



AGENDA

STATE BOARD OF EDUCATION

August 8, 2011

Arkansas Department of Education

Auditorium, State Education Building

9:00 AM

 [← Back](#)  [Print](#)

Reports

Report-1 Chair's Report

Presenter: Dr. Ben Mays

Report-2 Commissioner's Report

Presenter: Dr. Tom Kimbrell

Report-3 Presentation Concerning the Employer Support of the Guard and Reserve (ESGR) Program

The Employer Support of the Guard and Reserve (ESGR) Program is a Department of Defense organization. ESGR was established in 1972 to promote cooperation and understanding between Reserve component members and their civilian employers. General Counsel Jeremy Lasiter, along with representatives from the Arkansas National Guard and ESGR, will make a special presentation to the Commissioner of Education and State Board of Education.

Presenter: Jeremy Lasiter

Report-4 Informational Update on Common Core State Standards and PARCC

This information is provided to keep the State Board of Education apprised of the Department's work and activities associated with college and career readiness.

Presenter: Dr. Laura Bednar

Report-5 Update on Grades 1 and 2 Assessments

Additional information will be provided regarding Grades 1 and 2 assessments used by other states.

Presenter: Dr. Gayle Potter

Report-6 Discussion of Academic Distress Rule

The State Board requested information concerning the Department's current rule on academic distress.

Presenter: Jeremy Lasiter

Consent Agenda

C-1 Minutes - July 11, 2011

Presenter: Phyllis Stewart

C-2 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

By the Court Order of December 1, 1993, the Arkansas Department of Education (ADE) is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. The August report summarizes the PMT for July.

Presenter: John Hoy and Willie Morris

C-3 Newly Employed, Promotions and Separations

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

Presenter: Dr. Karen Cushman and Clemetta Hood

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

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 20 school districts covering a total of 57 teaching positions. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: Dr. Karen Cushman

C-5 Review of Loan and Bond Applications

Pursuant to Arkansas Code Annotated § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refundings of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended that the State Board of Education review the following: Revolving Loans – 1 School Bus – Recommend Approval - Commercial Bonds – 10 2nd Lien Bond Applications – Recommend Approval; 13 Voted Bond Applications – Recommend Approval.

Presenter: Cindy Hollowell and Amy Woody

C-6 Review of QZAB Allocation Application

Qualified Zone Academy Bonds (QZABs) are a funding instrument created in 1997 to assist school districts in implementing school renovations and repairs and in developing new programs to enhance technology and better prepare students for the rigors of the workplace. An important feature of QZABs is that they may be issued at a reduced or zero interest rate.

A total of \$38,231,000 in authorization is available for allocation in this cycle. This total represents the amount of 2009 Arkansas allocations remaining after the 2009, 2010 and 2011 allocation cycles. The total allocation requested in this cycle is \$4,000,000. The proposed allocation of \$4,000,000 of QZAB authorization is valid only if the State Board

approves the recommendation of the QZAB Allocation Committee as stated herein.

Presenter: Cindy Hollowell

C-7 Consideration of Recommendation of the Professional Licensure Standards Board for Suspension of License for Three (3) Years and a Fine of \$100 for Case #10-040 – Tim Estes

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending suspension of the teaching license of Tim Estes for three (3) years for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Mike Smith

C-8 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of License for One (1) Year and a Fine of \$75 for Case #11-001 – John A. Dawson

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of John Dawson for one (1) year and a fine of \$75 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Michael Smith

C-9 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Warning for Case #11-041 – Karen Sue “Becky” Mathis

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written warning for Becky Mathis for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Michael Smith

C-10 Consideration of Recommendation of the Professional Licensure Standards Board for a Permanent Revocation of Teaching License for Case #11-044 – Michael Binns

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending permanent revocation of the teaching license of Michael Binns for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Michael Smith

C-11 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #11-061 – Gayla Lynette Maxwell

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand and a fine of \$50 for Gayla Maxwell for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Michael Smith

Action Agenda

A-1 ABC Funding Recommendations 2011-12

Pursuant to the authority granted the State Board of Education, DHS/Division of Child Care and Early Childhood Education requests approval of the attached funding recommendations under the Arkansas Better Chance program.

Presenter: Jamie Morrison

A-2 Approval of Public School Fund Budget FY11

At the end of each fiscal year the State Board reviews and approves the final budget for the Public School Fund. Attached to this narrative is a schedule that summarizes the budget changes necessary to close the fiscal year.

As related to available funding FY11 was a very stable year. There were no major funding reductions and expenditures were mostly under the budget approved on July 12, 2010.

Presenter: John Kunkel

A-3 Initial Approval of Public School Fund Budget FY12

As required by the Chief Fiscal Officer of the State the initial FY12 Public School Fund budget was prepared in May 2010 using the General Revenue forecast prepared by the Department of Finance and Administration. At the close of the fiscal year the Department of Education was allowed to resubmit the Public School Fund utilizing fund balances (\$36,245,680) carried forward from FY10 and FY11.

The utilization of the carry forward fund balances allowed the Department to fulfill commitments made during the last legislative session to fund those programs that were critical and fulfill the programs related to Education Adequacy.

The FY12 budget was prepared using the latest available data for those programs that are calculated using prior year data. Other budgets were established as required by Special Language that established the funding level.

The Board is now requested to approve the initial FY12 budget.

Presenter: John Kunkel

A-4 Consideration of Final Approval: Repeal of Rules Governing Use of Net Athletic Event Gate Receipts by Public Schools

The provisions of this rule have been transferred to the proposed amendments to the Rules Governing Athletic Expenditures by Public Schools. A public hearing was held in the ADE Auditorium on June 20, 2011, with no oral comments received, and no written public comments were received. Consideration of final approval of repeal of this rule is requested.

Presenter: Mark White

A-5 Consideration of Final Approval: Proposed Open-Enrollment Public Charter School New Application and District Conversion or Limited Public Charter School New Application

Ark. Code Ann. §§ 6-23-201 & 301 require the State Board to adopt application forms for those wishing to apply for a charter to open an open-enrollment, district conversion, or limited public charter school. On June 13, the State Board simultaneously adopted these application forms on an emergency basis and released them for public comment for permanent adoption. Since that time, no public comments have been received. Final approval of these application forms is requested.

Presenter: Dr. Mary Ann Duncan and Mark White

A-6 Consideration of Emergency Adoption: Revisions to Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade

On July 11, 2011, the Arkansas Department of Higher Education recommended that the 2010-2011 concurrent credit pilot program be extended for the 2011-2012 school year in order for additional information to be gathered concerning the effectiveness of the pilot program.

For many Arkansas public school districts, the 2011-2012 school year will begin on August 15, 2011 and students who wish to participate in the pilot program may have to decide whether to do so by that date. In order to extend the pilot program for the 2011-2012 school year, emergency adoption of these rule revisions is requested.

Presenter: *Jeremy Lasiter*

A-7 Consideration of Approval for Public Comment: Revisions to Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade

On July 11, 2011, the Arkansas Department of Higher Education recommended that the 2010-2011 concurrent credit pilot program be extended for the 2011-2012 school year in order for additional information to be gathered concerning the effectiveness of the pilot program. The Department has drafted rule revisions to extend the concurrent credit pilot program. The Board is requested to approve and release for public comment these proposed rule revisions.

Presenter: *Jeremy Lasiter*

A-8 Consideration of Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules and Regulations Governing Limited English Proficiency Funding

The State Board last revised these Rules in April 2000. Since that time, the underlying statutes have been repealed, and these rules have been superseded by the Department's Rules Governing the Distribution of Student Special Needs Funding. The Board is requested to approve and release for public comment the proposed repeal of these outdated Rules.

Presenter: *Mark White and Bill Goff*

A-9 Consideration of Approval for Public Comment: Proposed Rules Governing Required Training for School Board Members

Act 1213 of 2011 created additional requirements in Ark. Code Ann. §6-13-629(a) (1) – (2) concerning training for school district board members. The Department has drafted changes to the existing rule to reflect the additional requirements. The Board is requested to release for public comment these proposed rule revisions.

Presenter: *Bill Goff*

**Minutes
State Board of Education Meeting
Monday, July 11, 2011**

The State Board of Education met Monday, July 11, 2011, in the auditorium of the Department of Education building. Dr. Ben Mays, Chairman, called the meeting to order at 9 a.m.

Present: Dr. Ben Mays, Chairman; Joe Black; Brenda Gullett; Sam Ledbetter; Alice Mahony; Toyce Newton; Mireya Reith; Vicki Saviers; Dr. Tom Kimbrell, Commissioner; and Kathy Powers, Arkansas Teacher of the Year

Absent: Jim Cooper, Vice Chair

Reports

Chair's Report:

Dr. Mays expressed appreciation to his fellow Board members for the confidence shown in electing him Chairman of the Board. He introduced new Board members Joe Black of Newport and Mireya Reith of Fayetteville. Dr. Mays also welcomed Kathy Powers as the 2011 Teacher of the Year.

Ms. Gullett and Ms. Mahony reported having attended the NASBE Conference on Common Core State Standards where discussion focused eliminating the Carnegie unit and seat time and professional development for teachers and leaders.

Commissioner's Report:

Commissioner Kimbrell reported Department of Education staff working in the Helena-West Helena School District since the state's takeover found no employee contracts for the upcoming school year, no class schedules for high school students and several cases of students not on track for graduation.

Dr. Kimbrell said the Helena-West Helena District contracted with the Great Rivers Educational Cooperative to provide operational guidance and management. Cooperative Director Suzanne McCommon will serve as the district's chief executive officer. Ulicious Reed, former superintendent of the Marvell School District, will assist Ms. McCommon as chief operations officer.

Ms. Newton expressed grave concern that a school district would damage the potential of young people as it relates to vocation and the ability to earn money.

In an update on the Pulaski County Special School District (PCSSD), Dr. Kimbrell

said Dr. Jerry Guess resigned as superintendent of the Camden Fairview School District to lead the PCSSD. He announced Bobby Lester, former PCSSD superintendent, would stay on temporarily to assist Dr. Guess. Dr. Kimbrell said he would pursue plans to appoint a three to five member panel to serve as advisors for Dr. Guess.

To identify and correct as many problems as possible, the Commissioner said Legislative Audit would conduct financial audits in both districts. Additionally, the forensic division of Legislative Audit will conduct further review of PCSSD.

Dr. Kimbrell said he was confident both districts would start school on time with appropriate services for students.

Informational Update on Common Core State Standards and PARCC

In an update on Common Core State Standards, Dr. Laura Bednar, Assistant Commissioner of Learning Services, said the Department's focus was on providing quality professional development for teachers as the state moves forward with implementing the new learning standards. She said the educational cooperatives would play a major role in the delivery of the professional development. School districts will have a leadership team, and individual schools will have leadership teams. Those teams will be trained and then will deliver the skills and knowledge to their colleagues at the district and school levels.

Dr. Bednar emphasized the need for clear, consistent communication internally and externally. She said the state's guiding coalition, formerly referred to as task force, would serve as key communicators in delivering the Common Core Standards updates and messages consistently to the groups they represent statewide.

Dr. Bednar reported the Department had been awarded two grants—\$250,000 from Winthrop Rockefeller Foundation and \$600,000 from the Walton Family Foundation—to assist with statewide communication resources and quality professional development for teachers and leaders.

She also announced Dr. Gayle Potter had been selected to chair PARCC's ad hoc K-2 working group. Dr. Potter's involvement with this group is of great benefit to the state and is indicative of the respect others around the country have for her.

Assessing Performance at Grades 1-2

Dr. Gayle Potter, Director of Assessment, reported that Arkansas was one of a few states that requires first and second grade students to take nationally standardized exams. She said Arizona tests second graders using a test that compares their performance to a national sample. Wyoming tests students in

kindergarten through second grade. Other states administer their own tests measuring the mastery of state selected skills.

Commissioner Kimbell said current rules require Arkansas first and second grade students to take either the national norm-reference test or a state criterion-reference test, which would measure the mastery of state identified skills.

Dr. Kimbrell said to switch from the nationally standardized exam to a state test would require altering the state's existing contract with the testing company. He said developing a new state test could take two years and could be more expensive than the current test.

Dr. Potter said PARCC was working to develop appropriate tests to accompany the new Common Core Standards. Dr. Potter stated that she chairs the working group that is considering ways to test kindergarten through second grade in ways appropriate for young children.

Ms. Gullett commented that testing the state's first and second grade students had not been a problem in the past.

Ms. Mahony requested the Department to look into another test for grades 1 and 2.

Dr. Kimbrell said they would and bring back the findings.

Consent Agenda

Ms. Mahony moved, seconded by Ms. Saviers, approval of the Consent Agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes of the June 13, 2011, Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Sanction for Teachers as Recommended by the Professional Licensure Standards Board
 - Clark William Watkins

Action Agenda

(Complete records of the hearings are available in the State Board office.)

Review of Year Two Accredited-Probationary Status of Armorel School District for Failure to Meet the Standards for Accreditation for the 2010-2011 School Year

The Armorel School District was identified as Accredited-Probationary (Year Two) in May of 2011. The district failed to meet the requirements of the Standards for Accreditation as they apply to Counselor/Student ratios for the 2010-2011 school year.

Superintendent Bruce Young said the district had corrected the violation by hiring a counselor for the 2011-12 school year.

The Department recommended a follow-up review of the district in September and a report of the findings in October.

Mr. Ledbetter moved, seconded by Ms. Gullett, to accept the Department's recommendation regarding the Armorel School District. The motion carried unanimously.

Review of Year Two Accredited-Probationary Status of Cutter Morning Star High School for Failure to Meet the Standards for Accreditation for the 2010-2011 School Year

Cutter-Morning Star High School was identified as Accredited-Probationary (Year Two) in May of 2011. The school failed to obtain a waiver for a teacher to teach out-of-area for the 2009-10 and 2010-11 school year. The school also had a teacher teaching with an expired license during the 2010-11 school year.

High School Principal Mike Hickey said both situations had been corrected. One staff member complied by completing required paperwork. He said the other one was no longer employed by the school district.

The Department recommended a follow-up review of the high school in September and a report of the findings in October.

Ms. Mahony moved, seconded by Ms. Saviers, to accept the Department's recommendation regarding the Cutter-Morning Star High School. The motion carried unanimously.

Appeal of Accredited-Probationary Status of Mayflower Middle School for Failure to Meet the Standards for Accreditation for the 2010-2011 School Year

Mayflower Middle School was identified as Accredited-Probationary in May of 2011. Mayflower Middle School failed to obtain a waiver for a teacher to teach out-of-area during the 2010-2011 school year.

The District wrote a letter appealing the accredited-probationary status but failed to appear for the appeal hearing.

Ms. Mahony moved, seconded by Ms. Gullett, approval of the accredited-probationary status of the Mayflower Middle School. The motion carried unanimously.

Review of 2010-2011 Concurrent Credit

Section 5.0 of the Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade created a concurrent credit pilot project for the 2010-2011 school year. Section 5.04 of the rule requires the Arkansas Department of Education and the Arkansas Department of Higher Education to review the pilot project and present their findings to the Arkansas State Board of Education in July 2011.

Higher Education Interim Director Shane Broadway, Southern Arkansas University Tech Vice Chancellor and Bearden School District Superintendent Denny Rozenberg reported the success of the pilot project.

Bearden seniors were allowed to take courses at the college's campus in Camden and earn a full high school credit for one college semester. Most of the students were required to take a remedial college-level or career course. The school district provided transportation and paid the cost of tuition, fees and books amounting to approximately \$45,000. It was reported that half of the senior class would enroll at a community college this fall.

Mr. Broadway said he would ask the Board to extend the pilot at their August meeting.

Hearing on Waiver Request for Certified Teacher's License—Charlotte Brown

Katherine Donovan, PLSB staff attorney, presented a request from Charlotte Brown for a waiver of her 2005 conviction for theft of public benefits.

Ms. Brown told the Board she had a Bachelor's and a Master's degree in education but had never applied for a teaching license. She indicated a desire to enter the alternative licensure program and wanted to be sure she would be eligible for licensure upon completion.

The Board advised Ms. Brown because of the degrees she held she did not need to complete the alternative licensure program.

No action was taken on Ms. Brown's request. Ms. Donovan was advised to look

at requests carefully before bringing to the Board.

Hearing on Waiver Request for Certified Teacher's License—Virgil Brown

Ms. Donovan presented a request from Virgil Brown for a waiver of his 1998 conviction for possession of a controlled substance.

Mr. Brown told the Board his record had been expunged and wanted to be sure he would be eligible for a teaching license upon completion of the MAT program at UALR.

Dr. Mays commented that Mr. Brown's situation was unusual since the Board usually hears requests for waivers upon a candidate's completion of a required course of study and is ready to be licensed. He said the request puts the Board in a pre-approval position.

Board members suggested the Department encourage schools to use available resources for checking an applicant's background.

Mr. Ledbetter moved, seconded by Ms. Mahony, to grant the waiver contingent upon completion of the MAT program and a two-year probationary period with no other disqualifying offenses or ethics violations. The motion carried.

Hearing on Waiver Request for Certified Teacher's License—Karen Green

Ms. Donovan presented a request from Karen B. Green, a licensed educator from Florida, who was seeking an Arkansas license by reciprocity. Ms. Green has a felony drug possession conviction from 2000, a disqualifying offense under Ark. Code Ann. § 6-17-410, unless the Board granted her a waiver.

Ms. Newton moved, seconded by Ms. Saviers, to grant the request for waiver and impose the two-year probationary period with no other disqualifying offenses or ethics violations. The motion carried unanimously.

Hearing on PLSB Case#10-005 A—Alice McConnell; Case #10-005 B—Ruthann Nunnally and Case #T-10-001—Ruthann Nunnally

This item was pulled from the agenda at the request of defendants.

Consideration of Final Approval: Amended Rules Governing Athletic Expenditures by Public Schools

Staff Attorney Mark White said the primary objective of the proposed amendments is to provide a more reasonable allocation method for school

districts to use in recording the cost of property insurance, utilities, and other facilities costs that pertain to athletics. Mr. White said a public hearing was held June 20, 2011, with no oral comments received. Written public comments were received and considered. The Department requested final approval.

Ms. Saviers moved, seconded by Ms. Gullett, final approval of the Amended Rules Governing Athletic Expenditures by Public Schools. The motion carried unanimously.

Consideration of Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules and Regulations Governing Mobile Phone Usage by School Bus Drivers

Mr. White said the State Board adopted these rules in 2001, before the Legislature created the Commission on Public School Academic Facilities and Transportation. Since that time, the rules have been superseded by legislation and by rules adopted by the Commission. Because the rules have been superseded, the Department requested approval and release for public comment the proposed repeal of the rules.

Ms. Gullett moved, seconded by Ms. Newton, approval for public comment Repeal of Current Arkansas Department of Education Rules and Regulations Governing Mobile Phone Usage by School Bus Drivers. The motion carried unanimously.

Consideration of Emergency Adoption: Revisions to Arkansas Department of Education Rules Governing College and Career Readiness Planning Program

In presenting this item, Mr. White said Act 879 of 2011 made significant changes to the postsecondary preparatory programs administered by the Department of Education. The Act had an emergency clause making it effective March 31, 2011. Because of the emergency clause, the Department requested emergency adoption of the rule revisions implementing Act 879.

Ms. Gullett moved, seconded by Ms. Newton, emergency adoption of the Rule. The motion carried unanimously.

Consideration of Approval for Public Comment: Revisions to Arkansas Department of Education Rules Governing College and Career Readiness Planning Program

As reported by Mr. White, Act 879 of 2011 made significant changes to the postsecondary preparatory programs administered by the Department of Education. The Department requested approval and release for public comment the proposed rule revisions.

Mr. Ledbetter moved, seconded by Ms. Gullett, approval to release the rule for public comment. The motion carried unanimously.

Consideration of Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing College Preparatory Enrichment Program

Mr. White said Act 879 of 2011 repealed the statutes authorizing the Department to operate the College Preparatory Enrichment Program in its present form. For this reason, the Board was requested to approve and release for public comment the proposed repeal of the rules.

Ms. Saviers moved, seconded by Ms. Mahony, approval to release the repeal of the rules for public comment. The motion carried unanimously.

Consideration of Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Identifying and Governing Self-Construction Projects by Public Education Entities

Mr. White reported the State Board adopted the rules in 2001, before the Legislature created the Commission on Public School Academic Facilities and Transportation. Since that time, these rules have been superseded by rules adopted by the Commission. Because the rules have been superseded, the Board was requested to approve and release for public comment the proposed repeal of these rules.

Ms. Gullett moved, seconded by Ms. Saviers, approval to release for public comment the repeal of these rules. The motion carried unanimously.

Consideration of Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Waivers of Minimum Salaries for Certified Personnel

In presenting this item, Mr. White said the law on which these Rules were based, Ark. Code Ann. § 6-17-1001, was repealed by the Legislature in Act 74 of the 2nd Extraordinary Session of 2003. Because the underlying statute has been repealed, the Board was requested to approve and release for public comment the proposed repeal of these rules.

Ms. Newton moved, seconded by Ms. Reith, approval to release for public comment the repeal of these rules. The motion carried unanimously.

Consideration of Recommendation for Praxis Test and Cut Score in Latin Effective September 1, 2011

Dr. Karen Cushman, Assistant Commissioner for Human Resources and Licensure, said the Professional Licensure Standards Board recommended the cut score for the Praxis Latin Exam (0600) be changed to 670 effective September 1, 2011.

Ms. Mahony moved, seconded by Ms. Newton, approval of the new cut score for the Latin Praxis exam. The motion carried unanimously.

Adjournment

The meeting adjourned at 1:44 p.m.

These minutes were recorded by Phyllis Stewart.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
JULY 31, 2011

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of July 2011.

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

- A. As of June 30, 2011, State Foundation Funding payments paid for FY 10/11 totaled \$58,441,252 to LRSD, \$35,784,992 to NLRSD, and \$44,313,364 to PCSSD.
- B. As of June 30, 2011, the Magnet Operational Charge paid for FY 10/11 totaled \$15,001,049. The allotment for FY 10/11 was \$15,001,049.
- C. As of June 30, 2011, the M-to-M incentive checks paid for FY 10/11 totaled \$4,458,463 to LRSD, \$5,564,846 to NLRSD, and \$9,761,876 to PCSSD.
- D. ADE pays districts three equal installments each year for their transportation budgets.
 - 1. In September 2010, General Finance made the last one-third payment to the Districts for their FY 09/10 transportation budget. As of September 30, 2010, transportation payments for FY 09/10 totaled \$4,054,730.00 to LRSD, \$1,471,255.67 to NLRSD, and \$2,544,356.20 to PCSSD.
 - 2. In September 2010, General Finance made the first one-third payment to the Districts for their FY 10/11 transportation budget. As of September 30, 2010, transportation payments for FY 10/11 totaled \$1,354,368.33 to LRSD, \$510,218.13 to NLRSD, and \$905,109.15 to PCSSD.
 - 3. In February 2011, General Finance made the second one-third payment to the Districts for their FY 10/11 transportation budget. As of February 28, 2011, transportation payments for FY 10/11 totaled \$2,708,736.66 to LRSD, \$1,020,436.26 to NLRSD, and \$1,810,218.30 to PCSSD.
- E. Bids were opened on May 7, 2010 for sixteen Magnet and M-to-M buses. The low bid was by Diamond State Bus Sales for a total of \$1,135,960. There are fourteen 65 passenger buses at \$71,210 per unit and two 47 passenger units at \$69,510 per unit. Little Rock will get 8 - 65 passenger buses. Pulaski County Special will get 4 - 65 passenger buses and 2 - 47 passenger buses. North Little Rock will get 2 - 65 passenger buses. In September 2010, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Diamond States Bus Sales \$1,135,960.
- F. In July 2010, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY10/11.
- G. In July 2010, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 10/11.

II. Monitoring Compensatory Education

On July 7, 2011, 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. Mr. Jeremy Lasiter, ADE General Counsel for Legal Services, talked about Plan 2000. This is an amended desegregation plan for PCSSD approved in March of 2000. Judge Brian Miller ruled on May 19, 2011 that PCSSD did not successfully meet their plan in the areas of student assignment; advanced placement, gifted and talented and honors programs; discipline; school facilities; scholarships; special education; staff; student achievement; and monitoring. Judge Miller ruled that the NLRSD was in substantial compliance with their desegregation plan except for district staffing. The Attorney General's Office has recommended that the ADE provide more assistance to the PCSSD with the areas of Plan 2000 that have not been fully implemented. The next Implementation Phase Working Group Meeting is scheduled for October 6, 2011 at 1:30 p.m. in room 201-A at the ADE.

III. A Petition for Election for LRSD will be Supported Should a Millage be Required

Ongoing. All court pleadings are monitored monthly.

IV. Repeal Statutes and Regulations that Impede Desegregation

In June 2011, 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 88th Legislative Session, and any new ADE rules or regulations.

V. Commitment to Principles

On July 11, 2011, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of June.

VI. Remediation - Evaluate the impact of the use of resources for technical assistance

On May 10, 2011, Dr. Charity Smith, ADE Assistant Commissioner for Academic Accountability, met in the Superintendent's office at the Pulaski County Special School District with Dr. Charles Hopson and Derrick Brown. She discussed ways to improve student proficiency and enhance data integrity. She also provided technical assistance on information that is available at various ADE websites.

On May 23, 2011, Shirley Fetherolf, ADE Program Advisor for Curriculum, Assessment and Research, presented "Technology Skills and the Common Core for School Librarians" at the Little Rock School District Technology Center. She discussed Act 1786 of 2003, The Public School Library Media Services and Technology Act. She also provided information on Common Core State Standards (CCSS), Partnership for Assessment of Readiness for College and Careers (PARCC), and teaching students to use the internet for research.

On June 13-25, 2011, the Arkansas Department of Education conducted a professional development workshop on teaching English Language Learners (ELLs) at the Holiday Inn Airport in Little Rock. Forty-one teachers from the Little Rock, North Little Rock and Pulaski County Special School Districts attended. The workshop included skill development in language acquisition, English as a Second Language (ESL) methodology/classroom strategies, assessing the ELL student, working with the cultural traditions of immigrant students, Civil Rights requirements, parental involvement, and core content modification.

VII. Test Validation

On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.

VIII. In-Service Training

On June 7, 2011, ADE staff conducted professional development at J.A. Fair Magnet High School in the LRSD. The training was on Root Cause Analysis. This class of problem solving methods identifies the root cause of problems and directs corrective measures to prevent recurrence. This session focused on failure to attend. Questions considered in failure to attend include: are students habitually late to class, checking out early, pulled out of class for discipline problems, absent from class due to illness, transportation, sports or because they have been bullied. School staff reflected on what has worked, what didn't work, and what pieces of data were needed to put a plan in place. Seventy-seven school staff members attended.

On June 15 -17, 2011, ADE staff conducted training for Effective Literacy Days 8, 9 and 10 at the North Little Rock High School West Campus Hospitality Room. This covered the development of the self-extended learner and how to tailor instruction in literacy to meet the needs of the learner at this developmental stage. The audience for the training was second through fourth grade teachers.

IX. Recruitment of Minority Teachers

In May 2011, the ADE Office of Professional Licensure requested a list of all spring minority graduates from all Arkansas colleges and universities with teacher education programs.

In June 2011, the ADE Office of Professional Licensure sent a request to the three Pulaski County school districts asking for a list of anticipated teacher shortage areas by grade and subject.

X. Financial Assistance to Minority Teacher Candidates

Ms. Lisa Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2010-2011 on April 11, 2011. 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 are as follows:

STAR	Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award
White	13	60,000	61	232,500	74	292,500
Black	1	3,000	9	28,500	10	31,500
Hispanic			1	3,000	1	3,000
Other			2	9,000	2	9,000
Totals	14	63,000	73	273,000	87	336,000

MTS	Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award
Black	3	12,500	7	27,500	10	40,000
Asian			1	5,000	1	5,000
Native Amer			1	5,000	1	5,000
Totals	3	12,500	9	37,500	12	50,000

MMF	Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award
Black	1	3,750	8	21,250	9	25,000
Totals	1	3,750	8	21,250	9	25,000

XI. Minority Recruitment of ADE Staff

The MRC met on March 25, 2011 at the ADE. A report was presented at the meeting that showed ADE employees in grades C121 to C129 by race and section for the quarter ending December 31, 2010. A graph was also presented that showed the percentage of black, white and other employees for the ADE as a whole and by division. During the quarter ending December 31, 2010, the following three groups met the Desegregation Agreement target of 25% black: Central Administration, Academic Accountability, and Research & Technology. The ADE as a whole was 19.65% black.

XII. School Construction

This goal is completed. No additional reporting is required.

XIII. Assist PCSSD by communicating with local colleges and universities to facilitate lowering the cost of Black History course offerings to its certified staff

Goal completed as of June 1995.

XIV. Scattered Site Housing

This goal is completed. No additional reporting is required.

XV. Standardized Test Selection to Determine Loan Forgiveness

Goal completed as of March 2001.

XVI. Monitor School Improvement Plans - Follow-up and assist schools that have difficulty realizing their school improvement objectives

On May 13, 2011, 2009, ADE staff conducted a district exit conference for the NLRSD to share the recommendations of the ECOE/ACSIP teams from the Cycle V desegregation monitoring visits that were held on May 11. ADE staff made the following suggestions: post all objectives in areas of the classroom where they can be easily read by adults/students; use Classroom Walk Throughs to establish a data record of engagement, differentiated instruction and high levels of questioning; hold Content Area and Activity teachers to the same standard as classroom teachers for high yield strategies and best practices; buildings should incorporate the use of perceptual data in their work to improve student achievement; guide schools to expand their use of data beyond the grade level meeting; model and monitor Professional Learning Community agendas so that all meetings include analysis of data; include a trend analysis of data to indicate the progression/regression of student scores; provide professional development and support for schools as they set up systems for progress monitoring of students and programs; differentiate professional development according to building needs; provide experiences with collaborative conversation around data; provide Root Cause Analysis training for buildings with high functioning Leadership Teams and much experience with data analysis; complete the Restructure Priority in the ACSIP; Scholastic Audit should be updated with evaluations in place and statements of progress; revisit Needs Assessments to include more specificity regarding how conclusions were drawn and interventions determined; encourage all buildings to look at Program Evaluation and include reports of progress within the evaluation action; include all types of data for evaluation.

XVI. Monitor School Improvement Plans - Follow-up and assist schools that have difficulty realizing their school improvement objectives (Continued)

On May 24, 2011, 2009, ADE staff conducted a district exit conference for the LRSD to share the recommendations of the ECOE/ACSIP teams from the Cycle V desegregation monitoring visits that were held on May 17. ADE staff made the following suggestions: post all objectives in areas of the classroom where they can be easily read by adults/students; use Classroom Walk Throughs to establish a data record of engagement, differentiated instruction and high levels of questioning; hold Content Area and Activity teachers to the same standard as classroom teachers for high yield strategies and best practices; use Classroom Walk Through data to progress monitor and report in ACSIP; guide schools to expand their use of data beyond the grade level meeting; model and monitor Professional Learning Community agendas so that all meetings include analysis of data; provide Root Cause Analysis training for buildings with high functioning Leadership Teams and much experience with data analysis; provide professional development and support for schools as they set up systems for progress monitoring of students and programs; differentiate professional development according to building needs; provide experiences with collaborative conversation around data; use Scholastic Audit results to help establish a focus and drive plans; complete the Restructure Priority in the ACSIP; staff conducting Peer Reviews of the plan should use the state provided checklist for school plans; Scholastic Audit Priority should be updated with evaluations in place and statements of progress; all buildings should look at Program Evaluation and include reports of progress within the evaluation action; include all types of data for evaluation purposes and include relevant data within data statements.

On June 1, 2011, ADE staff held an ACSIP Restructuring and Scholastic Audit Meeting with principals in PCSSD schools and district leadership. Action items for the meeting included Needs Assessment, Interventions, action steps of implementation, program evaluation, Corrective Action, Restructure, Scholastic Audit Priorities and Peer Review. ADE staff also did a review of the Jacksonville High School improvement plan and made suggestions for changes.

XVII. Data Collection

The ADE Office of Public School Academic Accountability has released the 2010 Arkansas School Performance Report (Report Card). 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 produces a school performance report for each individual public school in the state.

XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations

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 Assistance Plan will be held in August, 2002, after school starts.

NEWLY EMPLOYED FOR THE PERIOD OF June 17, 2011– July 15, 2011

Rebecca Cheatham – Administrative Specialist II, Grade C109, Division of Academic Accountability, AYP and Report Card, effective 06/27/11.

Dr. Karen Cushman – Assistant Commissioner, Grade N912, Division of Human Resources/Licensure, Central Administration, effective 07/01/11.

*John Hoy – Assistant Commissioner, Grade N912, Division of Academic Accountability, Central Administration, effective 07/01/11.

Brandon Morrison – Public School Program Advisor, Grade C122, Division of Academic Accountability, Standards Assurance, effective 07/01/11.

Vernon Poole – ADE Area Project Manager, Grade C123, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 07/05/11.

Wendy Reed – Public School Program Advisor, Grade C122, Division of Academic Accountability, Federal/State Monitoring, effective 07/01/11.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF June 17, 2011– July 15, 2011

Martha Asti – from Public School Program Coordinator, Grade C123, Division of Learning Services, Special Education, to Public School Program Manager, Grade C126, Division of Learning Services, Special Education, effective 07/01/11.

*Vannessa Chambers – from HR Specialist, Grade C113, Division of Human Resources/Licensure, Human Resources, to Administrative Analyst, Grade C115, Division of Human Resources/Licensure, Human Resources, effective 07/05/11.

Ashley Johnson – from Administrative Specialist II, Grade C109, Division of Research and Technology, Data Reporting and Systems, to Administrative Specialist III, Grade C112, Division of Research and Technology, effective 07/11/11.

SEPARATIONS FOR THE PERIOD OF June 17, 2011– July 15, 2011

Charles Elliott – APSCN Applications Manager, Grade C124, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 06/30/11. 13 Years, 2 month, 24 days. Code: Retirement

Tom Hicks – Public School Program Manager, Grade C126, Division of Learning Services, Special Education, effective 06/30/11. 37 Years, 10 months, 10 days. Code: Retirement

Norma Simpson – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 07/15/11. 5 Years, 8 months, 17 days. Code: 01

*Charity Smith – Assistant Commissioner, Grade N912, Division of Academic Accountability, Central Administration, effective 06/30/11. 17 Years, 0 month, 25 days. Code: 01

Kenneth Spencer – APSCN Field Analyst, Grade C121, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 06/30/11. 13 Years, 2 month, 10 days. Code: Retirement

Beverly Williams – Assistant Commissioner, Grade N912, Division of Human Resources/Licensure, Central Administration, effective 06/30/11. 38 Years, 0 months, 0 days. Code: Retirement

*Minority

AASIS Code:

01 – Voluntary Termination
Retirement

Waivers for Teachers Teaching Out of Area
August 2011

LEA	District	# of Waivers	Teacher	ALP		Yrs	
				License Areas	Code	Out of Area	ALP Granted/ Denied
Arkansas School for the Deaf		3	Cox, Sharon	English 7-12	295	Library Media Science P-8	10-11, 11-12
			Cox, Sharon	English 7-12	296	Library Media Science 7-12	10-11, 11-12
			Patricia Wheeler	Mathematics; Secondary Guidance	103	Grade 5/6 Endorsement (Math)	11-12
Centers for Youth & Families		2	Farrell, William	Social Studies	230	Sp Education Instructional Specialist 4-12	10-11, 11-12
			Kellensworth, Christ	Middle Level Education	230	Sp Education Instructional Specialist 4-12	09-10, 10-11, 11-12
			Lytle, Layna	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12
Community School of Cleburne County		3	McEven, Kirk	Mathematics	230	Sp Education Instructional Specialist 4-12	10-11, 11-12
			McEven, Stephanie	Middle Level Education	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12
			Connell, Cyndi	Middle Level Education, Special Ed P-12	320	Curr/Program Adm/Sped P-12	11-12
Division of Youth Services		1	Crutcher, Dayan	ECE P-4, 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11, 11-12
			Hays, Heather	ECE P-4, Gifted & Talented P-12	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12
			Komarek, Cindy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12
Faulkner County Day School		1	Alumbaugh, Sallie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11, 11-12
			Grant-Holliman, Ebd	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12
			Stevens, Dawn	Special Education 4-12	231	Sp Ed Ech Inst Specialist P-4	11-12
Learning Center of Northeast Arkansas		1	Gillentine, Stephanie	ECE P-4, Elem K-6	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12
							Granted
							Denied

Waivers for Teachers Teaching Out of Area
August 2011

LEA	District	# of Waivers	Teacher	ALP		Yrs ALP	Granted/ Denied
				License Areas	Code	Out of Area	
Methodist Family Health	2		Binkley (Hudson), Elizabeth	Family & Consumer Science	230	Sp Education Instructional Specialist 4-12	10-11, 11-12 Denied
			Rasnick, Justin	Social Studies	230	Sp Education Instructional Specialist 4-12	11-12 Granted
Millcreek of Arkansas	2		Childress, Phyllis	Elementary 1-6	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12 Granted
			Dodds, Athenia	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	10-11, 11-12 Granted
			Ballard, Andrew	PE/Wellness/Leisure	230	Sp Education Instructional Specialist 4-12	11-12 Granted
Ozark Guidance	8		Giboney, Trisha	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 Granted
			Gisler, William	PE/Wellness/Leisure	230	Sp Education Instructional Specialist 4-12	11-12 Granted
			Howell, Julia	English/Language Arts, Speech/Drama	230	Sp Education Instructional Specialist 4-12	11-12 Granted
			Kimmel, Shonda	Elementary 1-6	231	Sp Ed Ech Inst Specialist P-4	11-12 Granted
			Kirk, Crystal	Social Studies	230	Sp Education Instructional Specialist 4-12	11-12 Granted
			Pelfrey, Wendy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 Granted
Pathfinder	1		Sheperd, Teresa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 Granted
			McCreight, Barbara	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11, 11-12 Granted
Rivendell Behavioral Health	2		Holiman, Amanda	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12 Granted
			Reisma, April	Family & Consumer Science	230	Sp Education Instructional Specialist 4-12	09-10, 10-11, 11-12 Granted
Sesame School of Crossett	1		Pack, Donna	ECE P-4, Elem K-6, Reading Specialist	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12 Denied

Waivers for Teachers Teaching Out of Area
August 2011

LEA	District	# of Waivers	Teacher	ALP		Yrs	Granted/ ALP Denied
				License Areas	Code	Out of Area	
Springwoods Behavioral Health	1	1	Landrum, Don	Middle Level Education, Bldg. Level Administrator P-12	230	Sp Education Instructional Specialist 4-12	11-12 Granted
			McIntosh, Jessica	ECE P-4, 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12 Denied
Texarkana Special Education Center	1	2	Teale, Valerie	PE/Wellness/Leisure	230	Sp Education Instructional Specialist 4-12	10-11, 11-12 Granted
			Teale, Valerie	PE/Wellness/Leisure	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12 Granted
Turning Points Day Treatment	2	19	Nolte, Susie	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	10-11, 11-12 Granted
			Addington, Teresa	English/Language Arts, Business	230	Sp Education Instructional Specialist 4-12	10-11, 11-12 Granted
Vista Health	19		Boreland, Russell	PE/Wellness/Leisure	230	Sp Education Instructional Specialist 4-12	10-11, 11-12 Granted
			Bowlin, David	Career Orientatin, Industrial Technology	230	Sp Education Instructional Specialist 4-12	09-10, 10-11, 11-12 Granted
			Cunningham, Miche	ECE P-4, Reading Specialist	230	Sp Education Instructional Specialist 4-12	11-12 Granted
			Darnell, Shannon	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12 Granted
			Doss, Karen	MS Science	230	Sp Education Instructional Specialist 4-12	10-11, 11-12 Granted
			Gibbs, Jacob	Social Studies	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12 Granted
			Gracy, Terry	Science, Bldg. Adm.	230	Sp Education Instructional Specialist 4-12	10-11, 11-12 Granted
			Gurley, Tobe	Social Studies	230	Sp Education Instructional Specialist 4-12	10-11, 11-12 Granted
			Hall, Wayne	PE/Wellness/Leisure, Coaching	230	Sp Education Instructional Specialist 4-12	10-11, 11-12 Granted
			Harris, Valerie	English/Language Arts	230	Sp Education Instructional Specialist 4-12	10-11, 11-12 Granted

Waivers for Teachers Teaching Out of Area
August 2011

LEA	District	# of Waivers	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
Vista Health Continued			Johnson, Valerie	Middle Level Education	230	Sp Education Instructional Specialist 4-12	09-10, 10-11, 11-12	Granted
			Nash, Heidi	ECE P-4, Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
			Parker, Donna	Elementary 1-6	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12	Granted
			Parnell, Amanda	ECE P-4	230	Sp Education Instructional Specialist 4-12	10-11, 11-12	Granted
			Parnell, Amanda	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12	Granted
			Titsworth, Audra	Elementary 1-6	231	Sp Ed Ech Inst Specialist P-4	10-11, 11-12	Granted
			Young, Catherine	ECE P-4, Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
		1	Bryant, Wendylin	Drama/Speech	230	Sp Education Instructional Specialist 4-12	11-12	Granted
	# Districts Requesting							
	20	Waivers this Month	56	# Waivers Requested this Month				
								#Waivers Denied this Month 4
								Total Waivers this Month 56

Section 1

Revolving Loans to School Districts

Pursuant to Arkansas Code Annotated § 6-20-802, school districts may borrow from the Revolving Loan Program for any of the following purposes:

- (1) Funding of its legally issued and outstanding postdated warrants;
- (2) Purchase of new or used school buses or refurbishing school buses;
- (3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer; and replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by § 26-26-1901 et seq. or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
- (4) Making major repairs and constructing additions to existing school buildings and facilities;
- (5) Purchase of surplus buildings and equipment;
- (6) Purchase of school sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
- (7) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
- (8) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
- (9) Purchase of equipment;
- (10) Payment of loans secured for settlement resulting from litigation against a school district;
- (11) The purchase of energy conservation measures as defined in Title 6, Chapter 20, Subchapter 4; and
- (12) (A) The maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers and for loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.
(B) For purposes of this subdivision, the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

The maximum amount a school district may borrow is \$500,000 (A. C. A. § 6-20-803). Revolving loans are limited to a term of ten (10) years (A. C. A. § 6-20-806).

**STATE BOARD OF EDUCATION MEETING
AUGUST 8, 2011
APPLICATIONS FOR REVOLVING LOANS**

REVOLVING LOAN APPLICATIONS:

1	Bus	\$	79,500.00
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
REVOLVING LOANS
BUS
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Dierks	Howard	545	\$79,500	\$3,303,420	Purchasing a 2012 seventy-seven (77) passenger Freightliner school bus.

Section 2

Second Lien Bonds

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

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

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

**STATE BOARD OF EDUCATION MEETING
AUGUST 8, 2011
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

10 2nd Lien	\$	19,675,000.00
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Cossatot River	Polk	1,137	\$2,250,000	\$11,928,117	Constructing and equipping a new high school (\$2,178,000) and cost of issuance and underwriter's discount allowance (\$72,000) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Elkins	Washington	1,153	\$930,000	\$7,606,727	Constructing, refurbishing, remodeling and equipping school facilities (\$911,400) and underwriter's discount allowance (\$18,600).
Fort Smith	Sebastian	13,711	\$5,000,000	\$69,613,384	Constructing and equipping new school facilities, renovating and equipping various existing facilities (\$4,900,000) and cost of issuance and underwriter's discount allowance (\$100,000).
Greenbrier	Faulkner	3,078	\$2,790,000	\$31,699,556	Constructing a P. E. facility at the junior high school (\$2,700,000) and cost of issuance and underwriter's discount allowance (\$90,000) with any remaining funds to be used for other capital projects and equipment purchases.
Izard County Consolidated	Izard	512	\$425,000	\$4,296,261	Completing the renovation to the gymnasium and agri-facility (\$400,000) and cost of issuance and underwriter's discount allowance (\$25,000) with any remaining funds to be used for other capital projects and equipment purchases.
Jasper	Newton	895	\$925,000	\$6,134,682	Constructing, refurbishing, remodeling and equipping school facilities {Project #1112-5102-011; Project #1213-5102-101, 001, 100, & 101} (\$906,500) and underwriter's discount allowance (\$18,500).
Marion	Crittenden	4,250	\$4,150,000	\$39,845,467	Adding four classrooms to Marion Middle School (\$883,000); adding four classrooms and a P. E. facility to Marion Intermediate School (\$2,150,000); renovate the Marion High School cafeteria (\$1,000,000); and cost of issuance and underwriter's discount allowance (\$117,000) with any remaining funds to be used for other capital projects and equipment purchases.
Prairie Grove	Washington	1,746	\$930,000	\$12,555,000	Constructing, refurbishing, remodeling and equipping school facilities Project #1112-7206-001 (\$911,400) and underwriter's discount allowance (\$18,600).

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Van Buren	Crawford	5,891	\$1,350,000	\$78,260,000	Constructing and equipping new school facilities, renovating and equipping various existing facilities and purchasing land (\$1,297,350) and cost of issuance and underwriter's discount allowance (\$52,650).
Westside Consolidated	Craighead	1,621	\$925,000	\$7,259,075	Adding classrooms to the elementary school (\$906,500) and cost of issuance and underwriter's discount allowance (\$18,500) with any remaining funds to be used for other capital projects and/or equipment purchases.

Section 3 Voted Bonds

Arkansas Code Annotated § 6-20-1201 states the following:

All school districts are authorized to borrow money and to issue negotiable bonds for the repayment thereof from school funds for the building and equipping of school buildings, for making additions and repairs thereto, for purchasing sites therefor, for purchasing new or used school buses, for refurbishing school buses, for the professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program, 26 U.S.C. §1397E, and for paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided in this act.

**STATE BOARD OF EDUCATION MEETING
AUGUST 8, 2011
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

13 Voted	\$	65,095,000.00
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Bay	Craighead	565	\$4,880,000	\$4,992,600	Refunding the November 1, 2006 bond issue (\$2,746,293); demolition of existing gym, construct and equip a new fine arts building and physical education facility and any remaining funds will be used for constructing, refurbishing, remodeling and equipping school facilities (\$2,000,467); and underwriter's discount allowance and issuance costs (\$133,240).
Clinton	Van Buren	1,337	\$10,515,000	\$17,659,782	Constructing and equipping a new K-6 building, constructing and equipping concession/bathroom facilities (\$10,257,670) and underwriter's discount allowance and issuance costs (\$257,330) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Cutter-Morning Star	Garland	626	\$465,000	\$5,570,000	Refunding the outstanding lease purchase agreement dated 4/3/05 (\$53,719); refunding the outstanding lease purchase agreement dated 12/15/06 (\$108,923); refunding the outstanding lease purchase agreement dated 12/20/07 (\$245,085); repairs to high school (\$18,000); repairs to elementary (\$ 16,023); and underwriter' discount allowance and issuance costs (\$23,250).
East End	Perry	633	\$1,780,000	\$5,583,381	Constructing and equipping an addition to the high school Project #1112-5301-001; repairing and remodeling the high school (\$1,719,280) and underwriter's discount allowance and issuance costs (\$60,720) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
East Poinsett County	Poinsett	727	\$265,000	\$1,101,727	Replace load bearing exterior walls in the Lepanto {Project #1112-5608-001} and Tyrnza {Project #1112-5608-002} elementary schools (\$251,750) and underwriter's discount allowance and issuance costs (\$13,250) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Elkins	Washington	1,153	\$8,155,000	\$11,946,727	Refunding the outstanding bonds dated 11/1/05 and 5/1/06 (\$2,946,596); constructing and equipping a new high school (\$5,002,994) and underwriter's discount allowance and issuance costs (\$205,410) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Fordyce	Dallas	938	\$7,695,000	\$7,834,491	Refunding the outstanding bond issue dated 2/1/00 (\$565,875); refunding the outstanding bond issue dated 4/1/03 (\$6,930,026); and underwriter's discount allowance, issuance costs and rounding (\$199,099).
Jackson County	Jackson	815	\$5,140,000	\$10,210,000	Constructing and equipping a multi-purpose building Project #1112-3405-004 (\$5,000,920) and underwriter's discount allowance and issuance costs (\$139,080) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Lee County	Lee	986	\$2,385,000	\$2,385,000	Refunding the 10/1/03 bond issue (\$305,625); constructing and equipping the addition of a 5th and 6th grade wing and physical education facility at Whitten Elementary (\$2,004,135); and underwriter's discount allowance and issuance costs (\$75,240) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Midland	Independence	523	\$6,230,000	\$6,288,786	Refunding the outstanding bond issue dated 5/1/03 (\$1,089,634); demolition, constructing and equipping of facilities at the elementary and Jr/Sr high school facilities Project #1112-3211-001 (\$4,977,306); and underwriter's discount allowance and issuance costs (\$163,060) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Mountain View	Stone	1,712	\$11,145,000	\$12,188,316	Refunding the 7/1/03 bond issue (\$1,340,000); funding the following partnership project: building and equipping a wellness center and performing arts building (\$9,500,000); and cost of issuance and underwriter's discount allowance (\$305,000) with any remaining funds to be used for other capital projects and equipment purchases.
Ozark	Franklin	1,814	\$5,340,000	\$6,119,116	Refunding all outstanding bonded indebtedness (\$5,193,898.75) and underwriter's discount allowance, issuance costs and rounding (\$146,101.25)

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Western Yell County	Yell	500	\$1,100,000	\$3,865,638	Funding the following partnership project: renovating the existing elementary building (\$1,051,600) and cost of issuance and underwriter's discount allowance (\$48,400) with any remaining funds to be used for other capital projects and equipment purchases.

**Qualified Zone Academy Bonds
Application Summary and
QZAB Allocation Committee Recommendation
August 8, 2011**

**Application #1: Fort Smith School District
Fort Smith, Arkansas**

Allocation Authorization:	\$4,000,000
Use of QZAB Allocation:	Facility repair and renovations for elementary, middle and high schools.
Donation Information:	Total \$453,008.19 (present value \$400,000) Private volunteers are donating service hours at each school campus over the next ten years.
Date of Donation:	7/1/11 - 7/1/2021
Recommendation:	Approve
Fiscal Agent:	Stephens, Inc. – Dennis Hunt

Agency	City	Purpose of Grant	Amount
ABC Children's Academy	Russellville	direct services	\$ 97,200.00
Southside School District	Batesville	direct services	\$ 63,180.00
EOA of Washington County	Fayetteville	direct services	\$ 97,200.00
Fort Smith Public Schools	Fort Smith	direct services	\$ 48,600.00
Siloam Springs School District	Siloam Springs	direct services	\$ 194,400.00
Miss Beth's House	Siloam Springs	direct services	\$ 48,600.00
The Hunny House	Siloam Springs	direct services	\$ 48,600.00
Gravette School District	Gravette	direct services	\$ 48,600.00
Bright Beginnings Childcare	North Little Rock	direct services	\$ 48,600.00
Hugs-N-Tugs	Hardy	direct services	\$ 63,180.00
Northeast AR Education Coop	Imboden	direct services	\$ 48,600.00
ASU Childhood Services	statewide	Monitoring/Technical Assistance	\$ 2,290,155.00
ASU Childhood Services	statewide	Math/Science Prof. Development	\$ 357,570.00
ASU Childhood Services	statewide	Pre-K ELLA Prof. Development	\$ 110,190.00
ASU Childhood Services	statewide	Work Sampling System	\$ 854,165.00
ASU Childhood Services	statewide	Professional Dev. Registry	\$ 287,685.00
OUR Education Cooperative	North Central	Pre-K ELLA/Math Science	\$ 15,000.00
U of A Fort Smith	West AR	Professional Development	\$ 215,000.00
U of A Fayetteville	statewide	Professional Development	\$ 950,000.00

Total

\$ 5,886,525.00

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET FY11**

	FY11 APPROVED BUDGET 7/12/10	FY11 PROPOSED BUDGET 6/30/11	FY11 BUDGET CHANGE FROM FY11 APPR 7-12-10
ADDITIONAL PUBLIC SCH EMPLOYEE HEALTH INSURANCE	\$ 15,000,000	\$ 15,000,000	\$ -
ADVANCED PLACEMENT INCENTIVE	825,000	825,000	-
ALTERNATIVE LEARNING	20,529,609	21,089,282	559,673
ALTERNATIVE PAY	807,907	807,907	-
ARK LEADERSHIP ACADEMY - MASTER PRINCIPAL	500,000	500,000	-
ARK PUBLIC SCHOOL COMPUTER NETWORK	23,040,027	19,742,485	(3,297,542)
ARKANSAS EASTER SEALS	193,113	193,113	-
ARKANSAS TEACHER OF THE YEAR	100,000	100,000	-
ASSESSMENT/END OF COURSE TESTING	22,401,677	24,357,649	1,955,972
AT RISK	1,688,530	1,688,530	-
BETTER CHANCE GRANTS	111,000,000	111,000,000	-
BONDED DEBT ASSISTANCE	28,455,384	28,455,384	-
CONSOLIDATION INCENTIVE	9,415,127	9,413,982	(1,145)
CONTENT STANDARDS AND CURRICULUM FRAMEWORKS	50,000	50,000	-
CONTENT STANDARDS REVISION	161,000	161,000	-
COORDINATED SCHOOL HEALTH	2,000,000	2,000,000	-
COURT ORDERED DESEGREGATION	69,814,372	70,589,689	775,317
CRIMINAL BACKGROUND CHECKS	25,000	25,000	-
DECLINING ENROLLMENT DISTRICTS	13,963,389	9,947,466	(4,015,923)
DEPT OF CORRECTION	5,597,675	5,597,675	-
DISTANCE LEARNING DEMONSTRATION PROJECT	4,760,000	4,760,000	-
DISTANCE LEARNING OPERATING GRANTS	7,575,000	7,575,000	-
DISTRESSED SCHOOL DISTRICT SUPPORT	50,000	50,000	-
EARLY CHILDHOOD SPECIAL EDUC	15,623,079	15,623,079	-
ECONOMIC EDUCATION	350,000	350,000	-
EDUC SERVICE COOPERATIVES	6,129,270	6,129,270	-
ENGLISH LANGUAGE LEARNERS	10,144,383	10,144,383	-
GENERAL FACILITIES FUNDING	8,100,000	8,100,000	-
GIFTED & TALENTED	1,085,381	1,085,381	-
GRANTS TO SCHOOL DISTRICTS	67,856	67,856	-
HIGH PRIORITY DISTRICT TEACHER RECRUIT/RET INCTV	2,100,000	2,100,000	-
HOME SCHOOL TESTING	250,000	250,000	-
HUMAN DEVELOPMENT CTR EDUC AID	526,150	526,150	-
INTERVENTION BLOCK GRANTS	227,000	227,000	-
ISOLATED FUNDING	7,896,000	3,195,384	(4,700,616)
MASTER PRINCIPAL BONUS	90,000	90,000	-
NAT BD PROF TEACHING STANDARDS	9,106,160	9,106,160	-
NATIONAL SCHOOL LUNCH STUDENT FUNDING	170,778,746	172,035,377	1,256,631
NON - TRADITIONAL LICENSURE GRANTS	50,000	50,000	-
OFFICE OF EDUCATION RENEWAL ZONES	1,493,782	1,493,782	-
PROFESSIONAL DEVELOPMENT FUNDING	23,171,500	23,155,024	(16,476)
PUBLIC SCHOOL EMPLOYEES INSURANCE	37,273,600	37,273,600	-
RES CENTERS/JUVENILE DET	15,188,254	15,188,254	-
SCHOOL FACILITY JOINT USE SUPPORT	500,000	500,000	-
SCHOOL FOOD - LEGISLATIVE AUDIT	75,000	270,000	195,000
SCHOOL FOOD SERVICES	-	1,650,000	1,650,000
SCHOOL WORKER DEFENSE	-	390,000	390,000
SERIOUS OFFENDER PROGRAM	1,050,946	1,216,524	165,578
SMART START/SMART STEP	8,457,160	8,457,160	-
SPECIAL ED - CATASTROPHIC	11,000,000	11,000,000	-
SPECIAL EDUCATION SERVICES	1,145,285	2,802,527	1,657,242
SPECIAL NEEDS ISOLATED	3,000,000	7,700,616	4,700,616
STATE FOUNDATION FUNDING AID	1,813,597,668	1,813,282,803	(314,865)
STUDENT GROWTH	28,500,000	31,670,412	3,170,412
SUPPLEMENTAL MILLAGE INCENTIVE FUNDING	10,000,000	10,000,000	-
SURPLUS COMMODITIES	780,000	780,000	-
TEACHER LICENSURE / MENTORING	5,008,758	5,008,758	-
TEACHER RETIREMENT MATCHING	6,655,000	8,219,126	1,564,126
TECHNOLOGY GRANTS	3,602,678	3,602,678	-
TECHNOLOGY IMPROVEMENTS	500,000	500,000	-
URT ACTUAL COLLECTION ADJUSTMENT	34,500,000	27,493,303	(7,006,697)
WORKERS COMPENSATION	450,000	450,000	-
YOUTH SHELTERS	165,000	165,000	-
ARKANSAS / STRIVE TRANSFER	200,000	200,000	-
REAL PROPERTY REAPPRAISAL COSTS TRANSFER	10,830,000	10,830,000	-
SURETY BOND TRANSFER	85,000	85,000	-
TOTAL PUBLIC SCHOOL FUND	\$ 2,587,706,466	\$ 2,586,393,769	\$ (1,312,697)

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET FY11**

	FY11 APPROVED BUDGET 7/12/10	FY11 PROPOSED BUDGET 6/30/11	FY11 BUDGET CHANGE FROM FY11 APPR 7-12-10
PROJECTED FUNDING			
GENERAL REVENUE	\$ 1,849,659,072	\$ 1,849,659,072	-
EDUCATIONAL EXCELLENCE TRUST FUND	179,182,166	180,391,694	1,209,528
EDUCATIONAL ADEQUACY FUND	462,761,621	462,761,621	-
ERATE CREDIT	11,200,000	7,902,458	(3,297,542)
TRANSIT TAX 949 OF 2001	910,000	910,000	-
TANF TRANSFER FROM DHS/DWS AFTER 2009	7,500,000	8,986,278	1,486,278
COURT ORDERED DESEGREGATION	69,814,372	70,589,689	775,317
FUND BALANCE - BETTER CHANCE	6,679,235	5,192,957	(1,486,278)
TOTAL PROJECTED FUNDING	\$ 2,587,706,466	\$ 2,586,393,769	\$ (1,312,697)

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET FY12**

	FY11 PROPOSED BUDGET 6/30/11	FY12 PROPOSED BUDGET 8/08/11	FY12 BUDGET CHANGE FROM FY11 6/30/11
ADDITIONAL PUBLIC SCH EMPLOYEE HEALTH INSURANCE	\$ 15,000,000	\$ 15,000,000	\$ -
ADVANCED PLACEMENT INCENTIVE	825,000	825,000	-
ALTERNATIVE LEARNING	21,089,282	21,149,603	60,321
ALTERNATIVE PAY	807,907	-	(807,907)
ARK LEADERSHIP ACADEMY - MASTER PRINCIPAL	500,000	500,000	-
ARK PUBLIC SCHOOL COMPUTER NETWORK	19,742,485	23,474,744	3,732,259
ARKANSAS EASTER SEALS	193,113	193,113	-
ARKANSAS TEACHER OF THE YEAR	100,000	100,000	-
ASSESSMENT/END OF COURSE TESTING	24,357,649	24,409,349	51,700
AT RISK	1,688,530	1,688,530	-
BETTER CHANCE GRANTS	111,000,000	111,000,000	-
BONDED DEBT ASSISTANCE	28,455,384	28,455,384	-
CONSOLIDATION INCENTIVE	9,413,982	4,358,183	(5,055,799)
CONTENT STANDARDS AND CURRICULUM FRAMEWORKS	50,000	50,000	-
CONTENT STANDARDS REVISION	161,000	161,000	-
COOP ED TECH CENTERS OPERATIONS	-	1,200,000	1,200,000
COORDINATED SCHOOL HEALTH	2,000,000	2,000,000	-
COURT ORDERED DESEGREGATION	70,589,689	69,814,372	(775,317)
CRIMINAL BACKGROUND CHECKS	25,000	25,000	-
DECLINING ENROLLMENT DISTRICTS	9,947,466	14,418,569	4,471,103
DEPT OF CORRECTION	5,597,675	5,881,973	284,298
DISTANCE LEARNING DEMONSTRATION PROJECT	4,760,000	4,760,000	-
DISTANCE LEARNING OPERATING GRANTS	7,575,000	7,575,000	-
DISTRESSED SCHOOL DISTRICT SUPPORT	50,000	50,000	-
EARLY CHILDHOOD SPECIAL EDUC	15,623,079	16,248,000	624,921
ECONOMIC EDUCATION	350,000	350,000	-
EDUC SERVICE COOPERATIVES	6,129,270	6,129,270	-
ENGLISH LANGUAGE LEARNERS	10,144,383	11,115,341	970,958
GENERAL FACILITIES FUNDING	8,100,000	8,100,000	-
GIFTED & TALENTED	1,085,381	1,085,381	-
GRANTS TO SCHOOL DISTRICTS	67,856	67,856	-
HIGH PRIORITY DISTRICT TEACHER RECRUIT/RET INCTV	2,100,000	2,100,000	-
HOME SCHOOL TESTING	250,000	250,000	-
HUMAN DEVELOPMENT CTR EDUC AID	526,150	526,150	-
INTERVENTION BLOCK GRANTS	227,000	302,000	75,000
ISOLATED FUNDING	3,195,384	7,896,000	4,700,616
MASTER PRINCIPAL BONUS	90,000	90,000	-
NAT BD PROF TEACHING STANDARDS	9,106,160	10,516,160	1,410,000
NATIONAL SCHOOL LUNCH STUDENT FUNDING	172,035,377	183,114,749	11,079,372
NON - TRADITIONAL LICENSURE GRANTS	50,000	50,000	-
OFFICE OF EDUCATION RENEWAL ZONES	1,493,782	1,451,135	(42,647)
PROFESSIONAL DEVELOPMENT FUNDING	23,155,024	23,682,762	527,738
PUBLIC SCHOOL EMPLOYEES INSURANCE	37,273,600	37,273,600	-
RES CENTERS/JUVENILE DET	15,188,254	16,115,234	926,980
SCHOOL FACILITY JOINT USE SUPPORT	500,000	500,000	-
SCHOOL FOOD - LEGISLATIVE AUDIT	270,000	75,000	(195,000)
SCHOOL FOOD SERVICES	1,650,000	1,650,000	-
SCHOOL WORKER DEFENSE	390,000	390,000	-
SERIOUS OFFENDER PROGRAM	1,216,524	1,683,067	466,543
SMART START/SMART STEP	8,457,160	10,666,303	2,209,143
SPECIAL ED - CATASTROPHIC	11,000,000	11,000,000	-
SPECIAL EDUCATION SERVICES	2,802,527	2,802,527	-
SPECIAL NEEDS ISOLATED	7,700,616	3,000,000	(4,700,616)
STATE FOUNDATION FUNDING AID	1,813,282,803	1,854,760,060	41,477,257
STUDENT SUCCESS RESEARCH DATA PILOT PROGRAM		150,000	150,000
STUDENT GROWTH	31,670,412	28,500,000	(3,170,412)
SUPPLEMENTAL MILLAGE INCENTIVE FUNDING	10,000,000	10,000,000	-
SUPPLEMENTAL TRANSPORTATION		500,000	500,000
SURPLUS COMMODITIES	780,000	1,125,065	345,065
TEACHER LICENSURE / MENTORING	5,008,758	5,008,758	-
TEACHER RETIREMENT MATCHING	8,219,126	8,745,151	526,025
TECHNOLOGY GRANTS	3,602,678	3,602,678	-
TECHNOLOGY IMPROVEMENTS	500,000	500,000	-
URT ACTUAL COLLECTION ADJUSTMENT	27,493,303	34,500,000	7,006,697
WORKERS COMPENSATION	450,000	450,000	-
YOUTH SHELTERS	165,000	165,000	-

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET FY12**

	FY11 PROPOSED BUDGET 6/30/11	FY12 PROPOSED BUDGET 8/08/11	FY12 BUDGET CHANGE FROM FY11 6/30/11
ARKANSAS / STRIVE TRANSFER	200,000	200,000	-
REAL PROPERTY REAPPRAISAL COSTS TRANSFER	10,830,000	10,830,000	-
SURETY BOND TRANSFER	85,000	85,000	-
TOTAL PUBLIC SCHOOL FUND	\$ 2,586,393,769	\$ 2,654,442,067	\$ 68,048,298
PROJECTED FUNDING			
GENERAL REVENUE	1,849,659,072	1,904,970,389	55,311,317
EDUCATIONAL EXCELLENCE TRUST FUND	180,391,694	189,591,925	9,200,231
EDUCATIONAL ADEQUACY FUND	462,761,621	434,031,542	(28,730,079)
MERIT ADJUSTMENT FUND		184,135	184,135
ERATE CREDIT	7,902,458	-	(7,902,458)
ERATE CREDIT - APSCN		6,500,000	6,500,000
ERATE CREDIT - DISTANCE LEARNING OPERATING GRANTS		1,500,000	1,500,000
TRANSIT TAX 949 OF 2001	910,000	910,000	-
TANF TRANSFER FROM DHS/DWS AFTER 2009	8,986,278	7,500,000	(1,486,278)
COURT ORDERED DESEGREGATION	70,589,689	69,814,372	(775,317)
FUND BALANCE - BETTER CHANCE	5,192,957	3,194,024	(1,998,933)
FUND BALANCE		36,245,680	36,245,680
TOTAL PROJECTED FUNDING	\$ 2,586,393,769	\$ 2,654,442,067	\$ 68,048,298

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE USE OF NET ATHLETIC EVENT GATE RECEIPTS
BY PUBLIC SCHOOL DISTRICTS
November 2007

1.00 — Regulatory Authority

- 1.01 — ~~These rules are enacted pursuant to the Arkansas State Board of Education's authority under A.C.A. §§ 6-11-105, 6-20-415, and Act 1043 of the 2007 regular session.~~
- 1.02 — ~~These rules shall be known as the Arkansas Department of Education Rules Governing the Use of Net Athletic Event Gate Receipts by Public School Districts.~~

2.00 — Purpose

- 2.01 — ~~The purpose of these rules is to establish the procedures for public school districts to follow in coding and reporting athletic expenditures that are paid from net athletic event gate receipts.~~

3.00 — Definitions

~~—— For the purposes of this rule, the following terms shall mean:~~

- 3.01 — ~~"Net athletic event gate receipts" means the amount remaining from fees collected for admission to a school district athletic event less any expenses paid by the school district from those gate receipts.~~
 - 3.01.1 ~~"Net athletic event gate receipts" shall include revenues generated from the sale for reserved seating and the amount collected for admission to a school district athletic event less any expenses, including any rental fee for a facility used for an athletic event.~~
- 3.02 — ~~"Net athletic event gate receipts" does not include any portion of admission fees charged by a school district for an athletic event held at the school district or at a facility leased or rented by the school district that is remitted or passed through to another entity outside the district.~~

4.00 — Procedures

- 4.01 — ~~Beginning in July 2007, school districts shall establish a separate fund for athletic event gate receipts.~~
- 4.02 — ~~Revenues and expenditures from the athletic event gate receipt funds shall be tracked and reported.~~

- ~~4.03 — The local school board must approve the use of net athletic event gate receipts to purchase athletic awards for students participating in school-sponsored activities.~~
- ~~4.04 — The school district shall not expend from net athletic event gate receipts more than an average of \$100 per student participating per activity.~~
- ~~4.05 — School districts may access private funds to purchase athletic awards.~~



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room- 302-B ~~105-C~~
Little Rock, AR 72201
501.683.5313

Arkansas Department of Education Open-Enrollment Public Charter Schools

June 30	Deadline for open-enrollment letters of intent to be filed with the ADE.
August 31	Deadline for open-enrollment applications to be filed with the ADE, and superintendent of each public school district likely to be affected by proposed charter school.
September 30	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 any its vote to approve or disapprove the charter application.
September 30	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	Tentative date for application submitted to the State Board of Education. Applications approved by the local school board will receive expedited consideration. (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**, 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 [302-B405-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 [full legal](#) name of the eligible entity which intends to apply for a charter. If a not-for-profit, specify [the](#) name on the [IRS 501-\(c\)-\(3\) application](#) and [the entity's current 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;
8. ~~Provide proposed student enrollment cap for~~ [Identify the number of students intended to be served by](#) the open-enrollment public charter school; and
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 shall also be sent via certified mail to the superintendent 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: _____ Student Enrollment 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 a 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.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.

Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:

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 as 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.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(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 pages including 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 [two-year](#) budget [estimate](#) using [template worksheet](#) 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: 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 August 31. 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 [302-B405-G](#)
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 in which students will be drawn the school will likely be located.
 - 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 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 of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
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. As part of your response, please answer the following specific questions:
 - A. Identify what individual job position(s) or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing;

(2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

B. Specify how the final decision-maker(s) identified in response to (3)(A) above will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.

A-C. Explain how and to what extent the school's leadership will be accountable to parents.

3.4. Give the mission statement for the proposed open-enrollment public charter school.

4.5. Describe the educational need for the school.

5.6. Describe the educational program to be offered by the open-enrollment public charter school.

6.7. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.

7.8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

8.9. 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.

9.10. 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.)*

10.11. 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~~required by federal court or administrative order~~, the applicant shall furnish a copy of the order~~state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).~~

- 41.12. 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.
- 42.13. 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.
- 43.14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. Act 993 of 2011 requires that the Division of Legislative Audit conduct every new charter school's first-year audit unless the State Board approves otherwise. If the school wishes to utilize a licensed accountant or licensed certified public accountant to perform the first-year audit, please identify the accountant by name, firm, address, and phone number. A school's preference as stated in this Application may not be changed without prior approval of the State Board of Education.
- 14.15. Provide a statement affirming that the public charter school will participate in the Arkansas Public School Computer Network ~~for reporting education data~~, as required by state statute ~~or and~~ by State Board of Education rule, for reporting both education data and financial data, including grant funds or private donations received directly by the charter school itself.
- 15.16. 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 sponsoring entity or 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. For each and every individual specifically identified by name in Section A of the Application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

(A) Any other individual specifically identified by name in Section A of the Application;

(B) Any individual or entity whom the sponsoring entity or charter school has contracted with, or intends to contract with, to provide any services or products for the proposed charter school; or

(C) The owner(s) of the facilities to be used.

For the purpose of this Standard, an individual has a financial relationship with another individual or entity if he or she:

(1) Receives compensation or benefits directly or indirectly from the entity or individual;

(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; or

(3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

~~46-~~18. Describe the manner in which the school will make provisions for the following student services unless a waiver is being sought:

- 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.

| [17-19.](#) 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.

| [18-20.](#) Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.

| [19-21.](#) List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, -and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* that the open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the [need rationale](#) for each waiver requested.**

| [20-22.](#) 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 [two-year](#) budget [estimate](#) using [template worksheet](#) 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 _____.

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~~ State of Arkansas 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 Worksheet](#) 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 Worksheet](#) 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 Worksheet](#):

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 average daily membership, the amount determined necessary to provide all students with an adequate education.

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.

Two budget worksheets must be completed, one for the school’s first year of operation and one for the school’s second year of operation. The proposed budget should not rely on one-time grants or other funds that are not presently guaranteed.

Public Charter School Application
Estimated Budget Worksheet, Year One (2011-2012)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students () x \$6, <u>144023.00</u> State Foundation Funding		
3			
4	No. of Students () x \$ <u>51.0041.33</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 (<i>Specifically Describe</i>)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$0.00
17			
	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
18			
19	Administration:		
20	Salaries: (<i>No. of Positions</i>)		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (<i>Describe</i>)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i>)		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (<i>Describe</i>)		\$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%): \$506496.00 per student; between seventy and ninety percent (70-90%): \$1,012992.00 per student;
 and ninety percent and above (90%): \$1, 518488.00 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	<i>(Budget Continued)</i>	
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	<i>(Budget Continued)</i>	
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	<i>Please list upgrades:</i>	_____
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; display: inline-block; padding: 2px 10px;">\$0.00</div>

|

Public Charter School Application
Estimated Budget Worksheet, Year Two (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
<u>1</u>	<u>State Public Charter School Aid:</u>		
<u>2</u>	<u>No. of Students () x \$6,267.00 State Foundation Funding</u>		
<u>3</u>			
<u>4</u>	<u>No. of Students () x \$52.00 Professional Development</u>		
<u>5</u>	<u>No. of Students () x eligible rate* NSLA Funding</u>		
<u>6</u>	<u>Total State Charter School Aid</u>		<u>\$0.00</u>
<u>7</u>			
<u>8</u>	<u>Other Sources of Revenues:</u>		
<u>9</u>	<u>Private Donations or Gifts</u>		
<u>10</u>	<u>Federal Grants (List the amount)</u>		
<u>11</u>	<u>Special Grants (List the amount)</u>		
<u>12</u>	<u>Other (Specifically Describe)</u>		
<u>13</u>			
<u>14</u>	<u>Total Other Sources of Revenues</u>		<u>\$0.00</u>
<u>15</u>			
<u>16</u>	<u>TOTAL REVENUES</u>		<u>\$0.00</u>
<u>17</u>			
<u>18</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
<u>19</u>	<u>Administration:</u>		
<u>20</u>	<u>Salaries: (No. of Positions)</u>		
<u>21</u>	<u>Fringe Benefits</u>		
<u>22</u>	<u>Purchased Services</u>		
<u>23</u>	<u>Supplies and Materials</u>		
<u>24</u>	<u>Equipment</u>		
<u>25</u>	<u>Other (Describe)</u>		<u>\$0.00</u>
<u>26</u>			
<u>27</u>	<u>Regular Classroom Instruction:</u>		
<u>28</u>	<u>Salaries: (No. of Positions)</u>		
<u>29</u>	<u>Fringe Benefits</u>		
<u>30</u>	<u>Purchased Services</u>		
<u>31</u>	<u>Supplies and Materials</u>		
<u>32</u>	<u>Equipment</u>		
<u>33</u>	<u>Other (Describe)</u>		<u>\$0.00</u>

**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%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 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

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

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

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the- President of the ~~501 (c) (3)~~ Board of Directors of the proposed public charter school's sponsoring entity ~~public charter school~~ certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, 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 gender, national origin, race, ethnicity, religion, disability, or 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. ~~-~~ 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.
- 5.6. 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.
- 6.7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

~~7.8.~~ 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.

~~8.9.~~ 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.

~~9.10.~~ The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or 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.

~~10.11.~~ 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.

~~11. 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.~~

12. 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;

(e)(f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

(f)(g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. 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.

14. 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. Upon dissolution of the Open Enrollment Public Charter School or upon nonrenewal or revocation of the charter, all net assets of the Open Enrollment Public Charter School, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the Open Enrollment Public Charter School. If the Open Enrollment Public Charter School used state or federal 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. 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 _____ Date: _____

| President of the 501 (c) (3) Sponsoring Entity Board of the Proposed Charter Directors

Print or type name

Open-Enrollment Public Charter School 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.
- ☐ 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. 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) in from which students will be drawn the school will likely be located.
 - 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 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 of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

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 [two-year](#) budget [estimate](#) 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~~ [PDF](#) (labeled)
- ☐ Submit final copy of the charter school application to the attention of the superintendent of the public school district where the open-enrollment public charter school will be located by August 31. Include verification in the form of certified mail receipt and a copy of the letter as attachment in the charter school application.
- ☐ Submit copies of charter school application to the superintendent of all school districts to be affected by the proposed charter school by certified mail ~~to the~~ by August 31. Include verification in the form of certified mail receipts and a copy of the letter as attachment in the charter school- application.
- ☐ 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 (Sample)

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 a public charter school 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. Lessor agrees that upon the occurrence of any event of default listed in this paragraph, Lessor shall give notice of default to the Arkansas Department of Education, Attn: Legal Services, Four Capitol Mall, Room 404-A, Little Rock, AR 72201.

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 quasi-public 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. Lessor agrees to give the State reasonable time and opportunity to remove such assets from the premises upon any event of default or any re-entry or re-letting as allowed by paragraph 11.-

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 67 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 67 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~~Arkansas Department of Education and obtain the express approval of the ~~Arkansas State Board~~Commissioner 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~~Commissioner of Education. Any such change without the express approval of the ~~Arkansas State Board~~Commissioner of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein. Notwithstanding any other provision herein, the Lessor and Lessee agree that the State of Arkansas, the Arkansas State Board of Education, the Commissioner of Education, and the Arkansas Department of Education are neither parties to nor third-party beneficiaries of this Lease Agreement.

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

[Spouse 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 of the results of the public hearing;
- 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 4 OF APPLICATION: MISSION STATEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is 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, and
- Valid and reliable data that substantiates the educational need for 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 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
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; 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
 - Mathematic 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 [and Common Core Standards](#).

Evaluation Criteria:

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

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- [Evidence that the Applicant is prepared to transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core 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 [two-year](#) budget [estimate](#) that accurately reflects the revenue currently available to the school and expenditures for program implementation, [and does not rely on one-time grants or other funds that are not presently guaranteed](#).

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.
- If the Application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit.

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 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 participate in APSCN and 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
Facilities Review Report	

STANDARD 17 OF APPLICATION: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and detail how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and detail how conflicts will be addressed.

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

<u>Strengths</u>	<u>Reference</u>
<u>Concerns and Additional Questions</u>	<u>Reference</u>

STANDARD 18 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, unless a waiver is being sought:

- 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.

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

<u>Strengths</u>	<u>Reference</u>
<u>Concerns and Additional Questions</u>	<u>Reference</u>

STANDARD ~~18~~ 19 OF APPLICATION: FOODSTUDENT SERVICES

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

Evaluation Criteria:

A response that meets the standard will present:

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

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~~ 20 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; and
- A proposal that involves the parents of students, employees and the broader community in carrying out 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 20.1 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 justification~~ of ~~any each and every~~ waiver requests; and
- A ~~compelling description justification~~ of how the ~~school will address any waivers~~ waiver requests relate to the school's educational program.

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

Strengths Legal Comments	Reference
Concerns and Additional Questions	Reference

STANDARD 21.2 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.

Legal Comments	Reference
Concerns and Additional Questions	Reference

ADDITIONAL COMMENTS:



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education

Charter School Office

Four Capitol Mall, Room 302-B105-C

Little Rock, AR 72201

501.683.5313

Arkansas Department of Education
District Conversion or Limited Public Charter Schools

- | | |
|------------------------------------|---|
| August 31, 2008 * | Deadline for conversion <u>or limited</u> charter letters of intent to be filed with the ADE. |
| October 31, 2008 * | Deadline for conversion <u>or limited</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** or Limited Public School Charter

Applicants for district conversion or limited public charter schools are required to send a one (1) page “**Letter of Intent to Apply for a ~~Conversion-District~~ Conversion or Limited 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**, 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 302-B105-G
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;
- 5-6. State whether the proposed charter school will be a district conversion public charter school or limited public charter school;
- 6-7. Describe the location of the proposed district conversion or limited public charter school;
- 7-8. Identify the grade levels of students to be served by the district conversion or limited public charter school;
- 8-9. Provide proposed student enrollment cap for district conversion or limited public charter school; and
- 9-10. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

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

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

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: _____

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

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 pages and attachments should be numbered and attachments 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 [two-year](#) budget using [template worksheet](#) 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: Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word, or Adobe Acrobat [PDFpdf](#) 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. 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 [302-B405-G](#)
Little Rock, AR 72201

D. REQUIRED INFORMATION

The applicant for the proposed [district](#) conversion [or limited](#) 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~~[Arkansas Department](#) 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 [or limited](#) 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 [or limited](#) public charter school.
3. Describe the educational need for the school.
4. Describe the educational program to be offered by the district conversion [or limited](#) public charter school.
5. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter 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. [Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.](#)
7. Describe the enrollment criteria and the student selection process.- Include a statement of what student selection method will be utilized in the event that more students apply for admission to the district conversion [or limited](#) public charter school than can be accommodated under the terms of the charter.

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 [affirming](#) 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, [for reporting education and financial data, including grants or private donations received by the school](#).
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), Arkansas Department of Education rules, and the *Standards for Accreditation of Arkansas Public Schools and School Districts* that the 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 statute, rule, or standard 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.**

If the application is for a limited public charter school, the only waivers which may be requested are those waivers listed in Ark. Code Ann. § 6-23-601. This limitation applies only to limited public charter schools.

- 12.13. Describe the potential impact of the proposed district conversion or limited 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.

Standards 15, 16, & 17 apply only to applications for limited public charter schools. They do not apply to applications for district conversion public charter schools.

15. **If the application is for a limited public charter school, describe how the licensed employees of the school will be involved in:**

A. Developing and implementing a school improvement plan that addresses how the school will improve student learning and meet the state education goals; and

B. Identifying performance criteria.

16. **If the application is for a limited public charter school, describe how the school will enhance teacher performance and improve employee salaries, professional opportunities, and professional growth experiences.**

17. **If the application is for a limited public charter school, 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.**

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 [two-year](#) budget using [template worksheet](#) 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 Worksheet](#) 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 [or Limited](#) 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 Worksheet](#) is to be used as an estimate of the Revenues and Expenditures associated with the operation of the District Conversion [or Limited](#) 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 Worksheet](#):

The “Number of Students” is the number of students expected to be enrolled in the district conversion [or limited](#) 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 average daily membership, the amount determined necessary to provide all students with an adequate education. 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.

Two budget worksheets must be completed, one for the school's first year of operation and one for the school's second year of operation. The proposed budget should not rely on one-time grants or other funds that are not presently guaranteed.

Public Charter School Application
Estimated Budget Worksheet, Year One (2011-2012) Template

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students () x \$6, <u>144023.00</u> State Foundation Funding		
3			
4	No. of Students () x \$ <u>51.0041.33</u> -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 (<i>Specifically Describe</i>)		
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: (<i>No. of Positions</i>)		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (<i>Describe</i>)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i>)		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (<i>Describe</i>)		\$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%): \$506496.00 per student; between seventy and ninety percent (70-90%): \$1,012992.00 per student; and ninety percent and above (90%): \$1, 518488.00 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	<i>(Budget Continued)</i>	
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	
129	Lease/Purchase (contract for one total year including facility upgrades)	_____
130	Please list upgrades:	_____
131		_____
132	If Applicable: Utilities (contract for one total year including facility upgrades)	_____
133	If Applicable: Insurance (contract for one 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 style="border: 1px solid black; padding: 2px; display: inline-block;">\$0.00</div>

|

Public Charter School Application
Estimated Budget Worksheet, Year Two (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
<u>1</u>	<u>State Public Charter School Aid:</u>		
<u>2</u>	<u>No. of Students () x \$6,267.00 State Foundation Funding</u>		
<u>3</u>			
<u>4</u>	<u>No. of Students () x \$52.00 Professional Development</u>		
<u>5</u>	<u>No. of Students () x eligible rate* NSLA Funding</u>		
<u>6</u>	<u>Total State Charter School Aid</u>	_____	<u>\$0.00</u>
<u>7</u>			
<u>8</u>	<u>Other Sources of Revenues:</u>		
<u>9</u>	<u>Private Donations or Gifts</u>	_____	
<u>10</u>	<u>Federal Grants (List the amount)</u>	_____	
<u>11</u>	<u>Special Grants (List the amount)</u>	_____	
<u>12</u>	<u>Other (Specifically Describe)</u>	_____	
<u>13</u>			
<u>14</u>	<u>Total Other Sources of Revenues</u>		<u>\$0.00</u>
<u>15</u>			
<u>16</u>	<u>TOTAL REVENUES</u>		<u>\$0.00</u>
<u>17</u>			
<u>18</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
<u>19</u>	<u>Administration:</u>		
<u>20</u>	<u>Salaries: (No. of Positions)</u>	_____	
<u>21</u>	<u>Fringe Benefits</u>	_____	
<u>22</u>	<u>Purchased Services</u>	_____	
<u>23</u>	<u>Supplies and Materials</u>	_____	
<u>24</u>	<u>Equipment</u>	_____	
<u>25</u>	<u>Other (Describe)</u>	_____	<u>\$0.00</u>
<u>26</u>			
<u>27</u>	<u>Regular Classroom Instruction:</u>		
<u>28</u>	<u>Salaries: (No. of Positions)</u>	_____	
<u>29</u>	<u>Fringe Benefits</u>	_____	
<u>30</u>	<u>Purchased Services</u>	_____	
<u>31</u>	<u>Supplies and Materials</u>	_____	
<u>32</u>	<u>Equipment</u>	_____	
<u>33</u>	<u>Other (Describe)</u>	_____	<u>\$0.00</u>

**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%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.*

	<u>(Budget Continued)</u>	
34		
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

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

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

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

10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
- (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; 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 or Limited Public Charter School Application Checklist

- ☐ Submit one (1) page letter of intent, following the letter of intent guidelines, to ADE Charter School Office by certified mail. Letter of intent must be received by the Charter School Office no later than 4:00 p.m., ~~the~~ Deadline August 31.

- ☐ Notice of the public hearing shall be ~~hearing~~:

A. Distributed to the community, certified personnel, and the parents of all students enrolled at the public school for which the district initiated the application; and

B. Published in a newspaper having general circulation in the public school district at least three (3) weeks prior to the date of the meeting.

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 two-year 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~~ 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 (bound/stapled, no notebooks)
- ◆ 1 cd copy in either Microsoft Word~~,~~ or Adobe Acrobat PDFpdf (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 or 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: 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
- A thorough description of the results of the public hearing.

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

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is, 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 clear description of a plan for school improvement that addresses how the conversion [or limited](#) public charter school will improve student learning and meet state education goals; and
- Valid and reliable data that substantiates the educational needs.

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; A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; 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
 - Mathematic 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: CURRICULUM DEVELOPMENT & ALIGNMENT

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

Evaluation Criteria:

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

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- [Evidence that the Applicant is prepared to transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core 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 student selection 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 student 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.

Mark-Up Version – June 13, 2011

- 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; and
 - the employees of the public school district where the charter school will be located.

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
Facilities Review Report	

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:

- ~~An persuasive explanation of each and every waiver request; and~~
- ~~A compelling description of how the waiver requests relate to the school's educational program.~~
- ~~A persuasive explanation of any waiver requests; and~~
- ~~A compelling description of how the school will address any waivers.~~

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

Legal Comments	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.

Legal Comments	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 to involve parents and guardians of students to be enrolled in the school, as well as ~~certified employees and~~ the broader community, in the process of carrying out the terms of the charter, and
- A description of how ~~certified employees and~~ parents of students will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria

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

Standards 15, 16, 17 apply only to limited public charter schools. They do not apply to district conversion charter schools.

STANDARD 15 OF APPLICATION: LICENSED EMPLOYEE INVOLVEMENT

The Licensed Employee Involvement section should describe how licensed employees of the school 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:

- A comprehensive plan to involve licensed employees in the process of carrying out the terms of the charter, and
- A description of how licensed employees will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria

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

<u>Strengths</u>	<u>Reference</u>
_____	_____
<u>Concerns and Additional Questions</u>	<u>Reference</u>
_____	_____

STANDARD 16 OF APPLICATION: TEACHER ENHANCEMENT

The Teacher Enhancement 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:

- A comprehensive plan to enhance teacher performance and improve employee salaries; and
- A detailed description of professional opportunities and experiences for professional growth.

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

<u>Strengths</u>	<u>Reference</u>
_____	_____
<u>Concerns and Additional Questions</u>	<u>Reference</u>
_____	_____

STANDARD 17 OF APPLICATION: STAFFING MODEL

The Staffing Model 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, and should identify the number of administrative, teaching, and support positions.

Evaluation Criteria:

A response that meets the standard will present:

- A detailed list of job descriptions for all instructional personnel that specifies the qualifications and compensation for each position; and
- A list of the number of administrative positions, teaching positions, and support positions.

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

<u>Strengths</u>	<u>Reference</u>
_____	_____
<u>Concerns and Additional Questions</u>	<u>Reference</u>
_____	_____

ADDITIONAL COMMENTS:

**ARKANSAS DEPARTMENT OF EDUCATION
EMERGENCY RULES GOVERNING CONCURRENT COLLEGE AND HIGH
SCHOOL CREDIT FOR STUDENTS WHO HAVE COMPLETED THE EIGHTH
GRADE
~~December 13, 2010~~**

1.0 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures concerning concurrent college and high school credit for students who have completed the eighth grade.

2.0 REGULATORY AUTHORITY

- 2.01 These rules shall be known as the Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade.
- 2.02 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. § 6-18-223.

3.0 DEFINITIONS

- 3.01 A student who “has successfully completed the eighth grade” is a student who has been promoted to the ninth grade.
- 3.02 A student in grades 9-12 is considered "enrolled" in a public secondary school so long as he/she is counted for average daily membership of the school pursuant to Ark. Code Ann. § 6-20-2303(3)(C).
- 3.03 “Private institution” is defined as an institution of higher education accredited by the Western Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, or North Central Association of Colleges and Schools.

4.0 ENROLLMENT GUIDELINES FOR STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE

- 4.01 Any student who is enrolled in grades 9-12 in an Arkansas public school shall be eligible to enroll in a publicly supported community college, technical college, four-year college or university, or private institution in accordance with the rules and regulations adopted by the college or university.

- 4.02 Any public school student in grades 9-12 who enrolls in and successfully completes a course(s) offered by a publicly supported community college, technical college, four-year college or university, or private institution shall be entitled to receive both high school and college grades and credit (credit earned by CLEP examination may not be counted as high school credit) toward graduation, as outlined in these regulations.
- 4.03 Students must comply with applicable enrollment or graduation requirements of the public high school.
- 4.04 Three semester hours of college credit taken by a student in grades 9-12 at a publicly supported community college, technical college, four-year college or university, or private institution shall be the equivalent of one-half unit of high school credit.
- 4.05 College credit earned at a publicly supported community college, technical college, four-year college or university or private institution by an eligible student shall be counted by the high school toward graduation, including credit earned through summer terms.
- 4.06 The student shall be responsible for all costs of higher education courses taken for concurrent college credit.

5.0 ~~2010-2011~~ 2011-2012 PILOT PROJECT

- 5.01 For the ~~2010-2011~~ 2011-2012 school year only, three semester hours of college credit taken by a public school student in grade 12 at a publicly supported community college, technical college, four-year college or university, or private institution shall be the equivalent of one unit of high school credit in the same subject area which shall count toward high school graduation.
- 5.02 For the ~~2010-2011~~ 2011-2012 school year, a student in grade 12 who possesses an ACT score of 17 or 18 may enroll in developmental education courses in English, reading or mathematics at a publicly supported community college, technical college, four-year college or university, or private institution.
 - 5.02.1 A three-semester hour developmental education course shall be the equivalent of one-half unit of credit for a high school career focus elective.
 - 5.02.2 Public school students in grade 12 who successfully complete developmental education courses in English, reading and/or mathematics and who have an exit exam score of **19 or higher** on the ACT or an equivalent measure in that subject area will meet minimum state requirements for placement in college-level courses upon admission to a

publicly supported community college, technical college, four-year college or university, or private institution.

5.02.3 If an Arkansas public college or university or private institution requires a course placement score greater than a score of 19 on the ACT or an equivalent measure, the public school student in grade 12 must meet that institution's admissions/placement requirements.

5.02.4 Public school students in grade 12 who are enrolled in developmental education courses will not be counted for higher education funding purposes.

5.03 Participation in this pilot program is voluntary. Nothing in this subsection shall be construed to require Arkansas public schools, publicly supported community colleges, technical colleges, four-year colleges or universities, or private institutions to participate in this pilot program.

5.04 This pilot program will be reviewed by the Arkansas Department of Education and the Arkansas Department of Higher Education. In July ~~2011~~ 2012, the Arkansas Department of Education and the Arkansas Department of Higher Education shall present its findings to the Arkansas State Board of Education.

EMERGENCY ADOPTION

WHEREAS, the Arkansas State Board of Education is authorized to adopt rules and regulations as may be necessary for the implementation of concurrent college and high school credits pursuant to Ark. Code Ann. § 6-18-223; and

WHEREAS, on July 11, 2011, the Arkansas Department of Higher Education recommended that the 2010-2011 concurrent credit pilot program be extended for the 2011-2012 school year in order for additional information to be gathered concerning the effectiveness of the pilot program; and

WHEREAS, it is estimated that there will be over 30,000 Arkansas public high school seniors who will potentially be eligible to participate in the pilot program; and

WHEREAS, for many Arkansas public school districts, the 2011-2012 school year will begin on August 15, 2011 and students who wish to participate in the pilot program may have to decide whether to do so by that date;

THEREFORE, the Arkansas State Board of Education determines that imminent peril to the welfare of students, schools, school districts and institutions of higher education of this state will exist if this rule is not promulgated on an emergency basis. Therefore, an emergency is declared to exist and the Arkansas State Board of Education promulgates this rule as an emergency rule pursuant to Ark. Code Ann. § 25-15-204. This rule shall become effective immediately upon filing.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING CONCURRENT COLLEGE AND HIGH SCHOOL CREDIT FOR
STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE
~~December 13, 2010~~

1.0 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures concerning concurrent college and high school credit for students who have completed the eighth grade.

2.0 REGULATORY AUTHORITY

- 2.01 These rules shall be known as the Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade.
- 2.02 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. § 6-18-223.

3.0 DEFINITIONS

- 3.01 A student who “has successfully completed the eighth grade” is a student who has been promoted to the ninth grade.
- 3.02 A student in grades 9-12 is considered "enrolled" in a public secondary school so long as he/she is counted for average daily membership of the school pursuant to Ark. Code Ann. § 6-20-2303(3)(C).
- 3.03 “Private institution” is defined as an institution of higher education accredited by the Western Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, or North Central Association of Colleges and Schools.

4.0 ENROLLMENT GUIDELINES FOR STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE

- 4.01 Any student who is enrolled in grades 9-12 in an Arkansas public school shall be eligible to enroll in a publicly supported community college, technical college, four-year college or university, or private institution in accordance with the rules and regulations adopted by the college or university.
- 4.02 Any public school student in grades 9-12 who enrolls in and successfully completes a course(s) offered by a publicly supported community college,

technical college, four-year college or university, or private institution shall be entitled to receive both high school and college grades and credit (credit earned by CLEP examination may not be counted as high school credit) toward graduation, as outlined in these regulations.

- 4.03 Students must comply with applicable enrollment or graduation requirements of the public high school.
- 4.04 Three semester hours of college credit taken by a student in grades 9-12 at a publicly supported community college, technical college, four-year college or university, or private institution shall be the equivalent of one-half unit of high school credit.
- 4.05 College credit earned at a publicly supported community college, technical college, four-year college or university or private institution by an eligible student shall be counted by the high school toward graduation, including credit earned through summer terms.
- 4.06 The student shall be responsible for all costs of higher education courses taken for concurrent college credit.

5.0 ~~2010-2011~~ 2011-2012 PILOT PROJECT

- 5.01 For the ~~2010-2011~~ 2011-2012 school year only, three semester hours of college credit taken by a public school student in grade 12 at a publicly supported community college, technical college, four-year college or university, or private institution shall be the equivalent of one unit of high school credit in the same subject area which shall count toward high school graduation.
- 5.02 For the ~~2010-2011~~ 2011-2012 school year, a student in grade 12 who possesses an ACT score of 17 or 18 may enroll in developmental education courses in English, reading or mathematics at a publicly supported community college, technical college, four-year college or university, or private institution.
 - 5.02.1 A three-semester hour developmental education course shall be the equivalent of one-half unit of credit for a high school career focus elective.
 - 5.02.2 Public school students in grade 12 who successfully complete developmental education courses in English, reading and/or mathematics and who have an exit exam score of **19 or higher** on the ACT or an equivalent measure in that subject area will meet minimum state requirements for placement in college-level courses upon admission to a publicly supported community college, technical college, four-year college or university, or private institution.

- 5.02.3 If an Arkansas public college or university or private institution requires a course placement score greater than a score of 19 on the ACT or an equivalent measure, the public school student in grade 12 must meet that institution's admissions/placement requirements.
- 5.02.4 Public school students in grade 12 who are enrolled in developmental education courses will not be counted for higher education funding purposes.
- 5.03 Participation in this pilot program is voluntary. Nothing in this subsection shall be construed to require Arkansas public schools, publicly supported community colleges, technical colleges, four-year colleges or universities, or private institutions to participate in this pilot program.
- 5.04 This pilot program will be reviewed by the Arkansas Department of Education and the Arkansas Department of Higher Education. In July ~~2011~~ 2012, the Arkansas Department of Education and the Arkansas Department of Higher Education shall present its findings to the Arkansas State Board of Education.

ARKANSAS DEPARTMENT OF EDUCATION
Rules and Regulations Governing
Limited English Proficiency Funding
Revised April 2000

1.00 — Regulatory Authority

- 1.01 — These regulations shall be known as the Arkansas Department of Education Rules and Regulations Governing Limited English Proficiency Funding.
- 1.02 — These regulations are enacted pursuant to the State Board of Education's authority under Arkansas Code Annotated 6-11-105 (Repl. 1999) and 6-20-301 et seq. (Repl. 1999).

2.00 — Purpose of Regulations

- 2.01 — The purpose of these regulations is to provide funding for services to Limited English Proficient (LEP) students enrolled in public schools across the state.

3.00 — Definitions

- 3.01 — ADE: Arkansas Department of Education
- 3.02 — LEP: Limited English Proficient
- 3.03 — ESL: English as a Second Language
- 3.04 — Eligible LEP student: Student currently identified as LEP under section 4.02

4.00 — Funding Procedures

- 4.01 — Funds will be distributed based on the number of students that have been identified as LEP.
- 4.02 — Identification will be based on the use of an English proficiency assessment instrument from the following list:
 - 4.02.1 — LAS (Language Assessment Scales)
 - 4.02.2 — IDEA (IPT Idea Proficiency Test)

~~4.02.3—Woodcock-Munoz~~

~~4.02.4—Maculaitis Assessment of Competencies~~

~~4.02.5—Language Assessment Battery~~

~~4.02.6—An assessment instrument of the district's choice approved by the Arkansas Department of Education that has been shown to be effective in determining language proficiency.~~

~~4.03—Prior to the determination of the eligible LEP student funding factor, the State Department of Education may set a portion of the LEP funds each fiscal year for providing training for LEP teachers, ADE personnel, and other staff supporting district LEP programs. This set aside shall be used for the training of teachers and staff who work with LEP students; lodging, food and materials for participants in LEP training seminars; consultants; and other materials.~~

~~4.04—The funds available for this purpose will be divided by the eligible LEP students to establish a per eligible LEP student funding factor.~~

~~4.05—Districts will receive LEP funding based on the number of eligible LEP students for that year times the established LEP student funding factor for that current year.~~

5.00—Use of Funds

~~Districts are to limit the use of LEP funding to the following priority areas related to instruction:~~

~~5.01—Salaries for ESL skilled instructional services (not supplanting district financial obligations for providing teachers for LEP students)~~

~~5.02—Funds for teacher training, consultants, workshops, ESL course work~~

~~5.03—Released time for planning, program selection, ESL program development~~

~~5.04—Selection and purchase of language appropriate instructional and supplemental (enrichment) materials for LEP students (including computer-assisted technology and library materials)~~

~~5.05—Counseling services, community liaison staff with language and cultural skills appropriate to the LEP population~~

~~5.06 — Assessment activities which address identification, placement, and review
of LEP student academic progress, as well as evaluation activities to determine~~

~~**6.00 — Funds Carried Over**~~

~~1.1 — Funds may be carried over but shall remain restricted to priority areas as defined
_____ in Section 5.00.~~

ARKANSAS DEPARTMENT OF EDUCATION
Revised RULES GOVERNING REQUIRED TRAINING
FOR SCHOOL BOARD MEMBERS
~~March 13, 2006~~ August 2011

1.00 REGULATORY AUTHORITY

- 1.01.1 The State Board of Education promulgates this Rule pursuant to Ark. Code Ann. §§ 6-13-629 and 6-11-105.
- 1.01.2 This Rule shall be known as the Arkansas Department of Education (ADE) Rules Governing Required Training for School Board Members

2.00 PURPOSE

The purpose of ~~these~~ this Rules is to outline the type and amount of training required for new and continuing local school board members.

3.00 DEFINITIONS

- 3.01 “Annual School ~~p~~Performance Report” means the report required to be published by the ADE for each school district annually under Ark. Code Ann. § 6-15-1402.
- 3.02 “Comprehensive School Improvement Plan” means the plan that each local school district must prepare annually under the ~~ADE Rule Governing Standards for Accreditation of Arkansas Public Schools and school District (ADE Standards Rule)~~, Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public School and School Districts Section 7.04.1.
- 3.03 “Publish” means to provide information to a local newspaper of general circulation and to arrange for placement of the information, including payment of all relevant fees.

4.00 TRAINING HOURS REQUIRED

- 4.01 ~~All~~ members of a local school district board of directors who ~~has~~ve served on the board of directors for twelve (12) or more consecutive months shall obtain no less than six (6) hours of training and instruction by December 31 of each calendar year.
- 4.02 ~~All~~ members of a school district board of directors elected for an initial or non-continuous term shall obtain no less than nine (9) hours of training and instruction by December 31 of the calendar year following the year in which ~~they were elected~~ the member is elected. The training or instruction under Section 4.02 of this Rule shall be accomplished within the first fifteen (15) months of service on the board of directors.
- 4.03 Hours of training and instruction obtained in excess of the minimum requirements each year may accumulate and be carried forward through December 31 of the third calendar year following the year in which the hours were obtained.

5.00 TRAINING CONTENT

5.01 The ~~TRAINING AND INSTRUCTION REQUIRED UNDER THIS~~ training and instruction required under this Rule shall include topics relevant to:

5.01.1 School laws;

5.01.2 School operations; and

5.01.3 The powers, duties, and responsibilities of the members of the board of directors, including, ~~but not limited to,~~ without limitation;

5.01.3.1 Legal requirements, including without limitation:

5.01.3.1.1 The items listed or required by the Legislative Joint Auditing Committee under Ark. Code Ann. § 6-1-101

5.01.3.1.1.1 Audit management letter

5.01.3.1.1.2 Ethical guidelines

5.01.3.1.1.3 School elections

5.01.3.1.1.4 Management of schools

5.01.3.1.1.5 Revolving loan funds

5.01.3.1.1.6 School district finances

5.01.3.1.1.7 School district school bonds

5.01.3.1.1.8 Teachers and employees

5.01.3.1.1.9 Teachers' salaries

5.01.3.1.1.10 Deposit and investments of funds

5.01.3.1.1.11 Improvement contracts

5.01.3.1.2 Other financial laws or regulations designated by the Arkansas Department of Education:

5.01.3.1.2.1 ~~Role differentiation~~

5.01.3.1.2.2 ~~Financial management, including without limitation how to read and interpret an audit report; and~~

5.01.3.1.2.3 ~~Improving student achievement.~~

5.01.3.1.3 The training or instruction on how to read and interpret an audit report:

- 5.01.3.1.3.1 Shall be conducted by a person who is licensed to practice accounting by the Arkansas State Board of Public Accountancy and has prior experience conducting school district financial audit.
- 5.01.3.1.3.2 The instructor of the audit training must not be an employee of the Division of Legislative Audit unless the training is conducted for the boards of directors of multiple school districts.
- 5.01.3.1.3.3 The instructor must not be the person conducting the annual audit or other financial audit of the school district unless the training or instruction is presented in a large group setting sponsored by a statewide or regional organization that is attended by multiple school districts.
- 5.01.3.1.3.4 The audit training or instruction may be presented by electronic means, in person, or both.

6.00 TRAINING PROVIDERS

- 6.01 This instruction may be provided to board members by an institution of higher learning in this state, by programs sponsored or approved by the ADE, or by an in-service training program conducted by or through the Arkansas School Boards Association
- 6.02 Any instruction directly provided to board members by either an institution of higher learning in this state, the ADE, or the Arkansas School Boards Association, which instruction meets the training content requirements of Section 5.00 of this Rule, shall not require pre-approval by the ADE.
- 6.03 At least thirty (30) days before a training program meeting the content requirements of section 5.00 of this Rule is offered to members of a local school district's board of directors, the provider shall provide a detailed description of the entire program including staff qualifications to the ADE.
- 6.04 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 training and instruction credit and shall establish the time period the training and instruction provider is approved to offer the program.
- 6.05 Upon notification by the ADE of approval of the program (or a part or parts thereof) for training and instruction credit, the provider may enroll participants in the program and offer the program for training and instruction credit for the set time period.

- 6.06 The 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 board member attendees to the superintendent of the district whose board they serve.

7.00 RECORDS OF TRAINING

- 7.01 A school district shall maintain a record of hours of training and instruction for board members, which may be in the form of an attested, cumulative annual report from the training providers and which shall be subject to verification and inspection during the school district's annual audit
- 7.02 A statement of the hours of training and instruction obtained by each board member in the preceding year shall be:
- 7.02.1 Part of the school district's comprehensive school plan and goals;
 - 7.02.2 Published in the same way that other components of the comprehensive school plan and goals are required to be; and
 - 7.02.3 Made a part of the annual school performance report required under Ark. Code Ann. § 6-15-1402.

8.00 AUTHORIZATION TO REIMBURSE FOR RELATED EXPENSES

- 8.01 Local school district boards of directors are authorized to pay a reasonable ~~pay~~ per diem and other necessary expenses from funds belonging to the school district and to reimburse school board directors for expenses incurred in attending in-service workshops, conferences, and other courses of training and instruction required in completing the training and instruction as required under this Rule.

9.00 ENFORCEMENT

- 9.01 A school district shall demonstrate compliance with the requirements of this Rule in addition to complying with the provisions of Section 7.00 of this Rule by causing its superintendent to file a written statement of assurance with the ADE pursuant to Ark. Code Ann. § 6-15-202.
- 9.02 A school district which fails to comply with the provisions of Ark. Code Ann. § 6-13-629 and the procedural requirements articulated in this Rule shall be subject to being placed in probationary status pursuant to Section 24.18 of the ~~ADE Standards Rule~~ Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

Exhibit A

ARKANSAS DEPARTMENT OF EDUCATION
REQUEST TO PRESENT A TRAINING PROGRAM TO
SCHOOL BOARD MEMBERS

Please complete the following information and submit it to:

~~Ms. Janinne Riggs~~
~~Arkansas Department of Education~~
~~#4 Capitol Mall, Room 406-B~~
~~Little Rock, AR 72201-1071~~
Arkansas Department of Education
Learning Services/Professional Development Unit
Four Capitol Mall, Rm. 401-B
Little Rock, AR 72201-1071

Pursuant to Section 6.03 of the Department's Rules Governing Required Training for School Board Members (Rule), program providers must submit a detailed description of the entire program, including staff qualification, to the Department so as to be received at least thirty (30) days prior to the date of the program. This deadline will allow for departmental review of the program to determine whether training and instruction credit pursuant to Ark. Code Ann. § 6-13-629 and this Rule may be awarded.

1.) Name and Address of Provider: _____

2.) Contact Person for Provider: Name: _____

Address _____

Phone Number: _____

Fax: _____

E-Mail _____

3.) Title and Detailed Description of Program: _____

- 4.) Please indicate how the program content will apply to ~~the~~ Section 5.00, Training Content, of the Rules Governing Required Training for School Board Members ~~one or more of the content areas required by Ark. Code Ann. § 6-13-629:~~

- 5.) Date(s) ~~that~~ Pprogram is to be Presented: _____

- 6.) Members of Pprovider's Staff ~~W~~who ~~W~~will Pprovide Instruction at the Pprogram: ~~with~~ Their Qualifications:

- a.) Staff Member's Name: _____

Address: _____

Phone Number _____

Fax Number: _____

E-mail: _____

List Qualifications to Present Pprogram (include relevant educational background, work experience, examples of similar programs presented, etc.):

b.) Staff Member's Name: _____

Address: _____

Phone Number _____

Fax Number: _____

E-mail: _____

List Qualifications to Present Program (include relevant educational background, work experience, examples of similar programs presented, etc.):

c.) Staff Member's Name: _____

Address: _____

Phone Number _____

Fax Number: _____

E-mail: _____

List Qualifications to Present Program (include relevant educational background, work experience, examples of similar programs presented, etc.):

d.) Staff Member's Name: _____

Address: _____

Phone Number _____

Fax Number: _____

E-mail: _____

List Qualifications to Present Program (include relevant educational background, work experience, examples of similar programs presented, etc.):

e.) Staff Member's Name: _____

Address: _____

Phone Number _____

Fax Number: _____

E-mail: _____

List Qualifications to Present Program (include relevant educational background, work experience, examples of similar programs presented, etc.):

f.) Staff Member's Name: _____

Address: _____

Phone Number _____

Fax Number: _____

E-mail: _____

List Qualifications to Present Program (include relevant educational background, work experience, examples of similar programs presented, etc.):

- 7.) Please attach to this document any other information that you believe would be helpful in assisting the Department in determining whether to grant your request.
- 8.) 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 training and instruction credit and shall establish the time period the training and instruction provider is approved to offer the program.
- 9.) Upon notification by the ADE of approval of the program (or parts thereof) for training and instruction credit, the provider may enroll participants in the program and offer the program for training and instruction credit for the set time period.
- 10.) The 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 board member attendees to the superintendent of the district whose board they serve.

Submitted by: _____ Date: _____

FOR ADE USE ONLY

Date Provider Information Received _____

Date Reviewed: _____

Request to Present Program: Approved: _____

Denied: _____

Date of decision: _____

Signature of ADE Representative: _____