS PURSUANT TO THE NO CHILD
LEFT BEHIND ACT OF 2001**

1.0 REGULATORY AUTHORITY

- 1.01** These shall be known as the Arkansas Department of Education Rules Governing “Highly Qualified” Teachers and promulgated pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq. (2002).
- 1.02** These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105 and Ark. Code Ann. § 25-15-201 et seq.

2.0 PURPOSE

- 2.01** The purpose of these rules is to establish definitions and procedures used to designate teachers as highly qualified in the core academic subject areas pursuant to the No Child Left Behind Act of 2001.

3.0 DEFINITIONS

For the purpose of these Rules the following terms shall be defined to mean:

- 3.01 Act** – the “No Child Left Behind” Act of 2001, 20 U.S.C. § 6301 et seq. (2002).
- 3.02 Appropriate state teaching license** - an AR Initial license, an AR Standard license, AR Professional license, an AR Non-Traditional Licensure Program Provisional license, an AR Professional Teaching permit, or any license issued for teachers who have completed all requirements except an *Arkansas History* course for Standard licensure through reciprocity.
- 3.03 ARHOUSSE** – **Arkansas High Objective Uniform State Standard of Evaluation** - a survey of criteria used to determine whether a veteran teacher demonstrates competence in the core academic subject area(s) he or she teaches, when required in the definition of a highly qualified teacher, ~~or the Multi-Subject criteria survey used to determine level of content knowledge for teachers in Special Education, Alternative Learning Environments and/or Juvenile Detention/Residential Centers who teach multiple subjects and are pursuing Highly Qualified Teacher status in Arkansas.~~
- 3.03.1** The **ARHOUSSE** survey of criteria for single subject is hereby incorporated in these rules as referenced in the attached Appendix A;
- 3.03.2** The Middle Childhood Multi-Subject AR HOUSSE criteria survey is hereby incorporated in these rules as referenced in the attached Appendix B.
- 3.03.3** The Secondary Multi-Subject AR HOUSSE criteria survey is hereby incorporated in these rules as referenced in the attached Appendix C.
- 3.04 Core Academic Subject Areas** - English, Reading or Language Arts, Mathematics, Science, Foreign Language, Social Studies, ~~Arts~~ Music, and Art.
- 3.05 Early Childhood (Elementary) grade levels** – grade K through grade 6.

3.06 Highly Qualified Teacher (HQT) – a teacher who holds at least a Bachelor’s Degree, holds an appropriate state teaching license ~~full state licensure (AR Initial, AR Standard, AR NTLP Provisional, or any license issued for teachers who have completed all requirements except Arkansas History for Standard Licensure through reciprocity)~~, and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches. When used with respect to a new or veteran Arkansas public early childhood, middle childhood or secondary school teacher HQT means as follows:

3.06.1 For New Teachers (teachers new to the profession)

3.06.1.1 A highly qualified **new early childhood** teacher is a teacher who possesses or exhibits each of the following:

3.06.1.1.1 Have at least a Bachelor’s Degree,

3.06.1.1.2 Hold an appropriate state teaching license, ~~Initial or Standard Arkansas teaching license, or be enrolled in, and progressing towards successful completion of the Non-Traditional Licensure Program for early childhood, or have completed all requirements except Arkansas History for Standard Licensure through reciprocity~~

3.06.1.1.3 Demonstrate subject area competence by having passed the current Arkansas Early Childhood licensure test or Educational Testing Service (ETS) Early Childhood: Content Knowledge (Praxis II #022) or Education of Young Children Assessment (Praxis II # 021) or Praxis II #011 Elementary Education: Curriculum, Instruction and Assessment, or Praxis II #012 Elementary Education: Content Area Exercises, or Praxis II #014 Elementary Education: Content Knowledge, or Praxis II #016 Elementary Education: Curriculum, Instruction and Assessment K-5, or Praxis II #020 Early Childhood Education, or other content exam taken and passed in another state which was accepted as demonstration of content knowledge for a teaching license in that state and is acceptable through reciprocity for an Arkansas teaching license.

3.06.1.2 A highly qualified **new middle childhood or secondary** teacher is a teacher who possesses or exhibits each of the following:

3.06.1.2.1 Have at least a Bachelor’s Degree,

3.06.1.2.2 Hold an appropriate state teaching license, ~~Initial or Standard Arkansas teaching license, or be enrolled in, and progressing towards successful completion of the Non-Traditional Licensure Program for middle childhood or secondary, or have completed all requirements except Arkansas History for Standard Licensure through reciprocity.~~

3.06.1.2.3 Demonstrate subject area competence by:

3.06.1.2.3.1 passing the state licensure ETS Praxis II content assessment(s) in the area the teacher teaches or other content exam taken and passed in another state which was accepted as demonstration of content knowledge for a teaching license in that state and is acceptable through reciprocity for an Arkansas teaching license, or

3.06.1.2.3.2 having an undergraduate major in the area the teacher teaches, or

- 3.06.1.2.3.3 having coursework equivalent to an undergraduate major (24 hours) in the area the teacher teaches, or
- 3.06.1.2.3.4 having a graduate degree in the area the teacher teaches, or
- 3.06.1.2.3.5 having National Board Certification in the area the teacher teaches.

3.06.2 For Veteran Teachers (teachers not new to the profession)

3.06.2.1 A highly qualified **veteran early childhood** teacher is a teacher who possesses or exhibits each of the following:

3.06.2.1.1 Have at least a Bachelor's Degree,

3.06.2.1.2 Hold an appropriate state teaching license, ~~Initial or Standard Arkansas teaching license or have completed all requirements except Arkansas History for Standard Licensure through reciprocity,~~

3.06.2.1.3 Demonstrate subject area competency by:

3.06.2.1.3.1 having passed the current Arkansas Early Childhood licensure test or Educational Testing Service (ETS) Early Childhood: Content Knowledge (Praxis II #022) or Education of Young Children Assessment (Praxis II #021) or Praxis II #011 Elementary Education: Curriculum, Instruction and Assessment, or Praxis II #012 Elementary Education: Content Area Exercises, or Praxis II #014 Elementary Education: Content Knowledge, or Praxis II #016 Elementary Education: Curriculum, Instruction and Assessment K-5, or Praxis II #020 Early Childhood Education, or other content exam taken and passed in another state which was accepted as demonstration of content knowledge for a teaching license in that state and is acceptable through reciprocity for an Arkansas teaching license, or

3.06.2.1.3.2 accumulating at least 100 points on **ARHOUSSE**.

3.06.2.2 A highly qualified **veteran middle childhood or secondary** teacher is a teacher who possesses or exhibits each of the following:

3.06.2.2.1 Have at least a Bachelor's Degree,

3.06.2.2.2 Hold an Initial or Standard Arkansas teaching license or have completed all requirements except Arkansas History for Standard Licensure through reciprocity,

3.06.2.2.3 Demonstrate subject area competence by:

3.06.2.2.3.1 passing the state licensure ETS Praxis II content assessment(s) in the area the teacher teaches, or other content exam taken and passed in another state which was accepted as demonstration of content knowledge for a teaching license in that state and is acceptable through reciprocity for an Arkansas teaching license, or

3.06.2.2.3.2 having an undergraduate major in the area the teacher teaches or

3.06.2.2.3.3 having coursework equivalent to an undergraduate major (24 credit hours) in the area the teacher teaches or

3.06.2.2.3.4 having a graduate degree in the area the teacher teaches, or

3.06.2.2.3.5 having National Board Certification in the area the teacher teaches, or

3.06.2.2.3.6 accumulating at least 100 points on ARHOUSSE.

3.06.3 The requirement of an appropriate state teaching license (as per section 3.06) is waived in the case of charter schools that have been granted a waiver of licensure requirements by the Arkansas State Board of Education.

3.07 Highly Qualified Teacher, Multi-Subject - a teacher in Special Education, Alternative Learning Environments and/or Juvenile Detention/Residential Centers who teaches multiple subjects may establish Highly Qualified status ~~as a generalist~~ by demonstrating content knowledge in each of the areas he or she teaches (using the Multi-Subject AR HOUSSE criteria survey) in addition to meeting the license and degree requirements for HQT in Arkansas.

3.07.1 These teachers in middle childhood grades may use the Multi-Subject Highly Qualified Teacher Designation Form for Middle Childhood grades (Appendix B).

3.07.2 These teachers in secondary grades may use Multi-Subject Highly Qualified Teacher Designation Form for Secondary grades (Appendix C).

3.08 Middle Childhood grade levels – grades 4 through 8.

3.09 New Teacher (a teacher new to the profession) – a licensed teacher employed by an Arkansas public school after the beginning of the 2002-2003 school year, who was not previously employed as a licensed teacher in any public or private school.

3.10 Non-Traditional Licensure Program - the instructional program administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree (and passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas school via a Non-Traditional license. Participants are engaged with intensive supervision and mentoring while receiving high-quality, sustained, intensive classroom-focused professional development.

3.11 Professional Teaching Permit (PTP) – teaching credential that allows working professionals who are extremely well-qualified, and participate in PTP training, to be employed as teacher-of-record for a secondary content area class in their area of expertise.

3.12 Secondary grade levels – grades 7 through 12.

3.13 Title I District, School or Program – A district, school or program that receives funds under Title I, Part A of the No Child Left Behind Act of 2001.

3.14 Veteran Teacher (a teacher not new to the profession) – a licensed teacher who was previously employed as a licensed teacher in any public or private school before the beginning of the 2002-2003 school year.

4.0 HIGHLY QUALIFIED REQUIREMENTS

- 4.01** By the end of the '05-'06 school year, all teachers teaching in core academic subject area(s) must be highly qualified as defined in these rules. In addition, all newly hired teachers who teach in core academic subject area(s) in Title I schools or programs must be highly qualified on the date of hire.
- 4.02** By the end of the '05-'06 school year, all classes in the core academic subject areas shall be taught by a highly qualified teacher as defined in these rules.
- 4.03** By the end of the '05-'06 school year all early childhood classes shall be taught by a highly qualified early childhood teacher as defined in these rules.
- 4.04** By the end of the '05-'06 school year all middle childhood classes in the core academic subject areas shall be taught by a highly qualified middle childhood teacher as defined in these rules.
- 4.05** By the end of the '05-'06 school year all secondary classes in the core academic subject areas shall be taught by a highly qualified secondary teacher as defined in these rules.

5.0 HIGHLY QUALIFIED REPORTING

- 5.01** By October 15 of each school year all public charter schools and school districts shall report in their Cycle 2 report the number and percentage of classes in the core academic subject areas being taught by teachers meeting the definition of a highly qualified teacher as defined in this rule, and required by the Arkansas Department of Education (ADE).
- 5.02** The ADE shall review the data required in 5.01. To the extent a school district has not met the requirements of these rules, the ADE will take appropriate action to work with that district as required under the Act.
- 5.03** Schools and districts shall give notice to parents and care givers regarding teacher quality and highly qualified teachers as required by the Act.

Appendix A
Arkansas Department of Education
Highly Qualified Teacher Designation Form (SINGLE SUBJECT)

A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area. This form may be used by any Arkansas teacher for whichever HQT status is being sought.

Teacher Name _____ Date _____

School _____ School District _____

Choose level of HQT status being sought.

- ☐ Early Childhood/Elementary-K-6
- ☐ Middle Childhood/Grades 4-8
- ☐ Secondary/Grades 7-12

If applicable choose the subject area.

- ☐ English
- ☐ Reading or Language Arts
- ☐ Mathematics
- ☐ Science: (Specify subject _____)
- ☐ Art
- ☐ Social Studies: (Specify subject _____)
- ☐ Music
- ☐ Foreign Language: (Specify language _____)

1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)

Degree _____ Date Awarded _____ Institution _____

2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)

- ☐ INITIAL ☐ NTLP PROVISIONAL ☐ PROFESSIONAL TEACHING PERMIT
- ☐ STANDARD ☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area _____ Level _____ Expiration date: _____

3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Check A or B or C, and provide the appropriate information and documentation.)

3.A. ☐ I passed the Praxis Content Knowledge assessment, or licensure content test in other state.

Assessment _____ Passing Score _____ Date taken _____

OR

3.B. ☐ I am a Middle School or Secondary teacher and I have a major, or coursework equivalent to a major (24 credit hours), or graduate degree, or National Board Certification in the area. (Explain)

OR

3.C. ☐ I am a Veteran teacher and I have accumulated ≥ 100 points in this area on the ARHOUSSE criteria survey. Score = _____ (Attach a copy of the ARHOUSSE form.)

4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)? Yes _____ No _____

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as highly qualified in this area at this time.

As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming Highly Qualified in this area by the end of this school year.

Teacher's signature _____

Date _____

School District Administrator's name _____

School District Administrator's signature _____

Date _____

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

ARHOUSSE - Arkansas High Objective Uniform State Standard of Evaluation

To demonstrate subject area content knowledge a teacher must accumulate at least 100 points in the selected area.
This may be done by any teacher for whichever HQT status is being sought.

Teacher Name _____
 School _____

School District _____

NOTE: CONTENT KNOWLEDGE ONLY

Choose level of HQT status being sought. If applicable choose the content area.

☐ Early Childhood/Elementary, K-6

☐ Middle Childhood, Grades 4-8

☐ Secondary, Grades 7-12

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject _____)

☐ Art

☐ Social Studies: (Specify subject _____)

☐ Music

☐ Foreign Language: (Specify language _____)

The following evidence must be in the **content area indicated above.**

Points

National Teacher Exam Content Area Assessment(s) for this content area (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe)	50 points	
NBPTS Certification for this content area (including Elementary)	100 pts	
Content test taken for licensure in another state (describe)	100 pts	
Years of teaching experience in this subject area within the last ten years (10 pts/year)	# of years _____ (50 pts max)	
Content-based Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)	

The following must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____ _____ _____	# credit hours _____ 3 pts per credit hour	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____ _____ _____	# of years served _____ 10 pts per year (30 pts max)	
Documented Committee service in local (LEA) curriculum development in this content area in the last five years Describe: _____ _____ _____	# of activities _____ 5 pts per activity (25 pts max)	
Documented Committee service in state or national curriculum development in this content area in the last five years Describe: _____ _____	# of activities _____ 10 pts per activity (30 pts max)	

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Textbook adoption committee service in this content area over the last five years Describe: _____ _____ _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____ _____ _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____ _____ _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended in this content area in the last five years Describe: _____ _____ _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a Pathwise Mentor in this content area	# of years served _____ 10 pts per year (30 pts max)	
Participation in Arkansas Leadership Academy Individual or Team Institute	20 pts per academy	
Participation in ELLA Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, etc Curriculum Training – Year Long (describe) _____ _____ _____	1 point per hour up to 20 points per year	
	Total	

Teacher's signature

Date

School District Administrator

School District Administrator's signature

Date

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

Appendix B

Arkansas Department of Education **Multi-Subject Highly Qualified Teacher Designation Form for Middle Childhood grades(MULTI-SUBJECT)**

A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject HQT form (to designate content knowledge) may ONLY be used by teachers in Alternative Learning Environments, Juvenile Detention/Residential Centers, or Special Education, who teach two or more subjects and seek Highly Qualified Teacher status as a Multi-Subject HQT.

Teacher Name _____

School _____ School District _____

Choose level of HQT status being sought.

☐ Middle Childhood/Grades 4-8

☐ Secondary/Grades 7-12

Indicate Instructional Class

☐ Alternative Learning Environment

☐ Special Education

☐ JDC, Residential

Choose the content areas.

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject _____)

☐ Art

☐ Social Studies: (Specify subject _____)

☐ Music

☐ Foreign Language: (Specify language _____)

1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)

Degree _____ Date Awarded _____ Institution _____

2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)

☐ INITIAL

☐ NTLP PROVISIONAL

☐ NTL PROFESSIONAL TEACHING PERMIT

☐ STANDARD

☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area _____ Level _____ Expiration date: _____

3) DEMONSTRATION OF CONTENT KNOWLEDGE AS A MULTI-SUBJECT TEACHER? (Check A or B, and provide the appropriate information and documentation.)

3.A. ☐ I passed the Praxis II: Middle School Content Knowledge (#20146) assessment, or Multi-Subject licensure content test in other state.

Assessment _____

Passing Score _____

Date taken _____

OR

3.B. ☐ I am a Veteran teacher and I have accumulated ≥ 100 points on the **Multi-Subject ARHQSSE** criteria survey with a minimum of 50 points in each content area. (Attach a copy of the Multi-Subject ARHQSSE form.)

4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)? Yes _____ No _____

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as highly qualified in these areas at this time. As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming Highly Qualified in this area by the end of this school year.

Teacher's signature _____

Date _____

School District Administrator's name _____

School District Administrator's signature _____

Date _____

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

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**Multi-Subject Arkansas' High Objective Uniform State Standard of Evaluation (MS-ARHOUSSE)
for Middle Childhood grades**

To establish Highly Qualified status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSSE a minimum of 50 points is required per content area taught.

Teacher Name _____

School _____

School District _____

Indicate level of HQT status being sought. <input type="radio"/> Middle Childhood/Grades 4-8 <input type="radio"/> Secondary/Grades 7-12	Indicate the content areas to be considered for this HQT designation. <input type="radio"/> English <input type="radio"/> Reading / Language Arts <input type="radio"/> Math <input type="radio"/> Science: (subject _____) <input type="radio"/> Art <input type="radio"/> Social Studies: (subject _____) <input type="radio"/> Music <input type="radio"/> Foreign Language: (subject _____)
Indicate Instructional Class <input type="radio"/> Alternative Learning Environment <input type="radio"/> Special Education <input type="radio"/> JDC, Residential, Other	

The following would demonstrate content knowledge for Multi-Subject HQT criteria in full.

Points

Praxis II: Middle School Content Knowledge (#20146)	100 points	
Multi-Subject content test taken for licensure in another state (describe)	100 points	

To demonstrate content knowledge by individual subject, the following evidence must be in the content areas indicated above.

A teacher must accumulate a minimum of 50 points in each core content subject area that they are teaching.

Content Area 1: _____ College/University Coursework in the content area(s): List coursework _____ _____ _____ _____	# credit hours: X 3 points	
NBTS Certification for this content area	100 points	
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from HOUSSE form: _____ _____ _____ _____ _____	Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max	
Teaching Experience in this content area: Describe: _____ _____ _____	10 pts per yr 25 points maximum	

<hr/> <hr/> <hr/> <hr/> <hr/>	AREA 1 Total Points: _____ Must be a minimum of 50 points
-------------------------------	---

Content Area 2: _____ College/University Coursework in the content area(s): List coursework <hr/> <hr/> <hr/>	# credit hours: X 3 points	
NBTS Certification for this content area	100 points	
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from HOUSSE form: <hr/> <hr/> <hr/>	Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max	
Teaching Experience in this content area: Describe: <hr/> <hr/> <hr/>	10 pts per yr 25 points maximum	
AREA 2 Total Points: _____ Must be a minimum of 50 points		
Content Area 3: _____ College/University Coursework in the content area(s): List coursework <hr/> <hr/> <hr/>	# credit hours: X 3 points	
NBTS Certification for this content area	100 points	
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from HOUSSE form: <hr/> <hr/> <hr/>	Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max	
Teaching Experience in this content area: Describe: <hr/> <hr/> <hr/>	10 pts per yr 25 points maximum	
AREA 3 Total Points: _____ Must be a minimum of 50 points		

Duplicate form as needed to add additional content areas.

Teacher's signature _____

Date _____

School District Administrator's name

Date

School District Administrator's signature

Date

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

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Appendix C
Arkansas Department of Education
Multi-Subject Highly Qualified Teacher Designation Form
for Secondary grades

A highly qualified teacher (HQT) must have at least a bachelor's degree; must be licensed to teach; and must demonstrate content knowledge in each subject area in which direct instruction takes place as indicated by NCLB. This form may be used by an Alternative Learning and/or Special Education teacher to establish subject-area HQT status when more than one subject is being taught.

Teacher Name _____ Date _____

School _____ School District _____

Choose level of HQT status being sought.

☒ Secondary/Grades 9-12

Choose the subject areas in which direct instruction will occur.

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science

☐ Art

☐ Social Studies

☐ Music

☐ Foreign Language: (Specify language _____)

1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)

Degree _____ Date Awarded _____ Institution _____

2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)

☐ INITIAL ☐ NTLP PROVISIONAL

☐ STANDARD ☐ RECIPROCITY PROVISIONAL (all requirements except AR History course)

Area _____ Level _____ Expiration date: _____

3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Provide the appropriate information and documentation.)

☐ I am an Alternative Learning Environment teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHOUSSE criteria survey.

☐ I am a Special Education teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHOUSSE criteria survey.

4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)? Yes _____ No _____

If you do not meet all three criteria (1, 2, & 3 above) you cannot be designated as highly qualified in this area at this time. IN CONJUNCTION WITH YOUR SCHOOL/DISTRICT ADMINISTRATOR YOU ARE TO DEVELOP, MAINTAIN AND ADHERE TO A WRITTEN PLAN FOR BECOMING HIGHLY QUALIFIED IN THESE AREAS BY THE END OF THIS SCHOOL YEAR.

Teacher's signature _____ Date _____

School or District Administrator's name _____

School or District Administrator's signature _____ Date _____

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

Multi-Subject Arkansas High Objective Uniform State Standard of Evaluation (MS-ARHOUSSE)
for Secondary grades

To demonstrate subject area content knowledge in each area a teacher must accumulate at least 100 points in each selected area. **This form is only available for Alternative Learning and Special Education teachers who teach more than one subject.**

Teacher Name _____
 School _____ School District _____

NOTE: CONTENT KNOWLEDGE ONLY
USE MULTIPLE SHEETS AS NECESSARY

Subject (from page 1) _____

The following evidence must be in the **content area indicated above.**

Points

Praxis II Middle School: Content Knowledge test (#0146) if the subject area above is <u>Math, Science, English or Social Studies</u>	<u>25 points</u>	
National Teacher Exam Content Area Assessment(s) for this content area (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe.) CLEP Exams in content area	<u>50 points</u>	
NBPTS Certification in this content area	<u>100 pts</u>	
Content test in this area taken for licensure in another state. (Describe)	<u>100 pts</u>	
Years of teaching experience in this subject area within the last ten years (10 pts/year)	<u># of years</u> <u>(50 pts max)</u>	
Content-based Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	<u># of years</u> <u>(40 pts max)</u>	

The following, if used, must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____	<u># credit hours</u> <u>3 pts per credit hour</u>	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____ _____	<u># of years served</u> <u>10 pts per year</u> <u>(30 pts max)</u>	
Documented Committee service in local (LEA) or Education Service Co-operatives curriculum development in this content area in the last five years Describe: _____ _____	<u># of activities</u> <u>5 pts per activity</u> <u>(25 pts max)</u>	
Documented Committee service in state or national curriculum development in this content area in the last five years Describe: _____ _____	<u># of activities</u> <u>10 pts per activity</u> <u>(30 pts max)</u>	
Textbook adoption committee service in this content area over the last five years Describe: _____ _____	<u># of committees</u> <u>15 pts per committee</u> <u>(30 pts max)</u>	

MS-HOUSSE Subject area (from page 1) _____

Papers published in refereed journals in this content area in the last five years Describe: _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended on line or teleconferences, webcast professional development, CIV workshops, project based authentic learning lessons developed in this content area in the last five years Describe: _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a Pathwise Mentor or Subject Area Mentor Participant, Peer review of content specific experience in this content area. _____	# yrs served _____ 10 pts per year (30 pts max)	
Participation in a content-specific Arkansas Leadership Academy Individual or Team Institute, or other content specific experience training, etc. _____ _____	20 pts per academy	
Participation in SIM, etc. Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long, Participation in Core Content Competency Based Assessment Circles, Formative Assessment Training and application throughout the year in content area, etc. _____ _____ _____	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, IDEAs Portal, Web Quest, Teacher-2-Teacher Initiatives, Academic Academies, etc. curriculum training – Year Long (Describe.) _____ _____ _____ _____	1 point per hour up to 20 points per year	
	Total	

Sec. MS-HOUSSE page 2 of 2

Teacher's signature _____

Date _____

School or District Administrator's name _____

School or District Administrator's signature _____

Date _____

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

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