



## **AGENDA**

### **STATE BOARD OF EDUCATION**

May 13, 2013

Arkansas Department of Education

Arch Ford Education Building

9:00 AM

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### **Reports**

#### **Report-1 Chair's Report**

*Presenter: Jim Cooper*

#### **Report-2 Commissioner's Report**

*Presenter: Dr. Tom Kimbrell*

#### **Report-3 Recognition of Master Principal Awardees - Arkansas Leadership Academy**

*The Arkansas Leadership Academy will announce and recognize Arkansas school principals completing the Master Principal Program. Recipients will be announced from the podium.*

*Presenter: Dr. Diana Peer, Dr. Debbie Davis and Dr. Tom Kimbrell*

#### **Report-4 Presentation by the Members of the Jacksonville Community Regarding Detachment Efforts**

*Members of the Jacksonville Community will update the State Board of Education concerning their efforts to seek a detachment from the Pulaski County Special School District pursuant to Ark. Code Ann. § 6-13-1501 et seq.*

*Presenter: Members of the Jacksonville Community Group*

#### **Report-5 Update on Common Core State Standards, PARCC and School Improvement**

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

*Presenter: Dr. Laura Bednar*

### **Consent Agenda**

#### **C-1 Minutes - April 8, 2013**

*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 May report summarizes the PMT for April.*

**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. Requests were received from 32 school districts covering a total of 50 teaching positions. Fourteen school districts requested a total of 41 waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed, and either approved or denied by Department Staff, and are consistent with program guidelines.*

**Presenter:** Dr. Karen Cushman

### **C-5 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning for Case # 13-009 – Anthony Dwayne Chambers**

*The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written warning for Anthony Dwayne Chambers for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom and Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.*

*Mr. Chambers was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated March 14, 2013, and accepted the recommendation of the Ethics Subcommittee.*

**Presenter:** Michael Smith

### **C-6 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning for Case # 13-023 – Andrew Paul O'Mara**

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

*Mr. O'Mara was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated February 14, 2013, but failed to respond. The timeline for any hearing has now passed.*

**Presenter:** Michael Smith

### **C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning for Case # 13-031 Sonny Lynn Shields**



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

*Mr. Shields was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated March 15, 2013, but failed to respond. The timeline for any hearing has now passed.*

**Presenter:** Michael Smith

**C-8      Consideration of the Recommendation of the Professional Licensure Standards Board for Permanent Revocation of License for Case #13-040 David Michael Shilkitus**

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

*Ms. Shilkitus was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated March 15, 2013, and accepted the subcommittee's recommendation.*

**Presenter:** Michael Smith

**C-9      Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of License for Two (2) Years and a Fine of \$75 for Case # 13-045 Jonathan Michael Gosdin**

*The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Jonathan Gosdin for two (2) years 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 and Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.*

*Mr. Gosdin was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated March 15, 2013, but failed to respond. The timeline for any hearing has now passed.*

**Presenter:** Michael Smith

**C-10      Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of License for Two (2) Years and a Fine of \$75 for Case # 13-052 Rachael Lea Thrailkill**

*The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Rachael Thrailkill for two (2) years and a fine of \$75 for violation of Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.*

*Ms. Thrailkill was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated January 16, 2013, and accepted the recommendation of the Ethics Subcommittee.*

**Presenter:** Michael Smith

**C-11      Consideration of Voluntary Surrender of Arkansas Educator's License – Danny Shane Akers**

*Danny Shane Akers has surrendered his license as evidenced by his signed consent form. Arkansas law does not provide for the mere surrender of a license. As a result, the State Board's acceptance of the surrender of her license*

will result in its permanent revocation.

**Presenter:** ADE/PLSB Staff

**C-12      Consideration of Voluntary Surrender of Arkansas Educator's License – Ronnie Eugene Holt**

*Ronnie Eugene Holt surrendered his teaching license as evidenced by his signed consent form. Arkansas law does not provide for the mere surrender of a license. As a result, the State Board's acceptance of the surrender of his license will result in its permanent revocation.*

**Presenter:** ADE/PLSB Staff

**Action Agenda**

**A-1      Consideration of ABC 2012-2013 Professional Service Contracts Amendment**

*The DHS Division of Child Care and Early Childhood Education respectfully requests approval to pay three professional service contractors for expenses incurred during the 2011-2012 year that were billed during the 2012-2013 year.*

**Presenter:** Paige Cox

**A-2      Consideration of Arkansas Better Chance 2013-2014 Grants**

*Pursuant to the authority granted to the State Board of Education, the Division of Child Care and Early Childhood Education respectfully requests approval of the Arkansas Better Chance renewal grants for the 2013-2014 year.*

**Presenter:** Paige Cox

**A-3      Consideration of DCCECE Recommendation for Hours of Joy, Inc. Appeal (ADE Rules Governing the ABC Program: 22.05)**

*The Division of Child Care and Early Childhood Education respectfully requests the dismissal of Hours of Joy Child Care, Inc.'s appeal of the requirement to submit a competitive grant application for the 2013-2014 program year, instead of a renewal grant application. The completion of a competitive grant application for continued non-compliance adheres to the terms and conditions of the current grant agreement and is in accordance with the ADE Rules Governing the Arkansas Better Chance Program. The Division, ADE and the State Board of Education have absolute discretion in the renewal of all ABC grants. Additionally, the Division requests the dismissal of Hour of Joy Child Care, Inc.'s appeal to the Compliance Audit Program Improvement Plan findings since the appeal was not submitted within the required timeframe.*

**Presenter:** Paige Cox

**A-4      Petition for Voluntary Annexation: Bradley School District into the Emerson-Taylor School District**

*On April 11, 2013, the Arkansas Department of Education received a Petition for the Voluntary Annexation of the Bradley School District into the Emerson-Taylor School District pursuant to Ark. Code Ann. § 6-13-1401 et seq. Ark. Code Ann. § 6-13-1402 states that "[t]here shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board of Education." Ark. Code Ann. § 6-13-1403(b) allows the State Board of Education to vote to approve, by a majority of a quorum present of the members of the State Board of Education, the lawfully-proposed annexation of an affected district into a receiving district.*

**Presenter:** Jeremy Lasiter

**A-5****Continuation of Fiscal Distress Classification, under authority of the state, for the Helena-West Helena School District; and approval for the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013**

*The Helena-West Helena School District was classified in Fiscal Distress September 13, 2010. The Department has conducted on-site technical evaluations and assistance, off-site assistance, and analysis of the financial status of the Helena-West Helena School District. The Helena-West Helena School District has made progress, but has not yet resolved all issues that caused the classification of fiscal distress.*

*A.C.A. §6-20-1910;*

*(d) If the Commissioner of Education assumes authority over a public school district in fiscal distress under subsection (a) of this section, the state board may pursue the following process for returning a public school district to the local control of its residents:*

*(1) During the second school year following a school district's classification as being in fiscal distress status, the state board shall determine the extent of the school district's progress toward correcting all issues that caused the classification of fiscal distress;*

*(2) (A) If the state board determines that sufficient progress has been made by a school district toward correcting all issues that caused the classification of fiscal distress, but the school district has not yet resolved all issues that caused the classification of fiscal distress, the commissioner, with the approval of the state board, may appoint a community advisory board of either (5) or (7) members to serve under the supervision and direction of the commissioner.*

*The Department is requesting approval for:*

- *Extension of Fiscal Distress classification, under authority of the state, for the 2013-14 school year.*
- *Authorization for the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013.*

**Presenter:** *Jared Cleveland and Hazel Burnett*

**A-6****Continuation of Fiscal Distress Classification, Under Authority of the State, for the Pulaski County Special School District; and Approval for the Commissioner of Education to Appoint a Community Advisory Board Pursuant to Act 600 of 2013**

*The Pulaski County Special School District (PCSSD) was classified in Fiscal Distress May 16, 2011. The Department has conducted on-site technical evaluations and assistance, off-site assistance, and analysis of the financial status of the PCSSD. The PCSSD has made progress, but has not yet resolved all issues that caused the classification of fiscal distress. A.C.A. §6-20-1910;*

*(d) If the Commissioner of Education assumes authority over a public school district in fiscal distress under subsection (a) of this section, the state board may pursue the following process for returning a public school district to the local control of its residents:*

*(1) During the second school year following a school district's classification as being in fiscal distress status, the state board shall determine the extent of the school district's progress toward correcting all issues that caused the classification of fiscal distress;*

*(2) (A) If the state board determines that sufficient progress has been made by a school district toward correcting all issues that caused the classification of fiscal distress, but the school district has not yet resolved all issues that caused the classification of fiscal distress, the commissioner, with the approval of the state board, may appoint a community*

advisory board of either (5) or (7) members to serve under the supervision and direction of the commissioner.

The Department is requesting approval for:

- Extension of Fiscal Distress classification, under authority of the state, for the 2013-14 school year.
- Authorization for the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013.

**Presenter:** Jared Cleveland and Hazel Burnett

**A-7      Consideration of Removal of Drew Central School District from Fiscal Distress Classification Effective May 13, 2013**

*The Drew Central School District was classified in Fiscal Distress for the 2012-13 school year. The Department has conducted on-site technical evaluations and assistance, off-site assistance, and analysis of the financial status of the Drew Central School District.*

*The Department is reporting the Drew Central School District has currently corrected all criteria for being removed from Fiscal Distress. Attached is a letter from the Drew Central School District petitioning the State Board for removal of Fiscal Distress status.*

*The Department recommends the Drew Central School District be removed from Fiscal Distress effective May 13, 2013. The Board is requested to accept and approve this petition in compliance with A.C.A. §6-20-1908(c), which requires a District in Fiscal Distress to petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing the school district has corrected all criteria for being classified as in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress.*

**Presenter:** Jared Cleveland and Hazel Burnett

**A-8      Consideration of Request for Open-Enrollment Public Charter School Amendments: Northwest Arkansas Classical Academy**

*The State Board of Education approved the application for Northwest Arkansas Classical Academy November 1, 2012. Northwest Arkansas Classical Academy is scheduled to begin serving students in 2013-2014. The charter is approved to serve students in Grades K-12 with a maximum enrollment of 685. Northwest Arkansas Classical Academy is requesting a hearing before the State Board of Education to amend the current charter.*

**Presenter:** Mary Perry

**A-9      Consideration of Request for Open-Enrollment Public Charter School Amendment: Premier High School of Little Rock**

*The State Board of Education approved the application for Premier High School of Little Rock November 1, 2012. Premier High School of Little Rock is scheduled to begin serving students in 2013-2014. The charter is approved to serve students in Grades 9-12 with a maximum enrollment of 240. Premier High School of Little Rock is requesting a hearing before the State Board of Education to amend the current charter.*

**Presenter:** Mary Perry

**A-10      Consideration of Request for Open-Enrollment Public Charter School Amendments: Quest Middle School of Pine Bluff**

*The State Board of Education approved the application for Quest Middle School of Pine Bluff November 1, 2012. Quest Middle School of Pine Bluff is scheduled to begin serving students in 2013-2014. The charter is approved to serve*

students in Grades 5-12 with a maximum enrollment of 460. Quest Middle School of Pine Bluff is requesting a hearing before the State Board of Education to amend the current charter.

**Presenter:** Mary Perry

**A-11      Consideration of Request for Open-Enrollment Public Charter School  
Amendments: SIATech Little Rock**

*The State Board of Education approved the application for SIATech Little Rock January 14, 2011. SIATech Little Rock is currently located at 6900 Scott Hamilton Drive, Little Rock, Arkansas. Grades 9-12 are served with a maximum enrollment of 275. SIATech Little Rock is requesting a hearing before the State Board of Education to amend the current charter.*

**Presenter:** Mary Perry

**A-12      Consideration of Request for Open-Enrollment Public Charter School Amendment:  
Little Rock Preparatory Academy**

*The State Board of Education approved the application for Little Rock Preparatory Academy November 4, 2008. Little Rock Preparatory Academy is currently located at 1205 S. Schiller Street and 4520 S. University, Little Rock, Arkansas. Grades K-8 are served with a maximum enrollment of 432. Little Rock Preparatory Academy is requesting a hearing before the State Board of Education to amend the current charter.*

**Presenter:** Mary Perry

**A-13      Hearing on Waiver Request for Certified Teacher License – Timothy Seth Irwin**

*Timothy Seth Irwin has requested a waiver of the grounds for denial of his application for a teaching license. The state board shall not issue a first-time license nor renew an existing license and shall revoke any existing license not up for renewal of any person who has pled guilty or nolo contendere to or has been found guilty of any of the offenses listed in Ark. Code Ann. § 6-17-410(c). He pleaded nolo contendere to felony possession of a controlled substance in 2008. He was placed on probation, which was successfully completed, and his case was dismissed and sealed pursuant to Act 346. At the time of the offense, Mr. Irwin held an Arkansas law license, and the Arkansas Supreme Court Committee on Professional Conduct issued him a reprimand. Mr. Irwin represents himself.*

**Presenter:** ADE/PLSB Staff

**A-14      Hearing on Waiver Request for Certified Teacher License – Kellie Louise Stewart**

*Kellie Louise Stewart applied for an Arkansas Lifetime Teaching License. Ms. Stewart previously held a standard teaching license that was valid until December 31, 2010. On April 2, 2007, Ms. Stewart pleaded guilty to felony violations of the Uniform Controlled Substances Act. Ms. Stewart's convictions supported the revocation of her license at the time and disqualify her from receiving a license pursuant to Ark. Code Ann. § 6-17-410(c). Records from the Arkansas Department of Education indicate the State Board of Education (State Board) revoked Ms. Stewart's license April 21, 2008. However, the notice associated with the revocation was mailed to a school district at which Ms. Stewart was no longer employed. For that reason, the Arkansas Department of Education requests that the State Board set aside the April 21, 2008 revocation order. Ms. Stewart also requests that the State Board grant her a waiver of the disqualifying convictions as allowed by Ark. Code Ann. § 6-17-410(f). Ms. Stewart is not represented by an attorney.*

**Presenter:** ADE/PLSB Staff

**A-15      Hearing on Waiver Request for Certified Teacher License – David F. Westenhov**

*David Westenhov is a licensed educator. According to records provided to the Professional Licensure Standards Board by the Arkansas Department of Correction, Mr. Westenhov pleaded guilty, nolo contendere, or was found guilty of a disqualifying offense listed in Ark. Code Ann. § 6-17-410(c) in 1987. Additionally, Mr. Westenhov did not*

disclose the convictions on previous applications for license. Mr. Westenhover was previously granted a license and Arkansas Department of Education records indicate that his initial background check information that reflected a conviction was incorrect due to a clerical error. The precise nature of the clerical error is unknown.

Mr. Westenhover seeks a waiver of his disqualifying conviction as allowed by Ark. Code Ann. § 6-17-410(f). Mr. Westenhover is represented by Mr. Jack Lassiter.

**Presenter:** ADE/PLSB Staff

**A-16      Consideration for Emergency Adoption: Arkansas Department of Education  
Emergency Rules Governing the Arkansas Opportunity Public School Choice Act**

Acts 600, 1227 and 1429 of 2013 significantly amended Arkansas law concerning Opportunity Public School Choice. Ark. Code Ann. § 6-18-227 authorizes the State Board of Education to promulgate rules to administer the requirements of the Opportunity Public School Choice Act. Acts 600, 1227 and 1429 contained emergency clauses and are now in effect. Emergency rules are immediately necessary to implement the provisions of the Opportunity Public School Choice Act as amended. Arkansas Department of Education staff respectfully requests that the State Board of Education grant emergency approval to the proposed rules.

**Presenter:** Lori Freno

**A-17      Consideration for Public Comment: Repeal of the Arkansas Department of  
Education Rules Governing the Guidelines, Procedures and Enforcement of the  
Arkansas Opportunity Public School Choice Act (December 12, 2011 version)**

Acts 600, 1227 and 1429 of 2013 significantly amended Arkansas law concerning Opportunity Public School Choice. Ark. Code Ann. § 6-18-227 authorizes the State Board of Education to promulgate rules to administer the requirements of the Opportunity Public School Choice Act. Arkansas Department of Education staff respectfully requests that the State Board of Education approve for public comment the proposed repeal of the Arkansas Department of Education Rules Governing the Guidelines, Procedures and Enforcement of the Arkansas Opportunity Public School Choice Act (December 12, 2011 version) because those rules should be replaced to be in accordance with more recent enactments of the Arkansas General Assembly.

**Presenter:** Lori Freno

**A-18      Consideration for Public Comment: Arkansas Department of Education Rules  
Governing the Arkansas Opportunity Public School Choice Act**

Acts 600, 1227 and 1429 of 2013 significantly amended Arkansas law concerning Opportunity Public School Choice. Ark. Code Ann. § 6-18-227 authorizes the State Board of Education to promulgate rules to administer the requirements of the Opportunity Public School Choice Act. Arkansas Department of Education staff respectfully requests that the State Board of Education approve the proposed rules for public comment.

**Presenter:** Lori Freno

**A-19      Consideration for Emergency Adoption: Arkansas Department of Education  
Emergency Rules Governing the Public School Choice Act of 2013**

Act 1227 of 2013 repealed Ark. Code Ann. § 6-18-206 and replaced it with the Public School Choice Act of 2013. Act 1227 of 2013 authorizes the State Board of Education to promulgate rules to administer the requirements of the Act. Act 1227 of 2013 contained an emergency clause and became effective on April 16, 2013. Emergency rules are immediately necessary to implement the provisions of the Act. Arkansas Department of Education staff respectfully requests that the State Board of Education grant emergency approval to the proposed rules.

**Presenter:** Lori Freno



**A-20**

**Consideration for Public Comment: Repeal of the Arkansas Department of Education Rules Governing the Guidelines, Procedures, and Enforcement of the Arkansas Public School Choice Act (October 2007 Version)**

*Act 1227 of 2013 repealed Ark. Code Ann. § 6-18-206 and replaced it with the Public School Choice Act of 2013. Act 1227 of 2013 authorizes the State Board of Education to promulgate rules to administer the requirements of the Act. Arkansas Department of Education staff respectfully requests that the State Board of Education approve for public comment the proposed repeal of the Arkansas Department of Education Rules Governing the Guidelines, Procedures, and Enforcement of the Arkansas Public School Choice Act (October 2007 Version), because those rules were promulgated to implement a law (Ark. Code Ann. § 6-18-206) that has been repealed by the Arkansas General Assembly.*

**Presenter:** Lori Freno

**A-21**

**Consideration for Public Comment: Arkansas Department of Education Rules Governing the Public School Choice Act of 2013**

*Act 1227 of 2013 repealed Ark. Code Ann. § 6-18-206 and replaced it with the Public School Choice Act of 2013. Act 1227 of 2013 authorizes the State Board of Education to promulgate rules to administer the requirements of the Act. Arkansas Department of Education staff respectfully requests the State Board of Education approve the proposed rules for public comment.*

**Presenter:** Lori Freno

**Reports**

**Report-1 Nominating Committee Report**

**Presenter:** Committee Chair



**Minutes  
State Board of Education Meeting  
Monday, April 8, 2013**

The State Board of Education met Monday, March 11, 2013, in the auditorium of the Department of Education building. Jim Cooper, Chair, called the meeting to order at 9 a.m.

Present: Brenda Gullet, Vice Chair; Dr. Jay Barth; Sam Ledbetter; Alice Mahony; Toyce Newton; Mireya Reith (via conference call); Vicki Saviers; Joe Black; Dr. Tom Kimbrell, Commissioner; and Kim Wilson, Teacher of the Year

Absent: Jim Cooper, Chair

**Reports**

**Chair's Report:**

Ms. Gullett chaired the meeting in the absence of Mr. Cooper.

Reporting on the NASBE Legislative Conference held March 27-29 in Washington, DC, Dr. Barth said conference attendees had opportunity to visit with Congressional members on ESEA reauthorization issues. Education Secretary Arne Duncan spent about an hour with the group discussing the challenges states were facing with new accountability systems and preparing for the online delivery of next generation assessment systems.

**Commissioner's Report**

Dr. Kimbrell said the legislative session was in the home stretch. He expressed hope for keeping education funding at the projected level. Based on changes in law, the Department will have many new rules to write.

He congratulated Ms. Reith on her recent honor as a Champion for Change. Ms. Reith was recognized at an event at the White House in March.

**Informational Update on Common Core State Standards and PARCC**

Assistant Commissioner Dr. Laura Bednar provided the State Board copies of the updated Common Core State Standards strategic plan. She said the plan included shifting the focus from standards to include stakeholders in communicating the work. She indicated a follow-up summit would be held to engage partners in the Common Core work. She expressed appreciation to the Winthrop Rockefeller Foundation and the Walton Family Foundation for their help.

## **Consent Agenda**

Consent Agenda Items C-4, C-5 and C-9 were pulled from the consent agenda for further discussion.

Ms. Newton moved, seconded by Mr. Ledbetter, approval of the Consent Agenda with exception of Items C-4, C-5 and C-9. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes of the March 11, 2013, Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Review of QZAB Allocation Application
- Progress Report on the Status of Districts Classified in Fiscal Distress—Alpena, Bismarck, Brinkley, Cutter Morning Star, Drew Central, Hartford, Helena-West Helena, Hermitage, Mineral Springs, Pulaski County Special and Western Yell County
- Sanction for Teachers as Recommended by the Professional Licensure Standards Board
  - Rachel Jennings Barger
  - James Ethrig Floyd
  - Jason Ryan Hathcock
  - Kate Hoover
- Voluntary Surrender of Arkansas Educator's License
  - Kelly O'Rourke
  - Joe Lee Svetlecic
  - Ashley Renae Wolfe

### **C-4 Waivers to Educational Agencies for Teachers Teaching Out of Area Longer than 30 Days**

Ms. Mahony questioned the Department granting a waiver to a private school.

Dr. Karen Cushman, Assistant Commissioner for Human Resources and Licensure, said the Department was responsible for licensing all teachers. The individual in question holds a K-6 license and wanted to add career technical.

Ms. Mahony moved, seconded by Mr. Black, approval. The motion carried unanimously.

## **C-5 Review of Loan and Bond Applications**

Ms. Mahony requested information on the application for the Omaha School District.

Cindy Hollowell, Finance Program Coordinator, explained the school district had sufficient millage for repayment and needed the funds to complete an air conditioning project.

Dr. Barth moved, seconded by Mr. Ledbetter, approval. The motion carried unanimously.

## **C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case # 12-107—James Ethrig Floyd**

Ms. Mahony pointed out the PLSB Subcommittee reduced the sanction from a two-year suspension to a written reprimand and a fine.

Mr. Ledbetter moved, seconded by Mr. Black, approval. The motion carried unanimously.

### **Action Agenda**

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

Mr. Cooper announced Agenda Items A-6 and A-9 were pulled from the agenda.

## **Consideration of Arkansas Better Chance Grant**

Paige Cox, State Pre-K/ABC Administrator, presented a request from the Division of Childcare and Early Childhood Education for approval of a grant in the amount of \$213,685 to Rutgers University for the ABC Longitudinal Study.

Dr. Barth moved, seconded by Ms. Mahony, approval. The motion carried unanimously.

## **Consideration of Voluntary Surrender of District Conversion Public Charter School: Murfreesboro High School in the South Pike County School District**

Roger Featherston, Superintendent of the South Pike County School District, said his district decided not to implement the New Tech model at Murfreesboro High School because of loss in enrollment and grant funds. He requested the State Board approve his district's request to surrender the district conversion charter status.

Dr. Barth moved, seconded by Mr. Black, to accept the surrender of the district's conversion charter. The motion carried unanimously.

### **Consideration of Request for Renewal of Open-Enrollment Public Charter School: Covenant Keepers College Preparatory Charter School**

Mary Perry, Charter School Coordinator, presented a request from Covenant Keepers College Preparatory Charter School to amend its charter by scaling back grade levels served from 6-12 to 6-8, a relocation of the school and a seven-year renewal.

Dr. Valerie Tatum, School Director, said the high school had been a challenge and created too many problems with teacher turnover and impeding middle school growth. She said the school would work with other area schools to transition those high school students.

Ms. Newton moved, seconded by Ms. Saviers, to grant the request to relocate the school, to eliminate the high school grades and a three-year renewal of the charter. The motion carried unanimously.

### **Consideration of Request for Open-Enrollment Public Charter School Charter Amendments: SIATech Little Rock**

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

### **Classification of District in Fiscal Distress**

Department of Education staff announced the Hughes School District had been identified for fiscal distress because of audit findings of financial mismanagement. In the 2012 audit, the district was cited for problems that included failing to prevent, detect and correct accounting errors totaling more than \$1.1 million in the general fund and exceeding its Title I federal funds budget by more than the allowable 10 percent without the Department's approval. The district did not appeal the fiscal distress status.

Dr. Barth moved, seconded by Ms. Newton, to approve the fiscal distress classification of the Hughes School District. The motion carried unanimously.

### **Consideration of Academic Distress Classification: Lee County School District**

Assistant Commissioner John Hoy informed the State Board the Lee County School District had been identified for academic distress status because fewer than half of the district's students—47.64 percent—achieved at a proficient level. Mr. Hoy said the score was a three-year average. He said ADE had 15 days to assemble a team to assess the district and 60 days to present the district its findings.

Ms. Newton moved, seconded by Mr. Black, to approve the academic distress classification for the Lee County School District. The motion carried unanimously.

### **Consideration of Academic Distress Classification: Strong Huttig School District**

Mr. Hoy made the same recommendation of academic distress classification for the Strong Huttig School District. In Strong Huttig, 45.44 percent of students were proficient.

Ms. Newton said her cousin's employment with the district would not impact her decision.

Dr. Barth moved, seconded by Mr. Ledbetter, to approve the academic distress classification for the Strong Huttig School District. The motion carried unanimously.

### **Hearing on Waiver Request for Certified Teacher License – Cynthia Marie Bead-Spearmon**

Department staff said Cynthia Marie Bead-Spearmon's application for license renewal was denied because of a federal felony theft of government checks conviction in 1984 and notification of a true finding on the Child Maltreatment Central Registry.

The Department verified Ms. Bead-Spearmon's name had been removed from that list.

Ms. Bead-Spearmon said she thought the old felony offense was no longer on her record and did not intentionally withhold information.

Ms. Mahony moved, seconded by Mr. Black, to grant the waiver with the stipulation of probation for a period of two years and no other disqualifying conviction or violation of code of ethics. The motion carried unanimously.

### **PLSB Hearing – Request for Consolidated Hearing for Case 12-145 – Veda Ann Struble and Case 12-146 – Teresa Dee Keiter for Written Reprimand and \$50 Fine**

This agenda item was pulled at the request of the educators.

### **Consideration of Waiver of National Board for Professional Teaching Standards Repayment of State Funds – Carolyn Jennings**

A recommendation was made to waive the repayment obligation of \$2,500 because of Ms. Jennings' inability to complete the requirements of NBPTS due to physical and emotional distress caused by the death of her husband.

Dr. Barth moved, seconded by Ms. Newton, to waive the repayment obligation of Carolyn Jennings. The motion carried unanimously.

## **Consideration of New Praxis I Core Academic Skills for Educators Tests and Cut Scores to be Effective September 1, 2013**

Educational Testing Service (ETS) provided information from a January 2013 multi-state standard setting study for new Praxis Core Academic Skills for Educators (Praxis I) tests. These tests have been newly developed to align with the Common Core State Standards in English Language Arts and Mathematics and will replace the current Praxis I Pre-Professional Skill Tests (PPST) in Reading, Writing, and Mathematics. The Praxis I subtests measure whether candidates entering a teacher preparation program have the necessary reading, writing, and mathematical knowledge/skills.

The ADE recommended adopting the Praxis I Reading (5712) with a cut score of 156, Praxis I Writing (5722) with a cut score of 162, and Praxis I Mathematics (5732) with a cut score of 150 replacing Praxis I Reading (5710), Praxis I Writing (5720), and Praxis I Mathematics (5730) respectively.

Ms. Newton moved, seconded by Dr. Barth, approval of the Praxis I Pre-Professional Skill Tests in reading, writing, and mathematics effective September 1, 2013. The motion carried unanimously.

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

The proposed rules include a reduction in the fee to receive a standard license from \$100 to \$75 as reflected in the fee table in Appendix B. The fee table was also revised to eliminate the three-year initial license and the advanced license, which are no longer issued by the Department.

Mr. Ledbetter moved, seconded by Ms. Newton, to release the proposed rules for public comment. The motion carried unanimously.

## **Dr. Rolando Hemphill**

Dr. Hemphill said he was offering a free workshop on how to go to college in seven easy steps. He encouraged those with a need for the workshop to contact him.

## **Adjournment**

The meeting adjourned at 11:46 a.m.

*These minutes were recorded by Phyllis Stewart.*

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY  
APRIL 30, 2013

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of April 2013.

IMPLEMENTATION PHASE ACTIVITY

***I. Financial Obligations***

- A. As of March 31, 2013, State Foundation Funding payments paid for FY 12/13 totaled \$44,269,370 to LRSD, \$24,953,445 to NLRSD, and \$30,871,192 to PCSSD.
- B. As of March 31, 2013, the Magnet Operational Charge paid for FY 12/13 totaled \$11,702,636. The allotment for FY 12/13 was \$14,301,986.
- C. As of March 31, 2013, the M-to-M incentive checks paid for FY 12/13 totaled \$3,335,650 to LRSD, \$3,347,648 to NLRSD, and \$8,369,948 to PCSSD.
- D. ADE pays districts three equal installments each year for their transportation budgets.
  - 1. In November 2012, General Finance made the last one-third payment to the Districts for their FY 11/12 transportation budgets. As of December 31, 2012, transportation payments for FY 11/12 totaled \$4,623,452.01 to LRSD, \$1,161,173.60 to NLRSD, and \$2,878,275.70 to PCSSD.
  - 2. In November 2012, General Finance made the first one-third payment to the Districts for their FY 12/13 transportation budgets. As of December 31, 2012, transportation payments for FY 12/13 totaled \$1,530,000.00 to LRSD, \$401,121.35 to NLRSD, and \$1,151,841.67 to PCSSD.
  - 3. In March 2013, General Finance made the second one-third payment to the Districts for their FY 12/13 transportation budgets. As of March 31, 2013, transportation payments for FY 12/13 totaled \$1,530,000.00 to LRSD, \$401,121.35 to NLRSD, and \$1,151,841.67 to PCSSD.
- E. The Office of State Procurement is preparing to bid for sixteen (16) new school buses for the three (3) districts. We are currently waiting to hear back from the districts regarding their seating capacity needs for the new buses.
- F. In July 2012, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY12/13.
- G. In July 2012, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 12/13.



## ***II. Monitoring Compensatory Education***

On April 4, 2013, the ADE Implementation Phase Working Group met to review the Implementation Phase activities from the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Ms. Kendra Clay, ADE Attorney, provided an update concerning the desegregation issues currently before the federal court. On March 28, 2013, Judge Marshall denied the Motion to Enforce the 1989 Settlement Agreement brought by the Little Rock School District and the Joshua Intervenors. ADE will continue to provide assistance to PCSSD regarding desegregation issues. A letter is sent out to the three (3) districts in Pulaski County after each legislative session regarding any new laws that may have passed that will have a negative impact on their desegregation efforts. The next Implementation Phase Working Group Meeting is scheduled for July 11, 2013 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 April 8, 2013, the Arkansas State Board of Education reviewed and approved the PMT and its Executive Summary for the month of March.

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

On February 7, 2013, Susan Gray and Questar Assessment, Inc., conducted a webinar of District Test Coordinator for the Online Algebra I Retest. The webinar provided training for the administration of the Algebra I online retest. Little Rock School District, North Little Rock School District and Pulaski County Special School District participated.

On February 13, 2013, Susan Gray, Suzanne Knowles, Sheree Baird and Questar Assessment, Inc., provided District Test Coordinator Training. It was training for the administration of the mandated spring tests. The training took place at the Arkansas River Service Cooperative (ARESC) in Pine Bluff, AR. Little Rock School District, North Little Rock School District and Pulaski County Special School District participated.

## ***VII. Test Validation***

The Arkansas Department of Education (ADE) has, for over fifteen (15) years, implemented a rigorous, statistically sound and nationally recognized process for developing questions for its state standardized assessments. This process continues on an ongoing basis.

Before a question appears on a state standardized exam to measure student achievement, the question must survive a strict review process that lasts at least two (2) years. The process includes a review of each draft question by an internal team of ADE content specialists, a Content Committee, a Bias Review Committee and a Committee of Practitioners. The ADE also relies upon trained psychometricians, a Technical Advisory Committee (TAC), and the federal peer review process to conduct ongoing evaluations of the ADE's standardized testing procedures to ensure that those procedures are reliable, valid and controlled for bias.

## ***VII. Test Validation (Continued)***

Part of the two-year review process includes a review of each draft test question by the Bias Review Committee. The committee specifically reviews each draft test question for bias or lack of cultural sensitivity. The Bias Review Committee consists of approximately ten (10) educators, program specialists and administrators from throughout Arkansas. This committee is responsible for reviewing all reading passages, test questions, and writing prompts to make certain that the questions are controlled for bias and are not insensitive to specific groups or individuals. Once each draft question is field tested, the Bias Review Committee meets again to review the results using student data disaggregated by demographic group to review indications of possible bias with regard to a particular question. The Bias Review Committee has the power to reject a draft question altogether or require the draft question to be revised. If the Bias Review Committee orders a draft question to be revised, the entire two-year review process begins anew.

Only a draft question that has been found acceptable at every stage of the bias review process may be placed on an operational test to measure student achievement.

## ***VIII. In-Service Training***

On January 23, 2013, ADE made a site visit to Joe T. Robinson High School in the Pulaski County Special School District. ADE Specialist met with the Literacy Design Collaborative (LDC) Cohort 1 and Buddy Teachers to provide on-site coaching/professional development support. Each Literacy Design Collaborative (LDC) participant met during his/her planning period. They discussed their plans for the next modules and used Understanding by Design (UbD) to identify the knowledge, skills, and understanding for each of the content standards they will address in their LDC Modules. The presenter was Sherri Thorne, ADE Curriculum and Instruction English Language Arts Specialist. The audience consisted of Mary Carolyn Bailey, Principal; Eleanor Jester, Instructional Facilitator; and Literacy Design Collaborative (LDC) participants.

On February 13, 2013, ADE made a site visit to Joe T. Robinson High School in the Pulaski County Special School District. ADE Specialist and UALR Specialist provided coaching and professional development support for the Literacy Design Collaborative (LDC) participants. The presenters were Keith Harris, UALR STEM Center Science Specialist and Sherri Thorne, ADE Curriculum and Instruction English Language Arts Specialist. The audience consisted of Mary Carolyn Bailey, Principal; Eleanor Jester, Instructional Facilitator; and teachers.

On February 14, 2013, ADE made a site visit to Wilbur D. Mills High School in the Pulaski County Special School District. ADE Specialist and UALR Specialist provided coaching and professional development support for the Literacy Design Collaborative (LDC) participants. The presenters were Keith Harris, UALR STEM Center Science Specialist and Sherri Thorne, ADE Curriculum and Instruction English Language Arts Specialist. The audience consisted of Dr. Veronica Perkins, Principal and teachers participating in Literacy Design Collaborative (LDC).

On February 28, 2013, ADE made a site visit to Wilbur D. Mills High School in the Pulaski County Special School District. ADE Specialist observed in the classrooms of the Literacy Design Collaborative (LDC) participants. The purpose of the observations was to provide feedback to the principal and teachers to support their implementation of Literacy Design Collaborative (LDC). The presenter was Sherri Thorne, ADE Curriculum and Instruction English Language Arts Specialist. The audience consisted of Dr. Veronica Perkins, Principal and teachers participating in Literacy Design Collaborative (LDC).

### ***VIII. In-Service Training (Continued)***

On March 1, 2013, ADE made a site visit to Murrell Taylor Elementary School in the Pulaski County Special School District. ADE Specialist met with instructional facilitators and administrators to identify, organize, and develop tools, resources and materials necessary to support construction of a targeted improvement plan aligned to criteria specified in the Elementary and Secondary Education Act (ESEA) Flexibility document. The leadership team will facilitate developing the Targeted Improvement Plan (TIP) with the staff the following week. The presenter was Karyl Bearden, ADE Professional Development Specialist. The audience consisted of Jackie Smith, Principal; Sandra Ray, Asst. Principal; Becca May and Michelle Ward, Instructional Facilitators.

On March 7, 2013, ADE conducted a meeting at the Pulaski County Special School District Administration Building. PCSSD administrators met with all groups that provide support for the Priority Schools. The purpose of the meeting was to analyze and coordinate the efforts of all groups providing support for the priority schools in the PCSSD: Harris Elementary Health and Science School, Jacksonville High School, and Wilbur D. Mills High School. The presenter was Dr. Linda Remele, Pulaski County Deputy Superintendent. The audience consisted of the following PCSSD personnel: Dr. John Tackett and Dr. Janice Warren, Learning Services; Henry Anderson, Dr. Darnell Bell and Dr. Veronica Perkins, Principals; Kiffany Davis, Instructional Facilitator; Dujuana Dudeck, Susan Fletcher, Jennifer Beasley and Nickey Nichols, Program Advisors; Renee Dawson, Curriculum Coordinator; Sam Aushult, Professional Development, Cathy Goff, Federal Programs; and Charlotte Wallace. Arkansas Leadership Academy personnel: Dr. Delena Gammill, Joe Fisher, Jerry Vaughn and Belinda Akin. Keith Harris, UALR STEM Center Science Specialist ADE personnel: Sherri Thorne, Curriculum and Instruction English Language Arts Specialist; Michele Snyder, Science Curriculum Specialist; Dr. Bill Nielsen, Program Manager for Math; Dr. Stanley Paul, Math Specialist; Dr. Andrea Kelly, School Improvement Specialist; and Kyron Jones, School Improvement Grant (SIG).

On March 11, 2013, ADE conducted a meeting at the Arkansas Department of Education Room 301-B. ADE Specialists met with the Pulaski County Special School District Curriculum Coordinator to discuss how Literacy Design Collaborative (LDC) can align with the district-wide curriculum development project. The presenters were Sherri Thorne, ADE Curriculum and Instruction English Language Arts Specialist and Michele Snyder, ADE Science Curriculum Specialist. The audience consisted of Renee Dawson, PCSSD Curriculum Coordinator.

On March 15, 2013, ADE made a site visit to Joe T. Robinson High School in the Pulaski County Special School District. ADE specialist provided professional development on the Common Core State Standards and related topics to the faculty. The purpose of the professional development was to familiarize the faculty with the Common Core State Standards and the Five (5) Pillars that will serve as an impetus for change in curriculum, instruction, and assessment as high schools implement the Common Core State Standards this fall.

On March 25, 2013, ADE made a site visit to Bale Elementary School in the Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) for Focus Schools and conduct classroom observations. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Dr. Ericka McCarroll, Principal.

### ***VIII. In-Service Training (Continued)***

On March 25, 2013, ADE made a site visit to Dunbar Middle School in the Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) for Focus Schools and attend some of the school's collaboration team meetings. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Eunice Thrasher, Principal.

On March 26, 2013, ADE made a site visit to Stephens Elementary School in the Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) for Focus Schools and conduct classroom observations. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Sharon Brooks, Principal.

On March 27, 2013, ADE made a site visit to Romine Elementary School in the Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) for Focus Schools. Plans regarding school improvement for the remainder of this school year and the upcoming one were discussed with the principal and instructional coaches. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Beverly Jones, Principal; Terri Evans, Math Coach; and Aleta Posey, Literacy Coach.

On March 27, 2013, ADE made a site visit to Brady Elementary School in the Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) for Focus Schools and attend the leadership team meeting. The presenters were Tyrone Harris, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Mary Lawson, Literacy Coach; Yolanda Shelton, Counselor; Lisa Poteet, Speech Therapist; Scottie Glasgow, Math Coach; Tammie Rhea, 4<sup>th</sup> Grade Teacher; Andrea Brooks-Ford, 2<sup>nd</sup> Grade Teacher; and Amber Alison, 5<sup>th</sup> Grade Teacher.

On March 27, 2013, ADE made a site visit to Hall High School in the Little Rock School District. ADE Specialist visited to meet with the History teacher and offer support and suggestions regarding the field test of Southern Regional Education Board (SREB) English Language Arts (ELA) Transitional Course History Module 1. The presenter was Margaret Herrick, ADE Curriculum and Instruction Social Studies Specialist. The audience consisted of Sonja Williams, History Teacher; Laura Beth Arnold, Director of Teaching American History Grant, and Dr. Jeanne Huddle, Sr. Director of Educational Services.

On March 28, 2013, ADE made a site visit to Pulaski Heights Middle School in the Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) for Focus Schools. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Dr. Suzanne Ross, Principal.

On April 1, 2013 ADE made a site visit to Indian Hills Elementary School in the North Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP). The presenter was Pearce Peacock, ADE Professional Development Specialist. The audience consisted of Kim Starr, Principal.

On April 2, 2013 ADE made a site visit to Pike View Elementary School in the North Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP), conduct classroom observations and visit with the JBHM Education Group Consultant. The presenter was Pearce Peacock, ADE Professional Development Specialist. The audience consisted of Mrs. Clay, JBHM Education Group Consultant and classroom teachers.

### ***VIII. In-Service Training (Continued)***

On April 3, 2013, ADE conducted a meeting at the Arkansas Department of Education. Little Rock School District Central Office staff requested a meeting to discuss Elementary and Secondary Education Act (ESEA) Flexibility and clarification on some of the information about Focus and Priority Schools. The presenter was Elbert Harvey, ADE School Improvement Supervisor. The audience consisted of the following LRSD Administrators: Kelsey Bailey, Chief Financial Officer; Dr. Shakita McKisick, Title I; Marvin Burton, Interim Superintendent; Dr. Dennis Glasgow, Asst. Superintendent; Dr. Dan Whitehorn, Middle School Director; Dr. Sadie Mitchell, Elementary Education Director; and Dr. Phil Clark, District School Improvement Specialist. ADE Staff: Paula Rawls, Division of Learning Services; Bobby Lester, Title I and Federal Programming; Rick Greene, Robert Toney, Kyron Jones, Susan Ridings and Dr. Andrea Kelly, School Improvement Specialists; and Karyl Bearden, Professional Development Specialist.

On April 3, 2013, ADE conducted a meeting via Webinar regarding weekly update on progress of the field testing of Southern Regional Education Board (SREB) Transitional Literacy Course History Module 1 – Civil Rights. The presenters were Dr. Cynthia Shanahan, Associate Dean, Academic Affairs, Executive Director, Council on Teacher Education (CTE), Professor, Literacy, Language and Culture at the Univ. of Illinois at Chicago, College of Education and Margaret Herrick, ADE Curriculum and Instruction, Social Studies. The participants were the following LRSD personnel: Sonja Williams, History Teacher; and Laura Beth Arnold, Director of Teaching American History Grant.

On April 4, 2013, ADE made a site visit to Seventh Street Elementary School in the North Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) and conduct classroom observations. The presenter was Pearce Peacock, ADE Professional Development Specialist. The audience consisted of Pam Wilcox, Principal; Kristie Ratliff, District Arkansas Comprehensive School Improvement Plan (ACSIP) Director; Dr. McCoy, JBHM Education Group Consultant; and math and literacy instructional facilitator.

On April 4, 2013, ADE made a site visit to Dunbar Middle School in the Little Rock School District. ADE Specialist attended the Focus School's Leadership Team Meeting. The presenter was Clint Woodley, Asst. Principal. The audience consisted of Pamela Person, Asst. Principal; Natalie Hollimon, Math Coach; Robin Kratze, English as a Second Language (ESL) Coordinator; Jackie Whitehead, Special Education Coordinator; Evelyn Estor, Counselor; and Gertrude Stubblefield, Social Studies Teacher.

On April 4, 2013, ADE conducted a conference call from the State Personnel Development Grant (SPDG) Office. Dr. Howie Knoff, Director of the Arkansas State Improvement/Personnel Development Grant spoke with Wanda Ruffins, Principal and Angela Seay, Drop-Out Prevention Specialist at the Cloverdale Aerospace Technology Conversion Charter Middle School in the Little Rock School District regarding their request for discipline and behavior management services. They have to submit a State Personnel Development Grant (SPDG) request for consultation services and then SPDG will proceed with the planning process.

On April 5, 2013, ADE conducted a meeting via Google hangout regarding weekly update and discussion on the progress of the field testing of Southern Regional Education Board (SREB) Transitional Literacy Course Module Ubik. The presenters were Dr. Leslie Rush, Wyoming, Chair, Department of Secondary Ed, Coordinator, Curriculum and Instruction Graduate Programs and Margaret Herrick, ADE Curriculum and Instruction, Social Studies. The audience consisted of the following LRSD personnel: Felicia Wilson, English Teacher; and Laura Beth Arnold, Director of Teaching American History Grant.

### ***VIII. In-Service Training (Continued)***

On April 9, 2013, State Personnel Development Grant (SPDG) Office received a request for consultation services from Wanda Ruffins, Principal and Angela Seay, Drop-Out Prevention Specialist at the Cloverdale Aerospace Technology Conversion Charter Middle School in the Little Rock School District regarding discipline and behavior management services. Dr. Howie Knoff sent an e-mail to the LRSD Administrators over the district's secondary schools to work toward a systemic effort that involves all of the secondary schools in the district. The LRSD Administrators are: Dexter Suggs, Superintendent Select; Marvin Burton, Interim Superintendent; Dr. Dan Whitehorn, Middle School Director; and Dr. Phil Clark, District School Improvement Specialist.

On April 10, 2013, ADE attended a meeting at the Pulaski County Special School District Administrative Office to discuss the summer professional development. The presenter was Renee Dawson, PCSSD Professional Development and Curriculum Coordinator. The audience consisted of Keith Harris, UALR STEM Science Specialist; Karen Rivers, UALR STEM Math Specialist; Kiffany Davis, PCSSD Literacy Program Manager; and Sherri Thorne, ADE Curriculum and Instruction English, Language Arts Specialist.

On April 11, 2013, ADE made a site visit to Central High School in the Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) and discuss the Interim Measurable Objectives for Year 2, 2013-2014, for the Targeted Improvement Plan (TIP). The timeline for Year One Elementary and Secondary Education Act (ESEA) Flexibility was also discussed. The presenters were Nancy Rousseau, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Barbara Stafford, Arkansas Comprehensive School Improvement Plan (ACSIP) Chairperson and High Schools That Work Site Coordinator; and Dr. Phil Clark, District School Improvement Specialist.

On April 15, 2013, ADE made a site visit to Lynch Drive Elementary School in the North Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) and attend the leadership team meeting. The Interim Measurable Objectives were discussed. The presenter was Pearce Peacock, ADE Professional Development Specialist. The audience consisted of Phyllis McDonald, Principal; Abby Stone, Asst. Principal; Math and Literacy Instructional Facilitators; Media Specialist, 5<sup>th</sup> Grade Teacher; and Julie Drake, District Parent Coordinator.

On April 16, 2013, ADE made a site visit to Dunbar Middle School in the Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) and discuss the Interim Measurable Objectives for Year 1, 2012-2013, for the Targeted Improvement Plan (TIP). Classroom observations were conducted and debriefed. A tour of the building with the new superintendent, Dr. Dexter Suggs and Dr. Dan Whitehorn, Director of Middle Schools was attended. The presenters were Eunice Thrasher, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Clifton Woodley, Asst. Principal.

On April 16, 2013, ADE made a site visit to Lakewood Middle School in the North Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP). The Interim Measurable Objectives were discussed. The presenter was Pearce Peacock, ADE Professional Development Specialist. The audience consisted of Lee Tackett, Principal and Judy Broughton, Literacy Instructional Facilitator.

### ***VIII. In-Service Training (Continued)***

On April 17, 2013, ADE made a site visit to Seventh Street Elementary School in the North Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP). The Interim Measurable Objectives were discussed and entered into the Arkansas Comprehensive School Improvement Plan (ASCIP). The presenter was Pearce Peacock, ADE Professional Development Specialist. The audience consisted of Pam Wilcox, Principal.

On April 17, 2013, ADE made a site visit to Indian Hills Elementary School in the North Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP). The Interim Measurable Objectives were discussed and entered into the Arkansas Comprehensive School Improvement Plan (ASCIP). The presenter was Pearce Peacock, ADE Professional Development Specialist. The audience consisted of Kim Starr, Principal.

On April 17, 2013, ADE made a site visit to Pulaski Heights Middle School in the Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) and discuss the Interim Measurable Objectives for Year 1, 2012-2013, for the Targeted Improvement Plan (TIP). Classroom observations were conducted and debriefed. A tour of the building with the new superintendent, Dr. Dexter Suggs, Dr. Dan Whitehorn, Director of Middle Schools; and Dr. Dennis Glasgow, Associate Superintendent was attended. The presenters were Dr. Suzanne Ross, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Lee Thompson, Arkansas Comprehensive School Improvement Plan (ACSIP) Chairman and Debra Brown, Literacy Coach.

On April 18, 2013, ADE made a site visit to North Heights Elementary School in the North Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP). The Interim Measurable Objectives were discussed and entered into the Arkansas Comprehensive School Improvement Plan (ASCIP). The presenter was Pearce Peacock, ADE Professional Development Specialist. The audience consisted of Dana Snowden, Principal.

On April 18, 2013, ADE conducted a meeting at the Pulaski County Special School District Administration Building. Sherri Thorne, ADE Curriculum and Instruction English, Language Arts Specialist met with Kiffany Davis, PCSSD Literacy Program Manager to discuss how to integrate Understanding by Design (UbD) planning process and tools with the Literacy Design Collaborative (LDC) planning process and tools.

On April 18, 2013, ADE made a site visit to Franklin Elementary School in the Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) and conduct classroom observations. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Cynthia Collins, Principal.

On April 19, 2013, ADE made a site visit to Dunbar Middle School in the Little Rock School District. ADE Specialist attended the Focus School's Leadership Team Meeting. The presenter was Eunice Thrasher, Principal. The audience consisted of Clifton Woodley, Asst. Principal; Natalie Hollimon, Math Coach; Robin Kratze, English as a Second Language (ESL) Coordinator; and Gertrude Stubblefield, Social Studies Teacher.



### ***VIII. In-Service Training (Continued)***

On April 22, 2013, ADE made a site visit to Martin Luther King Elementary School in the Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP), conduct classroom observations and attend the leadership team meeting. The presenters were Karen Carter, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Dr. Karen James, Director of Elementary Literacy; Sabrina Stout, Elementary Literacy Supervisor; Beth Clifford and Karl Romine, Elementary Math Supervisors; Marjorie Rutherford, 5<sup>th</sup> Grade Teacher; Latreese Evan, Special Education Teacher; Sheila Fields and Cassie Hurtado, 3<sup>rd</sup> Grade Teachers; Ann Gregory, Counselor; Kathy Baker, Kindergarten Teacher; Thoma Thaciar, 1<sup>st</sup> Grade Teacher; Joyce McCullough, 2<sup>nd</sup> Grade Teacher; Becky Spradlin, 4<sup>th</sup> Grade Teacher; Deborah Finkbeiner, K-2 Literacy Coach; Dee Ann Morgan, Grades 3-5 Instructional Coach; Richelle Thomas, Pre-Kindergarten Teacher; Barbara Griggs, Asst. Principal; and Deidre Williams EAST Lab Supervisor.

On April 23, 2013, ADE made a site visit to Bale Elementary School in the Little Rock School District. ADE Specialist visited to monitor the Targeted Improvement Plan (TIP) and conduct classroom observations. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Dr. Erica McCarroll, Principal; Nita Gray, Literacy Coach; Harriet Harris, Math Coach; Karl Romine and Beth Clifford, District Elementary Math Supervisors.

### ***IX. Financial Assistance to Minority Teacher Candidates***

During the month of March, the Educator Licensure Unit supported Pulaski County Schools at various job fairs on college campuses in the state.

### ***X. Financial Assistance to Minority Teacher Candidates***

Ms. Lisa Smith of the Arkansas Department of Higher Education reported Minority Scholarships for Fiscal Year 2011-2012 on April 9, 2013. These included the State Teacher Education Program (STEP) and the Teacher Opportunity Program (TOP). The scholarship awards are as follows:

<b><u>2011-12 STEP</u></b>			Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award	Count	Award
Blank	91	3,000	6	3,000	15	3,000	<b>112</b>	<b>9,000</b>
Native Amer					4	4,000	<b>4</b>	<b>4,000</b>
Asian					4	4,000	<b>4</b>	<b>4,000</b>
Black	4	4,000	14	4,000	74	4,000	<b>92</b>	<b>12,000</b>
Hispanic			2	4,000	13	4,000	<b>15</b>	<b>8,000</b>
Other	2	4,000		4,000	1	4,000	<b>3</b>	<b>12,000</b>
Unknown	1	3,000					<b>1</b>	<b>3,000</b>
White	1	3,000	123		415		<b>539</b>	<b>3,000</b>
							<b>770</b>	<b>115 Minority</b>

**X. Financial Assistance to Minority Teacher Candidates (Continued)**

<b>2011-12 TOP</b>			Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award	Count	Award
Blank	122		6		28		156	
Native Amer			1		10		11	
Asian					4		4	
Black	5		29		130		164	
Hispanic			2		15		17	
Other	2		1		2		5	
Unknown	1				2		3	
White	2		171		648		821	
							1181	196 Minority

**Teacher Opportunity Program (TOP)** – the amount awarded will be based on the tuition, mandatory fees, books, and required supplies paid by the applicant for up to six (6) credit hours completed.

**XI. Minority Recruitment of ADE Staff**

The MRC met on July 9, 2012 at the ADE. The MRC plan calls for ADE to maintain a 25% minority (black) employment rate in each division of the department and in the department as a whole for employees rated at Grade 21 and above (not including Grade 99's). Due to the revision in the employee grade system by the Office of Personnel Management, Grades C121 to C130 were used for the purpose of this report. 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 June 30, 2012, two of the divisions, Central Administration and Accountability exceeded the 25% threshold. The ADE as a whole was 20% 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 August 25, 2011, ADE staff held an ACSIP meeting at NLRSD. The meeting was held in Kristie Ratliff's office to discuss ACSIP requirements. Diane Gross discussed priorities, interventions, and actions and stressed that actions in the ACSIP plan must be very focused and clear. It was suggested that NLRSD put the budget codes in the action for the Bookkeeper's reference when paying out. The Peer Review Process for approving building plans was discussed.

In addition to the ACSIP, discussions were held about Title III and State ELL expenditures and making sure monies are being spent in a way the ELL students are being served. The need for spending the dollars in the buildings where the students are located was also pointed out.

***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 April 10, 2013, the ADE participated in a Desegregation Monitoring and Assistance Plan Meeting. Those in attendance were Margie Powell, Willie Morris, Aleta Fletcher, Dr. Jerry Guess, Joy Springer, John Hoy, Bill Goff, Shawn Burgess, Dr. Linda Remele, Dr. Janice Warren, Laura Shirley, Paul Brewer, Dr. John Tackett, Derek Scott, Jenny Dunn, John McCraney, Terri Rogers, Sherman Whitfield, and Dr. Brenda Bowles. The following items were discussed during the meeting:

Mr. Willie Morris presented the ADE Monitoring Protocol and Monitoring Instrument, and Mr. Bill Goff presented the Support Staff Salary Schedule.

Our next monthly meeting has been scheduled for **Wednesday, May 8, 2013 at 2:30 p.m.**

**NEWLY EMPLOYED FOR THE PERIOD OF March 16, 2013 – April 19, 2013**

Valerie Bailey – Attorney Specialist, Grade C126, Central Administration, Legal Services, effective 04/08/13.

Linda Barnes – Administrative Specialist II, Grade C109, Division of Learning Services, Special Education, effective 03/18/13.

Lori Freno-Engman – Deputy General Counsel, Grade U123U, Central Administration, Legal Services, effective 04/01/13.

Jennifer Inns – Administrative Specialist III, Grade C112, Division of Learning Services, Coordinated School Health, effective 03/18/13.

David Tollett – ADE Assistant to Director, Grade C129, Division of Learning Services, Federal Programs, effective 03/18/13.

**PROMOTIONS/DEMOTION/LATERAL TRANSFERS FOR THE PERIOD OF March 16, 2013 – April 19, 2013**

Jennifer George from a Website Developer, Grade C118, Central Administration, Communications Office, to a Public Information Coordinator, Grade C121, Central Administration, Communications Office, effective 04/15/13. Promotion

Rhys Rogers from a Financial Analyst I, Grade C118, Division of Fiscal and Administrative Services, Finance, to an Accounting Coordinator, Grade C121, Division of Fiscal and Administrative Services, Finance, effective 04/1/13. Promotion

**SEPARATIONS FOR THE PERIOD OF March 16, 2013 – April 19, 2013**

Katrina Craft – Administrative Analyst, Grade C115, Research and Technology, effective 04/05/13. 0 Years, 8 months, 26 days. 01

Katherine Donovan – Attorney, Grade C124, Division of Human Resources/Licensure, Professional Licensure Standards Board (PLSB), effective 03/22/13. 2 Years, 8 months, 3 days. 01

Martha Harrell – ADE APSCN Division Manager, Grade 126, Research and Technology, Data Quality and Management, effective 04/12/13. 1 Year, 7 months, 6 days. 01

Sandra Wernikowski – Administrative Specialist III, Grade C112, Division of Human Resources/Licensure, Time and Leave Unit, effective 04/05/13. 9 Years, 1 month, 18 days. Retirement

\*Minority

**AASIS Codes:**  
01 – Voluntary  
Retirement

Additional Licensure Waiver Requests  
2012 - 2013 School Year  
May State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
7401	AUGUSTA SCHOOL DISTRICT	1	LADD, LAURA	Early Childhood Education PK-4	299	Guid & Counseling PK-8	12-13	Granted
5401	BARTON-LEXA SCHOOL DISTRICT	1	DAVIS, SHANE	PE/Wellness/Leisure 7-12, Coaching 7-	167	Social Studies 7-12	12-13	Granted
4801	BRINKLEY SCHOOL DISTRICT	1	BENSON, JORDAN	Social Studies 7-12, Coaching 7-12, Coaching K-12	170	Life/Earth Science 7-12	12-13	Granted
3301	CALICO ROCK SCHOOL DISTRICT	1	POOL, KISH	Early Childhood Education PK-4	002	Middle Childhood Lang Arts/SS 4-8	12-13	Granted
0101	DEWITT SCHOOL DISTRICT	1	WHITE, DANIEL	Middle School Social Studies 5-8, Elementary 1-6 1-6	168	Middle Childhood Science/Math 4-8	12-13	Granted
3502	DOLLARWAY SCHOOL DISTRICT	1	GIBBS, BILLY	PE/Wellness/Leisure 7-12, PE/Wellness/Leisure PK-	293	Coaching 7-12	12-13	Granted
2104	DUMAS SCHOOL DISTRICT	2	RAINEY, DAVID	Social Studies 7-12, Secondary Principal 5-12	311	District Administrator PK-12	12-13	Granted
4302	ENGLAND SCHOOL DISTRICT	1	BELL, JOHN	Mathematics 7-12	169	Phys/Earth Science 7-12	12-13	Granted
7203	FAYETTEVILLE SCHOOL DISTRICT	4	VELLIOS, BRYCE	Health Education 7-12, Secondary Physical Education 7-12, Coaching	225	Business Tech 7-12	12-13	Granted
				Vocal Music 7-12, Instrumental Music 7-12, Vocal Music PK-8, Instrumental Music PK-8	002	Middle Childhood Lang Arts/SS 4-8	12-13	Granted
					168	Middle Childhood Science/Math 4-8	12-13	Granted
			HENRY, MAGGIE	Early Childhood Education PK-4	305	Gift & Talented PK-8	12-13	Granted
			BREWSTER, ELIZABETH	Early Childhood Education PK-4	306	Gift & Talented 7-12	12-13	Granted
	FIRST STEP, INC.	3	MILLER, CYNTHIA	Early Childhood Education PK-4	231	Special Ed Ech Inst Specialist PK-4	12-13	Granted
			HOLLIS-ANTHONY, CARRIE	PE/Wellness/Leisure 7-12, Early Childhood Education PK-	231	Special Ed Ech Inst Specialist PK-4	12-13	Granted
6201	FORREST CITY SCHOOL DISTRICT	2	BEARD, ANGELA	Middle School Social Studies 5-8, Elementary 1-6 1-6	297	Reading Specialist PK-8	12-13	Granted
					298	Reading Specialist 7-12	12-13	Granted

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
	FRIENDSHIP COMMUNITY CARE	1	BRYSON, MONICA	Drama/Speech 7-12,Family & Con Sci 7-12	231	Special Ed Ech Inst Specialist PK-4	12-13	Granted
5602	HARRISBURG SCHOOL DISTRICT	1	CROUCH, JAMILYN	General Science 7-12,Life/Earth Science 7-12,Chemistry 9-	168	Middle Childhood Science/Math 4-8	12-13	Granted
0601	HERMITAGE SCHOOL DISTRICT	3	WOODARD, JUSTIN	Middle Childhood Lang Arts/SS 4-8,Middle Childhood Science/Math 4-	305	Gift & Talented PK-8	12-13	Granted
			BANKS, JUSTIN	Middle Childhood Lang Arts/SS 4-	306	Gift & Talented 7-12	12-13	Granted
2903	HOPE SCHOOL DISTRICT	1	COX, DANA	Elementary K-6 K-6,Early Childhood Education PK-4,Reading	296	Lib Media Sci 7-12	12-13	Granted
3405	JACKSON CO. SCHOOL DISTRICT	1	METZGER, KRISTY	Elementary K-6 K-6,Early Childhood Education PK-4	168	Art PK-8	12-13	Denied
2604	JESSIEVILLE SCHOOL DISTRICT	1	ELLISON, KAYLA	Middle School Social Studies 5-8,Elementary 1-6 1-6,Early	230	Middle Childhood Science/Math 4-8	12-13	Granted
2606	LAKESIDE SCHOOL DIST(GARLAND)	2	STOYANOV, JULI	Reading Specialist 7-12,Early Childhood Education PK-4,Reading Specialist PK-8	002	Special Ed Inst Specialist 4-12	12-13	Granted
0506	LEAD HILL SCHOOL DISTRICT	1	ALFORD, KRISTEN	Business Tech 7-12,Business Technology 4-12	222	Middle Childhood Lang Arts/SS 4-8	12-13	Granted
2305	MAYFLOWER SCHOOL DISTRICT	2	STITES, COURTNEY	Middle Childhood Lang Arts/SS 4-8,General Science 7-12,Middle Childhood Science/Math 4-8,Life/Earth Science 7-	302	Building Level Administrator 5-12	12-13	Granted
4902	MOUNT IDA SCHOOL DISTRICT	2	IRWIN, TINA	Elementary 1-6 1-6,PE/Wellness/Leisure PK-8	312	Build Administrator PK-8	12-13	Granted
6002	N. LITTLE ROCK SCHOOL DISTRICT	2	LE, VU	Early Childhood Education PK-4	295	Lib Media Sci PK-8	12-13	Granted
3505	PINE BLUFF SCHOOL DISTRICT	2	BILON, WESLEY	Middle Childhood Lang Arts/SS 4-Eng Lang Arts 7-12,Oral Art 7-12,Art PK-8	296	Lib Media Sci 7-12	12-13	Granted
7206	PRAIRIE GROVE SCHOOL DISTRICT	2	HUNT, AMANDA	Social Studies 7-12	107	Grade 5-6 Endorsement (P-4) 5-6	12-13	Granted
6003	PULASKI CO. SPEC. SCHOOL DIST.	2	RICKETTS, HARMER-BALL,	Middle Childhood Lang Arts/SS 4-Eng Lang Arts 7-12	167	Social Studies 7-12	12-13	Granted
0405	ROGERS SCHOOL DISTRICT	1	GREENWAY, JOHN	Marketing Tech 7-12,Business Tech 7-12,Business Technology 4-	108	Journalism 7-12	12-13	Granted
					2010	Survey Of Fine Arts 7-8	12-13	Granted
					299	Guid & Counseling PK-8	12-13	Granted
					300	Guid & Counseling 7-12	12-13	Granted
					114	Speech 7-12	12-13	Granted
					305	Gift & Talented PK-8	12-13	Granted
					411	Career Orientation Endorsement 7-12	12-13	Granted

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
7310	ROSE BUD SCHOOL DISTRICT	1	JOHNSON, MEGAN	Business Tech 4-8, Business Tech 7-12, Career Orientation	108	Journalism 7-12	12-13	Granted



LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
	SAMMIE GAIL SANDERS CHILDREN'S LEARNING CENTER	2	SESSIONS, DONNA	Middle School Social Studies 5-8, Elementary 1-6 1-6	231	Special Ed Ech Inst Specialist PK-4	12-13	Denied
5504	SOUTH PIKE COUNTY SCHOOL	2	HILL, SHERYL	Middle Childhood Lang Arts/SS 4-8, Middle Childhood Science/Math 4-8	001	Early Childhood Education PK-4	12-13	Denied
5206	STEPHENS SCHOOL DISTRICT	1	OWENS, GARY	Middle School Social Studies 5-8, Social Studies 7-12, Special Ed Coaching 7-12, Social Studies 7-12, Building Level Administrator 5-8	201	Art PK-8	12-13	Granted
					202	Art 7-12	12-13	Granted
					312	Build Administrator PK-8	12-13	Granted
3510	WHITE HALL SCHOOL DISTRICT	2	KALKBRENNER, HENRY	Middle School Social Studies 5-8, Social Studies 7-12, Social Studies 7-12, Building Level Administrator 5-8	002	Middle Childhood Lang Arts/SS 4-8	12-13	Granted
			WILKINS, MEREDITH	Business Tech 4-8, Business Tech 7-12, Business Technology 4-12	411	Career Orientation Endorsement 7-12	12-13	Granted
32	Total # Districts Requesting Waivers	50	Total # Waivers Requested this					
				Total # of Waivers Granted				
				Total # of Waivers Denied				
				Total # of Waivers this month				

000000Long Term Substitutes Requested  
2012-2013

May State Board Meeting

<b>LEA</b>	<b>District</b>	<b># Long Term Substitutes Requested</b>	<b>Substitute Name</b>	<b>Subject</b>	<b>Teacher of Record</b>	<b>Granted/ Denied</b>	<b>Reason</b>
7301	Bald Knob School District	1	Hutchinson, Nancy	Mathematics	Grigsby, Whitney	Granted	
2002	Fordyce School District	1	Humphrey, Dimples				
5602	Harrisburg School District	1	Lorayne	5th Grade	Lanuius, Rockie Jolin	Granted	
			Hooper, Wesley	Music	Jarrett, Amy	Granted	
4401	Huntsville School District	1	Marshall, Jason	Special Education			
			MS		Collins, Jackie	Granted	
1608	Jonesboro School District	2	Kammerer, Christina	4th Grade	Brewer, Marcellina	Granted	
			White, Dustin	6th Grade Social Studies/Science	Hoggard, Billioe Sue	Granted	
7205	Lincoln School District	2	Bonham, Alexa	1st Grade	Route, Jill	Granted	
			Hedge, Marsha	1st Grade	Landrum, Andrea	Granted	
6001	Little Rock School District	26	Allison, Michael	Special Education	Nunn, Berthena	Granted	
			Anderson, Deborah	Special Education	Anderson, Deborah	Granted	
			Bozman, Benjamin	English	Shue, Mary	Granted	
				Learning			lost
			Canady, Chrispy	Foundation	Canady, Chrispy	Granted	certification
			Carruth, Jennifer	5th Grade	Freeman, Carissa	Granted	
			Choat, Britney	Social Studies	Tilmon, Robert	Granted	
			Cooper, Rowdy	Mathematics	Vacant Position	Granted	
			Fowler, Rachel	Physical Science	Crawford, Angela	Granted	
			Hansen, Timothy	5th Grade	Beavers, Barbara	Granted	
			Harrison, Ollie	Electronics	Harrison, Ollie	Granted	
			Jarmon, William	Special Education	Vacant Position	Granted	
			Lewis, Larry	Resource	Lewis, Larry	Granted	
			McGuire, Tiffany	Kindergarten	Pippins, Terri	Granted	

000000Long Term Substitutes Requested

2012-2013

May State Board Meeting

LEA	District	# Long Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Reason
Little Rock School District Continued			McKindra, Fatima	Earth Science	McKindra, Fatima	Granted	lost certification
			Porter, Donterio	Social Studies	Porter, Donterio	Granted	lost certification
			Quiroz, Oma	Economics	Archer, Celeste	Granted	
			Rainey, Derick	Music	Thomas, Sabonn	Granted	
			Rasner, Carolyn	Special Education	Holden, Patricia	Granted	
			Ray, Jacquelyn	Home Economics	McElderry, Kathryn	Granted	
			Sellers, Carey	English	Ruff, Rachel	Granted	
			Simmons, Lindsey	French	Hamilton, Sharon	Granted	
			Straw, Joe	Social Studies	Williams, Stanley	Granted	
			Thurman, Skipper	Biology	Archer, Shawn	Granted	
			Wells, Rita	Special Education	Durden, Rose	Granted	
			Wesley, Lynnise	1st Grade	Jones, Mary E.	Granted	
			Williams, Nicholas	5th Grade	Grant, Benjamin	Granted	
			Kyzer, Krystal	5th Grade			
			Lively, Nancy C	Math/Science	O'Cain, Jodi	Granted	
				History	Shadwick, Clint	Granted	
4301	Lonoke School District	2					
3104	Mineral Springs School Dist.	1	Gamble, Richard	Science	Loop, Emma	Granted	
2808	Paragould School District	1	Hay, David	English	McCormick, Amber	Granted	
2705	Sheridan School District	1	Riddle, Stephanie	P-4, Kindergarten	Coker, Andrea	Granted	
	Vista Health	1	Flake, Kessia	Special Education	McDonald, Jason	Granted	
1803	West Memphis School District	1	Hummel-Young, Clifton	English	Eichman, Shelley	Granted	

000000Long Term Substitutes Requested  
2012-2013

May State Board Meeting

LEA	District	# Long Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Reason
	# Districts Requesting Long-Term Substitutes this 14 Month	41	Substitutes Requested this Month		# Long Term Substitute Waivers Granted	41	
					Substitute Waivers Denied	0	
					Substitutes Requested	41	



# Arkansas Department Of Human Services

## Division of Child Care and Early Childhood Education



P.O. Box 1437, Slot S-140 Little Rock, AR 72203-1437 • 501-320-8953 • Fax: 501-683-6060 • TDD: 501-682-1550

April 8, 2013

Mr. Jim Cooper, Chairman  
State Board of Education  
Four Capitol Mall  
Little Rock, AR 72201

Re: Appeal request by Hours of Joy Child Care, Inc.

Dear Mr. Cooper:

I am writing this letter pursuant to Rule 22.04 of the Arkansas Department of Education Rules Governing the Arkansas Better Chance ("ABC") Program. On March 15, 2013, Mr. Johnny Harris submitted an appeal on behalf of Hours of Joy Child Care, Inc. ("HOJ"), citing several areas of concern. A copy of this appeal letter is enclosed herein as Exhibit "A".

As a background, HOJ was previously approved under an ABC renewal program grant agreement from August 1, 2012 through June 30, 2013 (Exhibit "B"). On November 2, 2012 a technical assistance visit was conducted at the facility. The ABC rules and regulations were discussed, and a copy of the compliance audit checklist was provided. A Technical Assistance Plan was developed and signed by Ms. Linda Harris on November 2, 2012 (Exhibit "C"). On November 29, 2012, an Environmental Rating Scale review was performed on HOJ and an ECERS-R Summary Report was issued with an overall score of 4.71 (Exhibit "D").

On December 6, 2012 a Compliance Audit was performed. Despite receiving the technical assistance plan, several deficiencies were still noted with HOJ's operations. A Compliance Audit Program Improvement Plan was developed to correct these deficiencies and was signed by Linda Harris on December 6, 2012 (Exhibit "E"). This Plan explained the individual deficiencies and cited a specific compliance date. Several of the deficiencies were not remedied within the prescribed time period. On January 13, 2013, the Division of Child Care and Early Childhood Education issued a letter to HOJ explaining that due to ongoing compliance issues, the facility would be required to complete a competitive grant application, as opposed to the standard grant renewal application (Exhibit "F").

On January 17, 2013, HOJ responded to the above letter inquiring as to the specific reasons and areas of non-compliance (Exhibit "G"). DCCECE issued its response on February 19, 2013 explaining the areas of non-compliance, as cited in the December 6, 2012 Compliance Audit Program Improvement Plan (Exhibit "H"). HOJ submitted their rebuttal letter disagreeing with the decision, which was received by the Department on February 21, 2013 (Exhibit "I"). DCCECE issued its reply on March 13, 2013 (Exhibit "J"). As of today, HOJ has not remedied all of the deficiencies cited in the December 6, 2012 audit (Exhibit "K").

Relevant Agreement / Regulatory Citations:

- Section 3.B of the ABC Renewal Grant Program Agreement states, in relevant part:

*"...Failure to comply with any ABC Rule and Regulation or ABC Budget Manual procedures shall result in a 60-day period under a compliance plan. Under the plan, Agency shall operate under additional monitoring for 60 days to ensure compliance, after which Agency shall be removed from plan. If the Agency remains noncompliant, the Agency shall be subject to high priority or probationary status which may be subject to nonrenewal of ABC/SS slots or re-competition of ABC slots..." (Emphasis added.)*

- Section 3.Q of the ABC Renewal Grant Program Agreement states, in relevant part:

*"Participating agencies are required to reapply annually for the ABC grant. Discretion in the renewal of this grant agreement past June 30, 2013 rests solely with DCCECE, ADE and the State Board of Education."*

- Section 4.1-6 of the ABC Renewal Grant Program Agreement:

*"In addition to the ABC Rules and Regulations, Agency shall be required to meet the additional requirements listed below. If Agency does not comply with these conditions, Agency shall be terminated from ABC with 30-day notice or not renewed for the following year: (Emphasis added)*

- 1. All sites must maintain at least a 5.00 on the ECERS.*
- 2. Agency must obtain and maintain documentation in each child's file.*
- 3. Agency must meet Program Improvement Plan requirements.*
- 4. Agency must enter all required information in COPA by due date.*
- 5. Agency must ensure that Developmental and Health Screenings are entered in COPA by due date.*
- 6. Agency must ensure that accurate data is entered in COPA.*

- Rule 22.04 of the Arkansas Department of Education Rules Governing The Arkansas Better Chance Program:

*"An ABC program may appeal any adverse action taken by DCCECE. Such appeal must be in writing and be received within thirty (30) days of the notice of corrective action. A program wishing to appeal should send a written notice to Attention: DCCECE Division Director, P.O. Box 1437, Slot S-140, Little Rock, AR 72203. The Division Director will make a recommendation to the State Board of Education, which will issue a final ruling."*

According to his appeal letter dated March 15, 2013, Mr. Harris disagrees with the non-compliance issues cited in the December 6, 2012 audit. The Compliance Audit Program Improvement Plan was signed by Linda Harris on December 6, 2012. Pursuant to Rule 22.04, HOJ had until Monday, January 7, 2013 to appeal the non-compliance findings (the 30<sup>th</sup> day falling on a weekend). HOJ did not submit their appeal until March 15, 2013, well after the deadline.



Mr. Harris does note in his March 15, 2013 letter that he had "...asked for an Appeal. That has been sent to the Director." This implies that an appeal had been previously requested. There is no evidence of a prior appeal request being sent by Mr. Harris. Mr. Harris did request a "grievance" in his letter dated February 21, 2013 (Exhibit "I"). This request for a "grievance", however, cannot reasonably be construed as a request for an appeal. The Division routinely provides technical assistance to providers to discuss a variety of issues including ABC eligibility. Nevertheless, in the event that Mr. Harris' February 21" request is interpreted as an appeal, it would not have been submitted within the thirty-day time frame.

- **Recommendation: Hours of Joy Child Care, Inc.'s appeal of the December 6, 2012 Compliance Audit findings should be dismissed as it was not submitted within thirty-days, as required by Rule 22.04.**

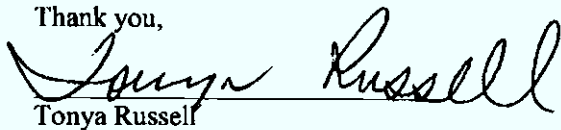
The March 15, 2013 appeal (as well as the February 21" "grievance" request) outlines HOJ's disagreement of the requirement to complete a competitive grant application. HOJ's current ABC agreement expires June 30, 2013. As indicated in Section 3.Q of the Agreement, HOJ is required to reapply annually. The Division, ADE and the Board of Education have absolute discretion in the grant renewal.

As part of the Compliance Audit, HOJ was placed on a Program Improvement Plan on December 6, 2012. As of today, the facility has failed to adhere to the Plan and remedy the issues cited in the Audit (Exhibit "K"). Section 3.B of the Agreement clearly states that a program that remains non-compliant may be subject to re-competition of ABC slots. The requirement that HOJ complete a competitive application to be considered for future ABC grants is entirely within the terms of the current agreement.

- **Recommendation: The Division's requirement that Hours of Joy Child Care, Inc. complete a competitive grant application due to continued non-compliance adheres to the terms and conditions of the current grant agreement, and is in accordance with the ABC rules and regulations. Therefore, the appeal should be dismissed.**

Should you have any questions or concerns, please do not hesitate to contact me.

Thank you,



Tonya Russell

Director, Division of Child Care and Early Childhood Education  
Arkansas Department of Human Services

Cc: Mr. Johnny Harris, Hours of Joy Child Care, Inc.  
Mrs. Linda Harris, Hours of Joy Child Care, Inc.  
Mr. Rickey Hicks, Attorney  
Mr. Tom Kimbrell, ADE Commissioner  
Mr. Jeremy Lasiter, ADE Chief Counsel  
Mr. Breck Hopkins, DHS Chief Counsel  
Members of the State Board of Education

**Attachments:** Appeal Letter  
ABC Renewal Program Grant Agreement  
Technical Assistance Plan  
ECERS-R Summary Report  
Compliance Audit Program Improvement Plan  
Grant Renewal Application  
Letter from Hours of Joy  
Letter to Hours of Joy from DCCECE  
Rebuttal Letter from Hours of Joy  
Reply from DCCECE  
December Audit



**Paige Cox**

---

**From:** Johnny Harris <jhnnny701@aol.com>  
**Sent:** Friday, March 15, 2013 4:44 PM  
**To:** Paige Cox  
**Subject:** Re: ABC Response

***HOURS OF JOY CHILDCARE, Inc.***  
***501 Main Street- Gurdon, AR***  
***(870) 353-4672***  
***221 Main Street - Arkadelphia, AR***  
***(870) 246-8212***

March 15, 2013

**Ms Cox;**

Thank you for your response. Am I now to understand that the non-compliance was December 2012? You wrote the letter in January 2013 stating we will be placed in the competitive grant side. Am I to understand that you have followed ABC rules for Non-Compliance? That's what I need for you to state, Hours of Joy will be placed in the competitive side because of Non-Compliance. I also asked for an Appeal. That has been sent to the Director.

1. You have not followed your own rules for Non-Compliance.
2. We requested a hearing from you.
3. Your office had staff that was unavailable.
4. Whatever the discussion was, you stated you agreed with our presentation not a misunderstanding.
5. We still disagree with being placed in the competitive side.

You still have not sent the law no complied with your own rules. A hard copy will be mailed.

Sincerely;

Johnny Harris

-----Original Message-----

**From:** Paige Cox <Paige.Cox@arkansas.gov>  
**To:** 'jhnnny701@aol.com' <jhnnny701@aol.com>  
**Cc:** Kelly Alexander <kelly.alexander@arkansas.gov>  
**Sent:** Fri, Mar 15, 2013 4:05 pm  
**Subject:** ABC Response

Mr. Harris,

Attached, please find our response to your last letter.



Thank you.

**Paige Cox**

*State Pre-K/Arkansas Better Chance Administrator*  
Arkansas Department of Human Services  
Division of Child Care & Early Childhood Education  
700 Main Street/ P.O. Box 1437, Slot S160  
Little Rock, AR 72203-1437  
Phone: 501-320-8940  
Fax: 501-683-0971  
[paige.cox@arkansas.gov](mailto:paige.cox@arkansas.gov)

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Arkansas Department of Education (ADE) &  
Arkansas Department of Human Services (DHS)  
Division of Child Care and Early Childhood Education (DCCECE)  
ARKANSAS BETTER CHANCE (ABC) RENEWAL PROGRAM GRANT AGREEMENT

Effective Dates: August 1, 2012 – June 30, 2013

DATE STAMP

1-AGENCY INFORMATION

In this agreement, "Agency" shall refer to the entity whose information is listed below:

Hours of Joy  
Johnny Harris  
221 Main Street Arkadelphia, AR 71923

Taxpayer I.D. # 581691684 (REQUIRED)

TOTAL	RENEWAL SLOTS	RENEWAL FUNDING
	20	\$97200

2-PURPOSE & PERFORMANCE

This agreement established funding guidelines for participation in the Arkansas Better Chance/School Success program. If any regulation is enacted or promulgated requiring changes in this agreement all parties to the agreement will consider the agreement to be automatically amended to comply with the newly enacted regulation as of its effective date.

3-RESPONSIBILITIES & ASSURANCES

By signing this agreement, Agency representative understands and agrees to the following on the Agency's behalf:

- A. Any information in the possession of DCCECE regarding Agency is subject to public disclosure pursuant to the state Freedom of Information Act, excluding HIPAA-protected information. Items subject to disclosure include, but are not limited to, licensing records, all correspondence and communication, audit records, program reviews, and ABC/SS applications.
- B. Agency shall operate program in accordance with approved application and budget. Failure to comply with any ABC Rule and Regulations or ABC Budget Manual procedures shall result in a 60-day period under a compliance plan. Under the plan, Agency shall operate under additional monitoring for 60 days to ensure compliance, after which Agency shall be removed from plan. If the Agency remains noncompliant, the Agency shall be subject to high priority or probationary status which may be subject to nonrenewal of ABC/SS slots or re-competition of ABC slots. Depending on the seriousness of the violation, DCCECE may choose to immediately terminate Agency from the ABC program.
- C. To receive payment, Agency must submit monthly enrollment data to DCCECE through the COPA® billing system by the established deadline. DCCECE shall audit COPA® data to determine enrollment and payment. Agency shall NOT receive payment for any child not enrolled in COPA by that date.
- D. Any monthly payment not disputed within 30 days receipt shall be assumed to be correct by the grantee agency. Agency understands that no payment may be issued for State Fiscal Year 2013 past June 15, 2013. As such, Agency must ensure that all payments are correct before that deadline. DCCECE is not responsible for making additional payments to Agency after June 15, 2013.
- E. Agency agrees to submit all required documentation in a timely manner, including reports on staff qualifications, credentials and progress reports. Failure to follow one or more of these guidelines shall result in a compliance plan or termination from the program.
- F. Agency agrees to submit an independent audit covering all funds received during the agency's last fiscal year. Agency agrees to submit this audit within 120 days of the close of the Agency's fiscal year.
- G. Agency will maintain records in a manner to support their mid-year and end of year financial reports, and to be consistent with Licensing, ABC financial requirements, and IRS retention requirements. Records should be kept according to guidelines of the Health Insurance Portability and Accountability Act (HIPAA).
- H. Agency shall comply with Titles VI & VII of the Civil Rights Act and will operate, manage and deliver services without regard to age, religion, disability, political affiliation, veteran status, sex, race, color or national origin.
- I. Agency shall assure that public funds are spent in compliance with U.S. Constitution Amendment I. which prohibits any state or federal "law respecting an establishment of religion, or prohibiting the free exercise thereof."
- J. Agency agrees to comply with Executive Order 98-04 (Guidelines for Employment, Grants, Contracts, and Purchasing) by completing and returning the appropriate Disclosure Forms to the Division. Failure to make any disclosure required by Executive Order 98-04, or any violation of any rule, regulation, or policy adopted pursuant to that Order, shall be a material breach of the terms

EXHIBIT

"B"



of this Agreement. Any Participant, whether an individual or entity, who fails to make the required disclosure, or who violates any rule, regulation, or policy shall be subject to all legal remedies available to the Division.

- K. Agency agrees to notify and submit a new Contract and Grant Disclosure and Certification Form to the Division within ten (10) days of the beginning of employment should the owner, a member of the owner's immediate family, or an authorized representative of the facility accept employment with the State of Arkansas. If a member of the Agency's Board of Directors is employed by the Agency and then accepts employment or does additional business with the State of Arkansas, the board member must submit a Contract and Grant Disclosure and Certification Form to the Division within ten (10) days of state employment or other business with the State of Arkansas.
- L. An Agency delinquent in any tax payment is subject to suspension or termination from ABC until taxes are paid. If an IRS levy is in force, Agency understands partial or total payments for the ABC program may be diverted to IRS to satisfy unpaid tax balances.
- M. This agreement shall be void immediately upon Agency's exclusion pursuant to DHS Policy 1088. Such exclusion extends to participants, immediate family members and related parties by blood or marriage. Programs shall be required to repay funds not expended or funds expended while Agency was ineligible.
- N. If Agency submits falsified or misleading information in any form, Agency shall be immediately terminated from the ABC program and Agency, or any representative of the Agency, shall not be eligible to reapply.
- O. If it is determined there is immediate jeopardy to the health and safety of any child receiving services from Agency, DCCECE may cancel this Agreement immediately upon notice to the Agency.
- P. At their discretion, either party may cancel this Agreement upon 30 days written notice for any reason allowed by law including, but not limited to, unavailability of funds to support the program.
- Q. Participating agencies are required to reapply annually for the ABC grant. Discretion in the renewal of this grant agreement past June 30, 2013 rests solely with DCCECE, ADE and the State Board of Education.

In addition to ABC Rules and Regulations, Agency shall be required to meet the additional requirements listed below. If Agency does not comply with these conditions, Agency shall be terminated from ABC with 30-day notice or not renewed for the following year.

1. All sites must maintain at least a 5.00 on ECERS
2. Agency must obtain and maintain documentation in each child's file.
3. Agency must meet Program Improvement Plan requirements
4. Agency must enter all required information in COPA by due date.
5. Agency must ensure that Developmental and Health Screenings are entered in COPA by due date
6. Agency must ensure that accurate data is entered in COPA

ADE and DCCECE agree to provide Hours of Joy up to a maximum of \$97200 in ABC funding to serve 20 children for the period of August 1, 2012-June 30, 2013, in accordance with the approved grant application and budget. Final funding will depend upon child enrollment. A payment equal to 10% of the maximum funding will be requested for Agency to be paid on August 1, 2012 or upon receipt of signed Agreement, whichever is later. An additional payment equal to 10% of maximum funding shall be paid on September 1, 2011 and October 1, 2011, assuming signed agreement has been returned. Additional monthly payments, the amount of which is dependent upon ACTUAL CHILD ENROLLMENT, will be made on the first of each month from November 2012 through May 2013 if program operates at least 178 days. Programs operating less than 178 days will NOT receive full payment. Sliding fee scale contributions shall be deducted from payment. Hours of Joy and its representatives understand and agree to all terms in the Agreement and shall administer the ABC program in accordance with ABC Rules and Regulations.

\_\_\_\_\_  
Johany C. Harris

\_\_\_\_\_  
Johany C. Harris

\_\_\_\_\_  
Laura Russell

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Laura Russell

\_\_\_\_\_  
Laura Russell

\_\_\_\_\_  
July 25, 2012

\_\_\_\_\_  
C.C.O.

\_\_\_\_\_  
8-6-12

\_\_\_\_\_  
Johany C. Harris

\_\_\_\_\_  
AUG 8 - 2012

\_\_\_\_\_  
Date

**Hours of Joy  
Technical Assistance Visit  
November 2, 2012**

Kelly Alexander and Nancy Pearlstein conducted a scheduled technical assistance visit on November 2, 2012. The purpose of the visit was to ensure that the Harrises understood the ABC Rules and Regulations and monitoring process and to answer questions. Mr. Harris was not present. Kelly provided Mrs. Harris with a copy of the compliance audit checklist. She reviewed the checklist placing an emphasis on eligibility and staffing requirements since these were the areas cited most frequently during previous reviews. Nancy offered assistance with financial documentation. Mrs. Harris said she had no questions.

While at the center, Kelly noted that only 10 out of the 18 children enrolled were present. Mrs. Harris stated that most of the parents of the absent children were students who commuted. She said that the parents didn't have classes on Friday and therefore they didn't bring their children to the center. Mrs. Harris also said that two children were out sick for the day.

- ✓ A monitoring visit will be conducted in December.



## TECHNICAL ASSISTANCE PLAN

#	ISSUES ADDRESSED	IMPROVEMENT PLAN	RESOURCES TO CONTACT
	eligibility	Provided copies of ABC Compliance Audit Checklist and Child Portfolio Checklist to Ms. Harris. I will send the "Determining ABC eligibility documentation" document to Ms. Harris via email. <del>johnny</del> @aol.com johnny	
	financial / COPA	Nancy discussed if they have any questions - none at this time.	
	Staff files	I will look at professional development hours and employment contracts during compliance visit.	
	Mr. Harris can contact me at 501-320-8941 or email Kelly.alexander@arkansas.gov		

Nancy Epstein  
Kelly Alexander  
Program Reviewer

11-2-12  
Date

Leanne Harris  
Site Contact / Authorized Official

11-2-12  
Date

/ Candace Carrigan - lead teacher  
~~Lois~~ Lois Marie Hart - paraprofessional / center director  
qualifications on file  
(Kay Newborn - paraprofessional)  
floater



# ECERS-R Summary Report

**Review #: 4**

**Assessment Type: ABC**

**Facility:** HOURS OF JOY CHILD CARE  
CENTER

**Date:** 11/29/2012

**Agency:**

**Assessor:** MT

**Address:** 221 MAIN STREET

**Classroom:** abc-pre-k

ARKADELPHIA, AR 71923

**Teacher(s):** Marie Hart, Candace Carrigan

**License Number:** 6481

**# Children Enrolled:** 18

**County:** Clark

**# Children Present:** 12

**Region:** 5

**Youngest Birthdate:** 08/03/2008

**Oldest Birthdate:** 10/15/2007

## Score Overview

Overall Score:	4.71
Space and Furnishings	3.88
Personal Care Routines	2.83
Language-Reasoning	4.75
Activities	4.78
Interaction	6.40
Program Structure	5.50
Parents and Staff	5.67

## Items Marked Not Applicable

*Item*

### Activities

27. Use of TV, video, and/or computers

## Strengths: Items with Scores of 5 and Above

*Items with scores of 5 and above are described in this section. Scores in this range are considered by the Environment Rating Scales to reflect developmentally appropriate practices ranging in quality from "Good" (5 points) to "Excellent" (7 points). These items are considered to be strengths because they promote and support positive child development.*

<i>Item</i>	<i>Score</i>	<i>Indicator(s) Not Met</i>
<b>Space and Furnishings</b>		
4. Room arrangement for play	6	7.2
5. Space for privacy	7	
8. Gross motor equipment	7	
<b>Personal Care Routines</b>		



9. Greeting/departing	7	
<b>Language-Reasoning</b>		
16. Encouraging children to communicate	7	
<b>Activities</b>		
19. Fine motor	6	7.2
21. Music/movement	7	
24. Dramatic play	6	7.3 7.4
25. Nature/science	6	7.2
<b>Interaction</b>		
30. General supervision of children (other than gross motor)	7	
31. Discipline	7	
32. Staff-child interactions	7	
33. Interactions among children	7	
<b>Program Structure</b>		
34. Schedule	5	7.1 7.2
36. Group time	7	
37. Provisions for children with disabilities	6	7.1
<b>Parents and Staff</b>		
38. Provisions for parents	7	
39. Provisions for personal needs of staff	5	7.1 7.2
40. Provisions for professional needs of staff	6	7.2
41. Staff interaction and cooperation	6	7.1
42. Supervision and evaluation of staff	6	7.1

#### **Areas of Potential Growth: Items with Scores Less Than 5**

*Items with scores below 5 are considered by the Environment Rating Scales to reflect practices that are less than developmentally appropriate. The "Areas of Potential Growth" section also provides detailed information about the rationale for scoring certain indicators. This detail can help you understand how the assessor arrived at each item score in this section.*

<i>Item</i>	<i>Score</i>	<i>Indicator Rationale</i>
-------------	--------------	----------------------------



## Space and Furnishings

### 1. Indoor space

2

#### 3.3 Space in good repair.

*Space in good repair means that there are no major repair problems. The flooring is torn and missing in some areas of the hall/bathroom entrance; there is a large area by the sink that appears to have been caulked but is still a repair issue, the exit door to the playground has rotten wood at the bottom of the trim and this door does not close easily. In fact this door was just pulled in but not closed during the observation until the children went outside. All of these instances prevent receiving credit for the space being in good repair.*

#### 3.4 Space reasonably clean and well maintained.

*Space is reasonably clean and well maintained means that when messy activities are included in the program the space and furniture are cleaned after the activity and there must be evidence that daily maintenance takes place such as emptying the trash and cleaning the floor. Although the staff showed awareness of wiping up after activities there was obvious small dirt and trash on the carpet from the previous day since no one had entered the classroom before the children, teacher and assessor; therefore, credit can not be received for the classroom being clean and well maintained.*

### 2. Furniture for routine care, play, and learning

2

#### 3.1 Sufficient furniture for routine care, play, and learning.

*When determining whether furniture for routine care is sufficient, one must consider the sizes of cubbies in relation to what is stored in them to see if they can adequately accommodate all of each child's possessions. Each child enrolled in the group must have an individual cubby that is not shared with anyone else, with space for all possessions to be stored there. This is to reduce the spread of lice and scabies. When children's personal belonging, such as coats, extra clothing, blankets (if stored in cubbies,) are not reasonably well-separated, or if cubbies are so full that things fall onto the floor, 3.1 must be scored "No" because the cubbies are not adequate in size based on what must be stored in them.*

*The staff stated there are 18 children enrolled and they average about 13 children a day. There are 10 cubbies used which is not enough for each child to store their belonging. The cubbies that were accessible to some of the children were obviously not big enough because the coats were visibly hanging out and touching others. Credit can not be received for this indicator.*

### 3. Furnishings for relaxation and comfort

3

#### 5.1 Cozy area accessible to children for a substantial portion of the day.

*A "cozy area" is a clearly defined space with a substantial amount of softness where children may lounge, daydream, read, or play quietly. The cozy area must provide a substantial amount of softness for the children. This means that the cozy furnishings must allow a child to completely escape the normal hardness of the typical early childhood classroom. One small thing, in itself, does not create a cozy area.*

*Although there was a sofa in the manipulative area and*

a soft chair in the dramatic play area neither of these two items separately is enough to be considered a "cozy area".

**5.2 Cozy area is not used for active physical play.**

A "cozy area" must be present for this indicator to be considered.

**6. Child-related display**

**3**

**5.1 Much of the display relates closely to current activities and children in group (Ex. artwork or photos about recent activities).**

*"Much of the display" means about 30% of the materials displayed. The first part of this indicator requires that a relationship exist between what is displayed and the activities that the current group of children is experiencing. The intent here is for the teacher to use the display for children as a teaching tool that changes as topics of interest change and that adds more information to the children's experiences. For instance, if the group is talking about the season of the year, a science project they are doing, or an upcoming field trip, these things should be represented in the display. The second part of this indicator requires that the children themselves be represented in the display. It was posted in the room the theme is Christmas around the World.. There was no evidence that the display was used to support activities the group is experiencing which is required by the first part of this indicator. Although there were child drawn family pictures in the display, it is not enough to receive credit for the second part of this indicator.*

**5.2 Most of the display is work done by the children.**

*Most of the display in the classroom was teacher oriented such as bulletin boards, posters and posted items of importance, which does not meet the requirements of this indicator.*

**7. Space for gross motor play**

**1**

**1.2 Gross motor space is very dangerous (Ex. access requires long walk on busy street; same space used for play and parking lot; unfenced area for preschoolers).**

*Although no gross motor area that challenges children can ever be completely safe, the intent of this indicator is that major causes of serious injury are minimized, such as injury from falls onto inadequate cushioning surfaces, or entrapment, pinching of body parts, and protrusions from non-gross motor equipment that is in the space. The following are safety hazards in outdoor play area:*

*Although the fall zone cushioning was sufficient in the play areas, some of the spacing was not appropriate. If a child can fall from 30 inches or less the spacing around equipment must be at least 6 feet from the barrier or another piece of equipment. The slide on the ASTM approved tiles was 5 1/2 feet from the edge. The mini trampoline which was placed in the fall zone area was 2 feet from the climbing structure and the edge of the fall zone tiles. It must be noted if a child chooses to play on the trampoline an adult must be assigned to zone supervision of this piece of equipment.*

*Nails were an issue on the playground in different areas. There was a single nail on the concrete; nails were protruding out of the timbers and the boards under the air conditioning unit; the sharp point of at least 30 nails were sticking out of the front of the storage building. The fence is not properly attached in several areas and the gate will not close.*

*Trash was on the playground.*

*Because of all of the hazards listed above the gross motor space is considered dangerous for the children.*

## **Personal Care Routines**

### **10. Meals/snacks**

**1**

#### **3.2 Well-balanced meals/snacks.**

*USDA guidelines must be used to determine if children are served well balanced meals and snacks.*

*For breakfast USDA guidelines requires 1 serving of milk, 1 serving of a fruit or vegetable and 1 serving of grains or bread. On the day of the observation, the children were served milk and donuts. This does not meet the requirements for a well balanced breakfast. For a snack USDA guidelines requires 2 of the 4 possible components: milk, fruit/vegetable, grains/bread, meat/meat alternative. On the day of the observation the children were served grape juice, vanilla wafers and a slice of apple. This does not meet the requirements of a well balanced snack.*

#### **3.3 Sanitary conditions usually maintained.**

*Although the children and the staff do a thorough job of proper handwashing, the tables are not properly sanitized. To properly sanitize a table it is a two step process. First the table must be cleaned with a soap and water solution and dried with a separate paper towel or rag for each table. Secondly the table must be sprayed with a bleach solution which is allowed to sit on the surface for at least 2 minutes. On the day of the observation the first step was never observed and the bleach solution did not sit on the table surface for 2 minutes; therefore credit can not be received for this indicator.*

#### **3.5 Allergies posted and food/beverage substitutions made.**

*A food/beverage substitution made in case of allergies or family dietary restrictions must meet the primary meal/snack nutrient contribution of the food/beverage it replaces.*

*Water was used as a milk substitute which does not meet the requirements for this indicator.*

### **11. Nap/rest**

**4**

#### **5.3 All cots or mats are at least 3 feet apart or separated by a solid barrier.**

*Caring for Our Children, 3rd Edition, now requires 3 feet between cots/mats. 6 of the cots were 22 or 23 inches apart, therefore credit can not be received for this indicator.*

### **12. Toileting/diapering**

**2**

#### **3.1 Sanitary conditions are maintained.**

*If the same sink is used by either children or adults for both diapering/toileting and food-related routines (including toothbrushing) or for other purposes (to wash toys/other classroom equipment; after wiping nose), it*

*must be sanitized by spraying sink and faucets with a bleach solution after diapering/toileting use.*

*The children washed hands in the toileting sink before eating snacks. The teacher did attempt to sanitize the area but did not allow the bleach solution to sit on the surfaces for the required 2 minutes.*

**13. Health practices**

**2**

**3.2 Staff usually take action to cut down on the spread of germs.**

*There are not enough cubbies in the classroom for all the children to store their personal belongings nor are they big enough. On the day of the observation many of the coats in the cubbies were touching and the two children who did not have a cubby laid their jackets on top each other in the hall area by the restrooms. Because of the lack of provisions credit can not be received for this indicator.*

**14. Safety practices**

**1**

**1.2 Several hazards that could result in serious injury outdoors.**

*The following are safety hazards in outdoor play area: Although the fall zone cushioning was sufficient in the play areas, some of the spacing was not appropriate. If a child can fall from 30 inches or less the spacing around equipment must be at least 6 feet from the barrier or another piece of equipment. The slide on the ASTM approved tiles was 5 1/2 feet from the edge.*

*The mini trampoline which was placed in the fall zone area was 2 feet from the climbing structure and the edge of the fall zone tiles. It must be noted if a child chooses to play on the trampoline an adult must be in close proximity.*

*Nails were an issue on the playground in different areas. There was a single nail on the concrete; nails were protruding out of the timbers and the boards under the air conditioning unit; the sharp point of at least 30 nails were sticking out of the front of the storage building. The fence is not properly attached in several areas and the gate does not close at all.*

*Trash was on the playground.*

**Language-Reasoning**

**15. Books and pictures**

**4**

**5.1 A wide selection of books are accessible for a substantial portion of the day.**

*A "wide selection of books" includes a variety of topics: fantasy; factual information; stories about people, animals, and nature/science; books that reflect different cultures and abilities. In order to be given credit for a wide selection there must be at least 20 books for a group of up to 15 children, and at least one extra book for each additional child over that number permitted to attend. Approximately 3-4 examples of each topic are required.*

*There were not enough books accessible in the categories of Science/Nature, Abilities, or Animals to receive credit for a "wide selection".*

		<p><b>5.5 Staff read books to children informally (Ex. during free play, at naptime, as an extension of an activity).</b>  <i>Informal reading must be observed at least once to receive credit for this indicator. Examples of informal reading may include staff reading to an individual or small group during: free play, at naptime, an extension to an activity, a child who is having difficulty or requested by a child. No examples of informal reading took place during the observation.</i></p>
17. Using language to develop reasoning skills	4	<p><b>5.2 Children encouraged to talk through or explain their reasoning when solving problems (Ex. why they sorted objects into different groups; in what way are two pictures the same or different).</b>  <i>This indicator requires that staff encourage children to explain their reasoning when they have solved a logical problem using materials that stimulate reasoning. At least two instances must be observed to receive credit. No instances were observed.</i></p>
18. Informal use of language	4	<p><b>5.3 Staff add information to expand on ideas presented by children.</b>  <i>"Expand" means staff respond verbally to add more information to what a child says. For example, a child says, "Look at this truck," and the teacher responds, "It's a red dump truck. See, it has a place to carry things." Although the staff had many conversations with most of the children throughout the observation no examples of "expanding" on their ideas were observed.</i></p>
<b>Activities</b>		
20. Art	4	<p><b>5.1 Many and varied art materials accessible a substantial portion of the day.</b>  <i>"Many and varied" requires that 3-5 different art materials be accessible from at least four of the categories for a substantial portion of the day, and drawing materials is required as one of the four. The categories are drawing materials, paint, 3-dimensional materials, collage materials and tools. Although the requirements were met in all categories except paint and 3-dimensional materials no materials on the shelves were accessible to the children. During the observation the easel stayed in front of the art cabinet with no accessibility to the materials. No child was observed attempting to use any of the art materials except for the art activity that was provided by the teacher which met the drawing requirement in indicator 3.1.</i></p>
22. Blocks	4	<p><b>5.3 Special block area set aside out of traffic, with storage and suitable building surface (Ex. flat rug or other steady surface).</b>  <i>Usually, credit cannot be given if other materials, such as other fine motor toys, art, pretend play materials, or carpentry tools are included with the blocks and interfere with block play in any way. There were many hats, carpentry tools, large books and dramatic play gas station which prevents receiving credit for a "special" block area.</i></p>

**5.4 Block area accessible for play for a substantial portion of the day.**

*All block areas considered in calculating accessibility for a substantial part of the day must meet requirements of 5.1–5.3. Not receiving credit for 5.3 prevents receiving credit for 5.4.*

23. Sand/water

2

**3.1 Some provision for sand or water play accessible either outdoors or indoors.**

*To give credit, access does not need to be provided on a daily basis, but should be a regular part of the program, for example, at least for ¼ hour twice a week. Although the children had access to water during the observation, the accessibility to the water was for 21 minutes and the sand was accessible for 8 minutes. This does not meet the requirements for this indicator.*

26. Math/number

4

**5.1 Many developmentally appropriate materials of various types accessible (Ex. materials for counting, measuring, learning shape and size).**

*"Many" means approximately 3–5 of each type. Types consist of counting, measuring, comparing quantities, recognizing shapes and written numbers. There were not enough materials in comparing quantities to receive credit for "many".*

**5.2 Materials are accessible for a substantial portion of the day.**

*Requirements for 5.1 must be met to receive credit for this indicator.*

28. Promoting acceptance of diversity

4

**5.1 Many books, pictures and materials accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles (Ex. both historical and current images; males and females shown doing many different types of work including traditional and nontraditional roles).**

*For this indicator, many books, many pictures, and many materials are required, and all categories of diversity listed need to be included to some degree. Although there were several materials accessible, there were not enough books or pictures to receive credit for "many". The category of gender specific was not well represented.*

**Interaction**

29. Supervision of gross motor activities

4

**5.1 Staff act to prevent dangerous situations before they occur (Ex. remove broken toys or other dangers prior to children's use; stop rough play before children get hurt).**

*Act to prevent dangerous situations before they occur requires that supervising adults notice things that might cause accidents and correct them before an accident can occur. In this situation it would mean correcting many of the safety hazards present on the playground, picking up the trash including the loose nail, and drying off the equipment before the children enter the playground area.*

## **Program Structure**

### **35. Free play**

**4**

#### **5.3 Ample and varied toys, games, and equipment provided for free play.**

*Credit can not be received for this indicator due to the lack of accessibility to materials in art and the lack of materials in math/number.*

## **Parents and Staff**

### **43. Opportunities for professional growth**

**4**

#### **5.3 Monthly staff meetings held that include staff development activities.**

*The program coordinator stated they have two staff meetings per year. This does not meet the requirements for this indicator.*

## **General Comments**

The classroom environment was very safe and secure feeling for the children. The staff spoke to the children in a calm, interested and supportive manner.

Candace Carrigan who is listed as the lead teacher was only present for 1 hour and 45 minutes. It was stated that she leaves each day to go to her other job and Linda Harris steps in, if she is needed.



ARKANSAS BETTER CHANCE-ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS  
Compliance Audit Center Based Programs

12.6.12 10:10  
Date & Time of Review

Kelly Alexander  
Name of Reviewer

1  
# Classrooms

20  
# Slots

Hours of Joy  
Program

Site (if program has more than one)

Linda Harris  
ABC Coordinator/ Contact

MINIMUM STANDARDS/CLASSROOM PROGRAM

ITEM	COMPLIANCE	COMMENTS
9.2 Site has license in good standing?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	6481
9.5 Each classroom passed ECERS/ITERS/FCCERS	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
9.6 Program operates 7 instructional hours/day	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	7:30 - 3:30
9.6 Program operates 178 days per year	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

BETTER BEGINNINGS - CENTERS

ITEM	COMPLIANCE	COMMENTS
9.5 Has the ABC Coordinator attended "PAS/BAS Basics" training?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
9.5 Does the ABC Coordinator meet TAPP Foundation 3?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/>	
9.5 Does the ABC Family Home teacher meet TAPP Foundation 2?	Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input checked="" type="checkbox"/>	
9.5 Does the ABC Coordinator have 21 clock hours of training in program planning/management and/or leadership?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
9.5 Do all returning ABC staff meet TAPP Foundation 1 or higher?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
9.5 Has the ABC Coordinator/Family Home Teacher attended an ERS training?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
9.5 Has the ABC Coordinator completed a training on DAP physical activities for children?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
9.5 Does the program document the distribution of ARKids 1st information to uninsured children?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
9.5 Does the program share information on child development and health with families?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
9.5 Are medical and education care plans involving a child written and on file with documented implementation and with confidentiality maintained?	Yes <input type="checkbox"/> No <input type="checkbox"/>	

not applied

STAFF CHILD RATIO

ITEM	COMPLIANCE	COMMENTS
10.1 Does the group size exceed the maximum capacity for the classroom?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
10.2 Is the staff/child ratio observed in all ABC Classrooms? Preschool 1:10 ratio Toddler 1:7 ratio Infant 1:4 ratio	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/>	2:12 Lois + Gayla 1:12 on playground
12.3 Are appropriate staffing patterns adhered to for multi-classroom sites?	Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input checked="" type="checkbox"/>	

PROFESSIONAL DEVELOPMENT

ITEM	COMPLIANCE	COMMENTS
11.09 Did all returning ABC classroom staff obtain 30 hours of professional development in the previous year?	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	ok
11.11 Are all ABC staff attending mandatory trainings?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	ECERS, WBS for Lois,
11.12 Are all ABC staff registered on the TAPP Registry?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
11.13 Do all staff have an employee agreement in writing?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	last year none on Gayla

Lois Hart  
Gayla Johnson

no salary information





SECTION 1: QUALIFICATIONS		COMMENTS
1.1	Does Lead Teacher meet minimum qualifications?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> SQP <input type="checkbox"/> NA <input type="checkbox"/> Candace?
1.2	Do other Classroom Teachers meet minimum qualifications?	Yes <input type="checkbox"/> No <input type="checkbox"/> SQP <input type="checkbox"/> NA <input checked="" type="checkbox"/>
1.3	Do paraprofessionals meet minimum qualifications?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> SQP <input type="checkbox"/> NA <input type="checkbox"/> Lol's Gayla -
1.4	Has ABC Coordinator attended NDO?	Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Linda
1.5	Does ABC Coordinator meet licensing requirements?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> " no credentials
1.6	Does the Infant/Toddler teacher meet minimum requirements?	Yes <input type="checkbox"/> No <input type="checkbox"/> SQP <input type="checkbox"/> NA <input checked="" type="checkbox"/>
1.7	Has an SQP been approved and implemented for any staff not meeting minimum qualifications?	Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input checked="" type="checkbox"/>
1.8	Have progress reports been submitted for any staff on an SQP?	Jan 31 <input type="checkbox"/> July 31 <input type="checkbox"/> N/A

SECTION 2: PROGRAM QUALITY		COMMENTS
2.1	Is an approved curriculum used?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Curriculum: <u>Sublantic</u>
2.2	Does program have a working email address which is checked daily?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.3	Does every child's file have a completed and dated application?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.4	Does every child's file have documentation of eligibility?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Ashley D. Christian H. Over income
2.5	Does every child's file have a copy of their birth certificate/record?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Ashley C.
2.6	Is documentation of dual eligibility in child's file, if applicable?	Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input checked="" type="checkbox"/>
2.7	Are emergency information and parental authorizations in each child's file?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.8	Does every child's file have a current health screening?	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.9	Does every child's file have current immunizations?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.10	Does every child's file have a completed developmental screening?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Screening: <u>Brigance</u>
2.11	Is there a collection of each child's work samples?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.12	Are there examples of teacher's observations on each child?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.13	Are there summaries of parent/teacher conferences for each child?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
2.14	Were developmental screenings completed within 45 days of enrollment?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.15	Were necessary referrals made within 7 days?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.16	Were all health screenings completed within 45 days of enrollment?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.17	Were all children's immunizations current or on a "catch up" schedule?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.18	Is there a transition plan for moving children to kindergarten?	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.19	Does center provide free meals and snacks to ABC children?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.20	Do parents pay any fees or are required to provide supplies or food?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Item	Requirement	Comments
12.1	All family, child and staff data is current in COPA? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
12.2	Work Sampling data documentation system in place. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
12.3	Every classroom shall be equipped with a computer Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Item	Requirement	Comments
13.1	Does the parent handbook contain a clearly outlined attendance and tardy policy? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
13.2	Is a signed copy of parent handbook statement in child's file? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
13.3	Does Parent Handbook include Behavior Policy? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
13.4	Does site have a plan for parental involvement that includes opportunities for parental input into program operation and design? Yes <input type="checkbox"/> No <input type="checkbox"/>	
13.5	Does site have an open door policy for parents that encourages visiting and participation? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
13.6	Are there opportunities for at least 2 parent/teacher conferences? Yes <input type="checkbox"/> No <input type="checkbox"/>	
13.7	Does program use a parent handbook? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
13.8	Does the program have a collaboration plan with community/school district/educational coops, etc? Yes <input type="checkbox"/> No <input type="checkbox"/>	

Item	Requirement	Comments
21.1	Does the group size in the ABC family home exceed 16 children or the maximum licensing capacity, whichever is less? Yes <input type="checkbox"/> No <input type="checkbox"/>	
21.2	Does the ABC family home teacher have a CDA? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
21.3	Does the ABC family home teacher have 4 year degree? Yes <input type="checkbox"/> No <input type="checkbox"/> SQP <input type="checkbox"/>	
21.4	If over 10 children, does the second staff person have a CDA? Yes <input type="checkbox"/> No <input type="checkbox"/> SQP <input type="checkbox"/> NA <input type="checkbox"/>	

COPA - attendance ✓  
 health - partial  
 developmental - partial  
 referral/disability - X

# PROGRAM IMPROVEMENT PLAN

For each "NO" checked on the compliance list, the program reviewer must complete the table below. After completing the information, program reviewer and site contact must sign and the site director must receive a copy of the checklist and program improvement plan. If you are requesting technical assistance, a copy of the checklist and Program Improvement Plan must be forwarded to ASU Childhood Services.

#	AREA OF CONCERN	PLAN OF ACTION	COMPLIANCE DATE	COMPL. ADJUST DATE
✓ 4.05	eligibility	No documentation of income for family of Caylee D.	12.16.12	1-16-13
✓ 4.10	ineligible child	Family of Christian H. is over-income for family of 5 - income is 69,748 and limit is 64,020.	12.16.12	changed in COPA 1-8-13
✓ 4.06	Age documentation	No birth certificate for Ashley C.	12.16.12	1-16-13
✓ 7.01	COPA information	Health (growth assessment, vision/hearing screening), <del>and</del> developmental screenings and referral/disability information (on applicable children) is incomplete - needs to be entered for all children.	12.16.12	
✓ 9.05	Better Beginnings/ERS	Program needs to score at least 5.00 on ERS - scored 4.71 on last review. Program must meet requirements for at least Level 1 of Better Beginnings: Coordinator needs to attend PPS Basics training, ERS training & training on developmentally appropriate physical activities.	3.6.13 on next available	

Failure to complete the Program Improvement Plan may result in immediate termination from the ABC Program, denial of future ABC funds, repayment of funds and exclusion from participation in any DHS program.

I certify that the above named program and site has been evaluated in person and is true to the best of my knowledge. I will conduct follow-up as necessary to ensure compliance and to take additional action and request technical assistance, if appropriate.

Kelly Aeyandn Henry Plante  
Program Reviewer

12-6-12  
Date

The items listed in this checklist have been reviewed with me. I agree to follow the Program Improvement Plan listed above and will comply with instructions given me by Division ABC staff or any authorized representative. I understand that this information will be used to evaluate applications for renewal funding and that adverse action could result if the program does not comply with this Program Improvement Plan. A copy of this checklist has been provided to me.

X Lashon Harris  
Site Contact/Authorized Official

12-6-12  
Date

PIP page 1 of 2

jhunny71@aol.com

Frog. im Improvement Plan Page 6

Area of concern	Plan of Action	Compliance Date
1.01 Staff qualifications	- There must be a qualified lead teacher present at all times ABC children in care: Mr. Carrigan not present, Ms. Hart stated she only attends every other day.	12.6.12
1.02 Staff/Child ratio	- Gayla Johnson is aide - no credentials submitted. Viewed 1:12 on playground. Ms. Johnson came in to prepare lunch. Ms. Harris stated she thought ratio could be 1:15. Ms. Harris went outside to fill in.	12.16.12 1-16-13 corrected during visit
1.11 Professional development	Ms. Hart has not had ECERS refresher since 2010 and WSS since 6-2009. ECERS is required annually and WSS every 2 years.	3.6.13 or next available
1.13 employment agreements	Employment agreement needs to include employee's salary + fringe benefits and be signed annually.	12.16.12
3.09 children's files	No copies of parent/teacher conference summaries available.	ongoing
9.08 parent handbook	A signed statement that parents have received a copy of the parent handbook needs to be in each child's file.	12.16.12

Kelly Alexander  
Nancy Plantette

12.6.12

Donald Harris





# Arkansas Department of Human Services

Division of Child Care and Early Childhood Education



P.O. Box 1437, Slot S-140 Little Rock, AR 72203-1437 • 501-682-4891 • Fax: 501-682-2317 • TDD: 501-682-1550

January 13, 2013

Mr. and Mrs. Johnny Harris  
Hours of Joy Child Care, Inc.  
221 Main Street  
Arkadelphia, AR 71923

Dear Mr. and Mrs. Harris:

The Arkansas Better Chance (ABC) Administration has revised the grant process for participation in the program to strengthen accountability and to more closely align with the procedures utilized by other early care and education programs like Head Start.

Starting with the 2013-2014 grant period, ABC programs operating in accordance with the *Arkansas Department of Education Rules Governing the Arkansas Better Chance Program* will complete a standard grant renewal application. Programs identified as having ongoing compliance issues will complete a competitive grant application.

**This is to inform you that your program will be required to submit a competitive grant application for the 2013-2014 grant period.**

Please be aware that the requirement to submit a competitive grant application does not mean that the slots will automatically be awarded to a different provider. This requirement indicates that the application process will be competitive with all applicants considered. As you are aware, ABC funds do not automatically carry forward each year, but are renewable and awarded on an annual basis.

The ABC Administration is currently developing the application and instruments. As the time for implementation of the process draws closer, staff will provide training to all interested providers. If you have any questions, please feel free to contact me at [paige.cox@arkansas.gov](mailto:paige.cox@arkansas.gov) or 501-320-8940.

Sincerely,

Paige Cox  
State Pre-K/ABC Administrator

cc: Tonya Russell, Director  
Kelly Alexander, Program Specialist



**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

**1. Article Addressed to:**

Mr. and Mrs. Johnny  
Harris  
Hours of Joy  
221 Main St.  
Arkadelphia, AR  
71923

**2. Article Number**

(Transfer from service label)

7003 2260 0000 3966 7861

PS Form 3811, August 2001

**COMPLETE THIS SECTION ON DELIVERY**

**A. Signature**

*[Signature]*

☐ Agent

☒ Addressee

**B. Received by (Printed Name)**

D. W. Harris

**C. Date of Delivery**

11/6/13

**D. Is delivery address different from item 1? ☐ Yes**

If YES, enter delivery address below: ☐ No

**3. Service Type**

☒ Certified Mail

☐ Express Mail

☐ Registered

☐ Return Receipt for Merchandise

☐ Insured Mail

☐ C.O.D.

**4. Restricted Delivery? (Extra Fee)**

☐ Yes

Domestic Return Receipt

102505-02-M-1540



*HOURS OF JOY CHILDCARE, Inc.*  
*501 Main Street- Gurdon, AR*  
*(870) 353-4672*  
*221 Main Street - Arkadelphia, AR*  
*(870) 246-8212*

January 17, 2013

Ms. Cox:

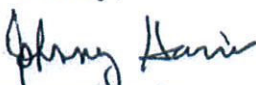
I received your letter dated January 13, 2013. In the letter it was concluded that Hours of Joy would no longer be able to compete with the Standard Application process but because of rules changes we would have to be moved to the competitive grant application.

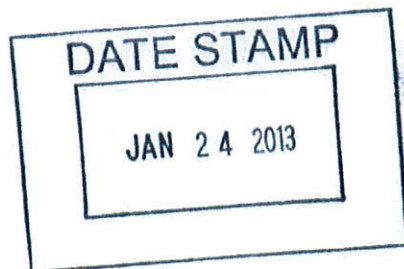
First we are requesting what area we are out of compliances with. There are to our knowledge no areas where we are out of compliance. Again, we feel the rules have been changed that penalize our agency.

We have been in operation since 1985 and continue to be subjected to rule changes which adversely affect our agency. I have gotten numerous e-mails where other agencies have been given extensions to complete information request.

I am now requesting specific reasons and areas of non-compliance which we are guilty of. Please send in writing sighting the areas. As late as this year in your office, you, Tonya, Tassie, my wife, and me, were sent a letter stating you agree with our presentation and the facts against us were incorrect. If there are any compliance areas, please advise.

Sincerely;

  
Johnny Harris







# Arkansas Department Of Human Services



## Division of Child Care and Early Childhood Education

P.O. Box 1437, Slot S-140 Little Rock, AR 72203-1437 Phone 501-682-0494 Fax 501-682-4897 TDD: 501-682-1550

February 19, 2013

Mr. Johnny Harris  
Hours of Joy Child Care, Inc.  
221 Main Street  
Arkadelphia, AR 71923

Dear Mr. Harris:

I am writing in response to your letter, received on January 24, 2013, requesting information regarding Hours of Joy's areas of ABC noncompliance. Following please find a list of issues cited during the ABC monitoring review conducted by Kelly Alexander and Nancy Pearlstein on December 6, 2012:

**ABC Regulation 4.05:** To enroll an eligible child, the child's parent or guardian shall furnish documentation of eligibility and other required information, including household income and household member information. A list of acceptable documentation will be published annually by DCCECE. Children of parents or guardians refusing to furnish required information shall be deemed ineligible for participation. Programs are responsible for verifying eligibility before the child attends and shall maintain copies of eligibility documentation in the child's record.

- One child's record did not have documentation of parent's income.

**ABC Regulation 4.06:** A copy of the child's birth certificate or hospital record listing a date of birth is required. If official documentation of date of birth is unavailable, the ABC program shall follow the guidelines of the local school district in such instances.

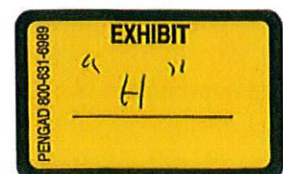
- One child's record was lacking documentation of the date of birth.

**ABC Regulation 4.10:** Agencies shown to have enrolled ineligible children or children with no documentation of eligibility shall be required to repay the funds expended on behalf of the child to DHS.

- One child is over the income limit for ABC.

**ABC Regulation 7.01:** All child, family and staff information shall be maintained in COPA by the program. Attendance shall be taken daily and recorded in COPA at least monthly. Initial data must be entered by the due date set and published by DCCECE. Agencies shall update COPA data within ten (10) days of any change to family, child or staff data.

- Health information (growth assessment, vision/hearing screenings), developmental screening results, and referral and disability information (on applicable children) has not been entered on all children in COPA.





**ABC Regulation 9.05:** All ABC classrooms shall meet the criteria for becoming an “approved” Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations, Ark. Code Ann. § 6-45-103 and 106. An overall score of 5.0 is required for the ERS which is applicable to each classroom.

- The program scored 4.71 on the ERS review conducted on 11/29/2012. This was the 4<sup>th</sup> ERS visit with a score below 5.0.
- As part of Better Beginnings, Level 1 (the current “approved” system), the ABC Coordinator is required to attend PAS Basics training, ERS training, and training on developmentally appropriate physical activities. The ABC Coordinator has not attended any of these trainings.

**ABC Regulation 9.08:** Programs shall utilize a parent handbook specifically designed for the ABC program. Attendance and tardy policies shall be clearly outlined in the handbook. Parents shall sign a statement stating that they have received a copy of the handbook and understand its contents. Programs shall maintain a copy of the signed statement in the child record. Programs should direct specific cases to DCCECE for technical assistance or guidance.

- A signed statement that parents have received a copy of the handbook was missing in each child’s file.

**ABC Regulation 10.02:** The adult-to-child ratio in any classroom with ABC children shall not exceed:

- 1:4 (birth to 18 months)
- 1:7 (18 months – 3 years)
- 1:10 (3 years – 5 years)

- A ratio of 1:12 with ages 3 years – 5 years was viewed on the playground.

**ABC Regulation 11.01:** The lead teacher shall hold a standard Arkansas teacher license with P-4 certification. Non-public school based or non-education cooperative based ABC programs may hire a non-certified teacher with a bachelor’s degree in early childhood education or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license. The Division shall consider degree exemptions for non-public school/coop. based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development. Lead teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.

- There is not a qualified lead teacher present at all times ABC children are in care. During the visit, two paraprofessionals were viewed in the classroom.
- ERS staff noted in their review on November 29, 2012: *Candace Carrigan who is listed as the lead teacher was only present for 1 hour and 45 minutes. It was stated that she leaves each day to go to her other job and Linda Harris steps in, if she is needed.*

**ABC Regulation 11.11:** In addition to the requirements of 11.10, coordinators for each ABC program shall ensure that all appropriate staff members attend mandatory ABC training (budgets, reporting, assessments, information technology, etc.) provided by DCCECE. Programs with staff members not adhering to these requirements are subject to the terms of a compliance plan as outlined in Section 22.

- One staff member has not had ERS refresher training since 2010 and Work Sampling training since 2009. ERS training is required annually and Work Sampling training is required every 2 years.

**ABC Regulation 11.13:** ABC programs shall establish an employment agreement in writing with all classroom staff. This agreement shall outline working conditions, dates and hours of employment, compensation and fringe benefits. A copy of the public school teacher contract shall satisfy this requirement.

- The employment agreement did not include employee's salary and fringe benefits. These need to be updated annually.

**ABC Regulation 13.09:** Programs shall maintain an individual child record on site. At a minimum, the record shall contain copies of:

- Birth certificate, hospital birth record or other official verification of birth date
- Documentation of child eligibility
- Completed and dated application form
- Emergency information, including non-parental contact and medical information
- Parental authorization for medical care, daily pick-up and field trips
- Completed health form and immunization record (or proof of current immunizations)
- Record of completed developmental screening
- Samples of child's work
- Teacher and parent observations and summaries of parent-teacher conferences
- Work Sampling Developmental Checklists

- No copies of parent/teacher conference summaries were located in the children's files.

As stated in the Hours of Joy, Inc. Arkansas Better Chance Program Grant Agreement, Item Q: *Participating agencies are required to reapply annually for the ABC Grant. Discretion in the renewal of this grant agreement past June 30, 2013 rest solely with DCCECE, ADE and the State Board of Education.* In addition, Hours of Joy, Inc. failed to meet conditions 1, 2, 3 and 5 as cited in Section 4 of the grant agreement. Please, also, reference the ADE Rules governing the Arkansas Better Chance Program [Section 22.02 and 22.03] for information outlining compliance.

Please be aware that the Division of Child Care and Early Childhood Education will be placing slots up for competitive bid from agencies located across the state, not just Hours of Joy Child Care, Inc. Hours of Joy, Inc. will be given the opportunity to apply for the slots.

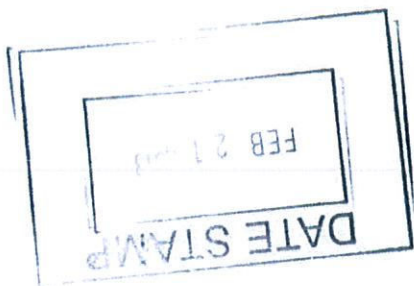
If you have any additional questions, please don't hesitate to let me know.

Sincerely,



Paige Cox  
State Pre-K/ABC Administrator

cc: Tonya Russell, Division Director  
Kelly Alexander, ABC Program Specialist



**HOURS OF JOY CHILDCARE, Inc.**  
501 Main Street- Gurdon, AR  
(870) 353-4672  
221 Main Street - Arkadelphia, AR  
(870) 246-8212

Thanks for your response;

**It did take some time. I would like to respond to each item. Non-compliance is not having deficiencies but to not rectify deficiencies. Every facility has deficiencies so you have improperly defined and the items listed are deficiencies not non-compliance. We have complied with each area.**

ABC Regulation 4.05: To enroll an eligible child, the child's parent or guardian shall furnish documentation of eligibility and other required information, including household income and household member information. A list of acceptable documentation will be published annually by DCCECE. Children of parents or guardians refusing to furnish required information shall be deemed ineligible for participation. Programs are responsible for verifying eligibility before the child attends and shall maintain copies of eligibility documentation in the child's record.

➤ **One child's** record did not have documentation of parent's income.

ABC Regulation 4.06: A copy of the child's birth certificate or hospital record listing a date of birth is required. If official documentation of date of birth is unavailable, the ABC program shall follow the guidelines of the local school district in such instances.

➤ **One child's** record was lacking documentation of the date of birth.

ABC Regulation 4.10: Agencies shown to have enrolled ineligible children or children with no documentation of eligibility shall be required to repay the funds expended on behalf of the child to DHS.

➤ **One child** is over the income limit for ABC.

**That child was removed and we gave you what we had.**

ABC Regulation 7.01: All child, family and staff information shall be maintained in COPA by the program. Attendance shall be taken daily and recorded in COPA at least monthly. Initial data must be entered by the due date set and published by DCCECE. Agencies shall update COPA data within ten (10) days of any change to family, child or staff data.

➤ Health information (growth assessment, vision/hearing screenings), developmental screening results, and referral and disability information (on applicable children) has not been entered on all children in COPA.

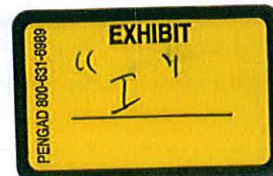
**Your person for COPA has left and it was difficult to get assistance to make entries.**

ABC Regulation 9.05: All ABC classrooms shall meet the criteria for becoming an "approved" Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations, Ark. Code Ann. § 6-45-103 and 106. An overall score of 5.0 is required for the ERS which is applicable to each classroom.

➤ The program scored 4.71 on the ERS review conducted on 11/29/2012. This was the 4th ERS visit with a score below 5.0.

➤ As part of Better Beginnings, Level 1 (the current "approved" system), the ABC Coordinator is required to attend PAS Basics training, ERS training, and training on developmentally appropriate physical activities. The ABC Coordinator has not attended any of these trainings.

**We had this discussion and no facility at that meeting has every been denied funding due to a subjective test. It can only be used to assist and not penalize.**





ABC Regulation 9.08: Programs shall utilize a parent handbook specifically designed for the ABC program. Attendance and tardy policies shall be clearly outlined in the handbook. Parents shall sign a statement stating that they have received a copy of the handbook and understand its contents. Programs shall maintain a copy of the signed statement in the child record. Programs should direct specific cases to DCCECE for technical assistance or guidance.

➤ A signed statement that parents have received a copy of the handbook was missing in each child's file.

**We have had a handbook from the beginning of our program and at no time has it been brought to our attention that it did not meet your guidelines.**

ABC Regulation 10.02: The adult-to-child ratio in any classroom with ABC children shall not exceed:

☐ 1:4 (birth to 18 months)

☐ 1:7 (18 months – 3 years)

☐ 1:10 (3 years – 5 years)

➤ A ratio of 1:12 with ages 3 years – 5 years was viewed on the playground.

**I was not there and we have more than enough staff to meet those requirements.**

ABC Regulation 11.01: The lead teacher shall hold a standard Arkansas teacher license with P-4 certification. Non-public school based or non-education cooperative based ABC programs may hire a non-certified teacher with a bachelor's degree in early childhood education or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license. The Division shall consider degree exemptions for non-public school/coop. based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development. Lead teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.

➤ There is not a qualified lead teacher present at all times ABC children are in care. During the visit, two paraprofessionals were viewed in the classroom.

➤ ERS staff noted in their review on November 29, 2012: *Candace Carrigan who is listed as the lead teacher was only present for 1 hour and 45 minutes. It was stated that she leaves each day to go to her other job and Linda Harris steps in, if she is needed.*

**According to the regulations she does hold a degree. She also works for the HSU Program. If she is not certified, what else does she need.**

ABC Regulation 11.11: In addition to the requirements of 11.10, coordinators for each ABC program shall ensure that all appropriate staff members attend mandatory ABC training (budgets, reporting, assessments, information technology, etc.) provided by DCCECE. Programs with staff members not adhering to these requirements are subject to the terms of a compliance plan as outlined in Section 22.

➤ One staff member has not had ERS refresher training since 2010 and Work Sampling training since 2009. ERS training is required annually and Work Sampling training is required every 2 years.

**I still hold to the statement that only one person is a deficiency. Deficiencies can be corrected. You will and have found deficiencies in every facility unless they are all making perfect scores.**

ABC Regulation 11.13: ABC programs shall establish an employment agreement in writing with all classroom staff. This agreement shall outline working conditions, dates and hours of employment, compensation and fringe benefits. A copy of the public school teacher contract shall satisfy this requirement.

➤ The employment agreement did not include employee's salary and fringe benefits. These need to be updated annually.



## SECTION 4 – CHILD ELIGIBILITY

- 4.01 The ABC Program serves educationally deprived children, ages birth through 5 years, excluding a kindergarten program. The Arkansas Better Chance for School Success Program serves children ages 3 and 4 years from families with gross income not exceeding 200% of the FPL. Programs wishing to enroll a kindergarten-eligible child must obtain a written waiver from DCCECE before enrolling the child in ABC. Parents must also complete a kindergarten waiver process through the local school district.
- 4.02 To be eligible, children shall reside within the boundaries of an Arkansas school district. Programs may accept children outside of their local area if they have exhausted local recruiting efforts and have unfilled ABC slots.
- 4.03 Eligible children for the ABC program shall have at least one of the following characteristics:
- |   |   |
|---|---|
| -Family with gross income not exceeding exceeding 200% of FPL       | -Has a demonstrable developmental delay as identified through screening       |
| -Parents without a high school diploma or GED                       | -Eligible for services under IDEA   |
| -Low birth weight (below 5 pounds, 9 ounces)                        | -Income eligible for Title I programs   |
| -Parent is under 18 years of age at child's birth                   | -Limited English Proficiency  |
| -Immediate family member has a history of substance abuse/addiction | -Parent has history of abuse of neglect<br>Or is a victim of abuse or neglect |
- 4.04 Eligible children for the ABC for School Success program must meet the following qualifications:
- |  |   |
|--|---|
| -Must be three or four years old by ADE cutoff date. | -A program is available in the area where the child resides and there is available space for the child to attend. |
| -Gross family income $\leq$ 200% of FPL              |   |
- To receive special education services a child must reside within certain district/co-op boundary lines.
- 4.05 To enroll an eligible child, the child's parent or guardian shall furnish documentation of eligibility and other required information, including household income and household member information. A list of all acceptable documentation will be published annually by DCCECE. Children of parents or guardians refusing to furnish required information shall be deemed ineligible for participation. Programs are responsible for verifying eligibility before the child attends and shall maintain copies of eligibility documentation in the child's record.

**We have contracts but your guidelines put us in a bad situation that when we sign agreements, you withhold funds because children drop out and we are penalized.**

ABC Regulation 13.09: Programs shall maintain an individual child record on site. At a minimum, the record shall contain copies of:

- ☐ Birth certificate, hospital birth record or other official verification of birth date
- ☐ Documentation of child eligibility
- ☐ Completed and dated application form
- ☐ Emergency information, including non-parental contact and medical information
- ☐ Parental authorization for medical care, daily pick-up and field trips
- ☐ Completed health form and immunization record (or proof of current immunizations)
- ☐ Record of completed developmental screening
- ☐ Samples of child's work
- ☐ Teacher and parent observations and summaries of parent-teacher conferences
- ☐ Work Sampling Developmental Checklists

➤ No copies of parent/teacher conference summaries were located in the children's files.

**Another deficiency.**

As stated in the Hours of Joy, Inc. Arkansas Better Chance Program Grant Agreement, Item Q: *Participating agencies are required to reapply annually for the ABC Grant. Discretion in the renewal of this grant agreement past June 30, 2013 rest solely with DCCECE, ADE and the State Board of Education.* In addition, Hours of Joy, Inc. failed to meet conditions 1, 2, 3 and 5 as cited in Section 4 of the grant agreement. Please, also, reference the ADE Rules governing the Arkansas Better Chance Program [Section 22.02 and 22.03] for information outlining compliance.

Please be aware that the Division of Child Care and Early Childhood Education will be placing slots up for competitive bid from agencies located across the state, not just Hours of Joy Child Care, Inc. Hours of Joy, Inc. will be given the opportunity to apply for the slots.

**We disagree with that decision. We again feel that we have been singled out for removal. This in our opinion is a means to do what others have not been able to do. There is nothing that shows non-compliance. Since 1985 staff in your agency has consistently changed but the treatment has not. Children are still receiving care in spite of monies being removed, our request for reviewers to be removed because of conflict of interest.**

**As I stated earlier and you said to me, a new law was passed, now you said it is at your discretion. If there is no law you gave incorrect information, which says what I have saying. Refer to your previous letters. I requested the Law. You changed your reply. All agencies have been the opportunity to correct deficiencies. All that you show in this letter happened in December. You wrote me a letter in January. Not much time to correct deficiencies which you now call non-compliance. Consider this our request for grievance.**

If you have any additional questions, please don't hesitate to let me know.

Sincerely,

  
Johnny Harris





# Arkansas Department Of Human Services



## Division of Child Care and Early Childhood Education

P.O. Box 1437, Slot S-140 Little Rock, AR 72203-1437 Phone 501-682-0494 Fax 501-682-4897 TDD: 501-682-1550

March 13, 2013

Mr. Johnny Harris  
Hours of Joy Child Care, Inc.  
221 Main Street  
Arkadelphia, AR 71923

Dear Mr. Harris:

I am writing in response to your letter, received on February 21, 2013. We take your concerns very seriously; therefore, it takes us time to respond. I met with Kelly Alexander, your ABC Program Specialist to ensure that we provided you with the most accurate and updated information. For the purposes of this letter, please note that all of your initial comments from your February letter are in "red" font, and my responses are in "green" font.

"It did take some time. I would like to respond to each item. Non-compliance is not having deficiencies but to not rectify deficiencies. Every facility has deficiencies so you have improperly defined and the items listed are deficiencies not non-compliance. We have complied with each area."

**The Arkansas Better Chance (ABC) Program does not differentiate between "noncompliance" and "deficiency." We define "noncompliance" as failing to meet any ABC requirement.**

**ABC Regulation 4.05: To enroll an eligible child, the child's parent or guardian shall furnish documentation of eligibility and other required information, including household income and household member information. A list of acceptable documentation will be published annually by DCCECE. Children of parents or guardians refusing to furnish required information shall be deemed ineligible for participation. Programs are responsible for verifying eligibility before the child attends and shall maintain copies of eligibility documentation in the child's record.**

- One child's record did not have documentation of parent's income.

**According to ABC Regulation 4.05, "To enroll an eligible child, the child's parent or guardian shall furnish documentation of eligibility and other required information, including household income and household member information...Programs are responsible for verifying eligibility before the child attends and shall maintain copies of eligibility documentation in the child's record." Each ABC program is required to maintain documentation for each ABC child.**

**ABC Regulation 4.06: A copy of the child's birth certificate or hospital record listing a date of birth is required. If official documentation of date of birth is unavailable, the ABC program shall follow the guidelines of the local school district in such instances.**

- One child's record was lacking documentation of the date of birth.





ABC Regulation 4.06 states, "A copy of the child's birth certificate or hospital record listing a date of birth is required."

ABC Regulation 4.10: Agencies shown to have enrolled ineligible children or children with no documentation of eligibility shall be required to repay the funds expended on behalf of the child to DHS.

- One child is over the income limit for ABC.  
"That child was removed and we gave you what we had."

According to our records, Hours of Joy, Inc. never removed the child from COPA as required. In fact, we at the State ABC Office changed the program model of the child.

ABC Regulation 7.01: All child, family and staff information shall be maintained in COPA by the program. Attendance shall be taken daily and recorded in COPA at least monthly. Initial data must be entered by the due date set and published by DCCECE. Agencies shall update COPA data within ten (10) days of any change to family, child or staff data.

- Health information (growth assessment, vision/hearing screenings), developmental screening results, and referral and disability information (on applicable children) has not been entered on all children in COPA.  
"Your person for COPA has left and it was difficult to get assistance to make entries."

On November 2, 2012, Kelly Alexander and Nancy Pearlstein conducted a technical assistance visit at your center. In the plan signed by Linda Harris, it was noted that Ms. Pearlstein asked Ms. Harris if there were any questions surrounding COPA, and it was indicated that she had no questions. During the ABC program review on December 6, 2012, Ms. Harris was provided copies of Hours of Joy, Inc. COPA reports and was told that the ABC Data Specialist (Kathy Miles) would be available to provide assistance if help was needed with entering the information. Ms. Miles's phone number was also provided.

ABC Regulation 9.05: All ABC classrooms shall meet the criteria for becoming an "approved" Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations, Ark. Code Ann. § 6-45-103 and 106. An overall score of 5.0 is required for the ERS which is applicable to each classroom.

- The program scored 4.71 on the ERS review conducted on 11/29/2012. This was the 4<sup>th</sup> ERS visit with a score below 5.0.
- As part of Better Beginnings, Level 1 (the current "approved" system), the ABC Coordinator is required to attend PAS Basics training, ERS training, and training on developmentally appropriate physical activities. The ABC Coordinator has not attended any of these trainings.

"We had this discussion and no facility at that meeting has ever been denied funding due to a subjective test. It can only be used to assist and not penalize."

ERS scores are not the sole reason for denying funding to an agency. However, ERS scores are looked at as part of the total picture of an ABC program's performance.

ABC Regulation 9.08: Programs shall utilize a parent handbook specifically designed for the ABC program. Attendance and tardy policies shall be clearly outlined in the handbook. Parents shall sign a statement stating that they have received a copy of the handbook and understand its contents. Programs shall maintain a copy of the signed statement in the child record. Programs should direct specific cases to DCCECE for technical assistance or guidance.



- A signed statement that parents have received a copy of the handbook was missing in each child's file.

"We have had a handbook from the beginning of our program and at no time has it been brought to our attention that it did not meet your guidelines."

**The program was not cited for lacking a parent handbook; rather, the citation was for not maintaining a signed parent statement in each child's file acknowledging that parents had received a copy of the handbook and understood its contents.**

**ABC Regulation 10.02: The adult-to-child ratio in any classroom with ABC children shall not exceed:**

- 1:4 (birth to 18 months)
- 1:7 (18 months – 3 years)
- 1:10 (3 years – 5 years)

- A ratio of 1:12 with ages 3 years – 5 years was viewed on the playground.

"I was not there and we have more than enough staff to meet those requirements."

**Adult-to-child ratios are required to be in place at all times. On December 6, 2012, the ratio on the playground was observed by Kelly Alexander. Gayla Johnson, who had been with the class (along with Lois Hart) was inside the building preparing lunch when the classroom was on the playground.**

**ABC Regulation 11.01: The lead teacher shall hold a standard Arkansas teacher license with P-4 certification. Non-public school based or non-education cooperative based ABC programs may hire a non-certified teacher with a bachelor's degree in early childhood education or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license. The Division shall consider degree exemptions for non-public school/coop. based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development. Lead teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.**

- There is not a qualified lead teacher present at all times ABC children are in care. During the visit, two paraprofessionals were viewed in the classroom.
- ERS staff noted in their review on November 29, 2012: *Candace Carrigan who is listed as the lead teacher was only present for 1 hour and 45 minutes. It was stated that she leaves each day to go to her other job and Linda Harris steps in, if she is needed.*

"According to the regulations she does hold a degree. She also works for the HSU Program. If she is not certified, what else does she need."

**Although Candace Carrigan does the requirements to serve as the lead teacher in an ABC classroom, she was not present during the entire ABC program day as required. According to ABC Regulation 12.03, the required staffing pattern for an ABC classroom of more than 10 children is a lead teacher and a paraprofessional.**

**ABC Regulation 11.11: In addition to the requirements of 11.10, coordinators for each ABC program shall ensure that all appropriate staff members attend mandatory ABC training (budgets, reporting, assessments, information technology, etc.) provided by DCCECE. Programs with staff members not adhering to these requirements are subject to the terms of a compliance plan as outlined in Section 22.**

- One staff member has not had ERS refresher training since 2010 and Work Sampling training since 2009. ERS training is required annually and Work Sampling training is required every 2 years.

"I still hold to the statement that only one person is a deficiency. Deficiencies can be corrected. You will and have found deficiencies in every facility unless they are all making perfect scores."



**The Division requires that all ABC staff attend Work Sampling refresher training every 2 years and ERS refresher training every year. At the time of the visit on December 6, 2012, Lois Hart had not attended Work Sampling training since 2010 and ERS training since June 2009.**

**ABC Regulation 11.13: ABC programs shall establish an employment agreement in writing with all classroom staff. This agreement shall outline working conditions, dates and hours of employment, compensation and fringe benefits. A copy of the public school teacher contract shall satisfy this requirement.**

- The employment agreement did not include employee's salary and fringe benefits. These need to be updated annually.

"We have contracts but your guidelines put us in a bad situation that when we sign agreements, you withhold funds because children drop out and we are penalized."

**During the visit on December 6, 2012, employee contracts were viewed; however, salary and fringe benefits were not included on the current contracts.**

**ABC Regulation 13.09: Programs shall maintain an individual child record on site. At a minimum, the record shall contain copies of:**

- Birth certificate, hospital birth record or other official verification of birth date
- Documentation of child eligibility
- Completed and dated application form
- Emergency information, including non-parental contact and medical information
- Parental authorization for medical care, daily pick-up and field trips
- Completed health form and immunization record (or proof of current immunizations)
- Record of completed developmental screening
- Samples of child's work
- Teacher and parent observations and summaries of parent-teacher conferences
- Work Sampling Developmental Checklists

- No copies of parent/teacher conference summaries were located in the children's files.

"Another deficiency."

**ABC Regulation 13.09 requires programs to maintain copies of parent/teacher conferences in all children's files. There were no copies in any of the children's files.**

As stated in the Hours of Joy, Inc. Arkansas Better Chance Program Grant Agreement, Item Q: *Participating agencies are required to reapply annually for the ABC Grant. Discretion in the renewal of this grant agreement past June 30, 2013 rest solely with DCCECE, ADE and the State Board of Education.* In addition, Hours of Joy, Inc. failed to meet conditions 1, 2, 3 and 5 as cited in Section 4 of the grant agreement. Please, also, reference the ADE Rules governing the Arkansas Better Chance Program [Section 22.02 and 22.03] for information outlining compliance.

Please be aware that the Division of Child Care and Early Childhood Education will be placing slots up for competitive bid from agencies located across the state, not just Hours of Joy Child Care, Inc. Hours of Joy, Inc. will be given the opportunity to apply for the slots.

"We disagree with that decision. We again feel that we have been singled out for removal. This in our opinion is a means to do what others have not been able to do. There is nothing that shows non-compliance. Since 1985 staff in your agency has consistently changed but the treatment has not. Children are still receiving care in spite of monies being removed, our request for reviewers to be removed because of conflict

of interest. As I stated earlier and you said to me, a new law was passed, now you said it is at your discretion. If there is no law you gave incorrect information, which says what I have saying. Refer to your previous letters. I requested the Law. You changed your reply. All agencies have been the opportunity to correct deficiencies. All that you show in this letter happened in December. You wrote me a letter in January. Not much time to correct deficiencies which you now call non-compliance. Consider this our request for grievance."

At one time, Hours of Joy, Inc. received ABC funding; however, for the past several years Hours of Joy, Inc. has been funded with ABCSS funding which has different child eligibility requirements. During our meeting with Tonya Russell, we explained that your previous compliance issues concerning eligibility might have been the result of not understanding the requirements for the ABCSS program. As a result, we scheduled a technical assistance visit on November 2, 2012, to clarify the criteria to use when assessing child eligibility and to answer any questions you had regarding the program.

ABC agencies are awarded grants for one program year. Each program must reapply annually. The Division is not cancelling your grant before its expiration, nor is your agency excluded from participating in other programs. Hours of Joy, Inc. will be required to submit a competitive grant application for the 2013-2014 program year along with numerous other agencies. The application will be available on the DHS website.

If you have any additional questions, please don't hesitate to let me know.

Sincerely,



Paige Cox  
State Pre-K/ABC Administrator

cc: Tonya Russell, Division Director  
Kelly Alexander, ABC Program Specialist

Attachments



## Hours of Joy Monitoring Visit Compliance Narrative

December 6, 2012

Kelly Alexander and Nancy Pearlstein conducted an unannounced monitoring review on December 6, 2012.

- 20 Slots, 17 enrolled in COPA, 12 attending on this date
- Reviewed eight (8) children's files and 2 staff files
- COPA and Work Sampling were checked prior to the visit to ensure that all required information had been entered on children.
- TAPP Registry was checked on 2 staff

The following deficiencies were cited:

**ABC Regulation 4.05:** To enroll an eligible child, the child's parent or guardian shall furnish documentation of eligibility and other required information, including household income and household member information. A list of acceptable documentation will be published annually by DCCECE. Children of parents or guardians refusing to furnish required information shall be deemed ineligible for participation. Programs are responsible for verifying eligibility before the child attends and shall maintain copies of eligibility documentation in the child's record.

- One child's record did not have documentation of parent's income.

DATE TO CORRECT: 12/16/2012

Not received as of 01/04/2013

Documentation received late on 01/16/2013

Linda Harris was provided a copy of the TA form "Determining ABCSS Eligibility" which lists what documentation is required and what types of documentation are acceptable.

**ABC Regulation 4.06:** A copy of the child's birth certificate or hospital record listing a date of birth is required. If official documentation of date of birth is unavailable, the ABC program shall follow the guidelines of the local school district in such instances.

- One child's record was lacking documentation of the date of birth.

DATE TO CORRECT: 12/16/2012

Not received as of 01/04/2013

Documentation received late on 01/16/2013

**ABC Regulation 4.10:** Agencies shown to have enrolled ineligible children or children no documentation of eligibility shall be required to repay the funds expended on behalf of the child to DHS.

- One child is over the income limit for ABC.

DATE TO CORRECT: 12/06/2012

Not corrected as of 01/04/2013

Division corrected in COPA on 01/08/2013

Linda Harris stated that she knew the child was in COPA but thought that the program had indicated that the child was non-ABC.





**ABC Regulation 7.01:** All child, family and staff information shall be maintained in COPA by the program. Attendance shall be taken daily and recorded in COPA at least monthly. Initial data must be entered by the due date set and published by DCCECE. Agencies shall update COPA data within ten (10) days of any change to family, child or staff data.

- Health information (growth assessment, vision/hearing screenings), developmental screening results, and referral and disability information (on applicable children) has not been entered on all children in COPA.

**DATE TO CORRECT:** 12/16/2012

**Not corrected as of 01/25/2013**

**3/12/13 – One child is still missing developmental screening information and several children are still missing health information (hearing screening, vision screening, height and weight).**

**3/27/13 – Information missing on 3/12/13 has still not been entered in COPA.**

Linda Harris was provided with copies of the COPA reports listing which screenings had been entered and which were missing for every child. Ms. Harris was also informed that the ABC Data Specialist would be available to provide TA if help was needed entering this information. The phone number for the Data Specialist was also provided.

**ABC Regulation 9.05:** All ABC classrooms shall meet the criteria for becoming an “approved” Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations, Ark. Code Ann. § 6-45-103 and 106. An overall score of 5.0 is required for the ERS which is applicable to each classroom.

- The program scored 4.71 on the ERS review conducted on 11/29/2012. This was their 4<sup>th</sup> ERS visit with a score below 5.0.
- As part of Better Beginnings, Level 1 (the current “approved” system), the ABC Coordinator is required to attend PAS Basics training, ERS training, and training on developmentally appropriate physical activities. **ABC Coordinator has not attended any of these trainings.**

**DATE TO CORRECT:** 03/06/2013 or next available training

**3/12/13 – We have not received documentation that ABC Coordinator has attended this training.**

**3/27/13 – As of this date, we have not received documentation that ABC Coordinator has attended this training.**

Linda Harris was asked who the current ABC Coordinator is for the program and she stated that she is the coordinator. The TAPP Registry did not indicate that Ms. Harris had attended any of these trainings.

**ABC Regulation 9.08:** Programs shall utilize a parent handbook specifically designed for the ABC program. Attendance and tardy policies shall be clearly outlined in the handbook. Parents shall sign a statement stating that they have received a copy of the handbook and understand its contents. Programs shall maintain a copy of the signed statement in the child record. Programs should direct specific cases to DCCECE for technical assistance or guidance.

- A signed statement that parents have received a copy of the handbook was missing in each child's file.

**DATE TO CORRECT:** 12/16/2012

**Not received as of 01/25/2013**

**3/12/13 – We have not received documentation of signed statements from parents.**

**3/27/13 – As of this date, we have not received documentation of signed statements from parents.**



**ABC Regulation 10.02: The adult-to-child ratio in any classroom with ABC children shall not exceed:**

- 1:4 (birth to 18 months)
- 1:7 (18 months – 3 years)
- 1:10 (3 years – 5 years)

➤ A ratio of 1:12 with ages 3 years – 5 years was viewed on the playground.

**DATE TO CORRECT: Corrected during visit.**

Lois Hart and Gayla Johnson were with the children when ABC staff arrived. Linda Harris arrived while files were being reviewed and she went into the classroom during this period. Children were taken outside and, while they were outside, Ms. Johnson came into the facility to prepare lunch. When Ms. Alexander went to the playground to find Ms. Harris, she observed Ms. Hart alone with 12 children. Ms. Harris was pulling her car in across the street. When told about the ratio, Ms. Harris stated that she thought the ratio was 1:15. It was explained to her that while that is the correct ratio under the Minimum Licensing Requirements, the ABC ratio is 1:10. Ms. Harris immediately joined the children outside.

**ABC Regulation 11.01: The lead teacher shall hold a standard Arkansas teacher license with P-4 certification. Non-public school based or non-education cooperative based ABC programs may hire a non-certified teacher with a bachelor's degree in early childhood education or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license. The Division shall consider degree exemptions for non-public school/coop. based providers on a case-by-case basis, contingent upon the teacher having a requisite number of hours in early childhood and/or child development. Lead teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.**

- There is not a qualified lead teacher present at all times ABC children are in care. During the visit, 2 paraprofessionals were viewed in the classroom.

**DATE TO CORRECT: 12/06/2012**

During interviews, Linda Harris stated that Candace Carrigan is the lead teacher. Lois Hart stated that Ms. Carrigan is only there every other day on average. Ms. Harris later stated that whenever Ms. Carrigan leaves for school, Ms. Harris is present in the classroom. Ms. Harris and Ms. Carrigan were not present when ABC staff arrived at the facility.

**ASU ERS staff noted in their ERS review on November 29, 2012 the following:**

*Candace Carrigan who is listed as the lead teacher was only present for 1 hour and 45 minutes. It was stated that she leaves each day to go to her other job and Linda Harris steps in, if she is needed.*



ABC Regulation 11.11: In addition to the requirements of 11.10, coordinators for each ABC program shall ensure that all appropriate staff members attend mandatory ABC training (budgets, reporting, assessments, information technology, etc.) provided by DCCECE. Programs with staff members not adhering to these requirements are subject to the terms of a compliance plan as outlined in Section 22.

- One staff member has not had ERS refresher training since 2010 and Work Sampling training since 2009. ERS training is required annually and Work Sampling training is required every 2 years.

DATE TO CORRECT: 03/06/2013 or next available training

3/12/13 – We have not received documentation that staff has attended these trainings.

3/27/13 – As of this date, we have not received documentation that staff has attended these trainings.

ABC Regulation 11.13: ABC programs shall establish an employment agreement in writing with all classroom staff. This agreement shall outline working conditions, dates and hours of employment, compensation and fringe benefits. A copy of the public school teacher contract shall satisfy this requirement.

- The employment agreement did not include employee's salary and fringe benefits. These need to be updated annually.

DATE TO CORRECT: 12/16/2012

Not received as of 01/25/2013

3/12/13 – We have not received documentation of updated employment agreements.

3/27/13 – As of this date, we have not received documentation of updated employment agreements.

ABC Regulation 13.09: Programs shall maintain an individual child record on site. At a minimum, the record shall contain copies of:

- Birth certificate, hospital birth record or other official verification of birth date
- Documentation of child eligibility
- Completed and dated application form
- Emergency information, including non-parental contact and medical information
- Parental authorization for medical care, daily pick-up and field trips
- Completed health form and immunization record (or proof of current immunizations)
- Record of completed developmental screening
- Samples of child's work
- Teacher and parent observations and summaries of parent-teacher conferences
- Work Sampling Developmental Checklists

- No copies of parent/teacher conference summaries in children's files.

DATE TO CORRECT: Ongoing

On 01/16/2013, documentation of sign-in sheets from a parent meeting held on 11/16/2012 was received. This documentation was not sufficient to meet the requirements of parent/teacher conference summaries for each individual child (i.e. Work Sampling System summary report or another document including the same information as the summary report).

3/12/13 – Sufficient documentation of parent/teacher conferences has not been received.

3/27/13 – As of this date, sufficient documentation of parent/teacher conferences has not been received.

# **Hearing Procedures**

**STATE BOARD OF EDUCATION HEARING PROCEDURES  
VOLUNTARY ANNEXATIONS AND CONSOLIDATIONS**

***Source: Arkansas Department of Education Rules Governing Consolidation and Annexation of School Districts, Section 27.00***

1. All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
2. The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.
3. The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.
4. The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
5. The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
6. The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
7. If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
8. The State Board shall issue a written order concerning the matter.

# **Notice Letters**



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
Commissioner

**State Board  
of Education**

Jim Cooper  
Melbourne  
Chair

Brenda Gullett  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Toyce Newton  
Crossett

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

April 15, 2013

Mr. Gammye Moore, Superintendent  
Bradley School District  
521 School Street  
Bradley, AR 71826

Mr. Gary Hines, Superintendent  
Emerson-Taylor School District  
P.O. Box 129  
Emerson, AR 71740

**Re: Petition for Voluntary Annexation of the Bradley School District into the  
Emerson-Taylor School District**

Dear Superintendent Moore and Superintendent Hines:

This letter is to notify you that the State Board of Education (State Board) will hold a hearing concerning the Petition for the Voluntary Annexation of the Bradley School District into the Emerson-Taylor School District on **Monday, May 13, 2013, at 9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas.** The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-13-1401 et seq.

As representatives of the Bradley and Emerson-Taylor School Districts, you, along with any school board members and/or other representatives of your districts, are requested to attend the hearing to address any questions of the State Board. The superintendents of the contiguous school districts are also encouraged to attend the hearing. Any materials you choose to submit to the State Board should be provided to my office **no later than 12:00 noon on Wednesday, April 24, 2012.**

A copy of the State Board of Education's hearing procedures are enclosed. You may find the most recent version of the Arkansas Department of Education Rules Governing Consolidation and Annexation of School Districts here:

[http://www.arkansased.org/public/userfiles/rules/Current/ade\\_323\\_Consoliday\\_and\\_Annexation - Jan 2013.pdf](http://www.arkansased.org/public/userfiles/rules/Current/ade_323_Consoliday_and_Annexation_-_Jan_2013.pdf)

Thank you for your attention to this important matter. Please contact me at (501) 682-4227 should you have any questions or require additional information.

Respectfully,

Jeremy C. Lasiter  
General Counsel

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

Superintendent Moore and Superintendent Hines  
April 15, 2013  
Page 2 of 2

Enclosure

cc: Dr. Tom Kimbrell, Commissioner of Education  
Mr. Tony Wood, Deputy Commissioner of Education  
Ms. Phyllis Stewart, State Board Liaison  
The Honorable Jimmy Hickey, Jr., Arkansas Senate  
The Honorable Bruce Maloch, Arkansas Senate  
The Honorable David Fielding, Arkansas House of Representatives  
The Honorable Lane Jean, Arkansas House of Representatives  
The Honorable Matthew Shepherd, Arkansas House of Representatives  
The Honorable Brent Talley, Arkansas House of Representatives  
Mr. Tripp Walter, Arkansas Public School Resource Center  
Mr. Forrest Mulkey, Superintendent, Fouke School District  
Mr. Mark Keith, Superintendent, Lafayette County School District  
Dr. John H. Moore, Superintendent, Magnolia School District





# ARKANSAS DEPARTMENT OF EDUCATION

**Dr. Tom W. Kimbrell**  
*Commissioner*

**State Board  
of Education**

*Jim Cooper  
Melbourne  
Chair*

*Brenda Gullett  
Fayetteville  
Vice Chair*

*Dr. Jay Barth  
Little Rock*

*Joe Black  
Newport*

*Sam Ledbetter  
Little Rock*

*Alice Mahony  
El Dorado*

*Toyce Newton  
Crossett*

*Mireya Reith  
Fayetteville*

*Vicki Saviers  
Little Rock*

April 16, 2013

Mr. Danny Thomas, Superintendent  
Junction City School District  
P.O. Box 790  
Junction City, AR 71749

**Re: Petition for Voluntary Annexation of the Bradley School District into the  
Emerson-Taylor School District**

Dear Superintendent Thomas:

Yesterday, I sent a letter to the superintendents of the Bradley School District, Emerson-Taylor School District and contiguous districts concerning the proposed annexation of the Bradley School District into the Emerson-Taylor School District. I neglected to include you in that correspondence. The correspondence is enclosed for your review.

Thank you for your attention to this matter. Please contact me at (501) 682-4227 should you have any questions or require additional information.

Respectfully,

Jeremy C. Lasiter  
General Counsel

Enclosure

cc: Dr. Tom Kimbrell, Commissioner of Education  
Mr. Tony Wood, Deputy Commissioner of Education  
Ms. Phyllis Stewart, State Board Liaison  
The Honorable Bobby Pierce, Arkansas Senate  
The Honorable Matthew Shepherd, Arkansas House of Representatives  
Mr. Tripp Walter, Arkansas Public School Resource Center

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

**STATE BOARD OF EDUCATION HEARING PROCEDURES  
VOLUNTARY ANNEXATIONS AND CONSOLIDATIONS**

*Source: Arkansas Department of Education Rules Governing Consolidation and Annexation of School Districts, Section 27.00*

1. All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
2. The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.
3. The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.
4. The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
5. The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
6. The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
7. If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
8. The State Board shall issue a written order concerning the matter.

# **Petition**



# Bradley School District

Gammge Moore, Superintendent

521 School Street

Bradley, AR 71826

(870)894-3313

(870)894-3344 Fax

Via Hand Delivery

April 11, 2013

Mr. Jeremy C. Lasiter  
General Counsel  
Arkansas Department of Education  
4 Capitol Mall, Room 404-A  
Little Rock, AR 72201-1019

RE: Petition for the Voluntary Annexation of the Bradley School District Into the Emerson-Taylor School District

Dear Mr. Lasiter:

On behalf of the Board of Directors of the Bradley School District, I am submitting to you a Petition for Annexation requesting the State Board of Education to annex our district into the Emerson-Taylor School District effective July 1, 2013. The new district will be called the Emerson-Taylor-Bradley School District. The Petition and accompanying Annexation Agreement have been fully approved by both the Bradley and Emerson-Taylor School District Boards of Directors.

I can relate to you and the State Board of Education that both the Bradley and Emerson-Taylor School Districts are in support of this requested annexation, and have invested much time and effort to ensure that this annexation will be of benefit to all of the students of the new Emerson-Taylor-Bradley School District.

The Bradley and Emerson-Taylor School Districts look forward to formally presenting our Petition to the State Board of Education at its May meeting.

**RECEIVED  
ATTORNEY'S OFFICE**

**APR 11 2013**

**DEPARTMENT OF EDUCATION  
GENERAL DIVISION**

Please contact me at 870-894-3313, or Mr. Gary Hines, Superintendent of the Emerson-Taylor School District, at 870-547-2218, if we may be of assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Gammye Moore", with a long horizontal flourish extending to the right.

Gammye Moore  
Superintendent  
Bradley School District

Attachments

cc: Bradley Board of Directors  
Mr. Gary Hines, Superintendent, Emerson-Taylor School District  
Emerson-Taylor Board of Directors

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF THE BRADLEY SCHOOL DISTRICT OF  
LAFAYETTE COUNTY INTO THE EMERSON-TAYLOR SCHOOL DISTRICT OF  
COLUMBIA COUNTY

PETITION FOR ANNEXATION

COMES NOW the Emerson-Taylor School District (ETSD) of Columbia County and the Bradley School District (BSD) of Lafayette County (Petitioners) acting by and through their respective Superintendents duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected Bradley School District into the petitioning receiving Emerson-Taylor School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions approving this petition for annexation of the Bradley School District into the receiving Emerson-Taylor School District as approved by a majority of the quorum present of the local boards of education of the respective Petitioners pursuant to the terms and conditions contained in the approved Voluntary Annexation Agreement required by Ark. Code Ann. § 6-13-1416 and attached hereto as Exhibit B.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit C attached hereto, proof of public notice of intent to petition this Board to annex the Bradley School District into the receiving Emerson-Taylor School District. The public notice of intent to annex was published in the local newspaper(s) of general circulation of the affected and



receiving districts for a time period of no less than once a week for two (2) consecutive weeks prior to the hearing of this petition by this Board.

3. Pursuant to Ark. Code Ann. §6-13-1401 et seq., the Petitioners hereby agree the resulting school district, to be named the Emerson-Taylor-Bradley School District (ETBSD), shall establish a seven (7) member interim school board to serve until the regular school election of 2014. The interim school board shall consist of all five (5) board members of the current ETSD and two (2) board members of the BSD. The respective interim board members from BSD school district shall be selected by voluntary resignation of board members and/or drawing of lots of remaining board members as necessary to select the initial respective interim board members to serve from each school district. As soon as feasible after the effective date of annexation, the interim board of education shall develop seven (7) single member zones for school board representation, with five (5) zones established within the boundaries of the current Emerson-Taylor School District and two (2) zones established within the boundaries of the current Bradley School District. The school board member zones shall be based on latest census data and shall meet state and federal legal requirements.

4. Pursuant to Ark. Code Ann. §6-13-1401 et seq., the Petitioners agree that at the regular school election of 2014 all seven (7) school board member zones shall be open for election, pursuant to Ark. Code Ann. §§ 6-13-1416 and 6-13-1417, so that a full school board election shall take place and that the former interim school board shall cease to serve as the school board as determined by the results of the September 2014 full school board election. At the first school board meeting after the full school board election of September 2014, the newly elected school board shall draw lots to stagger the terms of election so that no more than two (2) school board member zones shall be up for election in the same school year. For any newly

elected school board members after September 2014, the term of office for that member shall be a five (5) year term of office. At the first school board meeting after the September 2014 school election and after the board of directors have drawn lots for staggered terms the newly elected school board shall elect officers to serve on the board of directors.

5. The Petitioners submit that their respective school districts are geographically contiguous.

6. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

7. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, 2013, and that there shall be only one local school board and the current one local superintendent of the receiving Emerson-Taylor School District, Mr. Gary Hines, shall be superintendent of the new Emerson-Taylor-Bradley School District. Mr. Gammye Moore, the superintendent of the affected Bradley School District, shall serve as the Assistant Superintendent of the new Emerson-Taylor-Bradley School District.

8. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit E, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

WHEREFORE, Petitioners request that the Board approve the annexation of the Bradley School District of Lafayette County into the receiving Emerson-Taylor School District of Columbia County, to create the new Emerson-Taylor-Bradley School District of Columbia and Lafayette Counties; that it issue an Order dissolving the affected school districts and establishing the new Emerson-Taylor-Bradley School District; that it issue an Order establishing the boundary lines of the receiving school district and prepare a map of the resulting ETBSD; and that it file its Order and map with the County Clerks of Columbia and Lafayette Counties, and the Arkansas Geographic Information Office.

Respectfully submitted,

Bradley School District

By: \_\_\_\_\_

Superintendent

Date

4-4-13

\_\_\_\_\_

President, School Board

Date

4-4-13

Emerson-Taylor School District

By: \_\_\_\_\_

Superintendent

Date

4-4-13

\_\_\_\_\_

President, School Board

Date

4-4-13

Exhibit A

School Board Resolution

COMES NOW the Bradley School District Board acting by and through its  
Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on April 4,  
2013, wherein a quorum was present and a majority of the quorum voted to approve the  
annexation of the Bradley School District into the Emerson-Taylor School District, and the  
minutes of said meeting reflect such. Therefore, this document is to serve as the formal  
resolution of the Bradley School District Board of Directors, pursuant to Arkansas law, that said  
annexation is hereby approved.

Bradley School District

of Lafayette County

By:

[Signature]  
Superintendent

4-4-13  
Date

[Signature]  
President, School Board

4-4-13  
Date

Exhibit A

School Board Resolution

COMES NOW the Emerson-Taylor School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on April 4, 2013, wherein a quorum was present and a majority of the quorum voted to approve the annexation of the Bradley School District into the Emerson-Taylor School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the Emerson-Taylor School District Board of Directors, pursuant to Arkansas law, that said annexation is hereby approved.

Emerson-Taylor School District

of Columbia County

By:

Gary Jones 4-4-13  
Superintendent Date

Dickey Herring 4-4-13  
President, School Board Date



# Exhibit B

AGREEMENT FOR AN VOLUNTARY ANNEXATION OF THE  
BRADLEY SCHOOL DISTRICT INTO THE EMERSON-TAYLOR SCHOOL DISTRICT

WHEREAS, the Bradley School District (BSD) of Lafayette County, and the Emerson-Taylor School District (ETSD), of Columbia County, (BSD and ETSD are the "Schools"), and both BSD and ETSD are desirous of petitioning the Arkansas State Board of Education to cause the BSD to be annexed into the ETSD, to create the new Emerson-Taylor-Bradley School District (ETBSD), pursuant to Ark. Code Ann § 6-13-1401 *et. seq.*, and

WHEREAS, both BSD and ETSD agree that it would be in the Schools' mutual best interest and the mutual best interests of the Schools' patrons for the Schools to enter into this Voluntary Annexation Agreement (Agreement), and

WHEREAS, the purpose of this Agreement is to set forth the terms and conditions of the proposed voluntary annexation so that the annexation may be accomplished in the best interest of the Schools;

NOW THEREFORE, in consideration of their mutual promises and agreements, BSD and ETSD agree as follows:

1. Effective date. If approved by the Arkansas State Board of Education (SBE), the effective date of the voluntary annexation shall be July 1, 2013.

2. Names. The ETSD is willing to approve an annexation of the BSD under the following terms of agreement. The resulting school district shall be known as the Emerson-Taylor-Bradley School District (ETBSD). Subject to the approval of the SBE, the Bradley campus shall be known as the Bradley Campus and the Emerson and Taylor campuses of the ETSD, collectively comprising the ETSD, shall continue to be so referenced after the annexation. Each of the current campuses within the ETSD and the new ETBSD shall continue to keep their same mascots. However, the Bradley School campus shall continue to be known as the Bradley School campus and any sports teams or other representatives from the Bradley campus playing on a Bradley school team in an Arkansas Activities Association event shall be known as the "Bradley Bears" until such time as the Bradley School campus is no longer in operation or no teams represent the Bradley school campus.

3. Board of Directors. Following approval of the proposed annexation by the SBE, the ETBSD will establish a seven (7) member school board establishing two (2) single member zones in the area of the current BSD and five (5) single member zones in the ETSD. There would be an interim school board created effective July 1, 2013, made up of two (2) members from the Bradley School Board and all five (5) members from the Emerson-Taylor School Board. The Bradley School Board would select two (2) members from its district for the interim board; all five (5) of Emerson-Taylor's School Board members shall serve on the interim board. The interim board of directors will serve until the regular school election of September 2014 pursuant to Ark. Code Ann. § 6-13-1416(d). As to the seven (7) member board elected in the regular school election of September 2014 and thereafter, all board positions shall serve five (5) year terms, subject to the staggered terms provision contained in Section 4. of the Petition for Annexation.

4. Superintendent. Mr. Gary Hines of the Emerson-Taylor School District shall remain under contract as superintendent of the Emerson-Taylor-Bradley School District, under the terms and conditions of his current contract. Mr. Gammye Moore, superintendent of the Bradley School District, shall serve as Assistant Superintendent of the Emerson-Taylor-Bradley School District, according to the terms and conditions of his current contract.

5. School Employees Employment. All employees of BSD employed as of July 1, 2013, shall become employees of the ETBSD for the 2013-2014 school year only and shall be subject to all terms, conditions of contract, personnel and other policies of the ETBSD. After evaluating the needs of the district during the 2013-2014 school year, all staff of the former BSD shall be reviewed for continued employment needs and shall remain subject to reassignment of duties, non-renewal or termination of contract provisions as allowed by law and policies of the ETBSD.

6. School Facilities. Both BSD and ETSD agree that ETBSD will allow the Bradley School campus to continue to operate both an elementary and high school system in the ETBSD as long as deemed economically and educationally feasible and beneficial to the ETBSD as a whole as determined by the school board of directors of the ETBSD on a periodic review ; and there shall be no specific test or determination or binding obligation on any future school board concerning the decision to open or close any of the schools in the district, including a school on the current Bradley School campus.

7. Millage Rates. The issue of unification of the millage rates in the current BSD and the current ETSD for the ETBSD shall be placed on the ballot for the annual school election in 2013.

8. Board Elections. As stated in Section 3., a seven (7) member interim board, comprised of two (2) members from the current BSD School Board and all five (5) members of the current ETSD School Board, shall serve until the board members elected in the 2014 annual school elections are duly sworn and authorized to assume their duties. There shall be no elections for school board members at the 2013 annual school election.

9. Petition. If the proposed merger of annexation is approved, the attached petition of annexation shall be approved by both the Bradley School Board and Emerson-Taylor School Board and submitted to the State Board of Education no later than April 12, 2013.

10. School Choice/Student Transfer. It is the intent of this Agreement that all students eligible for school choice under applicable law may exercise school choice option.

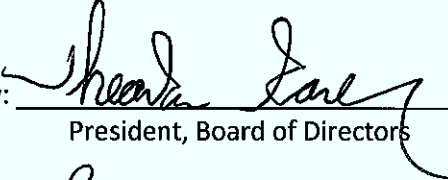
11. Entire Agreement. This Agreement along with Attachment A represents the entire proposal of annexation and no other terms or conditions or a proposed merger are contemplated or approved by the ETSD at this time. This action is necessary to protect the integrity of the new ETBSD with two (2) potential separate school systems and thus seek to avoid, as much as possible, fiscal distress, academic distress, facilities distress and violations of Arkansas Standards for Accreditation or other state or federal accountability laws, and maintain a standard of education and accountability desired by the new ETBSD.


12. Counterparts. This Agreement may be executed simultaneously in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

13. Applicable law. The annexation shall be effective in accordance with the laws of the state of Arkansas and the rules of the Arkansas State Board of Education.

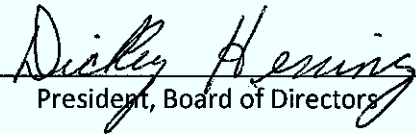
IN WITNESS WHEREOF, the undersigned parties have executed this Agreement on the 4  
day of April, 2013.

BRADLEY SCHOOL DISTRICT OF LAFAYETTE COUNTY, ARKANSAS

By:   
President, Board of Directors

By:   
Secretary, Board of Directors

EMERSON-TAYLOR SCHOOL DISTRICT OF COLUMBIA COUNTY, ARKANSAS

By:   
President, Board of Directors

By:   
Secretary, Board of Directors

# Exhibit C



# Advertising Receipt

Texarkana Gazette

P.O. Box 621

Texarkana, TX 75501

Phone: (903)794-3311

Fax: (903)792-7183

Bradley School District

1093962(100)

521 School Street

BRADLEY, AR 71826

*Attn: Judy Burnett*

Acct #: 00008037

Ad #: 00154835

Phone: (870)894-3313

Date: 04/03/2013

Ad taker: CCO Salesperson: CCO

Sort Line: NOTICE OF INTENT TO ANNEX Th

Ad Notes:

Classification 190

*fax 870-894-3344*

Description	Total
01 Daily 04/06/2013	77.48
01 Daily 04/08/2013	77.48

## Ad Text:

NOTICE OF INTENT  
TO ANNEX

The Emerson-Taylor School District of Columbia County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Bradley School District into the receiving Emerson-Taylor School District.

On April 4, 2013, the Emerson-Taylor School Board met and approved the petition and on April 4, 2013, the Bradley School Board met and approved the petition and both districts are hereby giving notice to the public of the districts intent to annex into one school district.

The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said

## Payment Reference:

Total: 154.96  
Tax: 0.00  
Net: 154.96  
Prepaid: 0.00  
**Total Due 154.96**

Certificate of Publications

State of Arkansas SS  
County of Lafayette

**INTENT TO ANNEX**

Legal

I, Camandrea Cooper upon oath state that I am the

Secretary of the Texarkana Gazette, a daily newspaper published at  
Texarkana, Texas, and that said newspaper has a bona fide circulation in  
said county, that the annexed advertisement was inserted, and published,  
in said newspaper for two consecutive weeks, as follows: 1<sup>st</sup> insertion

on the 6<sup>th</sup> day of April 2013

2<sup>nd</sup> on the 8<sup>th</sup> day of April 2013

3<sup>rd</sup> on the \_\_\_\_\_ day of \_\_\_\_\_ 2013  
Camandrea Cooper  
Legal Secretary

Subscribed and sworn to before me this

8<sup>th</sup> day of April 2013

\_\_\_\_\_  
FEE \_\_\_\_\_

**NOTICE OF INTENT  
TO ANNEX**

The Emerson Taylor School District of Columbia County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Bradley School District into the receiving Emerson Taylor School District.

On April 4, 2013, the Emerson Taylor School Board met and approved the petition and on April 4, 2013, the Bradley School Board met and approved the petition and both districts are hereby giving notice to the public of the districts intent to annex into one school district.

The superintendents of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

## Certificate of Publications

State of Arkansas

SS

# INTENT TO ANNEX

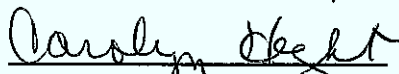
County of Columbia

I, Susan Gill, upon oath state that I am Business Manager of the Banner-News, a daily newspaper published at Magnolia, Arkansas, and that said newspaper has a bona fide circulation in said county, that the annexed advertisement was inserted, and published, in said newspaper for two consecutive weeks, as follows: 1<sup>st</sup> insertion on the 5<sup>th</sup> day of April, 2013 and the 2<sup>nd</sup> on the 9<sup>th</sup> day of April, 2013.



Susan Gill, Business Manager

Subscribed and sworn before me this  
the 9th day of April, 2013.



Carolyn Hight, Notary Public

Lines:32 Times: 2 Cost: \$121.60

Business: Emerson-Taylor School District

### NOTICE OF INTENT TO ANNEX

The Emerson-Taylor School District of Columbia County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Bradley School District into the receiving Emerson-Taylor School District. On April 4, 2013, the Emerson-Taylor School Board met and approved the petition and on April 4, 2013, the Bradley School Board met and approved the petition and both districts are hereby giving notice to the public of the districts intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.



Exhibit E

Affidavit Concerning Desegregation Orders

COMES NOW the Bradley School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Bradley School District currently is is not (circle one) involved in desegregation litigation in a United States Federal Court or is is not (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "\*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 4<sup>th</sup> day of April, 2013.

[Signature]  
Superintendent

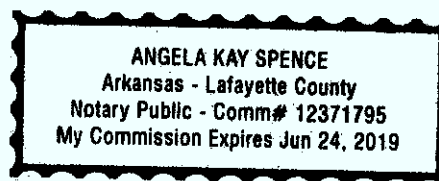
County of LAFAYETTE  
State of Arkansas

Sworn and subscribed before me, Notary Public, this 4<sup>th</sup> day of April, 2013.

Angela Kay Spence  
Notary Public

My Commission expires

June 24, 2019



\* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.



Exhibit E

Affidavit Concerning Desegregation Orders

COMES NOW the Emerson-Taylor School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Emerson-Taylor School District currently is is not (circle one) involved in desegregation litigation in a United States Federal Court or is is not (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "\*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 4<sup>th</sup> day of April, 2013.

County of Columbia  
State of Arkansas

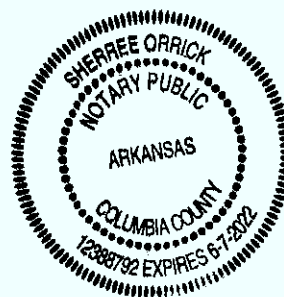
[Signature]  
Superintendent

Sworn and subscribed before me, Notary Public, this 4<sup>th</sup> day of April, 2013.

[Signature]  
Notary Public

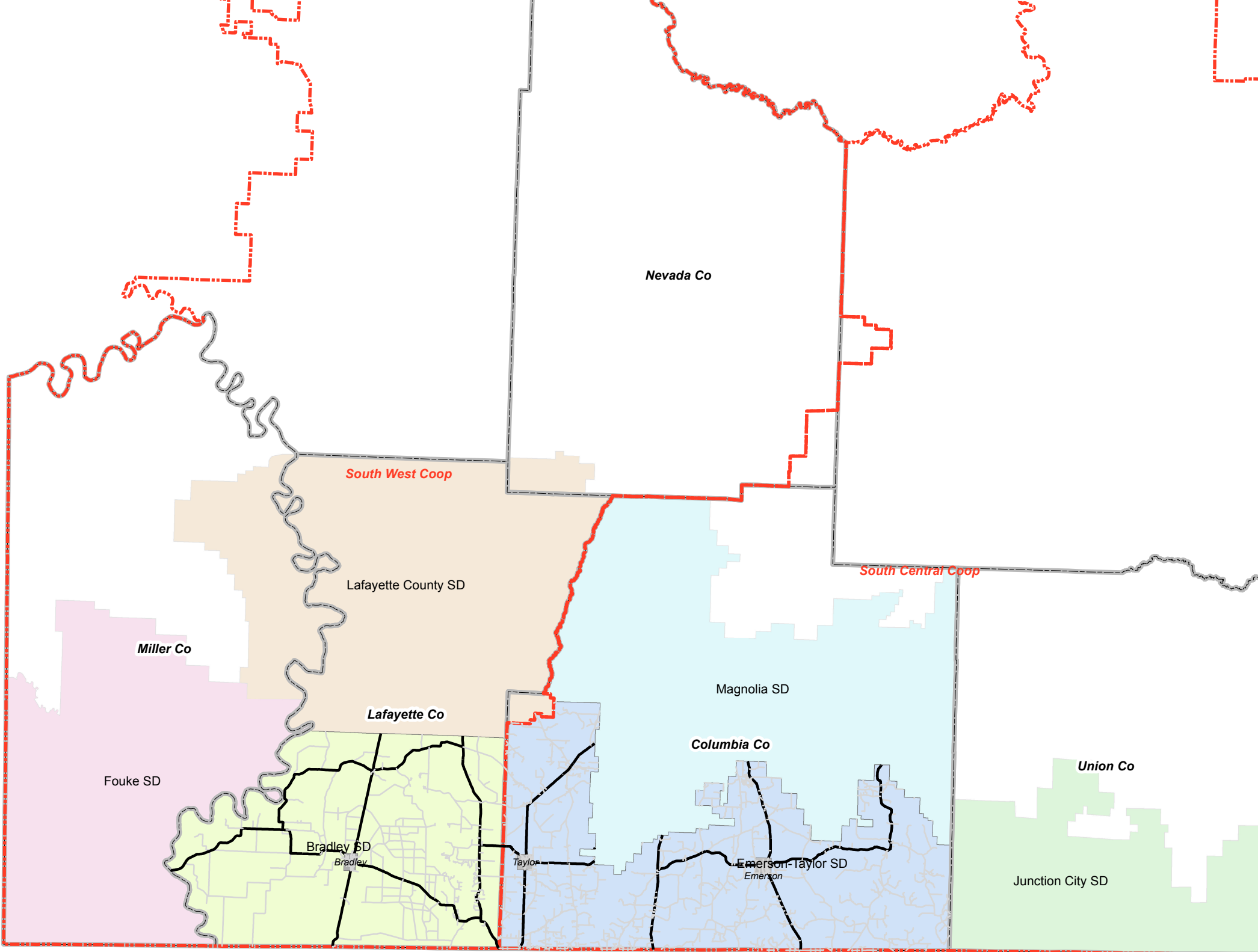
My Commission expires

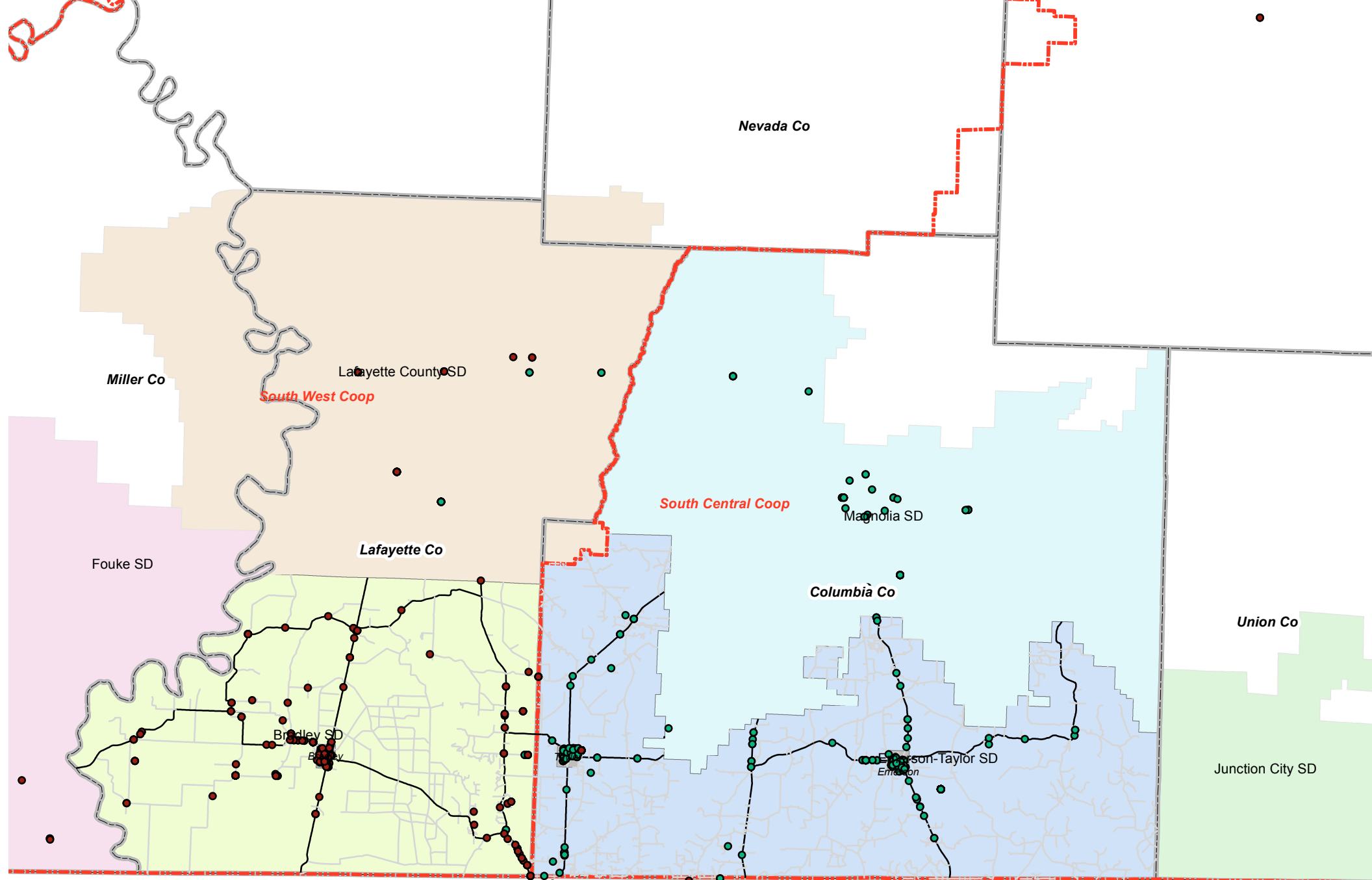
6-7-2022



\* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

# Maps





- Bradley Parent Addresses
- Emerson-Taylor Parent Addresses

# **Attorney General's Opinion**





THE ATTORNEY GENERAL  
STATE OF ARKANSAS  
DUSTIN McDANIEL

Warren T. Readnour  
Senior Assistant Attorney General

Direct dial: (501) 682-2016  
Facsimile: (501) 682-2591  
E-mail: [warren.readnour@arkansasag.gov](mailto:warren.readnour@arkansasag.gov)

April 23, 2013

Dr. Tom Kimbrell  
Commissioner of Education  
Arkansas Department of Education  
# 4 State Capitol Mall  
Little Rock, Arkansas 72201-1019

Re: Proposed Annexation of the Bradley School District

Dear Dr. Kimbrell:

This is in response to your letter to Attorney General McDaniel dated April 12, 2013, in which you ask for our advice, pursuant to Ark. Code Ann. § 6-13-1408(b), concerning the desegregation effects of a proposed annexation of the Bradley School District to the contiguous Emerson-Taylor School District. Section 6-13-1408(b) provides that, prior to the entry of any order annexing or consolidating school districts, "the state board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state."

Under United States Supreme Court precedent, the term "desegregation" is a legal term of art that describes the process by which a school district eliminates, to the extent practicable, the lingering effects or "vestiges" of prior *de jure* racial discrimination. Thus, in the absence of a finding that a school district has engaged in the past in activities prohibited by the Fourteenth Amendment to the United States Constitution, and that there are presently lingering effects or vestiges of that discrimination that remain unaddressed, a school district is not "desegregating" as that term is used in case law.

In this case, the State Board is considering the possible annexation of the Bradley School District to the contiguous Emerson-Taylor School District. If approved, the annexation would result in the creation of a new larger district. The Department of Education has indicated that the

school districts that would share a border with the newly formed school district would be the Fouke, Lafayette County, Magnolia, and Junction City School Districts. Based on information provided by the Department of Education, we are unaware of any pending desegregation court decrees in Bradley, Emerson-Taylor, or the surrounding districts.<sup>1</sup> Therefore, we cannot say that the proposed annexation will have any negative effect on any desegregation efforts in those districts.

As will be the case in any proposed annexation or consolidation, the Board must be cognizant that it may not order or approve any proposed annexation or consolidation with the purpose or intent to create racially segregated schools. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation—that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1, Denver*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

There are numerous cases that discuss legal challenges to school district annexations and consolidations in the context of desegregation litigation, but in each case the question of whether a particular annexation or consolidation (or series of annexations or consolidations) were done with the requisite unconstitutional intent is a highly fact-specific inquiry.

To assist the State Board, we note that the 2012-2013 enrollment figures provided to us by the Department of Education reflect that the Bradley School District has a student population that is approximately 58% White and 39% Black. The Emerson-Taylor School District has a student population that is approximately 85% White and 13% Black. A combined Bradley and Emerson-Taylor district would have a student population that is approximately 75% White and 22% Black. The other school districts that surround Bradley have varying student racial compositions as follows: (1) Fouke (approximately 97% White, 1% Hispanic), (2) Lafayette County (approximately 37% White, 60% Black), and (3) Magnolia (approximately 42% White, 53% Black). As indicated by this data, two of the other school districts that border Bradley have substantial black populations. In addition, Junction City is the other school district that would share a border with the newly formed Bradley and Emerson-Taylor district and it has a student racial composition of approximately 70% White and 28% Black. While neither state nor federal law requires the Board to create school districts in a manner that would achieve any particular "racial balance" in the student population of a school district<sup>2</sup>, this data should give the Board

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<sup>1</sup> The Bradley School District was the subject of a desegregation order that was dismissed in 2005. *United States of America v. Bradley School District No. 20, et al.*, United States District Court for the Western District of Arkansas, Civil Action No. T-70-C-21.

<sup>2</sup> It should be noted that a decision made solely on a racial basis, even for laudable purposes such as diversity in education or the prevention of (re)segregation, would be subject to "strict scrutiny" analysis. *Parents Involved in Community Schools v. Seattle School Dist. No. 1*, 127 S.Ct. 2738 (2007).

some pause because, examining this data only, it might be argued that Bradley's annexation to Emerson-Taylor could be based upon racial considerations, i.e., an effort to create or maintain a nearly all-white district bordered by one or more districts with substantial black populations. For this reason, we strongly advise the Board to scrutinize this proposed annexation with great care and to satisfy itself that there are legitimate, non-racially-motivated reasons for the annexation of Bradley to Emerson-Taylor.

Sincerely,

A handwritten signature in blue ink that reads "Warren Readnour". The signature is written in a cursive, flowing style.

**WARREN T. READNOUR**  
Senior Assistant Attorney General

## **Enrollment Information**

### **Enrollment by Race – Affected Districts (2012-2013)**

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
3701000	BRADLEY SCHOOL DISTRICT	0	1	141	8	0	0	210	360
1408000	EMERSON-TAYLOR SCHOOL DISTRICT	6	3	80	7	0	0	529	625

### **Enrollment by Race – Contiguous Districts (2012-2013)**

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
4603000	FOUKE SCHOOL DISTRICT	1	4	2	12	8	0	972	999
3704000	LAFAYETTE COUNTY SCHOOL DISTRI	9	0	422	15	0	0	258	704
1402000	MAGNOLIA SCHOOL DISTRICT	12	17	1448	105	1	1	1141	2725
7003000	JUNCTION CITY SCHOOL DISTRICT	1	0	148	7	1	0	369	526



## **Academic Information**

# 2011-12 District REPORT CARD for BRADLEY SCHOOL DISTRICT

## INDICATOR 1: STUDENT ACHIEVEMENT

	Percent tested overall	Percent below basic	Percent Basic	Percent Proficient	Percent Advanced	Percent proficient and above
Grade Three Literacy						
Combined Population	100	0	0	36.8	63.2	100
TAGG	100	0	0	43.8	56.3	100
African-American	100	RV	RV	RV	RV	RV
Hispanic						
Caucasian	100	0	0	50	50	100
Economically Disadvantaged	100	0	0	43.8	56.3	100
Students with Disabilities						
Limited English Proficient						
Female	100	0	0	45.5	54.6	100
Male	100	RV	RV	RV	RV	RV
Migrant						

Grade Three Mathematics						
Combined Population	100	0	5.3	36.8	57.9	94.7
TAGG	100	0	6.3	37.5	56.3	93.8
African-American	100	RV	RV	RV	RV	RV
Hispanic						
Caucasian	100	0	0	20	80	100
Economically Disadvantaged	100	0	6.3	37.5	56.3	93.8
Students with Disabilities						
Limited English Proficient						
Female	100	0	0	18.2	81.8	100
Male	100	RV	RV	RV	RV	RV
Migrant						

Grade Four Literacy						
Combined Population	100	0	8	32	60	92
TAGG	100	0	5.3	42.1	52.6	94.7
African-American	100	0	9.1	54.6	36.4	90.9
Hispanic						
Caucasian	100	0	7.1	14.3	78.6	92.9
Economically Disadvantaged	100	0	5.3	42.1	52.6	94.7
Students with Disabilities						
Limited English Proficient						
Female	100	0	0	23.1	76.9	100
Male	100	0	16.7	41.7	41.7	83.3

Migrant						
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Grade Four Mathematics						
Combined Population	100	0	0	32	68	100
TAGG	100	0	0	36.8	63.2	100
African-American	100	0	0	54.6	45.5	100
Hispanic						
Caucasian	100	0	0	14.3	85.7	100
Economically Disadvantaged	100	0	0	36.8	63.2	100
Students with Disabilities						
Limited English Proficient						
Female	100	0	0	38.5	61.5	100
Male	100	0	0	25	75	100
Migrant						

Grade Five Literacy						
Combined Population	97.1	3.6	7.1	42.9	46.4	89.3
TAGG	100	3.9	7.7	46.2	42.3	88.5
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	95.8	0	5.3	47.4	47.4	94.7
Economically Disadvantaged	100	4.2	8.3	41.7	45.8	87.5
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	7.1	28.6	64.3	92.9
Male	94.7	7.1	7.1	57.1	28.6	85.7
Migrant						

Grade Five Mathematics						
Combined Population	97.1	14.3	3.6	32.1	50	82.1
TAGG	100	15.4	3.9	30.8	50	80.8
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	95.8	5.3	5.3	36.8	52.6	89.5
Economically Disadvantaged	100	16.7	0	29.2	54.2	83.3
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	7.1	7.1	21.4	64.3	85.7
Male	94.7	21.4	0	42.9	35.7	78.6
Migrant						

Grade Five Science						
Combined Population	97.1	10.7	21.4	42.9	25	67.9

TAGG	100	11.5	23.1	42.3	23.1	65.4
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	95.8	5.3	21.1	47.4	26.3	73.7
Economically Disadvantaged	100	12.5	20.8	41.7	25	66.7
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	7.1	14.3	35.7	42.9	78.6
Male	94.7	14.3	28.6	50	7.1	57.1
Migrant						

Grade Six Literacy						
Combined Population	100	0	17.2	51.7	31	82.8
TAGG	100	0	17.4	60.9	21.7	82.6
African-American	100	0	23.1	61.5	15.4	76.9
Hispanic						
Caucasian	100	0	13.3	46.7	40	86.7
Economically Disadvantaged	100	0	17.4	60.9	21.7	82.6
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	11.8	58.8	29.4	88.2
Male	100	0	25	41.7	33.3	75
Migrant						

Grade Six Mathematics						
Combined Population	100	3.5	3.5	27.6	65.5	93.1
TAGG	100	4.4	4.4	30.4	60.9	91.3
African-American	100	7.7	7.7	23.1	61.5	84.6
Hispanic						
Caucasian	100	0	0	33.3	66.7	100
Economically Disadvantaged	100	4.4	4.4	30.4	60.9	91.3
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	5.9	29.4	64.7	94.1
Male	100	8.3	0	25	66.7	91.7
Migrant						

Grade Seven Literacy						
Combined Population	100	3.3	46.7	36.7	13.3	50
TAGG	100	3.7	48.2	33.3	14.8	48.2
African-American	100	0	41.7	58.3	0	58.3
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	6.3	50	25	18.8	43.8

Economically Disadvantaged	100	3.7	48.2	33.3	14.8	48.2
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	RV	RV	RV	RV	RV
Male	100	0	54.6	36.4	9.1	45.5
Migrant						

Grade Seven Mathematics						
Combined Population	100	23.3	20	26.7	30	56.7
TAGG	100	25.9	22.2	22.2	29.6	51.9
African-American	100	25	33.3	8.3	33.3	41.7
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	18.8	12.5	43.8	25	68.8
Economically Disadvantaged	100	25.9	22.2	22.2	29.6	51.9
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	RV	RV	RV	RV	RV
Male	100	22.7	18.2	31.8	27.3	59.1
Migrant						

Grade Seven Science						
Combined Population	100	53.3	26.7	16.7	3.3	20
TAGG	100	59.3	22.2	14.8	3.7	18.5
African-American	100	66.7	33.3	0	0	0
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	43.8	25	25	6.3	31.3
Economically Disadvantaged	100	59.3	22.2	14.8	3.7	18.5
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	RV	RV	RV	RV	RV
Male	100	54.6	27.3	18.2	0	18.2
Migrant						

Grade Eight Literacy						
Combined Population	100	0	27.6	58.6	13.8	72.4
TAGG	100	0	29.6	59.3	11.1	70.4
African-American	100	0	28.6	64.3	7.1	71.4
Hispanic						
Caucasian	100	0	26.7	53.3	20	73.3
Economically Disadvantaged	100	0	30.8	61.5	7.7	69.2
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	11.8	70.6	17.7	88.2





Combined Population	100	8.3	37.5	50	4.2	54.2
TAGG	100	10.5	42.1	42.1	5.3	47.4
African-American	100	10	50	40	0	40
Hispanic						
Caucasian	100	7.1	28.6	57.1	7.1	64.3
Economically Disadvantaged	100	10.5	42.1	42.1	5.3	47.4
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	6.7	40	46.7	6.7	53.3
Male	100	RV	RV	RV	RV	RV
Migrant						

Biology						
Combined Population	100	23.3	53.3	23.3	0	23.3
TAGG	100	27.3	50	22.7	0	22.7
African-American	100	50	50	0	0	0
Hispanic						
Caucasian	100	5.6	55.6	38.9	0	38.9
Economically Disadvantaged	100	23.8	52.4	23.8	0	23.8
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	11.1	66.7	22.2	0	22.2
Male	100	41.7	33.3	25	0	25
Migrant						

Number of Recently Arrived LEP Students Not Assessed in Literacy

Grade Three	NA
Grade Four	NA
Grade Five	NA
Grade Six	NA
Grade Seven	NA
Grade Eight	NA
Grade Eleven	NA
Total	NA

Norm-Reference Test (ITBS)

Grade One Reading Comprehension	NA
Grade One Math Problems	NA
Grade Two Reading Comprehension	NA
Grade Two Math Problems	NA
Grade Three Reading	NA
Grade Three Math	NA
Grade Four Reading	NA
Grade Four Math	NA

Grade Five Reading	NA
Grade Five Math	NA
Grade Five Science	NA
Grade Six Reading	NA
Grade Six Math	NA
Grade Seven Reading	NA
Grade Seven Math	NA
Grade Seven Science	NA
Grade Eight Reading	NA
Grade Eight Math	NA
Grade Nine Reading Comprehension	NA
Grade Nine Math Concepts and Problems	NA

#### American College Test (ACT)

Number of Students Taking Voluntary Universal ACT	22
District Provided College Prep for Students Taking ACT in Grades 9-11	Y
Number of Students in College Preparatory Enrichment Program (CPEP)	
Number of Students Taking ACT in Grades 9-11	40
Number of Students Taking ACT in Grade 12	34
Mathematics	17.9
Science	19
English	17.2
Composite	17.7
Reading	18.1

#### Scholastic Assessment Test (SAT)

Number of Students Taking SAT College Admission Test	
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#### Advanced Placement Courses (AP)

Number of Students Taking AP courses	16
Number of AP exams taken	27
Number of Exams scored 3,4 or 5	2
Number of Students Taking International Baccalaureate Courses	

## INDICATOR 2: SCHOOL PERFORMANCE

#### Arkansas ESEA Accountability 2012

Needs Improvement	1
Needs Improvement Priority	0
Needs Improvement Priority Met Year 1 Exit Criteria	0
Needs Improvement Focus	0
Needs Improvement Focus Met Year 1 Exit Criteria	0
Achieving	1
Exemplary	0

#### Improvement School Rating (Gains)

1-Schools in Need of Immediate Improvement	1
2-Schools Approaching Standards (Alert)	0

3-Schools Meeting Improvement Standards	0
4-Schools Exceeding Improvement Standards	1
5-Schools of Excellence for Improvement	0

**Performance School Rating (Status)**

1-Schools in Need of Immediate Improvement	0
2-Schools on Alert	0
3-Schools Meeting Standards	1
4-Schools Exceeding Standards	0
5-Schools of Excellence	1

**Annual Accreditation Status**

Accredited	2
Accredited-Cited	0
Accredited-Probationary	0

Attendance rate	95.3
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Dropout rate	1.1
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Combined Population Graduation Rate	92.9
African American Graduation Rate	100
Hispanic Graduation Rate	NA
Caucasian Graduation Rate	88.2
Economically Disadvantaged Graduation Rate	90.5
Limited English Proficient Graduation Rate	NA
Students with a Disability Graduation Rate	RV

Grade Inflation Rate	20
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Remediation Rate	79.2
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October Enrollment	364
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### INDICATOR 3: RETENTION

Number of Students Retained at Grade One	1
Percent of Students Retained at Grade One	5.6
Number of Students Retained at Grade Two	0
Percent of Students Retained at Grade Two	0
Number of Students Retained at Grade Three	0
Percent of Students Retained at Grade Three	0
Number of Students Retained at Grade Four	1
Percent of Students Retained at Grade Four	3.3
Number of Students Retained at Grade Five	1
Percent of Students Retained at Grade Five	3.6
Number of Students Retained at Grade Six	0

Percent of Students Retained at Grade Six	0
Number of Students Retained at Grade Seven	0
Percent of Students Retained at Grade Seven	0
Number of Students Retained at Grade Eight	0
Percent of Students Retained at Grade Eight	0

### INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0
Weapons Incidents	0
Staff Assaults	0
Student Assaults	0

### INDICATOR 5: TEACHER QUALITY

Percent of Teachers Completely Certified (Licensed)	98
Percent Teaching with Emergency/ Provisional Credentials	7.8
Percent of Teachers with Bachelor's Degree	82.4
Percent of Teachers with Master's Degree	17.6
Percent of Teachers with Advanced Degree	0
<b>Teachers in High Poverty Schools</b>	
Percent of Classes not Taught by Highly Qualified Teachers	0
<b>Teachers in Low Poverty Schools</b>	
Percent of Classes not Taught by Highly Qualified Teachers	
<b>Aggregate all Economic Levels</b>	
Percent of Classes not Taught by Highly Qualified Teachers	0

### Indicator 6: Choice

Percent of Students Obtained Through School Choice	1.1
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### Indicator 7: Economic

District Total Mills Voted	32
District Expenditure Per Student	\$10,126
District Average Teacher Salary	\$41,379
District Total Expenditures	\$5,029,301
District Instructional Expenditures	\$2,134,148
District Administrative Expenditures	\$314,274
District Extracurricular Expenditures	\$1,583,559
District Capital Expenditures	\$1,281,333
District Debt Service Expenditures	\$90,808
Percent of Students Eligible for Free and Reduced Meals	80.8
State Free and Reduced-Price Meal Rate **	60.33%
National Free and Reduced-Price Meal Rate **	53.92%



# 2011-12 District REPORT CARD for EMERSON-TAYLOR SCHOOL DISTRICT

## INDICATOR 1: STUDENT ACHIEVEMENT

	Percent tested overall	Percent below basic	Percent Basic	Percent Proficient	Percent Advanced	Percent proficient and above
Grade Three Literacy						
Combined Population	100	4.1	0	18.4	77.6	95.9
TAGG	100	11.1	0	22.2	66.7	88.9
African-American	100	RV	RV	RV	RV	RV
Hispanic						
Caucasian	100	4.2	0	18.8	77.1	95.8
Economically Disadvantaged	100	11.8	0	23.5	64.7	88.2
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	0	8.3	91.7	100
Male	100	8	0	28	64	92
Migrant						

Grade Three Mathematics						
Combined Population	100	2	2	10.2	85.7	95.9
TAGG	100	5.6	5.6	5.6	83.3	88.9
African-American	100	RV	RV	RV	RV	RV
Hispanic						
Caucasian	100	2.1	2.1	10.4	85.4	95.8
Economically Disadvantaged	100	5.9	5.9	5.9	82.4	88.2
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	0	4.2	95.8	100
Male	100	4	4	16	76	92
Migrant						

Grade Four Literacy						
Combined Population	100	0	21.6	18.9	59.5	78.4
TAGG	100	0	25	25	50	75
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	0	19.4	16.1	64.5	80.7
Economically Disadvantaged	100	0	25	18.8	56.3	75
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	10.5	21.1	68.4	89.5
Male	100	0	33.3	16.7	50	66.7

Migrant						
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Grade Four Mathematics						
Combined Population	100	0	18.9	29.7	51.4	81.1
TAGG	100	0	30	20	50	70
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	0	16.1	25.8	58.1	83.9
Economically Disadvantaged	100	0	31.3	18.8	50	68.8
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	21.1	31.6	47.4	79
Male	100	0	16.7	27.8	55.6	83.3
Migrant						

Grade Five Literacy						
Combined Population	100	0	8.5	44.7	46.8	91.5
TAGG	100	0	16.7	58.3	25	83.3
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	0	7.3	41.5	51.2	92.7
Economically Disadvantaged	100	0	17.4	56.5	26.1	82.6
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	7.1	42.9	50	92.9
Male	100	0	10.5	47.4	42.1	89.5
Migrant						

Grade Five Mathematics						
Combined Population	100	4.3	4.3	48.9	42.6	91.5
TAGG	100	8.3	8.3	62.5	20.8	83.3
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	2.4	4.9	43.9	48.8	92.7
Economically Disadvantaged	100	8.7	8.7	60.9	21.7	82.6
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	3.6	3.6	53.6	39.3	92.9
Male	100	5.3	5.3	42.1	47.4	89.5
Migrant						

Grade Five Science						
Combined Population	100	0	17	46.8	36.2	83

TAGG	100	0	20.8	58.3	20.8	79.2
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	0	9.8	48.8	41.5	90.2
Economically Disadvantaged	100	0	21.7	60.9	17.4	78.3
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	17.9	53.6	28.6	82.1
Male	100	0	15.8	36.8	47.4	84.2
Migrant						

Grade Six Literacy						
Combined Population	100	0	15.1	45.3	39.6	84.9
TAGG	100	0	25	46.4	28.6	75
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	0	14.9	46.8	38.3	85.1
Economically Disadvantaged	100	0	19.2	50	30.8	80.8
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	4.4	43.5	52.2	95.7
Male	100	0	23.3	46.7	30	76.7
Migrant						

Grade Six Mathematics						
Combined Population	100	5.7	9.4	24.5	60.4	84.9
TAGG	100	10.7	14.3	17.9	57.1	75
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	4.3	10.6	27.7	57.5	85.1
Economically Disadvantaged	100	3.9	15.4	19.2	61.5	80.8
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	4.4	8.7	17.4	69.6	87
Male	100	6.7	10	30	53.3	83.3
Migrant						

Grade Seven Literacy						
Combined Population	100	2.2	8.9	35.6	53.3	88.9
TAGG	100	4.6	18.2	45.5	31.8	77.3
African-American	100	RV	RV	RV	RV	RV
Hispanic						
Caucasian	100	2.5	10	30	57.5	87.5

Economically Disadvantaged	100	5.3	15.8	42.1	36.8	79
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	8.7	34.8	56.5	91.3
Male	100	4.6	9.1	36.4	50	86.4
Migrant						

Grade Seven Mathematics						
Combined Population	100	8.9	2.2	28.9	60	88.9
TAGG	100	18.2	4.6	31.8	45.5	77.3
African-American	100	RV	RV	RV	RV	RV
Hispanic						
Caucasian	100	10	2.5	27.5	60	87.5
Economically Disadvantaged	100	21.1	5.3	26.3	47.4	73.7
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	8.7	0	26.1	65.2	91.3
Male	100	9.1	4.6	31.8	54.6	86.4
Migrant						

Grade Seven Science						
Combined Population	100	8.9	33.3	33.3	24.4	57.8
TAGG	100	18.2	45.5	22.7	13.6	36.4
African-American	100	RV	RV	RV	RV	RV
Hispanic						
Caucasian	100	10	27.5	35	27.5	62.5
Economically Disadvantaged	100	15.8	42.1	26.3	15.8	42.1
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	8.7	21.7	39.1	30.4	69.6
Male	100	9.1	45.5	27.3	18.2	45.5
Migrant						

Grade Eight Literacy						
Combined Population	100	0	7.7	53.9	38.5	92.3
TAGG	100	0	12.5	58.3	29.2	87.5
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	0	2.4	56.1	41.5	97.6
Economically Disadvantaged	100	0	4.6	63.6	31.8	95.5
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	0	45.8	54.2	100





Combined Population	95.7	4.6	20.5	36.4	38.6	75
TAGG	94.7	11.1	22.2	33.3	33.3	66.7
African-American	100	7.7	23.1	38.5	30.8	69.2
Hispanic						
Caucasian	93.8	0	20	36.7	43.3	80
Economically Disadvantaged	94.4	11.8	17.7	35.3	35.3	70.6
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	96.4	7.4	11.1	33.3	48.2	81.5
Male	94.4	0	35.3	41.2	23.5	64.7
Migrant						

Biology						
Combined Population	97.8	2.3	34.9	37.2	25.6	62.8
TAGG	100	5.9	29.4	47.1	17.7	64.7
African-American	100	9.1	54.6	36.4	0	36.4
Hispanic						
Caucasian	97	0	28.1	37.5	34.4	71.9
Economically Disadvantaged	100	6.3	25	50	18.8	68.8
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	96.3	0	28	44	28	72
Male	100	5.6	44.4	27.8	22.2	50
Migrant						

Number of Recently Arrived LEP Students Not Assessed in Literacy

Grade Three	NA
Grade Four	NA
Grade Five	NA
Grade Six	NA
Grade Seven	NA
Grade Eight	NA
Grade Eleven	NA
Total	NA

Norm-Reference Test (ITBS)

Grade One Reading Comprehension	NA
Grade One Math Problems	NA
Grade Two Reading Comprehension	NA
Grade Two Math Problems	NA
Grade Three Reading	NA
Grade Three Math	NA
Grade Four Reading	NA
Grade Four Math	NA

Grade Five Reading	NA
Grade Five Math	NA
Grade Five Science	NA
Grade Six Reading	NA
Grade Six Math	NA
Grade Seven Reading	NA
Grade Seven Math	NA
Grade Seven Science	NA
Grade Eight Reading	NA
Grade Eight Math	NA
Grade Nine Reading Comprehension	NA
Grade Nine Math Concepts and Problems	NA

#### American College Test (ACT)

Number of Students Taking Voluntary Universal ACT	
District Provided College Prep for Students Taking ACT in Grades 9-11	
Number of Students in College Preparatory Enrichment Program (CPEP)	
Number of Students Taking ACT in Grades 9-11	61
Number of Students Taking ACT in Grade 12	47
Mathematics	20.5
Science	20.7
English	21.8
Composite	20.8
Reading	21.2

#### Scholastic Assessment Test (SAT)

Number of Students Taking SAT College Admission Test	
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#### Advanced Placement Courses (AP)

Number of Students Taking AP courses	11
Number of AP exams taken	22
Number of Exams scored 3,4 or 5	4
Number of Students Taking International Baccalaureate Courses	

## INDICATOR 2: SCHOOL PERFORMANCE

#### Arkansas ESEA Accountability 2012

Needs Improvement	2
Needs Improvement Priority	0
Needs Improvement Priority Met Year 1 Exit Criteria	0
Needs Improvement Focus	0
Needs Improvement Focus Met Year 1 Exit Criteria	0
Achieving	2
Exemplary	0

#### Improvement School Rating (Gains)

1-Schools in Need of Immediate Improvement	0
2-Schools Approaching Standards (Alert)	0

3-Schools Meeting Improvement Standards	3
4-Schools Exceeding Improvement Standards	1
5-Schools of Excellence for Improvement	0

**Performance School Rating (Status)**

1-Schools in Need of Immediate Improvement	0
2-Schools on Alert	0
3-Schools Meeting Standards	0
4-Schools Exceeding Standards	1
5-Schools of Excellence	3

**Annual Accreditation Status**

Accredited	4
Accredited-Cited	0
Accredited-Probationary	0

Attendance rate	95.8
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Dropout rate	2.7
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Combined Population Graduation Rate	75
African American Graduation Rate	64.3
Hispanic Graduation Rate	NA
Caucasian Graduation Rate	79
Economically Disadvantaged Graduation Rate	60
Limited English Proficient Graduation Rate	NA
Students with a Disability Graduation Rate	RV

Grade Inflation Rate	9.1
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Remediation Rate	48.1
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October Enrollment	634
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### INDICATOR 3: RETENTION

Number of Students Retained at Grade One	1
Percent of Students Retained at Grade One	2.6
Number of Students Retained at Grade Two	1
Percent of Students Retained at Grade Two	2.5
Number of Students Retained at Grade Three	0
Percent of Students Retained at Grade Three	0
Number of Students Retained at Grade Four	0
Percent of Students Retained at Grade Four	0
Number of Students Retained at Grade Five	1
Percent of Students Retained at Grade Five	2
Number of Students Retained at Grade Six	1

Percent of Students Retained at Grade Six	1.9
Number of Students Retained at Grade Seven	5
Percent of Students Retained at Grade Seven	10.6
Number of Students Retained at Grade Eight	0
Percent of Students Retained at Grade Eight	0

### INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0
Weapons Incidents	0.3
Staff Assaults	0
Student Assaults	1.1

### INDICATOR 5: TEACHER QUALITY

Percent of Teachers Completely Certified (Licensed)	98.5
Percent Teaching with Emergency/ Provisional Credentials	3
Percent of Teachers with Bachelor's Degree	52.3
Percent of Teachers with Master's Degree	47.7
Percent of Teachers with Advanced Degree	0
<b>Teachers in High Poverty Schools</b>	
Percent of Classes not Taught by Highly Qualified Teachers	
<b>Teachers in Low Poverty Schools</b>	
Percent of Classes not Taught by Highly Qualified Teachers	0
<b>Aggregate all Economic Levels</b>	
Percent of Classes not Taught by Highly Qualified Teachers	0

### Indicator 6: Choice

Percent of Students Obtained Through School Choice	1.3
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### Indicator 7: Economic

District Total Mills Voted	37.4
District Expenditure Per Student	\$9,519
District Average Teacher Salary	\$40,402
District Total Expenditures	\$7,452,084
District Instructional Expenditures	\$3,272,375
District Administrative Expenditures	\$570,206
District Extracurricular Expenditures	\$275,047
District Capital Expenditures	\$808,944
District Debt Service Expenditures	\$614,475
Percent of Students Eligible for Free and Reduced Meals	45.7
State Free and Reduced-Price Meal Rate **	60.33%
National Free and Reduced-Price Meal Rate **	53.92%

# 2011-12 District REPORT CARD for FOUKE SCHOOL DISTRICT

## INDICATOR 1: STUDENT ACHIEVEMENT

	Percent tested overall	Percent below basic	Percent Basic	Percent Proficient	Percent Advanced	Percent proficient and above
Grade Three Literacy						
Combined Population	98.8	6.8	5.4	20.3	67.6	87.8
TAGG	97.9	4.4	8.9	26.7	60	86.7
African-American						
Hispanic						
Caucasian	98.7	6.9	4.2	20.8	68.1	88.9
Economically Disadvantaged	97.8	4.7	9.3	25.6	60.5	86.1
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	2.6	7.7	20.5	69.2	89.7
Male	97.4	11.4	2.9	20	65.7	85.7
Migrant						

Grade Three Mathematics						
Combined Population	98.8	1.4	9.5	20.3	68.9	89.2
TAGG	97.9	2.2	8.9	26.7	62.2	88.9
African-American						
Hispanic						
Caucasian	98.7	1.4	9.7	20.8	68.1	88.9
Economically Disadvantaged	97.8	2.3	9.3	27.9	60.5	88.4
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	2.6	5.1	20.5	71.8	92.3
Male	97.4	0	14.3	20	65.7	85.7
Migrant						

Grade Four Literacy						
Combined Population	97.6	4	7.9	35.5	52.6	88.2
TAGG	96.4	5.9	9.8	39.2	45.1	84.3
African-American						
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	97.5	4.1	8.2	37	50.7	87.7
Economically Disadvantaged	96.4	5.9	9.8	39.2	45.1	84.3
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	97.7	2.6	5.1	35.9	56.4	92.3
Male	97.5	5.4	10.8	35.1	48.7	83.8

Migrant						
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Grade Four Mathematics						
Combined Population	97.6	2.6	4	38.2	55.3	93.4
TAGG	96.4	3.9	3.9	47.1	45.1	92.2
African-American						
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	97.5	2.7	4.1	39.7	53.4	93.2
Economically Disadvantaged	96.4	3.9	3.9	47.1	45.1	92.2
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	97.7	2.6	5.1	35.9	56.4	92.3
Male	97.5	2.7	2.7	40.5	54.1	94.6
Migrant						

Grade Five Literacy						
Combined Population	100	2.6	9.2	26.3	61.8	88.2
TAGG	100	3.7	11.1	33.3	51.9	85.2
African-American						
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	2.7	9.6	26	61.6	87.7
Economically Disadvantaged	100	2	12.2	34.7	51	85.7
Students with Disabilities	100	20	40	10	30	40
Limited English Proficient						
Female	100	2.6	10.3	20.5	66.7	87.2
Male	100	2.7	8.1	32.4	56.8	89.2
Migrant						

Grade Five Mathematics						
Combined Population	100	5.3	14.5	38.2	42.1	80.3
TAGG	100	7.4	14.8	40.7	37	77.8
African-American						
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	5.5	13.7	39.7	41.1	80.8
Economically Disadvantaged	100	6.1	14.3	42.9	36.7	79.6
Students with Disabilities	100	40	20	20	20	40
Limited English Proficient						
Female	100	7.7	15.4	35.9	41	76.9
Male	100	2.7	13.5	40.5	43.2	83.8
Migrant						

Grade Five Science						
Combined Population	100	6.6	17.1	64.5	11.8	76.3



TAGG	100	9.3	22.2	64.8	3.7	68.5
African-American						
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	6.9	16.4	65.8	11	76.7
Economically Disadvantaged	100	8.2	24.5	63.3	4.1	67.4
Students with Disabilities	100	50	10	40	0	40
Limited English Proficient						
Female	100	7.7	25.6	56.4	10.3	66.7
Male	100	5.4	8.1	73	13.5	86.5
Migrant						

Grade Six Literacy						
Combined Population	100	6.1	14.6	43.9	35.4	79.3
TAGG	100	9.6	15.4	42.3	32.7	75
African-American						
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	6.3	15	43.8	35	78.8
Economically Disadvantaged	100	9.6	15.4	42.3	32.7	75
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	2.1	10.6	42.6	44.7	87.2
Male	100	11.4	20	45.7	22.9	68.6
Migrant						

Grade Six Mathematics						
Combined Population	100	12.2	20.7	28.1	39	67.1
TAGG	100	15.4	26.9	25	32.7	57.7
African-American						
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	12.5	21.3	27.5	38.8	66.3
Economically Disadvantaged	100	15.4	26.9	25	32.7	57.7
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	4.3	17	34	44.7	78.7
Male	100	22.9	25.7	20	31.4	51.4
Migrant						

Grade Seven Literacy						
Combined Population	100	4.6	16.1	46	33.3	79.3
TAGG	100	7.8	21.6	49	21.6	70.6
African-American						
Hispanic						
Caucasian	100	4.7	15.3	45.9	34.1	80

Economically Disadvantaged	100	6	22	50	22	72
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	6.3	6.3	31.3	56.3	87.5
Male	100	3.6	21.8	54.6	20	74.6
Migrant						

Grade Seven Mathematics						
Combined Population	100	14.9	12.6	32.2	40.2	72.4
TAGG	100	21.6	11.8	45.1	21.6	66.7
African-American						
Hispanic						
Caucasian	100	15.3	10.6	32.9	41.2	74.1
Economically Disadvantaged	100	20	12	46	22	68
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	18.8	9.4	21.9	50	71.9
Male	100	12.7	14.6	38.2	34.6	72.7
Migrant						

Grade Seven Science						
Combined Population	100	21.8	31	40.2	6.9	47.1
TAGG	100	27.5	35.3	35.3	2	37.3
African-American						
Hispanic						
Caucasian	100	21.2	30.6	41.2	7.1	48.2
Economically Disadvantaged	100	26	36	36	2	38
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	18.8	25	46.9	9.4	56.3
Male	100	23.6	34.6	36.4	5.5	41.8
Migrant						

Grade Eight Literacy						
Combined Population	100	5.8	18.8	39.1	36.2	75.4
TAGG	100	8.7	26.1	34.8	30.4	65.2
African-American	100	RV	RV	RV	RV	RV
Hispanic						
Caucasian	100	5.9	19.1	38.2	36.8	75
Economically Disadvantaged	100	6.8	27.3	36.4	29.6	65.9
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	3.3	10	43.3	43.3	86.7



Combined Population	100	6.6	34.2	35.5	23.7	59.2
TAGG	100	11.8	35.3	35.3	17.7	52.9
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	6.9	35.6	32.9	24.7	57.5
Economically Disadvantaged	100	12.5	34.4	34.4	18.8	53.1
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	11.1	27.8	30.6	30.6	61.1
Male	100	2.5	40	40	17.5	57.5
Migrant						

Biology						
Combined Population	98.8	20.8	40.3	28.6	10.4	39
TAGG	97.7	33.3	28.6	31	7.1	38.1
African-American	100	RV	RV	RV	RV	RV
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	98.7	21.9	38.4	28.8	11	39.7
Economically Disadvantaged	97.6	30.8	30.8	33.3	5.1	38.5
Students with Disabilities	100	54.6	18.2	9.1	18.2	27.3
Limited English Proficient						
Female	100	22.9	37.1	34.3	5.7	40
Male	97.8	19.1	42.9	23.8	14.3	38.1
Migrant						

Number of Recently Arrived LEP Students Not Assessed in Literacy

Grade Three	NA
Grade Four	NA
Grade Five	NA
Grade Six	NA
Grade Seven	NA
Grade Eight	NA
Grade Eleven	NA
Total	NA

Norm-Reference Test (ITBS)

Grade One Reading Comprehension	NA
Grade One Math Problems	NA
Grade Two Reading Comprehension	NA
Grade Two Math Problems	NA
Grade Three Reading	NA
Grade Three Math	NA
Grade Four Reading	NA
Grade Four Math	NA

Grade Five Reading	NA
Grade Five Math	NA
Grade Five Science	NA
Grade Six Reading	NA
Grade Six Math	NA
Grade Seven Reading	NA
Grade Seven Math	NA
Grade Seven Science	NA
Grade Eight Reading	NA
Grade Eight Math	NA
Grade Nine Reading Comprehension	NA
Grade Nine Math Concepts and Problems	NA

#### American College Test (ACT)

Number of Students Taking Voluntary Universal ACT	68
District Provided College Prep for Students Taking ACT in Grades 9-11	Y
Number of Students in College Preparatory Enrichment Program (CPEP)	
Number of Students Taking ACT in Grades 9-11	125
Number of Students Taking ACT in Grade 12	31
Mathematics	19.2
Science	19.8
English	19.8
Composite	19.3
Reading	20.7

#### Scholastic Assessment Test (SAT)

Number of Students Taking SAT College Admission Test	
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#### Advanced Placement Courses (AP)

Number of Students Taking AP courses	23
Number of AP exams taken	24
Number of Exams scored 3,4 or 5	2
Number of Students Taking International Baccalaureate Courses	

## INDICATOR 2: SCHOOL PERFORMANCE

#### Arkansas ESEA Accountability 2012

Needs Improvement	2
Needs Improvement Priority	0
Needs Improvement Priority Met Year 1 Exit Criteria	0
Needs Improvement Focus	0
Needs Improvement Focus Met Year 1 Exit Criteria	0
Achieving	1
Exemplary	0

#### Improvement School Rating (Gains)

1-Schools in Need of Immediate Improvement	1
2-Schools Approaching Standards (Alert)	1

3-Schools Meeting Improvement Standards	1
4-Schools Exceeding Improvement Standards	0
5-Schools of Excellence for Improvement	0

**Performance School Rating (Status)**

1-Schools in Need of Immediate Improvement	0
2-Schools on Alert	0
3-Schools Meeting Standards	1
4-Schools Exceeding Standards	1
5-Schools of Excellence	1

**Annual Accreditation Status**

Accredited	3
Accredited-Cited	0
Accredited-Probationary	0

Attendance rate	93.7
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Dropout rate	1.7
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Combined Population Graduation Rate	90
African American Graduation Rate	RV
Hispanic Graduation Rate	RV
Caucasian Graduation Rate	89.5
Economically Disadvantaged Graduation Rate	84.9
Limited English Proficient Graduation Rate	NA
Students with a Disability Graduation Rate	RV

Grade Inflation Rate	11.3
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Remediation Rate	69.2
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October Enrollment	1,027
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### INDICATOR 3: RETENTION

Number of Students Retained at Grade One	6
Percent of Students Retained at Grade One	8.2
Number of Students Retained at Grade Two	0
Percent of Students Retained at Grade Two	0
Number of Students Retained at Grade Three	0
Percent of Students Retained at Grade Three	0
Number of Students Retained at Grade Four	0
Percent of Students Retained at Grade Four	0
Number of Students Retained at Grade Five	0
Percent of Students Retained at Grade Five	0
Number of Students Retained at Grade Six	0



Percent of Students Retained at Grade Six	0
Number of Students Retained at Grade Seven	0
Percent of Students Retained at Grade Seven	0
Number of Students Retained at Grade Eight	0
Percent of Students Retained at Grade Eight	0

### INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0
Weapons Incidents	0.1
Staff Assaults	0
Student Assaults	0.1

### INDICATOR 5: TEACHER QUALITY

Percent of Teachers Completely Certified (Licensed)	100
Percent Teaching with Emergency/ Provisional Credentials	5.6
Percent of Teachers with Bachelor's Degree	76.5
Percent of Teachers with Master's Degree	23.5
Percent of Teachers with Advanced Degree	0
<b>Teachers in High Poverty Schools</b>	
Percent of Classes not Taught by Highly Qualified Teachers	
<b>Teachers in Low Poverty Schools</b>	
Percent of Classes not Taught by Highly Qualified Teachers	
<b>Aggregate all Economic Levels</b>	
Percent of Classes not Taught by Highly Qualified Teachers	0

### Indicator 6: Choice

Percent of Students Obtained Through School Choice	1
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### Indicator 7: Economic

District Total Mills Voted	49
District Expenditure Per Student	\$8,638
District Average Teacher Salary	\$44,896
District Total Expenditures	\$9,562,571
District Instructional Expenditures	\$5,291,835
District Administrative Expenditures	\$695,387
District Extracurricular Expenditures	\$381,383
District Capital Expenditures	\$274,938
District Debt Service Expenditures	\$282,648
Percent of Students Eligible for Free and Reduced Meals	59.3
State Free and Reduced-Price Meal Rate **	60.33%
National Free and Reduced-Price Meal Rate **	53.92%

# 2011-12 District REPORT CARD for LAFAYETTE COUNTY SCHOOL DISTRICT

## INDICATOR 1: STUDENT ACHIEVEMENT

	Percent tested overall	Percent below basic	Percent Basic	Percent Proficient	Percent Advanced	Percent proficient and above
Grade Three Literacy						
Combined Population	100	12.5	14.6	27.1	45.8	72.9
TAGG	100	15.4	18	28.2	38.5	66.7
African-American	100	13	21.7	26.1	39.1	65.2
Hispanic						
Caucasian	100	12.5	8.3	25	54.2	79.2
Economically Disadvantaged	100	15.8	18.4	26.3	39.5	65.8
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	8	8	20	64	84
Male	100	17.4	21.7	34.8	26.1	60.9
Migrant						

Grade Three Mathematics						
Combined Population	100	4.2	16.7	29.2	50	79.2
TAGG	100	5.1	20.5	30.8	43.6	74.4
African-American	100	4.4	26.1	39.1	30.4	69.6
Hispanic						
Caucasian	100	4.2	8.3	20.8	66.7	87.5
Economically Disadvantaged	100	5.3	21.1	31.6	42.1	73.7
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	16	28	56	84
Male	100	8.7	17.4	30.4	43.5	73.9
Migrant						

Grade Four Literacy						
Combined Population	100	8	16	34	42	76
TAGG	100	8.9	15.6	35.6	40	75.6
African-American	100	11.4	14.3	28.6	45.7	74.3
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	0	25	33.3	41.7	75
Economically Disadvantaged	100	9.1	15.9	34.1	40.9	75
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	10	30	60	90
Male	100	20	25	40	15	55

Migrant	100	RV	RV	RV	RV	RV
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Grade Four Mathematics						
Combined Population	100	2	16	38	44	82
TAGG	100	2.2	15.6	37.8	44.4	82.2
African-American	100	2.9	17.1	42.9	37.1	80
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	0	8.3	33.3	58.3	91.7
Economically Disadvantaged	100	2.3	13.6	38.6	45.5	84.1
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	10	36.7	53.3	90
Male	100	5	25	40	30	70
Migrant	100	RV	RV	RV	RV	RV

Grade Five Literacy						
Combined Population	100	0	8.5	46.8	44.7	91.5
TAGG	100	0	9.8	48.8	41.5	90.2
African-American	100	0	11.8	50	38.2	88.2
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	0	0	50	50	100
Economically Disadvantaged	100	0	9.8	48.8	41.5	90.2
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	3.6	46.4	50	96.4
Male	100	0	15.8	47.4	36.8	84.2
Migrant	100	RV	RV	RV	RV	RV

Grade Five Mathematics						
Combined Population	100	6.4	25.5	36.2	31.9	68.1
TAGG	100	7.3	26.8	39	26.8	65.9
African-American	100	8.8	32.4	32.4	26.5	58.8
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	0	10	50	40	90
Economically Disadvantaged	100	7.3	26.8	39	26.8	65.9
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	3.6	25	32.1	39.3	71.4
Male	100	10.5	26.3	42.1	21.1	63.2
Migrant	100	RV	RV	RV	RV	RV

Grade Five Science						
Combined Population	100	8.5	48.9	34	8.5	42.6

TAGG	100	9.8	53.7	29.3	7.3	36.6
African-American	100	11.8	52.9	29.4	5.9	35.3
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	0	40	40	20	60
Economically Disadvantaged	100	9.8	53.7	29.3	7.3	36.6
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	7.1	42.9	39.3	10.7	50
Male	100	10.5	57.9	26.3	5.3	31.6
Migrant	100	RV	RV	RV	RV	RV

Grade Six Literacy						
Combined Population	100	2.4	26.2	35.7	35.7	71.4
TAGG	100	2.9	25.7	40	31.4	71.4
African-American	100	3.5	31	48.3	17.2	65.5
Hispanic						
Caucasian	100	0	15.4	7.7	76.9	84.6
Economically Disadvantaged	100	2.9	25.7	40	31.4	71.4
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	5	15	30	50	80
Male	100	0	36.4	40.9	22.7	63.6
Migrant						

Grade Six Mathematics						
Combined Population	100	7.1	21.4	28.6	42.9	71.4
TAGG	100	8.6	22.9	31.4	37.1	68.6
African-American	100	10.3	27.6	27.6	34.5	62.1
Hispanic						
Caucasian	100	0	7.7	30.8	61.5	92.3
Economically Disadvantaged	100	8.6	22.9	31.4	37.1	68.6
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	5	5	50	40	90
Male	100	9.1	36.4	9.1	45.5	54.6
Migrant						

Grade Seven Literacy						
Combined Population	100	3.4	27.1	42.4	27.1	69.5
TAGG	100	4.2	27.1	47.9	20.8	68.8
African-American	100	2.7	24.3	56.8	16.2	73
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	5	35	20	40	60

Economically Disadvantaged	100	4.2	27.1	47.9	20.8	68.8
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	12.5	41.7	45.8	87.5
Male	100	5.7	37.1	42.9	14.3	57.1
Migrant						

Grade Seven Mathematics						
Combined Population	100	15.3	6.8	39	39	78
TAGG	100	16.7	8.3	37.5	37.5	75
African-American	100	16.2	10.8	35.1	37.8	73
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	15	0	50	35	85
Economically Disadvantaged	100	16.7	8.3	37.5	37.5	75
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	8.3	4.2	41.7	45.8	87.5
Male	100	20	8.6	37.1	34.3	71.4
Migrant						

Grade Seven Science						
Combined Population	100	39	50.9	10.2	0	10.2
TAGG	100	41.7	50	8.3	0	8.3
African-American	100	40.5	51.4	8.1	0	8.1
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	40	45	15	0	15
Economically Disadvantaged	100	41.7	50	8.3	0	8.3
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	29.2	58.3	12.5	0	12.5
Male	100	45.7	45.7	8.6	0	8.6
Migrant						

Grade Eight Literacy						
Combined Population	98.4	8.3	25	50	16.7	66.7
TAGG	98	8.2	26.5	53.1	12.2	65.3
African-American	97.1	2.9	35.3	50	11.8	61.8
Hispanic						
Caucasian	100	15.4	11.5	50	23.1	73.1
Economically Disadvantaged	98	8.2	26.5	53.1	12.2	65.3
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	0	23.3	53.3	23.3	76.7





Combined Population	95.7	15.9	27.3	52.3	4.6	56.8
TAGG	100	15.4	28.2	51.3	5.1	56.4
African-American	100	23.1	26.9	42.3	7.7	50
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	88.9	0	25	75	0	75
Economically Disadvantaged	100	13.2	29	52.6	5.3	57.9
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	95.5	4.8	38.1	52.4	4.8	57.1
Male	95.7	22.7	18.2	54.6	4.6	59.1
Migrant	100	RV	RV	RV	RV	RV

Biology						
Combined Population	100	46.2	35.9	15.4	2.6	18
TAGG	100	50	32.4	17.7	0	17.7
African-American	100	68.2	22.7	9.1	0	9.1
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	20	53.3	20	6.7	26.7
Economically Disadvantaged	100	48.5	33.3	18.2	0	18.2
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	39.1	43.5	17.4	0	17.4
Male	100	56.3	25	12.5	6.3	18.8
Migrant	100	RV	RV	RV	RV	RV

Number of Recently Arrived LEP Students Not Assessed in Literacy

Grade Three	NA
Grade Four	NA
Grade Five	NA
Grade Six	NA
Grade Seven	NA
Grade Eight	NA
Grade Eleven	NA
Total	NA

Norm-Reference Test (ITBS)

Grade One Reading Comprehension	NA
Grade One Math Problems	NA
Grade Two Reading Comprehension	NA
Grade Two Math Problems	NA
Grade Three Reading	NA
Grade Three Math	NA
Grade Four Reading	NA
Grade Four Math	NA

Grade Five Reading	NA
Grade Five Math	NA
Grade Five Science	NA
Grade Six Reading	NA
Grade Six Math	NA
Grade Seven Reading	NA
Grade Seven Math	NA
Grade Seven Science	NA
Grade Eight Reading	NA
Grade Eight Math	NA
Grade Nine Reading Comprehension	NA
Grade Nine Math Concepts and Problems	NA

#### American College Test (ACT)

Number of Students Taking Voluntary Universal ACT	38
District Provided College Prep for Students Taking ACT in Grades 9-11	Y
Number of Students in College Preparatory Enrichment Program (CPEP)	
Number of Students Taking ACT in Grades 9-11	64
Number of Students Taking ACT in Grade 12	31
Mathematics	17.7
Science	18
English	16
Composite	16.9
Reading	17.3

#### Scholastic Assessment Test (SAT)

Number of Students Taking SAT College Admission Test	
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#### Advanced Placement Courses (AP)

Number of Students Taking AP courses	29
Number of AP exams taken	58
Number of Exams scored 3,4 or 5	0
Number of Students Taking International Baccalaureate Courses	

## INDICATOR 2: SCHOOL PERFORMANCE

#### Arkansas ESEA Accountability 2012

Needs Improvement	1
Needs Improvement Priority	1
Needs Improvement Priority Met Year 1 Exit Criteria	1
Needs Improvement Focus	0
Needs Improvement Focus Met Year 1 Exit Criteria	0
Achieving	0
Exemplary	0

#### Improvement School Rating (Gains)

1-Schools in Need of Immediate Improvement	0
2-Schools Approaching Standards (Alert)	1

3-Schools Meeting Improvement Standards	0
4-Schools Exceeding Improvement Standards	1
5-Schools of Excellence for Improvement	0

**Performance School Rating (Status)**

1-Schools in Need of Immediate Improvement	0
2-Schools on Alert	0
3-Schools Meeting Standards	1
4-Schools Exceeding Standards	1
5-Schools of Excellence	0

**Annual Accreditation Status**

Accredited	1
Accredited-Cited	1
Accredited-Probationary	0

Attendance rate	94.5
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Dropout rate	1.5
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Combined Population Graduation Rate	91.1
African American Graduation Rate	88.9
Hispanic Graduation Rate	NA
Caucasian Graduation Rate	94.7
Economically Disadvantaged Graduation Rate	88.6
Limited English Proficient Graduation Rate	NA
Students with a Disability Graduation Rate	90

Grade Inflation Rate	7.7
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Remediation Rate	79.4
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October Enrollment	681
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**INDICATOR 3: RETENTION**

Number of Students Retained at Grade One	1
Percent of Students Retained at Grade One	2.3
Number of Students Retained at Grade Two	0
Percent of Students Retained at Grade Two	0
Number of Students Retained at Grade Three	0
Percent of Students Retained at Grade Three	0
Number of Students Retained at Grade Four	0
Percent of Students Retained at Grade Four	0
Number of Students Retained at Grade Five	0
Percent of Students Retained at Grade Five	0
Number of Students Retained at Grade Six	0

Percent of Students Retained at Grade Six	0
Number of Students Retained at Grade Seven	1
Percent of Students Retained at Grade Seven	1.6
Number of Students Retained at Grade Eight	1
Percent of Students Retained at Grade Eight	1.6

### INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0
Weapons Incidents	0.1
Staff Assaults	0
Student Assaults	0

### INDICATOR 5: TEACHER QUALITY

Percent of Teachers Completely Certified (Licensed)	96
Percent Teaching with Emergency/ Provisional Credentials	2.7
Percent of Teachers with Bachelor's Degree	75.4
Percent of Teachers with Master's Degree	24.6
Percent of Teachers with Advanced Degree	0
<b>Teachers in High Poverty Schools</b>	
Percent of Classes not Taught by Highly Qualified Teachers	0
<b>Teachers in Low Poverty Schools</b>	
Percent of Classes not Taught by Highly Qualified Teachers	
<b>Aggregate all Economic Levels</b>	
Percent of Classes not Taught by Highly Qualified Teachers	0

### Indicator 6: Choice

Percent of Students Obtained Through School Choice	0
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### Indicator 7: Economic

District Total Mills Voted	32.8
District Expenditure Per Student	\$13,215
District Average Teacher Salary	\$41,318
District Total Expenditures	\$9,590,153
District Instructional Expenditures	\$4,039,087
District Administrative Expenditures	\$617,668
District Extracurricular Expenditures	\$346,129
District Capital Expenditures	\$665,253
District Debt Service Expenditures	\$207,906
Percent of Students Eligible for Free and Reduced Meals	84.4
State Free and Reduced-Price Meal Rate **	60.33%
National Free and Reduced-Price Meal Rate **	53.92%

# 2011-12 District REPORT CARD for MAGNOLIA SCHOOL DISTRICT

## INDICATOR 1: STUDENT ACHIEVEMENT

	Percent tested overall	Percent below basic	Percent Basic	Percent Proficient	Percent Advanced	Percent proficient and above
Grade Three Literacy						
Combined Population	100	16.9	14.1	33.2	35.9	69
TAGG	100	21.3	16.2	34.6	27.9	62.5
African-American	100	23.7	15.5	34	26.8	60.8
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	7.2	12.1	32.5	48.2	80.7
Economically Disadvantaged	100	20.9	16.4	34.3	28.4	62.7
Students with Disabilities	100	69.2	0	30.8	0	30.8
Limited English Proficient	100	RV	RV	RV	RV	RV
Female	100	9.5	17.9	28.6	44.1	72.6
Male	100	23	11	37	29	66
Migrant						

Grade Three Mathematics						
Combined Population	100	7.1	18.5	25.5	48.9	74.5
TAGG	100	9.6	22.1	27.9	40.4	68.4
African-American	100	9.3	23.7	27.8	39.2	67
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	4.8	10.8	24.1	60.2	84.3
Economically Disadvantaged	100	9.7	21.6	27.6	41	68.7
Students with Disabilities	100	23.1	46.2	23.1	7.7	30.8
Limited English Proficient	100	RV	RV	RV	RV	RV
Female	100	7.1	14.3	25	53.6	78.6
Male	100	7	22	26	45	71
Migrant						

Grade Four Literacy						
Combined Population	100	6.3	16.7	39.1	37.9	77
TAGG	100	8.3	17.3	45.1	29.3	74.4
African-American	100	8.5	17.9	48.1	25.5	73.6
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	3.1	13.9	26.2	56.9	83.1
Economically Disadvantaged	100	7.6	16.8	45.8	29.8	75.6
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient	100	RV	RV	RV	RV	RV
Female	100	2.5	17.5	36.3	43.8	80
Male	100	9.6	16	41.5	33	74.5

Migrant						
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Grade Four Mathematics						
Combined Population	100	8.1	13.2	32.8	46	78.7
TAGG	100	10.5	15.8	36.8	36.8	73.7
African-American	100	11.3	17.9	38.7	32.1	70.8
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	3.1	4.6	24.6	67.7	92.3
Economically Disadvantaged	100	9.9	16	36.6	37.4	74.1
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient	100	RV	RV	RV	RV	RV
Female	100	8.8	10	41.3	40	81.3
Male	100	7.5	16	25.5	51.1	76.6
Migrant						

Grade Five Literacy						
Combined Population	99.5	6.2	19.1	34.9	39.7	74.6
TAGG	99.3	9.1	23.1	41.3	26.6	67.8
African-American	100	9.9	26.1	36.9	27	64
Hispanic	92.3	9.1	27.3	54.6	9.1	63.6
Caucasian	100	1.2	9.4	29.4	60	89.4
Economically Disadvantaged	99.3	9.5	21.2	41.6	27.7	69.3
Students with Disabilities	100	52.2	34.8	13	0	13
Limited English Proficient	87.5	RV	RV	RV	RV	RV
Female	99	4	13.1	34.3	48.5	82.8
Male	100	8.2	24.6	35.5	31.8	67.3
Migrant	100	RV	RV	RV	RV	RV

Grade Five Mathematics						
Combined Population	99.5	13.4	13.4	26.8	46.4	73.2
TAGG	99.3	18.2	18.2	31.5	32.2	63.6
African-American	100	19.8	19.8	34.2	26.1	60.4
Hispanic	92.3	36.4	9.1	9.1	45.5	54.6
Caucasian	100	2.4	5.9	18.8	72.9	91.8
Economically Disadvantaged	99.3	17.5	19	31.4	32.1	63.5
Students with Disabilities	100	69.6	13	4.4	13	17.4
Limited English Proficient	87.5	RV	RV	RV	RV	RV
Female	99	11.1	9.1	26.3	53.5	79.8
Male	100	15.5	17.3	27.3	40	67.3
Migrant	100	RV	RV	RV	RV	RV

Grade Five Science						
Combined Population	99.5	9.6	22.5	34.5	33.5	67.9



TAGG	99.3	14	25.9	42.7	17.5	60.1
African-American	100	15.3	33.3	39.6	11.7	51.4
Hispanic	92.3	9.1	9.1	45.5	36.4	81.8
Caucasian	100	2.4	10.6	25.9	61.2	87.1
Economically Disadvantaged	99.3	13.9	26.3	41.6	18.3	59.9
Students with Disabilities	100	60.9	13	13	13	26.1
Limited English Proficient	87.5	RV	RV	RV	RV	RV
Female	99	9.1	22.2	32.3	36.4	68.7
Male	100	10	22.7	36.4	30.9	67.3
Migrant	100	RV	RV	RV	RV	RV

Grade Six Literacy						
Combined Population	99.5	11.7	27.3	32.2	28.8	61
TAGG	99.4	14.4	34.4	33.8	17.5	51.3
African-American	100	17.4	36.4	29.8	16.5	46.3
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	98.7	2.7	13.5	36.5	47.3	83.8
Economically Disadvantaged	99.4	14.6	33.5	34.2	17.7	51.9
Students with Disabilities	100	68.2	18.2	9.1	4.6	13.6
Limited English Proficient	100	RV	RV	RV	RV	RV
Female	100	8.8	22.6	33.3	35.3	68.6
Male	99.1	14.6	32	31.1	22.3	53.4
Migrant						

Grade Six Mathematics						
Combined Population	99.5	19.5	19.5	28.3	32.7	61
TAGG	99.4	24.4	21.9	32.5	21.3	53.8
African-American	100	28.1	25.6	34.7	11.6	46.3
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	98.7	6.8	10.8	17.6	64.9	82.4
Economically Disadvantaged	99.4	24.7	21.5	32.9	20.9	53.8
Students with Disabilities	100	63.6	18.2	0	18.2	18.2
Limited English Proficient	100	RV	RV	RV	RV	RV
Female	100	14.7	21.6	28.4	35.3	63.7
Male	99.1	24.3	17.5	28.2	30.1	58.3
Migrant						

Grade Seven Literacy						
Combined Population	100	6.8	20	36.3	36.8	73.2
TAGG	100	10.1	27.1	38	24.8	62.8
African-American	100	12.5	28.1	41.7	17.7	59.4
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	1.2	10.3	31	57.5	88.5

Economically Disadvantaged	100	10.2	26.6	38.3	25	63.3
Students with Disabilities	100	63.2	31.6	5.3	0	5.3
Limited English Proficient	100	RV	RV	RV	RV	RV
Female	100	3.4	14.8	33	48.9	81.8
Male	100	9.8	24.5	39.2	26.5	65.7
Migrant						

Grade Seven Mathematics						
Combined Population	100	17.9	16.8	37.9	27.4	65.3
TAGG	100	24	23.3	36.4	16.3	52.7
African-American	100	27.1	27.1	39.6	6.3	45.8
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	9.2	5.8	36.8	48.3	85.1
Economically Disadvantaged	100	24.2	22.7	36.7	16.4	53.1
Students with Disabilities	100	84.2	15.8	0	0	0
Limited English Proficient	100	RV	RV	RV	RV	RV
Female	100	10.2	14.8	42.1	33	75
Male	100	24.5	18.6	34.3	22.6	56.9
Migrant						

Grade Seven Science						
Combined Population	100	15.8	21.6	34.7	27.9	62.6
TAGG	100	23.3	26.4	31.8	18.6	50.4
African-American	100	29.2	32.3	29.2	9.4	38.5
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	2.3	10.3	37.9	49.4	87.4
Economically Disadvantaged	100	23.4	26.6	31.3	18.8	50
Students with Disabilities	100	79	5.3	10.5	5.3	15.8
Limited English Proficient	100	RV	RV	RV	RV	RV
Female	100	10.2	19.3	36.4	34.1	70.5
Male	100	20.6	23.5	33.3	22.6	55.9
Migrant						

Grade Eight Literacy						
Combined Population	100	11.8	17.9	41.1	29.3	70.3
TAGG	100	16.5	22.6	43.3	17.7	61
African-American	100	15.2	22.7	43.9	18.2	62.1
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	6.8	11.4	36.4	45.5	81.8
Economically Disadvantaged	100	15.4	22.8	43.8	17.9	61.7
Students with Disabilities	100	77.3	18.2	4.6	0	4.6
Limited English Proficient	100	RV	RV	RV	RV	RV
Female	100	7.4	16.4	41.8	34.4	76.2



Combined Population	99.5	4.1	21.8	47.7	26.4	74.1
TAGG	100	4.9	27.9	49.2	18	67.2
African-American	99	8	30	48	14	62
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	0	12.1	49.5	38.5	87.9
Economically Disadvantaged	100	4.9	27.9	49.2	18	67.2
Students with Disabilities	100	RV	RV	RV	RV	RV
Limited English Proficient						
Female	100	5.6	21.3	48.2	25	73.2
Male	98.9	2.3	22.5	47.2	28.1	75.3
Migrant						

Biology						
Combined Population	99.5	17.5	41.2	26.8	14.4	41.2
TAGG	99.2	23.4	46	19.4	11.3	30.7
African-American	99	26.5	50	16.3	7.1	23.5
Hispanic	100	RV	RV	RV	RV	RV
Caucasian	100	8	30.7	39.8	21.6	61.4
Economically Disadvantaged	99.2	24.2	47.5	20	8.3	28.3
Students with Disabilities	100	7.1	0	14.3	78.6	92.9
Limited English Proficient						
Female	100	19.1	43.6	27.3	10	37.3
Male	98.9	15.5	38.1	26.2	20.2	46.4
Migrant						

Number of Recently Arrived LEP Students Not Assessed in Literacy

Grade Three	NA
Grade Four	NA
Grade Five	NA
Grade Six	NA
Grade Seven	NA
Grade Eight	NA
Grade Eleven	NA
Total	NA

Norm-Reference Test (ITBS)

Grade One Reading Comprehension	NA
Grade One Math Problems	NA
Grade Two Reading Comprehension	NA
Grade Two Math Problems	NA
Grade Three Reading	NA
Grade Three Math	NA
Grade Four Reading	NA
Grade Four Math	NA

Grade Five Reading	NA
Grade Five Math	NA
Grade Five Science	NA
Grade Six Reading	NA
Grade Six Math	NA
Grade Seven Reading	NA
Grade Seven Math	NA
Grade Seven Science	NA
Grade Eight Reading	NA
Grade Eight Math	NA
Grade Nine Reading Comprehension	NA
Grade Nine Math Concepts and Problems	NA

#### American College Test (ACT)

Number of Students Taking Voluntary Universal ACT	
District Provided College Prep for Students Taking ACT in Grades 9-11	
Number of Students in College Preparatory Enrichment Program (CPEP)	
Number of Students Taking ACT in Grades 9-11	171
Number of Students Taking ACT in Grade 12	222
Mathematics	20.4
Science	20.5
English	20.2
Composite	20.1
Reading	20.6

#### Scholastic Assessment Test (SAT)

Number of Students Taking SAT College Admission Test	5
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#### Advanced Placement Courses (AP)

Number of Students Taking AP courses	161
Number of AP exams taken	292
Number of Exams scored 3,4 or 5	108
Number of Students Taking International Baccalaureate Courses	

## INDICATOR 2: SCHOOL PERFORMANCE

#### Arkansas ESEA Accountability 2012

Needs Improvement	0
Needs Improvement Priority	0
Needs Improvement Priority Met Year 1 Exit Criteria	0
Needs Improvement Focus	4
Needs Improvement Focus Met Year 1 Exit Criteria	0
Achieving	0
Exemplary	0

#### Improvement School Rating (Gains)

1-Schools in Need of Immediate Improvement	0
2-Schools Approaching Standards (Alert)	1

3-Schools Meeting Improvement Standards	2
4-Schools Exceeding Improvement Standards	0
5-Schools of Excellence for Improvement	0

**Performance School Rating (Status)**

1-Schools in Need of Immediate Improvement	0
2-Schools on Alert	0
3-Schools Meeting Standards	2
4-Schools Exceeding Standards	2
5-Schools of Excellence	0

**Annual Accreditation Status**

Accredited	3
Accredited-Cited	1
Accredited-Probationary	0

Attendance rate	95.7
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Dropout rate	1.6
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Combined Population Graduation Rate	91.3
African American Graduation Rate	87.4
Hispanic Graduation Rate	RV
Caucasian Graduation Rate	95.1
Economically Disadvantaged Graduation Rate	89.2
Limited English Proficient Graduation Rate	RV
Students with a Disability Graduation Rate	87.5

Grade Inflation Rate	0
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Remediation Rate	51.5
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October Enrollment	2,728
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**INDICATOR 3: RETENTION**

Number of Students Retained at Grade One	0
Percent of Students Retained at Grade One	0
Number of Students Retained at Grade Two	0
Percent of Students Retained at Grade Two	0
Number of Students Retained at Grade Three	0
Percent of Students Retained at Grade Three	0
Number of Students Retained at Grade Four	0
Percent of Students Retained at Grade Four	0
Number of Students Retained at Grade Five	0
Percent of Students Retained at Grade Five	0
Number of Students Retained at Grade Six	0

Percent of Students Retained at Grade Six	0
Number of Students Retained at Grade Seven	10
Percent of Students Retained at Grade Seven	4.9
Number of Students Retained at Grade Eight	6
Percent of Students Retained at Grade Eight	2.4

## INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0
Weapons Incidents	0.3
Staff Assaults	0
Student Assaults	0.1

## INDICATOR 5: TEACHER QUALITY

Percent of Teachers Completely Certified (Licensed)	98
Percent Teaching with Emergency/ Provisional Credentials	2.8
Percent of Teachers with Bachelor's Degree	66.2
Percent of Teachers with Master's Degree	32.9
Percent of Teachers with Advanced Degree	0.4
<b>Teachers in High Poverty Schools</b>	
Percent of Classes not Taught by Highly Qualified Teachers	
<b>Teachers in Low Poverty Schools</b>	
Percent of Classes not Taught by Highly Qualified Teachers	
<b>Aggregate all Economic Levels</b>	
Percent of Classes not Taught by Highly Qualified Teachers	0

## Indicator 6: Choice

Percent of Students Obtained Through School Choice	0.1
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## Indicator 7: Economic

District Total Mills Voted	29.6
District Expenditure Per Student	\$9,461
District Average Teacher Salary	\$47,216
District Total Expenditures	\$30,644,551
District Instructional Expenditures	\$14,527,968
District Administrative Expenditures	\$2,028,862
District Extracurricular Expenditures	\$1,067,718
District Capital Expenditures	\$4,475,891
District Debt Service Expenditures	\$425,641
Percent of Students Eligible for Free and Reduced Meals	68.5
State Free and Reduced-Price Meal Rate **	60.33%
National Free and Reduced-Price Meal Rate **	53.92%



# **Standards Information**

# Accreditation Request

04/18/13

area	County	Sch District	LEA #	Sch Name	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
6	LaFayette	Bradley	3701000	District Office								
6	LaFayette	Bradley	3701001	Bradley Elem	A	A	C	C	C	C	A	A
6	LaFayette	Bradley	3701002	Bradley HS	A	C	P	A	C	C	A	C
6	Columbia	Emerson-Taylor	1408000	District Office								
6	Columbia	Emerson-Taylor	1408001	Emerson Elem	A	A	A	A	A	A	A	A
6	Columbia	Emerson-Taylor	1408002	Emerson HS	C	C	A	A	A	A	A	A
6	Columbia	Emerson-Taylor	1408018	Taylor Elem	A	A	A	A	A	A	A	A
6	Columbia	Emerson-Taylor	1408019	Taylor HS	C	A	A	A	A	A	A	A
6	LaFayette	La Fayette County	3704000	District Office								
6	LaFayette	La Fayette County	3704007	Lafayette Co Elem West	A	A	C	A	A	C	C	A
6	LaFayette	La Fayette County	3704013	Lafayette County HS	A	C	A	A	A	A	A	C
6	Miller	Fouke	4603000	District Office								
6	Miller	Fouke	4603010	Fouke HS	C	C	A	A	A	P	A	A
6	Miller	Fouke	4603011	P. Smith MS Sch	C	C	A	A	A	A	A	A
6	Miller	Fouke	4603009	Fouke Elem Sch	C	C	A	A	A	A	A	A
6	Union	Junction City	7003000	District Office						C		
6	Union	Junction City	7003027	Junction City Elem	A	A	A	A	A	A	A	A
6	Union	Junction City	7003028	Junction City HS	A	A	C	P	A	A	A	A
6	Columbia	Magnolia	1402000	District Office								
6	Columbia	Magnolia	1402006	Central Elem	A	A	A	A	A	A	A	C
6	Columbia	Magnolia	1402007	East-West Elem	A	A	C	C	A	A	A	A
6	Columbia	Magnolia	1402008	Magnolia JHS	A	A	C	A	A	A	C	A
6	Columbia	Magnolia	1402009	Magnolia HS	A	C	A	A	A	A	A	A

A Accredited  
C Cited  
P Probationary

## **Fiscal Information**

LEA: 1402  
County: COLUMBIA  
District: MAGNOLIA

Preliminary  
State Aid Notice 2012-13  
February 28, 2013

Refer to Commissioner's Memo Number  
FIN-13-054 for additional information

				DATA			
1.	2011 Real Assessment	\$	181,279,579	14.	Per-Student Revenue	\$	2,484.66
2.	2011 Personal Assessment	\$	62,078,580	15.	Per-Student Foundation Funding Amount	\$	6,267.00
3.	2011 Utility Assessment	\$	14,535,720	16.	Per-Student State Foundation Funding Aid	\$	3,782.34
4.	2011 Total Assessment	\$	257,893,879	17.	PY ALE FTEs (Qtrs. 1-4)		27.56
5.	98% of URT X Assessment	\$	6,318,400	18.	CY English Language Learner Students		41
6.	Net Revenues	\$		19.	PY NSL Students (Free and Reduced)		1,868
7.	Five-Year Avg. Misc. Funds <sup>1</sup>	\$	433,254	20.	Professional Development Funding Rate	\$	43.39
8.	2010-11 ADM (Qtrs. 1-3 Avg.)		2,777.49	21.	Adjusted 1/1/05 Scheduled Debt Payment	\$	574,728.75
9.	2011-12 ADM (Qtrs. 1-3 Avg.)		2,717.33	22.	Bonded Debt Assistance Funding Factor	\$	18.03
10.	2012-13 ADM (Qtr. 1)		2,719.67	23.	State Wealth Index		0.34309
11.	Estimated 2012-13 ADM for SGF (Qtr. 2)		2,697.71	24.	ADM of Isolated School Area		9.36
12.	Estimated 2012-13 ADM for SGF (Qtr. 3)		2,682.17	25.	Isolated Funding Amount	\$	819
13.	Estimated 2012-13 ADM for SGF (Qtr. 4)		2,660.95				

FUNDING						
Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code	
26. State Foundation Funding Aid	\$ 10,277,853	6-20-2303, 6-20-2305	No	31101	2001	
27. Educational Excellence Trust <sup>2</sup> – R	\$ 1,056,212	6-5-301 et seq.	Yes			
28. Alternative Learning Environment – R	\$ 116,524	6-20-2303, 6-20-2305	Yes	32370	275	
29. English Language Learners – R	\$ 12,505	6-20-2303, 6-20-2305	Yes	32371	276	
30. NSL State Categorical Funding <sup>3</sup> – R	\$ 965,756	6-20-2303, 6-20-2305	Yes	32381	281	
31. NSL Transitional Funding <sup>3</sup> – R	\$ 0	6-20-2305	Yes	32381	281	
32. NSL Growth Funding <sup>3</sup> – R	\$ 0	6-20-2305	Yes	32381	281	
33. Professional Development – R	\$ 117,905	6-20-2303, 6-20-2305	Yes	32256	223	
34. Bonded Debt Assistance – R	\$ 37,460	6-20-2503	Yes	32915	001	
35. State Financial Assistance – GFF – R	\$ 20,364	6-20-2503	No	32912	392	
36. State Financial Assistance – SMIF – R	\$ 0	6-20-2503	No	31620	001	
37. Isolated Funding	\$ 7,666	6-20-601, 6-20-603	Yes	31500	212	
38. Special Needs Isolated Funding <sup>4</sup>	\$ 0	6-20-604 (c), (d) & (e)	Yes	31500	212	
39. Special Needs Small District Funding <sup>4</sup>	\$ 0	6-20-604 (f)	No	32249	2920	
40. Special Needs Isolated Transportation <sup>4</sup>	\$ 0	6-20-604 (h)	Yes	32248	228	
41. Special Needs Isolated Adequacy	\$	6-20-2305	No	31500	212	
42. Declining Enrollment Funding <sup>5</sup> – R	\$ 188,511	6-20-2305	No	31460	218	
43. Declining Enrollment Adequacy	\$	6-20-2305	No	31460	218	
44. Student Growth-Qtr. 1 & Est. Qtrs. 2, 3, & 4 <sup>6</sup> – R	\$ 0	6-20-2303 & 2305	No	31450	217	
45. 98% of URT X Assessment less Net Revenues <sup>7</sup>	\$	6-20-2303, 6-20-2305	No	31103	2001	

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- Miscellaneous funds per ACA § 6-20-2303 (11) for categories of miscellaneous funds received equal (average of FY07 through FY11) X (URT/district total mills in effect as of January 1 of the prior FY).
- Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- The combination of NSL state categorical, NSL transitional (plus or minus) and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- Eligible school districts shall receive special needs isolated, small district, and transportation funding under ACA § 6-20-604 or declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i).
- No school district shall receive both declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) and student growth funding under ACA § 6-20-2305 (c) (2) or special needs isolated, small district, and transportation funding under ACA § 6-20-604. The initial FY13 state aid notice provides declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) that has not been compared to student growth funding under ACA § 6-20-2305 (c) (2) and/or special needs isolated, small district, and transportation funding. Subsequent FY13 state aid notices will reflect these comparisons.
- The final determination of FY13 student growth funding will be made in FY14 pursuant to ACA § 6-20-2305.
- Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.



LEA: 1408  
County: COLUMBIA  
District: EMERSON-TAYLOR

Preliminary  
State Aid Notice 2012-13  
February 28, 2013

Refer to Commissioner's Memo Number  
FIN-13-054 for additional information

				DATA			
1.	2011 Real Assessment	\$	31,694,328	14.	Per-Student Revenue	\$	2,887.54
2.	2011 Personal Assessment	\$	30,697,785	15.	Per-Student Foundation Funding Amount	\$	6,267.00
3.	2011 Utility Assessment	\$	8,385,375	16.	Per-Student State Foundation Funding Aid	\$	3,379.46
4.	2011 Total Assessment	\$	70,777,488	17.	PY ALE FTEs (Qtrs. 1-4)		0.43
5.	98% of URT X Assessment	\$	1,734,048	18.	CY English Language Learner Students		0
6.	Net Revenues	\$		19.	PY NSL Students (Free and Reduced)		290
7.	Five-Year Avg. Misc. Funds <sup>1</sup>	\$	72,769	20.	Professional Development Funding Rate	\$	43.39
8.	2010-11 ADM (Qtrs. 1-3 Avg.)		613.88	21.	Adjusted 1/1/05 Scheduled Debt Payment	\$	113,875.02
9.	2011-12 ADM (Qtrs. 1-3 Avg.)		625.73	22.	Bonded Debt Assistance Funding Factor	\$	18.03
10.	2012-13 ADM (Qtr. 1)		625.20	23.	State Wealth Index		0.14556
11.	Estimated 2012-13 ADM for SGF (Qtr. 2)		622.56	24.	ADM of Isolated School Area		319.57
12.	Estimated 2012-13 ADM for SGF (Qtr. 3)		610.19	25.	Isolated Funding Amount	\$	353
13.	Estimated 2012-13 ADM for SGF (Qtr. 4)		609.52				

FUNDING						
Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code	
26. State Foundation Funding Aid	\$ 2,114,632	6-20-2303, 6-20-2305	No	31101	2001	
27. Educational Excellence Trust <sup>2</sup> – R	\$ 217,311	6-5-301 et seq.	Yes			
28. Alternative Learning Environment – R	\$ 1,818	6-20-2303, 6-20-2305	Yes	32370	275	
29. English Language Learners – R	\$ 0	6-20-2303, 6-20-2305	Yes	32371	276	
30. NSL State Categorical Funding <sup>3</sup> – R	\$ 149,930	6-20-2303, 6-20-2305	Yes	32381	281	
31. NSL Transitional Funding <sup>3</sup> – R	\$ 0	6-20-2305	Yes	32381	281	
32. NSL Growth Funding <sup>3</sup> – R	\$ 0	6-20-2305	Yes	32381	281	
33. Professional Development – R	\$ 27,150	6-20-2303, 6-20-2305	Yes	32256	223	
34. Bonded Debt Assistance – R	\$ 2,642	6-20-2503	Yes	32915	001	
35. State Financial Assistance – GFF – R	\$ 2,084	6-20-2503	No	32912	392	
36. State Financial Assistance – SMIF – R	\$ 3,792	6-20-2503	No	31620	001	
37. Isolated Funding	\$ 112,808	6-20-601, 6-20-603	Yes	31500	212	
38. Special Needs Isolated Funding <sup>4</sup>	\$ 200,275	6-20-604 (c), (d) & (e)	Yes	31500	212	
39. Special Needs Small District Funding <sup>4</sup>	\$ 0	6-20-604 (f)	No	32249	2920	
40. Special Needs Isolated Transportation <sup>4</sup>	\$ 341,833	6-20-604 (h)	Yes	32248	228	
41. Special Needs Isolated Adequacy	\$	6-20-2305	No	31500	212	
42. Declining Enrollment Funding <sup>5</sup> – R	\$ 0	6-20-2305	No	31460	218	
43. Declining Enrollment Adequacy	\$	6-20-2305	No	31460	218	
44. Student Growth-Qtr. 1 & Est. Qtrs. 2, 3, & 4 <sup>6</sup> – R	\$ 0	6-20-2303 & 2305	No	31450	217	
45. 98% of URT X Assessment less Net Revenues <sup>7</sup>	\$	6-20-2303, 6-20-2305	No	31103	2001	

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- Miscellaneous funds per ACA § 6-20-2303 (11) for categories of miscellaneous funds received equal (average of FY07 through FY11) X (URT/district total mills in effect as of January 1 of the prior FY).
- Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- The combination of NSL state categorical, NSL transitional (plus or minus) and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- Eligible school districts shall receive special needs isolated, small district, and transportation funding under ACA § 6-20-604 or declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i).
- No school district shall receive both declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) and student growth funding under ACA § 6-20-2305 (c) (2) or special needs isolated, small district, and transportation funding under ACA § 6-20-604. The initial FY13 state aid notice provides declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) that has not been compared to student growth funding under ACA § 6-20-2305 (c) (2) and/or special needs isolated, small district, and transportation funding. Subsequent FY13 state aid notices will reflect these comparisons.
- The final determination of FY13 student growth funding will be made in FY14 pursuant to ACA § 6-20-2305.
- Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.



LEA: 3701  
County: LAFAYETTE  
District: BRADLEY

Preliminary  
State Aid Notice 2012-13  
February 28, 2013

Refer to Commissioner's Memo Number  
FIN-13-054 for additional information

				DATA			
1.	2011 Real Assessment	\$	24,795,050	14.	Per-Student Revenue	\$	2,283.09
2.	2011 Personal Assessment	\$	4,417,925	15.	Per-Student Foundation Funding Amount	\$	6,267.00
3.	2011 Utility Assessment	\$	2,750,808	16.	Per-Student State Foundation Funding Aid	\$	3,983.91
4.	2011 Total Assessment	\$	31,963,783	17.	PY ALE FTEs (Qtrs. 1-4)		2.70
5.	98% of URT X Assessment	\$	783,113	18.	CY English Language Learner Students		0
6.	Net Revenues	\$		19.	PY NSL Students (Free and Reduced)		294
7.	Five-Year Avg. Misc. Funds <sup>1</sup>	\$	47,134	20.	Professional Development Funding Rate	\$	43.39
8.	2010-11 ADM (Qtrs. 1-3 Avg.)		382.38	21.	Adjusted 1/1/05 Scheduled Debt Payment	\$	62,122.50
9.	2011-12 ADM (Qtrs. 1-3 Avg.)		363.65	22.	Bonded Debt Assistance Funding Factor	\$	18.03
10.	2012-13 ADM (Qtr. 1)		360.50	23.	State Wealth Index		0.42692
11.	Estimated 2012-13 ADM for SGF (Qtr. 2)		358.80	24.	ADM of Isolated School Area		0.00
12.	Estimated 2012-13 ADM for SGF (Qtr. 3)		361.09	25.	Isolated Funding Amount	\$	0
13.	Estimated 2012-13 ADM for SGF (Qtr. 4)		362.07				

FUNDING						
	Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
26.	State Foundation Funding Aid	\$ 1,448,748	6-20-2303, 6-20-2305	No	31101	2001
27.	Educational Excellence Trust <sup>2</sup> – R	\$ 148,881	6-5-301 et seq.	Yes		
28.	Alternative Learning Environment – R	\$ 11,416	6-20-2303, 6-20-2305	Yes	32370	275
29.	English Language Learners – R	\$ 0	6-20-2303, 6-20-2305	Yes	32371	276
30.	NSL State Categorical Funding <sup>3</sup> – R	\$ 303,702	6-20-2303, 6-20-2305	Yes	32381	281
31.	NSL Transitional Funding <sup>3</sup> – R	\$ 0	6-20-2305	Yes	32381	281
32.	NSL Growth Funding <sup>3</sup> – R	\$ 0	6-20-2305	Yes	32381	281
33.	Professional Development – R	\$ 15,779	6-20-2303, 6-20-2305	Yes	32256	223
34.	Bonded Debt Assistance – R	\$ 5,440	6-20-2503	Yes	32915	001
35.	State Financial Assistance – GFF – R	\$ 1,926	6-20-2503	No	32912	392
36.	State Financial Assistance – SMIF – R	\$ 0	6-20-2503	No	31620	001
37.	Isolated Funding	\$ 0	6-20-601, 6-20-603	Yes	31500	212
38.	Special Needs Isolated Funding <sup>4</sup>	\$ 0	6-20-604 (c), (d) & (e)	Yes	31500	212
39.	Special Needs Small District Funding <sup>4</sup>	\$ 113,950	6-20-604 (f)	No	32249	2920
40.	Special Needs Isolated Transportation <sup>4</sup>	\$ 0	6-20-604 (h)	Yes	32248	228
41.	Special Needs Isolated Adequacy	\$ 0	6-20-2305	No	31500	212
42.	Declining Enrollment Funding <sup>5</sup> – R	\$ 0	6-20-2305	No	31460	218
43.	Declining Enrollment Adequacy	\$ 0	6-20-2305	No	31460	218
44.	Student Growth-Qtr. 1 & Est. Qtrs. 2, 3, & 4 <sup>6</sup> – R	\$ 0	6-20-2303 & 2305	No	31450	217
45.	98% of URT X Assessment less Net Revenues <sup>7</sup>	\$ 0	6-20-2303, 6-20-2305	No	31103	2001

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- 1) Miscellaneous funds per ACA § 6-20-2303 (11) for categories of miscellaneous funds received equal (average of FY07 through FY11) X (URT/district total mills in effect as of January 1 of the prior FY).
- 2) Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- 3) The combination of NSL state categorical, NSL transitional (plus or minus) and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- 4) Eligible school districts shall receive special needs isolated, small district, and transportation funding under ACA § 6-20-604 or declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i).
- 5) No school district shall receive both declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) and student growth funding under ACA § 6-20-2305 (c) (2) or special needs isolated, small district, and transportation funding under ACA § 6-20-604. The initial FY13 state aid notice provides declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) that has not been compared to student growth funding under ACA § 6-20-2305 (c) (2) and/or special needs isolated, small district, and transportation funding. Subsequent FY13 state aid notices will reflect these comparisons.
- 6) The final determination of FY13 student growth funding will be made in FY14 pursuant to ACA § 6-20-2305.
- 7) Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.



LEA: 3704  
County: LAFAYETTE  
District: LAFAYETTE COUNTY

Preliminary  
State Aid Notice 2012-13  
February 28, 2013

Refer to Commissioner's Memo Number  
FIN-13-054 for additional information

				DATA			
1.	2011 Real Assessment	\$	47,779,124	14.	Per-Student Revenue	\$	2,687.29
2.	2011 Personal Assessment	\$	10,585,468	15.	Per-Student Foundation Funding Amount	\$	6,267.00
3.	2011 Utility Assessment	\$	11,130,013	16.	Per-Student State Foundation Funding Aid	\$	3,579.71
4.	2011 Total Assessment	\$	69,494,605	17.	PY ALE FTEs (Qtrs. 1-4)		2.33
5.	98% of URT X Assessment	\$	1,702,618	18.	CY English Language Learner Students		0
6.	Net Revenues	\$		19.	PY NSL Students (Free and Reduced)		575
7.	Five-Year Avg. Misc. Funds <sup>1</sup>	\$	119,069	20.	Professional Development Funding Rate	\$	43.39
8.	2010-11 ADM (Qtrs. 1-3 Avg.)		751.08	21.	Adjusted 1/1/05 Scheduled Debt Payment	\$	200,590.88
9.	2011-12 ADM (Qtrs. 1-3 Avg.)		677.89	22.	Bonded Debt Assistance Funding Factor	\$	18.03
10.	2012-13 ADM (Qtr. 1)		700.29	23.	State Wealth Index		0.24930
11.	Estimated 2012-13 ADM for SGF (Qtr. 2)		694.19	24.	ADM of Isolated School Area		0.00
12.	Estimated 2012-13 ADM for SGF (Qtr. 3)		698.50	25.	Isolated Funding Amount	\$	0
13.	Estimated 2012-13 ADM for SGF (Qtr. 4)		696.21				

FUNDING						
	Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
26.	State Foundation Funding Aid	\$ 2,426,650	6-20-2303, 6-20-2305	No	31101	2001
27.	Educational Excellence Trust <sup>2</sup> – R	\$ 249,376	6-5-301 et seq.	Yes		
28.	Alternative Learning Environment – R	\$ 9,851	6-20-2303, 6-20-2305	Yes	32370	275
29.	English Language Learners – R	\$ 0	6-20-2303, 6-20-2305	Yes	32371	276
30.	NSL State Categorical Funding <sup>3</sup> – R	\$ 593,975	6-20-2303, 6-20-2305	Yes	32381	281
31.	NSL Transitional Funding <sup>3</sup> – R	\$ 0	6-20-2305	Yes	32381	281
32.	NSL Growth Funding <sup>3</sup> – R	\$ 0	6-20-2305	Yes	32381	281
33.	Professional Development – R	\$ 29,414	6-20-2303, 6-20-2305	Yes	32256	223
34.	Bonded Debt Assistance – R	\$ 8,795	6-20-2503	Yes	32915	001
35.	State Financial Assistance – GFF – R	\$ 6,234	6-20-2503	No	32912	392
36.	State Financial Assistance – SMIF – R	\$ 0	6-20-2503	No	31620	001
37.	Isolated Funding	\$ 0	6-20-601, 6-20-603	Yes	31500	212
38.	Special Needs Isolated Funding <sup>4</sup>	\$ 0	6-20-604 (c), (d) & (e)	Yes	31500	212
39.	Special Needs Small District Funding <sup>4</sup>	\$ 0	6-20-604 (f)	No	32249	2920
40.	Special Needs Isolated Transportation <sup>4</sup>	\$ 0	6-20-604 (h)	Yes	32248	228
41.	Special Needs Isolated Adequacy	\$	6-20-2305	No	31500	212
42.	Declining Enrollment Funding <sup>5</sup> – R	\$ 229,341	6-20-2305	No	31460	218
43.	Declining Enrollment Adequacy	\$	6-20-2305	No	31460	218
44.	Student Growth-Qtr. 1 & Est. Qtrs. 2, 3, & 4 <sup>6</sup> – R	\$ 0	6-20-2303 & 2305	No	31450	217
45.	98% of URT X Assessment less Net Revenues <sup>7</sup>	\$	6-20-2303, 6-20-2305	No	31103	2001

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- Miscellaneous funds per ACA § 6-20-2303 (11) for categories of miscellaneous funds received equal (average of FY07 through FY11) X (URT/district total mills in effect as of January 1 of the prior FY).
- Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- The combination of NSL state categorical, NSL transitional (plus or minus) and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- Eligible school districts shall receive special needs isolated, small district, and transportation funding under ACA § 6-20-604 or declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i).
- No school district shall receive both declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) and student growth funding under ACA § 6-20-2305 (c) (2) or special needs isolated, small district, and transportation funding under ACA § 6-20-604. The initial FY13 state aid notice provides declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) that has not been compared to student growth funding under ACA § 6-20-2305 (c) (2) and/or special needs isolated, small district, and transportation funding. Subsequent FY13 state aid notices will reflect these comparisons.
- The final determination of FY13 student growth funding will be made in FY14 pursuant to ACA § 6-20-2305.
- Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.



LEA: 4603  
County: MILLER  
District: FOUKE

Preliminary  
State Aid Notice 2012-13  
February 28, 2013

Refer to Commissioner's Memo Number  
FIN-13-054 for additional information

				DATA			
1.	2011 Real Assessment	\$	31,476,929	14.	Per-Student Revenue	\$	1,158.01
2.	2011 Personal Assessment	\$	9,991,470	15.	Per-Student Foundation Funding Amount	\$	6,267.00
3.	2011 Utility Assessment	\$	6,638,040	16.	Per-Student State Foundation Funding Aid	\$	5,108.99
4.	2011 Total Assessment	\$	48,106,439	17.	PY ALE FTEs (Qtrs. 1-4)		15.34
5.	98% of URT X Assessment	\$	1,178,608	18.	CY English Language Learner Students		0
6.	Net Revenues	\$		19.	PY NSL Students (Free and Reduced)		609
7.	Five-Year Avg. Misc. Funds <sup>1</sup>	\$	10,908	20.	Professional Development Funding Rate	\$	43.39
8.	2010-11 ADM (Qtrs. 1-3 Avg.)		1,036.01	21.	Adjusted 1/1/05 Scheduled Debt Payment	\$	430,929.00
9.	2011-12 ADM (Qtrs. 1-3 Avg.)		1,027.21	22.	Bonded Debt Assistance Funding Factor	\$	18.03
10.	2012-13 ADM (Qtr. 1)		1,001.35	23.	State Wealth Index		0.77334
11.	Estimated 2012-13 ADM for SGF (Qtr. 2)		994.06	24.	ADM of Isolated School Area		0.00
12.	Estimated 2012-13 ADM for SGF (Qtr. 3)		989.71	25.	Isolated Funding Amount	\$	916
13.	Estimated 2012-13 ADM for SGF (Qtr. 4)		982.10				

FUNDING						
	Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
26.	State Foundation Funding Aid	\$ 5,248,009	6-20-2303, 6-20-2305	No	31101	2001
27.	Educational Excellence Trust <sup>2</sup> – R	\$ 539,316	6-5-301 et seq.	Yes		
28.	Alternative Learning Environment – R	\$ 64,858	6-20-2303, 6-20-2305	Yes	32370	275
29.	English Language Learners – R	\$ 0	6-20-2303, 6-20-2305	Yes	32371	276
30.	NSL State Categorical Funding <sup>3</sup> – R	\$ 314,853	6-20-2303, 6-20-2305	Yes	32381	281
31.	NSL Transitional Funding <sup>3</sup> – R	\$ 0	6-20-2305	Yes	32381	281
32.	NSL Growth Funding <sup>3</sup> – R	\$ 0	6-20-2305	Yes	32381	281
33.	Professional Development – R	\$ 44,571	6-20-2303, 6-20-2305	Yes	32256	223
34.	Bonded Debt Assistance – R	\$ 128,300	6-20-2503	Yes	32915	001
35.	State Financial Assistance – GFF – R	\$ 8,162	6-20-2503	No	32912	392
36.	State Financial Assistance – SMIF – R	\$ 19,645	6-20-2503	No	31620	001
37.	Isolated Funding	\$ 0	6-20-601, 6-20-603	Yes	31500	212
38.	Special Needs Isolated Funding <sup>4</sup>	\$ 0	6-20-604 (c), (d) & (e)	Yes	31500	212
39.	Special Needs Small District Funding <sup>4</sup>	\$ 0	6-20-604 (f)	No	32249	2920
40.	Special Needs Isolated Transportation <sup>4</sup>	\$ 0	6-20-604 (h)	Yes	32248	228
41.	Special Needs Isolated Adequacy	\$	6-20-2305	No	31500	212
42.	Declining Enrollment Funding <sup>5</sup> – R	\$ 27,575	6-20-2305	No	31460	218
43.	Declining Enrollment Adequacy	\$	6-20-2305	No	31460	218
44.	Student Growth-Qtr. 1 & Est. Qtrs. 2, 3, & 4 <sup>6</sup> – R	\$ 0	6-20-2303 & 2305	No	31450	217
45.	98% of URT X Assessment less Net Revenues <sup>7</sup>	\$	6-20-2303, 6-20-2305	No	31103	2001

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- Miscellaneous funds per ACA § 6-20-2303 (11) for categories of miscellaneous funds received equal (average of FY07 through FY11) X (URT/district total mills in effect as of January 1 of the prior FY).
- Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- The combination of NSL state categorical, NSL transitional (plus or minus) and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- Eligible school districts shall receive special needs isolated, small district, and transportation funding under ACA § 6-20-604 or declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i).
- No school district shall receive both declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) and student growth funding under ACA § 6-20-2305 (c) (2) or special needs isolated, small district, and transportation funding under ACA § 6-20-604. The initial FY13 state aid notice provides declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) that has not been compared to student growth funding under ACA § 6-20-2305 (c) (2) and/or special needs isolated, small district, and transportation funding. Subsequent FY13 state aid notices will reflect these comparisons.
- The final determination of FY13 student growth funding will be made in FY14 pursuant to ACA § 6-20-2305.
- Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.



LEA: 7003  
County: UNION  
District: JUNCTION CITY

Preliminary  
State Aid Notice 2012-13  
February 28, 2013

Refer to Commissioner's Memo Number  
FIN-13-054 for additional information

				DATA			
1.	2011 Real Assessment	\$	27,264,987	14.	Per-Student Revenue	\$	2,632.30
2.	2011 Personal Assessment	\$	22,213,223	15.	Per-Student Foundation Funding Amount	\$	6,267.00
3.	2011 Utility Assessment	\$	4,725,190	16.	Per-Student State Foundation Funding Aid	\$	3,634.70
4.	2011 Total Assessment	\$	54,203,400	17.	PY ALE FTEs (Qtrs. 1-4)		0.00
5.	98% of URT X Assessment	\$	1,327,983	18.	CY English Language Learner Students		0
6.	Net Revenues	\$		19.	PY NSL Students (Free and Reduced)		353
7.	Five-Year Avg. Misc. Funds <sup>1</sup>	\$	35,573	20.	Professional Development Funding Rate	\$	43.39
8.	2010-11 ADM (Qtrs. 1-3 Avg.)		541.46	21.	Adjusted 1/1/05 Scheduled Debt Payment	\$	150,345.00
9.	2011-12 ADM (Qtrs. 1-3 Avg.)		518.01	22.	Bonded Debt Assistance Funding Factor	\$	18.03
10.	2012-13 ADM (Qtr. 1)		529.95	23.	State Wealth Index		0.27579
11.	Estimated 2012-13 ADM for SGF (Qtr. 2)		531.60	24.	ADM of Isolated School Area		0.00
12.	Estimated 2012-13 ADM for SGF (Qtr. 3)		535.22	25.	Isolated Funding Amount	\$	0
13.	Estimated 2012-13 ADM for SGF (Qtr. 4)		536.43				

FUNDING						
	Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
26.	State Foundation Funding Aid	\$ 1,882,812	6-20-2303, 6-20-2305	No	31101	2001
27.	Educational Excellence Trust <sup>2</sup> – R	\$ 193,488	6-5-301 et seq.	Yes		
28.	Alternative Learning Environment – R	\$ 0	6-20-2303, 6-20-2305	Yes	32370	275
29.	English Language Learners – R	\$ 0	6-20-2303, 6-20-2305	Yes	32371	276
30.	NSL State Categorical Funding <sup>3</sup> - R	\$ 182,501	6-20-2303, 6-20-2305	Yes	32381	281
31.	NSL Transitional Funding <sup>3</sup> – R	\$ 0	6-20-2305	Yes	32381	281
32.	NSL Growth Funding <sup>3</sup> – R	\$ 0	6-20-2305	Yes	32381	281
33.	Professional Development – R	\$ 22,476	6-20-2303, 6-20-2305	Yes	32256	223
34.	Bonded Debt Assistance – R	\$ 7,144	6-20-2503	Yes	32915	001
35.	State Financial Assistance – GFF – R	\$ 2,657	6-20-2503	No	32912	392
36.	State Financial Assistance – SMIF – R	\$ 0	6-20-2503	No	31620	001
37.	Isolated Funding	\$ 0	6-20-601, 6-20-603	Yes	31500	212
38.	Special Needs Isolated Funding <sup>4</sup>	\$ 0	6-20-604 (c), (d) & (e)	Yes	31500	212
39.	Special Needs Small District Funding <sup>4</sup>	\$ 0	6-20-604 (f)	No	32249	2920
40.	Special Needs Isolated Transportation <sup>4</sup>	\$ 0	6-20-604 (h)	Yes	32248	228
41.	Special Needs Isolated Adequacy	\$ 0	6-20-2305	No	31500	212
42.	Declining Enrollment Funding <sup>5</sup> – R	\$ 0	6-20-2305	No	31460	218
43.	Declining Enrollment Adequacy	\$ 0	6-20-2305	No	31460	218
44.	Student Growth-Qtr. 1 & Est. Qtrs. 2, 3, & 4 <sup>6</sup> - R	\$ 95,822	6-20-2303 & 2305	No	31450	217
45.	98% of URT X Assessment less Net Revenues <sup>7</sup>	\$	6-20-2303, 6-20-2305	No	31103	2001

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

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- The final determination of FY13 student growth funding will be made in FY14 pursuant to ACA § 6-20-2305.
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School District:  
**Magnolia - 1402**

The following data represents bonded and non-bonded indebtedness currently registered with the Loans and Bonds Department of the Arkansas Department of Education. These debt instruments include commercial bonds, post-dated warrants, lease purchase agreements, installment contracts, and ADE revolving loans. All other short-term debt acquired locally will not be reflected in this summary.

### Indebtedness Summary Data as of March 31, 2013

[illegible]



School District:  
Emerson Taylor - 1408

The following data represents bonded and non-bonded indebtedness currently registered with the Loans and Bonds Department of the Arkansas Department of Education. These debt instruments include commercial bonds, post-dated warrants, lease purchase agreements, installment contracts, and ADE revolving loans. All other short-term debt acquired locally will not be reflected in this summary.

## Indebtedness Summary Data as of March 31, 2013

[illegible]



School District:  
**Bradley - 3701**

The following data represents bonded and non-bonded indebtedness currently registered with the Loans and Bonds Department of the Arkansas Department of Education. These debt instruments include commercial bonds, post-dated warrants, lease purchase agreements, installment contracts, and ADE revolving loans. All other short-term debt acquired locally will not be reflected in this summary.

## Indebtedness Summary Data as of March 31, 2013

[illegible]



School District:  
**Lafayette County - 3704**

The following data represents bonded and non-bonded indebtedness currently registered with the Loans and Bonds Department of the Arkansas Department of Education. These debt instruments include commercial bonds, post-dated warrants, lease purchase agreements, installment contracts, and ADE revolving loans. All other short-term debt acquired locally will not be reflected in this summary.

### Indebtedness Summary Data as of March 31, 2013

[illegible]



School District:  
Fouke - 4603

The following data represents bonded and non-bonded indebtedness currently registered with the Loans and Bonds Department of the Arkansas Department of Education. These debt instruments include commercial bonds, post-dated warrants, lease purchase agreements, installment contracts, and ADE revolving loans. All other short-term debt acquired locally will not be reflected in this summary.

### Indebtedness Summary Data as of March 31, 2013

[illegible]



School District:  
**Junction City - 7003**

The following data represents bonded and non-bonded indebtedness currently registered with the Loans and Bonds Department of the Arkansas Department of Education. These debt instruments include commercial bonds, post-dated warrants, lease purchase agreements, installment contracts, and ADE revolving loans. All other short-term debt acquired locally will not be reflected in this summary.

## Indebtedness Summary Data as of March 31, 2013

[illegible]

DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	707,562.43	.00	802,320.55	-94,758.12
1001	HIGH PRIORITY	.00	.00	.00	.00	.00	.00
1214	COMPUTER BASED ED	.00	.00	.00	.00	.00	.00
1240	SPEC ED SUPV	.00	.00	.00	.00	.00	.00
1246	PATHWISE CERT. SALAR	.00	.00	3,000.00	.00	3,000.00	.00
1281	NATIONAL SCHOOL LUNC	.00	.00	125,959.23	.00	146,158.52	-20,199.29
TOTAL TEACHER SALARY FUND		.00	.00	836,521.66	.00	951,479.07	-114,957.41
2000	OPERATING FUND	.00	.00	.00	714,499.93	1,241,264.24	-1,955,764.17
2001	GEN OPR	2,991,574.27	1,770,998.12	.00	69,425.00	368.92	4,692,778.47
2005	21C	165.92	21,296.50	.00	.00	10,231.19	11,231.23
2040	TEXTBOOKS	.00	.00	.00	.00	.00	.00
2211	READING GRANT	.00	694.13	.00	.00	337.51	356.62
2212	ISOLATED FUNDING	.00	.00	.00	.00	.00	.00
2214	INSTRUCTIONAL SERVIC	.00	.00	.00	.00	.00	.00
2217	STUDENT GROWTH	.00	.00	.00	.00	.00	.00
2223	PROFESSIONAL DEVELOP	9,055.86	16,450.46	.00	.00	34,883.05	-9,376.73
2232	PROGRESS AWARDS	355.96	.00	.00	.00	.00	355.96
2234	LIMITED ENG PROFICIE	6,777.04	.00	.00	.00	.00	6,777.04
2240	LEA SUPERVISOR	1,531.00	.00	.00	.00	1,531.00	.00
2244	EXTENDED SCHOOL YR	2,146.00	814.00	.00	.00	.00	2,960.00
2246	PATH.MENTOR/NOVICE T	.00	5,600.00	.00	3,000.00	623.04	1,976.96
2265	SPED ED CATASTROPHIC	18,324.00	.00	.00	.00	18,910.36	-586.36
2275	ALTERNATIVE LEARNING	15,755.63	9,132.00	.00	.00	1,980.04	22,907.59
2276	ENG. LANG. LEARN. (E	195.00	.00	.00	.00	.00	195.00
2281	NATIONAL SCHOOL LUNC	.00	220,872.00	.00	125,959.23	85,555.80	9,356.97
2340	WORK FORCE START-UP	.00	.00	.00	.00	.00	.00
2372	PARENT INVOLVEMENT G	.00	.00	.00	.00	.00	.00
2381	SMART START LITERACY	.00	.00	.00	.00	.00	.00
2390	WORKER'S COMPENSATIO	.00	.00	.00	.00	.00	.00
2392	GENERAL FACILITIES	9,629.00	1,926.00	.00	.00	.00	11,555.00
2393	GROWTH FACILITIES FU	.00	.00	.00	.00	.00	.00
2394	DEBT SERV. SUPPLEMEN	.00	.00	.00	.00	.00	.00
2401	ACAD FACILITIES IMM	.00	.00	.00	.00	.00	.00
2750	MEDICARE CATASTROPHI	.00	.00	.00	.00	.00	.00
2920	ISOLATED FUNDING (NE	.00	.00	.00	.00	.00	.00
TOTAL OPERATING FUND		3,055,509.68	2,047,783.21	.00	912,884.16	1,395,685.15	2,794,723.58
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
3001	SINKING FUND	92,975.00	.00	.00	.00	.00	92,975.00
3002	QSCB	455,656.04	1,015.31	.00	.00	456,661.86	9.49
3300	REFUNDING BOND SAVIN	.00	.00	4,905.00	.00	.00	4,905.00
TOTAL BUILDING FUND		548,631.04	1,015.31	4,905.00	.00	456,661.86	97,889.49
4000	DEBT SERVICE FUND	.00	.00	64,520.00	35,000.00	29,520.00	.00
4002	QSCB INTEREST REBATE	.00	46,487.45	.00	.00	.00	46,487.45
TOTAL DEBT SERVICE FUND		.00	46,487.45	64,520.00	35,000.00	29,520.00	46,487.45

DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6000	FEDERAL GRANTS FUND	.00	.00	.00	.00	.00	.00
6501	CHAPTER I	.00	125,981.57	.00	.00	141,684.85	-15,703.28
6511	ESEA STABILIZATION A	.00	.00	.00	.00	.00	.00
6512	CON.SCH.REFORM {CSR	.00	.00	.00	.00	.00	.00
6515	SCHOOL IMPROVEMENT G	.00	.00	.00	.00	.00	.00
6516	TITLE I PART A STIM	.00	.00	.00	.00	.00	.00
6519	EDUCATION JOBS FUNDI	.00	2,801.00	.00	.00	2,801.00	.00
6520	TITLE V-A INNOVATIVE	.00	.00	.00	.00	.00	.00
6522	CLASS SIZE REDUCTION	.00	.00	.00	.00	.00	.00
6579	CARL PERKINS STAB-AR	.00	.00	.00	.00	.00	.00
6595	TITLE II-D	.00	.00	.00	.00	.00	.00
6596	ENHANCING ED. TECHNO	60.76	.00	.00	.00	.00	60.76
6702	TITLE VI-B PASS THRO	.00	54,160.38	.00	.00	56,617.75	-2,457.37
6721	STIMULUS	.00	.00	.00	.00	.00	.00
6722	IDEA CEIS-ARRA	.00	.00	.00	.00	.00	.00
6750	MEDICAID	30,802.03	9,821.38	5,306.27	.00	.00	45,929.68
6752	ARMAC	44,975.44	5,776.22	-5,306.27	.00	18,239.80	27,205.59
6756	TITLE 11-A IMP TEACH	.00	21,573.84	.00	.00	24,655.89	-3,082.05
6781	TITLE IV-A SAFE/DRUG	.00	.00	.00	.00	.00	.00
6782	REAP SMALL RURAL SCH	.00	1,050.00	.00	.00	1,050.00	.00
6801	NEW CONST. STAB. -AR	.00	.00	.00	.00	.00	.00
6802	MODERNIZATION STAB.	.00	.00	.00	.00	.00	.00
6803	RENOVATION STAB-ARRA	.00	.00	.00	.00	.00	.00
TOTAL	FEDERAL GRANTS FUND	75,838.23	221,164.39	.00	.00	245,049.29	51,953.33
7000	DIST MISC ACTIVITY	2,210.30	58,043.92	.00	.00	60,225.60	28.62
7100	ELEM ACTIVITY	1,263.59	6,269.27	.00	.00	5,855.89	1,676.97
7200	HIGH SCHOOL ACTIVITY	1,230.37	5,760.36	.00	.00	4,107.03	2,883.70
7201	SENIOR CLASS	234.75	2,893.00	755.43	234.75	1,414.15	2,234.28
7202	JUNIOR CLASS	755.43	752.99	1,616.59	755.43	399.96	1,969.62
7203	SOPHOMORE CLASS	1,616.59	888.50	2,195.33	1,616.59	415.02	2,668.81
7204	FRESHMAN CLASS	2,195.33	579.55	302.25	2,195.33	393.60	488.20
7205	8TH GRADE CLASS	302.25	336.50	273.74	302.25	86.74	523.50
7206	7TH GRADE CLASS	273.74	723.50	.00	273.74	130.78	592.72
7207	RENT	.00	.00	.00	.00	.00	.00
7208	HIGH SCHOOL COKE FUN	.00	.00	.00	.00	.00	.00
7209	YEARBOOK	988.07	4,484.04	.00	.00	2,405.54	3,066.57
7210	FCCLA	768.30	193.00	.00	.00	357.00	604.30
7211	FBLA	401.68	80.25	.00	.00	158.25	323.68
7212	SPANISH CLUB	3.67	.00	.00	.00	.00	3.67
7213	MATH CLUB	171.00	80.00	.00	.00	.00	251.00
7214	SCIENCE CLUB	1,292.40	155.00	.00	.00	.00	1,447.40
7215	STUDENT COUNCIL	225.80	1,341.37	.00	.00	429.93	1,137.24
7216	LIBRARY CLUB	1,244.26	4,393.06	.00	.00	3,654.85	1,982.47
7217	MUSIC CLUB	679.72	274.58	.00	.00	877.29	77.01
7218	RRRP	.00	.00	.00	.00	.00	.00
7219	NHS	.00	155.50	.00	.00	.00	155.50
7221	ADVANCED ENGLISH	.00	.00	.00	.00	.00	.00
7223	JR. CHEERLEADERS	.00	.00	.00	.00	.00	.00
7225	CONCESSION	.00	.00	.00	.00	.00	.00



DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7229	SOFTBALL	.00	.00	.00	.00	.00	.00
7230	NET GATE REC.	1,555.76	34,936.75	.00	.00	29,406.52	7,085.99
7231	FCA	.00	.00	.00	.00	.00	.00
7240	FFA	1,041.05	7,908.00	.00	.00	6,637.76	2,311.29
7241	DEBATE CLUB	.00	.00	.00	.00	.00	.00
7242	GIFTED AND TALENTED	486.77	559.00	.00	.00	640.65	405.12
7243	LEFT OVER SENIOR MON	2,000.00	.00	234.75	.00	.00	2,234.75
TOTAL DIST MISC ACTIVITY		20,940.83	130,808.14	5,378.09	5,378.09	117,596.56	34,152.41
8000	FOOD SERVICE FUND	58,120.17	157,627.15	.00	.00	175,910.42	39,836.90
8672	SCHOOL LUNCH EQUIP/A	.00	.00	.00	.00	.00	.00
TOTAL FOOD SERVICE FUND		58,120.17	157,627.15	.00	.00	175,910.42	39,836.90
9001	FIXED ASSETS	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
TOTAL		3,759,039.95	2,604,885.65	911,324.75	953,262.25	3,371,902.35	2,950,085.75

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	1,572,484.37	.00	1,572,484.37	.00
1015	ARCHERY SAL	.00	.00	.00	.00	.00	.00
1212	ISOLATED SALARY	.00	.00	99,114.30	.00	99,114.30	.00
1223	PRO DEV	.00	.00	.00	.00	.00	.00
1246	TS-PROF QUAL ENHANCE	.00	.00	1,800.00	.00	1,800.00	.00
1265	CATA OCC SALARY	.00	.00	.00	.00	.00	.00
1281	NSLA	.00	.00	63,200.78	.00	63,200.78	.00
TOTAL TEACHER SALARY FUND		.00	.00	1,736,599.45	.00	1,736,599.45	.00
2000	OPERATING FUND	.00	.00	130,179.27	1,572,484.37	1,291,102.90	-2,733,408.00
2001	OTH GEN OP	1,222,025.42	3,805,021.67	6,473.60	284,829.46	.00	4,748,691.23
2002	TAYLOR FUNDS	813,104.50	.00	.00	.00	24,402.69	788,701.81
2003	AR HUMANITIES	.00	.00	.00	.00	.00	.00
2004	EMERSON FUNDS	171,332.72	.00	.00	.00	17,000.00	154,332.72
2006	TEST NORM TAYLOR	998.70	.00	.00	.00	386.57	612.13
2007	TEST NORM EMERSON	752.76	.00	.00	.00	230.51	522.25
2015	ARCHERY GRANT	.00	.00	.00	.00	.00	.00
2020	ALBEMARLE	.00	.00	.00	.00	.00	.00
2023	ALBEMARLE TECHNOLOGY	.00	38,540.00	.00	.00	37,889.91	650.09
2025	ARCF SCI EES	.00	.00	.00	.00	.00	.00
2026	ARCF EHS	.00	.00	.00	.00	.00	.00
2030	ARCF SCI TAY	.00	.00	.00	.00	.00	.00
2035	ONE CLASS AT A TIME	.00	.00	.00	.00	.00	.00
2040	STUART GRANT	.00	.00	.00	.00	.00	.00
2050	CLEARWIRE	6,297.84	2,489.13	.00	.00	1,994.55	6,792.42
2212	ISOLATED FUNDING	20,922.71	84,606.00	.00	99,114.30	128,434.84	-122,020.43
2217	STUDENT GROWTH	7,605.30	.00	.00	.00	4,158.22	3,447.08
2223	PROFESSIONAL DEVELOP	2,999.48	27,150.00	.00	.00	18,538.59	11,610.89
2228	ISOLATED TRANSPORTAT	874,516.86	.00	.00	.00	131,333.13	743,183.73
2240	LEA SUPER	.00	.00	.00	.00	.00	.00
2244	EXT YR	.00	.00	.00	.00	.00	.00
2246	PRO QUALITY EHANCEME	600.00	3,000.00	.00	1,800.00	427.21	1,372.79
2265	CATA OCC	.00	.00	.00	.00	27,096.13	-27,096.13
2271	GT ADVANCED PLC	650.00	200.00	.00	.00	569.92	280.08
2275	ALTERNATIVE LEARNING	194.02	1,454.00	.00	.00	1,231.16	416.86
2281	NATIONAL SCH LUNCH	11,876.54	109,040.00	.00	63,200.78	34,342.35	23,373.41
2340	WF NEW PROGRAM	.00	.00	.00	.00	.00	.00
2392	GENERAL FACILITIES F	.00	2,084.00	.00	.00	.00	2,084.00
2394	BONDED DEBT ASSISTAN	.00	2,642.00	.00	2,642.00	.00	.00
2995	EXCLU RIGHTS	.00	.00	.00	.00	.00	.00
TOTAL OPERATING FUND		3,133,876.85	4,076,226.80	136,652.87	2,024,070.91	1,719,138.68	3,603,546.93
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
3001	BUILDING NOV 07	.00	.00	.00	.00	.00	.00
3002	BUILDING 2010	306,133.45	235.03	57,772.80	.00	247,234.88	116,906.40
3004	DIST PART	.00	.00	.00	.00	.00	.00
3005	FIRE ALARMS	.00	.00	.00	.00	44,863.36	-44,863.36



DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
3404	AFPP	689.66	.00	.00	.00	.00	689.66
	TOTAL BUILDING FUND	306,823.11	235.03	57,772.80	.00	292,098.24	72,732.70
4101	SINKING FUND EMERSON	.00	.00	.00	.00	.00	.00
4102	BONDS NOV 07	6,369.15	.00	99,219.40	100.00	105,488.55	.00
4103	BONDS OCT 10	.00	45,500.00	400.00	.00	45,900.00	.00
	TOTAL NO FUND GROUP TITLE	6,369.15	45,500.00	99,619.40	100.00	151,388.55	.00
6501	TITLE I	.00	68,398.25	.00	.00	79,538.36	-11,140.11
6511	ESEA STAB ARRA	.00	.00	.00	.00	.00	.00
6516	TITLE I-ARRA	.00	.00	.00	.00	.00	.00
6519	EJF	.00	.00	.00	.00	.00	.00
6523	RD FRST	.00	.00	.00	.00	.00	.00
6579	CP ARRA	.00	.00	.00	.00	.00	.00
6596	ENH TECH IID	.00	.00	.00	.00	.00	.00
6702	PASSTHRU-SPECIAL ED	.00	30,199.90	.00	.00	36,825.01	-6,625.11
6721	IDEA STIM	.00	.00	.00	.00	.00	.00
6722	IDEA CEIS ARRA	.00	.00	.00	.00	.00	.00
6750	MEDICARE CATASTROPHI	773.88	1,810.46	.00	.00	3,203.61	-619.27
6752	ARMAC	25,741.32	12,610.41	.00	.00	8,873.55	29,478.18
6756	TITLE IIA	.00	23,443.12	.00	.00	26,227.90	-2,784.78
6781	VIA DRUG	.00	.00	.00	.00	.00	.00
6782	REAP VI FED	.00	1,042.68	.00	.00	7,730.18	-6,687.50
6784	TITLE VI	.00	84.28	.00	.00	84.28	.00
6792	AR ARTS	.00	.00	.00	.00	.00	.00
6802	MDRN STB ARRA	.00	.00	.00	.00	.00	.00
6803	RENOV STAB	.00	.00	.00	.00	.00	.00
	TOTAL NO FUND GROUP TITLE	26,515.20	137,589.10	.00	.00	162,482.89	1,621.41
7002	EES-ACTIVITY	408.66	.00	.00	.00	343.75	64.91
7003	FALLIN SCHOLARSHIP	.00	.00	.00	.00	.00	.00
7004	EHS-ACTIVITY	110.05	.00	.00	.00	.00	110.05
7005	EHS-ATH ACT	2,661.33	.00	.00	.00	909.85	1,751.48
7006	PIRATE CLUB ACTIVITY	13,175.67	4,485.00	.00	.00	10,621.53	7,039.14
7012	EHS-SENIORS ACTIVITY	3,944.05	3,131.00	.00	.00	3,836.42	3,238.63
7013	EHS-FFA ACTIVITY	7,625.99	32,682.35	.00	.00	28,304.66	12,003.68
7014	EHS-FCCLA ACTIVITY	523.17	966.75	.00	.00	1,018.26	471.66
7015	EHS-LIBRARY ACTIVITY	485.87	.00	.00	.00	46.62	439.25
7016	EES-LIBRARY ACTIVITY	450.04	667.50	.00	.00	379.80	737.74
7017	EHS-STUDENT COUNCIL	197.59	.00	.00	.00	36.54	161.05
7018	EHS-FBLA ACTIVITY	27.78	1,375.00	.00	.00	397.20	1,005.58
7019	EHS-DRAMA CLUB	416.59	.00	.00	.00	.00	416.59
7020	EHS-SCIENCE CLUB	430.63	297.00	.00	.00	352.72	374.91
7021	EHS-SR BETA CLUB ACT	11.33	.00	.00	.00	.00	11.33
7024	EHS-CHEERLEADER ACTI	4,430.39	3,133.23	.00	.00	5,025.42	2,538.20
7027	EHS-BAND ACTIVITY	16.70	275.00	.00	.00	31.17	260.53
7028	EHS-COL CO DRUG	111.37	.00	.00	.00	.00	111.37
7039	EHS-CHOIR ACTIVITY	54.27	263.75	.00	.00	365.00	-46.98
7040	PATC	2,063.29	23,934.91	.00	.00	14,182.62	11,815.58
7045	COMMUNITY FUND	6.00	45.00	.00	.00	233.38	-182.38

DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7047	7-A EAST	2,966.54	8,215.00	.00	.00	10,954.12	227.42
7050	ATH EVENT GATE-EHS	4,047.62	9,821.00	.00	.00	6,493.15	7,375.47
7501	TAYLOR-GEN ACT	9,082.27	45.52	.00	.00	.00	9,127.79
7503	TAY EMPLOYEE SCHOLAR	19,144.68	.00	.00	.00	1,000.00	18,144.68
7504	FALLIN-TAY	.00	.00	.00	.00	.00	.00
7505	ATH EVENT GATE-THS	733.99	11,792.85	.00	.00	9,898.44	2,628.40
7511	THS-HIGH SCHOOL ACT	1,487.05	.00	.00	.00	.00	1,487.05
7515	ARCHERY FUND	2,682.50	147.00	.00	.00	1,303.11	1,526.39
7518	TES-ACTIVITY FUNDS	1,978.93	5,480.96	.00	.00	6,542.80	917.09
7519	THS-GEN STORE-ACT	1,612.72	691.24	.00	.00	109.81	2,194.15
7524	THS-CHEERLEADING	59.81	.00	.00	.00	.00	59.81
7525	TES-BAND	.00	.00	.00	.00	.00	.00
7528	TES-LIBRARY ACTIVITY	718.50	.00	.00	.00	335.38	383.12
7531	THS-FFA	1,933.98	19,916.54	.00	.00	18,418.49	3,432.03
7532	THS-TATTLER	358.39	36.50	.00	.00	.00	394.89
7533	THS-FBLA	1,314.44	108.00	.00	.00	445.88	976.56
7535	THS-YEARBOOK	1,751.70	17,206.46	.00	.00	12,954.61	6,003.55
7536	THS-FCCLA	457.18	4,774.75	.00	.00	3,432.84	1,799.09
7540	THS-STU COUNCIL	1,445.21	392.09	.00	.00	352.14	1,485.16
7542	THS-JR CLASS ACTIVIT	846.30	1,658.65	.00	.00	418.34	2,086.61
7544	THS-NHS ACTIVITY	470.34	320.00	.00	.00	426.55	363.79
7547	THS-ART CLUB ACTIVIT	50.00	.00	.00	.00	.00	50.00
7548	THS-LIBRARY ACTIVITY	.00	.00	.00	.00	.00	.00
7549	TAYLOR-MUSIC CLUB AC	552.18	1,388.32	.00	.00	523.98	1,416.52
7550	THS-ATHLETICS ACTIVI	.00	650.00	.00	.00	1,007.05	-357.05
7552	TAF-PEEWEE GAMES	3,754.29	803.91	.00	.00	784.79	3,773.41
	TOTAL ACTIVITY FUND	94,599.39	154,705.28	.00	.00	141,486.42	107,818.25
8000	FOOD SERVICE FUND	.00	218,233.09	.00	.00	217,786.10	446.99
	TOTAL FOOD SERVICE FUND	.00	218,233.09	.00	.00	217,786.10	446.99
	TOTAL	3,568,183.70	4,632,489.30	2,030,644.52	2,024,170.91	4,420,980.33	3,786,166.28

DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	2,159,756.99	-2,159,756.99
1001	TEACHER SALARY GRANT	.00	.00	.00	.00	.00	.00
1240	HAND CHILD SUP/EXT Y	.00	.00	.00	.00	.00	.00
1244	SPEC ED EXTENDED DAY	.00	.00	.00	.00	2,037.50	-2,037.50
1246	MENTOR	.00	.00	.00	.00	2,400.00	-2,400.00
1275	ALTERNATIVE LEARNING	.00	.00	.00	.00	26,944.19	-26,944.19
1281	NSLA	.00	.00	.00	.00	41,489.62	-41,489.62
1365	ABC	.00	.00	.00	.00	85,104.87	-85,104.87
TOTAL TEACHER SALARY FUND		.00	.00	.00	.00	2,317,733.17	-2,317,733.17
2000	OPERATING FUND	.00	.00	.00	47,818.32	2,246,011.85	-2,293,830.17
2001	GEN OPR	2,040,852.29	5,427,392.64	47,802.26	.00	28,301.47	7,487,745.72
2025	EAST GRANT	.00	.00	.00	.00	4,218.59	-4,218.59
2212	ISOLATED AREA	26,346.74	.00	.00	.00	.00	26,346.74
2217	STUDENT GROWTH	125,909.00	.00	.00	.00	.00	125,909.00
2218	DECLINING ENROLLMENT	.00	27,575.00	.00	.00	.00	27,575.00
2222	SUPPLEMENT TRANSPORT	10,705.00	.00	.00	.00	.00	10,705.00
2223	PROF DEVELOP	429.88	44,571.00	.00	.00	34,588.35	10,412.53
2227	CPEP	2,520.63	.00	.00	.00	.00	2,520.63
2240	HAND CHILD-SUPV/EXTE	13,436.18	.00	.00	.00	13,436.18	.00
2244	SPEC ED EXTENDED DAY	5,328.00	1,628.00	.00	.00	1,928.31	5,027.69
2246	MENTORING	.00	4,800.00	.00	.00	511.82	4,288.18
2265	SP ED CATASTROPHIC	36,004.33	.00	.00	.00	27,026.90	8,977.43
2271	AP US HISTORY GRANT	1.24	100.00	.00	.00	.00	101.24
2275	ALT LEARN ENV	2,649.10	51,886.00	.00	.00	11,845.30	42,689.80
2281	NSLA	34,182.62	228,984.00	.00	.00	132,899.80	130,266.82
2293	SEC VOC AREA CTR	23,066.47	36,156.30	.00	.00	41,979.28	17,243.49
2340	CAREER NEW PROGRAM	.00	63,377.53	.00	.00	63,377.53	.00
2365	ABC	1,184.58	228,420.00	.00	.00	81,847.31	147,757.27
2385	ECH PD/INCENTIVE GRA	1,869.57	.00	-1,869.57	.00	.00	.00
2392	GENERAL FACILITIES	59,568.72	8,162.00	.00	.00	.00	67,730.72
2394	DEBT SVC SUPPLEMENT	.00	128,300.00	.00	.00	.00	128,300.00
2402	ACADEMIC FAC CATA RE	1,623.00	.00	.00	.00	.00	1,623.00
2901	CWIP GRANT	20,500.00	.00	.00	.00	8,881.07	11,618.93
2902	TOBACCO GRANT	.00	.00	.00	.00	.00	.00
TOTAL OPERATING FUND		2,406,177.35	6,251,352.47	45,932.69	47,818.32	2,696,853.76	5,958,790.43
3000	BUILDING FUND	1,348,150.41	.00	.00	251,880.11	6,485.10	1,089,785.20
3001	B/S BOND	.00	.00	.00	.00	.00	.00
3002	QZAB	185,923.39	.00	.00	.00	.00	185,923.39
3300	REFUNDING BOND SAVIN	44,989.81	.00	258,136.29	.00	.00	303,126.10
TOTAL BUILDING FUND		1,579,063.61	.00	258,136.29	251,880.11	6,485.10	1,578,834.69
4000	DEBT SERVICE FUND	.00	.00	.00	.00	100,551.88	-100,551.88
TOTAL DEBT SERVICE FUND		.00	.00	.00	.00	100,551.88	-100,551.88
5000	CAPITAL OUTLAY FUND	20,905.66	.00	.00	.00	.00	20,905.66
TOTAL CAPITAL OUTLAY FUND		20,905.66	.00	.00	.00	.00	20,905.66

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6441	21ST CCLC	59,988.27	105,000.00	.00	.00	71,961.39	93,026.88
6501	TITLE I	.00	178,882.33	.00	.00	191,937.06	-13,054.73
6511	ESEA STAB ARRA	.00	.00	.00	.00	.00	.00
6516	TITLE STIMULUS	.00	.00	.00	.00	.00	.00
6519	ARRA JOBS PLAN	.00	.00	.00	.00	.00	.00
6562	DHS EARLY CHILDHOOD	.00	2,500.00	1,869.57	.00	1,024.25	3,345.32
6596	ED TECH GRANT	.00	.00	.00	.00	.00	.00
6702	TITLE VI-B	.00	111,731.05	.00	.00	117,096.53	-5,365.48
6721	VI-B STIMULUS	.00	.00	.00	.00	.00	.00
6750	MEDICARE	31,768.07	18,067.49	.00	.00	18,620.00	31,215.56
6752	ARMAC	61,741.62	9,670.03	.00	.00	.00	71,411.65
6756	TITLE II A	.00	27,012.05	.00	.00	31,531.74	-4,519.69
6784	TITLE VI	.00	16,370.29	.00	.00	16,370.29	.00
6785	COORDINATED SCHOOL H	1,282.85	.00	.00	.00	746.46	536.39
6802	MODERNIZATION STAB A	.00	.00	.00	.00	.00	.00
TOTAL NO	FUND GROUP TITLE	154,780.81	469,233.24	1,869.57	.00	449,287.72	176,595.90
7000	DIST MISC	.00	1,850.96	.00	.00	123.06	1,727.90
7100	KINDERGARTEN	76.50	2,345.00	.00	.00	2,382.23	39.27
7101	FIRST GRADE	294.77	1,796.75	.00	.00	1,946.70	144.82
7102	SECOND GRADE	64.38	800.00	.00	.00	783.28	81.10
7103	THIRD GRADE	.00	.00	.00	.00	.00	.00
7104	FOURTH GRADE	.00	979.00	.00	.00	956.00	23.00
7105	FIFTH GRADE	.00	.00	.00	.00	.00	.00
7106	ART	334.51	1,539.00	.00	.00	898.65	974.86
7107	GAME/FISH OUTDOOR SC	312.82	.00	.00	.00	176.86	135.96
7108	SCHOOL STORE	51.30	.00	.00	.00	.00	51.30
7109	ES COKE/CANDY	192.07	446.03	.00	.00	371.41	266.69
7110	ES COMMU SERV	2,755.42	11,162.09	.00	566.00	7,264.95	6,086.56
7111	ES LIBRARY	1,980.84	9,463.84	.00	.00	8,966.14	2,478.54
7113	PROGRAMS	102.10	1,973.67	.00	.00	1,772.32	303.45
7114	ES TEXTBOOKS	64.76	.00	.00	.00	.00	64.76
7115	ES MUSIC	.00	.00	.00	.00	.00	.00
7200	BAND	417.48	629.14	.00	.00	750.00	296.62
7201	JR CHEERLEADER	3,373.51	2,232.07	.00	.00	5,432.94	172.64
7202	MS LIBRARY	357.00	1,163.06	.00	.00	1,469.55	50.51
7204	COSTA RICA GROUP	186.90	4,233.48	.00	.00	2,845.53	1,574.85
7205	EIGHTH GRADE	151.03	1,066.77	.00	.00	.00	1,217.80
7206	SEVENTH GRADE	31.58	2,679.67	.00	.00	437.06	2,274.19
7207	SIXTH GRADE	193.36	2,798.04	.00	.00	.00	2,991.40
7208	ASTA GRANT	.23	160.20	.00	.00	.00	160.43
7209	FIRST PRIORITY	132.08	.00	.00	132.08	.00	.00
7210	MS TEXTBOOKS	.00	.00	.00	.00	.00	.00
7211	JR FFA	.00	.00	.00	.00	.00	.00
7212	MS MISC	1,730.59	1,370.70	266.00	.00	3,349.46	17.83
7214	S.T.P.	.00	.00	.00	.00	.00	.00
7215	CLASS OF 2001 SCHOLA	150.00	.00	.00	.00	150.00	.00
7216	EAST	88.72	268.36	.00	.00	187.13	169.95
7217	SPECIAL OLYMPICS	1,195.36	1,061.00	.00	300.00	921.25	1,035.11
7218	SUGAR BOWL	.00	.00	.00	.00	.00	.00

DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7221	MS COKE	715.24	1,068.70	.00	.00	1,184.88	599.06
7300	HS MISC	687.55	147.85	.00	.00	737.40	98.00
7301	BETA	588.99	510.00	.00	.00	180.00	918.99
7302	COCA COLA	830.19	1,202.98	.00	.00	1,398.78	634.39
7303	FBLA	559.95	530.00	.00	.00	688.00	401.95
7304	FFA	729.66	12,554.43	.00	.00	11,693.66	1,590.43
7306	FCCLA	1,470.77	582.00	.00	.00	60.69	1,992.08
7307	STEM GRANT	33.59	.00	.00	.00	.00	33.59
7309	YEARBOOK	15,036.60	16,560.61	.00	.00	13,023.29	18,573.92
7310	CONSTRUCTION TRADE	586.59	.00	.00	.00	500.00	86.59
7311	SRS 2012-2013	252.28	895.00	.00	.00	200.00	947.28
7312	SRS 2011-2012	51.13	.00	.00	.00	.00	51.13
7313	JUNIOR CLASS	2,394.33	4,760.50	.00	.00	1,052.24	6,102.59
7314	STUDENT COUNCIL	865.89	.00	.00	.00	240.00	625.89
7315	TEXTBOOKS	2,024.00	.00	.00	.00	48.47	1,975.53
7316	CHILDREN'S FUND	.00	3,518.00	832.08	.00	4,308.74	41.34
7317	HOMECOMING	1,528.65	2,299.00	.00	.00	2,385.76	1,441.89
7318	NHS	241.14	.00	.00	.00	313.47	-72.33
7319	FIRST PRIORITY	485.50	.00	.00	.00	.00	485.50
7320	SR CHEERLEADERS	693.82	9,499.25	.00	.00	3,484.01	6,709.06
7321	HS LIBRARY	412.64	873.59	.00	.00	866.58	419.65
7322	SHOOTING TEAM	2,581.39	.00	.00	100.00	.00	2,481.39
7323	GT/OM	.00	1,347.45	.00	.00	150.43	1,197.02
7324	CHOIR	346.67	1,448.00	.00	.00	564.36	1,230.31
7326	ATHLETICS	30,308.12	61,673.54	.00	.00	43,300.90	48,680.76
7327	CONCESSIONS	3,936.86	1,870.11	.00	.00	.00	5,806.97
7329	DRAMA	5,308.86	.00	.00	.00	.00	5,308.86
7400	CLLA	22.13	500.00	.00	.00	303.28	218.85
7409	ABC PREK	210.12	1,109.53	.00	.00	962.71	356.94
TOTAL DIST MISC		87,139.97	172,969.37	1,098.08	1,098.08	128,832.17	131,277.17
8000	FOOD SERVICE FUND	76,238.97	297,094.71	32,485.88	.00	367,663.48	38,156.08
8640	LUNCH REIMBURSEMENT	1,386.30	.00	.00	.00	.00	1,386.30
8645	BREAKFAST REIMBURSE	553.90	.00	.00	.00	.00	553.90
8655	SNACK REIMBURSEMENT	.00	.00	.00	.00	.00	.00
8657	FRESH FRUIT/VEGETABL	15,896.99	31,584.21	.00	32,485.88	8,546.46	6,448.86
TOTAL FOOD SERVICE FUND		94,076.16	328,678.92	32,485.88	32,485.88	376,209.94	46,545.14
9001	FIXED ASSETS	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
TOTAL		4,342,143.56	7,222,234.00	339,522.51	333,282.39	6,075,953.74	5,494,663.94



LAFAYETTE CO SCHOOL DISTRICT  
DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
	TOTAL NO FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	1,527,174.33	-1,527,174.33
1001	HIGH PRIORITY	.00	.00	.00	.00	.00	.00
1218	DECL ENROLL	.00	.00	.00	.00	61,556.25	-61,556.25
1244	EXT SCH YR	.00	.00	.00	.00	1,800.00	-1,800.00
1246	MENTORING	.00	.00	.00	.00	3,200.00	-3,200.00
1275	A.L.E	.00	.00	.00	.00	6,766.41	-6,766.41
1281	NATIONAL SCHOOL LUNC	.00	.00	.00	.00	213,212.67	-213,212.67
	TOTAL TEACHER SALARY FUND	.00	.00	.00	.00	1,813,709.66	-1,813,709.66
2000	STATE OPERATING	.00	.00	.00	.00	1,427,168.22	-1,427,168.22
2001	DISTRICT OPERATING	2,486,999.66	3,329,315.46	20,845.93	.00	156,596.57	5,680,564.48
2218	DECLINING ENROLLMENT	854.15	229,341.00	.00	.00	19,464.37	210,730.78
2223	PROFESSIONAL DEVELOP	7,298.08	29,414.00	.00	.00	25,965.59	10,746.49
2240	SP ED LEA SUPV	6,112.04	.00	.00	.00	6,112.04	.00
2244	EXT SCH YR	2,977.11	5,772.00	.00	.00	3,890.05	4,859.06
2246	MENTORING	.00	6,400.00	.00	.00	673.26	5,726.74
2265	SPED CATASTROPHIC	31,179.22	31,178.00	.00	.00	9,484.40	52,872.82
2271	ADVANCED PLACEMENT	.00	2,943.94	.00	.00	2,943.94	.00
2275	A.L.E	22,718.67	7,880.00	.00	.00	14,523.84	16,074.83
2276	LIMITED ENG PROF	.00	.00	.00	.00	.00	.00
2281	NATIONAL SCHOOL LUNC	97,383.25	443,291.49	.00	.00	151,182.62	389,492.12
2285	SERIOUS OFFENDER	.00	.00	.00	.00	.00	.00
2392	GENERAL FACILITIES	18,702.00	6,234.00	.00	.00	.00	24,936.00
	TOTAL STATE OPERATING	2,674,224.18	4,091,769.89	20,845.93	.00	1,818,004.90	4,968,835.10
3000	BUILDING FUND	494,252.50	60.40	.00	.00	437,586.62	56,726.28
3300	REFUNDING/SAVINGS	.00	.00	.00	.00	.00	.00
3404	PARTNERSHIP PROGRAM	.00	.00	.00	.00	.00	.00
3900	BUILDING FUND CDS	1,301,798.43	6,320.63	.00	.00	.00	1,308,119.06
	TOTAL BUILDING FUND	1,796,050.93	6,381.03	.00	.00	437,586.62	1,364,845.34
4000	DEBT SERVICE FUND	.00	.00	.00	.00	62,862.50	-62,862.50
	TOTAL DEBT SERVICE FUND	.00	.00	.00	.00	62,862.50	-62,862.50
6501	TITLE I	.00	282,544.18	.00	.00	281,670.13	874.05
6505	SIG	.00	.00	.00	.00	50,117.36	-50,117.36
6519	EJFP	.00	1,497.94	.00	.00	1,497.94	.00
6530	HOMELESS GRANT	.00	.00	.00	.00	.00	.00
6702	VI-B	.00	118,639.90	.00	.00	137,850.77	-19,210.87
6721	IDEA-ARRA	.00	.00	.00	.00	.00	.00
6750	MEDICAID	22,473.51	26,434.17	.00	.00	31,633.39	17,274.29
6752	ARMAC	14,682.33	9,258.35	.00	.00	14,678.99	9,261.69
6756	TITLE II-A TEACHER Q	.00	41,639.80	.00	.00	49,450.79	-7,810.99
6784	TITLE VI	.00	7,636.11	.00	.00	12,122.57	-4,486.46
	TOTAL FEDERAL GRANTS FUND	37,155.84	487,650.45	.00	.00	579,021.94	-54,215.65
7001	SUPT'S OFFICE	1,303.21	105.87	.00	.00	725.66	683.42

DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7003	WM. BENNETT SCHOLARS	5,908.91	.00	.00	.00	4,666.02	1,242.89
7004	JAMES NIPPER SCHOLAR	500.00	.00	.00	.00	500.00	.00
7100	ELEMENTARY ACTIVITY	4,350.69	8,923.55	.00	.00	8,934.03	4,340.21
7101	ELEMENTARY LOUNGE	146.35	381.34	.00	.00	607.52	-79.83
7102	ELEMENTARY COUNSELOR	1,211.11	.00	.00	.00	106.00	1,105.11
7103	ELEMENTARY MUSIC	271.89	.00	.00	.00	.00	271.89
7301	LCBS ACTIVITY	1,654.39	420.00	.00	.00	659.28	1,415.11
7302	LCBS LOUNGE	860.28	1,697.88	.00	.00	489.51	2,068.65
7303	LCBS FUNDRAISER	2,477.73	96.00	.00	.00	62.33	2,511.40
7304	FBLA	1,914.23	1,314.50	.00	.00	2,135.07	1,093.66
7305	FFA	243.31	27,783.10	.00	.00	27,483.82	542.59
7306	FCCLA	2,621.71	3,001.86	.00	.00	1,770.00	3,853.57
7307	NHS	164.08	.00	.00	.00	95.00	69.08
7308	STUDENT COUNCIL	1,196.27	244.50	.00	.00	753.11	687.66
7309	YEARBOOK	6,233.08	10,231.41	.00	.00	7,354.80	9,109.69
7310	BAND	1,155.11	90.00	.00	.00	417.43	827.68
7311	LCBS CHOIR	624.40	.00	.00	.00	.00	624.40
7312	LCBS LIBRARY	2,012.40	1,124.97	.00	.00	1,232.60	1,904.77
7316	MU ALPHA THETA	77.39	100.00	.00	.00	4.30	173.09
7318	FEA	518.78	90.00	.00	.00	113.65	495.13
7320	GENERAL ATHLETICS	1,757.51	1,835.26	.00	.00	2,174.17	1,418.60
7321	SR FOOTBALL	.00	3,033.00	.00	.00	3,033.00	.00
7322	JR FOOTBALL	.00	3,914.00	.00	.00	3,914.00	.00
7323	BOYS BASKETBALL	.00	3,252.67	.00	.00	3,252.67	.00
7324	GIRLS BASKETBALL	35.57	2,920.33	.00	.00	2,955.90	.00
7325	BASEBALL	.00	.00	.00	.00	.00	.00
7326	SOFTBALL	.00	108.00	.00	.00	.00	108.00
7327	BOYS TRACK	.00	.00	.00	.00	.00	.00
7328	GIRLS TRACK	.00	.00	.00	.00	.00	.00
7329	SR CHEERLEADERS	.00	2,161.00	.00	.00	710.12	1,450.88
7330	JR CHEERLEADERS	2,610.23	3,055.00	.00	.00	4,817.91	847.32
7331	FCA	95.39	.00	.00	.00	.00	95.39
7335	CONCESSIONS	635.18	2,607.98	.00	.00	2,447.89	795.27
7340	SR CLASS	646.63	2,713.83	.00	.00	315.91	3,044.55
7341	JR CLASS	1,663.83	2,537.47	.00	.00	1,663.83	2,537.47
7342	SOPHOMORE CLASS	826.47	1,020.26	.00	.00	826.47	1,020.26
7343	FRESHMAN CLASS	535.26	330.69	.00	.00	535.26	330.69
7344	8TH GRADE CLASS	210.69	1,564.81	.00	.00	762.97	1,012.53
7345	7TH GRADE CLASS	221.81	50.00	.00	.00	221.81	50.00
7346	DRAMA	92.59	1,614.60	.00	.00	787.20	919.99
7351	REGIONAL BB CONCESSI	.00	.00	.00	.00	.00	.00
7703	ELEMENTARY LIBRARY	1,436.97	4,199.40	.00	.00	2,959.80	2,676.57
7805	NHS	389.31	1,454.14	.00	.00	1,032.10	811.35
7999	J NIPPER SCHOLARSHIP	10,489.81	118.04	.00	.00	.00	10,607.85
TOTAL ACTIVITY FUND		57,092.57	94,095.46	.00	.00	90,521.14	60,666.89
8000	FOOD SERVICE FUND	38,690.30	298,144.28	.00	.00	282,495.29	54,339.29
TOTAL FOOD SERVICE FUND		38,690.30	298,144.28	.00	.00	282,495.29	54,339.29
9001	FIXED ASSETS	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK

DATE: 04/18/2013

TIME: 14:09:06

LAFAYETTE CO SCHOOL DISTRICT  
DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

PAGE NUMBER: 3  
MODULE NUM: STATM9AR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
TOTAL		4,603,213.82	4,978,041.11	20,845.93	.00	5,084,202.05	4,517,898.81

DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	7,255,402.10	.00	7,255,402.10	.00
1212	ISOLATED ALE	.00	.00	.00	.00	.00	.00
1223	TS PROF DEV	.00	.00	35,797.10	.00	35,797.10	.00
1227	CCRPP (OLD CPEP)	.00	.00	10,175.00	.00	10,175.00	.00
1240	SPED SUP'VR	.00	.00	23,845.56	.00	23,845.56	.00
1246	PATHWISE	.00	.00	3,600.00	.00	3,600.00	.00
1261	YOUTH SHELTER	.00	.00	.00	.00	.00	.00
1275	ALE	.00	.00	74,710.88	.00	74,710.88	.00
1281	NSLA TS	.00	.00	324,254.44	.00	324,254.44	.00
1365	ABC WALKER PRE-K	.00	.00	203,918.74	.00	203,918.74	.00
TOTAL TEACHER SALARY FUND		.00	.00	7,931,703.82	.00	7,931,703.82	.00
2000	OPERATING FUND	.00	.00	12,793,541.24	7,255,402.10	5,538,139.14	.00
2001	OTHER OPER	2,348,608.89	13,494,978.93	28,709.94	13,448,850.00	55,677.51	2,367,770.25
2003	TEACHSCAPE GRNT	.00	.00	.00	.00	.00	.00
2110	ADULT ED.	.00	.00	.00	.00	.00	.00
2202	ADULT ED GAE	.00	.00	.00	.00	.00	.00
2205	ALBEMARLE ADULT ED	.00	.00	.00	.00	.00	.00
2212	ISOLATED	28,419.10	5,750.00	.00	.00	15,567.44	18,601.66
2218	DECLINING ENROLLMENT	171,108.23	188,511.00	.00	.00	71,093.25	288,525.98
2219	MATH/SCIENCE EQUIP G	.00	.00	.00	.00	.00	.00
2223	PROF DEV	26,750.65	117,967.16	.00	35,797.10	60,344.93	48,575.78
2227	CPEP	.00	36,516.10	.00	10,175.00	13,610.62	12,730.48
2235	EAST TECH GRANT	.00	.00	.00	.00	.00	.00
2240	SPED DISABLED	52,326.18	.00	.00	23,845.56	5,767.14	22,713.48
2245	PATHWISE MENTOR	.00	.00	.00	.00	.00	.00
2246	PROFESSIONAL QUALITY	200.00	6,400.00	.00	3,600.00	.00	3,000.00
2250	SPED NONDISABLED	2,905.00	.00	.00	.00	.00	2,905.00
2255	RESIDENTIAL TREATMEN	.00	.00	.00	.00	.00	.00
2261	YOUTH SHELTER	.00	.00	.00	.00	.00	.00
2265	SPED CATASTROPHIC	.00	.00	.00	.00	.00	.00
2271	GT/AP	367.81	5,400.00	.00	.00	.00	5,767.81
2273	AAIMS GRANT	8,991.87	6,818.00	.00	.00	6,664.72	9,145.15
2275	ALE	18,144.86	93,219.00	.00	74,710.88	19,247.63	17,405.35
2276	ENG LANG LEARNERS	14,209.31	12,505.00	.00	.00	2,643.94	24,070.37
2281	NSLA	94,359.14	702,368.00	.00	324,254.44	178,601.66	293,871.04
2293	SEC WKFC CTR	.00	.00	.00	.00	109,416.61	-109,416.61
2300	COMPENSATORY WORKFOR	.00	.00	.00	.00	.00	.00
2340	START-UP VOC/TECH	.00	.00	.00	.00	11,653.79	-11,653.79
2365	AR BETTER CHANCE	13,387.72	527,380.00	.00	203,918.74	191,742.31	145,106.67
2369	POVERTY INDEX	.00	.00	.00	.00	.00	.00
2392	GEN FACILITY	60,659.31	20,364.00	.00	.00	27,622.70	53,400.61
2394	DEBT SVS SUPP	.00	37,460.00	.00	37,460.00	.00	.00
2397	DEPT EMERGENCY MGT	.00	.00	.00	.00	.00	.00
2398	AR GAME & FISH /WILD	1,951.85	3,852.65	.00	.00	.00	5,804.50
2401	ACADEMIC FACILITIES	.00	.00	.00	.00	.00	.00
2903	PILOT TEACHER EVAL	.00	.00	.00	.00	.00	.00
TOTAL OPERATING FUND		2,842,389.92	15,259,489.84	12,822,251.18	21,418,013.82	6,307,793.39	3,198,323.73

MAGNOLIA SCHOOL DISTRICT 14  
DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
3000	BUILDING FUND	1,392,099.34	.00	.00	587,527.32	182,275.11	622,296.91
3001	CENTRAL HVAC	.00	.00	.00	.00	.00	.00
3002	STADIUM ALTERATIONS	.00	.00	.00	.00	.00	.00
3003	JH PE GYM RENOVATION	.00	.00	.00	.00	.00	.00
3004	3RD GRADE RENOVATION	.00	.00	.00	.00	.00	.00
3005	JH NORTH WING	.00	.00	.00	.00	.00	.00
3006	ES K'GTN CONST	.00	.00	587,527.32	.00	587,527.32	.00
3007	HVAC JH PROJ	.00	.00	.00	.00	.00	.00
3008	BASEFIELD FIELD HOUS	.00	.00	.00	.00	.00	.00
3009	ADM BLDG 2006-07	.00	.00	.00	.00	.00	.00
3010	SOFTBALL FACILITY	.00	.00	.00	.00	.00	.00
3011	INDOOR PRAC FIELD	.00	.00	.00	.00	.00	.00
3012	ES OFFICE RENOVATION	.00	.00	.00	.00	.00	.00
3403	TRANSITIONAL FACILIT	.00	.00	.00	.00	.00	.00
3404	FACILITIES PTRNSHIP	.00	163,872.51	.00	.00	163,872.51	.00
	TOTAL BUILDING FUND	1,392,099.34	163,872.51	587,527.32	587,527.32	933,674.94	622,296.91
4000	DEBT SERVICE FUND	.00	.00	692,768.76	.00	131,684.38	561,084.38
	TOTAL DEBT SERVICE FUND	.00	.00	692,768.76	.00	131,684.38	561,084.38
5000	CAPITAL OUTLAY FUND	.00	.00	.00	.00	.00	.00
	TOTAL CAPITAL OUTLAY FUND	.00	.00	.00	.00	.00	.00
6232	SCIENCE FOUNDATION	.00	.00	.00	.00	.00	.00
6435	TROOPS TO TEACHERS	.00	.00	.00	.00	.00	.00
6465	FEMA MAJOR DISASTER	.00	.00	.00	.00	.00	.00
6466	EMER IMPACT AID	.00	.00	.00	.00	.00	.00
6501	TITLE I	.00	599,658.32	.00	.00	701,892.76	-102,234.44
6504	TITLE I IMP	.00	.00	.00	.00	.00	.00
6505	TITLE I A SCHL IMP	.00	26,139.66	.00	.00	49,369.56	-23,229.90
6510	TITLE I D-	.00	33,429.44	.00	.00	37,692.27	-4,262.83
6511	SFSF-ESEA	.00	.00	.00	.00	.00	.00
6513	AP TITLE I	.00	.00	.00	.00	.00	.00
6514	SCHOOL IMP	.00	.00	.00	.00	.00	.00
6515	WALDO IMP 04-05	.00	.00	.00	.00	.00	.00
6516	TITLE I STIMULUS	.00	.00	.00	.00	.00	.00
6517	TITLE I ARRA SCHL IM	.00	.00	.00	.00	.00	.00
6518	TITLE I-D ARRA	.00	.00	.00	.00	.00	.00
6519	ARRA JOBS	.00	.00	.00	.00	.00	.00
6522	CLS SIZE REDUCTION	.00	.00	.00	.00	.00	.00
6523	READING FIRST	.00	.00	.00	.00	.00	.00
6530	FEDERAL HOMELESS	.00	.00	.00	.00	.00	.00
6546	CHARACTER ED TITLE V	.00	.00	.00	.00	.00	.00
6570	CARL PERKINS FED VOC	.00	30,815.58	.00	.00	32,432.59	-1,617.01
6578	TITLE III F	.00	.00	.00	.00	.00	.00
6595	TITLE II-D	.00	.00	.00	.00	.00	.00
6596	ENHANCE ED TECH	.00	.00	.00	.00	.00	.00
6600	ADULT BASIC D&E	.00	.00	.00	.00	.00	.00
6702	VI-B PASSTHRU	.00	358,023.32	.00	.00	403,951.73	-45,928.41
6721	VIB STIMULUS	.00	.00	.00	.00	.00	.00



DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6725	IDEA GRANT	.00	.00	.00	.00	.00	.00
6740	STATE IMP GRANT (SIG	.00	.00	.00	.00	.00	.00
6750	MEDICARE/MEDICAID	12,299.45	57,848.68	.00	.00	50,814.60	19,333.53
6752	ARMAC-M/CAID GEN HEA	36,204.84	31,613.25	.00	.00	67,654.52	163.57
6755	EISENHOWER MATH/SCIE	.00	.00	.00	.00	.00	.00
6756	TITLE II-A (QUALITY)	.00	134,604.74	.00	.00	152,380.07	-17,775.33
6758	DHS AT RISK YOUTH	.00	.00	.00	.00	.00	.00
6780	SAFE & DRUG FREE SCH	.00	.00	.00	.00	.00	.00
6781	TITLE IV-A DRUG ED	.00	.00	.00	.00	.00	.00
6782	RURAL & LOW INCOME	.00	.00	.00	.00	.00	.00
6784	TITLE VI RURAL LOW I	.00	31,434.70	.00	.00	34,934.12	-3,499.42
6802	SFSF-MODERNIZATION	.00	.00	.00	.00	.00	.00
6803	SFSF RENOVATION	.00	.00	.00	.00	.00	.00
TOTAL	FEDERAL GRANTS FUND	48,504.29	1,303,567.69	.00	.00	1,531,122.22	-179,050.24
7000	MPSF	22,605.46	6,281.90	.00	.00	10,490.66	18,396.70
7001	ATHLETIC FUND DIST	9,891.82	3,077.57	.00	.00	3,090.93	9,878.46
7002	HS OPER	5,890.81	6,337.30	.00	.00	6,240.05	5,988.06
7003	HS COKE	129.41	189.24	.00	.00	95.00	223.65
7004	HS LIBRARY	1,356.99	71.75	.00	.00	650.43	778.31
7005	HS TEXTBOOK	760.14	192.00	.00	.00	783.10	169.04
7006	HS CANDY	1,144.71	26.94	.00	.00	601.00	570.65
7007	HS FLOWER	756.76	500.00	.00	.00	560.15	696.61
7008	HS FFA	6,539.50	15,690.00	.00	.00	13,422.22	8,807.28
7009	HS DRAMA (OLD FFA/BL	346.02	542.00	.00	.00	790.00	98.02
7010	HS PUBLICATIONS	21,408.71	31,910.76	.00	.00	2,777.49	50,541.98
7011	HS FCA	1,048.89	441.00	.00	.00	396.96	1,092.93
7012	MU ALPHA THETA	282.95	185.00	.00	.00	.00	467.95
7013	NAT'L HONOR SOC	208.49	301.81	.00	.00	358.75	151.55
7014	HS SENIORS	1,159.74	2,380.00	.00	.00	1,432.76	2,106.98
7015	HS PEP/CHEER	5,427.19	2,997.00	.00	.00	7,669.05	755.14
7016	HS BAND	5,537.13	5,287.00	.00	.00	10,139.39	684.74
7017	HS FCCLA	119.26	1,302.75	.00	.00	1,418.11	3.90
7018	HS PRIDE	3,907.80	5,449.00	.00	.00	6,435.34	2,921.46
7019	HS SPANISH CLUB (CHA	205.45	.00	.00	.00	50.00	155.45
7020	HS SR PLAY	1,925.33	.00	.00	.00	.00	1,925.33
7021	HS INTERNSHIP	4.67	2,489.50	.00	.00	1,052.79	1,441.38
7022	HS FBIA	1,131.85	5,595.48	.00	.00	5,431.31	1,296.02
7023	HS SKILLS USA	340.57	2,005.23	.00	.00	1,028.78	1,317.02
7024	HS CHOIR	1.50	10.00	.00	.00	.00	11.50
7025	C BLACK FUND	.13	.00	.00	.00	.00	.13
7026	JH OPER	823.47	927.29	.00	.00	1,045.73	705.03
7027	JH COKE FUND	2,341.37	2,025.87	.00	.00	2,909.94	1,457.30
7028	JH CONCESSION	3,049.12	139.39	.00	.00	422.13	2,766.38
7029	JH SCHOOL STORE	.00	.00	.00	.00	.00	.00
7030	JH LIBRARY	854.69	136.38	.00	.00	.00	991.07
7031	RELAY FOR LIFE JH	.00	.00	.00	.00	.00	.00
7032	JH TEXTBOOKS	6,251.66	376.49	.00	.00	31.25	6,596.90
7033	INACTIVE JH FHA	.00	.00	.00	.00	.00	.00
7034	JH PICTURE FUND	6,806.87	2,082.59	.00	.00	740.42	8,149.04

DETAILED STATEMENT OF CHANGES IN FUND BALANCES  
FOR PERIODS 1 THROUGH 9 OF 13

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7035	JH CHEERLEADER	1,068.10	2,159.00	.00	.00	3,209.58	17.52
7036	INACTIVE JH PRIDE	.00	.00	.00	.00	.00	.00
7037	JH CARLEW	135.16	.00	.00	.00	.00	135.16
7038	JH YEARBOOKS	1,794.95	4,184.10	.00	.00	3,029.42	2,949.63
7039	JH SCIENCE CLUB	68.17	.00	.00	.00	.00	68.17
7040	JH DRIVERS' ED	135.00	.00	.00	.00	.00	135.00
7041	JH PIE INCENTIVE	71.42	.00	.00	.00	.00	71.42
7042	JH PBLA	259.05	1,494.68	.00	.00	774.00	979.73
7043	INACTIVE JH INTEREST	.00	.00	.00	.00	.00	.00
7044	JH BAND	5,217.03	15,331.55	.00	.00	19,173.04	1,375.54
7045	JH ROTARY	146.40	.00	.00	.00	.00	146.40
7046	JH ATHLETIC	220.49	911.00	.00	.00	.00	1,131.49
7047	JH SUNSHINE	72.13	.00	.00	.00	54.81	17.32
7048	INACTIVE JH ROBOTICS	.00	.00	.00	.00	.00	.00
7049	TEAM INCENTIVE	264.66	.00	.00	.00	62.15	202.51
7050	JH GLASSCOCK MEMORIA	46.00	.00	.00	.00	.00	46.00
7051	CENTRAL OPER	24,103.41	3,807.80	.00	.00	2,002.98	25,908.23
7052	CENTRAL LIBR	5,297.74	8,326.26	.00	.00	6,593.20	7,030.80
7053	CENTRAL TEXTBOOK	1,039.01	261.10	.00	.00	.00	1,300.11
7054	ALBEMARLE GRNT SPED	624.40	.00	.00	.00	600.00	24.40
7055	FALLIN CENTRAL	5,140.65	1,650.00	.00	.00	949.93	5,840.72
7056	YEARBOOK	208.89	4,275.00	.00	.00	4,689.64	-205.75
7057	CENTRAL FLOWER FUND	328.30	.00	.00	.00	98.66	229.64
7058	ALBEMARLE TEST INCEN	.00	5,300.00	.00	.00	2,340.00	2,960.00
7059	ALBEMARLE GRNT COOK	.00	5,000.00	.00	.00	479.93	4,520.07
7061	ES OPER	7,320.75	4,851.14	.00	.00	2,774.54	9,397.35
7062	ES COKE FUND	138.97	71.43	.00	.00	149.59	60.81
7063	ES CANDY	3.55	.00	.00	.00	.00	3.55
7064	ES FLOWER FUND	388.41	450.00	.00	.00	341.69	496.72
7065	ES LIBRARY	4,577.76	58.00	.00	.00	2,486.46	2,149.30
7066	ES TEXTBOOK	7.43	.00	.00	.00	.00	7.43
7067	ES EXXON ACCNT	1,760.43	.00	.00	.00	.00	1,760.43
7068	NORA JORDAN MEMORIAL	.00	.00	.00	.00	.00	.00
7071	K'GTN CENTER OPER	4,976.85	5,609.90	.00	.00	2,891.68	7,695.07
7072	K'GTN COKE FUND	1,564.79	39.87	.00	.00	.00	1,604.66
7073	WS FLOWER FND	858.73	260.00	.00	.00	150.00	968.73
7074	WS LIBRARY	4,200.00	.00	.00	.00	.00	4,200.00
7075	WS ROTARY	88.91	.00	.00	.00	.00	88.91
7076	WS WAL-MART FOUNDATI	2,300.00	.00	.00	.00	.00	2,300.00
7077	AFGHAN CHILDREN FND	.00	.00	.00	.00	.00	.00
7078	WS ELLA LAB	323.73	.00	.00	.00	.00	323.73
7079	KTBS-B WILSON	.00	.00	.00	.00	.00	.00
7096	STATE TOURN/PLAYOFF	7,548.28	.00	.00	.00	.00	7,548.28
7097	PANTHER CLASSIC	31,655.92	.00	.00	.00	.00	31,655.92
7098	GATORADE ACCNT	8,902.56	141.59	.00	.00	373.84	8,670.31
7099	SCOREBOARD ACCNT	1,251.16	50,576.00	.00	.00	66,260.02	-14,432.86
7100	SCHOLARSHIP	.00	.00	.00	.00	.00	.00
7101	HS DRIVER ED	.00	.00	.00	.00	.00	.00
7102	HS RELAY FOR LIFE	.00	277.20	.00	.00	.00	277.20
7103	HS BALFOUR	.00	.00	.00	.00	.00	.00



SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7104	HS JOSTENS	.00	.00	.00	.00	.00	.00
7105	HS MISC	21.51	.00	.00	.00	.00	21.51
7106	AAIMS	220.85	44.00	.00	.00	123.00	141.85
7107	HS EXXON GRANT	.00	.00	.00	.00	.00	.00
7108	HS ALBEMARLE	1.40	.00	.00	.00	.00	1.40
7109	MAKE A WISH	.00	.00	.00	.00	.00	.00
7110	K MINTER AWARD	.00	1,000.00	.00	.00	959.22	40.78
7116	MPSF BAND BOOSTERS	1,003.56	27,844.98	.00	.00	16,239.22	12,609.32
7201	WALKER ACTIVITY	.00	.00	.00	.00	.00	.00
7202	WALKER FFA ACTIVITY	.00	.00	.00	.00	.00	.00
7203	WALKER LIBRARY	.00	.00	.00	.00	.00	.00
7231	OLD WALKER #	.00	.00	.00	.00	.00	.00
7232	WALKER ELEM LIBRARY	.00	.00	.00	.00	.00	.00
7900	BASKETBALL CONCESSIO	17,076.68	17,599.49	.00	.00	15,809.64	18,866.53
7901	GOLF BOOSTERS	684.20	1,680.00	.00	.00	1,764.20	600.00
7902	GATE RECEIPTS	30,653.88	69,482.48	.00	.00	50,316.02	49,820.34
7905	TRACK BOOSTER CLUB	277.86	.00	.00	.00	277.86	.00
7906	TRACK RING DONATIONS	2,468.19	.00	.00	.00	.00	2,468.19
7931	WALKER PRE-K	2,955.85	864.72	.00	.00	.00	3,820.57
TOTAL MPSF		291,731.63	332,502.53	.00	.00	285,038.06	339,196.10
8000	FOOD SERVICE FUND	49,842.62	777,034.21	198,193.04	.00	1,086,866.36	-61,796.49
8001	FS PASSTHRU	7,925.33	251,353.56	.00	198,193.04	550.00	60,535.85
8672	ARRA LUNCHROOM EQUIP	.00	.00	.00	.00	.00	.00
TOTAL FOOD SERVICE FUND		57,767.95	1,028,387.77	198,193.04	198,193.04	1,087,416.36	-1,260.64
9001	FIXED ASSETS	-9,277,631.02	.00	.00	.00	.00	-9,277,631.02
TOTAL NO FUND GROUP TITLE		-9,277,631.02	.00	.00	.00	.00	-9,277,631.02
TOTAL		-4,645,137.89	18,087,820.34	22,232,444.12	22,203,734.18	18,208,433.17	-4,737,040.78

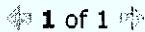
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**A.C.A. § 6-13-1401**

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Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 13 School Districts

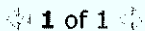
Subchapter 14 -- Consolidation, Annexation, and Formation

**A.C.A. § 6-13-1401 (2012)****6-13-1401. Definitions.**

As used in this subchapter:

**(1)** "Affected district" means a school district that:**(A)** Loses territory or students as a result of annexation; or**(B)** Is involved in a consolidation;**(2)** "Aggrieved district" means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation or consolidation;**(3)** "Annexation" means the joining of an affected school district or part thereof with a receiving district;**(4)** "Consolidation" means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;**(5)** "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation; and**(6)** "Resulting district" means the new school district created from an affected district or districts as a result of consolidation.**HISTORY:** Acts 2001, No. 1225, § 1; 2011, No. 989, § 5; 2011, No. 1217, § 1.

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Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 13 School Districts

Subchapter 14 -- Consolidation, Annexation, and Formation

**A.C.A. § 6-13-1402 (2012)****6-13-1402. Consolidation and annexation authority.**

There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board of Education.

**HISTORY:** Acts 2001, No. 1225, § 1.[View Full](#)[A.C.A. § 6-13-1402](#)[Return to Search Results](#)**A.C.A. § 6-13-1402** (Copy w/ Cite)Pages: **1**

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A.C.A. § 6-13-1403

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Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 13 School Districts

Subchapter 14 -- Consolidation, Annexation, and Formation

A.C.A. § 6-13-1403 (2012)

**6-13-1403. Conditions under which the State Board of Education may annex school districts.**

(a) The State Board of Education shall consider the annexation of an affected school district or districts to a receiving district or districts under the following conditions:

(1) The state board, after providing thirty (30) days written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., and the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq.;

(2) (A) The affected district or districts file a petition with the state board requesting annexation to a particular receiving district or districts, and a copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;

(B) The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and

(C) The receiving district or districts provide to the state board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in § 6-14-122;

(3) (A) A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in § 6-14-122; and

(B) The receiving district or districts provide to the state board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education

or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in § 6-14-122; or

**(4) (A)** The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and

**(B)** The receiving district or districts provide to the state board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in § 6-14-122.

**(b)** The state board may vote to approve, by a majority of a quorum present of the members of the state board, the annexation of the affected districts into a receiving district:

**(1)** The state board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., and the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq.; or

**(2)** Upon receipt of a valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in subsection (a) of this section and upon receipt of proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the state board.

**(c) (1)** In order for the petition for annexation to be valid, it shall be filed with the state board at least thirty (30) days prior to the next regularly scheduled state board meeting, at which time the petition will be presented for hearing before the state board.

**(2)** However, no petition is required for the state board to annex a school district or districts upon a motion of the state board as allowed in subsection (b).

**(d) (1)** Upon determination by the state board to annex a school district or approval of a petition requesting annexation, the state board shall issue an order dissolving the affected districts and establishing the receiving school district or districts.

**(2) (A)** The state board shall issue an order establishing the boundary lines of the receiving district or districts.

**(B)** It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.

**(e) (1)** The state board shall:

**(A)** Issue an order establishing the changed boundaries; and

**(B)** File the order with the:

**(i)** County clerk of each county where a receiving district is located;

**(ii)** Secretary of State; and

(iii) Arkansas Geographic Information Office.

(2) The county clerk shall make a permanent record of the order.

(3) The boundaries established under this subsection shall be the boundaries of the receiving district until changes are made according to the provisions of law.

(f) The state board shall not annex affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:

(1) The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

(2) The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

**HISTORY:** Acts 2001, No. 1225, § 1; 2003, No. 1467, § 19; 2011, No. 989, § 6.

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Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 13 School Districts

Subchapter 14 -- Consolidation, Annexation, and Formation

A.C.A. § 6-13-1408 (2012)

**6-13-1408. Annexation or consolidation not to negatively impact state-assisted desegregation.**

(a) The State Board of Education shall not order any annexation or consolidation under this subchapter or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.

(b) Prior to the entry of any order under this subchapter, the state board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state.

(c) Any order of annexation or consolidation or combination thereof that violates the provisions of this section shall be null and void.

**HISTORY:** Acts 2001, No. 1225, § 1.[View Full](#)[A.C.A. § 6-13-1408](#)[Return to Search Results](#)**A.C.A. § 6-13-1408** (Copy w/ Cite)

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**A.C.A. § 6-13-1409 (2012)****6-13-1409. State Board of Education.**

**(a)** The State Board of Education shall have the following duties regarding consolidations and annexations:

**(1)** To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;

**(2)** To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and

**(3)** To enact rules and regulations regarding the consolidation and annexation of school districts under this title.

**(b)** The millage rate of the electors of the affected district shall remain the same until an election may be held to change the rate of taxation for the resulting district or receiving district.

**HISTORY:** Acts 2001, No. 1225, § 1; 2003, No. 1467, § 20.

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Subchapter 14 -- Consolidation, Annexation, and Formation

**A.C.A. § 6-13-1410** (2012)**6-13-1410. Appeal and election.**

Notwithstanding any other provision of law, the decision of the State Board of Education regarding a consolidation or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, § 25-15-201 et seq.

**HISTORY:** Acts 2003, No. 1467, § 21; 2011, No. 989, § 8.

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A.C.A. § 6-13-1411 (2012)

**6-13-1411. Use of fund balances.**

(a) Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.

(b) The provisions of this section shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., or the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq.

**HISTORY:** Acts 2003 (2nd Ex. Sess.), No. 71, § 1.[View Full](#)[↩ A.C.A. § 6-13-1411 ➔](#)[Return to Search Results](#)**A.C.A. § 6-13-1411** (Copy w/ Cite)

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A.C.A. § 6-13-1416 (2012)

**6-13-1416. Voluntary consolidation or annexation -- Effective date -- Interim board of directors.**

(a) This section applies to any petition for consolidation or annexation of a school district submitted to the State Board of Education by a school district.

(b) The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the state board approves the consolidation or annexation petition unless the state board approves an alternative effective date or determines otherwise.

(c) (1) Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board of directors present and executed by the president and secretary of each school board of directors.

(2) The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.

(3) (A) The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under § 6-13-1417 or as allowed by law.

(B) (i) If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.

(ii) The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.

(d) The written agreement may prescribe for the formation of an interim board of directors, including the number of members, the length of member terms, and the manner of formation as follows:

**(1)** Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;

**(2)** Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or

**(3)** Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.

**(e) (1)** If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

**(A)** Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under subdivision (c)(3)(B) of this section; or

**(B)** All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the state board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

**(2)** If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:

**(A)** The voluntary resignation of one (1) or more members of the existing board of directors;

**(B)** Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

**(C)** Selecting one (1) or more members of the existing board of directors by a random lot drawing.

**(3)** If the written agreement in an administrative consolidation or an administrative annexation under § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.

**(f) (1)** An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the state board.

**(2)** If the written agreement is approved by the state board, the terms of the written agreement shall be binding upon the affected districts, receiving districts, and resulting districts, including the interim and permanent school boards of directors.

**(3)** A written agreement under this section shall not be effective without approval from the state board.

**(g) (1)** A consolidation or annexation petition approved by the state board along with an executed copy of the written agreement shall be filed with the:

**(A)** County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;

**(B)** Secretary of State; and

**(C)** Arkansas Geographic Information Office.

**(2)** An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.

**(3)** An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

**HISTORY:** Acts 2011, No. 1217, § 4.

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## Title 6 Education

## Subtitle 2. Elementary And Secondary Education Generally

## Chapter 13 School Districts

## Subchapter 14 -- Consolidation, Annexation, and Formation

A.C.A. § 6-13-1417 (2012)

**6-13-1417. Formation of a permanent board of directors.**

**(a) (1)** A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under § 6-13-604.

**(2)** The length of the terms of the board of directors may be for the time period prescribed by law and:

(A) Prescribed in the written agreement under § 6-13-1416; or

**(B)** Determined by the permanent board of directors.

**(3)** At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.

**(4)** A vacancy on the board of directors shall be filled as prescribed by law.

**(b) (1)** If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.

**(2)** A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:

**(A)** Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;

**(B)** The resulting district or receiving district after consolidation or annexation is required to be zoned under § 6-13-631 or other state law; or

**(C)** The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the permanent board of directors shall be elected from single-member election zones.

(3) If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:

(A) Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;

(B) Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and

(C) File a digital map detailing the election zone boundaries of the resulting district or receiving district with the Secretary of State and the Arkansas Geographic Information Office in a format prescribed by the Arkansas Geographic Information Office no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation.

**HISTORY:** Acts 2011, No. 1217, § 4.

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## **Applicable Rules**

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING  
CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS  
January 2013**

**1.00 PURPOSE**

- 1.01 The purpose of these rules is to establish the requirements and procedures concerning the consolidation and annexation of school districts; the administrative consolidation and annexation of school districts; and the distribution of consolidation/annexation incentive funding.

**2.00 AUTHORITY**

- 2.01 The State Board of Education (State Board) enacts these rules pursuant to the authority granted by Ark. Code Ann. §§ 6-11-105, 6-13-1401 et seq., 6-13-1601 et seq., 25-15-201 et seq., and annual appropriations of the Arkansas General Assembly.

**3.00 DEFINITIONS**

- 3.01 “Administrative annexation” means the joining of an affected school district or a part of the school district with a receiving school district;
- 3.02 “Administrative consolidation” means the joining of two (2) or more school districts to create a new single school district with one (1) administrative unit and one (1) board of directors that is not required to close school facilities;
- 3.03 “Affected district” means a school district that:
- 3.03.1 Loses territory or students as a result of annexation or administrative annexation; or
- 3.03.2 Is involved in a consolidation or administrative consolidation.
- 3.04 “Aggrieved district” means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation, administrative annexation, consolidation, or administrative consolidation;
- 3.05 “Annexation” means the joining of an affected school district or part thereof with a receiving district;
- 3.06 “Average daily membership (ADM)” means the total number of days attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year divided by the

number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth.

3.06.1 Students who may be counted for average daily membership are:

- 3.06.1.1 Students who reside within the boundaries of the school district and who are enrolled in a public school operated by the school district or a private school for special education students, with their attendance resulting from a written tuition agreement approved by the Department of Education;
- 3.06.1.2 Legally transferred students living outside the school district but attending a public school in the school district; and
- 3.06.1.3 Students who reside within the boundaries of the school district and who are enrolled in the Arkansas National Guard Youth Challenge Program, so long as the students are participants in the program;

- 3.07 “Consolidation” means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;
- 3.08 “Debt” means a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the school district.
- 3.09 “Receiving district” means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation or administrative annexation;
- 3.10 “Resulting district” means the new school district created from affected districts as a result of consolidation or administrative consolidation.

*Source: Ark. Code Ann. §§ 6-13-1401 and 6-13-1601*

#### **4.00 CONSOLIDATION AND ANNEXATION AUTHORITY OF THE STATE BOARD**

- 4.01 There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board.

*Source: Ark. Code Ann. § 6-13-1402*

## CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

### 5.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY ANNEX SCHOOL DISTRICTS

- 5.01 The State Board shall consider the annexation of an affected school district or districts to a receiving district or districts under any of the following conditions:
- 5.01.1 The State Board, after providing thirty (30) days written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.;
  - 5.01.2 The affected district or districts file a petition with the State Board requesting annexation to a particular receiving district or districts, and a copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;
    - 5.01.2.1 The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and
    - 5.01.2.2 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in Ark. Code Ann. § 6-14-122;
  - 5.01.3 A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in Ark. Code Ann. § 6-14-122; and
    - 5.01.3.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or

districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in Ark. Code Ann. § 6-14-122; or

5.01.4 The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and

5.01.4.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in Ark. Code Ann. § 6-14-122.

5.02 The State Board may vote to approve, by a majority of a quorum present of the members of the State Board, the annexation of the affected districts into a receiving district:

5.02.1 The State Board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

5.02.2 Upon receipt of a valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1403(a) and Section 5.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

- 5.03 In order for the petition for annexation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to annex a school district or districts upon a motion of the State Board as allowed in Ark. Code Ann. § 6-13-1403(b) and Section 5.02 of these rules.
- 5.04 Upon determination by the State Board to annex a school district or approval of a petition requesting annexation, the State Board shall issue an order dissolving the affected district or districts and establishing the receiving district or districts.
  - 5.04.1 The State Board shall issue an order establishing the boundary lines of the receiving district or districts.
  - 5.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.
- 5.05 The State Board shall:
  - 5.05.1 Issue an order establishing the changed boundaries; and
  - 5.05.2 File the order with the:
    - 5.05.2.1 County clerk of each county that contains school district territory of each affected or receiving district;
    - 5.05.2.2 Secretary of State; and
    - 5.05.2.3 Arkansas Geographic Information Office.
  - 5.05.3 The county clerk shall make a permanent record of the order.
  - 5.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.
  - 5.05.5 The boundaries established by the State Board pursuant to Ark. Code Ann. § 6-13-1403(e) and Section 5.05 of these rules shall be the boundaries of the receiving district or districts until changes are made according to the provisions of law.
- 5.06 The State Board shall not annex affected districts into a receiving district or districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:



5.06.1 The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

5.06.2 The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

*Source: Ark. Code Ann. §§ 6-13-1403, 6-13-1415, & 6-13-1416*

## **6.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY CONSOLIDATE SCHOOL DISTRICTS**

6.01 The State Board shall consider the consolidation of affected districts into a new resulting district or districts under the following conditions:

6.01.1 The State Board, after providing thirty (30) days written notice to the affected school districts, determines consolidation is in the best interest of the affected districts based upon failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.01.2 The affected districts file a petition with the State Board requesting that the affected districts be consolidated into a resulting district or districts;

6.01.2.1 A copy of the petition has been filed with the county clerk's office of each county where the affected districts are located;

6.01.2.2 The county clerk's office certifies in writing to the State Board that the petition has been signed by a majority of the qualified electors of the affected districts;

6.01.2.3 A majority of the qualified electors in the affected districts votes to approve consolidation of the affected districts into a resulting district or districts pursuant to a valid election as provided in Ark. Code Ann. § 6-14-122; and

6.01.2.4 The local board of directors votes to approve by resolution of a majority of the members of each local board of education the consolidation of the affected districts into a resulting district or districts.

## 6.02 The State Board:

6.02.1 After providing thirty (30) days written notice to the affected districts, may consolidate school districts upon its own motion based upon a school district's failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.02.2 May vote to approve by a majority of a quorum present of the members of the State Board the consolidation of the affected districts into a resulting district or districts upon receipt of a valid petition for consolidation after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1404(a) and Section 6.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to consolidate affected districts into a resulting district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

6.03 In order for the petition for consolidation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to consolidate a school district or districts on a motion of the State Board as allowed Ark. Code Ann. § 6-13-1404(b) and Section 6.02 of these rules.

6.04 Upon consolidation of a school district by the State Board or approval of a petition requesting consolidation, the State Board shall issue an order dissolving the affected districts and establishing the resulting district or districts.

6.04.1 The State Board shall issue an order establishing the boundary lines of the resulting district or districts.

6.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the resulting district or districts.

6.05 The State Board shall:

6.05.1 Issue an order establishing the changed boundaries; and

6.05.2 File the order with the:

6.05.2.1 County clerk of each county that contains school district territory of each affected or resulting district;

6.05.2.2 Secretary of State; and

6.05.2.3 Arkansas Geographic Information Office.

6.05.3 The county clerk shall make a permanent record of the order.

6.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

6.05.5 The boundaries established under this subsection shall be the boundaries of the resulting district or districts until changes are made according to the provisions of law.

6.06 The State Board shall not consolidate affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for consolidation:

6.06.1 The consolidation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

6.06.2 The consolidation will provide a significant advantage in transportation costs or service to all the school districts involved.

*Source: Ark. Code Ann. §§ 6-13-1404, 6-13-1415, & 6-13-1416*

## **7.00 RESULTING DISTRICT SUCCESSOR IN INTEREST – WHEN PART OF DISTRICT TAKEN**

7.01 Any receiving or resulting district created under Ark. Code Ann. § 6-13-1407 and Section 7.00 of these rules shall become the successor in interest to the property of the school district dissolved, shall become liable for the contracts and debts of such a school district, and may sue and be sued therefor.

7.02 When territory less than the entire school district is annexed or consolidated to a school district, the receiving or resulting district shall take the property of the

school district from which the territory was taken, as the State Board shall deem proper, and shall be liable for that part of all indebtedness of the school district from which the territory was taken as shall be assigned to it by the State Board unless otherwise approved by a majority vote of the affected school district's or districts' board or boards of directors.

*Source: Ark. Code Ann. § 6-13-1407*

## **8.00 ANNEXATION OR CONSOLIDATION NOT TO NEGATIVELY IMPACT STATE-ASSISTED DESEGREGATION**

- 8.01 The State Board shall not order any annexation or consolidation pursuant to Title 6, Chapter 13, Subchapter 14, or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.
- 8.02 Prior to the entry of any order under Title 6, Chapter 13, Subchapter 14, the State Board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state.
- 8.03 Any order of annexation or consolidation or combination thereof that violates the provisions of Ark. Code Ann. § 6-13-1408 and Section 8.00 of these rules shall be null and void.

*Source: Ark. Code Ann. § 6-13-1408*

## **9.00 OTHER STATE BOARD OF EDUCATION DUTIES**

- 9.01 The State Board shall have the following duties regarding consolidations and annexations:
  - 9.01.1 To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;
  - 9.01.2 To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and
  - 9.01.3 To enact rules and regulations regarding the consolidation and annexation of school districts pursuant to Title 6 of the Arkansas Code.

- 9.02 The millage rate of the electors of an affected district shall remain the same until an election may be held to change the rate of taxation for the resulting or receiving district or districts.

*Source: Ark. Code Ann. § 6-13-1409*

## **10.00 APPEAL AND ELECTION**

- 10.01 Notwithstanding any other provision of law or rule of the State Board, the decision of the State Board regarding an administrative consolidation, consolidation, administrative annexation, or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

*Source: Ark. Code Ann. § 6-13-1410*

## **11.00 USE OF FUND BALANCES**

- 11.01 Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.
- 11.02 The provisions of Ark. Code Ann. § 6-13-1411 and Section 11.00 of these rules shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., or the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq.

*Source: Ark. Code Ann. § 6-13-1411*

## **12.00 INVOLUNTARY ANNEXATION OR CONSOLIDATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS**

- 12.01 Ark. Code Ann. § 6-13-1415 and Section 12.00 of these rules apply to the involuntary consolidation or involuntary annexation of a school district made by a motion of the State Board.

- 12.02 The effective date of an involuntary consolidation or involuntary annexation of a school district shall be the July 1 after the State Board action unless determined otherwise by the State Board.
- 12.03 The State Board shall establish the terms and conditions of the involuntary consolidation or involuntary annexation that shall govern the affected districts, resulting districts, and receiving districts.
- 12.04 If the State Board determines that a new permanent board of directors is necessary, the State Board shall prescribe:
  - 12.04.1 The number of members for the new permanent board of directors of the resulting district or receiving district;
  - 12.04.2 The manner of formation of the new permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 and Section 14.00 of these rules; and
  - 12.04.3 Whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation. The election for the new permanent school board of directors may take place during the second school election after the effective date of consolidation or annexation only if the State Board determines that additional time is required to implement single-member zoned elections.
- 12.05 If the State Board determines that an interim board of directors is necessary, the State Board shall prescribe:
  - 12.05.1 The number of members for the interim board of directors of the resulting district or receiving district;
  - 12.05.2 The terms of the members of the interim board of directors of the resulting district or receiving district; and
  - 12.05.3 The manner of formation of the interim board of directors of the resulting district or receiving district. The State Board may:
    - 12.05.3.1 Allow the affected districts and receiving districts thirty (30) days to establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student



population of each of the affected districts and receiving districts before consolidation or annexation;

- 12.05.3.2 Appoint an interim board of directors to govern the resulting or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation; or
  - 12.05.3.3 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board to govern the resulting district or receiving district.
- 12.06 The State Board may determine that an interim board of directors is not necessary and may order the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.
- 12.07 An interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:
- 12.07.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1415(d)(1)(C) and Section 12.04.3 of these rules; or
  - 12.07.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.
- 12.08 If the State Board allows the local school districts time to establish an interim board of directors, the board of directors of each affected district before the consolidation or each affected district and receiving district before the annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors, subject to approval by the State Board, by:
- 12.08.1 The voluntary resignation of one (1) or more members of the existing board of directors;

- 12.08.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or
- 12.08.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.
- 12.09 An interim board of directors shall be established by May 31 of the year preceding the effective date of administrative consolidation or administrative annexation under Ark. Code Ann. § 6-13-1603 if the State Board determines that an interim board of directors is necessary.
- 12.10 A consolidation or annexation order adopted by the State Board shall be filed with the:
  - 12.10.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;
  - 12.10.2 Secretary of State; and
  - 12.10.3 Arkansas Geographic Information Office.
- 12.11 A consolidation or annexation order shall include a map of the boundaries of the resulting district or receiving district.
- 12.12 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

*Source: Ark. Code Ann. § 6-13-1415*

### **13.00 VOLUNTARY CONSOLIDATION OR ANNEXATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS**

- 13.01 Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules apply to any petition for consolidation or annexation of a school district submitted to the State Board by a school district.
- 13.02 The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the State Board approves the consolidation or annexation petition unless the State Board approves an alternative effective date or determines otherwise.
- 13.03 Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board

of directors present and executed by the president and secretary of each school board of directors.

- 13.03.1 The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.
- 13.03.2 The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 or as allowed by law.
  - 13.03.2.1 If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.
  - 13.03.2.2 The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.
- 13.04 The written agreement may prescribe for the formation of an interim board of directors, including the number of members, the length of member terms, and the manner of formation as follows:
  - 13.04.1 Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;
  - 13.04.2 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or
  - 13.04.3 Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the

receiving district in an annexation to remain as the permanent school board of directors.

- 13.05 If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

13.05.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1416(c)(3)(B) and Sections 13.03.2.1 and 13.03.2.2 of these rules; or

13.05.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

- 13.06 If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:

13.06.1 The voluntary resignation of one (1) or more members of the existing board of directors;

13.06.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

13.06.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.

- 13.07 If the written agreement in an administrative consolidation or an administrative annexation under Ark. Code Ann. § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.

- 13.08 An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the State Board.

13.08.1 If the written agreement is approved by the State Board, the terms of the written agreement shall be binding upon the affected

districts, receiving districts, and resulting districts, including the interim and permanent school boards of directors.

- 13.08.2 A written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules shall not be effective without approval from the State Board.
- 13.09 A consolidation or annexation petition approved by the State Board along with an executed copy of the written agreement shall be filed with the:
  - 13.09.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;
  - 13.09.2 Secretary of State; and
  - 13.09.3 Arkansas Geographic Information Office.
- 13.10 An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.
- 13.11 An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

*Source: Ark. Code Ann. § 6-13-1416*

#### **14.00 FORMATION OF A PERMANENT BOARD OF DIRECTORS**

- 14.01 A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under Ark. Code Ann. § 6-13-604.
- 14.02 The length of the terms of the board of directors may be for the time period prescribed by law and:
  - 14.02.1 Prescribed in the written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules; or
  - 14.02.2 Determined by the permanent board of directors.
- 14.03 At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.
- 14.04 A vacancy on the board of directors shall be filled as prescribed by law.

- 14.05 If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.
- 14.06 A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:
  - 14.06.1 Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;
  - 14.06.2 The resulting district or receiving district after consolidation or annexation is required to be zoned under Ark. Code Ann. § 6-13-631 or other state law; or
  - 14.06.3 The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the permanent board of directors shall be elected from single-member election zones.
- 14.07 If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:
  - 14.07.1 Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;
  - 14.07.2 Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and
  - 14.07.3 File a digital map detailing the election zone boundaries of the resulting district or receiving district with the Secretary of State and the Arkansas Geographic Information Office in a format prescribed by the Arkansas Geographic Information Office no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation.

*Source: Ark. Code Ann. § 6-13-1417*



## **ADMINISTRATIVE CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS**

### **15.00 ADMINISTRATIVE CONSOLIDATION LIST**

15.01 By January 1 of each year, the Department of Education shall publish a:

- 15.01.1 List of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year; and
- 15.01.2 Consolidation list that includes all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year.

*Source: Ark. Code Ann. § 6-13-1602*

### **16.00 ADMINISTRATIVE REORGANIZATION**

- 16.01 Any school district included in the Department of Education's consolidation list under Ark. Code Ann. § 6-13-1602 may voluntarily agree to administratively consolidate with or be annexed to another school district or districts in accordance with the requirements and limitations of Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules.
- 16.02 Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board by March 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement in the petition. If the petition is approved by the State Board, the administrative consolidation or annexation shall be completed by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.
- 16.03 Any school district on the consolidation list that does not submit a petition under Ark. Code Ann. § 6-13-1603(a)(2)(A) or Section 16.02 of these rules, or that does not receive approval by the State Board for a voluntary consolidation or annexation petition, shall be administratively consolidated by the State Board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.
- 16.04 The State Board shall promptly consider petitions or move on its own motion to administratively consolidate a school district on the consolidation list in order to

enable the affected school districts to reasonably accomplish any resulting administrative consolidation or annexation by July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

- 16.05 The State Board shall not deny the petition for voluntary administrative consolidation or annexation of any two (2) or more school districts unless:

16.05.1 The provisions contained in the articles of administrative consolidation or annexation would violate state or federal law; or

16.05.2 The voluntary consolidation or annexation would not contribute to the betterment of the education of students in the school district.

- 16.06 Any school district required to be administratively consolidated under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules shall be administratively consolidated in such a manner as to create a resulting district with an average daily membership meeting or exceeding three hundred fifty (350).

- 16.07 All administrative consolidations or annexations under Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state.

- 16.08 In the administratively consolidated or annexed school districts created under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules, the ad valorem tax rate shall be determined as set forth under Ark. Code Ann. § 6-13-1409 and Section 9.00 of these rules.

- 16.09 Nothing in Ark. Code Ann. § 6-13-1603 or Section 16.00 of these rules shall be construed to require the closing of any school or school facility.

- 16.10 No administratively consolidated or annexed resulting or receiving school district shall have more than one (1) superintendent.

- 16.11 Any school district not designated as being in academic or fiscal distress for the current school year and previous two (2) school years that administratively receives by consolidation or annexation a school district designated by the State Board as being in academic or fiscal distress at the time of consolidation or annexation shall not be subject to academic or fiscal distress sanctions for a period of three (3) years from the effective date of consolidation unless:

16.11.1 The school district fails to meet minimum teacher salary requirements; or

- 16.11.2 The school district fails to comply with the Standards for Accreditation of Arkansas Public Schools and School Districts issued by the Department of Education.
- 16.12 Noncontiguous school districts may voluntarily consolidate if the facilities and physical plant of each school district:
  - 16.12.1 Are within the same county, and the State Board approves the administrative consolidation; or
  - 16.12.2 Are not within the same county, and the State Board approves the administrative consolidation or administrative annexation and finds that:
    - 16.12.2.1 The administrative consolidation or administrative annexation will result in the overall improvement in the educational benefit to students in all of the school districts involved; or
    - 16.12.2.2 The administrative consolidation or administrative annexation will provide a significant advantage in transportation costs or service to all of the school districts involved.
- 16.13 Contiguous school districts may administratively consolidate even if they are not in the same county.
- 16.14 The provisions of Ark. Code Ann. §§ 6-13-1415 through 6-13-1417, and Sections 12.00 through 14.00 of these rules, shall govern the board of directors of each resulting district or receiving district created under this Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules.

*Source: Ark. Code Ann. § 6-13-1603*

## **17.00 DEVELOPMENT OF PLAN TO TRACK STUDENT PROGRESS**

- 17.01 Following the administrative consolidation or administrative annexation under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 1, 2004, each receiving district or resulting district and the Department of Education shall develop a plan to track the educational progress of all students from the affected district and the following subgroups of those students:

- 17.01.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
  - 17.01.2 Economically disadvantaged students;
  - 17.01.3 Students from major racial and ethnic groups; and
  - 17.01.4 Specific population groups as identified by the State Board, the Department of Education, the affected district, or the receiving district as target groups for closing the achievement gaps.
- 17.02 The receiving or resulting district shall obtain and retain all student records from the affected district for the five (5) years immediately preceding the administrative consolidation or administrative annexation, specifically including, but not limited to:
- 17.02.1 Individual student records;
  - 17.02.2 Attendance records;
  - 17.02.3 Enrollment records;
  - 17.02.4 Assessment records for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., specifically including benchmark assessments and end-of-course assessments; and
  - 17.02.5 American College Test (ACT) and Standardized Aptitude Test (SAT) results and records.
- 17.03 The school district shall report to the Department of Education information determined by the Department of Education as necessary to track the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:
- 17.03.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
  - 17.03.2 Economically disadvantaged students; and
  - 17.03.3 Students from major racial and ethnic groups.
- 17.04 By November 1 of each year, the Department of Education shall file a written report with the Governor, the chair of the House Interim Committee on Education, the chair of the Senate Interim Committee on Education, and the secretary of the Legislative Council assessing the educational progress of all students from the

affected district as a subgroup and the following subgroups of those transferred students:

- 17.04.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
- 17.04.2 Economically disadvantaged students; and
- 17.04.3 Students from major racial and ethnic groups.

*Source: Ark. Code Ann. § 6-13-1606*

## **18.00 RETENTION OF HISTORICAL RECORDS AND DOCUMENTS**

18.01 Following the annexations or consolidations under Ark. Code Ann. § 6-13-1601 et seq. effective prior to December 1, 2004, and prior to any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving or resulting school district shall obtain and retain all student and historical records and documents from the affected school district, specifically including, but not limited to:

- 18.01.1 Student transcripts;
- 18.01.2 Graduation records;
- 18.01.3 Minutes and other legal documents of the local board of directors;
- 18.01.4 Maps or boundary documents;
- 18.01.5 Sports records, trophies, and awards;
- 18.01.6 Employee records; and
- 18.01.7 Financial records.

*Source: Ark. Code Ann. § 6-13-1607*

## **19.00 AUDIT REQUIRED**

19.01 The Division of Legislative Audit shall conduct a comprehensive financial review of all the school district's financial matters for any school that is involved in administrative consolidation or administrative annexation or is otherwise reorganized by the State Board.

- 19.02 The comprehensive financial review shall begin no less than ten (10) days after the earliest of:
- 19.02.1 The publication of the district's name on the consolidation and annexation list under Ark. Code Ann. § 6-13-1602;
  - 19.02.2 The filing of a petition for voluntary administrative consolidation or administrative annexation; or
  - 19.02.3 The adoption of a motion by the State Board to consolidate, annex, or otherwise reorganize a school district designated as being in academic or fiscal distress.
- 19.03 Beginning on the date of publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 16.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require those school districts to have accurate records necessary to close all books within sixty (60) days after the end of the fiscal year.
- 19.03.1 No contract or other debt obligation incurred by a school district for which the department has oversight authority under Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules shall be valid or enforceable against a resulting school district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.
- 19.04 Any school that is involved in an administrative consolidation or administrative annexation shall have an audit started within thirty (30) days of the completion of the closing of the books by the school district.
- 19.05 The Department of Education and the Division of Legislative Audit shall jointly develop the scope and details of the comprehensive fiscal review consistent with the requirements of Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules.
- 19.06 A school district may not incur debt without the prior written approval of the Department of Education if the school district is identified by the Department of Education under Ark. Code Ann. § 6-13-1602(1) and Section 15.01.1 of these rules as having fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year.

*Source: Ark. Code Ann. § 6-13-1608*



## **20.00 PRESERVATION OF HISTORICAL SCHOOL ARTIFACTS**

- 20.01 Following the administrative consolidations or administrative annexations under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving district or resulting district shall obtain, retain, preserve, and, as appropriate, display historical artifacts of the affected district in the same manner as if the historical artifacts were those of the receiving district or resulting district.

*Source: Ark. Code Ann. § 6-13-1609*

## **21.00 FINANCIAL RELIEF FOR DEBTS ACQUIRED AS A RESULT OF INVOLUNTARY CONSOLIDATIONS**

- 21.01 As used in Section 21.00 of these rules:

- 21.01.1 “Accounts payable” means a debt owed by a school district on June 30 immediately prior to administrative consolidation, excluding bonded indebtedness or other long-term debt;
- 21.01.2 “Act 60 school district” means a school district that was on the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules and was involuntarily consolidated under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules;
- 21.01.3 “Available funding” means funds that are available to a school district for paying accounts payable or are reasonably expected to be collected and available for payment of accounts payable;
- 21.01.4 “Excess accounts payable” means accounts payable of an Act 60 school district that exceed available funding; and
- 21.01.5 “Improper expenditure exceptions” means an erroneous expenditure of federal or state funds that is noted as an audit exception and has been determined by the Department of Education to require an expenditure of funds by the resulting school district to be correct.

- 21.02 If on July 1, 2004, or thereafter, the State Board required an involuntary administrative consolidation under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules and the resulting district assumed excess accounts payable or improper expenditure exceptions incurred by the Act 60 school district before the July 1 administrative consolidation date that would have caused deficit spending

if paid from the funds of the Act 60 district, the Department of Education shall provide supplemental funding to the resulting district.

- 21.03 The amount of the supplemental funding provided under Ark. Code Ann. § 6-13-1610(b) and Section 21.02 of these rules shall be equal to the amount of the excess accounts payable and improper expenditure exceptions assumed by the resulting school district.

21.03.1 The amount of accounts payable, excess accounts payable, improper expenditure exceptions, and available funding shall be determined by the Department of Education based on information provided in a final audit and other verifiable fiscal information available to the Department of Education.

21.03.2 The audit of an Act 60 school district required under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be completed within the time under Ark. Code Ann. § 6-20-1801(d) for school districts in fiscal distress.

21.03.3 No supplemental funding shall be paid under this section until after completion of a final audit by the Division of Legislative Audit or a private certified public accountant that may conduct school district audits under Ark. Code Ann. § 6-20-1801.

- 21.04 Beginning on the date of the publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require these school districts to have accurate records necessary to close all books within sixty (60) days of the end of the fiscal year.

21.04.1 No contract or other debt obligation incurred by a school district for which the Department of Education has oversight authority under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be valid or enforceable against a resulting district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

*Source: Ark. Code Ann. § 6-13-1610*

## **22.00 ANNUAL REPORTS**

- 22.01 By October 1 of each year, the resulting district or receiving district of any school district that was administratively consolidated or administratively annexed under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] shall file a written report with the House Interim Committee on

Education, the Senate Interim Committee on Education, and the Department of Education indicating:

- 22.01.1      What efforts were made and the results of those efforts for inclusion of parents from the affected district in the receiving district's or the resulting district's activities, including without limitation:
  - 22.01.1.1      Parent-teacher associations;
  - 22.01.1.2      Booster clubs; and
  - 22.01.1.3      Parent involvement committees;
- 22.01.2      The number and percentage of students from the affected districts participating in an extracurricular activity, itemized by each extracurricular activity offered by the school district and, for each activity, which school district the student attended before reorganization; and
- 22.01.3      The employment status of each administrator by name, gender, and race before the administrative annexation or administrative consolidation, which school employed the administrator before administrative consolidation, and his or her employment status in the receiving district or the resulting district.
- 22.02      The Department of Education shall develop or approve a survey to be used by the resulting or receiving districts to capture perceptual data from parents and students regarding their opinions on:
  - 22.02.1      Opportunities for inclusion or participation in the resulting or receiving district; and
  - 22.02.2      The efforts, if any, that were made to include parents from the affected district in the receiving or resulting district's activities, including, but not limited to, parent-teacher associations, booster clubs, and parent involvement committees.

*Source: Ark. Code Ann. § 6-13-1611*

## **23.00 ACADEMIC SUPPORT CENTERS**

- 23.01 The purpose of Ark. Code Ann. § 6-13-1612 and Section 23.00 of these rules is to:
- 23.01.1 Prevent students who attend administratively consolidated or administratively annexed schools from returning home to communities with little or no opportunities for supplemental academic support;
  - 23.01.2 Increase opportunities for access to library materials, academic resource materials, and educational technology for these students within their local communities; and
  - 23.01.3 Help advance academic performance for these students by providing opportunities for homework and tutorial assistance based on the Arkansas curriculum frameworks.
- 23.02 An academic support center may be established in communities whose schools have been closed by administrative consolidation or administrative annexation under Title 6, Chapter 13, Subchapter 16 of the Arkansas Code to fulfill the objectives identified in Ark. Code Ann. § 6-13-1612(a) and Section 23.00 of these rules.
- 23.03 The Department of Education shall report annually to the House Interim Committee on Education and the Senate Interim Committee on Education regarding the establishment of academic support centers and their effectiveness.

*Source: Ark. Code Ann. § 6-13-1612*

## **CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING**

### **24.00 DEFINITIONS APPLICABLE TO CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING**

For the purposes of Sections 24.00 through 26.00 of these rules, the following definitions apply:

- 24.01 “Annexation” includes both Annexation and Administrative Annexation as defined in Section 3.00 of these Rules.
- 24.02 “Consolidation” includes both Consolidation and Administrative Consolidation as defined in Section 3.00 of these Rules.

- 24.03 “Foundation Funding” means an amount of money specified by the General Assembly for each school year to be expended by school districts for the provision of an adequate education for each student.
- 24.04 “Per Student Foundation Funding Amount” means a dollar amount established by the General Assembly to be multiplied by the ADM of the previous school year for the district foundation funding.
- 24.05 “Funding Factor” means a factor established by the Arkansas Department of Education (Department) to ensure that the calculated funding does not exceed the funds available for consolidation/annexation incentive funding.

## **25.00 GUIDELINES FOR THE DISTRIBUTION OF CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING**

- 25.01 The distribution of consolidation and annexation incentive funding is dependent upon appropriation and funding by the Arkansas General Assembly.
- 25.02 Consolidation/annexation incentive funding shall be determined as follows:
- 25.02.1 One hundred percent (100%) of the incentive allowance computed as provided in these rules shall be in addition to the school district’s aid the first year of consolidation/annexation. The second year of consolidation/annexation the district shall receive fifty percent (50%) of the consolidation/annexation incentive funding received by the district in the previous year in addition to other state aid. Beginning in the third year and each year thereafter no consolidation/annexation incentive funding shall be provided. The consolidation/annexation incentive is intended to supplement the customary state aid the districts would have received had the consolidation/annexation not occurred.
  - 25.02.2 For those school districts not required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).
  - 25.02.3 For those school districts required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM

applicable is one hundred (100) and the maximum ADM applicable three hundred (300).

- 25.02.4 For those school districts not required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) districts are annexed to a third school district, multiply the total prior year ADM of the two (2) smaller districts by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is four hundred (400).
- 25.02.5 For those school districts required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) smaller districts are annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable three hundred (300).
- 25.02.6 For those school districts not required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the total prior year ADM of all except the largest district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is five hundred (500).
- 25.02.7 For those school districts required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the prior year ADM of the smaller district by per student the foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).
- 25.02.8 If a district is annexed by multiple school districts, the incentive funding shall be computed as in Sections 25.02.1 through 25.02.7 above. The incentive funding shall then be prorated among the receiving districts based upon the percentage of the annexed district's ADM received by each receiving district.

## **26.00 GENERAL REQUIREMENTS**

- 26.01 Consolidation/annexation incentive funding shall be distributed to either the resulting district(s) established after consolidation or the receiving district(s) after annexation.



26.02 Any district that has received consolidation/annexation incentive funds and subsequently dissolves shall be liable to the Department of Education for the full or apportioned amount of incentive funding received if any of the following conditions result due to the dissolution:

26.02.1 Districts are formed with substantially the same boundaries as the former districts prior to consolidation or annexation;

26.02.2 The ability of any district to desegregate or remain desegregated is inhibited;

26.02.3 The ability of the State to ensure that students are provided a quality education in an efficient manner is inhibited.

26.03 Any repayment due, as required in Section 26.02 above, shall be paid from the assets of the district prior to dissolution of the district. The Department of Education may withhold, from any state funding due the district, the amount of repayment funds or a portion thereof.

26.04 In the event full repayment is not made as required under Section 26.02 above, the Department of Education shall withhold from those districts that are formed as a result of the dissolution, future state funding in the amount of the repayment owed. The repayment shall be apportioned among the districts on a per ADM basis unless the Department of Education determines that such apportionment would be inequitable. In such case, the State Board shall apportion the repayment among the districts upon an equitable basis.

## **27.00 STATE BOARD HEARING PROCEDURES – VOLUNTARY CONSOLIDATIONS AND ANNEXATIONS**

27.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

27.02 The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.

27.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

- 27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 27.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
- 27.08 The State Board shall issue a written order concerning the matter.

## **28.00 STATE BOARD HEARING PROCEDURES – INVOLUNTARY CONSOLIDATIONS AND ANNEXATIONS**

- 28.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 28.02 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.
- 28.03 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.
- 28.04 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.05 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

28.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

28.08 The State Board shall issue a written order concerning the matter.

**ATTACHMENTS PERTAINING TO ANNEXATIONS AND CONSOLIDATIONS OF  
SCHOOL DISTRICTS (NON-ADMINISTRATIVE)**

**BEFORE THE ARKANSAS STATE BOARD OF EDUCATION**

**IN THE MATTER OF THE ANNEXATION OF \_\_\_\_\_ SCHOOL  
DISTRICT(S) OF \_\_\_\_\_ COUNTY INTO THE \_\_\_\_\_ SCHOOL  
DISTRICT OF \_\_\_\_\_ COUNTY:**

**PETITION FOR ANNEXATION**

COMES NOW the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County and  
the \_\_\_\_\_ School District of \_\_\_\_\_ County (Petitioners), acting by and  
through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-  
1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the  
annexation of the petitioning affected school district(s) into the petitioning receiving  
\_\_\_\_\_ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit  
and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board  
resolutions to annex the \_\_\_\_\_ School District(s) into the receiving \_\_\_\_\_ School  
District as approved by a majority of the members of the local boards of education of the  
respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B  
attached hereto, proof of public notice of intent to petition this Board to annex the Petitioners  
into the receiving \_\_\_\_\_ School District. Said public notice of intent to annex  
(was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper  
of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for  
a time period of no less than once a week for two (2) consecutive weeks immediately prior to the  
filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving \_\_\_\_\_ School District shall elect \_\_\_\_\_ local board members in compliance with Ark Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

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5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, and that there shall be only one local school board and one local superintendent of the receiving \_\_\_\_\_ School District.



7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County into the receiving \_\_\_\_\_ School District of \_\_\_\_\_ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving \_\_\_\_\_ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its Order with the County Clerks of \_\_\_\_\_ and \_\_\_\_\_ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

\_\_\_\_\_ School District

\_\_\_\_\_ County

By:

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
President, School Board Date

\_\_\_\_\_ School District

\_\_\_\_\_ County

By: \_\_\_\_\_

Superintendent

Date

\_\_\_\_\_  
President, School Board

Date

**BEFORE THE ARKANSAS STATE BOARD OF EDUCATION**

**IN THE MATTER OF THE CONSOLIDATION OF \_\_\_\_\_ SCHOOL  
DISTRICT(S) OF \_\_\_\_\_ COUNTY AND THE \_\_\_\_\_ SCHOOL  
DISTRICT OF \_\_\_\_\_ COUNTY:**

**PETITION FOR CONSOLIDATION**

COMES NOW the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County and  
the \_\_\_\_\_ School District of \_\_\_\_\_ County (Petitioners), acting by and  
through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-  
1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the  
consolidation of the Petitioners into the resulting \_\_\_\_\_ School District, and hereby  
would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit  
and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board  
resolutions to consolidate the \_\_\_\_\_ and \_\_\_\_\_ School District(s) into the  
resulting \_\_\_\_\_ School District as approved by a majority of the members of the local  
boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B  
attached hereto, proof of public notice of intent to petition this Board to consolidate the  
Petitioners into the resulting \_\_\_\_\_ School District. Said public notice of intent to  
consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state  
newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the

affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned consolidation, the resulting \_\_\_\_\_ School District shall elect \_\_\_\_ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

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5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, and that there

shall be only one local school board and one local superintendent of the resulting  
 \_\_\_\_\_ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school districts, which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County and the \_\_\_\_\_ School District of \_\_\_\_\_ County into the resulting \_\_\_\_\_ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the \_\_\_\_\_ and \_\_\_\_\_ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

\_\_\_\_\_ School District

\_\_\_\_\_ County

By: \_\_\_\_\_  
 Superintendent Date

\_\_\_\_\_  
 President, School Board Date

\_\_\_\_\_ School District

\_\_\_\_\_ County

By: \_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
President, School Board Date



**Exhibit A****SCHOOL BOARD RESOLUTION**

COMES NOW the \_\_\_\_\_ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on \_\_\_\_\_, 20\_\_\_\_, wherein a quorum was present and a majority of the board membership voted to approve the consolidation/annexation of the \_\_\_\_\_ School District with the \_\_\_\_\_ School District, and the minutes of said meeting reflect such.

Therefore, this document is to serve as the formal resolution of the \_\_\_\_\_ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

\_\_\_\_\_ School District

of \_\_\_\_\_ County

By: \_\_\_\_\_  
Superintendent Date

By: \_\_\_\_\_  
President, School Board Date

**EXHIBIT D****AFFIDAVIT CONCERNING DESEGREGATION ORDERS**

COMES NOW the \_\_\_\_\_ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the \_\_\_\_\_ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "\*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Superintendent

COUNTY of \_\_\_\_\_  
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

My Commission expires:

\_\_\_\_\_

\* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

**ATTACHMENTS PERTAINING TO ADMINISTRATIVE ANNEXATIONS AND  
CONSOLIDATIONS OF SCHOOL DISTRICTS**

**BEFORE THE ARKANSAS STATE BOARD OF EDUCATION**

**IN THE MATTER OF THE ANNEXATION OF \_\_\_\_\_ SCHOOL  
DISTRICT(S) OF \_\_\_\_\_ COUNTY INTO THE \_\_\_\_\_ SCHOOL  
DISTRICT OF \_\_\_\_\_ COUNTY:**

**PETITION FOR VOLUNTARY ADMINISTRATIVE ANNEXATION**

COMES NOW the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County and  
the \_\_\_\_\_ School District of \_\_\_\_\_ County (Petitioners), acting by and  
through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-  
1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the  
voluntary administrative annexation of the petitioning affected school district(s) into the  
petitioning receiving \_\_\_\_\_ School District, and hereby would submit to the Board as  
follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit  
and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board  
resolutions to annex the \_\_\_\_\_ School District(s) into the receiving \_\_\_\_\_ School  
District as approved by a majority of the members of the local boards of education of the  
respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B  
attached hereto, (submit only if public notice was published in the newspaper) proof of public  
notice of intent to petition this Board to annex the Petitioners into the receiving \_\_\_\_\_  
School District. Said public notice of intent to annex (was)(was not) published in the local  
newspaper(s) of general circulation (or in a state newspaper of daily circulation if local  
newspaper does not exist on weekly basis) of the affected districts for a time period of no less

than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the \_\_\_\_\_ school year were \_\_\_\_\_ and \_\_\_\_\_ for the \_\_\_\_\_ School District and \_\_\_\_\_ and \_\_\_\_\_ for the \_\_\_\_\_ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of \_\_\_\_\_ for the \_\_\_\_\_ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving \_\_\_\_\_ School District shall elect \_\_\_\_\_ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

6. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

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7. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

8. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, \_\_\_\_\_, and that there shall be only one local school board and one local superintendent of the receiving \_\_\_\_\_ School District.

9. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the \_\_\_\_\_ School District(s) qualify as an isolated school as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

10. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

11. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County into the receiving \_\_\_\_\_ School District of \_\_\_\_\_ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving \_\_\_\_\_ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its



Order with the County Clerks of \_\_\_\_\_ and \_\_\_\_\_ Counties, Arkansas, with the Secretary of State and with the Geographic Information Office.

Respectfully submitted,

\_\_\_\_\_ School District

\_\_\_\_\_ County

By:

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
President, School Board Date

\_\_\_\_\_ School District

\_\_\_\_\_ County

By:

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
President, School Board Date

**BEFORE THE ARKANSAS STATE BOARD OF EDUCATION**

**IN THE MATTER OF THE CONSOLIDATION OF \_\_\_\_\_ SCHOOL  
DISTRICT(S) OF \_\_\_\_\_ COUNTY AND THE \_\_\_\_\_ SCHOOL  
DISTRICT OF \_\_\_\_\_ COUNTY:**

**PETITION FOR VOLUNTARY ADMINISTRATIVE CONSOLIDATION**

COMES NOW the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County and  
the \_\_\_\_\_ School District of \_\_\_\_\_ County (Petitioners), acting by and  
through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-  
1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the  
voluntary administrative consolidation of the Petitioners into the resulting \_\_\_\_\_  
School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq. , the Petitioners hereby submit  
and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board  
resolutions to consolidate the \_\_\_\_\_ and \_\_\_\_\_ School District(s) into the  
resulting \_\_\_\_\_ School District as approved by a majority of the members of the local  
boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B  
attached hereto, (submit only if public notice was published in the newspaper) proof of public  
notice of intent to petition this Board to consolidate the Petitioners into the resulting  
\_\_\_\_\_ School District. Said public notice of intent to consolidate (was)(was not)  
published in the local newspaper(s) of general circulation (or in state newspaper of local daily  
circulation if local newspaper does not exist on weekly basis) of the affected districts for a time  
period of no less than once a week for two (2) consecutive weeks immediately prior to the filing  
of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the \_\_\_\_\_ school year were \_\_\_\_\_ and \_\_\_\_\_ for the \_\_\_\_\_ School District and \_\_\_\_\_ and \_\_\_\_\_ for the \_\_\_\_\_ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of \_\_\_\_\_ for the \_\_\_\_\_ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. Pursuant to Ark. Code Ann. § 6-13-1416, the Petitioners submit that this petitioned consolidation is pursuant to Ark. Code Ann. § 6-13-1602 and that an interim local board of seven (7) board members in accord with Ark. Code Ann. § 6-13-1416 shall be established by \_\_\_\_\_, and the interim board shall be made up of board members of the affected former districts in proportion to the student's population in the former affected districts.

6. The Petitioners submit that at the first regular school election following the petitioned consolidation, the resulting \_\_\_\_\_ School District shall elect \_\_\_\_\_ local board members by zoned elections in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

7. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

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8. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

9. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, \_\_\_\_\_, and that there shall be only one local school board and one local superintendent of the resulting \_\_\_\_\_ School District.

10. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the \_\_\_\_\_ School District(s) qualify as isolated schools as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

11. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district, which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

12. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County and the \_\_\_\_\_ School District of \_\_\_\_\_ County into the resulting \_\_\_\_\_ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the \_\_\_\_\_ and \_\_\_\_\_ Counties, Arkansas, the Secretary of State and the Arkansas Geographic Information Office.

Respectfully submitted,

\_\_\_\_\_ School District

\_\_\_\_\_ County

By:

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
President, School Board Date

\_\_\_\_\_ School District

\_\_\_\_\_ County

By:

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
President, School Board Date

**Exhibit A****SCHOOL BOARD RESOLUTION**

COMES NOW the \_\_\_\_\_ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on \_\_\_\_\_, \_\_\_\_\_, wherein a quorum was present and a majority of the membership voted to approve the consolidation/annexation of the \_\_\_\_\_ School District with the \_\_\_\_\_ School District, and the minutes of said meeting reflect such.

Therefore, this document is to serve as the formal resolution of the \_\_\_\_\_ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

\_\_\_\_\_ School District  
of \_\_\_\_\_ County

By: \_\_\_\_\_  
Superintendent Date

By: \_\_\_\_\_  
President, School Board Date

**Exhibit C****AFFIDAVIT OF AVERAGE DAILY MEMBERSHIP**

COMES NOW the affiant, \_\_\_\_\_, Superintendent of the  
 \_\_\_\_\_ School District, and having been duly sworn, states under oath as  
 follows:

1. The average daily membership (ADM) of the \_\_\_\_\_ School  
 District, as that term is defined in Ark. Code Ann. § 6-13-1601(4), was \_\_\_\_\_ students  
 for the \_\_\_\_\_ school year and \_\_\_\_\_ students for the \_\_\_\_\_ school year.

2. The combined average daily membership of the affected school districts was  
 \_\_\_\_\_ for the \_\_\_\_\_ school year, an average daily membership meeting or exceeding  
 three hundred fifty (350) total students.

FURTHER, affiant says not.

IN WITNESS WHEREOF, I hereunto set my hand this \_\_\_\_\_ day of  
 \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
 Superintendent



County of \_\_\_\_\_  
State of Arkansas

Sworn and subscribed before me, Notary Public, this \_\_\_\_\_ day of  
\_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

My Commission expires:  
\_\_\_\_\_

**Exhibit E**

**AFFIDAVIT OF ISOLATED SCHOOL STATUS**

Comes the affiant, \_\_\_\_\_, Superintendent of the \_\_\_\_\_ School District, and having been duly sworn, states under oath as follows:

1. My name is \_\_\_\_\_. I am the Superintendent of the \_\_\_\_\_ School District.
2. My business address is \_\_\_\_\_.
3. I am aware that pursuant to Ark. Code Ann. § 6-20-601 a school district must meet four (4) of five (5) criteria to qualify as an isolated school.
4. I am aware that pursuant to Ark. Code Ann. § 6-20-602 an isolated school must qualify as an isolated school district under Ark. Code Ann. § 6-20-601 prior to the administrative consolidation or annexation petitioned for herein.
5. I hereby submit that prior to the effective date of the administrative consolidation or annexation, the \_\_\_\_\_ School District qualified as an isolated school district and, therefore, is entitled to the rights and privileges conferred on an isolated school pursuant to Ark. Code Ann. § 6-20-602.
6. I hereby declare that the \_\_\_\_\_ School District qualifies for isolated status because the school district meets the following list of at least four (4) of the five (5) criteria of being an isolated school district: *(circle appropriate responses and provide relevant data in the blanks)*
  - a. There is a distance of twelve (12) miles or more by hard-surfaced highway from the high school of the district to the nearest adjacent high school in an adjoining district. The distance is \_\_\_\_\_.

b. The density ratio of transported students is less than three (3) students per square mile of area. The density ratio is \_\_\_\_\_.

c. The total area of the district is ninety-five (95) square miles or greater. The total area is \_\_\_\_\_ square miles.

d. Less than fifty percent (50%) of bus route miles are on hard-surfaced roads. The percent of bus route miles on hard-surface roads is \_\_\_\_\_.

e. There are geographic barriers such as lakes, rivers, and mountain ranges which would impede travel to schools that otherwise would be appropriate for consolidation, cooperative programs, and shared services. The geographic barriers are \_\_\_\_\_.

7. Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
Superintendent

COUNTY OF \_\_\_\_\_  
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

My Commission expires:

\_\_\_\_\_

**EXHIBIT F**

**AFFIDAVIT CONCERNING DESEGREGATION ORDERS**

COMES NOW the \_\_\_\_\_ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the \_\_\_\_\_ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "\*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
Superintendent

COUNTY of \_\_\_\_\_  
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

My Commission expires:

\_\_\_\_\_

\* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

**Helena-West Helena School District**  
**LEA # 5403**  
**Phillips County**

**Classified in Fiscal Distress:** September 13, 2010

**Fiscal Distress Indicators and Additional Concerns:**

\* A declining balance determined to jeopardize the fiscal integrity of the school district

\* Material audit exceptions or violations

<b>District Profile:</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Superintendent</b>	<b>Roy Bridges (Interim)</b>	<b>Willie Williams</b>	<b>Willie Williams</b>	<b>Suzann McCommon</b>
4 QTR ADM	2,565	2,312	2,233	1,886
Assessment	109,765,477	112,772,244	113,701,999	125,831,037
Total Mills	34.10	34.10	34.10	34.10
Total Debt Bond/Non Bond	8,180,000	7,750,000	7,300,000	7,060,000
Per Pupil Expenditures	10,932	13,268	11,638	12,724
Personnel-Non-Fed Certified FTE	232.69	229.59	132.62	175.46
Personnel-Non-Fed Certified Clsrm FTE	209.70	200.17	101.89	163.15
Avg Salary-Non-Fed Cert Clsrm FTE	44,144	44,799	54,170	43,583
Avg Salary-Non-Fed Cert FTE	46,225	48,126	50,561	40,858
Net Legal Balance (Excl Cat & QZAB)	3,190,955	1,809,446	3,600,597	5,318,384

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

**District Actions:**

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

**2010-11**

- Reduce (RIF) 3 staff administrative office staff
- Reclassified certified and classified salaries from operating to ARRA funds
- Reclassified certified and classified salaries from operating to Declining Enrollment funds
- Reclassified certified and classified salaries from operating to NSLA funds
- Reduced certified and classified salaries through attrition and reassignment
- Monitor all expenditures
- Eliminated Saturday School Detention Program
- Eliminated custodial/maintenance uniforms
- Eliminated After School Discipline Program

**2011-12**

- The District reduced 27 certified positions through RIF and attrition
- The District reduced 54 classified position through RIF and attrition
- Reduced salary and utility costs by transferring kindergarten students to three other schools
- Reduced operating costs by utilizing NSLA funds more efficiently
- Eliminated operating cost of After School tutorial

**2012-13**

- Reduced 30 employees through RIF
- Reclassified salaries of 4 certified positions from Operating to Categorical and Federal funds
- Reduced expenses through consolidation of campuses
- Refunded district bonds to a lower interest rate
- Monitor and implement corrective actions for the 2011 audit findings

**Helena-West Helena School District**  
**LEA # 5403**  
**Phillips County**

**The following objective in the Helena-West Helena School District's Fiscal Distress Improvement Plan has not been completely achieved:**

Objective 4- Address Audit findings for fiscal year ending June 30, 2011

**Comments:**

The District was classified in Fiscal Distress on September 13, 2010. The 2012-13 school year will complete the 2nd full year of Fiscal Distress

On June 20, 2011, the Arkansas Department of Education took control of the Helena/W. Helena School District.

On June 20, 2011, Superintendent Willie Williams and the School Board were released from their duties.

The following appointments were made on June 20, 2011:

Suzann McCommon- Chief Executive Officer  
Ulicious Reed- Chief Operating Officer

District had a prior classification with Fiscal Distress program.

- Classified - April 11, 2005
- Reconstitution (State takeover) - September 8, 2005
- Removed - April 21, 2008

The Helena-West Helena School District's general operating ending balance of \$3,511,492 on June 30, 2011 included the reclassification of approximately \$2.7 million in salaries from general operating funds to American Recovery and Reinvestment Act (ARRA) funds.

For the 2012-13 school year, the District has consolidated campuses from five to three due to declining enrollment.

# Helena-West Helena School District

## Fiscal Distress District Improvement Plan

When focusing on the fiscal status of the district, the administration noted the stated areas of concern:

### **Areas of Concern**

- The district operates too many campuses
- The district is overstaffed for number of student served
- The district has Audit Findings to be addressed
- Decrease in Revenue
- Facilities require upgrading and repairs

### **Analysis of Why Problem Areas Occurred**

- The failure to align the use of campuses to students served
- The failure to reduce staff when experiencing a significant loss of students
- Inadequate monitoring/supervision and adherence to adopted policies and procedures
- The failure to adjust expenditures within available revenue
- Lack of maintenance and repair to facilities; the former Facilities Master Plan did not address warm, safe and dry issues.



# Helena-West Helena School District

## Fiscal Distress District Improvement Plan

The Helena-West Helena School District is located in Eastern Arkansas (Phillips County); its size is 120 square miles. To provide transportation for its students, the district contracts with Durham Bus Services for the transportation of its students. Durham operates twenty-five daily routes with three of these being special needs routes.

The distance of the routes range from a high 39.5 miles to a low of 5.5 miles (both ways). Twelve of the twenty five buses used on a daily route are owned by Helena-West Helena School District.

On June 20, 2011, the Commissioner of Education removed the Helena-West Helena Board of Directors and the Superintendent. The State assumed control of the school district by appointing Suzann McCommon as the CEO and Ulicious Reed, the COO of the District.

At the present time, the district serves its K-12 students by using six sites located on five campuses. This configuration does not lend itself to effectiveness and efficient use of the district's personnel nor resources. The current assessment valuation of the District is \$113,701.999 with the millage rate being 34.10 (25.0 mills = M & O; 9.10 mills = debt service). The school district has an annual bonded debt payment of \$683,102.25. It has no non-bonded debt payment, no post-dated warrants, and no current short term cash flow agreements. However, the district has a lease agreement for the transporting of its K-12 students with Durham Bus Service. For the 2011-2012 school year the agreement will cost approximately \$900,000.00 for daily student transportation plus additional charges for fuel and any repair which exceeds \$500.

The district also has a lease agreement for copy machines which cost approximately \$17,000.00 per month or \$204,000.00 per year.

In September 2010, the Helena-West Helena School District was classified as being in fiscal distress by the State Board of Education. The reasons for the classification were:

- Declining balance determined to jeopardize the fiscal integrity of the school district.
- Material state or federal audit exceptions or violations.

The district three quarter (K-12) student's enrollment average for 2009-2010 school year was 2,315; it was 2,242 for the 2010-2011 school year. This year the district's two quarter K-12 enrollment is 1876. The decrease of revenue for the 2012-2013 school year is projected at \$1,147,086 based on the two quarter average of 1876 thus making it necessary to address the loss in revenue and overstaffing immediately.

The Helena-West Helena School District because of the Reduction in Force that became necessary during the 2010-2011 and 2011-2012 school years has incurred an unemployment debt of approximately \$375,000.00 which is now due.

A similar amount will be due next year.

# Helena-West Helena School District

## Fiscal District Improvement Plan

Plan Objective	Responsible Party	Specific Strategy	Board Action	Date Of Action	Funding Sources	Amount Of Net Savings	Objective Met Yes No
Objective 1	Administration	RIF up to thirty (30) staff members	March 2012	April 30, 2012	Teacher Salary Fund and Operating	\$1,191,850.00	X
Objective 2	Administration	Move four (4) teachers from foundation dollars to allowable categorical funds	June 2012	July 1, 2012	Categorical Funds	\$169,400.00	X
Objective 3	Administration	To reduce operating expenditures	March 2012	June 3, 2012	Operating Fund	\$60,000	X
* Objective 4	Administration	(a) Provide training for needed staff (b) Establish internal controls and increased monitoring of all financial transactions	March 2012	March 2012 and on-going	N/A	N/A	X
Objective 5	Administration	Refunding of Bonds to generate saving due to the exceptional low interest rates; use the funds generated by the savings to pay for repairs on Miller and Central campus	April 2012	May 1, 2012	Debt Services Funds and Operating Fund	Projected Savings from refunding of bonds: \$625,000 Cost of repairs (Miller and Central) \$615,000 Net Savings: \$10,000	X

Arkansas Department of Education  
Helena-W. Helena School District  
General Operating Funds  
Budget Summary

FY13 Budget			Projected
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>Balance</u>
5,253,924	14,449,264	16,687,164	<u>6/30/2013</u> 3,016,024
FY12 as of June 30, 2012			Balance
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>as of</u> <u>6/30/2012</u>
3,511,492	16,309,510	14,567,078	5,253,924
FY11 as of June 30, 2011			Balance
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>as of</u> <u>6/30/2011</u>
1,710,049	17,126,787	15,325,344	3,511,492

Arkansas Department of Education  
Helena-W. Helena School District  
General Operating Funds  
Revenue

General Operating Funds:					
1000 1015 1017 1218 1229 1232 1240 1246 1290 1365 1372 2000 2001 2003 2004 2005 2006 2007 2008 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2038 2039 2040 2041 2044 2045 2047 2048 2050 2055 2056 2095 2096 2097 2098 2099 2101 2103 2111 2115 2116 2120 2125 2133 2150 2155 2160 2161 2213 2214 2215 2218 2219 2220 2225 2227 2229 2230 2232 2233 2234 2235 2237 2240 2245 2246 2250 2255 2260 2261 2263 2271 2277 2280 2290 2310 2325 2340 2365 2366 2368 2369 2372 2390 2392 2394 2395 2399 2765 4000 4001 4395					
		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Revenue:		<u>6/30/2011</u>	<u>6/30/12</u>	<u>Budget</u>	<u>to 11/12 Actual</u>
11110	Property Taxes-Current	2,047,166	2,024,413	2,644,860	620,447
11115	Property Taxes Relief	0	0	0	0
11120	Property Taxes-405 By 6/30	1,137,020	311,647	1,006,648	695,002
11125	Tax Rel. 40% Rec Jan-June	0	1,032,328	0	(1,032,328)
11140	Property Taxes Delinquent	303,483	193,825	240,000	46,175
11160	Land Redemp-In State Sale	194,929	225,073	225,000	(73)
12800	Revenue in lieu of Taxes	45,305	29,953	29,950	(3)
12900	Other Local Non-Lea Revenue	0	0	0	0
15100	Interest on Investments	25,526	25,748	0	(25,748)
17500	Rev From Enterprise Activity	657	0	0	0
17900	Other Student Activity Revenue	0	0	0	0
19130	Rent Lea Buildings & Facility	2,164	1,493	1,000	(493)
19200	Private Contributions	323,564	235,805	210,921	(24,884)
19211	Beechcrest Save The Children	0	0	0	0
19215	Save the Children	0	0	0	0
19216	Westside Save the Children	0	0	0	0
19217	Woodruff Save the Children	0	0	0	0
19800	Refunds of Prior Year Expenses	4,727	2,003	3,500	1,497
19900	Misc. Revenue from Local Sources	43,419	6,349	0	(6,349)
21200	Severance Tax	0	0	0	0
31101	State Foundation Funds	11,102,332	10,914,166	8,734,208	(2,179,958)
31102	Enhanced Educational Fund	0	0	0	0
31103	URT 98% Tax Collection Rate	217,874	109,841	0	(109,841)
31460	Declining Enrollment Fund	796,391	224,225	1,080,556	856,331
31620	Supplemental Mileage Incentive	177,851	142,281	106,711	(35,570)
31900	Other	0	0	0	0
32227	College Prep Enrich Pgm	14,500	0	0	0
32232	Alternative Learning Program	0	0	0	0
32250	PQE Induction/Quality Enh.	10,497	-1,289	0	1,289
32251	CWIP Grant	18,677	0	0	0
32260	Act 799 Ar Game and Fish	0	0	0	0
32310	Hand Child-Supv Extend Year	9,484	7,905	0	(7,905)
32361	Imp & Instr. Gifted and Talented	150	2,245	0	(2,245)
32710	ABC Grant	350,000	351,000	0	(351,000)
32912	General Facilities	40,991	32,793	24,595	(8,198)
32915	Debt Service Funding Supp.	187,878	179,204	119,315	(59,889)
32920	Game And Fish	1,541	0	0	0
32990	Other State	0	0	0	0
32993	Greater Graduation	25,250	0	0	0
42100	Forest Reserve	19,180	0	0	0

Arkansas Department of Education  
Helena-W. Helena School District  
General Operating Funds  
Revenue

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
Revenue:		<u>6/30/2011</u>	<u>6/30/12</u>	<u>Budget</u>	<u>to 11/12 Actual</u>
41300	Rev in Lieu of Taxes	0	745	2,000	1,255
42100	Forest Reserve	0	17,509	20,000	2,491
51100	Bonded Indebtedness	0	7,484	0	(7,484)
52600	Trans from Federal Grants	26,231	0	0	0
52900	Indirect Cost	0	215,202	0	(215,202)
53100	Sale of Equipment	0	800	0	(800)
53400	Compen-Loss Fixed Assets	0	16,762	0	(16,762)
	<b>Total</b>	<b>17,126,787</b>	<b>16,309,510</b>	<b>14,449,264</b>	<b>(1,860,245)</b>

**Arkansas Department of Education  
Helena-W. Helena School District  
General Operating Funds  
Expenditure**

General Operating Funds:					
1000 1015 1017 1218 1229 1232 1240 1246 1290 1365 1372 2000 2001 2003 2004 2005 2006 2007 2008 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2038 2039 2040 2041 2044 2045 2047 2048 2050 2055 2056 2095 2096 2097 2098 2099 2101 2103 2111 2115 2116 2120 2125 2133 2150 2155 2160 2161 2213 2214 2215 2218 2219 2220 2225 2227 2229 2230 2232 2233 2234 2235 2237 2240 2245 2246 2250 2255 2260 2261 2263 2271 2277 2280 2290 2310 2325 2340 2365 2366 2368 2369 2372 2390 2392 2394 2395 2399 2765 4000 4001 4395					
		FY11 as of 6/30/12	FY12 as of 6/30/12	FY13 Annual Budget	Variance of 12/13 budget to 11/12 Actual
<b>Expenditures</b>					
60000-62999	Salaries & Benefits	10,308,505	9,661,826	12,869,490	3,207,664
Other:					
63130	Board of Ed Services	0	3,973	6,000	2,027
63210	Instructional	52,315	4,134	0	(4,134)
63220	Inst Program-Improvement Svs	35,896	0	0	0
63230	Consulting - Educational	32,854	9,954	0	(9,954)
63310	Training/Devel. Service Cert.	3,522	1,554	5,500	3,946
63320	Training/Devel. Service-Cls	125	1,955	5,547	3,592
63340	Legal	0	0	35,000	35,000
63441	Legal	97,494	55,350	0	(55,350)
63450	Medical	0	253	0	(253)
63470	Architectural	96,656	0	0	0
63490	Other Prof. Service	0	17,255	0	(17,255)
63590	Other Tech Services	0	0	0	0
63900	Other Purc Prof/Tech Service	243,960	445,136	137,800	(307,336)
64110	Water/Sewer	105,323	98,904	174,960	76,056
64120	Disposal/Sanitation	4,788	11,105	49,680	38,575
64240	Lawn Care	1,320	0	0	0
64310	Repairs-Building/Grounds	621	15,397	335,000	319,603
64320	Repairs Equip/Vehicles	338,154	69	0	(69)
64410	Land and Buildings	0	163	0	(163)
64420	Equipment and Vehicles	108	0	5,000	5,000
64430	Rental of computers	175,320	207,986	324,928	116,942
64500	Construction Services	0	0	0	0
64900	Other Purc. Property Service	0	0	0	0
65190	Pupil Transportation	890,710	738,945	10,852	(728,093)
65210	Property Insurance	166,676	409,450	460,000	50,550
65220	Liability Insurance	0	0	0	0
65240	Fleet Insurance	0	21,906	85,000	63,094
65250	Accident Ins. For Students	38,722	41,774	0	(41,774)
65290	Other Insurane	10,938	0	0	0
65310	Telephone	57,902	57,532	135,000	77,468
65320	Postage	20,593	12,313	1,200	(11,113)
65330	Networking/Internet	1,304	1,173	23,645	22,472
65400	Advertising	55,010	12,277	10,500	(1,777)
65500	Printing and Binding	0	5,555	0	(5,555)
65610	To Lea's Within State	8,975	2,500	0	(2,500)
65640	Interm Agency-In State	0	0	0	0
65690	Other Tuition	0	0	0	0
65810	Trvl Cert In District	5,920	444	0	(444)
65820	Trvl CLS In District	21,438	15,190	2,924	(12,266)

**Arkansas Department of Education  
Helena-W. Helena School District  
General Operating Funds  
Expenditure**

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
<b>Expenditures</b>		<b>6/30/12</b>	<b>6/30/12</b>	<b>Budget</b>	<b>to 11/12 Actual</b>
65830	Trvl Cert-Out District	2,073	2,187	3,200	1,013
65840	Trvl Cls Out District	1,007	968	3,000	2,032
65850	Trvl Cert Out State	323	0	2,000	2,000
65860	Trvl Cls Out State	0	0	0	0
65870	Travel Non Employee	7,177	9,553	0	(9,553)
65880	Meals	75,093	5,059	3,850	(1,209)
65890	Lodging	11,667	3,967	3,950	(17)
65900	Misc. Purchased Service	8,786	11,290	2,775	(8,515)
65910	Service Purchased Locally	0	0	0	0
66100	General Supplies	299,400	248,313	288,296	39,983
66107	General Supplies-Low Value	0	1,498	4,000	2,502
66210	Natural Gas	183,571	121,998	164,600	42,602
66220	Electricity	397,102	386,015	423,500	37,485
66230	Bottled Gas	0	0	0	0
66260	Gasoline/Diesel	104,627	140,325	69,500	(70,825)
66410	Textbooks	23,883	175,055	0	(175,055)
66420	Library Books	997	1,931	1,000	(931)
66430	Periodicals	1,163	216	1,250	1,034
66440	Audiovisual Materials	0	0	0	0
66500	Techn Supplies	1,339	34,105	36,400	2,295
66507	Technology	880	0	0	0
66510	Software	0	0	0	0
66520	Other	0	1,036	0	(1,036)
66529	Techn Supplies & Material	0	59,235	0	(59,235)
66600	Building Materials	0	0	0	0
66900	Other Supplies & Material	3,549	0	0	0
67100	Land and Improvements	0	0	0	0
67310	Machinery	0	8,344	0	(8,344)
67320	Vehicles	613	897	212,000	211,103
67330	Furniture and Fixtures	0	0	0	0
67340	Technology Related Hardware	140,509	76,856	14,100	(62,756)
67350	Technology Software	25,735	213,892	0	(213,892)
67390	Other Equipment	340,448	0	0	0
68100	Dues & Fees	198,097	61,792	8,225	(53,567)
68300	Interest	154,176	289,003	84,225	(204,778)
68400	Indirect Cost	0	0	0	0
68800	Taxes	0	0	0	0
68830	Property Tax	9,739	0	0	0
68900	Misc Expenditures	1,764	0	4,000	4,000
68901	Constant Variance PD 9-11	0	-79,549	0	79,549
69100	Redemption of Principal	450,270	470,000	0	(470,000)
69330	To Building Fund	0	442,065	679,268	237,203
69360	To Federal Grants Fund	0	0	0	0
69380	To Food Service Fund	106,206	0	0	0
69400	Program Funding Return	0	26,956	0	(26,956)
Total Other Exp.		5,016,839	4,905,252	3,817,674	(1,087,578)
	Total Expenditures	15,325,344	14,567,078	16,687,164	2,120,086



HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 3

SECTION II - FINANCIAL STATEMENT FINDINGS

MATERIAL WEAKNESSES

2011-1. Internal Control

Criteria or specific requirement: Internal control is a process consisting of five interrelated components - *control environment, risk assessment, information and communication, control activities, and monitoring*. Management is responsible for adopting sound accounting policies and for establishing and maintaining internal control that will, among other things, initiate, authorize, record, process, and report transactions (as well as events and conditions) consistent with management's assertions embodied in the financial statements.

Condition: Deficiencies in the internal control component of control activities adversely affected the District's ability to initiate, authorize, record, process, and report financial data in accordance with the regulatory basis of accounting such that there was a reasonable possibility that a material misstatement of the District's financial statements would not be prevented, or detected and corrected on a timely basis. Financial accounting duties were not adequately segregated among employees. Specifically, certain key weaknesses included the following: the same employee was responsible for receiving and depositing monies collected, maintenance of accounting records, and preparation of journal entries, without compensating controls. Non-payroll checks were prepared by the same employee responsible for the maintenance of accounting records and such employee has unrestricted access to the District's signature stamp. Payroll checks were prepared by the same employee responsible for changes to the payroll amounts, without compensating controls.

Context: An understanding of the five components of internal control sufficient to assess the risk of material misstatement of the financial statements whether due to error or fraud, and to design the nature, timing, and extent of further audit procedures was obtained.

Effect: The District's ability to initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements, as well as the ability to safeguard District assets, was adversely affected by the identified weaknesses in the above internal control component.

Cause: District management, due to cost/benefit implications, which hindered the District's ability to adequately segregate financial accounting duties among employees, did not effectively address the deficiencies in internal control.

Recommendation: District management should adopt sound accounting policies and establish and maintain internal control that will initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements and that will safeguard District assets.

Views of responsible officials and planned corrective actions: We concur with the recommendation and will implement corrective procedures to the extent possible.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 3

2011-2. Misstatements not Detected by Internal Control System

Criteria or specific requirement: Financial accounting records should be accurate to ensure the preparation of reliable financial statements that are fairly presented in conformity with the regulatory basis of accounting.

Condition: The District's internal control did not prevent or detect material errors in the financial accounting records. Such records are utilized in the preparation of the District's financial statements. The District did not record accounts payable and accounts receivable of \$306,298 and \$486,745, respectively, in the special revenue fund. Additionally, expenditures of \$139,856 were incorrectly recorded as food service operations instead of operations and maintenance of plant services in the other aggregate funds. The financial statements were corrected during the audit fieldwork.

Context: Identification of misstatements not initially detected by the District's internal control.

Effect: Misstatements were not detected by the District's internal control system.

Cause: Financial records had not been properly monitored.

Recommendation: To achieve reliable financial reporting, the District should exercise due care to ensure all applicable general ledger accounts are properly stated.

Views of responsible officials and planned corrective actions: Actions have been taken to aid the District in its efforts to prevent and detect material errors in its financial accounting records in a timely manner.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 3

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

MATERIAL WEAKNESSES

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES - CFDA NUMBER 84.010  
PASS-THROUGH NUMBER 54-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2011

2011- 3. Reporting

Criteria or specific requirement: The District is required to budget Title I expenditures as part of the Arkansas Comprehensive School Improvement Plan (ACSIP) and submit the ACSIP to the Arkansas Department of Education (ADE). Expenditures may not exceed the total budgeted expenditures and may not exceed the budgeted amounts for specific categories by more than 10 percent without prior approval from the ADE and the submission of budget amendments or adjustments. Additionally, the annual financial report is compiled at the end of the fiscal year for the program.

Condition: The District exceeded the following functions and object by more than the 10 percent allowed:

Function/Object	Expended amount exceeding 10 percent
Function 1591 - Title I Schoolwide Instruction	\$ 206,008
Function 2170 - Parental Involvement	17,709
Function 2220 - Library/Media Services	24,658
Function 2240 - Academic Student Assessment	26,799
Function 2294 - Instructional Facilitator, Math	40,970
Function 2610 - Operation of Buildings	187
Object 66000 - Supplies and Materials	25,657
Total	<u>\$ 341,988</u>

Context: Comparison of budgeted expenditures to actual expenditures as reported on the annual financial report.

Effect: Expenditures in various functions and objects exceeded the budgeted amounts by more than 10 percent without prior approval.

Cause: Lack of management oversight in the preparation of the budget and monitoring of budgeted expenditures to actual expenditures.

Recommendation: The District should implement procedures to ensure costs are incurred within the applicable budget categories and contact ADE for further guidance regarding this matter.

Views of responsible officials and planned corrective actions: The District has taken steps including communicating with the specific personnel who direct/coordinate the affected programs to take the necessary actions to ensure expenditures are within the function and object as required.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 3

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (CONTINUED)**

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I, PART A CLUSTER - CFDA NUMBERS 84.010 AND 84.389  
PASS-THROUGH NUMBER 54-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2011

**2011-4. Equipment and Real Property Management**

Criteria or specific requirement: Proper records should be maintained for equipment acquired with federal awards. Additionally, the District should ensure that disposition of such equipment is in accordance with federal requirements, including the federal awarding agency is appropriately compensated for its share of any property sold or converted to non-federal use.

Condition: The District could not account for seventeen of twenty-seven equipment items for the Title I program with an initial cost of \$22,522.

Context: Observation of equipment recorded on subsidiary records, review of available documentation for dispositions, and interview of Title I coordinator and employees.

Effect: The District's equipment subsidiary records were not accurate.

Cause: The District failed to properly account for all equipment items to ensure accurate equipment subsidiary records.

Recommendation: The District should properly account for all equipment items purchased with federal awards.

Views of responsible officials and planned corrective actions: The District has taken steps to ensure increased accountability of its equipment which include randomly checking and the physical viewing of randomly selected equipment periodically during the school year.

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES - CFDA NUMBER 84.010  
PASS-THROUGH NUMBER 54-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2011

**2011-5. Allowable Costs/Cost Principles**

Criteria or specific requirement: Office of Management and Budget (OMB) Circular No. A-87 establishes principles and standards for determining allowable costs from federal awards.

Condition: The District did not provide documentation for one invoice totaling \$5,902.

Questioned Costs: Total questioned costs for federal program was \$5,902.

Context: Examination of eight invoices pertaining to Title I expenditures.

Effect: The District was unable to provide documents to substantiate the payment of \$5,902.

Cause: Lack of management oversight and controls over program expenditures.

Recommendation: The District should maintain documentation to support all payments.

Views of responsible officials and planned corrective actions: The District has established and implemented procedures and regulations regarding the developing and maintaining of appropriate and adequate documentation for all expenditures. These actions/procedures are monitored by Central Office administration.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 3

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (CONTINUED)**

**SIGNIFICANT DEFICIENCIES**

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I, PART A CLUSTER - CFDA NUMBERS 84.010 AND 84.389  
SPECIAL EDUCATION CLUSTER (IDEA) - CFDA NUMBERS 84.027 AND 84.391  
PASS-THROUGH NUMBER 54-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2011

**2011-6. Procurement and Suspension and Debarment**

**Criteria or specific requirement:** In accordance with 34 CFR 80.35 and part 85, the District must not make or permit any applicable transaction to any vendor which is suspended or debarred or otherwise excluded from participation in federal assistance programs. The District is required to verify the vendor is not suspended or debarred or otherwise excluded. This verification can be accomplished by (a) checking the *Excluded Parties List System (EPLS)*, (b) collecting a certification from the vendor, or (c) adding a clause or condition to the applicable transaction with the vendor. Additionally, the Arkansas Department of Education issued a memorandum to all school districts on December 17, 2009 stipulating verification procedures to be followed regarding suspension and debarment when federal funds are utilized for applicable transactions.

**Condition:** The District failed to establish internal controls to ensure vendors were not suspended or debarred, thus increasing the risk of the District doing business with prohibited parties. Although goods and services had been properly received or rendered, the District did not verify that applicable vendors had not been suspended or debarred by the Federal Government. However, no vendors with which the District conducted business were identified during the audit period as suspended or debarred parties. A similar finding was reported in the previous audit.

**Context:** Examination of controls related to the procurement and suspension and debarment and the examination of procurement contracts that were equal to or exceeded \$25,000.

**Effect:** Without adequate internal controls, payments could be made to suspended or debarred vendors with federal funds, which could require repayment to the grantor.

**Cause:** Lack of internal controls and adequate management oversight.

**Recommendation:** Establish an internal control system to ensure applicable transactions are not conducted with suspended or debarred parties.

**Views of responsible officials and planned corrective actions:** Necessary actions have been taken to ensure that all vendors who do business with the District have not been suspended/debarred by the Federal Government.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 3

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (CONTINUED)**

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION - GRANTS TO STATES - CFDA NUMBER 84.027  
PASS-THROUGH NUMBER 54-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2011

2011-7. Equipment and Real Property Management

Criteria or specific requirement: Proper records should be maintained for equipment acquired with federal awards. Additionally, the District should ensure that disposition of such equipment is in accordance with federal requirements including the federal awarding agency is appropriately compensated for its share of any property sold or converted to non-federal use.

Condition: The District could not account for one of eleven equipment items for the special education program with an initial cost of \$1,477.

Context: Observation of equipment recorded on subsidiary records, review of available documentation for dispositions, and interview of special education director and employees.

Effect: The District's equipment subsidiary records were not accurate.

Cause: The District failed to properly account for all equipment items to ensure accurate equipment subsidiary records.

Recommendation: The District should properly account for all equipment items purchased with federal awards.

Views of responsible officials and planned corrective actions: The District has taken actions to ensure proper accounting of equipment purchases which include random monitoring and periodical physical viewing of the equipment purchases.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 3

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (CONTINUED)**

**NONCOMPLIANCE (FEDERAL PROGRAM NOT AUDITED AS A MAJOR PROGRAM)**

U. S. DEPARTMENT OF AGRICULTURE  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS) - CFDA NUMBERS 10.553 AND 10.555  
PASS-THROUGH NUMBER 54-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2011

**2011-8. Reporting**

Criteria or specific requirement: The Arkansas Department of Education, Child Nutrition Unit (ADE, CNU) requires school districts to submit monthly claims for reimbursement for meals served to all students based on eligibility status.

Condition: A Coordinated Review Effort was completed by ADE, CNU in March 2011. The review noted the District was utilizing an inaccurate method of counting the number of lunches served (tray counting). As a result of this review, the District refunded \$92,729 to ADE, CNU on July 13, 2011 for overclaims incurred in the months of November 2010, December 2010, and January 2011.

As part of our audit, we examined the March 2011 through June 2011 claims for reimbursement and daily record forms and observed the following discrepancies:

- a. March 2011 - 4 free lunches were over claimed.
- b. April 2011 - 92 free breakfasts were over claimed; 3 reduced price breakfasts were over claimed; 5 paid breakfasts were over claimed; and 42 reduced price lunches exceeded the maximum allowable lunches.
- c. May 2011 - 369 free breakfasts were under claimed; 74 reduced price breakfasts were over claimed; and 295 paid breakfasts were over claimed.
- d. June 2011 - 22 free breakfasts were over claimed; 1 reduced price breakfast was over claimed; 1 free breakfast was over claimed; 30 free lunches were under claimed; 1 reduced price lunch was under claimed; and 3 paid lunches were under claimed.

These discrepancies resulted in a net underclaim of \$233.

Additionally, we noted on the claims for reimbursement, the maximum number of students eligible for free and reduced price meals should agree for the breakfast and lunch components; however, all four months differed.

Context: Our examination of claims for reimbursement disclosed numerous errors still exist.

Effect: Meals were not properly reported on the applicable claims for reimbursement.

Cause: Lack of internal controls and management oversight resulted in the reporting errors.

Recommendation: We recommend the District contact ADE, CNU to resolve this matter.

Views of responsible officials and planned corrective actions: The stated findings have been reviewed. Corrective actions including implementing a system which accurately reflects the number of students served and their status; also, the District replaced the Food Service Director who was responsible for the overall operation of the Child Nutrition Program.



HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
FEDERAL AWARD PROGRAMS -  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 4

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I, PART A CLUSTER  
SPECIAL EDUCATION CLUSTER (IDEA)  
STATE FISCAL STABILIZATION FUND CLUSTER

2010 - Finding 2010-3: Title I, Part A Cluster - CFDA Numbers 84.010 and 84.389, Special Education Cluster (IDEA) - CFDA Numbers 84.027 and 84.391, and State Fiscal Stabilization Fund Cluster - CFDA Numbers 84.394 and 84.397

Condition: The District failed to establish internal controls to ensure vendors were not suspended or debarred, thus increasing the risk of the District doing business with prohibited parties. Although goods and services had been properly received or rendered, the District did not verify that applicable vendors had not been suspended or debarred by the Federal Government. However, no vendors with which the District conducted business were identified during the audit period as suspended or debarred parties.

Recommendation: Establish an internal control system to ensure applicable transactions are not conducted with suspended or debarred parties.

Current Status: Exceptions were observed during the current audit period for the Title I, Part A Cluster and Special Education Cluster (IDEA). See Finding No. 2011-6 at Schedule 3.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 3

**SECTION II - FINANCIAL STATEMENT FINDINGS**

**MATERIAL WEAKNESSES**

**2012-1. Internal Control**

Criteria or specific requirement: Internal control is a process consisting of five interrelated components - *control environment, risk assessment, information and communication, control activities, and monitoring*. Management is responsible for adopting sound accounting policies and for establishing and maintaining internal control that will, among other things, initiate, authorize, record, process, and report transactions (as well as events and conditions) consistent with management's assertions embodied in the financial statements.

Condition: Deficiencies in the internal control component of control activities adversely affected the District's ability to initiate, authorize, record, process, and report financial data in accordance with the regulatory basis of accounting such that there was a reasonable possibility that a material misstatement of the District's financial statements would not be prevented, or detected and corrected on a timely basis. Financial accounting duties were not adequately segregated among employees. Specifically, the same employee was responsible for receiving and depositing monies collected, maintenance of accounting records, and preparation of journal entries, without compensating controls. Non-payroll checks were prepared by the same employee responsible for the maintenance of accounting records and such employee had unrestricted access to the District's signature stamp. Payroll checks were prepared by the same employee responsible for changes to the payroll accounts, without compensating controls.

Context: An understanding of the five components of internal control sufficient to assess the risk of material misstatement of the financial statements whether due to error or fraud, and to design the nature, timing, and extent of further audit procedures was obtained.

Effect: The District's ability to initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements, as well as the ability to safeguard District assets, was adversely affected by the identified weaknesses in the above internal control component.

Cause: District management, due to cost/benefit implications, which hindered the District's ability to adequately segregate financial accounting duties among employees, did not effectively address the deficiencies in internal control.

Recommendation: District management should adopt sound accounting policies and establish and maintain internal control that will initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements that will safeguard District assets.

Views of responsible officials and planned corrective actions: We concur with the recommendation and will implement corrective procedures to the extent possible.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 3

**SECTION II - FINANCIAL STATEMENT FINDINGS  
(CONTINUED)**

**MATERIAL WEAKNESSES (CONTINUED)**

**2012-2. Misstatements not Detected by Internal Control System**

Criteria or specific requirement: Financial accounting records should be accurate to ensure the preparation of reliable financial statements that are fairly presented in conformity with the regulatory basis of accounting.

Condition: The District's internal control did not prevent or detect material errors in the financial accounting records. Such records are utilized in the preparation of the District's financial statements. We noted the District did not record accounts payable of \$179,083 in the other aggregate funds. The financial statements were corrected during the audit fieldwork. A similar finding was reported in the previous audit.

Context: Identification of misstatements not initially detected by the District's internal control.

Effect: Misstatements were not detected by the District's internal control system.

Cause: Financial records had not been properly monitored.

Recommendation: To achieve reliable financial reporting, the District should exercise due care to ensure all applicable general ledger accounts are properly stated.

Views of responsible officials and planned corrective actions: Financial personnel are being trained in using the software program - Cognos. Accessing these reports will give accounting personnel a quick view of all prior year payables.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 3

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

**MATERIAL WEAKNESS**

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES - CFDA NUMBER 84.010  
SPECIAL EDUCATION - GRANTS TO STATES - CFDA NUMBER 84.027  
PASS-THROUGH NUMBER 54-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2012

**2012-3. Equipment and Real Property Management**

Criteria or specific requirement: Proper records should be maintained for equipment acquired with federal awards. Additionally, the District should ensure that disposition of such equipment is in accordance with federal requirements including the federal awarding agency is appropriately compensated for its share of any property sold or converted to non-federal use.

Condition: The District could not account for nineteen of forty Title I program equipment items and three of thirteen Special Education equipment items costing \$25,139 and \$3,601, respectively. A similar finding was reported in the previous audit.

Context: Observation of equipment recorded on subsidiary records and interviews of Federal Programs Coordinator, Special Education Supervisor, and employees.

Effect: The District's equipment subsidiary records were not accurate.

Cause: The District failed to properly account for all equipment items to ensure accurate equipment subsidiary records.

Recommendation: The District should properly account for all equipment items purchased with federal awards.

Views of responsible officials and planned corrective actions: The District is in the process of aligning the sites inventory with the District's inventory master listing. Completing this process will result in an accurate accounting and location of equipment in the District.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 3

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS  
(CONTINUED)

SIGNIFICANT DEFICIENCIES

U. S. DEPARTMENT OF AGRICULTURE  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS) - CFDA NUMBERS 10.553 AND 10.555  
PASS-THROUGH NUMBER 54-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2012

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I, PART A CLUSTER - CFDA NUMBERS 84.010 AND 84.389  
SCHOOL IMPROVEMENT GRANTS - CFDA NUMBER 84.377  
PASS-THROUGH NUMBER 54-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2012

2012-4. Procurement and Suspension and Debarment

Criteria or specific requirement: In accordance with 34 CFR 80.35 of the Uniform Administrative Requirements for Grants and Cooperative Agreements to States and Local Governments and 34 CFR part 85, Government-wide Debarment and Suspension (Nonprocurement), the District must not make or permit any applicable transaction to any vendor which is suspended or debarred or otherwise excluded from participation in federal assistance programs. The District is required to verify the vendor is not suspended or debarred or otherwise excluded. This verification can be accomplished by (a) checking the *Excluded Parties List System (EPLS)*, (b) collecting a certification from the vendor, or (c) adding a clause or condition to the applicable transaction with the vendor. Additionally, the Arkansas Department of Education (ADE) issued a memorandum to all school districts on December 17, 2009, stipulating verification procedures to be followed regarding suspension and debarment when federal funds are utilized for applicable transactions.

Condition: The District failed to establish internal controls, including retention of verification documentation, to ensure vendors were not suspended or debarred, thus increasing the risk of the District doing business with prohibited parties. The goods and services had been properly received or rendered, and District personnel indicated the *EPLS* website was used to verify that applicable vendors had not been suspended or debarred by the Federal Government; however, supporting documentation was not maintained of the *EPLS* website verification as required by ADE Commissioner's Memo FIN-10-047. No vendors with which the District conducted business were identified during the audit period as suspended or debarred parties. A similar finding was reported in the previous two audits.

Context: Examination of controls related to the procurement and suspension and debarment and the examination of procurement contracts that were equal to or exceeded \$25,000.

Effect: Without adequate internal controls, including retention of verification documentation, payments could be made to suspended or debarred vendors with federal funds, which could require repayment to the grantor.

Cause: Lack of internal controls, verification documentation, and adequate management oversight.

Recommendation: Establish an internal control system, including retention of verification documentation, to ensure applicable transactions are not conducted with suspended or debarred parties.

Views of responsible officials and planned corrective actions: Supporting documentation will be maintained to verify suspended/debarred vendors.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 3

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS  
(CONTINUED)

SIGNIFICANT DEFICIENCIES (CONTINUED)

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES - CFDA NUMBER 84.010  
SPECIAL EDUCATION CLUSTER (IDEA) - CFDA NUMBERS 84.027 AND 84.391  
PASS-THROUGH NUMBER 54-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2012

2012-5. Allowable Costs/Cost Principles

Criteria or specific requirement: Costs charged to a federal program must be allowable per the applicable cost principles. Indirect costs claimed must be calculated in accordance with a prescribed formula.

Condition: The District claimed indirect costs in excess of the allowable amounts by \$95,753 for Title I, \$14,623 for Special Education, and \$469 for the Special Education ARRA program.

Questioned costs: The amount of questioned costs for Title I was \$95,753 and \$15,092 for the Special Education Cluster.

Context: An examination of Title I and Special Education (non-ARRA and ARRA) disbursements disclosed the District claimed costs in excess of the allowable amounts by \$95,753, \$14,623, and \$469, respectively.

Effect: The District claimed excessive indirect costs of \$95,753 for Title I, \$14,623 for Special Education, and \$469 for Special Education ARRA.

Cause: Lack of internal controls and management oversight regarding indirect costs contributed to the claiming of excessive costs.

Recommendation: The District should contact the Arkansas Department of Education to resolve this issue.

Views of responsible officials and planned corrective actions: The District will take the necessary action(s) to ensure the correct rate is used when calculating indirect cost.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 3

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS  
(CONTINUED)**

**SIGNIFICANT DEFICIENCIES (CONTINUED)**

U. S. DEPARTMENT OF AGRICULTURE  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS) - CFDA NUMBERS 10.553 AND 10.555  
PASS-THROUGH NUMBER 54-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2012

**2012-6. Allowable Costs/Cost Principles**

Criteria or specific requirement: Office of Management and Budget (OMB) Circular A-87 requires the preparation of periodic time certifications when an employee works solely on a single federal program.

Condition: Although standard payroll documentation supporting the employees' work in the applicable program was available for audit inspection, periodic time certifications were not prepared for the District's child nutrition employees who worked solely on a single federal program.

Context: Examination of documentation substantiating time worked by employees.

Effect: The District was unable to provide required documentation substantiating the time charged to the child nutrition program.

Cause: There was no management oversight in the District's preparation of periodic time certifications for the child nutrition program.

Recommendation: The District should prepare periodic time certifications for all applicable employees.

Views of responsible officials and planned corrective actions: The Food Service Director was new to the position. She did not know time certification forms were required for full-time employees. The Director was given correct instruction regarding time certification forms. Time certification forms for food service employees have been implemented.



HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 3

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS  
(CONTINUED)**

**NONCOMPLIANCE (FEDERAL PROGRAM NOT AUDITED AS A MAJOR PROGRAM)**

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF CAREER EDUCATION  
CAREER AND TECHNICAL EDUCATION - BASIC GRANTS TO STATES - CFDA NUMBER 84.048  
PASS-THROUGH NUMBER 54-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2012

**2012-7. Allowable Costs/Cost Principles**

Criteria or specific requirement: Office of Management and Budget (OMB) Circular A-87 requires the District to provide adequate supporting documentation for federal award expenditures, to maintain proper records of equipment purchased with federal funds, and to implement the use of this equipment.

Condition: The Arkansas Department of Career Education conducted a monitoring visit in September 2011. This review noted that the District did not provide adequate supporting documentation for twenty-one transactions, failed to implement the use of ten equipment items, and could not locate three equipment items. As a result of these findings, the District reimbursed the Arkansas Department of Career Education \$26,956.

Context: Arkansas Department of Career Education's monitoring visit.

Effect: The District had unallowable expenditures.

Cause: Lack of internal controls and management oversight resulted in unallowable expenditures.

Recommendation: The District should maintain proper documentation for all expenditures, properly utilize purchased equipment within the program, and properly account for such equipment.

Views of responsible officials and planned corrective actions: This finding has been addressed.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
FEDERAL AWARD PROGRAMS -  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 4

U.S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES

2011 - Finding 2011-3: Title Grants to Local Educational Agencies - CFDA Number 84.010

Condition: The District exceeded the following functions and object by more than the 10 percent allowed:

Function/Object	Expended Amount Exceeding 10%
Function 1591 - Title I Schoolwide Instruction	\$ 206,008
Function 2170 - Parental Involvement	17,709
Function 2220 - Library/Media Services	24,658
Function 2240 - Academic Student Assessment	26,799
Function 2294 - Instructional Facilitator, Math	40,970
Function 2610 - Operation of Buildings	187
Object 66000 - Supplies and Materials	25,657
Total	\$ 341,988

Recommendation: The District should implement procedures to ensure costs are incurred within the applicable budget categories and contact ADE for further guidance regarding this matter.

Current Status: Corrective action was taken.

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I, PART A CLUSTER

2011 - Finding 2011-4: Title I Part A Cluster - CFDA Numbers 84.010 and 84.389

Condition: The District could not account for seventeen of twenty-seven equipment items for the Title I program with an initial cost of \$22,522.

Recommendation: The District should properly account for all federal equipment items purchased with federal awards.

Current Status: Exceptions were observed in the current audit period. See finding 2012-3 at Schedule 3.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
FEDERAL AWARD PROGRAMS -  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 4

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES  
(CONTINUED)

2011 - Finding 2011-5: Title I Grants to Local Educational Agencies - CFDA Numbers 84.010

Condition: The District did not provide documentation for one invoice totaling \$5,902.

Recommendation: The District should maintain documentation to support all payments.

Current Status: Corrective action was taken.

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I, PART A CLUSTER  
SPECIAL EDUCATION CLUSTER (IDEA)

2011 - Finding 2011-6: Title I, Part A Cluster - CFDA Numbers 84.010 and 84.389 and Special Education Cluster (IDEA) - CFDA Numbers 84.027 and 84.391

Condition: The District failed to establish internal controls to ensure vendors were not suspended or debarred, thus increasing the risk of the District doing business with prohibited parties. Although goods and services had been properly received or rendered, the District did not verify that applicable vendors had not been suspended or debarred by the Federal Government. However, no vendors with which the District conducted business were identified during the audit period as suspended or debarred parties. A similar finding was reported in the previous audit.

Recommendation: Establish an internal control system to ensure applicable transactions are not conducted with suspended or debarred parties.

Current Status: Corrective action was taken for the Special Education Cluster (IDEA). Exceptions were observed in the current audit period for Title I, Part A Cluster. See finding 2012-4 at Schedule 3.

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION - GRANTS TO STATES

2011 - Finding 2011-7: Special Education - Grants to States - CFDA Number 84.027

Condition: The District could not account for one of eleven equipment items for the special education program with an initial cost of \$1,477.

Recommendation: The District should properly account for all equipment items purchased with federal awards.

Current Status: Exceptions were observed in the current audit period. See finding 2012-3 at Schedule 3.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2  
PHILLIPS COUNTY, ARKANSAS  
FEDERAL AWARD PROGRAMS -  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 4

U.S. DEPARTMENT OF AGRICULTURE  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
CHILD NUTRITION CLUSTER

2011 - Finding 2011-8: Child Nutrition Cluster (Cash Assistance Programs) - CFDA Numbers 10.553 and 10.555

Condition: A Coordinated Review Effort was completed by the Arkansas Department of Education, Child Nutrition Unit (ADE CNU) in March 2011. The review noted the District was utilizing an inaccurate method of counting the number of children served (tray counting). As a result of this review, the District refunded \$92,729 to ADE, CNU on July 13, 2011 for overclaims incurred in the months of November 2010, December 2010, and January 2011.

As part of our audit, we examined the March 2011 through June 2011 claims for reimbursement and daily record forms and observed the following discrepancies:

- a. March 2011 - 4 lunches were over claimed.
- b. April 2011 - 92 free breakfasts were over claimed; 3 reduced price breakfasts were over claimed; 5 paid breakfasts were over claimed; and 42 reduced price lunches exceeded the maximum allowable lunches.
- c. May 2011 - 369 free breakfasts were under claimed; 74 reduced breakfasts were over claimed; and 295 paid breakfasts were over claimed.
- d. June 2011 - 22 free breakfasts were over claimed; 1 reduced price breakfast was over claimed; 1 free breakfast was over claimed; 30 free lunches were under claimed; 1 reduced price lunch was under claimed; and 3 paid lunches were under claimed.

These discrepancies resulted in a net underclaim of \$233.

Additionally, we noted on the claims for reimbursement, the maximum number of students eligible for free and reduced price meals should agree for the breakfast and lunch components; however, all four months differed.

Current Status: Corrective action was taken.

State of Arkansas

*As Engrossed: H3/11/13*

89th General Assembly

# A Bill

Regular Session, 2013

HOUSE BILL 1770

By: Representatives Perry, D. Altes, Branscum, Carnine, Catlett, Clemmer, Collins, Copenhaver, Dale, Deffenbaugh, J. Dickinson, Eubanks, Farrer, Fielding, Hobbs, Hodges, Holcomb, Jett, Lampkin, Leding, Lowery, Magie, McCrary, Ratliff, Richey, T. Thompson, Wardlaw, D. Whitaker, Word, Wren, *E. Armstrong*

By: Senators J. Key, Bledsoe, E. Cheatham, J. Dismang, J. English, Hester, Holland, Irvin, D. Johnson, U. Lindsey, Maloch, B. Pierce, Rapert, B. Sample, Teague, R. Thompson, E. Williams, *Bookout, Caldwell, Files, J. Hutchinson, B. King, D. Sanders, G. Stubblefield, J. Woods, D. Wyatt*

## For An Act To Be Entitled

AN ACT TO EXTEND THE TIME FOR WHICH A PUBLIC SCHOOL OR SCHOOL DISTRICT MAY BE CLASSIFIED AS IN ACADEMIC, FISCAL, OR FACILITIES DISTRESS; TO ALLOW A PUBLIC SCHOOL TO BE CLASSIFIED AS IN ACADEMIC DISTRESS; TO MODIFY THE CRITERIA, SANCTIONS, AND PROCEDURES FOR A PUBLIC SCHOOL OR SCHOOL DISTRICT IN ACADEMIC, FISCAL, OR FACILITIES DISTRESS; TO PROVIDE FOR CAPACITY BUILDING AND INTERIM LEADERSHIP IN A PUBLIC SCHOOL OR SCHOOL DISTRICT IN ACADEMIC, FISCAL, OR FACILITIES DISTRESS; TO AMEND THE ARKANSAS OPPORTUNITY PUBLIC SCHOOL CHOICE ACT OF 2004; TO CLARIFY THE TERMINOLOGY OF THE ACADEMIC FACILITIES DISTRESS PROGRAM; TO DECLARE AN EMERGENCY; AND FOR OTHER PURPOSES.

## Subtitle

TO AMEND PROVISIONS OF LAW CONCERNING ACADEMIC, FISCAL, AND FACILITIES DISTRESS OF PUBLIC SCHOOLS AND SCHOOL DISTRICTS; AND TO DECLARE AN EMERGENCY.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:



1  
2 SECTION 1. Arkansas Code § 6-15-419(32), concerning the definition of  
3 "school district in academic distress" is amended to read as follows:

4 (32) "School or school district in academic distress" means any  
5 public school or school district failing to meet the minimum level of  
6 academic achievement on the state-mandated augmented, criterion-referenced,  
7 or norm-referenced assessments as required by the state board in the program;  
8

9 SECTION 2. Arkansas Code § 6-15-425 is amended to read as follows:

10 6-15-425. School improvement or academic distress.

11 ~~(a) Those public individual schools~~ A public school or school district  
12 identified by the Department of Education as failing to meet established  
13 levels of academic achievement shall be classified as being in:

14 (1) school School improvement as required by the Arkansas  
15 Comprehensive Testing, Assessment, and Accountability Program, § 6-15-401, et  
16 seq., rules and regulations;

17 (2) Academic distress as required under § 6-15-428 – 6-15-431;  
18 or

19 ~~(b)(3) Those public school districts identified by the~~  
20 ~~department as failing to meet established levels of academic achievement~~  
21 ~~shall be classified as being either in school improvement or academic~~  
22 ~~distress, or both, Both,~~ Both, as required by the applicable program rules and  
23 regulations.  
24

25 SECTION 3. Arkansas Code § 6-15-428 is amended to read as follows:

26 6-15-428. Academic distress identification, notification,  
27 classification, and appeal.

28 (a) The school board president and superintendent of a school district  
29 in which the school district or a public school is identified by the  
30 Department of Education as being in academic distress shall be notified in  
31 writing by the department via certified mail, return receipt requested, and  
32 shall have a right of appeal to the State Board of Education.

33 (b) Any school district identified or in which a public school is  
34 identified in academic distress may appeal to the state board by filing a  
35 written appeal with the Commissioner of Education via certified mail, return  
36 receipt requested, within thirty (30) calendar days of receipt of the written

1 notice of academic distress status from the department.

2 (c)(1) The state board shall hear the appeal of the school district  
3 within sixty (60) days of receipt of the written appeal in the commissioner's  
4 office.

5 (2) The state board's determination shall be final except that a  
6 school district may appeal to Pulaski County Circuit Court under the Arkansas  
7 Administrative Procedure Act, § 25-15-201 et seq.

8 ~~Those school districts~~ A school district or public school  
9 identified by the department as being in academic distress shall be  
10 classified as a school district or public school in academic  
11 distress upon final determination by the state board.

12  
13 SECTION 4. Arkansas Code § 6-15-429 is amended to read as follows:

14 6-15-429. Academic distress – Required action.

15 (a) A Except as provided under subdivision (b)(3)(B) of this section  
16 and § 6-15-430(d), a public school or school district identified as in  
17 “academic distress” shall have no more than two (2) five (5) consecutive  
18 school years from the date of receipt of notice of identification from the  
19 Department of Education classification of academic distress status to be  
20 removed from academic distress status.

21 (b)(1) The State Board of Education may at any time take enforcement  
22 action on any school district in academic distress status, ~~including, but not~~  
23 ~~limited to,~~ including without limitation annexation, consolidation, or  
24 reconstitution of a school district pursuant to § 6-13-1401 et seq. and the  
25 authority of this subchapter, ~~except no.~~

26 (2) The state board may take enforcement action at any time on a  
27 public school in academic distress under this subchapter.

28 (3)(A) Except as provided under subdivision (b)(3)(B) of this  
29 section and § 6-15-430(d), a public school or school district shall not be  
30 allowed to remain in academic distress status for a time period greater than  
31 two (2) five (5) consecutive school years from the date of receipt of notice  
32 of identification classification of academic distress from the department  
33 status.

34 (B) The state board may grant additional time for a public  
35 school or school district to remove itself from academic distress by issuing  
36 a written finding supported by a majority of the state board explaining in



1 detail that the public school or school district could not remove itself from  
2 academic distress during the relevant time period due to impossibility caused  
3 by external forces beyond the control of the public school or school  
4 district.

5 (c) If a public school or school district classified as being in  
6 academic distress fails to be removed from academic distress status within  
7 the allowed ~~two-year~~ five-year time period and has not been granted  
8 additional time under subdivision (b)(3)(B) of this section, the state board  
9 shall annex, consolidate, or reconstitute the ~~academic distress public school~~  
10 or school district prior to before July 1 of the next school year ~~unless the~~  
11 ~~state board, at its discretion, issues a written finding supported by a~~  
12 ~~majority of the state board explaining in detail that the school district~~  
13 ~~could not remove itself from academic distress during the relevant time~~  
14 ~~period due to impossibility caused by external forces beyond the school~~  
15 ~~district's control.~~

16  
17 SECTION 5. Arkansas Code § 6-15-430 is amended to read as follows:

18 6-15-430. State Board of Education authority over ~~school~~ a public  
19 school or school district in academic distress.

20 (a) ~~The State Board of Education shall have the following authority~~  
21 ~~regarding any public~~ If a school district is classified as being in academic  
22 distress, the State Board of Education may:

23 (1) ~~To require the superintendent of the school district to~~  
24 ~~relinquish all authority with respect to the school district and to appoint~~  
25 ~~an individual to administratively operate the school district under the~~  
26 ~~supervision of the Commissioner of Education, with the cost to be paid from~~  
27 ~~school district funding~~ Remove permanently, reassign, or suspend on a  
28 temporary basis the superintendent of the school district and:

29 (A) Appoint an individual in place of the superintendent  
30 to administratively operate the school district under the supervision and  
31 approval of the Commissioner of Education; and

32 (B) Compensate from school district funds the individual  
33 appointed to operate the school district;

34 (2) ~~To suspend~~ Suspend or remove some or all of the current  
35 board of directors and call for the election of a new school board of  
36 directors for the school district, in which case the school district shall

1 reimburse the county board of election commissioners for election costs as  
2 otherwise required by law;

3 (3) ~~To allow~~ Require the school district to operate without ~~the~~  
4 ~~local school~~ a board of directors under the supervision of the local school  
5 ~~district administration superintendent or an administration chosen individual~~  
6 or panel appointed by the Commissioner of Education commissioner;

7 (4) ~~To waive~~ Waive the application of Arkansas law, with the  
8 exception of the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq., and  
9 the Public School Employee Fair Hearing Act, § 6-17-1701 et seq., or the  
10 ~~Department of Education~~ corresponding state board rules and regulations;

11 (5) ~~To require~~ Require the annexation, consolidation, or  
12 reconstitution of the ~~public~~ school district; ~~and~~

13 (6) In the absence of a board of directors, direct the  
14 commissioner to assume all authority of the board of directors as may be  
15 necessary for the day-to-day governance of the school district;

16 (7) Return the administration of the school district to the  
17 former board of directors or to a newly elected board of directors if:

18 (A) The department certifies in writing to the state board  
19 and to the school district that the school district has corrected all issues  
20 that caused the classification of academic distress; and

21 (B) The state board determines that the school district  
22 has corrected all issues that caused the classification of academic distress;  
23 and

24 ~~(6)-(8)~~ Take any other necessary and proper action, as  
25 determined by the state board, that is allowed by law.

26 (b) If a public school is classified as being in academic distress,  
27 the state board may:

28 (1) Require the reorganization of the public school or  
29 reassignment of the administrative, instructional, or support staff of the  
30 public school;

31 (2) Require the public school to institute and fully implement a  
32 student curriculum and professional development for teachers and  
33 administrators that are based on state academic content and achievement  
34 standards, with the cost to be paid by the school district in which the  
35 public school is located;

36 (3) Require the principal of the public school to relinquish all

1 authority with respect to the public school;

2 (4) Waive the application of Arkansas law or the corresponding  
3 state board rules, with the exception of:

4 (A) The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et  
5 seq.; and

6 (B) The Public School Employee Fair Hearing Act, § 6-17-  
7 1701 et seq.;

8 (5) Under The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et  
9 seq., reassign or remove some or all of the licensed personnel of the public  
10 school and replace them with licensed personnel assigned or hired under the  
11 supervision of the commissioner;

12 (6) Remove the public school from the jurisdiction of the school  
13 district in which the public school is located and establish alternative  
14 public governance and supervision of the public school;

15 (7) Require closure or dissolution of the public school;

16 (8)(A) Remove permanently, reassign, or suspend on a temporary  
17 basis the superintendent of the school district in which the public school is  
18 located.

19 (B) If the state board takes an action under subdivision  
20 (b)(8)(A), it may appoint an individual in place of the superintendent to  
21 administratively operate the school district under the supervision and  
22 approval of the commissioner and compensate the appointed individual;

23 (9) Take one (1) or more of the actions under subsection (a) of  
24 this section concerning the public school district where the school is  
25 located;

26 (10) Return the administration of the school district to the  
27 former board of directors or to a newly elected board of directors if:

28 (A) The department certifies in writing to the state board  
29 and to the school district that the public school has corrected all issues  
30 that caused the classification of academic distress and that no public school  
31 within the school district is classified as being in academic distress; and

32 (B) The state board determines the public school has  
33 corrected all issues that caused the classification of academic distress and  
34 that no public school within the school district is classified as being in  
35 academic distress; and

36 (11) Take any other appropriate action allowed by law that the

1 state board determines is needed to assist and address a public school  
2 classified as being in academic distress.

3 ~~(b)(1)(c) Any A~~ student attending a public school or school district  
4 classified as being in academic distress ~~shall~~ is automatically ~~be~~ eligible  
5 and entitled pursuant to the ~~Arkansas Public School Choice Act of 1989, § 6-~~  
6 ~~18-206~~ Arkansas Opportunity Public School Choice Act of 2004, § 6-18-227, to  
7 transfer to another ~~geographically contiguous~~ public school or public school  
8 district not in academic distress during the time period that ~~a~~ the resident  
9 public school or public school district is classified as being in academic  
10 distress and, ~~therefore, not be required to file a petition by July 1 but~~  
11 ~~shall meet all other requirements and conditions of the Arkansas Public~~  
12 ~~School Choice Act of 1989, § 6-18-206.~~

13 (2) The cost of transporting the student from the resident  
14 district to the nonresident district shall be the cost of the resident  
15 district under § 6-18-227.

16 ~~(3) The nonresident district shall count the student for average~~  
17 ~~daily membership purposes.~~

18 (d) If the state board or the commissioner assumes authority over a  
19 public school district in academic distress under subsection (a) or  
20 subsection (b) of this section, the state board may pursue the following  
21 process for returning a public school district to the local control of its  
22 residents:

23 (1) During the second school year following a public school's or  
24 school district's classification of academic distress status, the state board  
25 shall determine the extent of the public school's or school district's  
26 progress toward correcting all criteria for being classified as in academic  
27 distress;

28 (2)(A) If the state board determines that sufficient progress  
29 has been made by a public school or school district in academic distress  
30 toward correcting all issues that caused the classification of academic  
31 distress, but the public school or school district has not yet resolved all  
32 issues that caused the classification of academic distress, the commissioner,  
33 with the approval of the state board, may appoint a community advisory board  
34 of either five (5) or seven (7) members to serve under the supervision and  
35 direction of the commissioner.

36 (B) The members of the community advisory board shall be

1 residents of the school district and shall serve on a voluntary basis without  
2 compensation.

3 (C) the department shall cause to be provided to the  
4 community advisory board technical assistance and training in, at a minimum,  
5 the areas required in § 6-13-629.

6 (D) The duties of a community advisory board include  
7 without limitation:

8 (i) Meeting monthly during a regularly scheduled  
9 public meeting with the state-appointed administrator regarding the progress  
10 of the public school or school district toward correcting all issues that  
11 caused the classification of academic distress;

12 (ii) Seeking community input from the residents of  
13 the school district regarding the progress of the public school or school  
14 district toward correcting all issues that caused the classification of  
15 academic distress;

16 (iii) Conducting hearings and making recommendations  
17 to the commissioner regarding personnel and student discipline matters under  
18 the appropriate district policies;

19 (iv) Working to build community capacity for the  
20 continued support of the school district; and

21 (v) Submitting quarterly reports to the commissioner  
22 and the state board regarding the progress of the public school or school  
23 district toward correcting all issues that caused the classification of  
24 academic distress.

25 (E) The members of the community advisory board shall  
26 serve at the pleasure of the commissioner until:

27 (i) The school district is returned to local control  
28 and a permanent board of directors is elected and qualified; or

29 (ii) The state board annexes, consolidates, or  
30 reconstitutes the school district under this section or under another  
31 provision of law;

32 (3)(A) By April 1 of each year following the appointment of a  
33 community advisory board under subdivision (d)(2) of this section, the state  
34 board shall determine the extent of the public school's or school district's  
35 progress toward correcting all issues that caused the classification of  
36 academic distress and shall:

1 (i) Allow the community advisory board to remain in  
2 place for one (1) additional year;

3 (ii) Return the school district to local control by  
4 calling for the election of a newly elected board of directors if:

5 (a) The department certifies in writing to the  
6 state board and to the school district that the public school or school  
7 district has corrected all issues that caused the classification of academic  
8 distress and that no public school within the school district is classified  
9 as being in academic distress; and

10 (b) The state board determines the public  
11 school or school district has corrected all issues that caused the  
12 classification of academic distress and that no public school within the  
13 school district is classified as being in academic distress; or

14 (iii) Annex, consolidate, or reconstitute the school  
15 district pursuant to this title.

16 (B) If the state board calls for an election of a new  
17 school district board of directors, the school district shall reimburse the  
18 county board of election commissioners for election costs as otherwise  
19 required by law.

20 (4) If the state board calls for an election of a new school  
21 district board of directors pursuant to subdivision (d)(3)(A)(ii) of this  
22 section, the commissioner, with the approval of the state board, may appoint  
23 an interim board of directors to govern the school district until a permanent  
24 school district board of directors is elected and qualified.

25 (A) The interim board of directors shall consist of either  
26 five (5) or seven (7) members.

27 (B) The members of the interim board of directors shall be  
28 residents of the school district and otherwise eligible to serve as school  
29 board members under applicable law.

30 (C) The members of the interim board of directors shall  
31 serve on a voluntary basis without compensation.

32 (e)(1) If, by the end of the fifth school year following the public  
33 school's or school district's classification of academic distress status, the  
34 public school or school district in academic distress has not corrected all  
35 issues that caused the classification of academic distress, the state board,  
36 after a public hearing, shall consolidate, annex, or reconstitute the school

1 district under this section.

2 (2) The state board may grant additional time for a public  
3 school or school district to remove itself from academic distress by issuing  
4 a written finding supported by a majority of the state board explaining in  
5 detail that the public school or school district could not remove itself from  
6 academic distress during the relevant time period due to impossibility caused  
7 by external forces beyond the control of the public school or school  
8 district.

9 (f) Nothing in this section shall be construed to prevent the  
10 department or the state board from taking any of the actions listed in this  
11 section at any time to address public schools and school districts in  
12 academic distress.

13  
14 SECTION 6. Arkansas Code § 6-15-431(a), concerning academic distress  
15 rules and regulations, is amended to read as follows:

16 (a) The State Board of Education shall promulgate rules and  
17 regulations as necessary to identify, evaluate, assist, and address public  
18 schools and school districts determined to be in academic distress.

19  
20 SECTION 7. Arkansas Code § 6-18-227(a)(2), concerning the Arkansas  
21 Opportunity Public School Choice Act of 2004, is amended to read as follows:

22 (2)(A) The purpose of this section is to provide enhanced  
23 opportunity for students in this state to gain the knowledge and skills  
24 necessary for postsecondary education, a technical education, or the world of  
25 work.

26 (B) The General Assembly:

27 (i) Recognizes that the Arkansas Constitution, as  
28 interpreted by the Arkansas Supreme Court in Lake View School District No. 25  
29 v. Huckabee, 351 Ark. 31 (2002), makes education a paramount duty of the  
30 state;

31 (ii) Finds that the Arkansas Constitution requires  
32 the state to provide an adequate education;

33 (iii) Further finds that a student should not be  
34 compelled against the wishes of the parent, guardian, or the student, if the  
35 student is over eighteen (18) years of age, to remain in a public school or  
36 school district designated as a level 1 school under § 6-15-2103 for two (2)



1 ~~or more consecutive years~~ classified by the State Board of Education as a  
2 public school or school district in academic distress under § 6-15-428; and

3 (iv) Shall make available a public school choice  
4 option in order to give a child the opportunity to attend a public school or  
5 school district that is ~~performing satisfactorily~~ not in academic distress.

6 ~~(C) This section shall take effect with the implementation~~  
7 ~~of school performance category levels.~~

8  
9 SECTION 8. Arkansas Code § 6-18-227(a)(4), concerning the Arkansas  
10 Opportunity Public School Choice Act of 2004, is amended to read as follows:

11 (4) A public school choice program is hereby established to  
12 enable any student to transfer from a ~~failing school to another public school~~  
13 ~~in the state~~ public school or school district classified by the state board  
14 as in academic distress to another public school or school district in the  
15 state that is not in academic distress, subject to the restrictions contained  
16 in this section.

17  
18 SECTION 9. Arkansas Code § 6-18-227(b)(1), concerning the Arkansas  
19 Opportunity Public School Choice Act of 2004, is amended to read as follows:

20 (b)(1) Upon the request of a parent, guardian, or the student, if the  
21 student is over eighteen (18) years of age, a student may transfer from his  
22 or her resident district or public school to another district or public  
23 school in accordance with the provisions of this section if:

24 (A) The resident public school or school district has been  
25 ~~designated pursuant to § 6-15-2103 as a level 1 school for two (2) or more~~  
26 ~~consecutive school years~~ classified by the state board as a public school or  
27 school district in academic distress; and

28 (B) The parent, guardian, or the student, if the student  
29 is over eighteen (18) years of age, has notified the Department of Education  
30 and both the sending and receiving school districts of the request for a  
31 transfer no later than July 30 of the first year in which the student intends  
32 to transfer.

33  
34 SECTION 10. Arkansas Code § 6-18-227(b)(3)(A) and (B), concerning the  
35 Arkansas Opportunity Public School Choice Act of 2004, is amended to read as  
36 follows:

1 (3)(A) For each student enrolled in or assigned to a public  
2 school or school district that has been classified by the state board as  
3 being in academic distress ~~designated as a level 1 school for two (2) or more~~  
4 ~~consecutive school years~~, a school district shall:

5 (i) Timely notify the parent, guardian, or the  
6 student, if the student is over eighteen (18) years of age, as soon as  
7 practicable after the designation is made, of all options available pursuant  
8 to this section; and

9 (ii) Offer the parent, guardian, or the student, if  
10 the student is over eighteen (18) years of age, an opportunity to enroll the  
11 student in any public school or school district that has not been ~~designated~~  
12 ~~by the state pursuant to § 6-15-2103 as a school performing higher than that~~  
13 ~~in which the student is currently enrolled or to which the student has been~~  
14 ~~assigned, but not less than annual performance category level 3~~ classified by  
15 the state board as being in academic distress. The opportunity to continue  
16 attending the ~~higher performing~~ public school or school district that is not  
17 in academic distress shall remain in force until the student graduates from  
18 high school.

19 (B)(i) The parent or guardian of a student enrolled in or  
20 assigned to a public school or school district that has been ~~designated as a~~  
21 ~~school in level 1 under § 6-15-2103 for two (2) or more consecutive years~~  
22 classified by the state board as being in academic distress may choose as an  
23 alternative to enroll the student in a legally allowable ~~category level 3 or~~  
24 ~~higher performing~~ public school not in academic distress that is nearest to  
25 the student's legal residence.

26 (ii) That school or school district shall accept the  
27 student and report the student for purposes of the funding pursuant to  
28 applicable state law.

29  
30 SECTION 11. Arkansas Code § 6-18-227(c)(2), concerning the Arkansas  
31 Opportunity Public School Choice Act of 2004, is amended to read as follows:

32 (2) Upon the transferring public school or school district's  
33 removal from academic distress status ~~receiving a category level 3 or higher~~  
34 ~~for its annual performance~~, the transportation costs shall no longer be the  
35 responsibility of the transferring district, and the student's transportation  
36 and the costs of the transportation shall be the responsibility of the

1 parents or the receiving school district if the receiving school district  
2 agrees to bear the transportation costs.

3  
4 SECTION 12. Arkansas Code § 6-18-227(i), concerning the Arkansas  
5 Opportunity Public School Choice Act of 2004, is amended to read as follows:

6 (i) For purposes of determining a school district's state ~~equalization~~  
7 ~~aid~~ funding, the nonresident student shall be counted as a part of the  
8 average daily membership of the district to which the student has  
9 transferred.

10  
11 SECTION 13. Arkansas Code § 6-20-1908(d) through (f), concerning the  
12 fiscal distress improvement plans, is amended to read as follows:

13 (d) ~~No~~ Except under § 6-20-1910(d), a school district shall not be  
14 allowed to remain in fiscal distress status for more than ~~two (2)~~ five (5)  
15 consecutive school years from the date that the school district was  
16 classified as being in fiscal distress status.

17 (e) Any school district classified as being in fiscal distress status  
18 shall be required to receive on-site technical evaluation and assistance from  
19 the department.

20 (f)(1) The department shall evaluate and make written recommendations  
21 to the district superintendent regarding staffing of the school district and  
22 fiscal practices of the school district.

23 (2) The written recommendations of the department shall be  
24 binding on the school district, the superintendent, and the school district  
25 board of directors.

26  
27 SECTION 14. Arkansas Code § 6-20-1908(i), concerning the fiscal  
28 distress improvement plans, is amended to read as follows:

29 (i) ~~The~~ Except under § 6-20-1910(d), the state board shall  
30 consolidate, annex, or reconstitute any school district that fails to remove  
31 itself from the classification of a school district in fiscal distress within  
32 ~~two (2)~~ five (5) consecutive school years of ~~receipt of notice of~~  
33 ~~identification~~ classification of fiscal distress status ~~by the department~~  
34 unless the state board, at its discretion, issues a written finding supported  
35 by a majority of the state board, explaining in detail that the school  
36 district could not remove itself from fiscal distress due to impossibility

1 caused by external forces beyond the school district's control.

2  
3 SECTION 15. Arkansas Code § 6-20-1909(a), concerning department fiscal  
4 distress actions, is amended to read as follows:

5 (a) In addressing school districts in fiscal distress, the ~~Department~~  
6 Commissioner of Education may:

7 ~~(1) Require the superintendent to relinquish all administrative~~  
8 ~~authority with respect to the school district; Remove permanently, reassign,~~  
9 ~~or suspend on a temporary basis the superintendent of the school district~~  
10 ~~and;~~

11 ~~(2)(A)~~ Appoint an individual in place of the superintendent to  
12 administratively operate the school district under the supervision and  
13 approval of the ~~Commissioner of Education~~ commissioner; and

14 ~~(B) to compensate~~ Compensate nondepartment agents  
15 operating the school district from school district funding;

16 (2) Suspend or remove some or all of the current board of  
17 directors and call for the election of a new board of directors for the  
18 school district, in which case the school district shall reimburse the county  
19 board of election commissioners for election costs as otherwise recognized by  
20 law;

21 ~~(3) Call for the temporary suspension of the local school board~~  
22 ~~of directors;~~

23 ~~(4)(3)~~ Require the school district to operate without a ~~local~~  
24 ~~school~~ board of directors under the supervision of the local superintendent  
25 or an individual or panel appointed by the commissioner;

26 (4) Waive the application of Arkansas law or the corresponding  
27 state board rules, with the exception of:

28 (A) The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et  
29 seq.; and

30 (B) The Public School Employee Fair Hearing Act, § 6-17-  
31 1701 et seq.;

32 (5) Petition the State Board of Education for the annexation,  
33 consolidation, or reconstitution of the school district;

34 (6) In the absence of a school district board of directors,  
35 assume all authority of the board of directors as designated by the state  
36 board as may be necessary for the day-to-day governance of the school

1 district;

2 ~~(5)-(7)(A)~~ Place Return the administration of the school district  
3 ~~over~~ to the former board of directors or to a newly elected ~~school~~ board of  
4 directors; ~~or~~ if:

5 (i) The department certifies in writing to the state  
6 board and to the school district that the school district has corrected all  
7 issues that caused the classification of fiscal distress; and

8 (ii) The state board determines the school district  
9 has corrected all issues that caused the classification of fiscal distress.

10 (B) If the commissioner calls for an election of a new  
11 school district board of directors, the school district shall reimburse the  
12 county board of election commissioners for election costs as otherwise  
13 required by law;

14 (8) Otherwise reconstitute the school district; or

15 ~~(6)-(9)~~ Take any other action allowed by law that is deemed  
16 necessary to assist a school district in removing ~~criteria~~ the classification  
17 of fiscal distress.

18  
19 SECTION 16. Arkansas Code § 6-20-1910, concerning State Board of  
20 Education fiscal distress actions, is amended to add a new subsection to read  
21 as follows:

22 (d) If the Commissioner of Education assumes authority over a public  
23 school district in fiscal distress under subsection (a) of this section, the  
24 state board may pursue the following process for returning a public school  
25 district to the local control of its residents:

26 (1) During the second school year following a school district's  
27 classification as being in fiscal distress status, the state board shall  
28 determine the extent of the school district's progress toward correcting all  
29 issues that caused the classification of fiscal distress;

30 (2)(A) If the state board determines that sufficient progress  
31 has been made by a school district toward correcting all issues that caused  
32 the classification of fiscal distress, but the school district has not yet  
33 resolved all issues that caused the classification of fiscal distress, the  
34 commissioner, with the approval of the state board, may appoint a community  
35 advisory board of either five (5) or seven (7) members to serve under the  
36 supervision and direction of the commissioner.

1                   (B) The members of the community advisory board shall be  
2 residents of the school district and shall serve on a voluntary basis without  
3 compensation.

4                   (C) The Department of Education shall cause to be provided  
5 to the community advisory board technical assistance and training in, at a  
6 minimum, the areas required in § 6-13-629.

7                   (D) The duties of the community advisory board include  
8 without limitation:

9                   (i) Meeting monthly during a regularly scheduled  
10 public meeting with the state-appointed administrator regarding the progress  
11 of the public school or school district toward correcting all issues that  
12 caused the classification of fiscal distress;

13                   (ii) Seeking community input from the patrons of the  
14 school district regarding the progress of the public school or school  
15 district toward correcting all issues that caused the classification of  
16 fiscal distress;

17                   (iii) Conducting hearings and making recommendations  
18 to the commissioner regarding personnel and student discipline matters under  
19 the appropriate district policies;

20                   (iv) Working to build community capacity for the  
21 continued support of the school district; and

22                   (v) Submitting quarterly reports to the commissioner  
23 and the state board regarding the progress of the public school or school  
24 district toward correcting all issues that caused the classification of  
25 fiscal distress.

26                   (E) The members of the community advisory board shall  
27 serve at the pleasure of the commissioner until:

28                   (i) The school district is returned to local control  
29 and a permanent board of directors is elected and qualified; or

30                   (ii) The state board annexes, consolidates, or  
31 reconstitutes the school district under this section or under another  
32 provision of law;

33                   (3)(A) By April 1 of each year following the appointment of a  
34 community advisory board under subdivision (d)(2) of this section, the state  
35 board shall determine the extent of the school district's progress toward  
36 correcting all issues that caused the classification of fiscal distress and

1 shall:

2 (i) Allow the community advisory board to remain in  
3 place for one (1) additional year;

4 (ii) Return the school district to local control by  
5 calling for the election of a newly elected board of directors if:

6 (a) The department certifies in writing to the  
7 state board and to the school district that the school district has corrected  
8 all criteria for being placed into fiscal distress; and

9 (b) The state board determines the school  
10 district has corrected all criteria for being placed into fiscal distress; or

11 (iii) Annex, consolidate, or reconstitute the school  
12 district pursuant to this title.

13 (B) If the state board or commissioner calls for an  
14 election of a new school district board of directors, the school district  
15 shall reimburse the county board of election commissioners for election costs  
16 as otherwise required by law;

17 (4) If the state board calls for an election of a new school  
18 district board of directors pursuant to subdivision (d)(3)(A)(ii) of this  
19 section, the commissioner, with the approval of the state board, may appoint  
20 an interim board of directors to govern the school district until a permanent  
21 school district board of directors is elected and qualified.

22 (A) The interim board of directors shall consist of either  
23 five (5) or seven (7) members.

24 (B) The members of the interim board of directors shall be  
25 residents of the school district and otherwise eligible to serve as school  
26 board members under applicable law.

27 (C) The members of the interim board of directors shall  
28 serve on a voluntary basis without compensation.

29 (e)(1) If, by the end of the fifth school year following the school  
30 district's classification of fiscal distress status, the school district in  
31 fiscal distress has not corrected all issues that caused the classification  
32 of fiscal distress, the state board, after a public hearing, shall  
33 consolidate, annex, or reconstitute the school district under this section.

34 (2) The state board may grant additional time for a public  
35 school or school district to remove itself from fiscal distress by issuing a  
36 written finding supported by a majority of the state board explaining in



1 detail that the public school or school district could not remove itself from  
2 fiscal distress during the relevant time period due to impossibility caused  
3 by external forces beyond the control of the public school or school  
4 district.

5 (f) Nothing in this section shall be construed to prevent the  
6 department or the state board from taking any of the actions listed in § 6-  
7 20-1909 or this section at any time to address a school district in fiscal  
8 distress.

9  
10 SECTION 17. Arkansas Code § 6-21-803(5) and (6), concerning the  
11 definition of "facilities distress status", is amended to read as follows:

12 (5) "Facilities distress status" means a public school district  
13 ~~determined~~ identified by the Division of Public School Academic Facilities  
14 and Transportation as being in academic facilities distress status and  
15 classified by the Commission for Arkansas Public School Academic Facilities  
16 and Transportation as being in academic facilities distress status under this  
17 subchapter;

18 (6) "Facilities improvement plan" means a remedial plan  
19 developed by a school district for a public school or school district  
20 ~~identified~~ classified as being in academic facilities distress that  
21 supplements the school district's facilities master plan by:

22 (A) Identifying specific interventions and actions the  
23 public school or school district will undertake in order to correct deficient  
24 areas of practice with regard to custodial, maintenance, repair, and  
25 renovation activities with regard to academic facilities in the school  
26 district; and

27 (B) Describing how the school district will remedy those  
28 areas in which the school district is experiencing facilities distress,  
29 including the designation of the time period by which the school district  
30 will correct all deficiencies that placed the school district in facilities  
31 distress status;

32  
33 SECTION 18. Arkansas Code § 6-21-811(a) and (b), concerning the  
34 academic facilities distress program, is amended to read as follows:

35 (a) The Commission for Arkansas Public School Academic Facilities and  
36 Transportation shall ~~identify~~ classify a public school or school district as

1 being in academic facilities distress if the Division of Public School  
2 Academic Facilities and Transportation recommends and the commission concurs  
3 that the public school or school district has engaged in actions or inactions  
4 that result in any of the following:

5 (1) Any act or violation determined by the division to  
6 jeopardize any academic facility used by a public school or school district,  
7 including, but not limited to:

8 (A) Material failure to properly maintain academic  
9 facilities in accordance with this subchapter and rules adopted by the  
10 commission;

11 (B) Material violation of local, state, or federal fire,  
12 health, or safety code provisions or laws;

13 (C) Material violation of applicable building code  
14 provisions or law;

15 (D) Material failure to provide timely and accurate  
16 facilities master plans to the division;

17 (E) Material failure to comply with state law governing  
18 purchasing, bid requirements, or school-construction-related laws or rules in  
19 relation to academic facilities projects;

20 (F) Material default on any school district debt  
21 obligation; or

22 (G) Material failure to plan and progress satisfactorily  
23 toward accomplishing the priorities established by the division and the  
24 approved school district's facilities master plan; and

25 (2) Any other condition of an academic facility or facilities in  
26 a public school or school district that is determined by the division to have  
27 a detrimental impact on educational services provided by that public school  
28 or school district.

29 (b) The division shall provide written notice, via certified mail,  
30 return receipt requested, to the president of the ~~school~~ board of directors  
31 and the superintendent of the ~~public school or~~ school district identified or  
32 containing a school identified by the division as being in facilities  
33 distress.  
34

35 SECTION 19. Arkansas Code § 6-21-811(d) and (e), concerning the  
36 academic facilities distress program, is amended to read as follows:

1 (d)(1) A public school or school district ~~identified~~ classified by the  
2 commission as being in facilities distress shall develop a facilities  
3 improvement plan within thirty (30) days from the date of ~~receipt of the~~  
4 notice classification and promptly submit the facilities improvement plan to  
5 the division for review and approval.

6 (2) A public school or school district shall review and revise  
7 its facilities improvement plan on a periodic basis as determined by the  
8 division and submit the updated facilities improvement plan to the division  
9 in order for the division to determine whether the public school or school  
10 district is correcting its deficient areas of practice regarding academic  
11 facilities.

12 (3) A school district shall use facilities improvement plans as  
13 necessary to supplement and update its facilities master plan.

14 (e)(1) Every two (2) years ~~beginning February 1, 2009,~~ the division  
15 shall determine whether the progress of each school district complies with  
16 the school district's facilities master plan and shall notify the school  
17 district of any noncompliance.

18 (2) ~~Beginning on February 1, 2008, and each biennium thereafter~~  
19 Every two (2) years, the division shall review the applications made for the  
20 Academic Facilities Partnership Program established under § 6-20-2507, to  
21 identify any school district that did not apply for state funding for  
22 necessary facilities to meet adequacy requirements and shall notify the  
23 school district of any deficiencies.

24 (3) Within thirty (30) days of receiving the notice provided  
25 under subdivision (e)(1) or (e)(2) of this section, the school district shall  
26 submit a facilities improvement plan to the division for its review and  
27 approval that states how the school district will address the noncompliance  
28 issues contained in the notice.

29 (4) If the division does not approve the facilities improvement  
30 plan submitted by the school district, it shall identify the school district  
31 as being in facilities distress.

32 (5) A school district may appeal the ~~decision~~ identification of  
33 the division under this subsection to the commission pursuant to the  
34 procedures established by the commission;

35  
36 SECTION 20. Arkansas Code § 6-21-811(f)(1)(A)(ii), concerning the

1 academic facilities distress program, is amended to read as follows:

2 (ii) Thoroughly discuss and explain the sanctions  
3 and requirements that are available to the commission if the school district  
4 or a school within the district is identified classified by the commission as  
5 being in facilities distress under this section and § 6-21-812.

6  
7 SECTION 21. Arkansas Code § 6-21-811(g), concerning the academic  
8 facilities distress program, is amended to read as follows:

9 (g) When a school district is ~~identified~~ classified by the commission  
10 to be in facilities distress, the division may with the approval of the  
11 commission:

12 (1)(A) Provide on-site technical evaluation and assistance and  
13 make written recommendations to the school district superintendent regarding  
14 the care and maintenance of any academic facility in the school district.

15 (B) Any school district ~~identified~~ classified as being in  
16 facilities distress status shall accept on-site technical evaluation and  
17 assistance from the division.

18 (C) The written recommendations of the division are  
19 binding on the school district, the superintendent, and the ~~school~~ board of  
20 directors;

21 (2) ~~Require the superintendent to relinquish all administrative~~  
22 ~~authority with respect to the school district~~ Remove permanently, reassign,  
23 or suspend on a temporary basis the superintendent of the school district,  
24 and:

25 (A) Appoint an individual in place of the superintendent  
26 to administratively operate the school district under the supervision and  
27 approval of the Commissioner of Education; and

28 (B) Compensate from school district funds the individual  
29 appointed to operate the school district;

30 ~~(3)(A) Appoint an individual in place of the superintendent to~~  
31 ~~administratively operate the school district under the supervision and~~  
32 ~~approval of the Commissioner of Education, or his or her designee.~~

33 ~~(B) The division may direct the school district to~~  
34 ~~compensate from school district funds the individual appointed to operate the~~  
35 ~~school district;~~

36 ~~(4)~~ (3) Suspend or remove ~~any~~ some or all ~~members~~ of the current

1 board of directors and call for the election of a new ~~school~~ board of  
2 directors for the school district, in which case the school district shall  
3 reimburse the county board of election commissioners for election costs as  
4 otherwise required by law;

5 ~~(5)(4)~~ Require the school district to operate without a ~~local~~  
6 ~~school~~ board of directors under the supervision of the ~~local~~ superintendent  
7 or an individual or panel appointed by the commissioner;

8 ~~(6) Require the school district to operate without a local~~  
9 ~~school board of directors under the supervision of an individual or panel~~  
10 ~~appointed by the Commissioner of Education;~~

11 (5) Waive the application of Arkansas law or the corresponding  
12 state board rules and regulations, with the exception of:

13 (A) The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et  
14 seq.; and

15 (B) The Public School Employee Fair Hearing Act, § 6-17-  
16 1701 et seq.;

17 (6) In the absence of a school district board of directors,  
18 direct the commissioner to assume all authority of the board of directors as  
19 may be necessary for the day-to-day governance of the school district;

20 (7)(A) Return the administration of the school district to the  
21 former board of directors or place the administration of the school district  
22 in a newly elected ~~school~~ board of directors if:

23 (i) The division certifies in writing to the  
24 commission and to the school district that the school district has corrected  
25 all issues that caused the classification of facilities distress; and

26 (ii) The commission determines the school district  
27 has corrected all issues that caused the classification of facilities  
28 distress.

29 (B) If the division calls for an election of a new school  
30 district board of directors, the school district shall reimburse the county  
31 board of election commissioners for election costs as otherwise required by  
32 law;

33 (8) Require school district staff and employees to attend  
34 training in areas of concern for the public school or school district;

35 (9)(A) Require a school district to cease all expenditures  
36 related to activities not described as part of an adequate education in § 6-

1 20-2302 and place money that would have been spent on the activities into an  
2 academic facilities escrow account to be released only upon approval by the  
3 division for use in conjunction with a local academic facilities project.

4 (B) School districts shall include a clause addressing  
5 this contingency in all contracts with personnel who are involved with  
6 activities not described as part of an adequate education;

7 (10) Notify the public school or school district in writing that  
8 the deficiencies regarding academic facilities shall be corrected within a  
9 time period designated by the division;

10 (11)(A) Petition the State Board of Education at any time for  
11 the consolidation, annexation, or reconstitution of a school district in  
12 facilities distress or take other appropriate action as allowed by this  
13 subchapter in order to secure and protect the best interest of the  
14 educational resources of the state or to provide for the best interest of  
15 students in the school district.

16 (B) The state board may approve the petition or take other  
17 appropriate action as allowed by this subchapter.

18 (C) The Except as set forth in subsection (m) or  
19 subdivision (g)(11)(D) of this section, the state board shall consolidate,  
20 annex, or reconstitute any school district that fails to remove itself from  
21 the classification of a school district in facilities distress within ~~two (2)~~  
22 five (5) consecutive school years of ~~receipt of notice of identification~~  
23 classification of facilities distress status ~~by the division.~~

24 (D) The state board may grant additional time for a public  
25 school or school district to remove itself from facilities distress by  
26 issuing a written finding supported by a majority of the state board  
27 explaining in detail that the public school or school district could not  
28 remove itself from facilities distress during the relevant time period due to  
29 impossibility caused by external forces beyond the control of the public  
30 school or school district;

31 (12) Correct the failure of a school district to complete its  
32 agreed plan or to pass the millage in the special election under subdivision  
33 (f)(2) of this section by contracting for and completing the necessary  
34 improvements under the agreed plan;

35 (13)(A) If the division recommends and the commission concurs  
36 that the academic facilities in the public school district in facilities

1 distress are inadequate to provide an adequate education, the state board may  
2 dissolve the school district and transfer students to public schools in other  
3 public school districts.

4 (B) The state board shall assign the public school  
5 district's territory, property, and debt; and

6 (14) Take any other action allowed by law that is deemed  
7 necessary to assist a public school or school district in ~~removing criteria~~  
8 correcting the issues that the classification of facilities distress, to  
9 secure and protect the best interest of the educational resources of the  
10 state, or to provide for the best interest of students in the school  
11 district.

12  
13 SECTION 22. Arkansas Code § 6-21-811(k)(1)(A), concerning the academic  
14 facilities distress program, is amended to read as follows:

15 (k)(1)(A) If a school district is ~~identified~~ classified by the  
16 commission as being in facilities distress and has immediate repairs, growth,  
17 or suitability improvement issues, the division, in addition to any other  
18 remedy under this section and § 6-21-812, may provide a loan to the school  
19 district to be repaid from any funds available that are not required to  
20 provide an adequate education.

21  
22 SECTION 23. Arkansas Code § 6-21-811, concerning the academic  
23 facilities distress program, is amended to add two new subsections as  
24 follows:

25 (m) If the division or commissioner assumes authority over a public  
26 school district in facilities distress under subsection (g) of this section,  
27 the commission may pursue the following process for returning a public school  
28 district to the local control of its residents:

29 (1) During the second school year following a school district's  
30 classification as being in facilities distress status, the commission shall  
31 determine the extent of the school district's progress toward correcting all  
32 issues that caused the classification of facilities distress;

33 (2)(A) If the commission determines that sufficient progress has  
34 been made by a school district toward correcting all criteria for being  
35 classified as in facilities distress, but the school district has not yet  
36 resolved all issues that caused the classification of facilities distress,



1 the commissioner, with the approval of the commission, may appoint a  
2 community advisory board of either five (5) or seven (7) members to serve  
3 under the supervision and approval of the commissioner.

4 (B) The members of the community advisory board shall be  
5 residents of the school district and shall serve on a voluntary basis without  
6 compensation.

7 (C) The Department of Education shall cause to be provided  
8 to the community advisory board technical assistance and training in, at a  
9 minimum, the areas required in § 6-13-629.

10 (D) The duties of the community advisory board include  
11 without limitation:

12 (i) Meeting monthly during a regularly scheduled  
13 public meeting with the state-appointed administrator regarding the progress  
14 of the school or school district toward correcting all issues that caused the  
15 classification of facilities distress;

16 (ii) Seeking community input from the residents of  
17 the school district regarding the progress of the school or school district  
18 toward correcting all issues that caused the classification of facilities  
19 distress;

20 (iii) Conducting hearings and making recommendations  
21 to the commissioner regarding personnel and student discipline matters as set  
22 forth in the appropriate district policies;

23 (iv) Working to build community capacity for the  
24 continued support of the school district; and

25 (v) Submitting quarterly reports to the commissioner  
26 and the commission regarding the progress of the school or school district  
27 toward correcting all issues that caused the classification of facilities  
28 distress.

29 (E) The members of the community advisory board shall  
30 serve at the pleasure of the commissioner until:

31 (i) The school district is returned to local control  
32 and a permanent school district board of directors is elected and qualified;  
33 or

34 (ii) The state board, upon petition of the  
35 commission or division annexes, consolidates or reconstitutes the school  
36 district pursuant to this title or under another provision of law;

1           (3) By April 1 of each year following the appointment of a  
2 community advisory board pursuant to subdivision (m)(2) of this section, the  
3 commission shall determine the extent of the school district's progress  
4 toward correcting all criteria for being classified as in facilities distress  
5 and shall:

6                   (A) Allow the community advisory board to remain in place  
7 for an additional year;

8                   (B) Return the school district to local control by calling  
9 for the election of a newly elected school district board of directors if:

10                   (i) The division certifies in writing to the  
11 commission and to the school district that the school district has corrected  
12 all issues that caused the classification of facilities distress; and

13                   (ii) The commission determines the school district  
14 has corrected all issues that caused the classification of facilities  
15 distress.

16                   (iii) If the division or commission calls for an  
17 election of a new school district board of directors, the school district  
18 shall reimburse the county board of election commissioners for election costs  
19 as otherwise required by law; or

20                   (C) Petition the state board for the annexation,  
21 consolidation, or reconstitution of the school district under this section;

22                   (4)(A) If the division, with the approval of the commission,  
23 calls for an election of a new school district board of directors pursuant to  
24 subdivision (g)(7) of this section, the commissioner, with the approval of  
25 the commission, may appoint an interim board of directors to govern the  
26 school district until a permanent school district board of directors is  
27 elected and qualified.

28                   (B) The interim board of directors shall consist of either  
29 five (5) or seven (7) members.

30                   (C) The members of the interim board of directors shall be  
31 residents of the school district and otherwise eligible to serve as board  
32 members under applicable law.

33                   (D) The members of the interim board of directors shall  
34 serve on a voluntary basis without compensation.

35                   (n)(1) If, by the end of the fifth school year following the school  
36 district's classification of facilities distress status, the school district

1 in facilities distress has not corrected all issues that caused the  
2 classification of facilities distress, the state board, upon petition from  
3 the commission or division and after a public hearing, shall consolidate,  
4 annex, or reconstitute the school district under this section.

5 (2) The state board may grant additional time for a public  
6 school or school district to remove itself from facilities distress by  
7 issuing a written finding supported by a majority of the state board  
8 explaining in detail that the public school or school district could not  
9 remove itself from facilities distress during the relevant time period due to  
10 impossibility caused by external forces beyond the control of the public  
11 school or school district.

12 (o) This section does not prevent the division, commission, or state  
13 board from taking any of the actions listed in this section at any time to  
14 address a public school or school district in facilities distress.

15  
16 SECTION 24. EMERGENCY CLAUSE. It is found and determined by the  
17 General Assembly of the State of Arkansas that it is the state's  
18 constitutional obligation to provide a general, suitable, and efficient free  
19 system of public schools in the state; that state oversight and intervention  
20 into distressed school districts is critical to the delivery of a  
21 constitutionally adequate education; and that the changes made in this act  
22 are immediately necessary for the state to meet this constitutional  
23 obligation. Therefore, an emergency is declared to exist, and this act being  
24 immediately necessary for the preservation of the public peace, health, and  
25 safety shall become effective on:

26 (1) The date of its approval by the Governor;

27 (2) If the bill is neither approved nor vetoed by the Governor,  
28 the expiration of the period of time during which the Governor may veto the  
29 bill; or

30 (3) If the bill is vetoed by the Governor and the veto is  
31 overridden, the date the last house overrides the veto.

32  
33 */s/Perry*

34  
35  
36 **APPROVED: 04/04/2013**

**Pulaski County Special School District**  
**LEA # 6003**  
**Pulaski County**

**Classified in Fiscal Distress**

May 16, 2011

\* Additional indicator of declining balance added on February 13, 2012

**Fiscal Distress Indicators and Additional Concerns:**

\* Material state or federal audit exceptions or violations

\* A declining balance determined to jeopardize the fiscal integrity of the school district

<b>District Profile:</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Superintendent</b>	<b>James Sharpe</b>	<b>Rob McGill</b>	<b>Charles Hopson</b>	<b>Jerry Guess</b>
4 QTR ADM	17,133	16,989	16,618	16,779
Assessment	2,320,282,041	2,302,878,392	2,352,330,997	2,468,039,116
Total Mills	40.70	40.70	40.70	40.70
Total Debt Bond/Non Bond	156,832,320	152,055,788	149,919,256	149,101,780
Per Pupil Expenditures	9,779	10,783	11,392	11,408
Personnel-Non-Fed Certified FTE	1,427.96	1,313.96	1,551.55	1,318.21
Personnel-Non-Fed Certified Clsrm FTE	1,288.98	1,211.27	1,447.02	1,220.29
Avg Salary-Non-Fed Cert FTE	51,539	55,927	48,186	58,079
Avg Salary-Non-Fed Cert Clsrm FTE	48,906	53,334	44,930	55,541
Net Legal Balance (Excl Cat & QZAB)	8,335,082	7,852,237	2,491,321	13,591,944

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

**District Actions:**

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

**2011-12**

- Revised policy specific to board and employee travel
- Revised policy to discontinue the utilization of blanket purchase orders
- Comply with APSN timelines for bank statement reconciliation
- Revised procedures to segregate purchasing duties within the business division with respect to fixed assets
- Monitored compliance with Board procedures to add competitive bid awards as a regular agenda item
- Segregated accounting duties in payroll to achieve reliable payroll preparation and authorization
- Segregated accounting duties in regard to receipt of funding
- Developed and implemented a district wide overtime policy
- Enforced policy of employees not working past their contracted days without prior written approval
- Develop and implement a district wide plan to secure district assets
- Monitored compliance with IRS regulations in regard to use of district provided vehicles
- Monitoring compliance with district policy in regard to voiding of outstanding checks
- Monitor compliance with districts policy in regard to cell phone usage, use of gift cards and credit cards
- Published FBI "Corruption Reporting" email and phone number on the District website
- Schedule a "Policy Workshop"
- Establish a policy for budget adjustments
- Monitored and implemented corrective actions for the 2008 through 2010 audit findings
- Demonstrated a "Tone at the Top" approach to financial accountability
- Monitored all expenses to remain within budget
- Accurately projected future revenue for budget purposes
- Supervised and monitored the procedure for proper federal and local employee code
- Supervised and monitored proper accounts receivable procedures
- Monitored compliance of coding with the Arkansas Financial Accounting Manual
- Supervised and monitored the issuance of manual checks
- Supervised and monitored the proper use of desegregation funding
- Educated employees on fiscal policies and procedures
- Conduct audits through Legislative Audit
- Submit Fiscal Distress Plan progress statements as a Board action agenda item
- Reduced 77 certified and classified positions through RIF

**2012-13**

- Reduced salaries for 2012-13 through attrition
- Reduced teacher salary schedule from 192 to 190 days
- Implemented a new district-wide copier bid
- Revised employee insurance package
- Changed school bell schedule
- Reduced numerous personnel benefits paid above the state minimum
- Restructured debt through a bond refunding with a lower interest rate
- Established numerous new procedures that corrected past audit findings and strengthened fiscal integrity
- Implement corrective actions pertaining to the FY11 audit findings
- Identify cost reduction possibilities if state desegregation funding is eliminated
- Reverse the declining balance and build the legal balance to 10% of Annual Expenditures

**Pulaski County Special School District**  
**LEA # 6003**  
**Pulaski County**

**The following objectives in the Pulaski County Special School District's Fiscal Distress Improvement Plan have not been completely achieved:**

Objective 17- Supervision and monitoring of security for District properties

Objective 25- Supervision and Monitoring of District provided cell phones

Objective 36- Reverse the declining balance identified by ADE to jeopardize the fiscal integrity of the school district and build a legal balance equal to 10% of annual expenditures

Objective 37- Identify cost reduction possibilities in the event state desegregation funding is eliminated

Objective 39- Implement corrective actions pertaining to FY11 audit findings

**Comments:**

The District was classified in Fiscal Distress on May 16, 2011. The 2012-13 school year will complete the 2nd full year of fiscal distress.

On June 20, 2011, the Arkansas Department of Education took control of the Pulaski County Special School District.

On June 20, 2011, Superintendent Charles Hopson and the School Board were released from their duties.

Mr. Bobby Lester Sr. served as Interim Superintendent from June 20-30, 2011.

On July 1, 2012, Dr. Jerry Guess was hired as Superintendent.

On October 10, 2011, the PCSSD hired a Certified Public Accountant to fill the vacant Chief Financial Officer position.

On February 13, 2012, the Arkansas State Board of Education added the following indicator to the Districts Fiscal Distress classification:

\* A declining balance determined to jeopardize the fiscal integrity of the school district

The FY12 Unrestricted Legal Balance includes a non-recurring revenue receipt of 15.1 million dollars. Act 871 provides for a one-time adjustment to the local tax revenue received January through June. (previously known as 40% pullback).

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012  
**Updated March 6, 2013**

**School District:** Pulaski County Special School District

**Superintendent:** Dr. Jerry Guess

**Phone Number:** (501) 234-2001

**PART A. NARRATIVE OVERVIEW OF DISTRICT**

**Narrative Contained in Original Fiscal Distress Improvement Plan, May 26, 2011:**

The Pulaski County Special School District (PCSSD) was established in 1927 by an act of the Arkansas Legislature joining 38 independent school districts into a “special school district”: Now the second largest in the state after the Little Rock School District, the PCSSD is among the 500 largest in the United States. The district contains nearly 750 square miles. PCSSD enrolls students from Little Rock, North Little Rock, Sherwood, Jacksonville, Scott, McAlmont, Maumelle, Woodson, Sweet Home, College Station and Wrightsville.

In Partnership with ADE, in 2009-10, the District completed a financial data system conversion to the Arkansas Public School Network System (APSCN) where the District’s entire financial database is hosted by the State. APSCN provides a system of transparency and accountability for local, state and federal funds. During the 2010-11 school year, the district transitioned to a student information system, eSchoolPLUS, as part of a statewide deployment by ADE. This student information system will manage all student data by providing accurate, real-time, and accessible student data.

More than 1,450 certified staff and 1,650 support staff are employed by the District. PCSSD is currently operating under a court ordered desegregation plan.

The Pulaski County Special School District is comprised of one Pre-K center, 24 elementary schools, two stand-alone alternative learning environments, six middle schools and six high schools. All secondary schools are North Central accredited. PCSSD schools are fully accredited by the state of Arkansas. Nothing in this plan will violate the Standards of Accreditation.

During the current school year, the District participated in discussions with the North Central Accrediting Association and is making the commitment to become fully accredited district wide. PCSSD embarked on the development of a comprehensive district-wide strategic plan along with an ambitious facilities renovation and rebuilding plan, Vision 2020, both of which are planned to be implemented in the 2011-12 school year.

**Narrative Added with February 23, 2012, Revised Plan:**

On May 16, 2011, the Arkansas State Board of Education classified PCSSD as a school district in fiscal distress on the basis of material state or federal audit exceptions or violations. On January 19, 2012, the Arkansas Department of Education identified PCSSD as being a school district in fiscal distress on the basis of a declining balance determined to jeopardize the fiscal integrity of the school district and recommended that the State Board of Education classify PCSSD as being in Fiscal Distress based on this additional indicator. On February 13, 2012, the State Board of Education accepted the recommendation of the Department of Education and classified PCSSD as being in Fiscal Distress on the basis of a declining balance determined to jeopardize the fiscal integrity of the school district. Therefore, the district has added additional objectives to its Fiscal Distress Financial Improvement Plan. The additional objectives begin with number thirty-six (36).

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**Narrative Added with April 2012 Revised Plan:**

Objectives 36-39 submitted February 23, 2012, dealt in general terms with district plans to address the declining balance the State Board of Education determined as an additional indicator of fiscal distress. Those four objectives have been replaced with a new objective 36 that provides several specific strategies for solving the declining balance problem. Objective 37 relates to the probability of the district losing state desegregation revenue. Objective 38 explains a recent bond refunding that will generate interest savings to be used for academic facilities improvements. Objective 39 provides the strategies for correcting audit findings contained in the financial audit for the fiscal year ended June 30, 2011.

**Introduction and Summary**

1. The District has unsuccessfully negotiated with the bargaining groups for certified staff and non-certified staff. A stalemate has been reached in these negotiations.
2. A healthy budget conforming to State law requirements cannot be attained unless the stalemate with the unions is broken. Some force or authority must emerge to break the stalemate or otherwise remove this impediment toward the District's ability to comply with State law in fiscal matters. Objective 36 contains specific strategies for reducing cost for the purpose of reversing the district's declining balance. If the cost reduction requires a change to the union agreement we elected to operate under during the 2011-12 school year, the amount of net savings is followed by "PNA" (Professional Negotiations Agreement). If the stalemate with the union cannot be broken, the PNAs should not be followed in 2012-13, should be formally voided and be replaced with board approved personnel policies. Those policies will allow the administration to manage the district and direct personnel with the understanding that decisions will be made reasonably, without discrimination, and consistent with the law.
3. The District has otherwise identified unilateral cuts and expenditure reductions it can make without agreement of the unions to help restore fund balances and begin the process of returning to a sound financial footing.
4. The District must identify ways to generate revenue for facilities funding if it is to ever attain unitary status and extricate itself from federal court supervision.
5. The District continues to believe that a comprehensive settlement of the 1989 Desegregation Agreement is the most effective and efficient means to exit from fiscal distress and welcomes the resumption of meaningful settlement negotiations.



ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

**Background**

**Fiscal Distress Status.** On May 16, 2011, the District was classified by the State Board of Education as a District in fiscal distress. The reasons cited for the classification were:

- Material state or federal audit exceptions or violations.

The District completed a Fiscal Distress Improvement Plan and submitted it to the Department on May 26, 2011. That plan includes corrective actions for the material state and federal audit exceptions and violations and is currently being implemented. Additional actions may be needed following the completion of the 2010-2011 financial audit being conducted by the Arkansas Division of Legislative Audit. The audit was incomplete as of the date of this submission.

A January 19, 2012, letter from Kathleen Crain, Interim Assistant Commissioner, Fiscal and Administrative Services, Arkansas Department of Education, provided notice that an additional indicator of fiscal distress had been identified:

- A declining balance determined to jeopardize the fiscal integrity of a school district.  
(Ark. Code Ann. §6-20-1904(a)(1)(A))

This additional indicator was based upon a joint review of the District's finances by the Department and the District, and the administration of the District agreed with this determination. A balance decline of \$5,500,000.00 was identified for the 2010-2011 school year.

In communications with its membership, the union leadership seeks to blame this fund balance decline on the current administration. However, this balance decline was identified for the 2010-2011 school year. Dr. Guess took over the reins of the District on July 1, 2011 or the beginning of the 2011-2012 school year. The other administrators and consultants identified by the union leadership were not hired until later in the 2011-2012 school year.

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
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**Steps Taken to Date**

Act 871 provided some time for the District to carefully consider cost-cutting measures that will be necessary in 2012-2013 to balance the budget. That act provides for a one-time adjustment to the 40% pull-back in local tax revenue. This results in a one-time advancement of revenue to the District of \$15.1 million. This is not recurring revenue. Unfortunately, the union leadership has taken the position in communications with its membership that the \$15.1 million will cure the District's fiscal woes and restore healthy fund balances. Disappointingly, the union leadership fails to inform its members that this is non-recurring revenue and, therefore, its loss has a dramatic impact upon the budget for 2012-2013 and beyond.

The District believes there is a need to make significant changes. Approximately 80% of the district's budget relates to personnel cost, and no significant cost savings can occur without an effect on personnel. Beginning this year, all vacant positions are carefully evaluated before being filled. This has resulted in the reduction of 28.6 positions since the end of the 2010-2011 school year. At the same time, all areas of the organization are being reviewed to implement a Reduction in Force for 2012-2013. It is necessary to revise parts of the negotiated agreements with the Pulaski Association of Classroom Teachers (PACT) and the Pulaski Association of Support Staff (PASS) to reduce personnel costs.

Any modifications to the 1989 Desegregation Settlement Agreement also have the potential to significantly impact the financial future of the District. The State filed a motion on March 26, 2012 to immediately end funding flowing from the Settlement Agreement. The response of all three Pulaski Districts is due April 30, 2012.

The District currently receives approximately \$20,000,000.00 each year that the state classifies as desegregation related revenue. About half of these funds are in support of the Majority to Minority (M-to-M) Transfer Program and are in lieu of foundation funding. If the M-to-M program ends, the District would lose the differential between the \$10,000,000.00 of M-to-M funding it currently receives but would gain \$6,000,000.00 of foundation funding it currently does not receive for a net loss of \$4,000,000.00. The District also received about \$2,300,000.00 million for transportation related to M-to-M and Magnet School transportation. If those programs end, the transportation cost savings should be equal to the revenue loss. However, there is another \$7,300,000.00 of court awarded state revenue awarded because of the District's higher cost for employee health insurance and retirement. These funds allow the District to pay significantly more toward employee health insurance premiums than is required by law. If this funding ends, a significant reduction in the District's contribution toward health insurance may be necessary.

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FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
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Due to the discovery of declining balances and the need to plan for the eventual loss of state desegregation funding, the District is including the following additional objectives in its Fiscal Distress Improvement Plan to help build an adequate fund balance and operate within its means:

- Held discussions with representatives of PACT to lower personnel costs required by the Professional Negotiations Agreement between the District and PACT.
- Held discussions with representatives of PASS to lower personnel costs required by the Professional Negotiations Agreement between the District and PASS.
- Lower operating costs for the 2011-2012 school year.
- Lower operating costs for the 2012-2013 school year.

The District has made numerous other changes this year that range from bidding new contracts for copiers to purposely not replacing employees who left if their services could be absorbed in reasonable ways. We have trimmed budgets in communications, learning services, technology, fringe benefits and maintenance. We will change bell schedules for 2012-13, change middle school schedules from eight periods to seven, examine very carefully secondary schedules for increased efficiencies, and more efficiently staff programs and services. We are working to identify by subject area or job classification specific positions to reduce. We understand that reduction means loss of jobs, but we are optimistic that because typically an average of 125 employees retire or resign, many reductions will take place through attrition.

**The Status of Negotiations with PACT and PASS**

The administration and the union leaders never attempted to resolve the question of whether the existing union contracts were void or voidable. There were two reasons this was not necessary. First, the ADE decided early on the District would observe the language and economics of the union agreements for the 2011-12 school year; second, ADE was willing for the District to negotiate new contracts with PACT and PASS. However, the *sine qua non* for the new contracts would be that they would (1) substantially reform the language in the old agreements that hamstrung the superintendent's ability to manage the district; and (2) achieve the economic reforms necessary to balance the budget for 2012-13. The administration tried both outside and within negotiations to convince the unions this was a "win/win" situation. On the one hand, the administration would gain the freedom to manage the district, as well as the economic relief necessary to balance the budget. On the other hand, once fiscal distress was ended, the unions would still be in place as the exclusive bargaining representatives of the employees with certified and classified contracts, and its dues check-off and other union security language intact. The administration has not succeeded in convincing the unions this is a "win/win" situation for the District and the unions.

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The essence of the parties' starting positions in negotiations was: (1) The District proposed deleting all restrictive language from the agreements to be replaced by general management discretion. That discretion would be restricted by providing that the administration could not act unreasonably, in a discriminatory manner, or contrary to law. An employee believing an administration action was unreasonable, discriminatory, or illegal, would have access to the grievance procedure to challenge the administration action. (2) On economics, the District proposed \$7,000,000.00 in savings and the unions *status quo* or zero savings. The unions never agreed to bargain on the language changes, thought it did "discuss" some changes. The unions did move some on economics in the meetings. However, the parties have now clearly reached a stalemate. The union leadership refuses to move, and the District cannot move further. In short, in several meetings over a month the district reduced its proposal for annual savings by almost \$3,000,000.00, while the union agreed to cut perhaps \$700,000.00 out of a needed \$4,200,000.00. At that point the mediator suggested adjournment, and the parties agreed, but not before the union representative stated in the strongest possible terms that the unions would not discuss, much less agree to, any changes in the PACT/PASS agreements. The mediators asked the District if it would agree to meet again. The District agreed, with the qualification that the mediators satisfy themselves that the union was, in fact, willing to move substantially toward the District on economics. The mediators called, said they were so satisfied, and the District agreed to meet. The parties met. The union leadership made no move.

The district needs to identify reductions in expenses equal to \$11,000,000.00 for next year. In addition, we need to make changes to the daily operation of the district that will require that both PNAs be replaced by new contracts, or voided and replaced by personnel policies and state law. We identified savings of about \$7,000,000.00 and worked to identify contract concessions of about \$7,000,000.00 that could be considered. Property tax collections during calendar year 2011 have come in about \$2,000,000.00 more than budgeted. We expect spring tax collections to also exceed budget, but we cannot be certain of that. We have reduced our needed savings to about \$4,200,000.00 for the 2012-13 school year. During talks with PACT/PASS, we have taken some items out of current consideration. Among those are the bonus for National Board Certification, longevity pay and reducing bus driver aides by one-half. We have insisted that savings are needed, are based on defensible calculations, must be identified and must be realized.

The District has asked for meaningful suggestions from PACT/PASS. Union leadership has offered to propose no raises in salary or fringe benefits for next year. They propose to freeze professional growth increments for next year only, which would amount to \$1,400,000.00. The administration noted throughout the process that it was using the 2011-12 expenditure budget as its baseline and was adding and subtracting from that number to project 2012-13 expenditures. This \$1,400,000.00 was not shown as an added cost in the administration's projections. Therefore, forgoing that cost does not decrease the projected costs nor increase the projected ending legal balance. That is not a true savings from this year's expenses, but is an anticipated expense in next year's budget based on expected movement as professional growth classes would affect each employee's placement on the salary schedule. The union leadership has further proposed reducing all 12-month contracts (244 days) to 190 days. It is not reasonable to assume that the district could operate successfully with reductions of 54 days in those contracts. Twelve-month contracts have been reduced here by 17 days to address past fiscal distress. There are 17 "cut days" listed in the calendar as a result of cost saving efforts in the past that have affected those contracts. The union officials have further "identified" savings of \$1,000,000.00 in district office, administration and operations changes. Those are savings that we have also identified and are planning to make.

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**The Bottom Line**

The District needs to reduce expenditures to State minimum standards to survive financially. The union leadership will not agree. This road block to realizing and constructing a budget for 2012-2013 that is acceptable to the State and conforms to state law must be removed.

**Facilities**

The District currently lacks the revenue to support all of the facilities projects that need to be completed. However, the District has managed to infuse its building fund with \$8,000,000 million, which is available for immediate-needs projects to ultimately make its most needy facilities safe, warm, and dry. That work will start immediately.

The District also recently successfully completed a refunding of bonds from 2004. This refunding will generate savings of approximately \$2.5 million over the 23-year remaining life of the bonds with most of the savings occurring over the next five years. Stated another way, this will “free up” approximately \$500,000 a year in interest savings that can also be dedicated to facilities projects during the next five years.

It is important that the readers of this Plan understand an additional factor that retards the District’s ability to finish its facilities task. The partnership share is determined in part by a school district’s local wealth per student. That in turn is a function of the District’s enrollment divided into its local tax base. Because the PCSSD has steadily lost enrollment over the past decade, its local wealth per student has been rising to artificially high levels. In other words, on paper, the District appears to be somewhat wealthy when in fact it is a district in double fiscal distress.

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The artificial increase in the local wealth per student is a function of enrollment decline. The enrollment decline is exacerbated by the proliferation of charter schools and the election of PCSSD students to attend those schools. For instance, from 2009 through the first semester of 2012, 311 students withdrew from PCSSD schools to attend Lighthouse Academy in Jacksonville. At least 66 students have withdrawn from Maumelle area schools to attend Academics Plus Charter School, during the same period of time. No doubt greater numbers transferred in earlier years. Also, at least 70 students have withdrawn from Sherwood area schools to attend LISA Academy schools the last three years.

The enrollment decline began long before charter schools proliferated and was fueled among other reasons by patrons' desires to avoid integrated schools, other desegregation requirements, elections to attend private schools, to home school or simply not relocate or locate in the Pulaski County Special School District.

All of this results or contributes to a substantial reduction in the State's contribution to facilities construction and remodeling in PCSSD and also results in reductions in State aid to PCSSD.

Whatever the State can do to help the PCSSD reverse its enrollment decline will directly and positively impact the PCSSD's ability to attain unitary status in the critical area of facilities.

If the State has suggestions for accelerating the District's ability to become unitary in the area of facilities (understanding that the ADE is currently assisting the PCSSD's efforts toward attaining this status), then those suggestions are welcome whether they take the form of loans (of which the State is now in a position to guarantee repayment in the future), guaranties, or other devices, such as the State building facilities and leasing them back to the PCSSD at attractive rates.

**The Potential for a Comprehensive Settlement**

With the State's pending motion to terminate funding, the PCSSD is optimistic that this development might reopen stalled settlement discussions. In the meantime, because it is a district in double fiscal distress, the PCSSD has no fiscal choice but to oppose the current motion which seeks an immediate, rather than phased, end to these three categories of State revenue.

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The PCSSD has always been willing to settle these issues. The PCSSD remains willing to settle these issues, but settlement necessarily must include a reasonable phase-out of the current funding in a way that allows the PCSSD or a newly reconstituted PCSSD to attain financial stability and long-term fiscal health.

All parties, including the State, must acknowledge and work toward not only a reasonable phase-out of the revenue but reasonable and sensible adjustments to the expense side of the equation. This necessarily impacts the Majority to Minority transfer program expenses as well as the stipulation Magnet school expenses. Stated another way, it is only half a loaf to propose a reasonable phase-out of revenues; corresponding reductions on the expenditure side have to occur to make any phase-out proposal meaningful. The PCSSD simply totally lacks the resources to continue to fund the M to M program or the Magnet program without the current sums received from the State.

It will take the concerted effort of all stakeholders to accomplish such a task, but the PCSSD is ready to be a leader in that regard. Perhaps the effort should be approached in segments, such as concentrating first on the M to M program adjustments or elimination, rather than seeking to tackle all of the revenue and expenditure parameters simultaneously.

Particularly problematic is the issue of sums received from the State for teacher retirement and health insurance. These revenues were not part of the original 1989 settlement agreement. Rather, they were awarded by the court presiding in the desegregation case as a judgment against the State for violating the 1989 settlement agreement. While the State claims changed circumstances to terminate all State funding, the fact is that it has not pled or described any changed circumstances justifying the elimination of teacher retirement or health insurance funding. It is a substantial sum of money to the PCSSD, and the District respectfully submits to the State authority that if litigation is inevitable and settlement an impossibility, this aspect of the current State funding may prove the most difficult and problematic for the State to escape.

Again, despite this, the PCSSD is ready, willing, and able to discuss a reasonable settlement agreement, one that provides a reasonable phase-out of revenues at least corresponding to a phase-out of corresponding expenditures.



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**Status Update: March 6, 2013**

**Material State and Federal Audit Findings**

As of March 6, 2013, the audit report is still under review by the Arkansas Division of Legislative Audit. The report is expected to be published by March 31, 2013.

**Declining Balance**

Following the May 16, 2011, State Board of Education Meeting in which the district was classified as being in Fiscal Distress for “material state or federal audit exceptions or violations”, the district reported a declining legal balance for the fiscal year ending June 30, 2011. According to the Annual Financial Report the district submitted to the Arkansas Department of Education, the district’s legal balance decreased from \$9,516,856 to \$4,087,687 during the 2010-2011 school year. In addition, the district failed to accurately record an expenditure of \$689,855 for workers compensation insurance. With that expenditure added, the district’s legal balance decreased by \$6,119,024. Therefore at its February 2012 meeting, the State Board of Education added the indicator “a declining balance determined to jeopardize the fiscal integrity of a school district” to the fiscal distress status of the school district.

The district’s 2012-2013 budget provides for an increase of approximately \$500,000 to its Legal Fund Balance. It also includes approximately \$2M budgeted for the replacement of school buses. The district had not had a systematic bus replacement plan. With a fleet of 330 buses it is necessary to purchase 25-30 per year in order to maintain an average bus age of 12 years. As of March 6, 2013, the administration believes it is on track to achieve the budgeted ending Legal Balance of \$14.7M. This does include the one-time increase of \$15.1M to fund balance that occurred during the 2011-2012 school year due to Act 871 of 2011. (See “Steps Taken to Date” on page 4 above.) If property tax collections between March and June of 2013 match the amount budgeted, the district’s declining balance trend should be corrected. However, the district will still be short of its stated objective of having a Legal Balance equal to 10% of annual expenditures. Also, as explained below under “Union Contracts” and under “Desegregation Settlement” there is some pending litigation with some major financial ramifications. The outcome of that litigation is not likely to be known until after the completion of the 2013-2014 budget.

**Facilities**

The district maintains approximately 3.6M square feet of facilities spread over 730 square miles. The facilities vary in age and condition and the district has been unable to devote sufficient resources to bring many of these facilities up to an acceptable state of condition. Prior to the 2009-2010 school year, the district had made several year-end transfers from its Operating Fund to its Building Fund for the purpose of making facility improvements. After recently spending approximately \$7.4M of the Building Fund on a wide-range of projects that addressed “warm, safe and dry” issues, the Building Fund now has a balance of \$9.5M. Of this amount, \$3.7 million was derived from the legally required transfer of bond refund savings and the remainder was from a 2008-2009 transfer from the district’s Operating Fund.

The administration has identified \$4.1M of additional high priority “warm, safe and dry” issues and plans to begin those projects soon. The administration is also considering the refunding of two more bond issues (refinance at lower interest rate) that are expected to provide the Building Fund with another \$9M over the next three years. Once these funds are expended, there will be no recurring revenue stream for Building Fund projects without a complete restructuring and extending of all debt and/or a debt service millage increase. Because of the district’s negligible Facilities Wealth Index, the district qualifies for very little State Partnership Funding for facility additions and improvements. (See previous discussion of Facilities above.)

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**Union Contracts**

PACT and PASS have filed a notice of appeal from the dismissal of their claims against the State. The record in the case has not yet been lodged with the appellate court, but when it is the court will establish a briefing schedule for the appeal. If the district is required to reinstitute the union contracts retro-actively to the 2012-2013 school year, the district would be obligated to pay approximately \$4M more in personnel cost for that year. It would also be required to budget an additional \$5.7M for 2013-2014 and an additional \$6.7M for 2014-2015.

**Desegregation Settlement**

The District has proposed a hearing schedule for August and September, 2013. The district court is being asked to separately take up the district's unitary status in special education, one race classes, secondary gifted and talented and staff and personnel. An order addressing the proposed hearing schedule is expected in the near future.

The district submitted a comprehensive status report on February 1, 2013 addressing progress within and tasks remaining to be accomplished in the nine areas remaining for compliance with Plan 2000, its desegregation plan.

The district earlier submitted a response to the state motion to terminate desegregation funding by opposing it, but suggesting that if the court felt the need to modify the 1989 consent decree that it seriously consider redirecting funds toward facilities issues and the creation of a separate Jacksonville school district.

Assuming the approximately \$20M of funding for majority to minority transfer students, magnet and majority to minority transportation and health and retirement employer costs were to be eliminated, the net loss to the district would be approximately \$14M per year. This assumes a gain of approximately \$6M if majority to minority transfer students received remain in PCSSD and start generating state foundation funding.

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**PART B: PLAN OBJECTIVES-Status Update as of March 6, 2013**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 1	Monitor corrective actions of material state or federal audit exceptions or violations	Superintendent, Board, and All Administrators	Monitor implementation of adequate corrective actions for 2007-08, 2008-09 and 2009-10 identified audit findings and deficiencies as listed in Hudson Cisne's audits	Monitor	Monthly School Board Meetings  Audit Exit Conference for FY12 on 2/14/13—No Material Findings	N/A	N/A	Yes	
Objective 2	Promote commitment to financial prudence and consistency with policies and procedures	Superintendent, Board and All Administrators	Demonstrate a "tone at the top "promoting commitment to financial prudence through the adoption and implementation of sound policies and procedures	Policy adoption or revisions	On-going	N/A	N/A	Yes	

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	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 3	Supervision and Monitoring of district budget	Superintendent, Board and All Administrators	Monitor all expenses to remain within budget	Monitor	On-going	N/A	N/A	Yes	
Objective 4	Supervision and Monitoring of local, state, and federal revenue	Superintendent, Board and All Administrators	Monitor local, state, and federal funding sources to project increases, decreases, or cuts in revenue that affect the annual budget and make the recommended budget revisions	Monitor	On-going	N/A	N/A	Yes	
Objective 5	Strengthen Internal Controls	Superintendent, Board and All Administrators	Monitor implementation and proper management of fiscal oversight responsibility and safeguards to prevent, and timely detect, misappropriation of funds, potential waste and abuse of District assets	Monitor	On-going	N/A	N/A	Yes	

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	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 6	Supervision and Monitoring of all local, in-state and out-of-state travel	Superintendent, Board and All Administrators	Monitor compliance with policy revisions specific to Board and employee travel and adherence to procedures for completing required documentation	Board Policy Adopted Policy DKC Business Procedure 7:01, 7:02 & 7:03	On-going	N/A	N/A	Yes	
Objective 7	Supervision and Monitoring of Purchasing policies and procedures	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Revised Business Procedure 03:02 8/01/2012	Board Policy Adopted Board Policy DJ	On-going	N/A	N/A	Yes	
Objective 8	Timely reconciliation of monthly bank statements	Chief financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Reconcile School Activity Bank Accounts Each Month in Business Office rather than school. Maintain zero unexplained variance.	Monitor	April 30, 2013 Operating Fund bank accounts have been reconciled to zero variance . Goal is to have all 36 Activity Fund and all 36 Food Service Fund accounts up to date with zero variances by April 30, 2013.	N/A	N/A		No

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	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 9	Segregate Fixed Asset duties	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Purchasing duties will be segregated within the Business division with respect to fixed assets	Monitor	On-going	N/A	N/A	Yes	
Objective 10	Supervision and Monitoring of Competitive Bid Awards	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Monitor compliance with Board procedures to add competitive bid awards(s) as a regular agenda item	Monitor and adjust board policy <b>Board Policy DJE</b>	Monthly School Board Meetings as needed	N/A	N/A	Yes	
Objective 11	Segregate Payroll duties	Chief Financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Accounting duties in payroll will be segregated within the department to achieve reliable payroll preparation and authorization	Monitor	On-going	N/A	N/A	<b>Yes</b>	

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	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 12	Segregate Accounting duties	Chief Financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Accounting duties will be segregated within the department to provide accountability and assurance in regard to receipt of funding	Monitor	On-going	N/A	N/A	Yes	
Objection 13	Supervision and monitoring of employee overtime	Chief Executive Officer(CEO) and Director of Human Resources	Amend and implement a district wide over-time procedure	Monitor	Procedure 12:04 Amended February 2013 Policy will be proposed to Classified PPC March 2013	N/A	N/A	Yes	
Objective 14	Supervision and monitoring of employee contracts	Chief Executive Officer (CEO) and Chief Financial Officer (CFO)	Employee(s) will not work past their contracted days without prior written authorization from the CEO, Human Resources and CFO of Business Affairs	Monitor	On-going	N/A	N/A	Yes	

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	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 15	Supervision and monitoring of coding on local funded employees	Chief Executive Officer, Director of Human Resources	Monitor implementation of Human Resources procedures to approve and document the funding source(s) from which employees are paid from	Monitor	On-going	N/A	N/A	Yes	
Objective 16	Supervision and Monitoring of coding on Federally funded employees	Chief Executive Officer, Director of Human Resources	Monitor implementation of Human Resources procedures to approve and document the funding source(s) from which employees are paid from	Monitor	On-going	N/A	N/A	Yes	
Objective 17	Supervision and monitoring of security for District properties	Chief Operations Officer and Director of Security	Development and implementation of a district wide plan to secure district assets	Monitor	March 31, 2013	N/A	N/A		No



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	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 18	Supervision and Monitoring of Accounts Receivable	Chief Financial Officer, Director of Accounting and Auditing, Coordinator of Accounting and Auditing, and Budget Managers	Monitor compliance of coding with Business Division procedures regarding payments due to the District	Monitor	On-going	N/A	N/A	Yes	
Objective 19	Supervision and Monitoring of Compliance with the Arkansas Financial Accounting Manual	Chief Financial Officer, Director of Accounting and Auditing, Coordinator of Accounting and Auditing and Budget Managers	Monitor compliance of coding with the Arkansas Financial Accounting Manual	Monitor	On-going	N/A	N/A	Yes	
Objective 20	Supervision and Monitoring of timely voiding of stale outstanding checks	Chief Financial Officer, Director of Accounting and Auditing, coordinator of Accounting and Auditing	Monitor compliance with District in regard to voiding of outstanding checks	Monitor	On-going Procedure 05:03 8/1/2012	N/A	N/A	Yes	
Objective 21	Supervision and Monitoring of District provided vehicles	Chief Operations Officer, Chief Financial Officer, and Director of Accounting and Auditing	Monitor compliance with IRS regulations in regard to use of District provided vehicles	Monitor	On-going	N/A	N/A	Yes	

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	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 22	Supervision and Monitoring of Gift Card issuance	Chief Financial Officer, Budget Managers and Director of Accounting and Auditing	Comply with the District's Purchasing Policies and Procedures	Monitor	On-going	N/A	N/A	Yes	
Objective 23	Supervision and Monitoring of Warehouse Inventory	Chief Operations Officer, chief Financial Officer and Director of Accounting and Auditing	Combine Purchasing and Warehouse Operations with Director and staff located at warehouse	Monitor	On-going	N/A	N/A	Yes	
Objective 24	Supervision and Monitoring of the issuance of manual checks	Chief Financial Officer, Director of Accounting and Auditing, Budget Managers, Coordinator of Accounting and Auditing	Monitor compliance with APSCN procedures in regard to the issuance of manual checks	Monitor	On-going	N/A	N/A	Yes	
Objective 25	Supervision and Monitoring of District provided cell phones	Chief Financial Officer, Coordinator of Purchasing and Director of Purchasing	Monitor compliance with District procedure in regard to cell phone usage	Monitor	March 31, 2013 Procedure 07:06	N/A	N/A		No
Objective 26	Supervision and Monitoring of timely payment of accounts payables	All Administrators	Provide vendors with specific information needed for timely payment of invoices. Investigate reasons for late payments and take corrective action.	Monitor	On-going	N/A	N/A	Yes	

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	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 27	Supervision and Monitoring of desegregation funding	CFO and Assistant Superintendent for Equity and Pupil Services	Monitor expenditures related to desegregation funding	Monitor	On-going	N/A	N/A	Yes	
Objective 28	Educate employees on fiscal policies and procedures	Superintendent, Board, and All Administrators	Educate employees on fiscal policies and procedures	Monitor	On-going	N/A	N/A	Yes	
Objective 29	Supervision and Monitoring of District issued credit cards	Chief Financial Officer, Budget Managers, Director of Purchasing and Coordinator of Purchasing	Monitor the use of District provided credit cards and compliance with District credit card policy	Monitor	On-going	N/A	N/A	Yes	
Objective 30	Quarterly Audits	Legislative Audit	Quarterly Audits by Legislative Audit	Monitor	Quarterly TBD by Legislative Audit FY11 & FY12 Financial Audits Completed	N/A	N/A	Yes	
Objective 31	Supervision and Monitoring of reports charging Fraud and Abuse pertaining to district resources	Superintendent and Division Leaders	Publish FBI "Corruption Reporting" email and phone number on District web site	Monitor	March 1, 2013	N/A	N/A	Yes	

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Objective 32	Supervision and Monitoring of Fiscal Distress Improvement Plan	Superintendent and Division Leaders	Submit Fiscal Distress Plan progress statements as an action agenda item under the section of miscellaneous reports on the Board Agenda	Monitor	March 12, 2013	N/A	N/A	Yes	
Objective 33	Supervision and Monitoring of Budget Adjustments	Superintendent and Division Leaders	Establish a policy for budget adjustments	Policy adoption or revisions Board Policy DB	March 12, 2013	N/A	N/A		No
Objective 34	Supervision and Monitoring of Board Policies	Superintendent and Division Leaders	Superintendent's Cabinet to review ASBA model policies and recommend changes to PCSSD Board Policies	Monitor	On-going	N/A	N/A	Yes	
Objective 35	Supervision and Monitoring of the finance, payroll and technology departments	Superintendent and Division Leaders	Research information on restructuring financial, payroll and technology	Monitor	On-going	N/A	N/A	Yes	
Objective 36	Reduction of Personnel Costs required by PACT-PNA	Superintendent, Division Leaders and Board	Exhibit 1	Approve Revised Contract	Begins 2-22-12	Various	Exhibit 1		No
Objective 37	Reduction of Personnel Costs required by PASS-PNA	Superintendent, Division Leaders and Board	Exhibit 2	Approved Revised Contract	Begins 2-22-12	Various	Exhibit 2		No

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Objective 38	Lowering Operating Costs for 2011-2012	Superintendent, Division Leaders	Exhibit 3	Monitor	On-going	N/A	Exhibit 3		No
Objective 39	Lower Operating Costs for 2011-2013	Superintendent, Division Leaders	Exhibit 4	Approve Budget	On-going	N/A	Exhibit 4		No
Objective 36	Reverse the declining balance identified by ADE to jeopardize the fiscal integrity of the school district and build a legal balance equal to 10% of annual expenditures	Superintendent, Division Leaders	Various-See Below Strategies		June 30, 2014	Operating			No  The district has a balanced budget for 2012-2013. Due to a phase-out approach to some personnel costs, the district will not achieve a legal balance equal to 10% of annual expenditures until June 30, 2014. (Assuming no substantive change to policies or decrease in funding.)
			Implement new district-wide copier bid	Approve Contract	June 2012	Operating	\$141,228	Strategy Accomplished	
		Superintendent, Division Leaders	Revise Employee Insurance Package	Approve Insurance Package	April 2012	Operating	\$1,500,000	Strategy Accomplished	
		Superintendent, Division Leaders	Change school bell schedule	Approve New Bell Schedule	August 2012	Operating	\$401,124	Strategy Accomplished	

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	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
		Superintendent, Division Leaders	Do not fill vacant positions 2011-2012	Approve Budget	July 2011 – June 2012	Operating	\$775,328	Strategy Accomplished	
		Superintendent, Division Leaders	Reduction in Force – 77 positions	Approve Budget	April 2012 – May 2012	Operating	\$3,850,000	Strategy Accomplished	
		Superintendent, Division Leaders	Reduce Teacher Salary Schedule from 192 to 190 Days	Approve	July 2012	Operating	\$795,000 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Reduce amount paid to teachers for non-instructional duties	Approve Budget and Relative Policies	July 2012	Operating	\$376,857 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Attendance Incentive Pay for all employees (amounts paid end of each semester and end of each year, not amount	Approve Budget and Relative Policies	July 2012	Operating	\$102,615 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Add Unused Sick Leave Pay to Support Staff to Match Benefit Provided Certified Personnel	Approve Budget and Relative Policies	July 2012	Operating	(\$154,038) PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Bereavement Leave (1)	Approve Budget and Relative Policies	July 2012	Operating	\$30,000 PNA	Strategy Accomplished	

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	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Superintendent, Division Leaders	Phase out Placement on Salary Schedule Based on District Courses	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$2,800,383 PNA		Strategy will not be complete until end of 3-year phase out during 2014-15 school year
		Superintendent, Division Leaders	Phase out Professional Growth Contracts – Certified Personnel	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$1,200,000 PNA		Strategy will not be complete until end of 3-year phase out during 2014-15 school year
		Superintendent, Division Leaders	Phase out Staff Development Compensation – Support Staff	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$344,622 PNA		Strategy will not be complete until end of 3-year phase out during 2014-15 school year
		Superintendent, Division Leaders	Eliminate Severance Pay	Approve Budget and Relative Policies	July 2012	Operating	\$805,083 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Change Accrued Leave to Sick Leave as Defined by Arkansas Law	Approve Budget and Relative Policies	July 2012	Operating	\$218,970 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Establish the Authority Of The Administration To Manage The District Personnel Reasonably, Without Discrimination, And Consistent With Law	Approve Relative Policies	July 2012	N/A	N/A	Strategy Accomplished	

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**PART B: PLAN OBJECTIVES**

	<b>Plan Objective</b>	<b>Responsible Party</b>	<b>Specific Strategy</b>	<b>Board Action</b>	<b>Date of Action</b>	<b>Funding Sources</b>	<b>Amount of Net Savings</b>	<b>Objective Yes</b>	<b>Met No</b>
Objective 37	Identify cost reduction possibilities in the event state desegregation funding is eliminated	Superintendent, Division Leaders	During the 2012-2013 budget process, code specific expenditures that could be eliminated to the desegregation fund and source of fund codes	Approve	May 31, 2013	N/A	N/A		No-Have not identified cuts sufficient to offset 100% loss of deseg funds
Objective 38	Refund Bond Issue Dated November 1, 2004	Superintendent, Chief Financial Officer and Board	Issue new bonds in the amount of \$21,860,000 to refund 11-1-2004 issue at lower interest rate	Approve	April 2012	Debt Service Mills	\$2,528,185 over 23 years restricted to academic facilities projects	Yes	
Objective 39	Implement corrective actions pertaining to FY11 audit findings	Chief Financial Officer	Various-See Below Strategies	Approve	May 31, 2013	N/A	N/A		No-Supplemental Finding #1 Not Complete as of 3/06/2013
		Chief Financial Officer	Audit Finding 2011-1 Segregate accounting duties to the extent possible.	Approve	February 2013	N/A	N/A	Strategy Accomplished	
		Chief Financial Officer	Audit Finding 2011-2 Develop and implement a process that will identify and record all accounts payable at year end	Approve	June 2012	N/A	N/A	Strategy Accomplished	



ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Audit Finding 2011-2 Close bank accounts that were incorrectly classified as "investments" and transfer the proceeds to a "cash in bank" account	Approve	March 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-2 Properly record amount the \$689,855 paid for workers compensation insurance	Approve	April 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-3 Monitor Federal Title 1 expenditures to ensure they comply with the approved ACSIP budget	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-4 Have all newly purchased Fixed Assets delivered to a central location for proper tagging prior to delivery to final destination.	Approve	July 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Audit Finding 2011-5 Give a business office employee or program administrator responsibility for the collection and filing of required time certifications for federally funded positions.	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #1 Notify vendors in writing regarding district procurement policies and require invoices and statements to be mailed to central office.	Approve	June 2012 Second Letter Mailed February 2013	N/A	N/A	Strategy Accomplished	
			Management Letter #1 Within APSCN, clearly indicate the vendor numbers that should no longer be used.	Approve	June 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Management Letter #2 Standardize the insurance products available through payroll deduction and utilize PlanSource software to keep APSCN payroll records in sync with vendor records.	Approve	April 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #2 Change the stated work week to provide more payroll processing and review time without the need for overtime. Investigate timekeeping software that could decrease the payroll keying time.	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #3 Report lease-purchase and all other financing agreements to ADE as required.	Approve	December 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Management Letter #4 Continually monitor to ensure sufficient collateral covering district bank deposits.	Approve	February 2013	N/A	N/A	Strategy Accomplished	
			Management Letter # 5 Obtain board approval prior to the disposal of district assets.	Approve	April 2012 Policy DN Procedure 06:05	N/A	N/A	Strategy Accomplished	
			Management Letter #6 Strengthen the internal controls and business procedures related to activity funds and provide training to school personnel.	Monitor	July-August 2012 Procedure 01:01	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #1 District's Chief Technology and Information Officer will document a Disaster Recovery Plan by June 30, 2012.	Monitor	May 2013	N/A	N/A		Strategy Not Accomplished
			Supplemental Finding #3 All receipts will be recorded in the period received, or in the case of direct deposits, upon proof of receipt.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #4 New Employees will be required to return signed contracts prior to beginning work.	Monitor	July 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #5 Employee reimbursed district \$13 for tip and alcohol claimed and paid by the district for travel. Travel receipts will be more closely monitored to prevent future payments for tips and alcohol.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #6 A receipt will be written for all funds received and/or direct deposited into the district's bank account. A separate receipt will be issued to each payer.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #7 The district's bank will provide check images each month on a CD.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #8 The district will work to clear bank reconciliation variances that have occurred over a prolonged period of time. The bank reconciliation process will be completed by about the 10 <sup>th</sup> of each month with the goal of zero variance by June 30, 2013.	Monitor	June 2012 Prior year variances have been cleared. See objective #8	N/A	N/A	Strategy Accomplished	
			Supplemental Finding # 9 Reviewers of free and reduced lunch applications will be cautioned to pay particular attention to the stated frequency of income shown on applications.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION  
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN  
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #10 The district will further investigate possible rebates earned by its participation in the USC purchasing cooperative and attempt to collect all earned amounts.	Monitor	June 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding # 10 The district will follow-up with USABLE regarding Legislative Audit's request for a list of all refund checks issued to either PCSSD or employees of PCSSD.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #11 The district will develop policies and procedures for the purpose of providing sufficient controls and accountability on the use of FuelMan Credit Cards.	Monitor	February 2013	N/A	N/A	Strategy Accomplished	

**Arkansas Department of Education  
Pulaski County Special School District  
General Operating Funds  
Summary**

FY13 Budget			
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	Projected Balance <u>6/30/2013</u>
13,211,766	168,372,051	167,490,837	14,092,979
FY12 as of June 30, 2012			
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	Balance as of <u>6/30/2012</u>
2,137,948	194,039,627	182,965,810	13,211,766
FY11 as of June 30, 2011			
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	Balance as of <u>6/30/2011</u>
7,458,817	163,849,879	169,170,748	2,137,948

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



**Arkansas Department of Education  
Pulaski County Special School District  
General Operating Funds  
Revenue**

**General Operating Funds: 1000, 1001, 1018, 1034, 1035, 1063, 1082, 1084, 1150, 1218, 1227, 1240, 1244, 1246, 1260, 1265, 1290, 1365, 1373, 1383, 1387, 1900, 1903, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2072, 2073, 2074, 2082, 2084, 2150, 2204, 2213, 2218, 2219, 2225, 2227, 2229, 2232, 2234, 2240, 2244, 2246, 2250, 2255, 2260, 2265, 2271, 2290, 2300, 2330, 2331, 2340, 2361, 2362, 2365, 2373, 2376, 2383, 2386, 2387, 2388, 2392, 2394, 2396, 2398, 2399, 2900, 2901, 2903, 2995, 4000**

		<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>Variance of</b>
		<b>as of</b>	<b>as of</b>	<b>Annual</b>	<b>12/13 budget</b>
		<b>6/30/2011</b>	<b>6/30/2012</b>	<b>Budget</b>	<b>to 11/12 Actual</b>
<b>Revenue:</b>					
<b>11110</b>	<b>Property Taxes-Current</b>	57,428,038	58,825,393	44,983,037	(13,842,356)
<b>11120</b>	<b>Property Taxes-40% By 6/30</b>	23,831,569	41,261,607	42,136,353	874,746
<b>11140</b>	<b>Property Taxes Delinquent</b>	4,925,020	5,767,740	5,767,740	0
<b>11150</b>	<b>Excess Commission</b>	1,422,294	1,458,303	1,458,303	0
<b>11160</b>	<b>Land Redemp-In State Sale</b>	849,062	800,345	800,345	(0)
<b>11200</b>	<b>Sales and Use Tax</b>	0	0	0	0
<b>11400</b>	<b>Penalties/Interest on Tax</b>	0	4,382	4,382	(0)
<b>12800</b>	<b>Revenue in lieu of Taxes</b>	47,725	25,520	25,520	(0)
<b>13120</b>	<b>Tuition- Summer School</b>	18,241	20,840	20,000	(840)
<b>13140</b>	<b>Tuition - Day Care</b>	399,395	270,940	270,940	(0)
<b>13190</b>	<b>Tuition - Other Programs</b>	19,080	2,130	0	(2,130)
<b>13195</b>	<b>Tuition - Cyber Academy</b>	0	0	0	0
<b>14290</b>	<b>Trans Fees Other Programs</b>	0	0	0	0
<b>15100</b>	<b>Interest on Investments</b>	124,435	26,136	50,000	23,864
<b>15900</b>	<b>Other Earnings Investment</b>	0	758	0	(758)
<b>16910</b>	<b>Sales inside District</b>	0	105,000	0	(105,000)
<b>17210</b>	<b>Sch Sponsored Pictures</b>	0	0	0	0
<b>17500</b>	<b>Rev From Enterprise Activity</b>	0	0	0	0
<b>17590</b>	<b>Other Contracted Services</b>	0	0	0	0
<b>17900</b>	<b>Other Student Activity Revenue</b>	231,165	74,744	63,376	(11,368)
<b>19130</b>	<b>Rent Lea Buildings &amp; Facility</b>	104,263	58,662	20,000	(38,662)
<b>19200</b>	<b>Private Contributions</b>	0	16,128	0	(16,128)
<b>19400</b>	<b>Textbook Sales &amp; Rentals</b>	0	57	0	(57)
<b>19516</b>	<b>Staff Development</b>	0	0	0	0
<b>19800</b>	<b>Refunds of Prior Year Expenses</b>	66,115	135,810	0	(135,810)
<b>19900</b>	<b>Misc. Revenue from Local Sources</b>	371,104	336,552	11,700	(324,852)
<b>19905</b>	<b>Jax High Print Sales</b>	0	0	0	0
<b>19910</b>	<b>Pact/Pass President</b>	0	0	0	0
<b>19911</b>	<b>Teacher Prof Growth-2082</b>	0	0	0	0
<b>19912</b>	<b>Support Staff Prog Growth 2084</b>	0	0	0	0
<b>19913</b>	<b>Adm Prof Growth-2082</b>	0	0	0	0
<b>21000</b>	<b>Unrest Grants-County</b>	0	0	0	0
<b>21100</b>	<b>Cnty General Apportionment</b>	0	0	0	0
<b>21200</b>	<b>Severance Tax</b>	15,109	22,371	20,000	(2,371)
<b>22000</b>	<b>Restricted Grants</b>	68,240	13,787	0	(13,787)
<b>28000</b>	<b>Revenue in lieu of Taxes</b>	0	0	0	0
<b>31100</b>	<b>State Equalization Aid</b>	0	0	0	0
<b>31101</b>	<b>State Foundation Funds</b>	44,313,364	42,845,370	42,447,890	(397,480)
<b>31102</b>	<b>Ehnanced Educational Fund</b>	0	0	0	0
<b>31103</b>	<b>URT 98% Tax Collection Rate</b>	940,437	751,006	1,114,563	363,557
<b>31460</b>	<b>Declining Enrollment</b>	528,488	1,129,114	0	(1,129,114)
<b>31600</b>	<b>Incentive Funding</b>	0	0	0	0
<b>31900</b>	<b>Unrestricted Grants-Other</b>	0	0	0	0

**Arkansas Department of Education  
Pulaski County Special School District  
General Operating Funds  
Revenue**

		<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>Variance of</b>
		<b>as of</b>	<b>as of</b>	<b>Annual</b>	<b>12/13 budget</b>
		<b>6/30/2011</b>	<b>6/30/2012</b>	<b>Budget</b>	<b>to 11/12 Actual</b>
<b>Revenue:</b>					
<b>31910</b>	<b>Insurance/T Retirement</b>	0	0	0	0
<b>32225</b>	<b>Ark East Technology Grant</b>	19,996	20,702	0	(20,702)
<b>32227</b>	<b>College Prep Enrich Pgm</b>	0	0	0	0
<b>32229</b>	<b>High Tech Training Center</b>	2,900	0	0	0
<b>32232</b>	<b>Alt Learning Prog Grant</b>	0	0	0	0
<b>32250</b>	<b>PQE Induction/Mentoring</b>	74,167	78,356	78,356	0
<b>32251</b>	<b>CWIP-Child Wellness Inter</b>	0	0	0	0
<b>32253</b>	<b>Pathwise Mentoring Training</b>	2,700	1,444	0	(1,444)
<b>32260</b>	<b>Fish and Wildlife Fines</b>	0	0	0	0
<b>32290</b>	<b>Other Grants &amp; Aid State</b>	0	0	0	0
<b>32310</b>	<b>Hand Child-Supv Extend Year</b>	65,263	71,313	71,313	0
<b>32314</b>	<b>Special ED Esy</b>	10,434	10,360	10,360	0
<b>32330</b>	<b>Non-Hand Resid Treatment</b>	1,091,396	1,166,121	1,378,787	212,666
<b>32340</b>	<b>Hand-Resident Treatment</b>	1,049,861	1,065,652	1,065,651	(1)
<b>32350</b>	<b>Early Childhood Sped</b>	0	0	559,550	559,550
<b>32355</b>	<b>Catastrophic Occur. Fdg</b>	481,803	504,058	505,000	942
<b>32361</b>	<b>Gifted/Talented Advance Pla</b>	15,900	15,900	0	(15,900)
<b>32371</b>	<b>Limited English Proficiency</b>	0	0	0	0
<b>32430</b>	<b>Workforce Ed-Spec Needs</b>	15,950	26,282	2,555	(23,727)
<b>32470</b>	<b>Tradional Apprenticeship</b>	131,475	112,686	66,000	(46,686)
<b>32480</b>	<b>Workforce New Prog Start</b>	65,792	40,553	0	(40,553)
<b>32611</b>	<b>DL EQT Grant</b>	0	0	75,000	75,000
<b>32612</b>	<b>Ed Coop Technology Ctr</b>	0	0	18,092	18,092
<b>32710</b>	<b>AR Better Chance (ABC) Grant</b>	3,178,171	3,207,600	3,304,800	97,200
<b>32727</b>	<b>Hippy-ABC</b>	183,925	222,950	236,250	13,300
<b>32755</b>	<b>Smart Start Literacy</b>	6,500	7,490	7,490	0
<b>32811</b>	<b>Pulaski Co Magnet Revenue</b>	215,833	123,333	154,167	30,834
<b>32812</b>	<b>M to M Revenue</b>	9,769,680	11,638,588	10,899,445	(739,143)
<b>32813</b>	<b>Magnet &amp; M to M Transport</b>	2,124,669	2,288,032	2,455,952	167,920
<b>32814</b>	<b>Teacher Ret/Ins</b>	7,871,077	7,580,124	7,580,124	0
<b>32901</b>	<b>Tobacco Excise Tax Grant</b>	5,000	0	0	0
<b>32910</b>	<b>Worker's Comp Insurance</b>	0	0	0	0
<b>32912</b>	<b>General Facilities</b>	115,017	92,013	69,010	(23,003)
<b>32915</b>	<b>Debt Service Funding Supp</b>	0	0	0	0
<b>32917</b>	<b>Department of Health</b>	0	0	0	0
<b>32920</b>	<b>Ar Game &amp; Fish Grant</b>	0	6,175	0	(6,175)
<b>32990</b>	<b>African American Grant</b>	0	0	0	0
<b>42100</b>	<b>Forest Reserve</b>	8,309	160	0	(160)
<b>42500</b>	<b>Impact Aid</b>	331,707	255,749	255,000	(749)
<b>42900</b>	<b>Other Un/l Federal-State</b>	0	0	0	0
<b>51100</b>	<b>Bonded Indebtedness</b>	689,204	0	0	0
<b>51999</b>	<b>Audit Adj Prior Yr Errors</b>	0	(1,138,577)	0	1,138,577
<b>52300</b>	<b>Transfer-Building Fund</b>	0	9,856,316	0	(9,856,316)
<b>52900</b>	<b>Indirect Expense Reimbursement</b>	237,262	377,660	385,000	7,340
<b>53100</b>	<b>Sale of Equipment</b>	11,722	57,100	0	(57,100)
<b>53400</b>	<b>Compen-Loss Fixed Assets</b>	371,021	47,252	0	(47,252)
<b>56400</b>	<b>Extraordinary Items</b>	0	2,351,537	0	(2,351,537)
	<b>Total</b>	<b>163,849,879</b>	<b>194,039,627</b>	<b>168,372,051</b>	<b>(25,667,576)</b>

**Arkansas Department of Education  
Pulaski County Special School District  
General Operating Funds  
Expenditures**

<b>General Operating Funds: 1000, 1001, 1018, 1034, 1035, 1063, 1082, 1084, 1150, 1218, 1227, 1240, 1244, 1246, 1260, 1265, 1290, 1365, 1373, 1383, 1387, 1900, 1903, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2072, 2073, 2074, 2082, 2084, 2150, 2204, 2213, 2218, 2219, 2225, 2227, 2229, 2232, 2234, 2240, 2244, 2246, 2250, 2255, 2260, 2265, 2271, 2290, 2300, 2330, 2331, 2340, 2361, 2362, 2365, 2373, 2376, 2383, 2386, 2387, 2388, 2392, 2394, 2396, 2398, 2399, 2900, 2901, 2903, 2995, 4000</b>					
		<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>Variance of</b>
		<b>as of</b>	<b>as of</b>	<b>Annual</b>	<b>12/13 budget</b>
<b>Expenditures</b>		<b>6/30/2011</b>	<b>6/30/2012</b>	<b>Budget</b>	<b>to 11/12 Actual</b>
<b>60000-62999</b>	<b>Salaries &amp; Benefits</b>	<b>134,179,461</b>	<b>135,951,082</b>	<b>128,790,063</b>	<b>(7,161,019)</b>
<b>Other:</b>					
<b>63110</b>	<b>Staff Service</b>	70,869	16,470	20,500	4,030
<b>63111</b>	<b>Substitute Staff Service</b>	18,169	16,868	20,000	3,132
<b>63120</b>	<b>Management Service Consul</b>	40,000	2,000	0	(2,000)
<b>63130</b>	<b>Board of Ed Services</b>	0	0	0	0
<b>63210</b>	<b>Prof Ed Instruct Ser</b>	223,056	157,256	276,908	119,652
<b>63220</b>	<b>Inst Program-Improvement Svs</b>	0	0	0	0
<b>63230</b>	<b>Consulting - Educational</b>	7,200	2,400	9,879	7,479
<b>63240</b>	<b>Student Assessment</b>	0	0	0	0
<b>63310</b>	<b>Training/Devel. Service Cert.</b>	28,322	27,037	85,456	58,418
<b>63320</b>	<b>Training/Devel. Service-Cls</b>	18,508	39,502	39,634	132
<b>63410</b>	<b>Pupil Services</b>	0	0	70,000	70,000
<b>63420</b>	<b>Engineering</b>	1,562	450	403	(47)
<b>63430</b>	<b>Accounting</b>	6,161	15,566	3,648	(11,918)
<b>63431</b>	<b>Audit Services</b>	47,500	2,500	5,000	2,500
<b>63441</b>	<b>Legal-Litigation Defense</b>	0	39,787	39,000	(787)
<b>63445</b>	<b>Legal-Research &amp; Opinions</b>	629,919	602,295	495,000	(107,295)
<b>63450</b>	<b>Medical</b>	611	0	1,800	1,800
<b>63460</b>	<b>Information Technology</b>	8,840	88,640	95,000	6,360
<b>63470</b>	<b>Architectural</b>	0	0	1,843	1,843
<b>63490</b>	<b>Other Prof. Service</b>	243,931	121,267	120,049	(1,218)
<b>63530</b>	<b>Software Supp</b>	0	23,722	50,200	26,478
<b>63590</b>	<b>Other Tech Services</b>	82,625	104,727	78,990	(25,737)
<b>63900</b>	<b>Other Purc Prof/Tech Service</b>	430,061	579,637	513,463	(66,174)
<b>64110</b>	<b>Water/Sewer</b>	324,406	360,869	429,123	68,254
<b>64210</b>	<b>Disposal/Sanitation</b>	343,909	300,015	353,400	53,385
<b>64230</b>	<b>Custodial</b>	33,405	0	0	0
<b>64240</b>	<b>Lawn Care</b>	276,870	386,701	383,000	(3,701)
<b>64310</b>	<b>Non-Tech Repairs &amp; Maint.</b>	130,740	3,116,360	1,162,656	(1,953,705)
<b>64312</b>	<b>Helmet Repair</b>	0	0	25,000	25,000
<b>64320</b>	<b>Tech Repairs &amp; Maint.</b>	141,089	130,885	183,173	52,288
<b>64410</b>	<b>Rent of Land/Buildings</b>	202,862	159,730	194,831	35,101
<b>64420</b>	<b>Rental of Equipment</b>	599,952	570,941	710,715	139,775
<b>64430</b>	<b>Rental of computers</b>	0	0	0	0
<b>64500</b>	<b>Construction Services</b>	276,933	39,363	500,000	460,637

**Arkansas Department of Education  
Pulaski County Special School District  
General Operating Funds  
Expenditures**

		<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>Variance of</b>
		<b>as of</b>	<b>as of</b>	<b>Annual</b>	<b>12/13 budget</b>
<b>Expenditures</b>		<b>6/30/2011</b>	<b>6/30/2012</b>	<b>Budget</b>	<b>to 11/12 Actual</b>
64900	Other Purc. Property Service	50,487	75,989	94,400	18,411
65190	From Other Sources	2,500	2,000	2,500	500
65210	Property Insurance	1,120,953	1,321,265	1,453,392	132,127
65240	Fleet Insurance	226,651	234,942	260,000	25,058
65250	Athletic Insurance	0	87,024	72,831	(14,193)
65290	Other Insurance	40,071	33,434	27,327	(6,107)
65310	Telephone	342,194	391,636	392,024	388
65320	Postage	34,231	66,381	82,882	16,501
65330	Networking/Internet	739	4,212	2,705	(1,507)
65400	Advertising	112,957	89,117	144,486	55,369
65500	Printing and Binding	57,770	47,627	75,456	27,829
65610	Tuition	3,248,526	4,011,230	3,000,000	(1,011,230)
65640	Interm Agency-In State	2,413,951	2,434,959	2,382,708	(52,251)
65650	Interm Agency-Out of State	0	9,480	61,730	52,250
65690	Other Tuition	0	0	0	0
65810	Trvl Cert In District	49,205	45,456	85,480	40,024
65820	Trvl CLS In District	11,168	12,072	31,007	18,935
65830	Trvl Cert-Out District	23,918	20,213	39,366	19,153
65840	Trvl Cls Out District	5,050	6,495	5,723	(772)
65850	Trvl Cert Out State	20,843	14,435	7,947	(6,488)
65860	Trvl Cls Out State	1,358	1,424	900	(524)
65870	Travel Non Employee-local	11,673	5,208	45,725	40,517
65871	Field Trips	21,426	11,716	12,805	1,089
65872	Athletic Travel	70,666	0	0	0
65880	Meals	0	0	0	0
65890	Lodging	0	0	0	0
65900	Misc. Purchased Service	46,935	13,988	440	(13,548)
65910	Service Purchased Locally	126,400	129,900	34,867	(95,033)
66100	General Supplies	2,168,951	1,899,998	3,378,873	1,478,875
66101	Custodial Supplies	227,127	240,696	268,738	28,042
66105	Norm Referenced Testing	493	1,994	5,870	3,876
66107	General Supplies-Low Value	23,760	1,415	65,310	63,896
66110	Mandated Classroom Supply	301,937	308,811	379,416	70,605
66111	Media Supplies	4,253	1,036	2,513	1,477
66112	Mini Grant	5,749	5,563	0	(5,563)
66210	Natural Gas	499,637	410,865	445,512	34,646
66220	Electricity	1,744,428	1,913,562	2,071,887	158,326
66240	Oil	35,149	27,285	27,500	215
66260	Gasoline/Diesel	1,776,124	2,026,531	2,210,003	183,472
66300	Food	134,376	0	0	0
66410	Textbooks	1,164,784	1,052,924	1,161,088	108,164
66420	Library Books	121,582	125,236	92,403	(32,832)
66430	Periodicals	14,090	8,564	21,326	12,762
66440	Audiovisual Materials	25,748	24,404	31,669	7,265
66510	Software	47,453	37,461	13,597	(23,864)
66520	Other	0	0	45,463	45,463
66527	Low Value Equip Tec Suppl	227,052	254,105	648,357	394,252

**Arkansas Department of Education  
Pulaski County Special School District  
General Operating Funds  
Expenditures**

		<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>Variance of</b>
		<b>as of</b>	<b>as of</b>	<b>Annual</b>	<b>12/13 budget</b>
<u><b>Expenditures</b></u>		<u><b>6/30/2011</b></u>	<u><b>6/30/2012</b></u>	<u><b>Budget</b></u>	<u><b>to 11/12 Actual</b></u>
66600	Building Materials	0	0	5,500	5,500
66700	Warehouse Invent Adjust	0	0	0	0
66900	Other Supplies & Material	0	0	0	0
66910	Tires and Tubes	131,295	122,721	126,250	3,529
67300	Equipment	0	0	25,244	25,244
67310	General Equipment/Mach.	0	4,872	0	(4,872)
67320	Vehicles	1,014,522	173,695	2,235,526	2,061,831
67330	Furniture and Fixtures	4,910	18,339	48,737	30,398
67340	Technology Related Hardware	242,625	129,004	305,584	176,579
67350	Technology Software	7,322	15,054	21,731	6,678
67390	Other Equipment	331,403	208,014	259,424	51,410
68100	Dues & Fees	737,384	112,611	118,635	6,024
68200	Judgements against LEA	75,000	149,418	0	(149,418)
68300	Interest-Regular Activity	6,006,424	6,230,034	5,794,034	(435,999)
68400	Indirect Cost	0	0	0	0
68600	Penalty and Interest	215,748	20,552	0	(20,552)
68700	Out of Court Settlements	0	250	0	(250)
68800	Taxes	0	0	0	0
68820	Improvement Tax	47,458	0	0	0
68830	Property Tax	0	0	0	0
68900	Misc Expenditures	15,844	806	30,000	29,194
68999	Allocated Charges	0	(42,985)	(30,000)	12,985
69100	Redemption of Principal	2,996,532	3,369,034	3,732,191	363,157
69330	Transfer to Building Fund	1,349,248	11,584,222	973,024	(10,611,198)
69360	To Federal Grants Fund	0	0	0	0
69380	To Food Service Fund	950,813	603,448	0	(603,448)
69400	Prog Return-Prior Year	114,890	0	0	0
<b>Total Other Exp.</b>		<b>34,991,286</b>	<b>47,014,728</b>	<b>38,700,775</b>	<b>(8,313,953)</b>
	<b>Total Expenditures</b>	<b>169,170,748</b>	<b>182,965,810</b>	<b>167,490,837</b>	<b>(15,474,972)</b>

PULASKI COUNTY SPECIAL SCHOOL DISTRICT  
PULASKI COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 3

SECTION II - FINANCIAL STATEMENT FINDINGS

MATERIAL WEAKNESSES

2011-1.

Internal Control

Criteria or specific requirement: Internal control is a process consisting of five interrelated components - *control environment, risk assessment, information and communication, control activities, and monitoring*. Management is responsible for adopting sound accounting policies and for establishing and maintaining internal control that will, among other things, initiate, authorize, record, process, and report transactions (as well as events and conditions) consistent with management's assertions embodied in the financial statements.

Condition: Deficiencies in the internal control component of control activities adversely affected the District's ability to initiate, authorize, record, process and report financial data in accordance with the regulatory basis of accounting such that there was a reasonable possibility that a material misstatement of the District's financial statements would not be prevented, or detected and corrected on a timely basis. Financial accounting duties were not adequately segregated among employees. Specifically, certain key weaknesses included the following: all bank reconciliations were prepared by the same employee responsible for the maintenance of accounting records, without compensating controls. Payroll checks were prepared by the same employee responsible for changes to the payroll amounts, without compensating controls. The controller was responsible for recording and depositing monies collected and maintenance of accounting records, without compensating controls.

Context: An understanding of the five components of internal control sufficient to assess the risk of material misstatement of the financial statements whether due to error or fraud, and to design the nature, timing, and extent of further audit procedures was obtained.

Effect: The District's ability to initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements, as well as the ability to safeguard District assets, was adversely affected by the identified weaknesses in the above internal control component.

Cause: District management, due to cost/benefit implications, which hindered the District's ability to adequately segregate financial accounting duties among employees, did not effectively address the deficiencies in internal control.

Recommendation: District management should adopt sound accounting policies and establish and maintain internal control that will initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements and that will safeguard District assets.

View of responsible officials and planned corrective actions: We concur with the recommendation and will implement corrective procedures to the extent possible.



PULASKI COUNTY SPECIAL SCHOOL DISTRICT  
PULASKI COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 3

**SECTION II - FINANCIAL STATEMENT FINDINGS (Continued)**

**MATERIAL WEAKNESSES (Continued)**

**2011-2. Misstatements not Detected by Internal Control System**

Criteria or specific requirement: Financial accounting records should be accurate to ensure the preparation of reliable financial statements that are fairly presented in conformity with the regulatory basis of accounting.

Condition: The District's internal control did not prevent or detect material errors totaling \$10,690,960 in the general fund in the financial accounting records. Such records are utilized in the preparation of the District's financial statements. The primary errors noted in the financial accounting records consisted of the following:

- Unrecorded accounts payable totaling \$115,560 and payables recorded in error totaling \$49,554.
- Deferred taxes, due to a calculation error, were understated by \$322,445.
- Checking accounts totaling \$9,325,299 were incorrectly classified as investments by the District.
- Accounts receivable listing provided by the District was overstated by \$689,855.

These errors were corrected in the financial statements during the audit fieldwork.

Context: Identification of misstatements not initially detected by the District's internal control.

Effect: Misstatements were not detected by the District's internal control system.

Cause: Financial records had not been properly monitored.

Recommendation: To achieve reliable financial reporting, the District should exercise due care to ensure all applicable general ledger accounts are properly stated.

Views of responsible officials and planned corrective actions:

- A year-end process will identify and record all invoices pertaining to goods and services received by June 30. These invoices will either be paid by June 30 or recorded by the District as accounts payable.
- Due to Act 871 of 2011 the District will not record deferred revenue in future years.
- The accounts incorrectly classified as investments will be closed with the proceeds transferred to a "cash in bank" account.
- The amount erroneously coded as "accounts receivable" will be reclassified in accordance with APSCN instructions and therefore will decrease the fund balance by \$689,855.

PULASKI COUNTY SPECIAL SCHOOL DISTRICT  
PULASKI COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 3

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

**MATERIAL WEAKNESS**

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES - CFDA NUMBER 84.010  
PASS-THROUGH-NUMBER 60-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2011

2011-3.

**Reporting**

Criteria or specific requirement: The District is required to budget Title I expenditures as part of the Arkansas Comprehensive School Improvement Plan (ACSIP) and submit the ACSIP to the Arkansas Department of Education (ADE). Total expenditures may not exceed the budgeted amount. Additionally, expenditures may not exceed the budgeted amounts for specific categories by more than 10 percent without prior approval from the ADE and the submission of budget amendments or adjustments. The annual financial report is compiled at the end of the fiscal year.

Condition: The District either exceeded budgeted amounts by more than the 10 percent allowance without prior approval from the ADE or expended funds from functions/objects that were not budgeted in amounts totaling \$3,055,529 from Title I (non-ARRA) funds as shown below:

<u>Function/Object</u>	<u>Unbudgeted Amounts</u>	<u>Variance in Excess of 10% Allowance</u>
Function 1511 - Before/After School Programs		\$ 811
Function 1560 - Reading	\$ 230,886	
Function 1591 - Title I Schoolwide Instruction		14,315
Function 2294 - Instructional Facilitator - Math		1,281,777
Function 2297 - Instructional Facilitator - Literacy		1,333,347
Function 3352 - Non-public School Public Service	9,415	
Function 5500 - Indirect Costs	182,610	
Object 67000 - Capital Outlay	2,352	
Object 68000 - Other Objects	16	
Totals	<u>\$ 425,279</u>	<u>\$ 2,630,250</u>

Context: Comparison of budgeted expenditures to actual expenditures as reported on the annual financial report.

Effect: The District did not expend funds from the Title I (non-ARRA) program within the approved budget categories.

Cause: Lack of management oversight in the preparation of the budget and monitoring of budgeted expenditures to actual expenditures.

Recommendation: The District should implement procedures to ensure that program expenditures do not exceed approved budget categories and contact the ADE for further guidance regarding this matter.

Views of responsible officials and planned corrective actions: A primary reason for this audit finding is that actual expenditures were coded differently in APSCN than where they were budgeted in ACSIP. The District will more closely monitor Title I expenditures to ensure correct coding of expenditures and adherence to the approved budget shown in ACSIP. APSCN budgeted expenditures will be coded identically to ACSIP budgeted expenditures in order to fully utilize the budget controls of the APSCN software. The District will also contact the ADE and comply with its direction regarding the budget variances that occurred during the 2010-2011 school year.



PULASKI COUNTY SPECIAL SCHOOL DISTRICT  
PULASKI COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 3

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)**

**MATERIAL WEAKNESS (Continued)**

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
ARRA - TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES, RECOVERY ACT - CFDA NUMBER 84.389  
PASS-THROUGH-NUMBER 60-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2011

2011-4.

**Equipment and Real Property Management**

Criteria or specific requirement: Proper records should be maintained for equipment acquired with federal awards. Additionally, the District should ensure that disposition of such equipment is in accordance with federal requirements, including the federal awarding agency is appropriately compensated for its share of any property sold or converted to non-federal use.

Condition: The District could not account for four of the nineteen items selected for physical inspection purchased from the Title I ARRA program. The unaccounted for items had a cost of \$9,153. Additionally, capital assets were not properly tagged, serial numbers were not properly included in the capital asset listing, and proper internal approval for disposal of capital assets was not obtained.

Context: Physical inspection of equipment recorded on subsidiary records, review of available documentation for dispositions, and interviews with Title I director and employees.

Effect: The District's capital asset subsidiary records were not accurate.

Cause: The District failed to properly account for all capital items to ensure accurate subsidiary records.

Recommendation: Proper subsidiary records should be maintained for capital assets acquired with federal awards.

Views of responsible officials and planned corrective actions: Purchase Orders will specify that all newly purchased fixed assets be delivered to the Central Warehouse where they will be inspected, tagged, and entered in the APSCN Fixed Asset System before delivery to the school or site that placed the order.

PULASKI COUNTY SPECIAL SCHOOL DISTRICT  
PULASKI COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 3

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)**

**SIGNIFICANT DEFICIENCY**

U. S. DEPARTMENT OF AGRICULTURE  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS) - CFDA NUMBERS 10.553, 10.555, AND 10.559  
PASS-THROUGH-NUMBER 60-03  
AUDIT PERIOD - YEAR ENDED JUNE 30, 2011

2011-5.

**Allowable Costs/Cost Principles**

**Criteria or specific requirement:** Office of Management and Budget (OMB) Circular A-87 requires the preparation of periodic time certifications when an employees works solely on a single federal program.

**Condition:** Although standard payroll documentation supporting the employees' work in the child nutrition programs was available for audit inspection, periodic time certifications were not prepared for any of the employees selected for testing, who worked solely with the child nutrition programs.

**Context:** Examination of documentation substantiating time worked by employees.

**Effect:** The District was unable to provide required documentation substantiating the time charged to the child nutrition programs.

**Cause:** The District was unaware of the OMB Circular A-87 requirement pertaining to periodic time certifications.

**Recommendation:** The District should prepare periodic time certifications for all applicable employees.

**Views of responsible officials and planned corrective actions:** The Food Service Director will be made aware of the time certification requirements and given responsibility for compliance. A business office employee will be responsible for the semi-annual collection and filing of time certifications for all federally funded positions.

PULASKI COUNTY SPECIAL SCHOOL DISTRICT  
PULASKI COUNTY, ARKANSAS  
FEDERAL AWARD PROGRAMS -  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2011

Schedule 4

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
ARRA - TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES, RECOVERY ACT

2010 - Finding 2010-5: ARRA - Title I Grants to Local Educational Agencies, Recovery Act - CFDA Number 84.389

Condition: Controls were not in place to approve and document the funding source from which employees are paid.

Recommendation: The District should ensure that the policy that requires an approved funding source form to be maintained in employee files should be enforced and monitored on a consistent basis.

Current Status: Corrective action was taken.

PULASKI COUNTY SPECIAL SCHOOL DISTRICT  
PULASKI COUNTY, ARKANSAS  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 3

**SECTION II - FINANCIAL STATEMENT FINDINGS**

**MATERIAL WEAKNESS**

**2012-1. Internal Control**

**Criteria or specific requirement:** Internal control is a process consisting of five interrelated components - *control environment, risk assessment, information and communication, control activities, and monitoring*. Management is responsible for adopting sound accounting policies and for establishing and maintaining internal control that will, among other things, initiate, authorize, record, process, and report transactions (as well as events and conditions) consistent with management's assertions embodied in the financial statements.

**Condition:** Deficiencies in the internal control component of control activities adversely affected the District's ability to initiate, authorize, record, process, and report financial data in accordance with the regulatory basis of accounting such that there was a reasonable possibility that a material misstatement of the District's financial statements would not be prevented, or detected and corrected on a timely basis. Financial accounting duties were not adequately segregated among employees. Specifically, certain key weaknesses included the following: all bank reconciliations were prepared by the same employee responsible for the maintenance of accounting records, without compensating controls. Non-payroll checks were prepared by the same employee responsible for the maintenance of accounting records.

**Context:** An understanding of the five components of internal control sufficient to assess the risk of material misstatement of the financial statements whether due to error or fraud, and to design the nature, timing, and extent of further audit procedures was obtained.

**Effect:** The District's ability to initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements, as well as the ability to safeguard District assets, was adversely affected by the identified weaknesses in the above internal control component.

**Cause:** District management, due to cost/benefit implications, which hindered the District's ability to adequately segregate financial accounting duties among employees, did not effectively address the deficiencies in internal control.

**Recommendation:** District management should adopt sound accounting policies and establish and maintain internal control that will initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements and that will safeguard District assets.

**Views of responsible officials and planned corrective actions:** We concur with the recommendation and will implement corrective procedures to the extent possible.

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

No matters were reported.

PULASKI COUNTY SPECIAL SCHOOL DISTRICT  
PULASKI COUNTY, ARKANSAS  
FEDERAL AWARD PROGRAMS -  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 4

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES

2011 - Finding 2011-3: Title I Grants to Local Educational Agencies - CFDA Number 84.010

Condition: The District either exceeded budgeted amounts by more than the 10 percent allowance without prior approval from the Arkansas Department of Education or expended funds from functions/objects that were not budgeted in amounts totaling \$3,055,529 from Title I (non-ARRA) funds as shown below:

<u>Function/Object</u>	<u>Unbudgeted Amounts</u>	<u>Variance in Excess of 10% Allowance</u>
Function 1511 - Before/After School Programs		\$ 811
Function 1560 - Reading	\$ 230,886	
Function 1591 - Title I Schoolwide Instruction		14,315
Function 2294 - Instructional Facilitator - Math		1,281,777
Function 2297 - Instructional Facilitator - Literacy		1,333,347
Function 3352 - Non-public School Public Service	9,415	
Function 5500 - Indirect Costs	182,610	
Object 67000 - Capital Outlay	2,352	
Object 68000 - Other Objects	16	
Totals	<u>\$ 425,279</u>	<u>\$ 2,630,250</u>

Recommendation: The District should implement procedures to ensure that program expenditures do not exceed approved budget categories and contact the Arkansas Department of Education for further guidance regarding this matter.

Current Status: Corrective action was taken.

U. S. DEPARTMENT OF EDUCATION  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
ARRA - TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES, RECOVERY ACT

2011 - Finding 2011-4: ARRA - Title I Grants to Local Educational Agencies, Recovery Act - CFDA Number 84.389

Condition: The District could not account for four of the nineteen items selected for physical inspection purchased from the Title I ARRA program. The unaccounted for items had a cost of \$9,153. Additionally, capital assets were not properly tagged, serial numbers were not properly included in the capital asset listing, and proper internal approval for disposal of capital assets was not obtained.

Recommendation: Proper subsidiary records should be maintained for capital assets acquired with federal awards.

Current Status: Corrective action was taken.

U. S. DEPARTMENT OF AGRICULTURE  
PASSED THROUGH STATE DEPARTMENT OF EDUCATION  
CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS)

2011 - Finding 2011-5: Child Nutrition Cluster (Cash Assistance Programs) - CFDA Numbers 10.553, 10.555, and 10.559

Condition: Although standard payroll documentation supporting the employees' work in the child nutrition programs was available for audit inspection, periodic time certifications were not prepared for any of the employees selected for testing, who worked solely with the child nutrition programs.

Recommendation: The District should prepare periodic time certifications for all applicable employees.

Current Status: Corrective action was taken.

State of Arkansas

*As Engrossed: H3/11/13*

89th General Assembly

# A Bill

Regular Session, 2013

HOUSE BILL 1770

By: Representatives Perry, D. Altes, Branscum, Carnine, Catlett, Clemmer, Collins, Copenhaver, Dale, Deffenbaugh, J. Dickinson, Eubanks, Farrer, Fielding, Hobbs, Hodges, Holcomb, Jett, Lampkin, Leding, Lowery, Magie, McCrary, Ratliff, Richey, T. Thompson, Wardlaw, D. Whitaker, Word, Wren, *E. Armstrong*

By: Senators J. Key, Bledsoe, E. Cheatham, J. Dismang, J. English, Hester, Holland, Irvin, D. Johnson, U. Lindsey, Maloch, B. Pierce, Rapert, B. Sample, Teague, R. Thompson, E. Williams, *Bookout, Caldwell, Files, J. Hutchinson, B. King, D. Sanders, G. Stubblefield, J. Woods, D. Wyatt*

## For An Act To Be Entitled

AN ACT TO EXTEND THE TIME FOR WHICH A PUBLIC SCHOOL OR SCHOOL DISTRICT MAY BE CLASSIFIED AS IN ACADEMIC, FISCAL, OR FACILITIES DISTRESS; TO ALLOW A PUBLIC SCHOOL TO BE CLASSIFIED AS IN ACADEMIC DISTRESS; TO MODIFY THE CRITERIA, SANCTIONS, AND PROCEDURES FOR A PUBLIC SCHOOL OR SCHOOL DISTRICT IN ACADEMIC, FISCAL, OR FACILITIES DISTRESS; TO PROVIDE FOR CAPACITY BUILDING AND INTERIM LEADERSHIP IN A PUBLIC SCHOOL OR SCHOOL DISTRICT IN ACADEMIC, FISCAL, OR FACILITIES DISTRESS; TO AMEND THE ARKANSAS OPPORTUNITY PUBLIC SCHOOL CHOICE ACT OF 2004; TO CLARIFY THE TERMINOLOGY OF THE ACADEMIC FACILITIES DISTRESS PROGRAM; TO DECLARE AN EMERGENCY; AND FOR OTHER PURPOSES.

## Subtitle

TO AMEND PROVISIONS OF LAW CONCERNING ACADEMIC, FISCAL, AND FACILITIES DISTRESS OF PUBLIC SCHOOLS AND SCHOOL DISTRICTS; AND TO DECLARE AN EMERGENCY.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:



1  
2 SECTION 1. Arkansas Code § 6-15-419(32), concerning the definition of  
3 "school district in academic distress" is amended to read as follows:

4 (32) "School or school district in academic distress" means any  
5 public school or school district failing to meet the minimum level of  
6 academic achievement on the state-mandated augmented, criterion-referenced,  
7 or norm-referenced assessments as required by the state board in the program;  
8

9 SECTION 2. Arkansas Code § 6-15-425 is amended to read as follows:

10 6-15-425. School improvement or academic distress.

11 ~~(a) Those public individual schools~~ A public school or school district  
12 identified by the Department of Education as failing to meet established  
13 levels of academic achievement shall be classified as being in:

14 (1) school School improvement as required by the Arkansas  
15 Comprehensive Testing, Assessment, and Accountability Program, § 6-15-401, et  
16 seq., rules and regulations;

17 (2) Academic distress as required under § 6-15-428 – 6-15-431;  
18 or

19 ~~(b)(3) Those public school districts identified by the~~  
20 ~~department as failing to meet established levels of academic achievement~~  
21 ~~shall be classified as being either in school improvement or academic~~  
22 ~~distress, or both, Both,~~ Both, as required by the applicable program rules and  
23 regulations.  
24

25 SECTION 3. Arkansas Code § 6-15-428 is amended to read as follows:

26 6-15-428. Academic distress identification, notification,  
27 classification, and appeal.

28 (a) The school board president and superintendent of a school district  
29 in which the school district or a public school is identified by the  
30 Department of Education as being in academic distress shall be notified in  
31 writing by the department via certified mail, return receipt requested, and  
32 shall have a right of appeal to the State Board of Education.

33 (b) Any school district identified or in which a public school is  
34 identified in academic distress may appeal to the state board by filing a  
35 written appeal with the Commissioner of Education via certified mail, return  
36 receipt requested, within thirty (30) calendar days of receipt of the written

1 notice of academic distress status from the department.

2 (c)(1) The state board shall hear the appeal of the school district  
3 within sixty (60) days of receipt of the written appeal in the commissioner's  
4 office.

5 (2) The state board's determination shall be final except that a  
6 school district may appeal to Pulaski County Circuit Court under the Arkansas  
7 Administrative Procedure Act, § 25-15-201 et seq.

8 ~~Those school districts~~ A school district or public school  
9 identified by the department as being in academic distress shall be  
10 classified as a school district or public school in academic  
11 distress upon final determination by the state board.

12  
13 SECTION 4. Arkansas Code § 6-15-429 is amended to read as follows:

14 6-15-429. Academic distress – Required action.

15 (a) A Except as provided under subdivision (b)(3)(B) of this section  
16 and § 6-15-430(d), a public school or school district identified as in  
17 “academic distress” shall have no more than two (2) five (5) consecutive  
18 school years from the date of receipt of notice of identification from the  
19 Department of Education classification of academic distress status to be  
20 removed from academic distress status.

21 (b)(1) The State Board of Education may at any time take enforcement  
22 action on any school district in academic distress status, ~~including, but not~~  
23 ~~limited to,~~ including without limitation annexation, consolidation, or  
24 reconstitution of a school district pursuant to § 6-13-1401 et seq. and the  
25 authority of this subchapter, ~~except no.~~

26 (2) The state board may take enforcement action at any time on a  
27 public school in academic distress under this subchapter.

28 (3)(A) Except as provided under subdivision (b)(3)(B) of this  
29 section and § 6-15-430(d), a public school or school district shall not be  
30 allowed to remain in academic distress status for a time period greater than  
31 two (2) five (5) consecutive school years from the date of receipt of notice  
32 of identification classification of academic distress from the department  
33 status.

34 (B) The state board may grant additional time for a public  
35 school or school district to remove itself from academic distress by issuing  
36 a written finding supported by a majority of the state board explaining in



1 detail that the public school or school district could not remove itself from  
2 academic distress during the relevant time period due to impossibility caused  
3 by external forces beyond the control of the public school or school  
4 district.

5 (c) If a public school or school district classified as being in  
6 academic distress fails to be removed from academic distress status within  
7 the allowed ~~two-year~~ five-year time period and has not been granted  
8 additional time under subdivision (b)(3)(B) of this section, the state board  
9 shall annex, consolidate, or reconstitute the ~~academic distress public school~~  
10 or school district prior to before July 1 of the next school year ~~unless the~~  
11 ~~state board, at its discretion, issues a written finding supported by a~~  
12 ~~majority of the state board explaining in detail that the school district~~  
13 ~~could not remove itself from academic distress during the relevant time~~  
14 ~~period due to impossibility caused by external forces beyond the school~~  
15 ~~district's control.~~

16  
17 SECTION 5. Arkansas Code § 6-15-430 is amended to read as follows:

18 6-15-430. State Board of Education authority over ~~school~~ a public  
19 school or school district in academic distress.

20 (a) ~~The State Board of Education shall have the following authority~~  
21 ~~regarding any public~~ If a school district is classified as being in academic  
22 distress, the State Board of Education may:

23 (1) ~~To require the superintendent of the school district to~~  
24 ~~relinquish all authority with respect to the school district and to appoint~~  
25 ~~an individual to administratively operate the school district under the~~  
26 ~~supervision of the Commissioner of Education, with the cost to be paid from~~  
27 ~~school district funding~~ Remove permanently, reassign, or suspend on a  
28 temporary basis the superintendent of the school district and:

29 (A) Appoint an individual in place of the superintendent  
30 to administratively operate the school district under the supervision and  
31 approval of the Commissioner of Education; and

32 (B) Compensate from school district funds the individual  
33 appointed to operate the school district;

34 (2) ~~To suspend~~ Suspend or remove some or all of the current  
35 board of directors and call for the election of a new school board of  
36 directors for the school district, in which case the school district shall

1 reimburse the county board of election commissioners for election costs as  
2 otherwise required by law;

3 (3) ~~To allow~~ Require the school district to operate without ~~the~~  
4 ~~local school a~~ board of directors under the supervision of the ~~local school~~  
5 ~~district administration superintendent~~ or an ~~administration chosen~~ individual  
6 or panel appointed by the ~~Commissioner of Education~~ commissioner;

7 (4) ~~To waive~~ Waive the application of Arkansas law, with the  
8 exception of the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq., and  
9 the Public School Employee Fair Hearing Act, § 6-17-1701 et seq., or the  
10 ~~Department of Education~~ corresponding state board rules and regulations;

11 (5) ~~To require~~ Require the annexation, consolidation, or  
12 reconstitution of the ~~public~~ school district; ~~and~~

13 (6) In the absence of a board of directors, direct the  
14 commissioner to assume all authority of the board of directors as may be  
15 necessary for the day-to-day governance of the school district;

16 (7) Return the administration of the school district to the  
17 former board of directors or to a newly elected board of directors if:

18 (A) The department certifies in writing to the state board  
19 and to the school district that the school district has corrected all issues  
20 that caused the classification of academic distress; and

21 (B) The state board determines that the school district  
22 has corrected all issues that caused the classification of academic distress;  
23 and

24 ~~(6)-(8)~~ Take any other necessary and proper action, as  
25 determined by the state board, that is allowed by law.

26 (b) If a public school is classified as being in academic distress,  
27 the state board may:

28 (1) Require the reorganization of the public school or  
29 reassignment of the administrative, instructional, or support staff of the  
30 public school;

31 (2) Require the public school to institute and fully implement a  
32 student curriculum and professional development for teachers and  
33 administrators that are based on state academic content and achievement  
34 standards, with the cost to be paid by the school district in which the  
35 public school is located;

36 (3) Require the principal of the public school to relinquish all

1 authority with respect to the public school;

2 (4) Waive the application of Arkansas law or the corresponding  
3 state board rules, with the exception of:

4 (A) The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et  
5 seq.; and

6 (B) The Public School Employee Fair Hearing Act, § 6-17-  
7 1701 et seq.;

8 (5) Under The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et  
9 seq., reassign or remove some or all of the licensed personnel of the public  
10 school and replace them with licensed personnel assigned or hired under the  
11 supervision of the commissioner;

12 (6) Remove the public school from the jurisdiction of the school  
13 district in which the public school is located and establish alternative  
14 public governance and supervision of the public school;

15 (7) Require closure or dissolution of the public school;

16 (8)(A) Remove permanently, reassign, or suspend on a temporary  
17 basis the superintendent of the school district in which the public school is  
18 located.

19 (B) If the state board takes an action under subdivision  
20 (b)(8)(A), it may appoint an individual in place of the superintendent to  
21 administratively operate the school district under the supervision and  
22 approval of the commissioner and compensate the appointed individual;

23 (9) Take one (1) or more of the actions under subsection (a) of  
24 this section concerning the public school district where the school is  
25 located;

26 (10) Return the administration of the school district to the  
27 former board of directors or to a newly elected board of directors if:

28 (A) The department certifies in writing to the state board  
29 and to the school district that the public school has corrected all issues  
30 that caused the classification of academic distress and that no public school  
31 within the school district is classified as being in academic distress; and

32 (B) The state board determines the public school has  
33 corrected all issues that caused the classification of academic distress and  
34 that no public school within the school district is classified as being in  
35 academic distress; and

36 (11) Take any other appropriate action allowed by law that the

1 state board determines is needed to assist and address a public school  
2 classified as being in academic distress.

3 ~~(b)(1)(c) Any A~~ student attending a public school or school district  
4 classified as being in academic distress ~~shall~~ is automatically ~~be~~ eligible  
5 and entitled pursuant to the ~~Arkansas Public School Choice Act of 1989, § 6-~~  
6 ~~18-206~~ Arkansas Opportunity Public School Choice Act of 2004, § 6-18-227, to  
7 transfer to another ~~geographically contiguous~~ public school or public school  
8 district not in academic distress during the time period that ~~a~~ the resident  
9 public school or public school district is classified as being in academic  
10 distress and, ~~therefore, not be required to file a petition by July 1 but~~  
11 ~~shall meet all other requirements and conditions of the Arkansas Public~~  
12 ~~School Choice Act of 1989, § 6-18-206.~~

13 (2) The cost of transporting the student from the resident  
14 district to the nonresident district shall be the cost of the resident  
15 district under § 6-18-227.

16 ~~(3) The nonresident district shall count the student for average~~  
17 ~~daily membership purposes.~~

18 (d) If the state board or the commissioner assumes authority over a  
19 public school district in academic distress under subsection (a) or  
20 subsection (b) of this section, the state board may pursue the following  
21 process for returning a public school district to the local control of its  
22 residents:

23 (1) During the second school year following a public school's or  
24 school district's classification of academic distress status, the state board  
25 shall determine the extent of the public school's or school district's  
26 progress toward correcting all criteria for being classified as in academic  
27 distress;

28 (2)(A) If the state board determines that sufficient progress  
29 has been made by a public school or school district in academic distress  
30 toward correcting all issues that caused the classification of academic  
31 distress, but the public school or school district has not yet resolved all  
32 issues that caused the classification of academic distress, the commissioner,  
33 with the approval of the state board, may appoint a community advisory board  
34 of either five (5) or seven (7) members to serve under the supervision and  
35 direction of the commissioner.

36 (B) The members of the community advisory board shall be

1 residents of the school district and shall serve on a voluntary basis without  
2 compensation.

3 (C) the department shall cause to be provided to the  
4 community advisory board technical assistance and training in, at a minimum,  
5 the areas required in § 6-13-629.

6 (D) The duties of a community advisory board include  
7 without limitation:

8 (i) Meeting monthly during a regularly scheduled  
9 public meeting with the state-appointed administrator regarding the progress  
10 of the public school or school district toward correcting all issues that  
11 caused the classification of academic distress;

12 (ii) Seeking community input from the residents of  
13 the school district regarding the progress of the public school or school  
14 district toward correcting all issues that caused the classification of  
15 academic distress;

16 (iii) Conducting hearings and making recommendations  
17 to the commissioner regarding personnel and student discipline matters under  
18 the appropriate district policies;

19 (iv) Working to build community capacity for the  
20 continued support of the school district; and

21 (v) Submitting quarterly reports to the commissioner  
22 and the state board regarding the progress of the public school or school  
23 district toward correcting all issues that caused the classification of  
24 academic distress.

25 (E) The members of the community advisory board shall  
26 serve at the pleasure of the commissioner until:

27 (i) The school district is returned to local control  
28 and a permanent board of directors is elected and qualified; or

29 (ii) The state board annexes, consolidates, or  
30 reconstitutes the school district under this section or under another  
31 provision of law;

32 (3)(A) By April 1 of each year following the appointment of a  
33 community advisory board under subdivision (d)(2) of this section, the state  
34 board shall determine the extent of the public school's or school district's  
35 progress toward correcting all issues that caused the classification of  
36 academic distress and shall:

1 (i) Allow the community advisory board to remain in  
2 place for one (1) additional year;

3 (ii) Return the school district to local control by  
4 calling for the election of a newly elected board of directors if:

5 (a) The department certifies in writing to the  
6 state board and to the school district that the public school or school  
7 district has corrected all issues that caused the classification of academic  
8 distress and that no public school within the school district is classified  
9 as being in academic distress; and

10 (b) The state board determines the public  
11 school or school district has corrected all issues that caused the  
12 classification of academic distress and that no public school within the  
13 school district is classified as being in academic distress; or

14 (iii) Annex, consolidate, or reconstitute the school  
15 district pursuant to this title.

16 (B) If the state board calls for an election of a new  
17 school district board of directors, the school district shall reimburse the  
18 county board of election commissioners for election costs as otherwise  
19 required by law.

20 (4) If the state board calls for an election of a new school  
21 district board of directors pursuant to subdivision (d)(3)(A)(ii) of this  
22 section, the commissioner, with the approval of the state board, may appoint  
23 an interim board of directors to govern the school district until a permanent  
24 school district board of directors is elected and qualified.

25 (A) The interim board of directors shall consist of either  
26 five (5) or seven (7) members.

27 (B) The members of the interim board of directors shall be  
28 residents of the school district and otherwise eligible to serve as school  
29 board members under applicable law.

30 (C) The members of the interim board of directors shall  
31 serve on a voluntary basis without compensation.

32 (e)(1) If, by the end of the fifth school year following the public  
33 school's or school district's classification of academic distress status, the  
34 public school or school district in academic distress has not corrected all  
35 issues that caused the classification of academic distress, the state board,  
36 after a public hearing, shall consolidate, annex, or reconstitute the school

1 district under this section.

2 (2) The state board may grant additional time for a public  
3 school or school district to remove itself from academic distress by issuing  
4 a written finding supported by a majority of the state board explaining in  
5 detail that the public school or school district could not remove itself from  
6 academic distress during the relevant time period due to impossibility caused  
7 by external forces beyond the control of the public school or school  
8 district.

9 (f) Nothing in this section shall be construed to prevent the  
10 department or the state board from taking any of the actions listed in this  
11 section at any time to address public schools and school districts in  
12 academic distress.

13  
14 SECTION 6. Arkansas Code § 6-15-431(a), concerning academic distress  
15 rules and regulations, is amended to read as follows:

16 (a) The State Board of Education shall promulgate rules and  
17 regulations as necessary to identify, evaluate, assist, and address public  
18 schools and school districts determined to be in academic distress.

19  
20 SECTION 7. Arkansas Code § 6-18-227(a)(2), concerning the Arkansas  
21 Opportunity Public School Choice Act of 2004, is amended to read as follows:

22 (2)(A) The purpose of this section is to provide enhanced  
23 opportunity for students in this state to gain the knowledge and skills  
24 necessary for postsecondary education, a technical education, or the world of  
25 work.

26 (B) The General Assembly:

27 (i) Recognizes that the Arkansas Constitution, as  
28 interpreted by the Arkansas Supreme Court in Lake View School District No. 25  
29 v. Huckabee, 351 Ark. 31 (2002), makes education a paramount duty of the  
30 state;

31 (ii) Finds that the Arkansas Constitution requires  
32 the state to provide an adequate education;

33 (iii) Further finds that a student should not be  
34 compelled against the wishes of the parent, guardian, or the student, if the  
35 student is over eighteen (18) years of age, to remain in a public school or  
36 school district designated as a level 1 school under § 6-15-2103 for two (2)

1 ~~or more consecutive years~~ classified by the State Board of Education as a  
2 public school or school district in academic distress under § 6-15-428; and

3 (iv) Shall make available a public school choice  
4 option in order to give a child the opportunity to attend a public school or  
5 school district that is ~~performing satisfactorily~~ not in academic distress.

6 ~~(C) This section shall take effect with the implementation~~  
7 ~~of school performance category levels.~~

8  
9 SECTION 8. Arkansas Code § 6-18-227(a)(4), concerning the Arkansas  
10 Opportunity Public School Choice Act of 2004, is amended to read as follows:

11 (4) A public school choice program is hereby established to  
12 enable any student to transfer from a ~~failing school to another public school~~  
13 ~~in the state~~ public school or school district classified by the state board  
14 as in academic distress to another public school or school district in the  
15 state that is not in academic distress, subject to the restrictions contained  
16 in this section.

17  
18 SECTION 9. Arkansas Code § 6-18-227(b)(1), concerning the Arkansas  
19 Opportunity Public School Choice Act of 2004, is amended to read as follows:

20 (b)(1) Upon the request of a parent, guardian, or the student, if the  
21 student is over eighteen (18) years of age, a student may transfer from his  
22 or her resident district or public school to another district or public  
23 school in accordance with the provisions of this section if:

24 (A) The resident public school or school district has been  
25 ~~designated pursuant to § 6-15-2103 as a level 1 school for two (2) or more~~  
26 ~~consecutive school years~~ classified by the state board as a public school or  
27 school district in academic distress; and

28 (B) The parent, guardian, or the student, if the student  
29 is over eighteen (18) years of age, has notified the Department of Education  
30 and both the sending and receiving school districts of the request for a  
31 transfer no later than July 30 of the first year in which the student intends  
32 to transfer.

33  
34 SECTION 10. Arkansas Code § 6-18-227(b)(3)(A) and (B), concerning the  
35 Arkansas Opportunity Public School Choice Act of 2004, is amended to read as  
36 follows:



1 (3)(A) For each student enrolled in or assigned to a public  
2 school or school district that has been classified by the state board as  
3 being in academic distress ~~designated as a level 1 school for two (2) or more~~  
4 ~~consecutive school years~~, a school district shall:

5 (i) Timely notify the parent, guardian, or the  
6 student, if the student is over eighteen (18) years of age, as soon as  
7 practicable after the designation is made, of all options available pursuant  
8 to this section; and

9 (ii) Offer the parent, guardian, or the student, if  
10 the student is over eighteen (18) years of age, an opportunity to enroll the  
11 student in any public school or school district that has not been ~~designated~~  
12 ~~by the state pursuant to § 6-15-2103 as a school performing higher than that~~  
13 ~~in which the student is currently enrolled or to which the student has been~~  
14 ~~assigned, but not less than annual performance category level 3~~ classified by  
15 the state board as being in academic distress. The opportunity to continue  
16 attending the ~~higher performing~~ public school or school district that is not  
17 in academic distress shall remain in force until the student graduates from  
18 high school.

19 (B)(i) The parent or guardian of a student enrolled in or  
20 assigned to a public school or school district that has been ~~designated as a~~  
21 ~~school in level 1 under § 6-15-2103 for two (2) or more consecutive years~~  
22 classified by the state board as being in academic distress may choose as an  
23 alternative to enroll the student in a legally allowable ~~category level 3 or~~  
24 ~~higher performing~~ public school not in academic distress that is nearest to  
25 the student's legal residence.

26 (ii) That school or school district shall accept the  
27 student and report the student for purposes of the funding pursuant to  
28 applicable state law.

29  
30 SECTION 11. Arkansas Code § 6-18-227(c)(2), concerning the Arkansas  
31 Opportunity Public School Choice Act of 2004, is amended to read as follows:

32 (2) Upon the transferring public school or school district's  
33 removal from academic distress status ~~receiving a category level 3 or higher~~  
34 ~~for its annual performance~~, the transportation costs shall no longer be the  
35 responsibility of the transferring district, and the student's transportation  
36 and the costs of the transportation shall be the responsibility of the

1 parents or the receiving school district if the receiving school district  
2 agrees to bear the transportation costs.

3  
4 SECTION 12. Arkansas Code § 6-18-227(i), concerning the Arkansas  
5 Opportunity Public School Choice Act of 2004, is amended to read as follows:

6 (i) For purposes of determining a school district's state ~~equalization~~  
7 ~~aid~~ funding, the nonresident student shall be counted as a part of the  
8 average daily membership of the district to which the student has  
9 transferred.

10  
11 SECTION 13. Arkansas Code § 6-20-1908(d) through (f), concerning the  
12 fiscal distress improvement plans, is amended to read as follows:

13 (d) ~~No~~ Except under § 6-20-1910(d), a school district shall not be  
14 allowed to remain in fiscal distress status for more than ~~two (2)~~ five (5)  
15 consecutive school years from the date that the school district was  
16 classified as being in fiscal distress status.

17 (e) Any school district classified as being in fiscal distress status  
18 shall be required to receive on-site technical evaluation and assistance from  
19 the department.

20 (f)(1) The department shall evaluate and make written recommendations  
21 to the district superintendent regarding staffing of the school district and  
22 fiscal practices of the school district.

23 (2) The written recommendations of the department shall be  
24 binding on the school district, the superintendent, and the school district  
25 board of directors.

26  
27 SECTION 14. Arkansas Code § 6-20-1908(i), concerning the fiscal  
28 distress improvement plans, is amended to read as follows:

29 (i) ~~The~~ Except under § 6-20-1910(d), the state board shall  
30 consolidate, annex, or reconstitute any school district that fails to remove  
31 itself from the classification of a school district in fiscal distress within  
32 ~~two (2)~~ five (5) consecutive school years of ~~receipt of notice of~~  
33 ~~identification~~ classification of fiscal distress status ~~by the department~~  
34 unless the state board, at its discretion, issues a written finding supported  
35 by a majority of the state board, explaining in detail that the school  
36 district could not remove itself from fiscal distress due to impossibility

1 caused by external forces beyond the school district's control.

2  
3 SECTION 15. Arkansas Code § 6-20-1909(a), concerning department fiscal  
4 distress actions, is amended to read as follows:

5 (a) In addressing school districts in fiscal distress, the ~~Department~~  
6 Commissioner of Education may:

7 ~~(1) Require the superintendent to relinquish all administrative~~  
8 ~~authority with respect to the school district; Remove permanently, reassign,~~  
9 ~~or suspend on a temporary basis the superintendent of the school district~~  
10 ~~and;~~

11 ~~(2)(A)~~ Appoint an individual in place of the superintendent to  
12 administratively operate the school district under the supervision and  
13 approval of the ~~Commissioner of Education~~ commissioner; and

14 ~~(B) to compensate~~ Compensate nondepartment agents  
15 operating the school district from school district funding;

16 (2) Suspend or remove some or all of the current board of  
17 directors and call for the election of a new board of directors for the  
18 school district, in which case the school district shall reimburse the county  
19 board of election commissioners for election costs as otherwise recognized by  
20 law;

21 ~~(3) Call for the temporary suspension of the local school board~~  
22 ~~of directors;~~

23 ~~(4)(3)~~ Require the school district to operate without a ~~local~~  
24 ~~school~~ board of directors under the supervision of the local superintendent  
25 or an individual or panel appointed by the commissioner;

26 (4) Waive the application of Arkansas law or the corresponding  
27 state board rules, with the exception of:

28 (A) The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et  
29 seq.; and

30 (B) The Public School Employee Fair Hearing Act, § 6-17-  
31 1701 et seq.;

32 (5) Petition the State Board of Education for the annexation,  
33 consolidation, or reconstitution of the school district;

34 (6) In the absence of a school district board of directors,  
35 assume all authority of the board of directors as designated by the state  
36 board as may be necessary for the day-to-day governance of the school

1 district;

2 ~~(5)-(7)(A)~~ Place Return the administration of the school district  
3 ~~over~~ to the former board of directors or to a newly elected ~~school~~ board of  
4 directors; ~~or~~ if:

5 (i) The department certifies in writing to the state  
6 board and to the school district that the school district has corrected all  
7 issues that caused the classification of fiscal distress; and

8 (ii) The state board determines the school district  
9 has corrected all issues that caused the classification of fiscal distress.

10 (B) If the commissioner calls for an election of a new  
11 school district board of directors, the school district shall reimburse the  
12 county board of election commissioners for election costs as otherwise  
13 required by law;

14 (8) Otherwise reconstitute the school district; or

15 ~~(6)-(9)~~ Take any other action allowed by law that is deemed  
16 necessary to assist a school district in removing ~~criteria~~ the classification  
17 of fiscal distress.

18  
19 SECTION 16. Arkansas Code § 6-20-1910, concerning State Board of  
20 Education fiscal distress actions, is amended to add a new subsection to read  
21 as follows:

22 (d) If the Commissioner of Education assumes authority over a public  
23 school district in fiscal distress under subsection (a) of this section, the  
24 state board may pursue the following process for returning a public school  
25 district to the local control of its residents:

26 (1) During the second school year following a school district's  
27 classification as being in fiscal distress status, the state board shall  
28 determine the extent of the school district's progress toward correcting all  
29 issues that caused the classification of fiscal distress;

30 (2)(A) If the state board determines that sufficient progress  
31 has been made by a school district toward correcting all issues that caused  
32 the classification of fiscal distress, but the school district has not yet  
33 resolved all issues that caused the classification of fiscal distress, the  
34 commissioner, with the approval of the state board, may appoint a community  
35 advisory board of either five (5) or seven (7) members to serve under the  
36 supervision and direction of the commissioner.

1                   (B) The members of the community advisory board shall be  
2 residents of the school district and shall serve on a voluntary basis without  
3 compensation.

4                   (C) The Department of Education shall cause to be provided  
5 to the community advisory board technical assistance and training in, at a  
6 minimum, the areas required in § 6-13-629.

7                   (D) The duties of the community advisory board include  
8 without limitation:

9                   (i) Meeting monthly during a regularly scheduled  
10 public meeting with the state-appointed administrator regarding the progress  
11 of the public school or school district toward correcting all issues that  
12 caused the classification of fiscal distress;

13                   (ii) Seeking community input from the patrons of the  
14 school district regarding the progress of the public school or school  
15 district toward correcting all issues that caused the classification of  
16 fiscal distress;

17                   (iii) Conducting hearings and making recommendations  
18 to the commissioner regarding personnel and student discipline matters under  
19 the appropriate district policies;

20                   (iv) Working to build community capacity for the  
21 continued support of the school district; and

22                   (v) Submitting quarterly reports to the commissioner  
23 and the state board regarding the progress of the public school or school  
24 district toward correcting all issues that caused the classification of  
25 fiscal distress.

26                   (E) The members of the community advisory board shall  
27 serve at the pleasure of the commissioner until:

28                   (i) The school district is returned to local control  
29 and a permanent board of directors is elected and qualified; or

30                   (ii) The state board annexes, consolidates, or  
31 reconstitutes the school district under this section or under another  
32 provision of law;

33                   (3)(A) By April 1 of each year following the appointment of a  
34 community advisory board under subdivision (d)(2) of this section, the state  
35 board shall determine the extent of the school district's progress toward  
36 correcting all issues that caused the classification of fiscal distress and

1 shall:

2 (i) Allow the community advisory board to remain in  
3 place for one (1) additional year;

4 (ii) Return the school district to local control by  
5 calling for the election of a newly elected board of directors if:

6 (a) The department certifies in writing to the  
7 state board and to the school district that the school district has corrected  
8 all criteria for being placed into fiscal distress; and

9 (b) The state board determines the school  
10 district has corrected all criteria for being placed into fiscal distress; or

11 (iii) Annex, consolidate, or reconstitute the school  
12 district pursuant to this title.

13 (B) If the state board or commissioner calls for an  
14 election of a new school district board of directors, the school district  
15 shall reimburse the county board of election commissioners for election costs  
16 as otherwise required by law;

17 (4) If the state board calls for an election of a new school  
18 district board of directors pursuant to subdivision (d)(3)(A)(ii) of this  
19 section, the commissioner, with the approval of the state board, may appoint  
20 an interim board of directors to govern the school district until a permanent  
21 school district board of directors is elected and qualified.

22 (A) The interim board of directors shall consist of either  
23 five (5) or seven (7) members.

24 (B) The members of the interim board of directors shall be  
25 residents of the school district and otherwise eligible to serve as school  
26 board members under applicable law.

27 (C) The members of the interim board of directors shall  
28 serve on a voluntary basis without compensation.

29 (e)(1) If, by the end of the fifth school year following the school  
30 district's classification of fiscal distress status, the school district in  
31 fiscal distress has not corrected all issues that caused the classification  
32 of fiscal distress, the state board, after a public hearing, shall  
33 consolidate, annex, or reconstitute the school district under this section.

34 (2) The state board may grant additional time for a public  
35 school or school district to remove itself from fiscal distress by issuing a  
36 written finding supported by a majority of the state board explaining in

1 detail that the public school or school district could not remove itself from  
2 fiscal distress during the relevant time period due to impossibility caused  
3 by external forces beyond the control of the public school or school  
4 district.

5 (f) Nothing in this section shall be construed to prevent the  
6 department or the state board from taking any of the actions listed in § 6-  
7 20-1909 or this section at any time to address a school district in fiscal  
8 distress.

9  
10 SECTION 17. Arkansas Code § 6-21-803(5) and (6), concerning the  
11 definition of "facilities distress status", is amended to read as follows:

12 (5) "Facilities distress status" means a public school district  
13 ~~determined~~ identified by the Division of Public School Academic Facilities  
14 and Transportation as being in academic facilities distress status and  
15 classified by the Commission for Arkansas Public School Academic Facilities  
16 and Transportation as being in academic facilities distress status under this  
17 subchapter;

18 (6) "Facilities improvement plan" means a remedial plan  
19 developed by a school district for a public school or school district  
20 ~~identified~~ classified as being in academic facilities distress that  
21 supplements the school district's facilities master plan by:

22 (A) Identifying specific interventions and actions the  
23 public school or school district will undertake in order to correct deficient  
24 areas of practice with regard to custodial, maintenance, repair, and  
25 renovation activities with regard to academic facilities in the school  
26 district; and

27 (B) Describing how the school district will remedy those  
28 areas in which the school district is experiencing facilities distress,  
29 including the designation of the time period by which the school district  
30 will correct all deficiencies that placed the school district in facilities  
31 distress status;

32  
33 SECTION 18. Arkansas Code § 6-21-811(a) and (b), concerning the  
34 academic facilities distress program, is amended to read as follows:

35 (a) The Commission for Arkansas Public School Academic Facilities and  
36 Transportation shall ~~identify~~ classify a public school or school district as

1 being in academic facilities distress if the Division of Public School  
2 Academic Facilities and Transportation recommends and the commission concurs  
3 that the public school or school district has engaged in actions or inactions  
4 that result in any of the following:

5 (1) Any act or violation determined by the division to  
6 jeopardize any academic facility used by a public school or school district,  
7 including, but not limited to:

8 (A) Material failure to properly maintain academic  
9 facilities in accordance with this subchapter and rules adopted by the  
10 commission;

11 (B) Material violation of local, state, or federal fire,  
12 health, or safety code provisions or laws;

13 (C) Material violation of applicable building code  
14 provisions or law;

15 (D) Material failure to provide timely and accurate  
16 facilities master plans to the division;

17 (E) Material failure to comply with state law governing  
18 purchasing, bid requirements, or school-construction-related laws or rules in  
19 relation to academic facilities projects;

20 (F) Material default on any school district debt  
21 obligation; or

22 (G) Material failure to plan and progress satisfactorily  
23 toward accomplishing the priorities established by the division and the  
24 approved school district's facilities master plan; and

25 (2) Any other condition of an academic facility or facilities in  
26 a public school or school district that is determined by the division to have  
27 a detrimental impact on educational services provided by that public school  
28 or school district.

29 (b) The division shall provide written notice, via certified mail,  
30 return receipt requested, to the president of the ~~school~~ board of directors  
31 and the superintendent of the ~~public school or~~ school district identified or  
32 containing a school identified by the division as being in facilities  
33 distress.  
34

35 SECTION 19. Arkansas Code § 6-21-811(d) and (e), concerning the  
36 academic facilities distress program, is amended to read as follows:



1 (d)(1) A public school or school district ~~identified~~ classified by the  
2 commission as being in facilities distress shall develop a facilities  
3 improvement plan within thirty (30) days from the date of ~~receipt of the~~  
4 notice classification and promptly submit the facilities improvement plan to  
5 the division for review and approval.

6 (2) A public school or school district shall review and revise  
7 its facilities improvement plan on a periodic basis as determined by the  
8 division and submit the updated facilities improvement plan to the division  
9 in order for the division to determine whether the public school or school  
10 district is correcting its deficient areas of practice regarding academic  
11 facilities.

12 (3) A school district shall use facilities improvement plans as  
13 necessary to supplement and update its facilities master plan.

14 (e)(1) Every two (2) years ~~beginning February 1, 2009,~~ the division  
15 shall determine whether the progress of each school district complies with  
16 the school district's facilities master plan and shall notify the school  
17 district of any noncompliance.

18 (2) ~~Beginning on February 1, 2008, and each biennium thereafter~~  
19 Every two (2) years, the division shall review the applications made for the  
20 Academic Facilities Partnership Program established under § 6-20-2507, to  
21 identify any school district that did not apply for state funding for  
22 necessary facilities to meet adequacy requirements and shall notify the  
23 school district of any deficiencies.

24 (3) Within thirty (30) days of receiving the notice provided  
25 under subdivision (e)(1) or (e)(2) of this section, the school district shall  
26 submit a facilities improvement plan to the division for its review and  
27 approval that states how the school district will address the noncompliance  
28 issues contained in the notice.

29 (4) If the division does not approve the facilities improvement  
30 plan submitted by the school district, it shall identify the school district  
31 as being in facilities distress.

32 (5) A school district may appeal the ~~decision~~ identification of  
33 the division under this subsection to the commission pursuant to the  
34 procedures established by the commission;  
35

36 SECTION 20. Arkansas Code § 6-21-811(f)(1)(A)(ii), concerning the

1 academic facilities distress program, is amended to read as follows:

2 (ii) Thoroughly discuss and explain the sanctions  
3 and requirements that are available to the commission if the school district  
4 or a school within the district is identified classified by the commission as  
5 being in facilities distress under this section and § 6-21-812.

6  
7 SECTION 21. Arkansas Code § 6-21-811(g), concerning the academic  
8 facilities distress program, is amended to read as follows:

9 (g) When a school district is identified classified by the commission  
10 to be in facilities distress, the division may with the approval of the  
11 commission:

12 (1)(A) Provide on-site technical evaluation and assistance and  
13 make written recommendations to the school district superintendent regarding  
14 the care and maintenance of any academic facility in the school district.

15 (B) Any school district identified classified as being in  
16 facilities distress status shall accept on-site technical evaluation and  
17 assistance from the division.

18 (C) The written recommendations of the division are  
19 binding on the school district, the superintendent, and the ~~school~~ board of  
20 directors;

21 (2) ~~Require the superintendent to relinquish all administrative~~  
22 ~~authority with respect to the school district~~ Remove permanently, reassign,  
23 or suspend on a temporary basis the superintendent of the school district,  
24 and:

25 (A) Appoint an individual in place of the superintendent  
26 to administratively operate the school district under the supervision and  
27 approval of the Commissioner of Education; and

28 (B) Compensate from school district funds the individual  
29 appointed to operate the school district;

30 ~~(3)(A) Appoint an individual in place of the superintendent to~~  
31 ~~administratively operate the school district under the supervision and~~  
32 ~~approval of the Commissioner of Education, or his or her designee.~~

33 ~~(B) The division may direct the school district to~~  
34 ~~compensate from school district funds the individual appointed to operate the~~  
35 ~~school district;~~

36 ~~(4)~~(3) Suspend or remove any some or all ~~members~~ of the current

1 board of directors and call for the election of a new ~~school~~ board of  
2 directors for the school district, in which case the school district shall  
3 reimburse the county board of election commissioners for election costs as  
4 otherwise required by law;

5 ~~(5)(4)~~ Require the school district to operate without a ~~local~~  
6 ~~school~~ board of directors under the supervision of the ~~local~~ superintendent  
7 or an individual or panel appointed by the commissioner;

8 ~~(6) Require the school district to operate without a local~~  
9 ~~school board of directors under the supervision of an individual or panel~~  
10 ~~appointed by the Commissioner of Education;~~

11 (5) Waive the application of Arkansas law or the corresponding  
12 state board rules and regulations, with the exception of:

13 (A) The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et  
14 seq.; and

15 (B) The Public School Employee Fair Hearing Act, § 6-17-  
16 1701 et seq.;

17 (6) In the absence of a school district board of directors,  
18 direct the commissioner to assume all authority of the board of directors as  
19 may be necessary for the day-to-day governance of the school district;

20 (7)(A) Return the administration of the school district to the  
21 former board of directors or place the administration of the school district  
22 in a newly elected ~~school~~ board of directors if:

23 (i) The division certifies in writing to the  
24 commission and to the school district that the school district has corrected  
25 all issues that caused the classification of facilities distress; and

26 (ii) The commission determines the school district  
27 has corrected all issues that caused the classification of facilities  
28 distress.

29 (B) If the division calls for an election of a new school  
30 district board of directors, the school district shall reimburse the county  
31 board of election commissioners for election costs as otherwise required by  
32 law;

33 (8) Require school district staff and employees to attend  
34 training in areas of concern for the public school or school district;

35 (9)(A) Require a school district to cease all expenditures  
36 related to activities not described as part of an adequate education in § 6-

1 20-2302 and place money that would have been spent on the activities into an  
2 academic facilities escrow account to be released only upon approval by the  
3 division for use in conjunction with a local academic facilities project.

4 (B) School districts shall include a clause addressing  
5 this contingency in all contracts with personnel who are involved with  
6 activities not described as part of an adequate education;

7 (10) Notify the public school or school district in writing that  
8 the deficiencies regarding academic facilities shall be corrected within a  
9 time period designated by the division;

10 (11)(A) Petition the State Board of Education at any time for  
11 the consolidation, annexation, or reconstitution of a school district in  
12 facilities distress or take other appropriate action as allowed by this  
13 subchapter in order to secure and protect the best interest of the  
14 educational resources of the state or to provide for the best interest of  
15 students in the school district.

16 (B) The state board may approve the petition or take other  
17 appropriate action as allowed by this subchapter.

18 (C) The Except as set forth in subsection (m) or  
19 subdivision (g)(11)(D) of this section, the state board shall consolidate,  
20 annex, or reconstitute any school district that fails to remove itself from  
21 the classification of a school district in facilities distress within ~~two (2)~~  
22 five (5) consecutive school years of ~~receipt of notice of identification~~  
23 classification of facilities distress status ~~by the division.~~

24 (D) The state board may grant additional time for a public  
25 school or school district to remove itself from facilities distress by  
26 issuing a written finding supported by a majority of the state board  
27 explaining in detail that the public school or school district could not  
28 remove itself from facilities distress during the relevant time period due to  
29 impossibility caused by external forces beyond the control of the public  
30 school or school district;

31 (12) Correct the failure of a school district to complete its  
32 agreed plan or to pass the millage in the special election under subdivision  
33 (f)(2) of this section by contracting for and completing the necessary  
34 improvements under the agreed plan;

35 (13)(A) If the division recommends and the commission concurs  
36 that the academic facilities in the public school district in facilities

1     distress are inadequate to provide an adequate education, the state board may  
2     dissolve the school district and transfer students to public schools in other  
3     public school districts.

4                     (B) The state board shall assign the public school  
5     district's territory, property, and debt; and

6                     (14) Take any other action allowed by law that is deemed  
7     necessary to assist a public school or school district in ~~removing criteria~~  
8     correcting the issues that the classification of facilities distress, to  
9     secure and protect the best interest of the educational resources of the  
10    state, or to provide for the best interest of students in the school  
11    district.

12  
13     SECTION 22. Arkansas Code § 6-21-811(k)(1)(A), concerning the academic  
14     facilities distress program, is amended to read as follows:

15                     (k)(1)(A) If a school district is ~~identified~~ classified by the  
16     commission as being in facilities distress and has immediate repairs, growth,  
17     or suitability improvement issues, the division, in addition to any other  
18     remedy under this section and § 6-21-812, may provide a loan to the school  
19     district to be repaid from any funds available that are not required to  
20     provide an adequate education.

21  
22     SECTION 23. Arkansas Code § 6-21-811, concerning the academic  
23     facilities distress program, is amended to add two new subsections as  
24     follows:

25                     (m) If the division or commissioner assumes authority over a public  
26     school district in facilities distress under subsection (g) of this section,  
27     the commission may pursue the following process for returning a public school  
28     district to the local control of its residents:

29                     (1) During the second school year following a school district's  
30     classification as being in facilities distress status, the commission shall  
31     determine the extent of the school district's progress toward correcting all  
32     issues that caused the classification of facilities distress;

33                     (2)(A) If the commission determines that sufficient progress has  
34     been made by a school district toward correcting all criteria for being  
35     classified as in facilities distress, but the school district has not yet  
36     resolved all issues that caused the classification of facilities distress,

1 the commissioner, with the approval of the commission, may appoint a  
2 community advisory board of either five (5) or seven (7) members to serve  
3 under the supervision and approval of the commissioner.

4 (B) The members of the community advisory board shall be  
5 residents of the school district and shall serve on a voluntary basis without  
6 compensation.

7 (C) The Department of Education shall cause to be provided  
8 to the community advisory board technical assistance and training in, at a  
9 minimum, the areas required in § 6-13-629.

10 (D) The duties of the community advisory board include  
11 without limitation:

12 (i) Meeting monthly during a regularly scheduled  
13 public meeting with the state-appointed administrator regarding the progress  
14 of the school or school district toward correcting all issues that caused the  
15 classification of facilities distress;

16 (ii) Seeking community input from the residents of  
17 the school district regarding the progress of the school or school district  
18 toward correcting all issues that caused the classification of facilities  
19 distress;

20 (iii) Conducting hearings and making recommendations  
21 to the commissioner regarding personnel and student discipline matters as set  
22 forth in the appropriate district policies;

23 (iv) Working to build community capacity for the  
24 continued support of the school district; and

25 (v) Submitting quarterly reports to the commissioner  
26 and the commission regarding the progress of the school or school district  
27 toward correcting all issues that caused the classification of facilities  
28 distress.

29 (E) The members of the community advisory board shall  
30 serve at the pleasure of the commissioner until:

31 (i) The school district is returned to local control  
32 and a permanent school district board of directors is elected and qualified;  
33 or

34 (ii) The state board, upon petition of the  
35 commission or division annexes, consolidates or reconstitutes the school  
36 district pursuant to this title or under another provision of law;

1           (3) By April 1 of each year following the appointment of a  
2 community advisory board pursuant to subdivision (m)(2) of this section, the  
3 commission shall determine the extent of the school district's progress  
4 toward correcting all criteria for being classified as in facilities distress  
5 and shall:

6                   (A) Allow the community advisory board to remain in place  
7 for an additional year;

8                   (B) Return the school district to local control by calling  
9 for the election of a newly elected school district board of directors if:

10                   (i) The division certifies in writing to the  
11 commission and to the school district that the school district has corrected  
12 all issues that caused the classification of facilities distress; and

13                   (ii) The commission determines the school district  
14 has corrected all issues that caused the classification of facilities  
15 distress.

16                   (iii) If the division or commission calls for an  
17 election of a new school district board of directors, the school district  
18 shall reimburse the county board of election commissioners for election costs  
19 as otherwise required by law; or

20                   (C) Petition the state board for the annexation,  
21 consolidation, or reconstitution of the school district under this section;

22                   (4)(A) If the division, with the approval of the commission,  
23 calls for an election of a new school district board of directors pursuant to  
24 subdivision (g)(7) of this section, the commissioner, with the approval of  
25 the commission, may appoint an interim board of directors to govern the  
26 school district until a permanent school district board of directors is  
27 elected and qualified.

28                   (B) The interim board of directors shall consist of either  
29 five (5) or seven (7) members.

30                   (C) The members of the interim board of directors shall be  
31 residents of the school district and otherwise eligible to serve as board  
32 members under applicable law.

33                   (D) The members of the interim board of directors shall  
34 serve on a voluntary basis without compensation.

35                   (n)(1) If, by the end of the fifth school year following the school  
36 district's classification of facilities distress status, the school district

1 in facilities distress has not corrected all issues that caused the  
2 classification of facilities distress, the state board, upon petition from  
3 the commission or division and after a public hearing, shall consolidate,  
4 annex, or reconstitute the school district under this section.

5 (2) The state board may grant additional time for a public  
6 school or school district to remove itself from facilities distress by  
7 issuing a written finding supported by a majority of the state board  
8 explaining in detail that the public school or school district could not  
9 remove itself from facilities distress during the relevant time period due to  
10 impossibility caused by external forces beyond the control of the public  
11 school or school district.

12 (o) This section does not prevent the division, commission, or state  
13 board from taking any of the actions listed in this section at any time to  
14 address a public school or school district in facilities distress.

15  
16 SECTION 24. EMERGENCY CLAUSE. It is found and determined by the  
17 General Assembly of the State of Arkansas that it is the state's  
18 constitutional obligation to provide a general, suitable, and efficient free  
19 system of public schools in the state; that state oversight and intervention  
20 into distressed school districts is critical to the delivery of a  
21 constitutionally adequate education; and that the changes made in this act  
22 are immediately necessary for the state to meet this constitutional  
23 obligation. Therefore, an emergency is declared to exist, and this act being  
24 immediately necessary for the preservation of the public peace, health, and  
25 safety shall become effective on:

26 (1) The date of its approval by the Governor;

27 (2) If the bill is neither approved nor vetoed by the Governor,  
28 the expiration of the period of time during which the Governor may veto the  
29 bill; or

30 (3) If the bill is vetoed by the Governor and the veto is  
31 overridden, the date the last house overrides the veto.

32  
33 */s/Perry*  
34  
35  
36

APPROVED: 04/04/2013



**Drew Central School District**  
**LEA # 2202**  
**Drew County**

**Classified in Fiscal Distress**

May 14, 2012

**Fiscal Distress Indicators and Additional Concerns:**

\* A declining balance determined to jeopardize the fiscal integrity of the school district

<b>District Profile:</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Superintendent</b>	<b>Wayne Fawcett</b>	<b>Wayne Fawcett</b>	<b>Wayne Fawcett</b>	<b>Wayne Fawcett</b>
4 QTR ADM	968	979	970	934
Assessment	58,301,643	58,886,159	61,014,556	64,477,290
Total Mills	35.60	35.60	35.60	39.90
Total Debt Bond/Non Bond	5,550,000	5,355,000	7,190,000	7,155,000
Per Pupil Expenditures	8,211	9,869	10,267	10,181
Personnel-Non-Fed Certified FTE	75.68	76.72	89.51	76.35
Personnel-Non-Fed Certified Clsrm FTE	71.41	72.11	83.37	70.59
Avg Salary-Non-Fed Cert FTE	42,792	43,411	37,253	44,726
Avg Salary-Non-Fed Cert Clsrm FTE	40,310	41,105	34,514	41,835
Net Legal Balance (Excl Cat & QZAB)	592,086	627,557	466,609	570,962

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

**Effective for the 2012-13 school year Mr. Mike Johnston is Superintendent for the District.**

**District Actions:**

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

**2012-13**

- Reduced certified positions by 6.87 FTE through RIF
- Reduced classified positions by 3 FTE through RIF
- Increased lunch prices to offset expense
- Increased debt service revenue through a voted 4.3 mill increase from 35.6 to 39.9 mills on April 11, 2011
- Eliminated long term disability insurance benefit
- Discontinued involvement with Monticello/Drew Central Boot Camp (alternative program for students with behavior issues)
- Eliminated general maintenance purchase service contract
- Restructured debt through a bond refunding with a lower interest rate

**Drew Central School District**  
**LEA # 2202**  
**Drew County**

**Comments:**

The District was classified in Fiscal Distress on May 14, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

Wayne Fawcett, Drew Central Superintendent, resigned on June 30, 2012.

Effective for the 2012-13 school year Mr. Mike Johnston is Superintendent for the District.



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
Commissioner

April 17, 2013

**State Board  
of Education**

Jim Cooper  
Melbourne  
Chair

Brenda Gullett  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Toyce Newton  
Crossett

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Mr. Mike Johnston, Superintendent  
Drew Central School District  
250 University Dr.  
Monticello, Arkansas 71655

Dear Mr. Johnston:

This letter is to certify that the Drew Central School District has completed all activities and strategies as outlined in the District's Fiscal Distress Improvement Plan. The District has also complied with all department recommendations and requirements for removal from Fiscal Distress. The District may now petition the State Board for removal from Fiscal Distress status. The petition should be sent to Ms. Hazel Burnett at the address provided below. The petition will be presented to the State Board at the May 13, 2013 meeting. Arkansas Department of Education will recommend the Drew Central School District be removed from Fiscal Distress effective May 13, 2013. Please plan to attend this meeting and be prepared to answer any questions the State Board may have concerning your District and its programs.

We congratulate the Drew Central School District and encourage continued diligence to sustain this improvement.

Sincerely,

Hazel Burnett, ADE Coordinator  
Fiscal Distress Accountability and Reporting  
Four Capitol Mall, Room 105-C  
Little Rock, AR 72201

HB:ddm

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

cc: Dr. Tom Kimbrell, Commissioner  
Mr. Tony Wood, Deputy Commissioner  
Mr. Jared A. Cleveland, Assistant Commissioner

# DREW CENTRAL SCHOOLS

250 University Drive  
MONTICELLO, ARKANSAS 71655

(870) 367-5369

Fax (870) 367-1932

**RECEIVED**

**APR 22 2013**

**FINANCIAL ACCOUNTABILITY**

April 22, 2013

Dr. Tom Kimbrell  
Arkansas Department of Education  
Four Capitol Mall, Room 304-A  
Little Rock, AR 72201

Dear Dr. Kimbrell and the Arkansas State Board of Education:

On behalf of the Drew Central School District and its board, I respectfully request that the Drew Central School District be removed from the "Fiscal Distress" status.

The district, including the board, administration, teachers and staff, have worked diligently to improve our financial status and to be removed from the state's fiscal distress list. We have accomplished all of the objectives that the district set, among them are:

- Reduction of salary expenses by attrition, reduction of force and retirement;
- Elimination of participation in Boot Camp Program;
- Elimination of long-term disability benefit for employees;
- Increased millage by 4.9 mills;
- Refinanced a bond issue;
- Increased lunch prices;
- Eliminated a bus route;
- Projected increase in ending balance for the 2012-2013 school year;

The past year has been a difficult time for the Drew Central School District but we anticipate brighter days ahead. I am so proud to be a part of a district that persevered and stayed focused on the positive.

Lastly, we would like to express our gratitude to Ms. Hazel Burnett and her department for their assistance.

Sincerely,



Mike Johnston  
Superintendent

**Arkansas Department of Education  
Drew Central School District  
General Operating Funds  
Summary**

FY13 Budget			Projected
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>Balance</u> <u>6/30/2013</u>
494,857	7,581,256	6,582,976	1,493,137
FY12 as of June 30, 2012			Balance
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>as of</u> <u>6/30/2012</u>
407,837	7,268,319	7,181,299	494,857
FY11 as of June 30, 2011			Balance
<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>as of</u> <u>6/30/2011</u>
575,014	7,151,381	7,318,559	407,837

**Arkansas Department of Education  
Drew Central School District  
General Operating Funds  
Revenue**

**General Operating Funds:**

1000|1217|1218|1365|2000|2001|2050|2175|2215|2217|2218|2222|2224|2225|2227|2232|2234|2240|2246|2265|2271|2278|2365|2370|2376|2383|2389|2390|2392|2394|2395|2940|2970|4000

		FY11	FY12	FY13	Variance of
		as of	as of	Annual	12/13 budget
		<u>6/30/2011</u>	<u>6/30/2012</u>	<u>Budget</u>	<u>to 11/12 Actual</u>
<b>Revenue:</b>					
11110	Property Taxes Current	1,103,429	1,009,041	1,966,832	957,791
11115	Property Taxes Relief Sales	103,673	130,476	400,000	269,524
11120	40% Pullback 1/1 - 6/30	409,026	448,769	0	(448,769)
11125	40% Pullback Trans 1/1 - 6/30	201,120	211,828	0	(211,828)
11130	40% Pullback 7/1 - 12-31	0	0	0	0
11135	40% Pullback Trans 7/1 - 12/31	0	0	0	0
11140	Property Tax Delinquent	112,017	141,056	140,000	(1,056)
11150	Excess Commission	42,682	79,621	65,000	(14,621)
11160	Land Redemp-In State Sale	7,769	15,289	15,000	(289)
11400	Penalties/Interest on Tax	78	549	50	(499)
11900	Other Taxes	0	0	0	0
12800	Revenue in Lieu of Taxes	0	0	0	0
13000	Tuition	0	0	0	0
13110	Regular Day School	0	0	0	0
13120	Summer School	0	0	0	0
13160	Preschool Tuition	0	0	0	0
13210	Regular Day School	0	0	0	0
14110	Regular Day School	0	0	0	0
14210	Regular Day School	0	0	0	0
14220	Summer School	0	0	0	0
14900	Trans Fees - Other Sources	0	0	0	0
15100	Interest on Investments	116,924	3,047	1,000	(2,047)
15900	Other Earnings Investment	0	0	0	0
19100	Rentals	0	0	0	0
19130	Lea Buildings & Facilities	10,304	9,966	10,000	34
19200	Private Contributions	500	0	0	0
19300	Sales of Supplies and Materials	0	212	0	(212)
19310	Sale of Equipment	0	0	0	0
19510	Other LEA Within State	0	0	0	0
19800	Refunds of Prior Yr Expenditures	964	83,621	12,000	(71,621)
19900	Misc Rev from Local Sources	49,570	35,305	35,000	(305)
21100	County General Apportionment	4,514	3,810	0	(3,810)
21200	Severance Tax	0	0	0	0
21900	Other Revenue from County	0	0	0	0
31100	Minimum Foundation PGM	0	0	0	0
31101	State Foundation Funding	4,470,911	4,478,340	4,273,371	(204,969)
31102	Enhanced Education Fund	0	0	0	0
31103	98% URT	56,981	78,183	50,000	(28,183)
31110	State Equalization Aid	0	0	0	0
31120	Additional Base Funding	0	0	0	0

**Arkansas Department of Education  
Drew Central School District  
General Operating Funds  
Revenue**

		<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>Variance of</b>
		<b>as of</b>	<b>as of</b>	<b>Annual</b>	<b>12/13 budget</b>
		<b><u>6/30/2011</u></b>	<b><u>6/30/2012</u></b>	<b><u>Budget</u></b>	<b><u>to 11/12 Actual</u></b>
<b>31200</b>	<b>Additional Base Funding</b>	0	0	0	0
<b>31400</b>	<b>High Cost Transportation Funding</b>	0	30,007	30,000	(7)
<b>31450</b>	<b>Student Growth</b>	0	0	0	0
<b>31460</b>	<b>Declining Enrollment</b>	0	29,614	119,856	90,242
<b>31600</b>	<b>Incentive Funding</b>	0	0	0	0
<b>31650</b>	<b>Revenue Loss Funding</b>	0	0	0	0
<b>31900</b>	<b>Other</b>	0	290	0	(290)
<b>32213</b>	<b>Special Recognition Grant</b>	0	0	0	0
<b>32216</b>	<b>Compensatory Education</b>	0	0	0	0
<b>32219</b>	<b>Eisenhower Math/Science</b>	0	0	0	0
<b>32222</b>	<b>Career Education</b>	0	0	0	0
<b>32224</b>	<b>Isolated Grants</b>	0	0	0	0
<b>32225</b>	<b>East Lab Grant</b>	0	0	0	0
<b>32227</b>	<b>College Prep Enrichment Program</b>	0	0	0	0
<b>32232</b>	<b>EI Ex Grant</b>	0	0	0	0
<b>32234</b>	<b>Limited English Proficient</b>	0	0	0	0
<b>32250</b>	<b>Professional Quality</b>	8,011	8,600	10,600	2,000
<b>32260</b>	<b>Arkansas Game &amp; Fish</b>	3,677	2,840	2,800	(40)
<b>32310</b>	<b>Sped LEA Supervisor</b>	4,022	3,936	3,500	(436)
<b>32350</b>	<b>Early Child/Medicad Match</b>	0	0	0	0
<b>32355</b>	<b>Catastrophic Occurences</b>	0	33,226	30,000	(3,226)
<b>32361</b>	<b>Pre Ap Grant</b>	200	200	0	(200)
<b>32400</b>	<b>Vocational Aid</b>	0	0	0	0
<b>32420</b>	<b>Vocational Capital Equip Grant</b>	0	0	0	0
<b>32610</b>	<b>Ed Services Cooperative</b>	0	0	0	0
<b>32710</b>	<b>Ar Better Chance (ABC) Grant</b>	291,600	291,600	291,600	0
<b>32720</b>	<b>K-3 Summer School</b>	0	0	0	0
<b>32735</b>	<b>Parent Grant</b>	0	0	0	0
<b>32755</b>	<b>Smart Start</b>	0	0	0	0
<b>32900</b>	<b>Other</b>	0	0	0	0
<b>32909</b>	<b>CSH</b>	49,000	47,053	47,275	222
<b>32910</b>	<b>Worker's Comp Insurance</b>	0	0	0	0
<b>32912</b>	<b>General Facilities Fund</b>	11,426	9,141	6,856	(2,285)
<b>32913</b>	<b>Growth Facility Funding</b>	0	0	0	0
<b>32915</b>	<b>Debt Service Funding Supplement</b>	87,551	82,200	70,516	(11,684)
<b>32921</b>	<b>Facility Immediate Repair</b>	0	0	0	0
<b>32990</b>	<b>African American Grant</b>	0	0	0	0
<b>36000</b>	<b>General Facilities</b>	0	0	0	0
<b>36300</b>	<b>Debt Service</b>	0	0	0	0
<b>41200</b>	<b>Wildlife Refuge</b>	0	0	0	0
<b>41300</b>	<b>Revenue in Lieu of Taxes</b>	0	0	0	0
<b>42100</b>	<b>Forest Reserve</b>	0	0	0	0
<b>42200</b>	<b>Flood Control</b>	0	0	0	0
<b>42300</b>	<b>Mineral Leases</b>	0	0	0	0
<b>42400</b>	<b>Federal Grazing</b>	0	0	0	0
<b>42500</b>	<b>Impact Aid</b>	0	0	0	0

**Arkansas Department of Education  
Drew Central School District  
General Operating Funds  
Revenue**

		<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>Variance of</b>
		<b>as of</b>	<b>as of</b>	<b>Annual</b>	<b>12/13 budget</b>
		<b><u>6/30/2011</u></b>	<b><u>6/30/2012</u></b>	<b><u>Budget</u></b>	<b><u>to 11/12 Actual</u></b>
<b>48000</b>	Revenue in Lieu of Taxes	0	0	0	0
<b>51100</b>	Bonded Indebtedness	5,132	0	0	0
<b>51800</b>	Refunding Savings	0	0	0	0
<b>52300</b>	Transfer from Building Fund	0	0	0	0
<b>54500</b>	Transfer from Capital Outlay	0	0	0	0
<b>52600</b>	Transfer from Federal Grants	0	0	0	0
<b>52900</b>	Indirect Cost Reimbursement	0	0	0	0
<b>53100</b>	Sale of Equipment	300	500	0	(500)
<b>53200</b>	Sale of Building and Grounds	0	0	0	0
<b>53400</b>	Compensation-Loss Fixed Assets	0	0	0	0
	<b>Total Revenue</b>	<b>7,151,381</b>	<b>7,268,319</b>	<b>7,581,256</b>	<b>312,937</b>



**Arkansas Department of Education  
Drew Central School District  
General Operating Funds  
Expenditures**

<b>General Operating Funds:</b> <b>1000 1217 1218 1365 2000 2001 2050 2175 2215 2217 2218 2222 2224 2225 2227 2232 2234 2240 2246 2265 2271 2278 2365 2370 2376 2383 2389 2390 2392 2394 2395 2940 2970 4000</b>					
		<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>Variance of</b>
		<b>as of</b>	<b>as of</b>	<b>Annual</b>	<b>12/13 budget</b>
<b><u>Expenditures</u></b>		<b><u>6/30/2011</u></b>	<b><u>6/30/2012</u></b>	<b><u>Budget</u></b>	<b><u>to 11/12 Actual</u></b>
<b>61000-62999</b>	<b>Salaries &amp; Benefits</b>	<b>5,485,935</b>	<b>5,526,691</b>	<b>4,913,256</b>	<b>(613,435)</b>
<b>Other:</b>					
<b>63120</b>	<b>Management Services</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>63210</b>	<b>Instructional</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>63220</b>	<b>Subs Purchased Service</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>63310</b>	<b>Certified/Prof Dev Training</b>	<b>1,720</b>	<b>1,323</b>	<b>0</b>	<b>(1,323)</b>
<b>63320</b>	<b>Classified/Prof Training</b>	<b>3,245</b>	<b>204</b>	<b>11,375</b>	<b>11,171</b>
<b>63441</b>	<b>Defense of District</b>	<b>1,785</b>	<b>420</b>	<b>500</b>	<b>80</b>
<b>63445</b>	<b>Legal -Research and Opinion</b>	<b>560</b>	<b>125</b>	<b>200</b>	<b>75</b>
<b>63490</b>	<b>Other Technical Services</b>	<b>37,096</b>	<b>8,298</b>	<b>8,000</b>	<b>(298)</b>
<b>63900</b>	<b>Other Purc Prof Tech Serv</b>	<b>221,554</b>	<b>228,791</b>	<b>281,318</b>	<b>52,527</b>
<b>64110</b>	<b>Water/Sewer</b>	<b>8,170</b>	<b>14,090</b>	<b>15,000</b>	<b>910</b>
<b>64200</b>	<b>Cleaning Services</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>64310</b>	<b>Non Tech/ Rep and Maint</b>	<b>47,257</b>	<b>74,707</b>	<b>76,300</b>	<b>1,593</b>
<b>64320</b>	<b>Tech Rep and Maint</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>64410</b>	<b>Land &amp; Buildings</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>64420</b>	<b>Rental - Equip &amp; Vehicles</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>65200</b>	<b>Insurance, not Benefits</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>65210</b>	<b>Property Insurance</b>	<b>43,834</b>	<b>46,551</b>	<b>46,500</b>	<b>(51)</b>
<b>65220</b>	<b>Liability Insurance</b>	<b>3,325</b>	<b>4,175</b>	<b>4,500</b>	<b>325</b>
<b>65250</b>	<b>Accident Ins for Athletes</b>	<b>2,676</b>	<b>2,676</b>	<b>2,596</b>	<b>(80)</b>
<b>65290</b>	<b>Other and Student Ins</b>	<b>2,676</b>	<b>2,676</b>	<b>2,598</b>	<b>(78)</b>
<b>65300</b>	<b>Communications</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>65310</b>	<b>Telephone</b>	<b>2,415</b>	<b>4,609</b>	<b>5,000</b>	<b>391</b>
<b>65320</b>	<b>Postage</b>	<b>10,755</b>	<b>11,048</b>	<b>12,000</b>	<b>952</b>
<b>65400</b>	<b>Advertising</b>	<b>2,112</b>	<b>853</b>	<b>2,000</b>	<b>1,147</b>
<b>65500</b>	<b>Printing &amp; Binding</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>65600</b>	<b>Tuition</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>65610</b>	<b>To LEA's Within State</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>65810</b>	<b>Travel -Cert In District</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>65820</b>	<b>Travel - CLS In District</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>65830</b>	<b>Travel - Cert Out District</b>	<b>12,960</b>	<b>19,795</b>	<b>20,500</b>	<b>705</b>
<b>65840</b>	<b>Travel - CLS Out District</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>65870</b>	<b>Travel Non-Employee</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Arkansas Department of Education  
Drew Central School District  
General Operating Funds  
Expenditures**

		<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>Variance of</b>
		<b>as of</b>	<b>as of</b>	<b>Annual</b>	<b>12/13 budget</b>
<b>Expenditures</b>		<b>6/30/2011</b>	<b>6/30/2012</b>	<b>Budget</b>	<b>to 11/12 Actual</b>
65910	Services Purchased Locally	4,022	3,936	0	(3,936)
66100	General Supplies	330,711	319,961	319,491	(470)
66210	Natural Gas	32,350	28,222	32,000	3,778
66220	Electricity	166,111	181,190	185,000	3,810
66260	Gasoline/Diesel	121,072	136,797	108,975	(27,822)
66410	Textbooks	41,565	41,818	42,000	182
66420	Library Books	3,993	3,066	5,000	1,934
66430	Periodicals	199	89	100	11
66440	Audiovisual Materials	45	0	0	0
66500	Technology Supplies	0	0	0	0
66510	Software	6,705	0	0	0
66520	Other	0	16,989	15,000	(1,989)
66527	Tech (<1000)	1,646	11,309	13,000	1,691
66900	Other supplies & Materials	6,737	7,500	8,500	1,000
66910	Tires	7,651	12,197	12,000	(197)
67100	Land & Improvements	0	0	0	0
67199	Site Improvements	19,412	0	0	0
67200	Buildings	0	0	0	0
67300	Equipment	0	0	0	0
67310	Machinery	0	2,202	2,000	(202)
67320	Vehicles	0	5,775	12,200	6,425
67330	Furniture & Fixtures	0	8,211	2,000	(6,211)
67340	Tech Hardware	21,582	0	0	0
67390	Other Equipment	27,700	8,984	6,000	(2,984)
67500	Technology Equipment	0	0	0	0
67900	Depreciation	0	0	0	0
68100	Dues & Fees	12,519	13,975	14,100	125
68101	Teacher Lic Payment	2,100	1,700	1,200	(500)
68300	Interest	217,761	205,682	203,100	(2,582)
68900	Miscellaneous Expenditure	0	0	0	0
68999	Misc Exp	0	0	0	0
69100	Redemption of Principal	210,000	196,667	136,667	(60,000)
69330	To Building Fund	133,601	0	0	0
69350	To Capital Outlay Fund	0	0	0	0
69360	To Federal Grants Fund	0	0	0	0
69380	To Food Service	63,000	28,000	63,000	35,000
69400	Program Funding Return	0	0	0	0
<b>Total Other Exp.</b>		<b>1,832,623</b>	<b>1,654,608</b>	<b>1,669,720</b>	<b>15,112</b>
	<b>Total Expenditures</b>	<b>7,318,559</b>	<b>7,181,299</b>	<b>6,582,976</b>	<b>(598,323)</b>



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
Commissioner

April 23, 2013

State Board  
of Education

Jim Cooper  
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Toyce Newton  
Crossett

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Mr. Chris Baumann  
Responsive Education Solutions  
1301 Waters Ridge Dr.  
Lewisville, Texas 75057

Re: Notice of State Board Hearing: **Northwest Arkansas Classical Academy**  
Premier High School of Little Rock  
Quest Middle School of Pine Bluff

Dear Mr. Baumann:

This letter is to inform you that your request for charter amendments regarding the change in charter holder for Northwest Arkansas Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine Bluff and changes in locations for Northwest Arkansas Classical Academy and Quest Middle School of Pine Bluff will be considered at the State Board of Education meeting on **Monday, May 13, 2013**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any documentation necessary for you to address any questions that the State Board of Education may have.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. §6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools.

Should you wish to make an electronic presentation to the State Board of Education, a copy must be received in ADE Legal Services **no later than 4:30 p.m. on Wednesday, May 8, 2013**. A hard copy may be faxed to (501) 682-4249, or an electronic copy may be emailed to [jeremy.lasiter@arkansas.gov](mailto:jeremy.lasiter@arkansas.gov).

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to the ADE Charter School office at (501) 683-5313.

Respectfully,

Kendra Clay  
Staff Attorney

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

cc: Ms. Phyllis Stewart, State Board Office  
Ms. Mary Perry, Charter School Program Director  
Mr. Michael A. Poore, Superintendent, Bentonville School District  
Dr. Linda Watson, Superintendent, Pine Bluff School District  
Mr. Marvin Burton, Interim Superintendent, Little Rock School District

April 19, 2013

*Sent via E-Mail (mary.perry@arkansas.gov)*

Ms. Mary Perry, Director of Charter/Home Schools  
Four Capitol Mall, Room 304-B  
Little Rock, Arkansas 72201

Re: Board Agenda

Ms. Perry:

Please accept this letter as the formal request of Responsive Education Solutions of Arkansas ("ResponsiveEd of Arkansas") to be placed on the agenda of the Arkansas State Board of Education's ("Board") May meeting. Specifically, ResponsiveEd of Arkansas would like to seek the Board's approval to make the following amendments to ResponsiveEd of Arkansas' approved charter applications:

1. Northwest Arkansas Classical Academy

- a. Due to continued administrative delays in the Internal Revenue Service's processing of ResponsiveEd of Arkansas' 501(c)(3) determination request, Northwest Classical Academy is experiencing legal, operational, and financial difficulties that threaten the school's planned opening this fall, including, but not limited to, the pressing legal requirements of Ark. Code Ann. § 6-23-303(6). As such, ResponsiveEd of Arkansas hereby requests that the 501(c)(3) of its parent company, Responsive Education Solutions, be formally recognized as the sponsoring entity of the Northwest Classical Academy. The governing structure of the charter will otherwise remain the same as previously approved by the Board.
- b. Because of the recent availability of a more educationally suitable and conveniently located facility, ResponsiveEd of Arkansas hereby requests to amend the facility location described in the Northwest Arkansas Classical Academy charter application to 1302 Melissa Drive, Bentonville, Arkansas 72712.



PREMIER HIGH SCHOOLS



VISTA ACADEMIES



P.O. Box 292730, Lewisville, TX 75029 . Phone: 972.316.3663 . Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com Vista-Academies.com iSchoolHigh.com QuestMiddleSchools.com FoundersClassical.com



2. Premier High School of Little Rock: Due to continued administrative delays in the Internal Revenue Service's processing of ResponsiveEd of Arkansas' 501(c)(3) determination request, Premier High School of Little Rock is experiencing legal, operational, and financial difficulties that threaten the school's planned opening this fall, including, but not limited to, the pressing legal requirements of Ark. Code Ann. § 6-23-303(6). As such, ResponsiveEd of Arkansas hereby requests that the 501(c)(3) of its parent company, Responsive Education Solutions, be formally recognized as the sponsoring entity of the Premier High School of Little Rock. The governing structure of the charter will otherwise remain the same as previously approved by the Board.
3. Quest Middle School of Pine Bluff
  - a. Due to continued administrative delays in the Internal Revenue Service's processing of ResponsiveEd of Arkansas' 501(c)(3) determination request, Quest Middle School of Pine Bluff is experiencing legal, operational, and financial difficulties that threaten the school's planned opening this fall, including, but not limited to, the pressing legal requirements of Ark. Code Ann. § 6-23-303(6). As such, ResponsiveEd of Arkansas hereby requests that the 501(c)(3) of its parent company, Responsive Education Solutions, be formally recognized as the sponsoring entity of the Quest Middle School of Pine Bluff. The governing structure of the charter will otherwise remain the same as previously approved by the Board.
  - b. Because of the recent availability of a more suitable facility, ResponsiveEd of Arkansas hereby requests to amend the facility location described in the Quest Middle School of Pine Bluff charter application to 1501 West 73rd Avenue, Pine Bluff, Arkansas 71603.

Furthermore, due to the recent developments mentioned above and due to the pressing timelines governing the implementation of the necessary amendments requested, ResponsiveEd of Arkansas hereby requests that Dr. Tom Kimbrell, Commissioner of the Arkansas Department of Education, grant a waiver of the time restrictions listed in Section 4.02.3 of the Department's Rules Governing Public Charter Schools as authorized in Section 4.02.6 of the Rules.

Please feel free to contact me should you have any further questions.

Sincerely,



Chris Baumann  
General Counsel

Cc: Mr. Jeremy Lasiter (jeremy.lasiter@arkansas.gov)  
Mr. Chuck Cook (ccook@responsiveed.com)



# ARKANSAS DEPARTMENT OF EDUCATION

April 23, 2013

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Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Toyce Newton  
Crossett

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Mr. Chris Baumann  
Responsive Education Solutions  
1301 Waters Ridge Dr.  
Lewisville, Texas 75057

Re: Notice of State Board Hearing: Northwest Arkansas Classical Academy  
**Premier High School of Little Rock**  
Quest Middle School of Pine Bluff

Dear Mr. Baumann:

This letter is to inform you that your request for charter amendments regarding the change in charter holder for Northwest Arkansas Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine Bluff and changes in locations for Northwest Arkansas Classical Academy and Quest Middle School of Pine Bluff will be considered at the State Board of Education meeting on **Monday, May 13, 2013**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any documentation necessary for you to address any questions that the State Board of Education may have.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. §6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools.

Should you wish to make an electronic presentation to the State Board of Education, a copy must be received in ADE Legal Services **no later than 4:30 p.m. on Wednesday, May 8, 2013**. A hard copy may be faxed to (501) 682-4249, or an electronic copy may be emailed to [jeremy.lasiter@arkansas.gov](mailto:jeremy.lasiter@arkansas.gov).

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to the ADE Charter School office at (501) 683-5313.

Respectfully,

Kendra Clay  
Staff Attorney

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

cc: Ms. Phyllis Stewart, State Board Office  
Ms. Mary Perry, Charter School Program Director  
Mr. Michael A. Poore, Superintendent, Bentonville School District  
Dr. Linda Watson, Superintendent, Pine Bluff School District  
Mr. Marvin Burton, Interim Superintendent, Little Rock School District

April 19, 2013

*Sent via E-Mail (mary.perry@arkansas.gov)*

Ms. Mary Perry, Director of Charter/Home Schools  
Four Capitol Mall, Room 304-B  
Little Rock, Arkansas 72201

Re: Board Agenda

Ms. Perry:

Please accept this letter as the formal request of Responsive Education Solutions of Arkansas ("ResponsiveEd of Arkansas") to be placed on the agenda of the Arkansas State Board of Education's ("Board") May meeting. Specifically, ResponsiveEd of Arkansas would like to seek the Board's approval to make the following amendments to ResponsiveEd of Arkansas' approved charter applications:

1. Northwest Arkansas Classical Academy

- a. Due to continued administrative delays in the Internal Revenue Service's processing of ResponsiveEd of Arkansas' 501(c)(3) determination request, Northwest Classical Academy is experiencing legal, operational, and financial difficulties that threaten the school's planned opening this fall, including, but not limited to, the pressing legal requirements of Ark. Code Ann. § 6-23-303(6). As such, ResponsiveEd of Arkansas hereby requests that the 501(c)(3) of its parent company, Responsive Education Solutions, be formally recognized as the sponsoring entity of the Northwest Classical Academy. The governing structure of the charter will otherwise remain the same as previously approved by the Board.
- b. Because of the recent availability of a more educationally suitable and conveniently located facility, ResponsiveEd of Arkansas hereby requests to amend the facility location described in the Northwest Arkansas Classical Academy charter application to 1302 Melissa Drive, Bentonville, Arkansas 72712.



PREMIER HIGH SCHOOLS



VISTA ACADEMIES



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P.O. Box 292730, Lewisville, TX 75029 . Phone: 972.316.3663 . Fax: 972.315.9506

[ResponsiveEd.com](http://ResponsiveEd.com) [PremierHighSchools.com](http://PremierHighSchools.com) [Vista-Academies.com](http://Vista-Academies.com) [iSchoolHigh.com](http://iSchoolHigh.com) [QuestMiddleSchools.com](http://QuestMiddleSchools.com) [FoundersClassical.com](http://FoundersClassical.com)



2. Premier High School of Little Rock: Due to continued administrative delays in the Internal Revenue Service's processing of ResponsiveEd of Arkansas' 501(c)(3) determination request, Premier High School of Little Rock is experiencing legal, operational, and financial difficulties that threaten the school's planned opening this fall, including, but not limited to, the pressing legal requirements of Ark. Code Ann. § 6-23-303(6). As such, ResponsiveEd of Arkansas hereby requests that the 501(c)(3) of its parent company, Responsive Education Solutions, be formally recognized as the sponsoring entity of the Premier High School of Little Rock. The governing structure of the charter will otherwise remain the same as previously approved by the Board.

3. Quest Middle School of Pine Bluff

- a. Due to continued administrative delays in the Internal Revenue Service's processing of ResponsiveEd of Arkansas' 501(c)(3) determination request, Quest Middle School of Pine Bluff is experiencing legal, operational, and financial difficulties that threaten the school's planned opening this fall, including, but not limited to, the pressing legal requirements of Ark. Code Ann. § 6-23-303(6). As such, ResponsiveEd of Arkansas hereby requests that the 501(c)(3) of its parent company, Responsive Education Solutions, be formally recognized as the sponsoring entity of the Quest Middle School of Pine Bluff. The governing structure of the charter will otherwise remain the same as previously approved by the Board.
- b. Because of the recent availability of a more suitable facility, ResponsiveEd of Arkansas hereby requests to amend the facility location described in the Quest Middle School of Pine Bluff charter application to 1501 West 73rd Avenue, Pine Bluff, Arkansas 71603.

Furthermore, due to the recent developments mentioned above and due to the pressing timelines governing the implementation of the necessary amendments requested, ResponsiveEd of Arkansas hereby requests that Dr. Tom Kimbrell, Commissioner of the Arkansas Department of Education, grant a waiver of the time restrictions listed in Section 4.02.3 of the Department's Rules Governing Public Charter Schools as authorized in Section 4.02.6 of the Rules.

Please feel free to contact me should you have any further questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ch AB', with a long horizontal flourish extending to the right.

Chris Baumann  
General Counsel

Cc: Mr. Jeremy Lasiter (jeremy.lasiter@arkansas.gov)  
Mr. Chuck Cook (ccook@responsiveed.com)





# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
Commissioner

April 23, 2013

State Board  
of Education

Jim Cooper  
Melbourne  
Chair

Brenda Gullett  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Sam Ledbetter  
Little Rock

Alice Mahony  
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Toyce Newton  
Crossett

Mireya Reith  
Fayetteville

Vicki Saviers  
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Mr. Chris Baumann  
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1301 Waters Ridge Dr.  
Lewisville, Texas 75057

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Respectfully,

Kendra Clay  
Staff Attorney

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
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cc: Ms. Phyllis Stewart, State Board Office  
Ms. Mary Perry, Charter School Program Director  
Mr. Michael A. Poore, Superintendent, Bentonville School District  
Dr. Linda Watson, Superintendent, Pine Bluff School District  
Mr. Marvin Burton, Interim Superintendent, Little Rock School District

April 19, 2013

*Sent via E-Mail (mary.perry@arkansas.gov)*

Ms. Mary Perry, Director of Charter/Home Schools  
Four Capitol Mall, Room 304-B  
Little Rock, Arkansas 72201

Re: Board Agenda

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PREMIER HIGH SCHOOLS



VISTA ACADEMIES



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Chris Baumann  
General Counsel

Cc: Mr. Jeremy Lasiter (jeremy.lasiter@arkansas.gov)  
Mr. Chuck Cook (ccook@responsiveed.com)





# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
Commissioner

April 19, 2013

State Board  
of Education

Jim Cooper  
Melbourne  
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Brenda Gullett  
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Vice Chair

Dr. Jay Barth  
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Joe Black  
Newport

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Toyce Newton  
Crossett

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Ms. Kristin Mallory  
SIATech Little Rock  
6900 Scott Hamilton Drive  
Little Rock, AR 72209

Re: Notice of State Board Hearing: SIATech Little Rock

Dear Ms. Mallory:

This letter is to inform you that your request for a charter amendment regarding the relocation of SIATech Little Rock will be considered at the State Board of Education's on **Monday, May 13, 2013**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any documentation necessary for you to address any questions the State Board of Education may have.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. §6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools.

Should you wish to make an electronic presentation to the State Board of Education, a copy must be received in ADE Legal Services **no later than 4:30 p.m. on Wednesday, May 8, 2013**. A hard copy may be faxed to (501) 682-4249, or an electronic copy may be emailed to [jeremy.lasiter@arkansas.gov](mailto:jeremy.lasiter@arkansas.gov).

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to the ADE Charter School office at (501) 682-2130.

Respectfully,

Kendra Clay  
Staff Attorney

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
[ArkansasEd.org](http://ArkansasEd.org)

c: Ms. Phyllis Stewart, State Board Office  
Mrs. Mary Perry, Charter School Program Director  
Mr. Marvin Burton, Interim Superintendent, Little Rock School District



RECEIVED  
APR 22 2013

CHARTER SCHOOL OFFICE

April 19, 2013  
SIATech Charter High School  
6900 Scott Hamilton Road  
Little Rock, AR 72209

Ms. Mary Perry  
Charter/Home Schools Director  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall  
Little Rock, AR 72201

Re: Request to come before the Arkansas State Board of Education on May 13, 2013.

Dear Ms. Perry:

Please consider this a formal request to come before the Board of Education on May 13, 2013, to request permission for a change of school address (location).

Information regarding this request is enclosed. It includes:

- Reason for the request
- Plan for the address change
- Plan timeline (general)
- Impact on the existing approved charter

Please contact me if you have any questions and to confirm the inclusion of our request on the agenda for the May 13, 2013, board meeting. My direct line is 501.562.1850, and my email address is [katie.tatum@siatech.org](mailto:katie.tatum@siatech.org).

Thank you in advance for your review and consideration.

Sincerely,

Katie Tatum  
Principal, SIATech Little Rock

Enclosure: SIATech Little Rock: Request for changes/modifications to currently approved Charter Application.

Cc: Arkansas Department of Education, Arkansas Board of Education

Little Rock Job Corps Center  
6900 Scott Hamilton Drive  
Little Rock, AR 72209-3144  
PH 501.562.0395  
FX 501.562.7671  
[www.siatech.org](http://www.siatech.org)



Mr. Marvin Burton, Interim Superintendent  
Little Rock School District  
810 W Markham Street  
Little Rock, Arkansas 72201

Re: Request to come before the Arkansas State Board of Education on May 13, 2013.

Dear Mr. Burton:

Please consider this a formal request to come before the Board of Education on May 13, 2013, to request permission for a change of school address (location).

Information regarding this request is enclosed. It includes:

- Reason for the request
- Plan for the address change
- Plan timeline (general)
- Impact on the existing approved charter

Please feel free to contact me should questions arise and to confirm the inclusion of our request on the State Board agenda for the May 13, 2013 board meeting. My direct line is 501.562.1850, and my email address is [katie.tatum@siatech.org](mailto:katie.tatum@siatech.org).

Thank you in advance for your review and consideration.

Sincerely,

Katie Tatum  
Principal, SIATech Little Rock

Enclosure: SIATech Little Rock: Request for change/modifications to currently approved Charter Application.

Cc: Ms. Mary Perry, Charter/Home School Director, ADE

Little Rock Job Corps Center  
6900 Scott Hamilton Drive  
Little Rock, AR 72209-3144  
PH 501 562 0395  
FX 501 562 7671  
[www.siatech.org](http://www.siatech.org)

Date: 19 April 2013

To: Arkansas State Board of Education

From: SIATech Little Rock Board of Directors

**Request for changes/modifications to currently approved Charter Application**

**CHANGE OF LOCATION REQUEST**

**Name of School:** SIATech Little Rock

**Purpose:**

A multi-faceted request to attend to a recent change of practice at the LRJCC

The SIATech Little Rock Board of Directors is requesting changes to the currently approved charter application that will support efforts to attract and serve an At-Promise student population at a new school location.

**Page # iii in the Charter Application**

**Current Charter Site Address:** 6900 Scott Hamilton Drive **City:** Little Rock **ZIP:** 72209

On the Little Rock Job Corp Center property

SIATech is seeking to be included on the Board agenda for the May 13, 2013 AR State Board of Education meeting.

## **Charter School Amendment**

### **Recent Concern:**

As of 8 October 2012, no community students (students not enrolled in Job Corps) will be allowed on the center; hence students wanting to enroll in SIATech and not in Job Corps will not be allowed to attend SIATech Little Rock, an Arkansas Public School.

On 7 October 2012, verbal communication to Ms. Katie Tatum, school principal, and a voice mail message to Kris Mallory, notifying SIATech, that effective immediately, no community students will be allowed to come onto the Job Corps Center to attend SIATech unless she/he are concurrently enrolled in Job Corps. The message was delivered to Kris Mallory by Ms. Patty Wooten, Director of the Little Rock Job Corps Center, on behalf of Adams and Associates. Ms. Mallory confirmed her understanding of the new practice was that current SIATech students, not enrolled in Job Corps, would not be able to return to SIATech, effective immediately.

### **Background:**

#### **Pre-Application: Meeting with Adams & Associates, Inc. (A&A) Executive Director**

A meeting was called with the Executive Director of the Management Company (A&A) responsible for the leadership and administration of the Little Rock Job Corps Center, to ensure an understanding of Arkansas Public School open access requirements prior to submission of the SIATech Little Rock Charter School application. In order to clearly and accurately impart all information and to stress the importance of these requirements, representatives from the Arkansas Public School Resource Center attended the meeting to review open access requirements related to all AR public schools.

The Executive Director of A&A indicated that the center would be willing to work with SIATech to maintain compliance with open access law in AR.

### **Action Steps Taken**

#### **1. Immediate Impact and Actions Taken for an Interim Solution**

***Two SIATech community students were impacted by this action.***

One student elected to enroll in Job Corps. Job Corps expedited his enrollment in the program and he continued studies in both SIATech and Job Corps. The second student elected not to enroll in Job Corps. The parent is a strong supporter of SIATech and wished for her son to continue in the SIATech program as did the young man. SIATech implemented a virtual learning plan, inclusive of in-person support, providing him with the SIATech instructional program.

***Please see Attachment 1. Interim Virtual and In-Person Instructional Plan***



## 2. Proposed New Location

**Facility Address:** 8023 I-30, Little Rock 72209

*Lease to be obtained pending AR State Board Approval of SIATech Charter Amendments. In seeking out locations three priorities were addressed:*

- i. Access to the target population (out-of-school youth & high level of poverty)*
- ii. Availability of bus transportation*
- iii. Proximity to the Job Corp Center*

**The site** is approximately 2.3 miles from the present SIATech School at the Job Corps Center. The site is a 15,740 square foot free-standing building located in a zone I-2 area which allows schools, business and school, commercial, for trades or crafts. The building has large areas which may be walled off for use as classrooms. There will be new heating, air conditioning, wiring due to recent vandalism. The site was formerly used as a Private School for Primary age children and has been vacant for months. The anticipated cost of the I-30 site is \$5.50 per square foot net, after taxes, insurance, and maintenance and utilities.

*Please see Attachment 2.a. I-30 Location Schematic*  
*Attachment 2.b. Current Exterior*  
*Attachment 2.c. Current Interior*

### Transportation

Access to public transportation is available at the identified location.

*Please see Attachment 2.d. Public Transportation / Bus route 15*  
*Attachment 2.e. CAT Route #15: Sixty-Fifth Street: Stanton Road Stop*

### Facility Use Plan

*Please see Attachment 2.f. Facility Use Plan*

### Budget

*Please see Attachment 3. SIATech Little Rock 3 Year Budget Projection*

### School Planning

*Please see Attachment 4.a. SIATech DRAFT Daily Schedule*  
*4.b. SIATech Child Nutrition Plan*  
*4.c. Draft School Calendar 2013-14*

### Job Corps Support

*Please see Attachment 5. Letter of Support: Adams & Associates, LRJCC Center Director*

## 3. Evidence that the proposed change is financially feasible (budget that indicates anticipated costs such as materials, textbooks, additional staff, technology, etc.).

Projected cost to prepare the proposed facility for its intended use is \$166,000. This includes \$125,000 in building renovations and \$41,000 in IT infrastructure. We will utilize our Walton Family Foundation grant to support these costs. This grant will also be utilized to support students' transportation and our community outreach efforts.

The proposed three year budget is based on an FY14 enrollment of 200 students. We anticipate being fully enrolled with 275 students in FY15 and FY16. A level poverty rate of 85% is also assumed. As part of the proposed amendments, we will operate an approved child nutrition program thus making us eligible for both National School Lunch (NSLA) funding and Child Nutrition reimbursements for approved meals served.

We are projecting a declining fund balance in FY14 as we are not eligible to receive NSLA funding in the first year of operating an approved Child Nutrition Program. However, we will be fully eligible for these funds in FY15 and are projecting a positive change in our ending fund balances for both FY15 and FY16.

*Please see **Attachment 3. SIATech Little Rock 3 Year Budget Projection***

#### **4. Program Planning Staffing Plan**

New staff positions that will be filled prior to the opening at the new location are: School Counselor and Elective Teacher(s). New positions or contract services to be secured are: Security Service or Resource Officer, Health Services and Food Services Staff. A new position will be added, a singular Instructional Aide/Testing Specialist, combining some of the responsibilities of the current Instructional Aide and Testing Specialist positions. These two individual positions will not be filled at this time. There may be a return to splitting out the positions in the future.

#### **2013-14 Draft School Schedule**

For the 2013-2014 school year, the school will utilize a 7:30-4:00 work day and plan for an average enrollment of 200 students.

Students will receive a full day of instruction for a minimum of 6 hours per day, which is slightly longer than the daily minimum required 350 minutes. This schedule provides students with 50 minutes of extra instruction every week during the school year.

*Please see **Attachment 4.a. SIATech DRAFT Daily Schedule***

### **Child Nutrition Plan**

The school will follow the guidelines of the Child Nutrition Program and provide free or reduced price meals for all students who qualify. Meals will *be* available for purchase by all other students and staff.

*Please see Attachment 4.b. SIATech Child Nutrition Program*

### **Length of School Day/Year**

The partnership with Job Corps provides many benefits to SIATech, most significantly are reduced costs for facilities and elective teachers. The extended school year was primarily possible due to reduced facility costs, the use of Job Corps Counselors/medical staff/security and the ability of students to earn elective credits in many of the trade/career technical classes. The move to a community location would require SIATech to use a traditional school year calendar subsequent to the 2012-13 school year. The year would include 178 student attendance days in a 194 day annual teacher calendar. This would provide 2 parent meeting days, 10 staff professional development days and 4 staff work days. SIATech does want to support all the SIATech students that are currently enrolled in the SIATech program on the Job Corps campus and will operate on center until the end of June 2013.

SIATech does want to support all the SIATech students that are currently enrolled in the SIATech program on the Job Corps campus and will operate an intersession program, on center, during July 2013. Job Corps students who enroll after March 11<sup>th</sup> may also participate in this intersession program. This intersession will help to facilitate the completion of the bulk of the academic program for currently enrolled Job Corps students who are scheduled to complete the Job Corps program during the summer of 2013.

SIATech will plan summer intersession programs annually in order to provide extended learning opportunities to the At-Promise (commonly referenced as At-Risk) student population that SIATech seeks to continue serving. An annual intersession program will provide extended learning opportunities for students and support accelerating student progress toward diploma completion. Initial planning indicates a focus on the core academics and possible community service and/or internship activities.

*Please See Attachment 4.c. DRAFT School Calendar 2013–14*

## 5. Job Corps Partnership

The Job Corp Center Director and Adams & Associates, Inc. have expressed an interest in maintaining a partnership with SIATech including sending Job Corps students to the new SIATech school site for participation in SIATech. There is a current and ongoing precedent for Job Corps to send students to attend a SIATech 'sister school' in Florida (current practice at the Pinellas Job Corps Center). SIATech is looking forward to a continuing partnership with the Little Rock Federal Job Corps program.

*Please see Attachment 5. Letter of Support: Adams & Associates, LRJC Center Director*

## 6. SIATech Governing Board approval of a draft plan for a change of address to the I-30 location

In order to comply with Arkansas public school 'open access' law, the SIATech LR Board of Directors approved an initial plan for a change of address request at the 24 January 2013 SIATech Board of Directors meeting. **A draft lease for the new I-30 location was approved at the 18 April 2013 SIATech Board of Directors meeting.**

## 7. Marketing and Outreach

Pending approval by the AR State Board of Education on **13 May 2013**, SIATech will implement a Marketing and Outreach Plan to publicize the school, its mission and vision. Targeted marketing will take place to seek out students who have left school without a diploma or are under-credit and over-age (will not be able to graduate with their cohort class) and are seeking to re-engage in their education. Outreach activities will minimally include:

### Written Communication

- The printing and distribution of postcards, posters, flyers
- Public advertisements
- Banner on school building
- Posters on community boards at stores and markets, stores and restaurant windows
- Postings on the SIATech website
- Digital (other than school website) awareness

### Events

- Open house events
- Informational breakfast
- Q&A sessions in the local library or school facility

### Personal Communication

- Student and Parent/Guardian 'word of mouth'
- Discussion with local community groups that work with the population we are seeking to serve (e.g. workforce boards)
- Seek Community Outreach Opportunities to volunteer (Habitat for Humanity, charity walks, park cleanup, helping at a senior center, etc).
- Connect with community groups and organizations in the school area (e.g. juvenile service groups, pastors, etc.)

- Engage SIATech staff and parents/guardians of students in serving as ambassadors for the school

**This section addresses the specific changes to language in the original charter application.**

Language in ***Red, Bold, Italics is NEW Language***

Language that is crossed through is DELETED Language

The Table of Contents has not been changed from the original charter.

All headings and sections have the same name.

The original charter attachments have not been included.



# Little Rock



## Charter School Application 2011-12

*A partnership supporting an 'At-Promise' student population*



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**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:** SIATech Little Rock

**Grade Level(s) for the School:** 9-12                      **Student Enrollment cap:** 275

**Name of Sponsoring Entity:** Arkansas School for Integrated Technologies and Academics, Inc.

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

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

**Name of Contact Person:** Kristin L. Mallory

**Address:** 2611 Temple Heights Dr., Ste A                      **City:** Oceanside, CA   **ZIP:** 92056

**Daytime Phone Number:** (858) 449-8173                      **FAX:** (760) 631-6072

**E-mail:** Kris.Mallory@siatech.org

**Charter Site Address:** 6900 Scott Hamilton Drive                      **City:** Little Rock

**ZIP:** 72209                      **Date of Proposed Opening:** Fall 2011

Chief Operating Officer  
of Proposed Charter: To Be Determined (TBD)                      Title: School Principal

Address: 6900 Scott Hamilton Drive **672480231-30** City: Little Rock



ZIP Code: 72209 Daytime Telephone Number: 501.618.2500

The proposed charter will be located in the Little Rock 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.

<b>Name:</b> Kristin Mallory	<b>Position:</b> Chief Instructional Officer
<b>Profession:</b> Educator	<b>State of Residence:</b> CA
<i>Kristin had input from SIATech, Inc&amp;NEWCorp, Inc. staff members</i>	
<b>Name:</b> Dean Elliott	<b>Position:</b> Director of Govt. Affairs, Dillard's, Inc
<b>Profession:</b> Director	<b>State of Residence:</b> AR
<b>Name:</b> Lorraine Lane	<b>Position:</b> Job Corps Center Director
<b>Profession:</b> Job Corps Management	<b>State of Residence:</b> AR
<b>Name:</b> Fred Williams	<b>Position:</b> Job Corps Deputy Director
<b>Profession:</b> Job Corps Management	<b>State of Residence:</b> AR
<b>Name:</b> Wendy Maxie	<b>Position:</b> Education Manager
<b>Profession:</b> Educator	<b>State of Residence:</b> AR
<b>Name:</b> Richard Trainor	<b>Position:</b> Chief Financial Officer, NEWCorp
<b>Profession:</b> Finance	<b>State of Residence:</b> GA

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

2009-10 = 25,899 (Total District Enrollment)

List the school districts from which students are expected to come.

Little Rock School District

North Little Rock School District

Pulaski County Special School District

## B. GENERAL DESCRIPTION

The School for Integrated Academics and Technologies, Inc. (SIATech) is a network of fully-accredited charter high schools focused on dropout recovery and retention. SIATech Little Rock re-engages former school dropouts with a unique education program through an innovative, student-centered and standards/research-based curriculum that integrates technology with academics. There is a specific emphasis on literacy, numeracy, critical thinking and achievement of the Arkansas core academic standards. Students assist in developing and monitoring their individualized learning plans, assuming ownership and responsibility for their learning and academic progress.

~~The SIATech partnership with the federal Job Corps program, a symbiotic relationship to maximize AR public education efforts.~~ **SIATech will** provides school dropouts the opportunity to complete their secondary education in a technology-rich, classroom-based environment and an elective program that provides career-technical certification for a 21<sup>st</sup> Century



workforce. Reallocation of dollars, as a result of the partnership, provides an extended school year, a one-to-one student to computer ratio in core academic classrooms, a robust career-technical elective program, small class sizes. ***The school will offer*** a safe learning environment where students learn to take personal responsibility for identifying and tracking their learning goals and academic learning gains.

***SIATech will change from a formal partnership with Job Corps to a more 'distant' partnership. The school will no longer be located on the Job Corp Center which will necessitate changes in the way SIATech distributes resources. Specific changes, due to the reduced support from Job Corps, will result in a reallocation of dollars as listed below:***

- ***a traditional school year calendar will be utilized***
- ***a strong ratio of students to computers, equal to or better than 2:1, but not specifically one to one in all classrooms***
- ***Job Corps students sent to SIATech will be able to use their vocational training (hard and soft trades) to fulfill Career Focus electives.***

Guided by highly qualified teachers, students augment and adjust their individual learning plan, recognize what is working and what is not, and assume ownership for implementing the best and most appropriate "next steps" to progress in their academic program. Copies of each student's learning plan reflecting their achievement, inclusive of goals and assessments, will be provided to parents/guardians of minor age students in a systematic and ongoing manner using multiple communication strategies (written, oral, on-line/digital, and in-person). SIATech's integrated academic curriculum, ConTech Learning Strategies® embeds state and common core national content standards into industry-standard software programs such as Microsoft Office Suite, AutoCAD 2000, Macromedia Flash and Adobe. This custom curriculum provides multi-media tutorials; requires that students learn to manipulate software applications in order to move through the learning activities in math, science, English and history that are interwoven with connections to career-technical and employability skills using real-world problems and situations. Competency is demonstrated in benchmark and cumulative knowledge assessments, authentic portfolio assessments including a portfolio of work, five senior projects that represent a broad sampling of student learning, and a multi-media presentation of that work to staff, parents/guardians and peers. A focus on literacy and numeracy and an accountability system based on "Value-Added," provides data about individual student learning gains (progress from one assessment to another). It is the expectation that the majority of students will exceed expected growth in reading and mathematics. This is measured, for each student, using baseline and growth assessments from nationally-normed reading and math assessments. Students are provided with a copy of the reading and math diagnostics report after each assessment to evaluate current proficiency and track individual growth progress. For writing, SIATech uses its internally developed, rubric-scored, on-demand writing assessments.

Based on a sound theoretical framework of competency-based, authentic education, and drawing on the foundational work of Abraham Maslow (*Maslow's Hierarchy of Needs*), Bloom's *Taxonomy of Educational Effectiveness* and Feuerstein's *educability of intelligence*, SIATech has created an educational delivery model that has effectively changed the lives of over 10,000 high school dropouts by helping them to re-engage in the education process, achieve the goal of a high school diploma and access opportunities for advanced education and a meaningful

career. One of the most important strategies utilized by the SIATech system is to use a competency-based model of teaching & learning. Competency-based learning moves away from a system that relies on seat-time credits (a measure of the length of time a student has studied a subject) and the confinement of grade-level boundaries to a system that awards credits based upon the demonstration of skill level mastery. Time-shifting allows access to curriculum in the form of extended day learning opportunities, work-based learning, and community service and facilitates accelerated learning. This supports a truly unique experience and meaningful transformation. When a student acquires a defined level of skill or competency, they move on to the next set of standards.

Caring adults, a small learning community, an orderly atmosphere, a strong emphasis on skill acquisition, frequent monitoring of progress, data-driven decisions in real-time within a "High Tech" and a "High Touch" learning environment promotes students future academic success by teaching students the academic skills and confidence to learn to self-monitor their learning under the tutelage of adults with high expectations of success for every student.



## **STANDARD 1 - PUBLIC HEARING RESULTS**

A public hearing was held at the Southwest Community Recreation Center, 6401 Baseline Road, Multi-Purpose Room, Little Rock, AR 72209, on Friday, August 20, 2010 at 6:00 pm. It was attended by 8 persons from the community, 4 who were from the Little Rock Job Corps Center. Presentations were made by Laurie Pianka, Education Director and Kristin Mallory, Chief Instructional Officer, from SIATech. A power point presentation highlighted information about the SIATech history and educational program and a web-based recorded presentation from the SIATech Gainesville, FL principal summarized her school's June, 2010 Model Schools presentation in Orlando, FL. The sign-in sheet from the meeting is in **Attachment A**. There were numerous questions about the charter and most remarks from community members spoke to the 'uniqueness' of the charter purpose and the target population. Individuals from Job Corps were able to answer many questions about their program and their expectations of the potential partnership.

There will be a second public hearing on Thursday, September 2<sup>nd</sup> at 6:00 pm at the Little Rock Job Corps Center, 6900 Scott Hamilton Drive, Little Rock, AR 72209 to provide community members with an opportunity to not only hear about the SIATech Little Rock charter program but to see the facility where the school will be housed if approved.

In addition to the community meeting, a letter of support was submitted by Ms. Wendy Maxie, the Career Education Manager of the Little Rock Job Corps Center(**Attachment H**).

## **STANDARD 2 - ARKANSAS CODE ANNOTATED §6-23-302 REQUIREMENTS**

All of the following requirements of Arkansas Code Annotated §6-23-302 were met:

- A. Public hearings were published in the *Arkansas Democrat Gazette* (**Attachment A**).
- B. Copies of the Notice of Public Hearing are included in **Attachment A**.
- C. The last public hearing notice was published on August 19, 2010 (**Attachment A**).
- D. Letters were sent to the superintendents of Bryant Public Schools (2<sup>nd</sup> public meeting only), Pulaski County Special School District, North Little Rock School District and Little Rock School District (**Attachment A**).

## **STANDARD 3 - GOVERNING STRUCTURE**

The legal entity governing the proposed school is *Arkansas School for Integrated Academics and Technologies Little Rock, Inc. (SIATech Little Rock, Inc.)*, which is a public benefit, non-profit 501(c)(3) corporation. SIATech Little Rock, Inc. is electing to be a public employer and will seek to participate in the Arkansas Teacher Retirement System (ATRS).

The Board of Directors (Board) of SIATech Little Rock, Inc. will serve as the governing body of the school, SIATech Little Rock. The Board will be established with seven (7) members including four (4) business/community/education leaders, one (1) parent/guardian ~~or in-loco-parentis~~, one (1) student, and one (1) representative of the member corporation (NEWCorp, Inc.). Initially, the Founding Board will appoint the members of the Board according to the terms of the corporate by-laws. Thereafter, the business/community/education, parent, and student representatives will be nominated and elected by their peers to the Board. The Board of Director members will elect a President, Vice-President, and Secretary. Procedures for replacing Board of Director members will be set forth in the by-laws of the organization. Each member of the

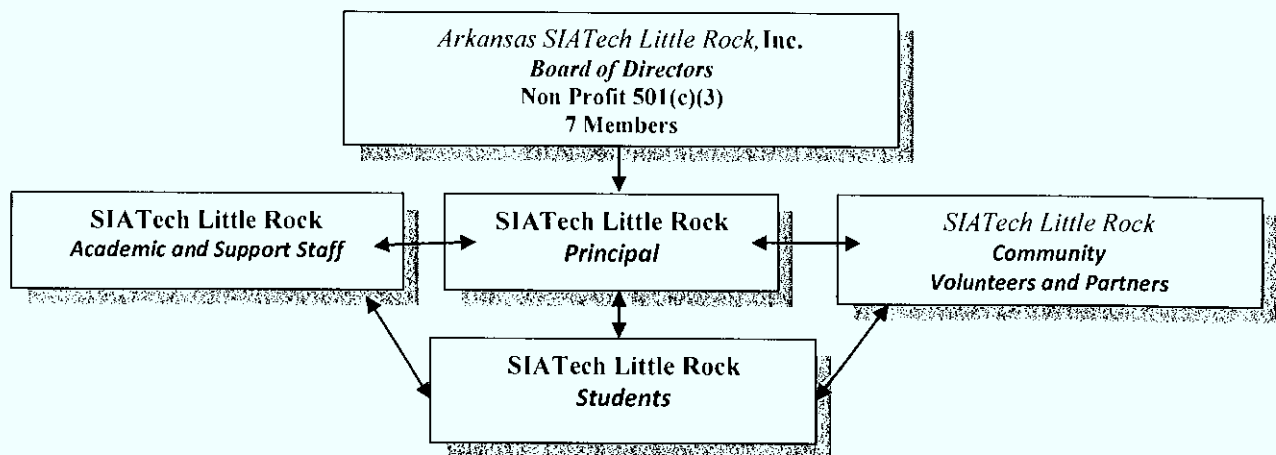
Board will be fingerprinted and will minimally specify multi-year terms (2-3) that overlap, providing constancy of membership.

SIATech Little Rock will be under the overall management and control of the Board, which will work closely with the school principal in promoting school goal achievement, student academic achievement and ongoing alignment with the school mission and vision. The Board will focus on policy issues and will entrust the day-to-day management of the school to the principal, who will be accountable to the Board for the overall performance of the school.

The central role of the Board of Directors of SIATech Little Rock, Inc. will be to be the “keepers of the mission and vision” of the school. The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board will concern itself first and foremost with pupil achievement, what it can do to support and enhance that achievement, and how it can help build a sense of connectedness and community for each SIATech Little Rock pupil and stakeholder. To that end, the Board will be composed of a representative group who can provide input from the community and the general stakeholders of SIATech Little Rock, Inc. The Board will involve teachers, parents, and students in the governance, operations, and planning procedures of SIATech Little Rock, Inc. Every effort will be made to create an environment in which students can experience a sense of community and involvement that addresses their needs and interests.

The governing structure of the school is further illustrated in the following chart:

**SIATech Little Rock, Inc., Organizational Chart:**



The Organizational Flow Chart presented above outlines the general governance structure of the school, and the respective relationships of the Board of Directors, the principal, staff and students.

As has been indicated, the principal will have primary financial and administrative management responsibility for SIATech Little Rock, that will include, but not be limited to: personnel and payroll administration; professional development/training; curriculum and testing; contract administration; accounting, budgeting, cash management and financial reporting; management information systems; insurance; transportation services; cafeteria management services; parent/student/community activities; marketing and recruitment; and public relations activities.

The principal will be assisted in these tasks by employees, and professionals or entities employed by or contracted with for the provision of administrative and management support services.

### ***Proposed reporting and relationship structure***

SIATech Little Rock will be under the overall management and control of the Board of Directors (Board), which will work closely with the principal. The Board will focus on operational oversight and the identification and development of overarching goals and policy issues. The day-to-day management of the school will be the responsibility of the principal, who will be accountable to the Board for the overall performance of the school.

The responsibilities of the Board, including how it will exercise continuing oversight over school operations, will include:

- Management of the business, property, and affairs of the non-profit corporation;
- Approval of a qualified principal to administer and operate SIATech Little Rock;
- Supervision and oversight of the principal in performance of his/her respective duties and obligations;
- Establishment of overall policies for SIATech Little Rock;
- Approval of the annual budget of anticipated income and expenditures, and preparation of the annual financial audit report;
- Filing of an annual progress report to the AR School Board that will include:
  - 1) SIATech Little Rock's progress towards achieving the goals outlined in its charter;
  - 2) The information presented in the annual school report;
  - 3) The financial records of SIATech Little Rock, including revenues and expenditures; and
  - 4) Salary and benefit levels of SIATech Little Rock employees.
- Maintenance of written records of attendance and minutes of its meetings.
- Responsible for hiring staff.

The Board, teachers and administrators will have a relationship based on mutual respect for the role each plays in fulfilling the mission of SIATech Little Rock. The Board is responsible for and accountable to the people for whose benefit this school will be established and has the overall responsibility for ensuring that the students attending SIATech Little Rock will be provided with a quality education. The Board will be responsible for evaluating the effectiveness of SIATech Little Rock in the fulfillment of its established goals, objectives and mission.

The principal will have primary responsibility for all aspects of the school's operations and programs, including the day-to-day management. The teachers and staff of SIATech Little Rock will report to the principal, but will ultimately be under the direction of the board with respect to ongoing employment. Employees, professionals or entities employed by or contracted with for the provision of administrative and management support services may be responsible to the Founding Board, the Board, and/or the principal depending on the specific nature of the services to be provided.

### ***Transition from Founding Group to Governing Board***

The Founding Board will serve as the initial Board of Directors of SIATech Little Rock, Inc. Recognizing that people who understand and care about the uniqueness of the local community can only enhance a school's success, therefore, the initial Founding Board will transition within



one year of charter contract approval to the appointed/elected SIATech Little Rock, Inc. Board of Directors for the overall management and control of SIATech Little Rock Little Rock, Inc.

***Board member recruitment, development, orientation process for new members and ongoing professional development***

Initially, the Founding Board will appoint the members of the Board of Directors (Board) for one year terms. Thereafter, the business/community/education, parent and student representatives will be nominated and elected by their peers and current Board members to the Board of Directors.

Given the wide range of backgrounds and experiences in both the public and private sectors, as well as the proven track record of developing successful charter schools, the Founding Board members are well qualified to initiate charter school development, articulate a clear vision for the charter school, establish a Board with members who have a broad range of personal and professional skills to provide the oversight of the activities of a charter school, and ensure that the charter school's direction and performance remains aligned with its vision. The initial Founding Board will transition to the appointed/elected SIATech Little Rock Little Rock, Inc. Board of Directors for the overall management and control of SIATech Little Rock as close to the opening of the school as possible, but no later than December, 2011. The Board of Directors (Board) will be made up of a well-balanced group of individuals drawn primarily from the local community. A board composition that is diverse and provides a range of professional expertise and experiences will offer capacity for overseeing the organizational, financial, pedagogical, legal, etc. areas necessary to develop a successful charter school.

The Board will elect a President, Vice-President, and Secretary. Procedures for replacing Board members are set forth in the by-laws of the organization. The Board will focus on policy issues and the identification and development of overarching goals and specific objectives to ensure the continued alignment of SIATech Little Rock's direction and performance with the Founding Board's vision. Initially, the founding board will be composed of Kristin Mallory (Chief Instructional Officer, SIATech/NEWCorp, Inc.), Fred Williams (Deputy Director, Little Rock Job Corps Center) and Dean Elliott (Former Arkansas Legislator, 1999-2002, currently Dillard's, Inc., Little Rock, AR; Director of Governmental Affairs).

**Partnership**

The partner organization is the Department of Labor's Job Corps Center management and staff. The contact person will be the Job Corps Center Director (~~Ms. Lorraine Lane~~) or her designee. The Little Rock Job Corps Center operates youth programs through the U. S. Department of Labor. SIATech's ***extended instructional time***, outstanding high school program is possible as a direct result of this partnership, whereby the vocational training and workplace readiness features of the Job Corps complement SIATech's technology-rich, classroom-based environment to support a meaningful and "real-life" approach to academic achievement for disadvantaged students. SIATech will utilize the Job Corps facilities for its programs, while providing an opportunity for students to obtain their high school diploma through SIATech's accredited high school program located conveniently at the Job Corps site. ***SIATech will continue to partner with Job Corps for any high school eligible youth that are sent from the center to SIATech. Over the past two years, SIATech has successfully opened three Florida MicroSchools, schools that are not located on Job Corps Centers and use the SIATech model as described in this document.***

SIATech Little Rock's board membership *may* include one or two representative members from the Little Rock Job Corps Center. As a regular member(s) of the Board, this individual will bring a wealth of knowledge directly related to SIATech Little Rock students' success and he/she will participate fully in all functions of the board.

***SIATech Little Rock Staff, Parent/Guardian and Community Governance Involvement***

Parents/Guardians will be an integral part of the school, serving on the Board in a voting capacity (1) and in an advisory capacity in addition to other school-based teams and/or committees. Parental/Guardian involvement in the decision-making process will include, but not be limited to, the following:

- Review of the charter school's policies to ensure consistency with the school's mission
- Recommendations on policy issues
- Development of long range strategic plans
- Review and recommendations for performance standards to measure the charter school's success

Every effort will be made to make parents/guardians partners in their children's education. Such efforts will include:

- Encouraging parents/guardians to serve as school volunteers
- Promoting and strengthening parental responsibility and involvement
- Encouraging parents/guardians to serve on the Board of Directors and other school-based committees such as the School Advisory Council/Team
- Recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement
- Scheduling programs and activities in a flexible manner to reach a diverse group of families

SIATech Little Rock will utilize a flexible and open process for including staff and a greater number of students and parents/guardians in providing guidance and support to the school. The school Principal, with support from the Board of Directors, will establish a ***SIATech Little Rock Advisory Council(SAC)*** to provide for ongoing input and participation from parents/guardians and students. The SAC will seek to have two (2) interested student volunteers, two (2) to four (4) volunteer parents/guardians of SIATech Little Rock students (one of whom may be a SIATech, Inc. Board member) and two (2) staff members. The School Advisory Council will meet monthly and will provide input at the Board of Directors meetings. The SAC will select, minimally, two (2) members (parent and student) to participate in the monthly Board of Directors Meetings, providing input as non-voting participants. The members of the SAC will form the basis for the ***SIATech Little Rock Advisory Team (SAT)*** which will have overlapping meetings with SAC and allow for participation from any interested SIATech Little Rock students and parents/guardians, forming an "extended family" to advocate and promote student success at SIATech Little Rock.

Students will be asked to develop and share their personal mission statement; commit to the SIATech Little Rock Code of Student Conduct contract; and schedule their goal reviews for achievement at regular intervals with the Principal and/or designee. These students will be sworn in as SAT members and recite an oath to uphold the school values, serving as role models



for all who follow behind them. The SAT will act as —a extended family” where the emphasis is on relationships and learning and providing input to the SAC and SIATech, Inc.

<b>SIATech Little Rock CORE VALUES</b>	
<b>INTEGRITY</b>	
	Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong. Do the right things for the right reasons.
<b>RESPECT</b>	
	Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.
<b>SERVICE</b>	
	An act of help or assistance, responding to others in need, without expecting anything in return
<b>LEARNING</b>	
	The act, process, or experience of gaining knowledge or skill-pursuing opportunities for life-long growth.

#### **STANDARD 4 - MISSION STATEMENT**

The mission statement for SIATech Little Rock, on open-enrollment public charter school is: ***Real Learning for Real Life*®**

The **Mission** of the *Arkansas School for Integrated Academics and Technologies Little Rock, Inc. (SIATech Inc.)* is to provide a premiere high school drop-out recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in **Real Learning for Real Life**®. The SIATech Little Rock Vision of success characterizes:

**STUDENTS** as life-long learners and contributing members of society  
**STAFF** having an opportunity to make a difference in an environment of respect, recognition and professional growth  
**COMMUNITIES** benefiting from the success and contributions of SIATech Little Rock students

SIATech Little Rock seeks to provide school dropouts with an opportunity to re-engage in learning via a competency-based high school program that offers flexibility of scheduling using open entry-exit enrollment options and blended-learning opportunities that take advantage of technological opportunities for lifelong learning (e.g. free digital textbooks, access to online learning opportunities, open-source, and free software). SIATech Little Rock will use numerous information and data to evaluate the accomplishment of its mission. Examples of explicit goals that demonstrate student achievement of **Real Learning for Real Life**® might include:

- Individual student learning gains in literacy and numeracy, that minimally meets and generally exceeds what is expected, using nationally recognized and normed assessments (i.e. Renaissance Place reading and math assessments<sup>1</sup>)
- Student demonstrations of 21<sup>st</sup> century technology skills
- Student awareness, attention and achievement of advanced career-technical training and/or

<sup>1</sup> Renaissance Learning, <http://www.RenLearn.com/>



## post-secondary education

The school embodies the intent to break the cycle of poverty and underachievement for youth who have dropped out of the traditional educational system and who are currently labeled as at-risk. SIATech Little Rock views all at-risk students as ‘At-Promise’ and will provide these students with the opportunity to earn a high school diploma, leading to advanced study and expanded career options. This specialized school will enhance each student’s ability to access and succeed in institutions of higher education, vocational-technical careers, and/or military service and promote their opportunities to learn the skills needed to negotiate the complexities of life and to achieve success in the 21<sup>st</sup> century workforce.

SIATech believes that all students can learn and that they have the right to earn a high school diploma, even though they previously have been unsuccessful in a traditional school system for a variety of reasons. *The unique **program, which incorporates the use of individualized student learning plans and a continued** partnership between SIATech Little Rock, the Arkansas State Board of Education, and Little Rock Job Corps will re-engage disenfranchised students in a high-tech, high-touch small learning **community** environment, fostering academic achievement, career-technical training, and 21<sup>st</sup> century workplace-readiness skills. High school dropouts or students not on track to graduate with their cohort class will find the opportunity and support to complete their secondary education in a classroom lab where the focus is on rigor, relevance and relationships. The learning process at SIATech Little Rock will be personal and will occur one on one, in small **and large** groups, and independently. A motivating, integrated core academic program that is outcome-based rather than seat-time dependent provides incentive for students to build their skill sets, reach their potential, and achieve their goals. Additionally, students will demonstrate mission accomplishment through achievement on Arkansas state benchmark assessments and end of course tests.*

### STANDARD 5 - EDUCATIONAL NEED

Increasing America’s graduate pool is an issue of national urgency. We can no longer accept the hemorrhaging of students from our schools without a diploma nor the number of school-age young people who have dropped out. Effective Dropout Recovery schools can be one of the solutions to this serious problem. The school will provide a critical point of re-entry for disconnected youth. Nearly 11,000 students from Arkansas high schools did not graduate with their class in 2009. This hurts the student, and the state as a whole. The consequences of dropouts include higher unemployment, lower wages, increased criminal activity, more reliance on public assistance, and lower civic engagement.<sup>2</sup> SIATech Little Rock is an option to help these students get their lives back on track through career training and an education.

Several studies have analyzed the projected impact of the dropout crisis on communities in the United States. It is estimated that a high school graduate would contribute an additional \$260,000 in increased income and paid taxes over his or her working life compared to a dropout<sup>3</sup>. Therefore, with a small per student investment in a dropout recovery high school such as SIATech Little Rock, the benefits would be immense over a working life. Even if the funding per student for two years were to equal \$20,000, if SIATech Little Rock graduates 125 Arkansas

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<sup>2</sup> Alliance for Excellent Education, Issue Brief, August 2009. <http://www.all4ed.org/files/HighCost.pdf>



dropouts in 2011-12, the return to the state over the working lives of these students is estimated at \$30 million<sup>3</sup>.

In the SIATech Little Rock classrooms, students will actively participate in learning the core academic subjects, reaching subject mastery, and achieving their goals. This school environment will probably be like nothing these students have ever seen – it is high-tech, interactive, rigorous, and engaging. Its caring and highly effective instructors will provide personalized and small group instruction to ensure each student stays on track to graduation. Whether students need an entire high school program or to make up a few credits, SIATech Little Rock will be a viable educational opportunity for a better future. There will be a focus on improving students' skills in literacy, reading and writing, as well as numeracy. Additionally, the provision of career and technical training is crucial to developing employability skills for students who choose to enter the world of work at the end of high school. Increasing students' reading levels, mathematical skills, and writing skills are fundamental to improving their chances of achieving proficiency on End-of-Course assessments, completing high school, accessing and completing higher education and progressing to gainful employment with opportunities for promotion.

SIATech's small schools have had an impressive track record of success in its 12 years of operation. During this time, SIATech has gradually opened 16 fully-accredited school sites and more than 10,000 previous dropouts have earned their high school diplomas. The current 'one size fits all' accountability model provides a 'disincentive' for most schools to re-enroll students who have previously dropped out of school. This is largely due to the high degree of scrutiny and pressure schools are under to increase test scores and graduation/completion rates. SIATech believes that the implementation of rigorous, appropriate systems of accountability will assist with recovering dropouts and re-engaging them in learning. This is not only the *right* thing to do, but serves as an effective economic growth model for our country.

SIATech is committed to closing the school-to-prison pipeline and diverting more students into the school-to-work pipeline. SIATech is a specialty school, specializing in recovering school dropouts, an educationally disadvantaged and vulnerable population worthy of another opportunity. There are devastating economic and social implications of the high school dropout rate that cannot be ignored. Considering the safety and security of our citizens and communities, dropouts have a significantly higher rate of incarceration than the general population. A dropout is more than eight times as likely to be in jail or prison than as a person with at least a high school diploma.<sup>4</sup>

## **STANDARD 6 - EDUCATIONAL PROGRAM**

### ***Foundational Educational Philosophy – Curricular and Instructional Strategies***

The educational philosophy of SIATech Little Rock centers on the belief that all students should be afforded the opportunity to become independent thinkers who are intrinsically motivated to learn. In an effort to develop learners who will be successful participants in the 21<sup>st</sup> century,

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<sup>3</sup> Alliance for Excellent Education, Issue Brief, August 2009. <http://www.all4ed.org/files/HighCost.pdf>

<sup>4</sup> Editorial Projects in Education Research Center and Education Week (2007). Diplomas Count: Ready for What? Preparing Students for College, Careers, and Life After High School.

SIATech Little Rock staff will focus on the development of efficient thinking skills that empower students to be successful in our dynamic society as transformed learners.

SIATech Little Rock will incorporate the belief system, theory, and parameters of Lev Vygotsky (personal and social aspects of the cognitive and the metacognitive); Jack Mezirow (transformative learning); Betty Garner (*Getting to Got It! Helping Struggling Learners Learn How to Learn*); Art Costa (habits of mind); Howard Gardner (multiple intelligences); and Reuven Feuerstein, whose techniques focus on the “*educability of intelligence*” and “*Intelligence is not fixed, it is modifiable.*” ***It is possible to have a brain and not have a mind. A brain is inherited; A mind is developed.*** Reuven Feuerstein

The key instructional methodology promotes **learner-centered efforts**. SIATech Little Rock will expand teachers’ repertoires with research-based strategies for teaching skills for thinking, increasing learning capacity, transferring learning to other situations, reducing impulsivity, and building intrinsic motivation. Explicitly teaching toward the development of cognitive functions facilitates student capacity for making connections, identifying patterns, formulating rules, and applying abstract principles to new situations.

Additional methods include cooperative and collaborative learning to encourage active participation, individual accountability in work groups, and the improvement of social skills. Staff will guide and encourage students in discussion groups, peer coaching, inquiry-based learning, and collaborative projects. In order to be successful in life, learners must learn to adapt to new and ever-changing conditions and team situations; that is, it is imperative that they develop a process for lifelong learning in a 21<sup>st</sup> century style work world. SIATech Little Rock will combine this learner-centered focus with a **competency-based** academic approach founded on the learning organization work of Peter Senge (*The Fifth Discipline*), Michael Fullen’s work on Professional Learning Communities (*Change Forces, Turnaround Leadership*), Ron Edmonds’s research on the school effectiveness movement, Robert Marzano’s *What Works in Schools*, Larry Lezotte’s *Stepping Up!*, and Stephen Covey’s *7 Habits of Highly Effective People*.

One of the most important components of the SIATech Little Rock system, **competency-based learning**, moves away from reliance on seat-time credits (a measure of the length of time a student studies a subject) to a system that awards credits based upon the demonstration of skill-level mastery; with success based on a willingness to break the confinement of grade-level boundaries. As a student acquires a defined level of skill or competency, the student is guided toward the next set of Student Learning Expectations (SLEs) in the Arkansas Frameworks, regardless of grade level. Based on research and experience, a competency-based model brings the following benefits:

- Personalization and relationships
- Relevance and engagement
- Rigor and high standards
- Results - desirable outcomes
- Accelerated opportunities for earning credit towards graduation
- Empowered educators with expanded roles as “learning facilitators”



Competency-based learning regards each student as an individual with different learning needs. SIATech's experience with At-Promise students demonstrates that competency-based learning is a natural way to assist students' progress from **dropout recovery** to lifelong learners. Students see first-hand the benefits of competency-based learning as they enter the employment arena, realizing that real jobs seek to establish actual mastery—not just time on task. SIATech Little Rock will provide high expectations, an orderly atmosphere, strong emphasis on skill acquisition, and the frequent monitoring of student progress to promote student success. A small learning community allows for both a "high-tech" and a "high-touch" environment where students gain the academic skills and confidence to self-monitor their progress.



The SIATech philosophy is that relationships are the foundation of an effective, academic program. These relationships are built through cultivating a trust and respect through staff that believe in students and their ability to learn. Rather than seeing its student population as ~~at-risk~~, SIATech focuses on each student's strengths and believes all students are At-Promise. SIATech facilitates the ability of staff to guide student learning through positive methods, without coercion and in an atmosphere of warmth and concern. The school culture will be based on both 1) quality work in mastering the curriculum and 2) self-responsibility, helping students discover that education is the key to their future.

Innovations of SIATech's program include a competency-based academic system (waiver request for competency to determine credits vs. Carnegie units based on hours in the classroom), authentic portfolio assessments, workplace-designed classroom environments, a custom-designed academic curriculum, small class sizes, standards-based testing, multimedia presentations of each student's work, daily access to industry-standard software, computer workstations for every student, and an elective program that includes career-technical **classes with some certifications options**. ~~through the partnership with Job Corps.~~

Much of the students' academic learning is guided by teachers using ConTech Learning Strategies©, SIATech's own curriculum (described more fully in Standard 8). This integrated core curriculum embeds academic skills into learning industry-standard software programs such as Microsoft Office Suite, AutoCAD, and the Adobe CS3 Suite. In this custom curriculum, students learn to manipulate software applications to move through SLEs from the Arkansas Curriculum Frameworks in a classroom-based instructional setting. Competency is demonstrated in benchmark assessments and culminates in the presentation of Senior Projects and a Graduation Portfolio, representing a broad sampling of student learning.



SIATech's custom-designed curriculum and instructional program provides:

- Complete integration of Arkansas Curriculum Frameworks and Common Core Standards (in progress).
- High-interest, real-life projects and assignments
- Academic skills of mathematics, science, English/language arts, and social studies learned through real-world problems and situations
- Interactive multimedia tutorials to learn math, grammar, writing, and technology
- Academic skills embedded in learning high-end technology
- Collaboration, with students doing, learning, collaborating with others, sharing, and teaching other students what they've discovered
- Interwoven connections with vocations, career-technical, and employability skills
- Each student's multimedia presentation of Senior Projects and a Graduation Portfolio
- Hands-on career-technical training providing students with relevance for academic learning
- **Learner-centered** and individualized self-pacing, providing options and opportunities for



students to create meaning from prior and current knowledge and experiences.

### **Core Subject Areas**

The core academic subjects of English/language arts, math, science, and social studies are fully aligned with the Arkansas Frameworks. Students of SIATech Little Rock will demonstrate numerous competencies upon graduation:

- **English/Language Arts**— Students will demonstrate proficiency in reading, literary analysis, the writing process and writing applications, the research process, media literacy, and presentation skills—in multiple forms of expression (written, oral, multimedia). Students will show communication skills appropriate to the purpose, setting, and audience. Additionally students will comprehend and critically interpret multiple forms of expression, ranging from literature to informational reading and complex technical directions.
- **Mathematics**— Students will demonstrate abilities to reason logically, problem solve, and apply mathematical processes and concepts encompassing algebra, discrete mathematics, geometry, and statistics. Trigonometry and calculus courses are available as needed for advanced students. Students will demonstrate how standards from these strands are interwoven through different mathematical tasks including AutoCAD, Excel, and math senior projects.
- **Science**—Students will show their knowledge of essential concepts in science including the nature of science, biology, physical science, and chemistry. Students will show competency in strands such as scientific inquiry, cell biology, genetics, ecology, physiology, chemistry, and physics. Lab activities are fully integrated throughout. Students will demonstrate other core skills such as critical thinking, problem-solving, measurement, lab procedures and safety, and data and graphical analysis.
- **Social Studies**—Students will demonstrate and apply civic, historical, economic, and geographical knowledge in order to serve as productive citizens in today's world of diverse cultures and global perspectives. More specifically, students will demonstrate proficiency and understanding of essential concepts about U.S. and Arkansas history, world history, geography, economics, and civics and U.S. government. Recent updates to ConTech© curriculum have put special emphasis on student demonstration of financial literacy.

Underlying and utilized throughout each of these core academic areas will be other core skills, such as the critical thinking skills of problem-solving, analyzing, and applying knowledge as well as the effective use of technology through its infusion across the curriculum. The content of all core academic skill areas is based upon the standards, objectives, and outcomes of both the Arkansas Frameworks for 9-12 and the new Common Core State Standards. Thus, SIATech Little Rock students will be well positioned to acquire specific subject-area skills and demonstrate a year's worth of learning for each year they are enrolled in SIATech Little Rock as measured by the End-of-Course exams in Algebra, Geometry, and Biology; the Grade 11 Literacy Exam; the STAR Reading and Math growth assessments, and SIATech Little Rock's own on-demand writing assessments.

Many students come to SIATech with a history of negative experiences at school and in their home life. SIATech's ultimate goal is to transform these young men and women who have given up on school and themselves. SIATech Little Rock seeks to **TRANSFORM** former dropouts into **LEARNERS** who can access their prior knowledge to construct new understandings to guide their actions (Mezirow, 2000); who are open to alternatives and more emotionally capable of change; and who are ready to engage in critical thinking and discourse.

In summary, SIATech curriculum and instructional methods are based on currently recognized “**best practices**” for learning. Throughout, teachers and staff will facilitate, guide, and coach students:



- Through active participation in thoughtfully organized learning experiences that meet personal and career goals
- Within projects and themes that pose significant questions and present challenging problems
- With curricula that are interrelated and embedded in learning technology
- With involvement in hands-on activities through career-technical classes

Students leave SIATech with a solid academic knowledge base as well as marketable technical skills, increased academic confidence, and a high school diploma.

### ***Rationale for Enhanced Educational Options for Target Student Population***

SIATech currently serves over 3,500 former drop-outs in campuses located in four states (Florida, New Mexico, Arizona and California). The charter school re-engages disconnected students through an innovative program that blends technology with academics and provides youth the opportunity to earn a high school diploma. SIATech's unique curriculum meets the needs of a high school population specifically designed for reluctant or disengaged learners who have dropped out of traditional high schools. In addition, SIATech provides this rigorous academic program coupled with an electives program emphasizing career-technical ***courses and certifications for designated courses.*** ~~through vocational programs like Job Corps. This educational option is possible in Little Rock because of the partnership with the Job Corps program that will provide facilities and elective high school credits for students in the career-technical training program.~~

For the past twelve years, SIATech has been honing strategies that give disadvantaged youth the chance to complete their secondary education in a technology-rich environment that supports academic achievement and career-technical proficiency. SIATech's high-tech, competency-based, integrated curriculum provides incentive for students to build their skill sets and achieve their goals.

### ***Emphasis on Real-Life Skills "Beyond the Schoolhouse Door"***

Through partnership with Little Rock Job Corps, SIATech students will participate in career training and service in the workplace and the community beyond the schoolhouse door. Career training and community service activities enable students to achieve the following:

- Learn and practice workplace competencies in real-world situations
- Experience the connection between school-based academic learning and the larger, interconnected local/regional/national/global communities
- Gain personal experience with the infrastructure of local communities and experience the importance of being a contributor to the well-being of the larger community
- Participate in apprentice-like learning and hands-on experiences that prepare them for careers and advanced levels of learning, collegiality, and responsibility.

The Little Rock Job Corps Center offers an array of career-technical certification programs as a response to the current economic crisis and rising unemployment. Because the Job Corps career-technical program provides the majority of each student's elective course credits ***for SIATech Little Rock Students enrolled in Little Rock Job Corps***, many graduates from SIATech Little Rock will also hold an industry-standard certification in a career-technical area. Career-technical training programs available to students at the Little Rock Job Corps Center are presented below:

<b>Training Program</b>	<b>Course: Certification</b>
Business Technology	<i>Certiport</i>
Culinary Arts	National Restaurant Association
Facilities Maintenance	OSHA, NCCER (National Center for Construction Education and



Training Program	Course: Certification
	Research),
Health Occupations	State Licensure
Heating, Ventilation and Air Conditioning (HVAC)	OSHA, NCCER (National Center for Construction Education and Research),
Network Cable Installation	Adobe System, Inc.
Plumbing	OSHA, NCCER (National Center for Construction Education and Research),
Security	IFPO (Certification International Foundation for Protection Officers

One of the reasons SIATech has been so successful with this student population is the partnership with vocational institutions like the Little Rock Job Corps Center. Students spend part of their day in academic classes, gaining the language, reading, numerical, and study skills needed for success in vocational classes. They spend the other part of their day gaining hands-on work experience in their chosen career-technical training vocation.

***SIATech students, not co-enrolled in the Little Rock Job Corps program, will also participate in career technical training beyond the school house door through a choice of Career Focus electives in lieu of Job Corps Career Technical Training. These electives will enable students to meet Arkansas high school graduation requirements as they learn and practice workplace competencies. Students will have the opportunity to experience the “hands-on” practice while developing marketable skills. Through research, service projects and/or internships, students will experience connection with communities on all levels: local, regional, national and global.***

Through both the academic and career-technical programs, ***SIATech Little Rock*** students develop “real-life” skills that equip them to continue learning through healthy adult lives:

- Planning, initiating, and completing both short and long-term projects
- Study skills and habits, such as note taking, Internet research skills, planning strategies
- Reflecting on and evaluating one's own and others' learning
- Collaborating effectively with others in teams and work groups
- Financial management skills (e.g., budget development, banking, credit cards, entrepreneurship, spreadsheets, etc.)
- Professional communication skills – both oral and written
- Job readiness and career development skills (e.g., résumés and career websites, online job postings, interviewing skills)
- Employability skills (e.g., punctuality, attendance, proper attire)

Students will demonstrate fulfillment of these competencies through completion of coursework, mastery testing, projects, oral presentations, and reflections. Placement after graduation is an important focus for SIATech students. ***For SIATech students co-enrolled in Job Corps,*** part of the Job Corps measurement system includes a six-month and one-year follow up on student placement. This helps to focus attention on continued success for many students after graduation.

SIATech supports an ideology whose time has arrived. Never has “*real learning for real life*” been more critical to the success of our nation's students and our educational system.



Competency-based education coupled with rigor, relevance and relationship, in a high-tech and high-touch environment, facilitates a unique learning experience and meaningful transformation that creatively meets the needs of 21<sup>st</sup> century learners.

### ***School Day and Year***

SIATech Little Rock will be an open-entry open-exit school to support the needs of the 'At-Promise' (at-risk) student population. The school will follow a ~~year-round~~ **178 instructional calendar using a slightly longer school day and summer intersession opportunities in order** to offer maximum opportunities for these students to meet their academic goals. The campus will have 6.5 instructional hours per day **and a calendar of 194 teacher day, inclusive of two parent meeting days, 10 professional development days and 4 staff work days.** ~~with 1.5 additional hours for lunch and breaks.~~ The proposed hours of operation **will align with the public transportation system. A proposed schedule is attached, but may change according to public bus schedules.** ~~for staff are 7:30 am to 4:30 pm with students attending 8:00 am to 4:00 pm.~~

~~SIATech Little Rock will follow an extended school calendar of approximately 200 instructional days each calendar year. The campus will be closed for most national holidays and for three-week breaks in winter and summer (a total of 6 weeks). The precise dates will depend on the Little Rock Job Corps center calendar. The longer school year, coupled with a competency-based program, an open-enrollment policy, summer intersession hours and a slightly longer school day will enable support At-Promise students achievement to work on requirements for of a high school diploma in a classroom-based high-technology environment on a year-round basis.~~

~~SIATech's proven success throughout the nation in educating and training 'At-Promise' youth confirms that the open-access and technology-rich environment extended-year and extended-day model have addresses the needs of this student population. dramatically increased the graduation rate and accelerated performance in other SIATech schools that operate in partnership with the Job Corps program.~~

## **STANDARD 7 □ ACADEMIC ACHIEVEMENT GOALS**

### ***Performance-Based Goals and Measurable Objectives***

As a career-technical training and competency-based academic program, SIATech's academic purpose is to improve students' literacy, numeracy, and technology skills to help them complete high school and to prepare them for higher education and careers. SIATech is committed to increasing student learning and achievement for each individual student. As students attend SIATech for months, rather than years, academic growth is most effectively measured individually student-by-student rather than annually by four-year cohort groups. It is our goal to transform individuals, empowering them to become life-long problem solvers and learners who are productive members of society and the workforce. All SIATech Little Rock students, excepting those noted for exception according to state education law will participate in the Arkansas standard state assessments (augmented Benchmarks, General and High-Stakes End-of-Course, and High School Literacy) following the guidelines established by the Arkansas State Board of Education and adhering to state graduation requirements. As a year round school, with open entry/exit, students will need to access assessments when offered regardless of where they are in coursework. For this reason, assessments not available throughout the year are not included in the school's performance based goals or measurable objectives. Instead SIATech has chosen to focus on 'distance-traveled' vs. 'point-in-time' assessment results.

Specialty high schools face inherent difficulties in meeting student proficiency targets and graduation rates required of traditional district high schools. Formal requests have been made to the



United States Department of Education to permit schools serving predominantly alternative student populations to be judged accountable for student improvement in ways other than and in addition to the accountability measures used for traditional district high schools.

SIATech proposes an ‘Individual Student Growth’ model as an appropriate way to measure the success and progress of a specialty school serving a predominantly alternative student population, 90%+ under-represented and 95%+ free and reduced lunch eligible students, nearly all of whom have previously dropped out of school at least once. This accountability will focus, first and foremost, on individual student ‘expected’ and/or ‘value-added’ growth in literacy and numeracy. Expected growth, minimally, is a year’s academic growth for each 10 month period enrolled in school. ‘Value-added’ looks at each student’s past assessment performance and uses it to project future performance. The difference between the actual and expected/projected results is the estimated ‘value’ that SIATech adds during the year. School results reflect the average of the assessment outcomes for all students during the period analyzed. The cohort group referenced below refers to all exiting students, annually, SIATech graduates and any students enrolled for a minimum of 10 months. It is also of significant importance to focus on raising the expectations of the school’s ‘At-Promise’ students with respect to their future (Goals 4-6).

**For Goals 1, 2 and 3:** SIATech Little Rock will implement a system of measuring individual student math/reading learning gains using the Renaissance STAR math/reading baseline and growth assessments and the SIATech Writing Growth Evaluation Process. Student STAR growth results will be evaluated by an independent expert (Dr. John Schacter/Value-Added Analysis Network<sup>5</sup>) using Renaissance STAR norming tables and Stanford & UCLA statistics professors. Writing growth will be evaluated as a measurement for years 2, 3, 4 and 5. The expected percentage (%) of individual cohort students meeting expectations each year is as follows:

<b>Math and Reading</b>	<b>Writing*</b>	
Year 2: 65%	55%	<i>* The % is lower for this assessment due to the inexact human grading process and the use of a holistic, 4 point rubric.</i>
Year 3: 70%	60%	
Years 4 thru 5: 75%	65%	

**Goal 1: Student Math Progress:** After a baseline measurement year, SIATech Cohort students will demonstrate expected or value-added improvement on the Renaissance STAR Math assessment using baseline and growth scale scores.

**Goal 2: Student Literacy Progress (Reading):** After a baseline measurement year, SIATech Cohort students will demonstrate expected or value-added improvement on the Renaissance STAR Reading assessment using baseline and growth scale scores.

**Goal 3: Student Literacy Progress (Writing):** After a baseline measurement year, SIATech Cohort students will demonstrate appropriate improvement on the SIATech CAS On-Demand Writing Assessment using the double-blind scoring system.

**For Goals 4 and 5:** SIATech Little Rock will implement practices promoting student future success by implementing both career and educational planning for students. Using the participation average from year 1 and 2 as a baseline, graduates in years 3 thru 5 will accomplish the following tasks at a rate (%) equal to or greater than the previous years’ average (e.g. Year 4 average participation will meet or exceed the average of years 1, 2 & 3).

**Goal 4: Student readiness to enter the workforce:** After completing the requirements for a high school diploma, an increased % of SIATech Little Rock graduates, annually, will register with

<sup>5</sup>Value-added Analysis Network, <https://valueadded.teachingdoctors.com/register/>

a minimum of three online career search engines in a career field of their choice as evidenced in their senior portfolio of student work (years 3 thru 5).

**Goal 5: Student readiness to enter postsecondary institutions of learning:** SIATech Little Rock will encourage an increase in graduates' enrollment in colleges and universities by promoting student participation in *college going behavior* in years 3 thru 5.

- Increase the average % of graduates' participation in ACT or SAT college admission testing
- Increase the % of graduates' completion of applications for financial aid
- Increase the % of graduates' completing an application(s) to a college or university

**Goal 6: Student Growth as a Transformed Learner:** 95% of SIATech Little Rock graduates will demonstrate individual growth as a Transformed Learner by presenting a portfolio of work, as part of their Senior Project Presentation, demonstrating growth in:

- The four core academic content areas (English[**specific focus reading comprehension**], mathematics[**specific focus on math reasoning**], science, social studies)
- The use and understanding of technology

This will be evaluated as a measurement for years 1-5.

Much of the SIATech Continuous Improvement Process is founded on Steven Covey's<sup>6</sup> *7 Habits of Highly Effective People*. Over the past six years, SIATech employees have participated in this training, which helps individuals improve interpersonal communication, take initiative, establish greater trust, strengthen relationships, increase influence, and balance key priorities. Additionally, staff has participated in Franklin Covey's<sup>7</sup> Time Management Solutions, helping them to define their values, set goals, and plan weekly and daily in order to focus on their highest priorities and accomplish what counts. Both of these trainings have been provided to all levels of the organization, from Boards to school site staff and support staff. Additionally, Steven Covey Leadership training (*Discovering Your Highest Priorities*) has been provided for leadership and Board members. This training assists leaders in learning to clarify, focus on, and execute their highest priorities. Time is spent on the skills of planning and organizing so time is spent on tasks that really matter. Individuals discover how to define goals and break them into key tasks; eliminate unnecessary activities to reduce stress, balance work and life priorities; and master information management with a proven planning system. SIATech has developed a strong professional development program for all staff and individualizes support for each site in their improvement efforts. Individual, team and organizational goal achievement is addressed using *The Four Disciplines of Execution* and its *xQ Service*<sup>8</sup>, a web-delivered survey. The SIATech Superintendent is a trained Covey facilitator, providing in-house professional development using Covey materials.

The use of the *xQ Service*, gauges individual employees and teams' focus on and execution of the organization's top priorities and provides direction for improvement. Leaders are able to improve the consistency of their execution and performance and to assess knowledge and practice as it relates to organizational mission, vision and values and execution on highest priorities. Individual leadership is measured by the LQ, an individual Leadership Quotient assessment which is administered every two years. The result of each person's survey is confidential and has done much to help all SIATech leaders develop leadership skills and attributes. Goal setting and evaluation tools are aligned with the elements of strong leadership.

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<sup>6</sup> The 7 Habits of Highly Effective People®, <https://www.stephencovey.com/7habits/7habits.php>

<sup>7</sup> <http://www.franklincovey.com/tc/solutions/the-7-habits-solutions>

<sup>8</sup> <http://www.franklincovey.com/tc/solutions/business-execution-solutions/xq-service>



Each department within the organization designs and utilizes scoreboards as visual representations of their progress toward achieving goals. Scoreboards are updated on a monthly basis, and shared and fine tuned in ongoing and regular meetings with a representative from Franklin Covey. Members of each department use scoreboards not only to monitor their progress, but also as incentive to do what it takes to maximize their efforts in reaching their goals. As part of communication efforts by the organization, selected departments present their goals and related scoreboards to their colleagues during the monthly scheduled Administrative Cabinet meetings. This exercise builds on personal/departmental accountability and provides alignment among all components of the organization, helping the organization as a whole to effectively meet its objectives.

An additional way of assessing current practices and employee satisfaction, SIATech staff (site staff and central office staff) is surveyed using a SIATech developed, web-based survey in July of each year.

## **STANDARD 8 – CURRICULUM DEVELOPMENT AND ALIGNMENT**

### ***SIATech® Curriculum***

The SIATech curriculum has been developed and improved over the course of twelve years to prepare students with real-life skills that can be transferred to the world of work and/or higher education. The SIATech model has been successful at eight campuses in California, two in Arizona, one in New Mexico, and five in Florida.

The SIATech core academic curriculum focuses on intellectual development. The instructional plan is theme-centered, integrated, interdisciplinary, problem-focused, and project-based. The student-as-worker/teacher-as-coach is a central concept.

Student learning is guided by highly qualified teachers using ConTech Learning Strategies© (ConTech©), SIATech's custom curriculum. Instruction with this curriculum is facilitated by highly qualified professional educators who believe in students. ConTech© curriculum, aligned with the Arkansas framework, was developed for the school's community of learners who share the philosophy that the best way to achieve and learn is through active participation in thoughtfully organized experiences that meet personal, educational, career, and graduation goals.

ConTech Learning Strategies© curriculum was developed for SIATech charter schools because it implements —~~best~~ practices for learning” to meet the unique needs of “At-Promise” students. It integrates the demands of modern industry to produce an academically strong and technology-fluent workforce, and provides students who were previously unsuccessful in the traditional school setting the academic support to earn a high school diploma. This innovative curriculum and learning approach captures students’ imaginations and interests by weaving academic knowledge with technology and real-world applications in a work-like setting.

### ***Curriculum Innovations***

SIATech's use of the innovative ConTech© curriculum will provide students who were previously unsuccessful in a traditional school setting with the relevance, flexibility, and staff support to earn a high school diploma.

The ConTech© curriculum objectives are designed specifically for students in a dropout recovery/dropout prevention program

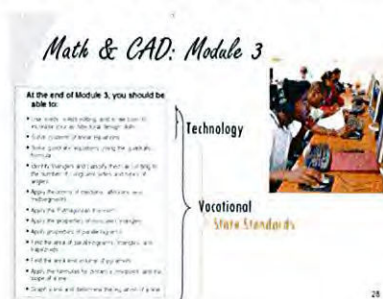
#### *Curriculum Features*

- Custom-designed content for Career Prep—  
(many connections with vocational, employability skills, etc)
- Aligned to academic standards & state exit exams
- Integrated curriculum (English, math, science, social studies & technology)
- Basic skills embedded in learning high-end technology
- Complies with accreditation requirements
- Builds toward multimedia projects





and help students build numerous, discrete technical and academic skills integrated throughout a comprehensive program. A sampling of these skills appears on the cover page of each ConTech© module, as shown in the illustration.



SIATech Little Rock will employ professional educators who are skilled at adapting the flexible learning activities in each module to individual student needs, abilities, learning styles, and interests while still meeting the curriculum objectives. SIATechteachers have found that offering students options for topics, learning partners, self-pacing, projects, and/or technology builds intrinsic rewards for learners.

The model that SIATechuses for curriculum delivery is also innovative. To support the needs of a diverse student population and offer even more flexibility, SIATech uses a **blended delivery model** that is dependent upon the skills of highly qualified teachers. Many ConTech© tutorials, tests, activities, and resources are embedded in SIATech’s learning management system (LMS), Angel Learning Management, for online delivery. With this blended model, students have daily access to both classroom instruction with in-person teachers in all content areas, and also an eLearning environment.



SIATechis also pioneering in its belief that all students can and will learn if provided relevant learning experiences that are fully integrated with state-of-the-art, industry-standard software and technology. For example, students will learn the full range of language arts standards as they simultaneously acquire technology skills in the Microsoft Office 2007—Word, Excel, PowerPoint, and Publisher. Similarly, while learning standards-based mathematics from arithmetic to trigonometry, students will simultaneously gain skills with Excel and AutoCAD software. Students will discover graphic arts and website design through the Adobe CS3 Suite, even developing their own resume websites. Skills are not taught in isolation but are always integrated with high-end software packages and workplace readiness skills. Classrooms will be equipped with high-end, Internet-accessible workstations that simulate a modern office environment rather than a traditional school classroom. Scanners, laser printers, digital and video cameras, and video editing and other multimedia equipment will support student learning throughout.

In addition to the integration of technology with curriculum, the SIATechprogram is thematic, with many lessons scaffolding towards larger, more comprehensive projects. The culminating Senior Projects and multimedia presentation of the Graduation Portfolio represent larger outcomes that demonstrate a full array of student learning.



SIATech Smart Core Curriculum for a High School Diploma			
Subject Areas	Credits	AR Frameworks - Gr 9-12	Assessments
<b>English*</b> <b>Modules A, B, C</b> <b>Writing and Technology</b> <b>Senior Projects</b>  English 9 English 10 English 11 English 12 Oral Communication (.5)  <i>*integrating science, social studies, technology, and senior projects</i>	4       .5	<b>English Language Arts</b> <i>Oral and Visual Communication</i> Standards 1-3 <i>Writing</i> Standards 4-7 <i>Reading</i> Standards 8-11 <i>Inquiry/Researching</i> Standard 12 <b>Library and Media</b> <i>Inquiry</i> Standards 1-2 <i>Application</i> Standards 3-9 <i>Connection</i> Standards 7-9	Grade 11 Literacy Exam Minimum of 3 out of 4 on rubric-scored writing 80% minimum on module tests Proficiency Exam Challenge Tests Formative oral assessments Senior Projects Portfolio STAR Reading Test English Language Development Assessment (ELDA)
<b>Mathematics*</b> <b>Modules 1, 2, 3, &amp; 4</b> <b>STEM Module (Science, Technology, Engineering, Mathematics)</b>  Algebra I Algebra II Geometry or Investigating Geometry Statistics  <i>integrating science, technology, and senior projects</i>	4	<b>Mathematics</b> <i>Algebra</i> Standards 1-5 <i>Algebra II</i> Standards 1-6 <i>Geometry</i> Standards 1-5 <i>Statistics</i> Standards 1-11	End-of-Course Exams (Algebra I, Geometry, Algebra II) Placement tests Proficiency Exam 80% minimum on final tests Formative oral assessments Math Senior Project STAR Math Assessment
<b>Science*</b> Biology Physical Science Physics <i>*integrating laboratory requirements, math, social studies, and technology</i>	3	<b>Science</b> <i>Biology</i> Standards 1-15 <i>Physical Science</i> Standards 1-14 <i>Physics</i> Standards 1-7, 9,13,16-21.	End-of-Course exam (Biology) Minimum of 3 out of 4 on rubric-scored projects & writings 80% minimum on final tests Formative oral assessments Rubric-scored labs

<b>Social Studies*</b> Civics (.5) World History (1) American History (1) Economics** (.5)  <b>*integrating financial literacy, AR History, reading, writing, technology, &amp; senior projects</b>	3	<b>Social Studies</b> <i>Civics/American Government</i> Standards 1-13 <i>American History (U.S. History)</i> Standards 1-19 <i>World History</i> Standards 1-10 <i>Economics**</i> Standards 1-13 <b>**will be taught by a licensed social studies teacher</b>	Minimum of 3 out of 4 on rubric-scored units, essays, and projects 80% minimum on tests Formative oral assessments
Health and Safety (.5) Physical Education (.5) Fine Arts (.5 unit)	1.5	<i>Health and Safety</i> Standards 1-7 <i>Physical Education and Leisure</i> Standards 1-4 <i>Art</i> Standards 1-5	80% minimum on tests Minimum of 3 out of 4 on rubric-scored units, writing, projects Performance-based assessments
Career Focus for a High School Diploma			
<b>Career-Technical*</b>  <del>*courses to be determined in partnership with Little Rock Job Corps</del>  <i>Career-Technical/Foreign Electives</i>	6		<del>Training Achievement Records (TARS)</del>

Career-Technical/ <del>Focus</del> Electives <b>Career Focus Electives</b> <b>492150 Digital Communication I: Layout &amp; Design(0.5)</b>  <b>492160 Digital Communication II: Imaging(0.5)</b>  <b>492360 Digital Communication III: Digital Media(0.5)</b>  <b>492370 Digital Communication IV: Audio &amp; Video Production(0.5)</b>  <b>492120 Computerized Business Applications(1.0)</b>  <b>492470 Word Processing I(0.5)</b>  <b>492480 Word Processing II(0.5)</b>  <b>492490 Computer Applications I(0.5)</b>  <b>492500 Computer Applications II(0.5)</b>	6.0	<b>Digital Communication I Standards1-5</b>  <b>Digital Communication II Standards1-5</b>  <b>Digital Comm. III Standards1-5</b>  <b>Digital Comm. IV Standards1-4</b>  <b>Computerized Business Applications Standards1-7</b>  <b>Word Processing I Standards1-8</b>  <b>Word Processing II Standards1-7</b>  <b>Computer Applications I Standards 1-7</b>  <b>Computer Applications II Standards1-7</b>  Please see career-technical electives listed below	80% minimum on tests  Minimum of 3 out of 4 on rubric- scored units, writing, projects.  As part of their Career Focus electives, students, in conjunction with staff will design a senior project to integrate career focus elective, personal career interests, and academic work.  Upon graduation, each student will have completed a portfolio of work related to their career interests.
Total Credits	22	Required for graduation	

*There will be a phasing in of courses, based on student input and demand for the following electives:*

<u>Course Code</u>	<u>Credit</u>	<u>Course Title</u>
<b>415000</b>	<b>1.0</b>	<b>Journalism I</b>
<b>493640</b>	<b>1.0</b>	<b>Fundamentals of Audio/Video Technology &amp; Film</b>
<b>493190</b>	<b>0.5</b>	<b>Personal &amp; Family Finance</b>
<b>494700</b>	<b>1.0</b>	<b>Drafting &amp; Design</b>



*Dependent upon student interest, SIATech may pursue ADE course credit for the following nationally-recognized certifications, some of which are currently offered by SIATech:*

- *Certiport IC3 Certification Course*
- *Certiport IC3 Fundamentals*
- *Certiport IC3 Living Online*
- *Key Applications*
- *Microsoft Office Specialist Examinations: MSWord*

*SIATech will continue to offer accepted ADE electives in Health and Physical Fitness, and will seek ADE approval for Digital Art coursework, supporting student achievement of the half-credit graduation requirement in each of these areas.*

*As a result of these changes and the ability of SIATech staff to support students in making informed decisions with respect to their total instructional program, there will likely be an increased focus on college prep coursework. SIATech will ensure all interested students will be provided with additional college readiness skills in addition to the career training.*

SIATech schools have achieved outstanding results in recovering students who have experienced difficulty in school. Measurable academic success, as well as student and staff feedback on surveys and interviews, have given SIATech schools an outstanding track record of achieving *Real Learning for Real Life* to increase and improve learning opportunities for ‘At-Promise’ students; thereby preparing them to achieve a high school diploma and to succeed in both career technical/vocational careers and higher education.

### ***Curriculum Alignment***

Based upon an analysis of the Arkansas Frameworks for 9-12 and the Arkansas Department of Education’s high school graduation requirements, SIATech is confident that the curriculum is aligned with and embeds the Arkansas Frameworks. SIATech’s curriculum provides a special emphasis on those standards related to literacy and numeracy and will require students to meet the Smart Core graduation requirements (22-credits) as indicated on the previous chart.

In addition, SIATech is taking steps to align the ConTech© curriculum to the new Common Core State Standards (CCSS) to prepare for future integration of CCSS fully into the Arkansas Frameworks.

### ***Curriculum Evaluation – Ongoing Review & Updates***

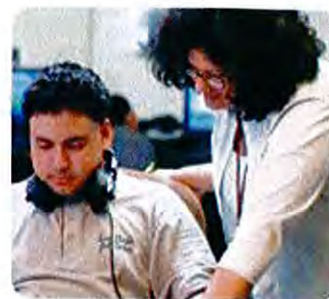
SIATech Little Rock will utilize the Comprehensive School Improvement Plan to review and improve the SIATech curriculum and educational program so students will excel in learning and academic achievement on an ongoing basis. The integration of real-life skills that can be transferred to the world of work within the curriculum helps to support student engagement, self-monitoring of their learning and integrating new information with prior knowledge.





The SIATech program has been and will be continually assessed and improved through several means:

- Analysis of baseline and growth student achievement data in reading, mathematics, and writing to determine if students are showing a year or more of learning for each year of enrollment
- Tracking annual graduation numbers to determine how many former dropouts are returning to school and graduating with a high school diploma after completing the SIATech educational program
- Meeting the standards for accreditation adopted by the Arkansas Department of Education and the U.S. Regional Accreditation through AdvancedED (AdvancedED, NCA-CASI)<sup>9</sup>
- Implementing annual school improvement activities
- Annual curriculum reviews by a Curriculum Development Coordinator and curriculum team to maintain a high quality of acceptable student work.
- Professional development meetings between the curriculum team and subject area lead teachers at “Roundtable Workshops” to analyze student performance data and plan curriculum improvements.
- Continuous updates to SIATech curricula to reflect content enrichment, best practices in curriculum delivery, industry-standard technology updates, and alignment to the most current state standards
- Professional development program driven by data and facilitated by a Professional Development Coordinator in a collaborative, interactive setting focused on improving student learning outcomes in literacy and numeracy.



Most importantly, to bring joy and excitement about learning and to maximize each student's learning potential, the SIATech school community will reflect an atmosphere of respect, a belief system that every student can and will learn, and a school culture of inclusion, collaboration, and caring.

Comer<sup>10</sup>

## STANDARD 9 – GEOGRAPHICAL SERVICE AREA

SIATech will be located at **6724 I-30, approximately 2.3 miles from** on the campus of the Little Rock Job Corps Center in Little Rock, Arkansas. The Little Rock Job Corps Center provides full services to its residential students, e.g. food services, medical, dental, etc., approximately 85% of its student population. The target population of SIATech Little Rock is **will continueto be** Out of School Youth, students who for a variety of reasons have previously dropped out of school. It has been the experience of SIATech Charter Schools housed at fourteen other Job Corps Centers that the greater majority of the SIATech student enrollment comes from students attending Job Corps. We anticipate that **Job Corps will send students to the new location and we will do outreach in this area for** students coming from the local community.. and not

<sup>9</sup>AdvancedED Arkansas, <http://www.advanc-ed.org/locations/arkansas-office>

<sup>10</sup> Foundation for Educational Administration, [http://www.featraining.org/turning\\_in-depth.aspx](http://www.featraining.org/turning_in-depth.aspx)



participating in Job Corps will be from Little Rock, North Little Rock and Pulaski County Special School Districts.

#### **STANDARD 10 - ANNUAL PROGRESS**

SIATech Little Rock will ensure compliance with annual report requirements as stated in the *Standards for Accreditation*, Section II, Goals and Administration of Arkansas Public Schools and School Districts. School staff will develop, with appropriate community involvement, a comprehensive report describing the school accomplishments with respect to: student academic performance objectives, program goals, accreditation standards, including state benchmark assessments, and a School Improvement Plan. This will be done in accordance with Department guidelines. There will also be an annual curricular review to ensure alignment with state standards.

The report will be filed with and reviewed by the Arkansas Department of Education (ADE) and published annually in the *Arkansas Gazette* (or other appropriate news media) on or before November 14<sup>th</sup>. The report will also be available to the public through the school website which is accessible to students, parents and the community. The website will also include program updates and highlights of student achievement.

SIATech, Inc. will host an annual public meeting to present, review and discuss the annual report, explain its policies, programs, and goals, and gather community and stakeholder feedback. This meeting will be held at a time and place convenient for a majority of the school stakeholders and employees and will be in compliance with all annual report policy and procedural requirements of Arkansas public schools for reporting to parents/guardians, the community and the State Board of Education.

#### **STANDARD 11 - ENROLLMENT CRITERIA AND PROCEDURES**

This charter will target enrollment so as to address the needs of youth who have previously dropped out of school and are seeking to re-commit to their future by completing the requirements to earn an Arkansas high school diploma. Youth seeking this opportunity, who are also in need of special education services and/or English Language Learners, are encouraged to seek admittance. In accordance with federal and state laws, no high school eligible youth will be denied admittance based on race, ethnicity, national origin, ethnicity, sexual orientation, gender or disability. Meeting the academic needs of out-of-school youth is a SIATech priority.

SIATech may provide for exclusion of a student who has been expelled from another public school district as authorized by Arkansas Code 6-18-510. Admission of students previously expelled from any public or private school is only allowed in exceptional circumstances, with partner support. Failure of parent or students of majority age to disclose this information or the provision of false information can, and most likely will, result in immediate dismissal.

~~To ensure sufficient enrollment, school staff will work with the Little Rock Job Corps Center to ensure that all their high school eligible student trainees are informed about the school program. The orientation program at the Job Corps Center will serve as a primary means of information~~



outreach. Other **SIATech staff will utilize outreach** strategies for outreach include **such as those listed below:**

- Community child welfare agencies
- Ethnic and social organizations to achieve and maintain a racial/ethnic balance reflective of the community
- City and county workforce agencies
- Workforce training institutions including, but not limited to community colleges and public workforce training institutions

### ***Achievement of a racial/ethnic balance***

SIATech Little Rock will not charge tuition for enrollment nor for participation in the school program. The school will be open to any high school eligible student living in Arkansas, but will focus its recruitment efforts mainly toward students who have dropped out of school. SIATech Little Rock will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law and, as such, will be both racially and ethnically diverse.

As previously indicated, based on the proven success of SIATech throughout the nation in educating and training special needs and at-risk youths and **the SIATech sister school,**

~~due to the uniqueness of our partnership with the Job Corps Center,~~ it is anticipated that most of the students who will apply to SIATech Little Rock will be students **who are under-credit and over-age (e.g. 17+ years, without credits commensurate with their grade level).** ~~enrolled at the Little Rock Job Corps Center.~~ Students who have a desire and understand the value of a high school diploma, likely require a non-traditional approach to education in order to be successful. Anticipated diversity is demonstrated from current SIATech school's student demographic data. Please see estimates listed below:

Race/Ethnicity	SIATech Charter High Schools
White Non-Hispanic	13.5%
Black Non-Hispanic	75.7%
Hispanic	9.3%
Asian/Indian	0.5%
Pacific Islander	0.3%
Other	0.7%

### ***Enrollment policies and procedures***

A request waiving uniform dates for the beginning and end of each school year provides open entry and exit options for out-of-school youth providing them the required flexibility to access education at this time in their lives. Applications throughout the year will be date/time stamped as they are received and filed by application date and grade level (based on cohort class). In the event that more students apply for admission to the school than can be accommodated under the terms of the charter, a random, anonymous lottery will be held to ensure open access to all eligible public high school applicants. The drawings will be held on the **new school site** ~~Job Corps Center~~ and will be publicized on the school website with all pertinent information. The Public charter School Program Coordinator will be notified prior to lottery drawings. The principal, with at least one school board member and one additional school employee in attendance will lead the meeting. Parents/guardians and/or students will be notified of their



child's acceptance no later than one week after the drawing and will have ten (10) days to notify the school, in writing, of their decision to attend.

Parents/guardians of students who will enroll in SIATech Little Rock will receive an Enrollment Packet containing information about the school and forms necessary for registration. The Enrollment Packet will include a registration form; the Department of Health's Cumulative School Health Record form; an Emergency Dismissal form designed to indicate where the student should go in the event that school is dismissed at an unscheduled time due to any unforeseen circumstances; and a Clinic Information card designed to indicate emergency contacts and the doctor that should be called in case of an emergency. Parents/guardians will be given a copy of the Student Handbook and will be required to sign a form indicating that they have received the handbook and read its contents. The form will be kept in the student's file. The Student Handbook includes descriptions of the policies and procedures that will be utilized to ensure student and parent/guardian due process rights.

A student orientation meeting will take place prior to enrollment in the school. The orientation meeting will serve to acquaint students and parents/guardians with the facility, introduce school policies and procedures, and provide information that will be of benefit for the first days of school.

## **STANDARD 12 – STAFFING/JOB DESCRIPTIONS**

### **Principal**

The school principal will serve as the school's educational leader. While not requiring administrative certifications (see waiver request), the SIATech Little Rock management and SIATech Little Rock Board of Directors will look only for the most highly qualified individual to serve as principal. The principal will be accountable to the SIATech Little Rock, Inc., Board of Directors. The principal will work as a peer in learning and using shared values and moving the school community toward achievement of a common mission and vision. A key component in this work is building the capacity of stakeholders; the principal will serve as an instructional leader and be responsible for the following duties:

- Supervise daily operations of staff, program, and instructional leadership.
- Certify attendance & ancillary reports.
- Work with partners to schedule students.
- Assign/coordinate staff schedules (calendars).
- Interview qualified applicants and recommend new employee hires.
- Monitor student progress toward earning a high school diploma (matrix, senior check-off).
- Update student records regularly.
- Enroll new students.
- Certify student graduation requirement completion.
- Provide timely reports as required to SIATechcentral.
- Evaluate staff, minimally once/year on the established evaluation schedule.
- Order equipment/site inventory/maintenance.
- Maintain site records of student academic progress and attendance.
- Serve as on-site liaison to partner.
- Conduct site trainings as needed.
- Conduct weekly site staff meetings.

- Attend scheduled management meetings.
- Maintain appropriate qualifications and certifications for site leadership.
- Participate in professional growth opportunities/workshops to improve leadership and management skills.

The principal will be paid based on a combination of years of experience and education.

### **Teachers**

The primary responsibility of the teacher is to ensure that all students are meeting or are on target to meet the goals and therefore, the mission established by the school. This can only be accomplished by focusing on student achievement through quality instruction. While the school will not require teacher certification (except in Special Education), it is the intent of the school to employ only degreed highly qualified teachers with exceptional qualities in training, experience and teaching ability. Teacher hiring will be consistent with the school mission and will ensure a low student-to-teacher ratio. Special Education Teachers will have the appropriate certification needed in alignment with Arkansas Law. The assigned responsibilities of the teacher are as follow:

- Develop and teach skills and knowledge in one or more courses and/or grade level utilizing course(s) of study adopted by SIATech Little Rock.
- Instruct students in citizenship, basic communication skills, and other general elements of the course of study specified by state law and SIATech Little Rock policy and procedures.
- Maintain proper control and discipline in a positive manner by establishing good, wholesome rapport through healthy, human relationships between individuals involved in the learning process and in accordance with SIATech Little Rock policy and procedure.
- Evaluate student progress, consistent with school policy and philosophy, keep appropriate records, prepare appropriate student reports, and effectively communicate with students, supervisors, and parents.
- Provide multiple opportunities for students to upgrade work and improve their performance.
- Perform basic attendance accounting and business services as required.
- Maintain professional competence through participation in professional growth activities.
- Identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Develop lesson plans and instructional materials and provide individualized and/or group instruction in order to adapt the curriculum to the needs of students with varying abilities, and cultural backgrounds.
- Create, with assistance from students, a functional and attractive environment for learning through displays, bulletin boards, and interest centers.
- Work collaboratively with subject area teams. Attend and contribute to collaboration meetings.
- Select and requisition books, instructional aides, instructional supplies, and maintain required inventory records.
- Ensure a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
- Administer group-standardized tests.

- Assume responsibility for a reasonable amount of non-teaching activities such as directing of extra-curricular work, teachers' meetings, professional study, in-service training, curricula revision, student supervision, and other similar activities.
  - Plan, coordinate, evaluate the work of technical and house assistants, and other assigned staff.
  - Be familiar with state teaching standards and proficient with teaching to content standards.
- The teacher pay scales are competitive with local districts (Attachment F). Pay scales, payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

### **Administrative Assistant**

The primary function of the administrative assistant will perform a wide variety of specialized clerical and secretarial functions independently in support of the administration. The administrative assistant will be responsible for board meeting organization and minutes of the board meeting. In addition, the administrative assistant will have the following responsibilities:

- Review, check, correct, and compile a variety of information and reports.
- Verify data for accuracy.
- Prepare and maintain a variety of records.
- Organize, process, and print reports and other written materials.
- Process a wide variety of materials such as correspondence, reports, contracts, forms, applications, memoranda, and other documents.
- Schedule meetings, conferences, and appointments.
- Provide work directions to others as assigned.
- Independently compose written communication.
- Maintain confidentiality of records and information.
- Prepare all board packets for quarterly board meetings.
- Notify all board members regarding meetings, etc.
- Responsible for taking minutes and transcribing minutes for all board meetings.

The classified pay scales are competitive with local school districts. All payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

### **Registrar**

The registrar will perform various complex record keeping duties relating to the enrollment, transfer, or withdrawal of students according to established policies and procedures, evaluating student transcripts, maintaining student records and providing assistance in general functions of the school office. In addition, the registrar will have, minimally, the following responsibilities:

- Perform various complex clerical and statistical record-keeping duties relating to the enrollment, transfer, or withdrawal of students according to established policies and procedures; enter information and data into computer
- Prepare and maintain permanent records and cumulative folders, transcript files, and demographic information on enrolled and incoming students; request necessary records and initiate telephone and written communication relative to student records.
- Process and forward transcripts and records to colleges and other institutions from student permanent records according to established guidelines and procedures.
- Evaluate incoming student transcripts and transcribe credits to conform to the SIATech Little Rock system; enter new students' grades into the computer to create a history file and



transcript; process, enter, or change grade, race, immunization and other related student information according to established procedures; maintain student test scores as required.

- Prepare and maintain State and SIATech Little Rock reports and files; prepare four year cards, compose correspondence, memos, reports, etc. for counselors/administrators as needed; prepare and distribute diplomas, NCAA forms, and others as required.
- Operate office equipment including computer and printer, typewriter, facsimile and copier.
- Prepare withdrawal papers, retrieve files and print transcripts; assure student accounts are maintained according to established policies for appropriate grade clearance.
- Assist students, counselors, parents, and others in person or on the telephone regarding student records, transcript requests, and enrollment procedures.
- Input student grades earned, course units, adult school, and independent study, advocate and County school course work.
- Provide grading materials to certificated instructors; assure timely return for processing student grade cards and graduation notices.
- Communicate with a variety of school personnel, parents, and outside organizations to exchange information, resolve issues, answer questions, and coordinate activities.
- Provide certificated instructors with academic warnings and report card materials as requested; provide class rosters and class enrollment records.

The classified pay scales are competitive with local school districts. All payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

### **Instructional Aides**

The instructional aides will assist students by providing instruction to individual students or small groups of students in a classroom or other learning environment and incorporating technical skills and curriculum in all areas of learning. In addition, the instructional aide will have the following responsibilities:

- Assist in the presentation of instruction to individuals/small groups of students, reinforcing teacher instruction; assist students in their understanding and comprehension of curriculum, performing remedial exercises and other basic instruction as required.
- Assist in planning and implementing instructional strategies to meet curriculum objectives and development of computer knowledge and skills.
- Assist students in comprehending language and academic subject matter, monitor individuals and groups of students in computerized learning activities; explain and demonstrate theories and principles of the assigned subject area.
- Repeat and reinforce instruction of computer based curriculum to assist students' comprehension and understanding, provide more individual assistance to students experiencing learning difficulty; explain errors and answer questions.
- Report student performance progress and behavior as required; provide input and assist with determining student advancement through established curriculum and computer programs.
- Communicate with students about their own performance and behavior.
- Assist in the preparation of instructional materials as directed by the teacher, and/or site principal.
- Observe, model, and assist students in learning appropriate behavior in and out of the classroom.

- Administer, correct, and record tests, writings, and projects as directed. Perform a variety of clerical duties such as recording grades, taking attendance, maintaining records and files, and preparing classroom materials.
- Assist students by providing a positive role model, emotional support, patience, a friendly attitude and general guidance.
- Operate and help maintain a variety of computer and classroom equipment.
- Inform and make recommendations to teachers concerning programs and materials to meet individual student needs.
- Participate in meetings and in-service training programs as assigned.
- Assist co-workers in completing assignments and projects as assigned.
- Responsible for maintaining and updating computers and software on an as-needed basis for students and teachers.
- Responsible for providing support to staff and students with computer based curriculum.
- Attend ongoing technical training to keep current with ever-changing technology

The classified pay scales are competitive with local school districts. All payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

### **Testing Specialist**

The Testing Specialist will coordinate and organize all student testing including internal tests (reading, writing and math) and state mandated tests. The Testing Specialist will also provide assistance to individual students or small groups of students in a classroom or other learning environment and provide guidance for students seeking postsecondary education. In addition, the Testing Specialist will:

- Ensure all eligible SIATech Little Rock students are participating as required in all ~~GED test, TABE,~~ ACT/SAT tests, Benchmark tests, and ELDA tests.
- Maintain accurate and complete data records through the use of the Arkansas Public School Computer Network and other approved student data systems.
- Understand, follow and implement all state and SIATech Little Rock policies and procedures regarding testing administration.
- ~~Obtain all testing and academic data from the local partners as it pertains to the SIATech Little Rock students and enter all testing data into The Arkansas Public School Computer Network in a timely manner.~~
- Coordinate all test prep activities and comply with all state mandates regarding testing to ensure compliance and testing accountability.
- Maintain documentation for state reports regarding enrollment in remedial test prep courses.
- In conjunction with the principal and local partners, coordinate dates and location of testing as well as students mandated to complete testing in a timely manner.
- Provide minor students' parents with the proper documentation regarding testing and scores in a timely manner.
- Work with the Resource Instructor/Special Education team to ensure appropriate and mandated accommodations and/or modifications are made for testing.
- Order and prepare testing materials for the site in accordance to state and SIATech Little Rock procedures.
- Return all testing documents to the administrative office in a complete and orderly fashion.

- Coordinate and proctor initial reading, writing and math pre-tests as students are enrolled into the SIATech Little Rock program within the first four weeks on ~~center~~**site**.
- Coordinate and proctor post reading and math tests at the appropriate time. Obtain final writing scores and input data.
- Identify students and administer ELDA initial and follow-up tests for all English Language Learners.
- Work with the instructors to determine students' remedial test prep needs, including coordination and facilitation of test prep courses as indicated by the site leader.
- Coordinate and proctor all current and new state required end of course testing to ensure maximum testing opportunities for all students.
- Provide guidance and assistance to students registering for the SAT, ACT, ASVAB or other college/career placement tests.
- Analyze testing data to provide site leader with information about student progress, graduation status and testing needs.
- Provide appropriate training to site staff on testing procedures.
- Report progress regarding student performance and behavior as required; provide input and assist instructors with determining student advancement through established curriculum and testing milestones.
- Communicate with students about their own performance and behavior.
- Observe, model, and assist students in learning appropriate behavior in and out of the classroom.
- Assist students by providing a positive role model, emotional support, patience, a friendly attitude and general guidance.
- Operate and help maintain a variety of computer and classroom equipment.
- Articulate with teachers concerning programs and materials to meet individual student needs.
- Participate in meetings and in-service training programs as assigned.

Below are the proposed staffing needs for the 2011-2012 school year

<b>Position</b>	<b>Number</b>
Principal	1
Teachers	5 – 6 (English, Math, Science, SocSci, Sp.Needs( <i>Senior Projects</i> *))
Administrative Assistant	1
Registrar	1
Instructional Aides	1-2
Testing Specialist	1

\* *If a Senior Project Teacher is hired there will only be 1 Instructional Aide (part time possibility).* Job Corps provides adjunct staff for much of the SIATech Little Rock elective program. Adjunct staff provide instruction and certifications in the career-technical fields noted in Standard 6. SIATech Little Rock provides a limited elective program, primarily in the area of technology.

#### ***New Position (2013-14)***

***The Instructional Aide/Testing Specialist responsibilities will be a new position, implemented for the 2013-14 school year. The job description for this new combined position is listed below. This new position will be implemented at the start of the 2013-14 school year.***



*single positions of Instructional Assistant and Testing Specialist, as described above, may be brought back, in the future, as enrollment is maximized.*

#### *Instructional Aide/Testing Specialist (IA/TS)*

*The primary function of the Instructional Aide/Testing Specialist (IA/TS) is to coordinate and organize all students testing including internal tests (reading, writing and math) and state mandated tests. Ensure all eligible SIATech students are participating in required tests, ACT/SAT tests, Benchmark tests, and second language assessments. Maintain accurate and complete data records (from all SIATech and local partners' tests) through the use of Power school and other approved student data systems for use by all site staff as well as administrators. When testing duties are completed, provide assistance to individual students or small groups of students in a classroom or other learning environment. Provide guidance for students seeking postsecondary education. Participate in test administration meetings and provide in-service training to staff. Coordinate all Test Prep activities. Comply with all state mandates regarding testing to ensure compliance and testing accountability. In addition, the TA/TS will have the following responsibilities:*

- Understand, follow and implement all state and school policies and procedures regarding testing administration.*
- Obtain all testing and academic data as it pertains to the students and enter all testing data into Powerschool in a timely manner.*
- Maintain documentation for state reports regarding students enrolled in remedial test prep courses.*
- In conjunction with the principal coordinate dates and location of testing as well as students mandated to complete testing in a timely manner.*
- Provide minor students' parents with the proper documentation regarding testing and scores in a timely manner.*
- Work with the Resource Instructor/Special Education team to ensure appropriate and mandated accommodations and/or modifications are made for testing.*
- Work closely with the administrative offices to identify testers for the state tests and order materials.*
- Comply with all state mandates regarding testing to ensure compliance and testing accountability.*
- Order and prepare testing materials for the site in accordance to state and school procedures.*
- Return all testing documents to the administrative office in a complete and orderly fashion.*
- Meet all deadlines.*
- Coordinate and proctor initial reading, writing and math pre-assessments as students are enrolled into the school program within the first four weeks in school.*
- Coordinate and proctor post reading and math assessments at the appropriate time. Obtain final writing scores and input data.*
- Identify students and administer second language initial and follow-up tests for all English Language Learners.*
- Based on testing data, work with the instructors to determine students' remedial test prep needs, including coordination and facilitation of test prep courses as indicated by the principal.*



- *Coordinate and proctor test to ensure maximum testing opportunities for all students.*
- *Provide guidance and assistance to students registering for the SAT, ACT, ASVAB or other college/career placement tests.*
- *Analyze testing data to provide principal with information about student progress, graduation status and testing needs.*
- *Provide appropriate training to site staff on testing procedures.*
- *Report progress regarding student performance and behavior as required; provide input and assist instructors with determining student advancement through established curriculum and testing milestones.*
- *Communicate with students about their own performance and behavior.*
- *Observe, model, and assist students in learning appropriate behavior in and out of the classroom.*
- *Assist students by providing a positive role model, emotional support, patience, a friendly attitude and general guidance.*
- *Operate and help maintain a variety of computer and classroom equipment.*
- *Articulate with teachers concerning programs and materials to meet individual student needs.*
- *Participate in meetings and in-service training programs as assigned.*
- *Assist co-workers in completing assignments and projects as assigned.*
- *Responsible for maintaining and updating computers and software on an as-needed basis for students and teachers.*
- *Responsible for providing support to staff and students with computer based curriculum.*
- *Attend ongoing technical training to keep current with ever-changing technology.*
- *Other related duties as assigned.*

*Below are the proposed staffing needs for the 2013-2014 school year*

Position	Number
Principal	1
Teachers	<b>7 (Inclusive of Special Education, Core &amp; Elective Teachers)</b>
Administrative Assistant	1
Registrar	1
<b>Instructional Aide/Testing Specialist</b>	<b>1</b>

*There will also be Health Services and Security Services (Contracted Services or employees) and contracted food services.*

### **STANDARD 13 – BUSINESS AND BUDGETING PLAN**

#### **a. Establish an Accounting System**

The school will utilize the Arkansas Financial Accounting Handbook as its guide for financial reporting. Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required. This system will allow the school to track and report on multiple funds, functions, objects, etc. across multiple budget periods to meet their reporting requirements and demonstrate financial accountability. The attached budget has been simplified to accommodate the initial Arkansas Charter School Application.



Future budgets prepared for the Arkansas Department of Education (ADE) and our charter board will have significantly more detail as outlined in the accounting handbook.

b. Establish Internal Financial Controls

It is anticipated that primary business functions will be outsourced to New Education for the Workplace, Inc. (NEWCorp) an educational support services provider. NEWCorp currently functions as a "District Office" for eight of the sixteen existing SIATech Little Rock charter school sites. Numerous control activities have been established to ensure fiscal integrity and financial accountability for the SIATech Little Rock schools. Controls include 1) various levels of approval, authorization and verifications, 2) reconciliations, 3) asset security, 4) performance reviews (budget to actual), 5) adequate segregation of duties, 6) information system controls, and 7) policy and procedure adoption, among others. A general description of the anticipated flow of information for major financial processes is provided below.

- i. Budget – During initial budget preparation for the application, input was solicited from all departments in NEWCorp including the founding board, finance, human resources, payroll, risk management, curriculum, information technology & others regarding school needs that must be considered in the budgetary process. The primary objective was to identify all anticipated budget requests and ensure those requests align to the mission of the school. It is anticipated that future budgets will also seek similar input from all stakeholders in the charter school. Staff will develop a budget calendar to ensure all budget adoption requirements are satisfied including publicly noticed meetings as required by ADE. The calendar timelines will ensure timely submission of budgetary documents to the ADE and charter board. The budgetary process usually begins in March/April each year. Modifications are made as more data becomes available (i.e. funding is determined by the legislature, salary adjustments are established, insurance rate adjustments become known, professional development calendars are established, etc). The budgetary process concludes with final budget approval by the Charter School Board at their June meeting and submission to the ADE. Further modifications to the budget will be brought to the board for review during the year as budget amendment requests. Explanations as to why a budget amendment is requested will be presented. The board would then discuss and approve/deny budget amendment requests. Included in the financial statements presented at each board meeting will be budgetary comparisons to actual expenditures with variances noted.

Prudent fiscal management will be a priority for the school. The school intends to build **a sufficient** reserves **to meet unexpected/unbudgeted expenditures resulting from** ~~of at least 5% of State revenues over the first few years to ensure sufficient resources to weather economic downturns, lower than expected enrollment, and other~~ cost increases greater than expected, etc. ~~without negatively impacting student programs.~~

- ii. Revenue – The primary source of revenues for the school will be payments received directly from the authorizing agency. It is anticipated these payments would be received directly into the school's general operating account through wire transfer. Any miscellaneous receipts would be received through normal receipting process with controls including 1) accounting for cash as it is received using consecutively pre-numbered receipts, 2) ensuring the separation of incompatible duties, 3) safeguarding of receipts prior to deposit, 4) prompt deposits of significant items, 5) reconciliations, and 6) monitoring of the process by administrators.



- iii. Purchasing - The school principal will first approve purchase requests by school staff. If the principal approves the request, the purchase requisition will be forwarded to the Chief Financial Officer (–CFO”) for budget approval. If funds are not available, the purchase request will be returned to the principal requesting a budget transfer. If funds have been budgeted and are not encumbered, the request will be approved and forwarded to the purchasing office. Purchase orders will be prepared, signed by an administrator and forwarded to the vendor for procurement of the goods. Upon receipt of the goods, the packing slips will be sent to the purchasing department to be matched with the purchase order and will be filed pending the receipt of an invoice from the vendor. When the invoice is received, it will be matched with the corresponding purchase orders and packing slips, reviewed to ensure charges are appropriate and in agreement with supporting documentation, and forwarded for check preparation and subsequent entry into the general ledger system. Checks will be printed by the Accounts Payable (–A/P”) department, presented to an administrator with supporting documentation for signature, mailed to the vendor, and copies of all information will then be filed. It is important to note for internal control purposes that the CFO will have responsibility for all entries into the General Ledger, but will not have access to any cash in the organization, and will have no signature authority on disbursements. Procedures will be continually evaluated and revised as necessary to ensure the efficient operation of the school. SIATech will be in full compliance with all Arkansas law governing procurement.
- iv. Payroll–***Prior to the beginning of each school year, returning employees will be given an offer of employment for the ensuing school year. Annual salary and other salary related benefits will be presented to the employees at that time.*** ~~Annual contracts will be in place for all salaried employees.~~ Hourly ***Non-exempt*** employees (if applicable) will record work time on timesheets for submittal to the payroll department after approval by the principal. Timesheets for all employees will be maintained at the school site and forwarded to the payroll department twice per month for semi-monthly payrolls. After a preliminary review to ensure that all transactions are accounted for (i.e. overtime, sick leave taken, etc), a payroll transmittal will be submitted to the CFO to process payroll. The resulting checks/vouchers will be returned to the Human Resources (–HR”) department for verification that the proper amounts have been paid. HR then mails the checks/vouchers to the sites for distribution. The CFO then releases the direct deposit files to the bank, prepares the payroll tax/withholding deposits, and prepares any necessary reports for regulatory agencies (i.e. quarterly payroll reports, monthly retirement reports, monthly state withholding reports, etc.). Depending upon the capacity of APSCN’s, some processes may need revision. Again, procedures will be continually evaluated and revised as necessary to ensure the efficient operation of the school.
- v. Fixed Assets – SIATech Little Rock will develop policies to ensure the safeguarding of all assets purchased with public funds. For those items meeting the capitalization threshold, detailed lists will be maintained including all information necessary to accurately identify property items (i.e. description, serial numbers, cost, funding source, etc.). Physical asset inventories will be taken annually, at a minimum, by individuals independent of those with custody of the assets. Discrepancies will then be resolved. Asset disposals will be in accordance with rules and regulations of the ADE.
- vi. General Accounting and Reporting - SIATech Little Rock will use the accepted state codification of accounts for Arkansas school accounting through its use of the APSCN

system. An annual budget will be adopted by the Board of Directors (–Board”). Financial statements, including budget to actual comparisons, will be prepared for the Board and ADE. The CFO will be responsible for submitting all financial reports to the ADE, State of Arkansas, and other regulatory agencies on prescribed forms.

c. Payroll/Benefit System

SIATech Little Rock schools already have an established payroll system in place for sixteen high school sites operating in other states. Benefits consist of F.I.C.A, teacher/state retirement, unemployment, life insurance, and health benefits including medical, dental, vision, and behavioral modification. Employees will also be able to select additional insurances paid through payroll deductions. Modifications to this established system would be made to incorporate items specific to Arkansas including, but not limited to, 1) development of competitive Arkansas salary schedules, 2) enrollment in the Teachers’ Retirement System of Arkansas, 3) compliance with Arkansas laws, rules and regulations as they pertain to payroll taxes and other payroll issues, and 4) modification of our processes to satisfy APSCN requirements.

d. Funding

FTE estimates will be prepared well in advance of the start of the fiscal year. ~~Based upon our targeted student population and our history in other Job Corps schools, enrollment is expected to remain relatively constant at approximately 210 FTE.~~ The budget was conservatively prepared giving no consideration to the possibility of Federal Start-Up Grant funding. Since these grants are competitive, there is no guarantee of this revenue. Therefore, they were not given consideration in our planning budget.

New Education for the Workplace, Inc (NEWCorp), a non-profit 501(c)(3) organization dedicated to promoting charter schools, will provide initial planning funds and in-kind services to open the charter. NEWCorp will also advance the necessary funds in order to purchase equipment to open the school. It is anticipated that SIATech Little Rock would need a cash flow loan of approximately \$200-225k to purchase the necessary technology equipment to begin operations. Due to SIATech Little Rock’s unique partnership with the Job Cop and the numerous in-kind services provided through the partnership, SIATech Little Rock anticipates these funds could be repaid by the end of the current year operating budget. NEWCorp routinely provides interest-free short term cash flow loans to its charters in its mission to promote charter schools. If, however, the school is successful in securing Federal Start-up grant funding, they would use these funds in the first year (2011-2012) to purchase all capital items allowed under the grant and not seek the loan from NEWCorp for the purchase of technology equipment. The school would use the Start-Up funds for any allowable expense in the budget which would free up general revenues for additional instructional support and fund balance increases. Future budgets will continue to be reviewed and modified as changing economic conditions become known. Included in the budget in **Attachment E** is a conservative estimate of all public dollars available per student.

e. Data Reporting

The school will establish an internal audit function to ensure the proper reporting of FTE and financial submissions to the ADE. Independent verification of all students will be performed regularly.

f. State and Federal Grants



SIATech Little Rock will comply with the state and federal monitoring requirements for schools receiving state and federal grant funds. The SIATech Little Rock organization has developed internal controls which provide reasonable assurance that the use of state and federal resources is consistent with applicable laws, regulations and award terms. Processes have been established to safeguard resources against waste, loss and misappropriation. Additionally, reporting standards ensure that data is reliable and fairly disclosed in financial reporting documents. In the event Federal funding exceeds \$500,000, the Board will ensure that the Single Audit is performed and all federal monitoring requirements of OMB Circular A-133 are satisfied.

g. Transportation, Food Service and Other Funds

***SIATech Little Rock will operate an approved Child Nutrition Program and make free or reduced price meals available to eligible children for Breakfast and Lunch. Meals will be available for purchase by all other students and staff. SIATech Little Rock anticipates receiving funding to operate an approved Child Nutrition Program. Additionally, SIATech Little Rock will provide bus passes for public transportation to students identified as eligible for free or reduced meals under the national school lunch program.*** SIATech Little Rock ~~does not anticipate receiving transportation or food service funding.~~ ***Previously,*** ~~These services are generally~~ ***have been*** provided by our Job Corps partner for the majority of our students. ***Many more community students are anticipated in the future.*** In addition, the school doesn't anticipate the need for any fundraising activities, ~~nor does it expect to receive any other~~ ***and will seek out grant funding and/or*** major contributions from outside sources. ~~Federal, State and Local revenues have been sufficient to offer quality educational programs to our students in other SIATech Little Rock schools.~~

h. Internal Financial Reporting

Monthly financial reports will be prepared for internal management use. Minimally, quarterly financial reports will be presented at Board meetings. The quarterly financial statements will be prepared in a governmental format and will include:

i. Government-Wide Financial Statements

1. Statement of Net Assets
2. Statement of Activities

ii. Fund Financial Statements

1. Governmental Funds – Balance Sheet
2. Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Assets
3. Governmental Funds – Statement of Revenues, Expenditures, and Changes in Fund Balance
4. Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the District-Wide Statement of Activities
5. Various Fund Budgetary Comparison Schedules as appropriate.

i. External Financial Reporting

SIATech Little Rock will provide all budgetary and financial information required by the ADE under the terms of the Charter contract. Information will be provided on the forms or in the format prescribed by the ADE. Information will be submitted electronically to the ADE if this option is available to the charter school through APSCN.

j. Business Office Staffing



It is anticipated that the school's finances will be managed by NEWCorp's CFO, Richard Trainor, CPA, with the assistance of several support staff. Mr. Trainor holds a bachelor's degree in accounting from the University of Florida and a master's degree in accounting from the University of North Florida. Mr. Trainor has a strong financial background and experience in school business management. He is well versed in governmental and non-profit accounting practices. He was formerly employed as Chief Financial Officer (CFO) for the Alachua School District in Gainesville, Florida, with oversight responsibilities in payroll, budget development, and financial management and reporting. He has worked at the Florida State Department of Education in the funding and financial reporting division, as well as the Florida Auditor General's Office where he performed operational, financial and compliance audits of school districts. He has twenty one years of business/financial management experience, with seventeen of those related to school finance. Mr. Trainor was hired by New Education for the Workplace, Inc. beginning school year 2004 as the Chief Financial Officer. Support staff will consist of accounting, payroll, purchasing, accounts payable and clerical staff. ***SIATech will utilize staff from both NEWCorp and Complete Consulting, a local accounting firm, to adopt sound accounting policies, to maintain an adequate and efficient accounting system, to safeguarding assets, to authorizing transactions, to retain supporting documentation for those transactions, and to devise and implement a system of internal controls that will, among other things, help assure the preparation of proper financial statements and to prevent and detect fraud.***

k. Additional Funding

SIATech Little Rock will ***No Longer*** receive various in-kind services from the contractor who operates the Federal Job Corps program site where the school will be located. ~~Services and benefits provided by the Job Corps partners include, but are not limited to, 1) facility space and maintenance, 2) energy services (electricity, water, gas, etc.) 3) food and nutrition services, and 4) limited transportation.~~ SIATech Little Rock does not anticipate the need for any fundraising activities, ~~nor does it expect to receive any~~ ***and will seek*** other major contributions from outside sources ***(e.g. grants)***. ~~There is no charge for facilities by Job Corps (in-kind).~~ ***SIATech Little Rock has secured a \$250,000 grant from the Walton Family Foundation to support its relocation. Projected cost to prepare the proposed facility for its intended use is \$166,000 which includes \$125,000 in building renovations and \$41,000 in IT infrastructure. It will utilize the balance of this grant to support students' transportation and community outreach efforts. The school anticipates the need for fundraising activities and will pursue this avenue in the future.***

#### STANDARD 14 – FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The SIATech Little Rock Board will ensure that adequate funds are budgeted annually for payment of audit services. The school's governing board will form a selection committee in order to select a qualified firm to provide future audits. If the audit is not going to be performed by the Division of Legislative Audit, the committee will ensure the selection of an independent Certified Public Accounting firm eligible to practice in the State of Arkansas. The letter of engagement shall make certain that the annual audit will be completed and ready for submission to the ADE no later than the date established in the charter. The audit will also be presented to the charter board as part of the school's official records.



SIATech Little Rock will continue with the following or similar practices to ensure program quality:

- Accreditation by the National Accreditation agencies (e.g. SACS-CASI, NCA-CASI, WASC) and state accreditation processes
- External evaluation on an intermittent basis (see description below of external evaluation 2006-07)
- The SIATech Quality Review Process as described below

SIATech has worked with Learning Innovations at WestEd<sup>11</sup> since 2006 to improve teaching and learning to better serve our 'At-Promise' population. The school's first collaborative project was an external review of the SIATech instructional program by WestEd staff during 2006-07. SIATech has used that evaluation to drive change and program improvement. Summary language from that report follows. *"This report offers up to SIATech stakeholders a compendium of voices and points of view, gathered over the course of the 2006-07 school year, from teachers, site leaders, board members, students, and central staff with roles in curriculum and professional development. These stakeholders have generously contributed their time and reflection to this evaluation work and should be commended for offering their candid thoughts and insights, as should the senior management for engaging in this work and encouraging such broad input. The amount of data and number of ideas provided in this document can certainly make one's head spin, but the major themes that emerge are clear and informative. During the evaluation period, SIATech, of course, has continued its course of organizational development, based on informal and formal communication and listening and engaging SIATech stakeholders, making organizational changes and beginning new initiatives. Because of this pro-active approach, many issues raised in this report are already being addressed through organizational changes.*

*Given all the stakeholder views within this report and all of the improvement work already underway at SIATech, perhaps it is most important to recognize foremost, some overarching findings—first of all, an overwhelmingly high level of commitment from all stakeholders to the work and the students of SIATech, and second, the notably safe educational environment created and nurtured at SIATech—a safe environment for staff to speak their minds and try new ideas, and a safe environment for students to begin to shake free from destructive behaviors and defenses built up perhaps over a lifetime. It offers a safe and encouraging environment for staff, advisors, and students to become leaders and contributors to continuous improvement of the organization and its work, always looking toward the "promise" of a better future."*

One of the follow-up recommendations from this report was to develop and implement a process, for self-review and internal accountability. Two years ago, the school initiated a SIATech Quality Review process for just this purpose. Each school participates in a self-study and site visit by a trained team of SIATech staff members every 6-7 years. Included in this process is a mid-term follow-up visit. The Quality Review has proved to be invaluable in terms of improvement, not just for the school being visited, but as professional development for the staff members serving as Visiting Team members. A summary of this process can be found below.

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<sup>11</sup> Learning Innovations at West Ed, <http://www.wested.org/cs/we/view/pg/13>



The **Quality Review (QR)** is a system for QR visiting teams to visit schools--observing, gathering data, and providing feedback to school personnel (staff/student surveys & interviews, focus groups with students/staff and classroom observations.) Summary observations are provided to staff and students, with a presentation by the Visiting Team at the end of the visit. A detailed written report is provided to the staff a few weeks after the visit. The visit is not evaluative, rather observational, with essential questions for the staff to consider as they move forward. It is a system and process specifically designed by and for SIATech Little Rock and its sites.

□ ***The purposes of the Quality Review is to create a process for all SIATech sites that will:***

*Reflect the needs and voices of site/school stakeholders; Focus on improving educational opportunities and achievement of all students; Build ownership of the process throughout the system; and Increase collaboration and communication about school improvement within and across sites/schools and among central staff.*

***And to implement a process so that:*** *The system gains critical information needed for supporting improvement in each of the participating schools; Each school has a sense of ownership of the process; Each school engages fully in the process, learning from it, and taking appropriate action to improve; Candid sharing of successes and struggles takes place among schools and within the whole system; There is maintenance of pressure to take action and improve without a sense of threat; and School and central staff works together in a positive, constructive way to make needed improvements.*

Thus far, six SIATech school sites have gone through an initial Quality Review and one site has experienced a follow-up visit. Two initial visits and a follow-up visit are scheduled for the 2010-11 school year.

## **STANDARD 15 - ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCE**

SIATech Little Rock will participate in the Arkansas Public School Computer Network (APSCN) for reporting education data, pursuant to the requirements of Arkansas Code Annotated §§ 6-11-105, 6-11-128, Act 723 of the 86<sup>th</sup> Arkansas General Assembly and/or the State Board of Education Rule. SIATech Little Rock will include sufficient funds in its budget to ensure adequate training of individuals in all aspects of APSCN for data reporting.

## **STANDARD 16 - FACILITIES**

~~The high school facility will be housed within the Little Rock Job Corps (LRJC) Center in the heart of southwest Little Rock on 21 acres. The center address is: 6900 Scott Hamilton Drive, Little Rock, AR 72209. The LRJC Center is a federally owned facility, subject to federal building codes/guidelines and is designed as an educational/vocational training site with residential living spaces for students. This facility was newly constructed and opened in January 2009. The budget includes funds for the upgrading of classrooms to satisfy the program's technology requirements. Upgrades are primarily to enhance the classroom's electrical systems, cable/network line installation, and server room upgrades. SIATech has a strong relationship with Job Corps Centers throughout the nation and is currently located on fourteen centers in four states. SIATech considers a partnership with the LRJC to be a valuable resource for the proposed charter school.~~



SIATech Little Rock will utilize classrooms on center for the high school program. Students enrolled in the school will be considered as high school students only when attending classes, from 8 am to 4 pm and when participating in school sponsored events/field trips off center. Outside of this specific timeframe (i.e. students in the dorms for the evening, weekends, etc.) the students are the responsibility of Job Corps or their parents/guardians (i.e. weekends at home).

SIATech Little Rock and the Little Rock Job Corps Center will utilize a Memorandum of Understanding (MOU in **Attachment D**) detailing academic classroom and administrative space, facility maintenance, utilities and security that are provided by the Little Rock Job Corps Center to the school at no cost. The school is responsible for dedicated telephone/data lines, and installation costs related thereof. The space to be provided will include administrative offices and classrooms, as well as the use of the activity room, media center, and kitchen and dining facility (cafeteria). Classrooms and office space will comply with all requirements for accessibility in accordance with the Individuals with Disabilities Education Act (IDEA) and Americans with Disability Act (ADA) as well as meet all city, state, and federal fire code, health and safety requirements. Parking and outdoors recreational areas will also be available for the charter school's staff and/or student use through the MOU.

SIATech Little Rock plans to designate the opening of school to coincide with the Little Rock School District opening day of school. There is an extended school year and an extended school day. SIATech Little Rock plans to designate the opening of school to coincide with the Little Rock School District opening day of school. There is an extended school year and an extended school day. *Intersession activities will be planned annually during traditional summer break time to provide extended year learning opportunities.*

The Little Rock Job Corps Center was built as an educational and vocational training facility for youth 16 to 24 years of age, in 2009 by the federal government. Students must check into the center at the security entrance. Additionally, Job Corps is in the process of installing a gated car entry and security fencing around the entire property.

*The proposed site for the SIATech School is located at 67248023 I-30 Little Rock 92209. The site is approximately 0.723 miles from the present SIATech School at the Job Corp Center which is located at 6900 Scott Hamilton Ave, Little Rock. During the search for a new site the SIATech established three priorities in selecting a site:*

- *Access to the target population (out-of-school youth and high level of poverty)*
- *Availability of bus transportation*
- *Proximity to the Job Corps Center*

*The building is a 12,000-square foot free standing building that is located in a area which allows a public school. The building has large classrooms, commercial interior doors, new air conditioning equipment, and a large break room with additional space to accommodate equipment for food service, large restrooms that meet the American Disability Act (ADA) requirements and sufficient space to support a full enrollment of 275 students and administrative services. The site is essentially ready for occupancy following basic aesthetic improvements such as painting, new floor coverings, new and updated drop ceiling with an*



~~upgraded lighting system and completed IT infrastructure to support the instructional program.~~

~~The site was formerly used as a Day School Program and has been vacant for months. The zoning is in place that permits a public high school to be operated in this facility. On January 22, 2013, the Little Rock Board of Directors unanimously approved a special use permit identified as a PID (Planning Industrial Development) that allows a public school while retaining the uses currently available in the existing I-2 zoning category. The anticipated cost of the I-30 site is \$5.50 per square foot net, after taxes, insurance, and maintenance that is incorporated into the proposed budget as part of this application.~~

~~The SIATech staff is negotiating with the owner towards a final negotiated lease. SIATech believes it has an agreement in principal with the owner having already consented to the re-zoning and the basic components of the lease such as rent and maintenance. It is expected the proposed lease will be finalized prior to the March State Board meeting, contingent upon the final approval of this application by the Arkansas State Board of Education.~~

~~The site is approximately 2.3 miles from the present SIATech School at the Job Corps Center. The site is a 15,740 square foot free-standing building located in a zone I-2 area which allows schools, business and school, commercial, for trades or crafts. The building has large areas which may be walled off for use as classrooms. There will be new heating, air conditioning and wiring due to recent vandalism. The site was formerly used as a Private School for primary age children and has been vacant for months. The anticipated cost of the I-30 site is \$5.50 per square foot net, after taxes, insurance, and maintenance and utilities.~~

## STANDARD 17 – STUDENT SERVICES

### A. Guidance Program

~~The SIATech Little Rock partnership with the Little Rock Job Corps Center provides SIATech Little Rock students with counseling and guidance starting with outreach and admissions, through the student's high school and career technical training, continuing through graduation and transition to jobs and/or higher education. Students are also offered career guidance services for one year after graduation. SIATech is proud that through its Job Corps partnership students have access to five counselors and one counseling manager on a daily basis. Job Corps students have access to counseling services, 24 hours a day, 7 days a week and non-Job Corps SIATech Little Rock students will have access to counseling services, during school hours, as part of the partnership.~~

*SIATech Little Rock will provide counseling services aligned with the mandated ratio of staff to students, either through contracted services or part time counselor employment. The SIATech philosophy is that relationships are the foundation of an effective, academic program. These relationships are built through cultivating a trust and respect through staff that believe in students and their ability to learn. The SIATech Little Rock principal and staff will work closely with counseling services or a staff counselor to identify student needs and*



*cooperate with other professional staffmembers in assessing and helping students solve health, attitude, and learning problems.*

All SIATech Little Rock students receive guidance regarding their academic needs and an Individual Learning Plan (ILP) is developed for every student with the school principal. The ILP is a living document and student's progress and completion of credits is reflected in the ILP as students move towards graduation. Students also receive counseling and guidance regarding their Career Technical path and training and each student has an **Individual Learning** Personal Career Development Plan (PCDP**ILP**) developed to integrate academic and career goals.

## **B. Health Services**

~~All SIATech Little Rock students have access to an on-campus Wellness Center that is open daily for basic medical, dental, and optometrist services which are provided at no cost to Job Corps students. Students can get basic medical care before classes start, during their lunch period, and after school. The Wellness Center also provides 24-hour emergency medical services. Student access to the Job Corps nurse is a part of the partnership arrangements. An additional focus of the Wellness Center is to educate students about employability in the health field and to provide some of the health related knowledge needed to assist them when students enter their respective career fields. Existing community resources will also be accessed to meet the emergency needs of non-Job Corps students enrolled in SIATech Little Rock.~~

***SIATech Little Rock shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students. The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the Arkansas Department of Education.***

## **C. Media Center**

A primary purpose of the high school media center is to teach students to learn to access and use media for educational and resource purposes. Every student has access to a wide variety of multi-media resources. Classrooms are media centers equipped with high-end, Internet-accessible workstations for every student that simulate an office environment rather than a traditional classroom. Scanners, laser printers, and digital cameras support student work on Senior Projects and Graduation Portfolios. The SIATech Little Rock instructional design mandates that classes be small, student-centered, and provide for authentic assessment. The high-tech environment, with a computer workstation for, **minimally every two students (1:1 in some classrooms)**~~each student~~, provides a motivating gateway for thinking to SIATech Little Rock's 'At-Promise' population. ~~Students that live on-center will have access to a learning resource room with computers that can be accessed during evening time in the dormitories.~~ SIATech Little Rock subscribes to a variety of library websites for student research projects. Some examples of these are:

- SIATech Little Rock's own Google CSE (Custom Search Engine) which searches about 1000 educational websites selected by SIATech Little Rock staff
- NetTrekker – subscription service; search engine of educational websites selected & evaluated by educators
- Learn 360 – subscription collection of educational videos



- BrainPop – subscription of animated, instructional videos on a wide variety of academic topics
- Total Training – subscription service; instructional videos on a wide variety of software applications

Classrooms have content specific books for research purposes, checkout and reading instruction.

### C. Transportation

SIATech Little Rock will ~~not~~ provide ***bus passes for public transportation to students identified as eligible for free or reduced meals under the national school lunch program. SIATech Little Rock will act as the receiving school and district for students who qualify and desire to transfer to SIATech Little Rock per the rules of the Arkansas Opportunity Public School Choice Act. SIATech Little Rock, the receiving district or charter school, may transport students to and from the transferring district or charter school, and the cost of transporting students shall be the responsibility of the transferring district or charter school except as provided under Sections 5.08.1 and 5.08.2 of these rules.***

~~services for students as it is anticipated that a majority of the students will live on center. The budget does allocate monies for student use of local public transportation, as adult age students, not living on center, may elect this option.~~

### E. Special Education

SIATech Little Rock has a clear understanding of state and federal requirements regarding the education of exceptional students. Public Law 94-142, the Education for all Handicapped Children Act, guarantees a free public education to disabled persons from 3-21 years of age in the least restrictive environment. When the law was reauthorized and renamed the Individual with Disabilities Education Act (IDEA), traumatic brain injury and autism were included. SIATech Little Rock will offer a free public education to exceptional children. Hiring practices will reflect a clear understanding of PL 101-336, the Americans with Disabilities Act, making it unlawful to discriminate against people with disabilities because of their disability.

The goal of special education at SIATech Little Rock is consistent with the goal of general education for all high school students: to support students in developing the knowledge and skills they require in order to live meaningful, self-fulfilling lives with as much independence as possible in their communities.

In accordance with the federal reauthorized Individuals with Disabilities Education Improvement Act (IDEA) 2004 and Section 504 of the Rehabilitation Act of 1973, SIATech Little Rock will assure that each student with a disability will be educated in the least restrictive environment (LRE), appropriate to the student's needs as determined by the Individual Education Plan (IEP) team. With regard to progression, promotion, and graduation options for students with disabilities, SIATech Little Rock will provide students with the skills necessary to graduate and attain a high school diploma.

SIATech Little Rock will support the education of students with special learning needs within the general education classroom setting as the first choice of placement. Only when the general education placement does not meet the needs of a student will alternative settings on a part-time or full-time basis be considered.

SIATech Little Rock will provide students with programs implemented in accordance with Arkansas State Board of Education Rule and Regulations for Special Education mandates, Section 300.46 of Title 34 of the Code of Federal Regulations including the federal reauthorized Individuals with Disabilities Education Improvement Act (IDEA) 2004 and Section 504 of the Rehabilitation Act of 1973. This includes but is not limited to:

- 1) A Non-Discriminatory Policy regarding identification, location, evaluation, and selection
- 2) Free and Appropriate Public Education (FAPE)
- 3) Individual Education Plan (IEP)
- 4) Least restrictive environment (LRE)
- 5) Appropriate evaluation
- 6) Parent and student participation in decision making
- 7) Procedural due process

SIATech Little Rock will create public awareness of its special education opportunities and will advise parents of the services it can provide to students with disabilities. SIATech Little Rock will also advise parents of the rights of students with disabilities and provide written procedures in the primary language of the home. This will assure that information regarding the rights of students with disabilities is made available in plain language and phraseology that will be understandable to parents, regardless of their ethnic, linguistic, or cultural background.

SIATech Little Rock will strive to be a full-inclusion program. The IEP team will explore every opportunity for placing students with exceptionalities in appropriate inclusive settings to the maximum extent possible. The key to successful inclusion will be collaboration, communication, and prior planning using best research practices.

#### ***Procedures for Identification of Students with Special Needs***

SIATech Little Rock will disseminate information to its staff regarding the procedures to be utilized for identifying students with special needs as outlined in the Arkansas Special Education Policies and Procedures. For students identified as needing additional academic or behavioral support in order to succeed in the general education environment, SIATech Little Rock will utilize a multi-tiered Response to Intervention (RTI) model for the implementation of research-based instruction and intervention. A student's progress during these interventions will be monitored by the schools' RTI team.

#### ***School Support Team***

If a student is not making progress and the interventions are being implemented as planned, the students will be referred to the School Support Team (SST). Initially, the SST will be led by the principal. The team will consist of at least one general education teacher, the referring staff member, the principal, parent/guardian, and the Special Education Teacher when appropriate. This team will be critical in leading the entire staff in the development of instructional and behavioral interventions.

The SST will establish interventions to be agreed upon by the teachers and parents in accordance with state and federal regulations. In addition, the SST will support referring staff members with ideas and strategies on how best to support the student in an effort to build in successes for all students and reduce the number of referrals to special education (goal of IDEA 2004).

Implementing this process of interventions will help to identify whether the concern about a student is academic and/or behavioral in nature. All —pre-referral screening” activities will take



place in this setting prior to referral for consideration of specific learning disabilities, intellectual disabilities, and/or gifted and talented students. Parents will be kept informed of the planned intervention efforts and the student's progress in response to intervention throughout the entire SST process.

### ***Referral***

Academic and behavioral interventions that are attempted prior to referral for Special Education services will be attempted for a minimum of three weeks. The SST will then analyze the student's progress and document whether the interventions were successful. If the interventions are making a positive difference, the SST will continue to monitor on a monthly basis. If the measures prove ineffective, another set of interventions will be established and implemented for another three weeks. At this point, a school psychologist will be made available.

The SST will review the progress monitoring data and all other pertinent records in order to determine if the school will need to conduct an evaluation to determine the student's eligibility for specially designed instruction and services as a student with a disability. The referral of a student for an evaluation for possible placement in a Special Education program will be made under the direction of the SST after documenting that the parent has received a written notification of meeting, written information pertaining to their rights regarding the comprehensive evaluation, and following the receipt of written consent of the parent for testing. The written request for the parent's permission to evaluate will be in the primary language of the home.

SIATech Little Rock will provide a copy of the procedural safeguards notice to the parents of a student with a disability upon initial referral for evaluation, each notification of an IEP meeting, reevaluation of the student, and receipt of a request for due process. The procedural safeguards notice will include a full explanation of all of the procedural safeguards available (e.g. prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; and student's placement pending due process hearings.)

### ***Evaluation and placement***

After informed written parental consent has been obtained, SIATech Little Rock will work with the appropriate Special Education personnel to schedule an initial evaluation, which will be conducted by a multidisciplinary team of school district personnel as required by law. A psychological evaluation will be administered to determine whether student needs warrant an IEP and special education and/or related services in accordance with 20 USC Sec. 1400, the IDEA 2004 and/or the Rehabilitation Act of 1973. Other areas may also be assessed, as needed (such as speech or language).

After evaluation, written documentation of the team's determination of eligibility for disability services will include the following:

- A statement about whether the student has a disability
- The basis for making the determination
- The relationship of that behavior to the student's academic functioning
- The educationally relevant medical findings if any
- A statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services

- The determination of the team concerning the effects of environmental, cultural, or economic disadvantage

### ***Screening Forms***

SIATech Little Rock will use the required screening forms to ensure that all federal requirements are met regarding identification, referral, due process, evaluation, individualized educational programs, and procedural safeguards. The forms will incorporate guidelines for assisting staff and parents to understand the nature of disabilities.

### ***Individual Education Plans (IEP)***

The written individualized educational plan for each student will include a statement of the student's present levels of educational performance; annual measurable goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the student; a description of the extent to which the student will be able to participate in general education programs and the extent to which the student will participate with non-disabled students in nonacademic and extracurricular activities; the projected dates for initiation and anticipated duration of services; objective criteria, evaluation procedures, and benchmarks. Transition planning (to help a young person prepare for life after school) will be included on the IEP as well. Due process rights transfer from the parent to the student when the child reaches the age of 18, unless the child has been determined to be incompetent by a court of law. Status reports shall indicate whether measurable goals for Special Education students are being met at the same rate as those for general education program students. Where students with disabilities are included in the general education classes, it may be necessary to delineate an explanation of the grading criteria and explanation about necessary curriculum modifications on the IEP. Such modifications will include increases or decreases in instructional time; varied instructional strategies and modified test administration procedures as permitted by the test protocol. Accommodations and supports required by students with disabilities will be documented on the IEP.

SIATech Little Rock will ensure that to the maximum extent possible, students with disabilities are educated with students who are non-disabled in the least restrictive environment. Special classes or removal of students with disabilities from the general education environment will occur only if the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily, and if indicated on the student's IEP. SIATech Little Rock will assure that FAPE is available to all students with disabilities until the end of the school year in which the student turns 22, in accordance with Arkansas Public Schools Special Education Policies and Procedures.

SIATech Little Rock will work with Arkansas Program Development personnel in an effort to provide regular professional development training activities to staff members in the areas of confidentiality, continuum of services, legal ramifications of special education, strategic classroom instruction, how to modify and/or supplement core curriculum, best practices, the uses of assistive technologies, general support/assistance, and other related topics.

### ***504 Plans***

SIATech Little Rock will comply with the Americans with Disabilities Act Amendments Act of 2008, effective January 1, 2009, which amended the Americans with Disabilities Act of 1990 (ADA). In accordance with this amendment to the Rehabilitation Act of 1973 which affected the

meaning of disability in Section 504, the SIATech Little Rock SST will write a 504 plan for any student who the team identifies as having a physical or mental impairment that substantially limits one or more major life activities. This will include any student who has a record of such impairment, or is regarded as having an impairment. Major life activities as defined in the Rehabilitation Act of 1973 include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The team will meet to determine the eligibility and write a Section 504 plan that will detail and outline the accommodations that SIATech Little Rock teachers will provide to support the student's educational program.

An annual review of the 504 plan will be conducted, and the team may update the plan at any time to reflect changes and recommendations based on observations and evaluations from the general education classroom teacher. As outlined under Section 504, teachers will ensure they are flexible in their teaching techniques and expectations for students with disabilities and make necessary accommodations as specified in the Section 504 accommodation plan.

***Commitment to serving the full range of needs of exceptional students***

In an effort to meet the full range of needs of exceptional students, SIATech Little Rock will provide a continuum of services within the full-inclusion program model. Therefore, when pull-out services are determined to be needed as outlined in a student's IEP, the team will determine what services, materials, and possible program modifications may be needed, and provide them to the extent determined by each individual IEP. The Special Education teacher will meet with the general education teachers to ensure the success of the student's IEP and will record quarterly updates of the student's progress on the IEP.

SIATech Little Rock students who do not have success with classroom strategies outlined in the IEP or 504 Plan will work directly with the Special Education teacher and/or an instructional assistant in individual and small-group settings. Alternative materials will be utilized so that each student has the opportunity to successfully access the regular curriculum. In cases where the solutions are not working, the IEP will be modified making necessary accommodations to permit students with disabilities to access learning opportunities on the same basis as general education students. No student with a disability will be unlawfully excluded from participation in any program or activity of SIATech Little Rock, nor will any student be subject to discrimination by SIATech Little Rock.

For students with needs beyond the traditional classroom setting and standard curriculum, SIATech Little Rock will provide the following services:

- Academic pullouts for students who require extra services or instructional assistance for tutoring by a certified Special Education teacher as determined as part of the IEP
- Consultation and Collaboration for students who do not require pull-out services but require assistance and extensive monitoring as part of the IEP
- Contracted speech therapy, physical therapy, and occupational therapy as necessary and according to each student's IEP
- Enriched curriculum for gifted students

SIATech Little Rock will also provide accommodations and modifications of the curriculum as necessary to permit access to technology-based learning and related services provided on the student's IEP. These modifications/adaptations will include:



- Adapted curriculum assignments
- Test modifications
- Adapted computer devices or assistive technology, as necessary

SIATech Little Rock will employ one full-time teacher who will meet all licensure and/or certification requirements that apply to the area in which the individual is providing special education. This teacher will provide general education in-class support and services for students with disabilities based on their individual educational plans (IEPs). The teacher will provide any pull-out services as needed. SIATech Little Rock will contract with licensed and certified consultants for speech and language services on an as-needed basis. The school will utilize the school psychologist, vision/hearing screening specialist, and other designated instructional services in accordance with Arkansas state credentials and mandates. Compliance of the Special Education program at SIATech Little Rock will be evaluated on an annual basis through contracted/purchased personnel services. SIATech Little Rock will work in advance with its own assigned Special Education Director to ensure that all regulations are met.

#### **F) Alternative Education**

SIATech Little Rock **will continue** strives to provide an individualized approach to students, ~~by default and alternative approach made possible by the support of its partner, Job Corps~~ **through the use of a personalized and individualized instructional approach, a blended learning model and the employment of technology within** and a small sized high school environment. SIATech Little Rock embodies many of the practices described in the **Exemplary Practices in Alternative Education: Indicators of Quality Programming**<sup>12</sup>. Key areas of alignment appear in all of the multiple areas described in this document; however, several areas stand out as drivers promoting SIATech Little Rock success in serving a targeted student population, school dropouts. These areas are Program Evaluation (see Standard 7) and Professional Development to improve teaching and learning at an atypical school.

#### The SIATech Little Rock Professional Development Program Purpose and Need

In order to successfully educate At-Promise students, we have numerous professional growth programs that continue to keep us well-informed and well-prepared to meet the needs of our student population, ~~our partnership with Job Corps~~, and state and federal education trends. The following are current Programs offered to SIATech Little Rock staff, specifically designed to meet the needs of an At-Promise student population.

- I. New Staff Orientation (NSO)** New staff attends a three-day training that introduces philosophy, practices, and curriculum. They are also paired with an on-site Mentor/Support Provider for a minimum of eight weeks.
- II. Academic Content Training Staff** involved in each academic content area, attend one or two meetings a year within each core subject area: English Language Arts, Mathematics, Social Science and Science.

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<sup>12</sup> **Exemplary Practices in Alternative Education: Indicators of Quality Programming**, Copyright © A 2009 publication of the NAEA,  
<http://www.tennessee.gov/education/learningsupport/alted/doc/ExemplaryPracticesinAE.pdf>



**III. Specialty Training Meetings** Specialty meetings are scheduled once or twice a year to address areas such as: Special Education, English Language Learners, Rubric Training, Senior Projects/Creative Technology, and AutoCAD.

### **Professional Growth Programs**

**IV. Induction** SIATech Little Rock offers a two-year support plan for teachers new to the profession. This program provides professional development, a mentor support system, and a formative assessment system that guides their professional growth. Each instructor participates in an action research/teacher inquiry allowing them to research an issue relevant to their ‘At-Promise’ student’s learning.

**V. Site-Based Professional Development** Each site develops an annual professional development plan. These site-based plans allow for professional growth opportunities at the staff’s location. A variety of courses are offered from the SIATech Little Rock Course Catalog.

**VI. Capacity Building Pathways** All SIATech Little Rock staff will have the opportunity to achieve in-house certification in Administrative Leadership, Instructional Leadership, Non-Instructional Leadership, VPSS, and Curriculum. These pathways are under development. One of the strategies currently in place is partnering with a Mentor/Support Provider.

**VII. Professional Growth Resources** SIATech Little Rock offers various avenues for staff members to improve their individual professional performance, including: Resource Library, Web Resources, Conference Resources, Digital Discussion, Coursework and other opportunities. *(Please refer to SIATech Little Rock’s Web site under Professional Development for more information.)*

English Language Learners (ELLs) are welcome at all SIATech sites. SIATech Little Rock provides English Language Development and content-based instruction to all ELL students. Staff utilizes sheltered language teaching approaches including scaffolding instruction through the use of visuals, providing students with comprehensible input, developing content language vocabulary, accessing students’ background knowledge, and providing opportunities for students to interact with one another in the context of meaningful content.

SIATech Little Rock’s effectiveness in serving ELLs will be evaluated based on several criteria:

- Annual English Language Development Assessment (ELDA) gains, including the number of students who improve on ELDA overall proficiency levels with respect to time enrolled in SIATech Little Rock
- The number of ELLs reclassified as Fluent English Proficient (FEP) annually with respect to time enrolled in SIATech Little Rock
- Course grades
- Career Technical training program progress and completion
- End of Course pass rates
- TABE/STAR reading growth
- Teacher evaluations
- Student reflections

DynEd will be used as a supplemental resource for SIATech Little Rock ELL students. The program is intended to help second language students, particularly beginners, gain access to the core curriculum. DynEd is the most frequently-used language learning software in kindergarten through grade 12 settings. The program features research-based multimedia English as a Second

Language (ESL) courseware for all ages. DynEd exposes students, from beginning levels to advanced, to everyday English so that they may understand and speak English as well as learn English grammar and pragmatics. SIATech Little Rock staff utilizes DynEd software in combination with mastery-based practice exercises and small-group, direct instruction to prepare students for the SIATech Little Rock English curriculum. The program is intended to help students, particularly beginners, gain access to the core curriculum.

### **G) Gifted and Talented Program**

Due to its unique program design in drop-out recovery, SIATech Little Rock will not offer separate gifted courses. However, SIATech Little Rock will provide services to gifted students via the Consultation Model. These services will be provided by a certified teacher who has Gifted Endorsement or one who is in the process of attaining the Gifted Endorsement. Students enrolled in SIATech Little Rock who are identified as gifted will have an active Education Plan (EP) indicating consultative service. SIATech Little Rock's goal is to provide each student with a learning environment conducive to developing and expanding their individual areas of giftedness. SIATech Little Rock recognizes a gifted student as a student who has superior intellectual development and is capable of high performance. For students identified as gifted, an educational plan (EP) shall be developed. The EP team will make the following considerations when developing the EP:

- The strengths of the student and needs resulting from the student's giftedness.
- The results of recent evaluations, including class work and state or district assessments.
- In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.

The EP shall be accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student shall be informed of specific responsibilities related to implementing the student's EP.

Each student identified as being eligible for gifted services is entitled to receive a FAPE. SIATech Little Rock will provide appropriate challenging coursework for all students, along with opportunities to accelerate in order to maximize each student's potential, through a variety of options including but not limited to modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. These services will occur in a general education class. SIATech Little Rock's classroom environment is designed to challenge and nurture gifted learners. Independent projects, enrichment activities, learning styles, mentors, and leveling assignments are just a few of the strategies that are used to address the needs of all. Coursework can be adapted to meet individual gifted student needs. These adaptations may include adding depth, breadth, complexity, or abstractness to the course curriculum and/or adjusting the pace with which material is presented.

SIATech Little Rock will evaluate its effectiveness in serving its gifted and talented students based on several criteria:

- |                                      |   |
|--------------------------------------|---|
| • EP goal progress and attainment    | • Baseline and growth assessments in reading and mathematics (CAS STAR) |
| • End-of-Course exam grades          | • Baseline and growth assessments in SIATech Little Rock CAS Writing    |
| • Module course grades               | • Teacher evaluations   |
| • Career Technical Training progress |   |
| • State required assessment results  |   |



## STANDARD 18 – FOOD SERVICES

*SIATech Little Rock will participate in the Child Nutrition Program and will follow all regulations/rules of the program and will maintain food warming, serving and dining areas. SIATech Little Rock will be legally responsible for the conduct of the food service program and shall supervise the food service operations in such manner as will ensure compliance with the rules and regulations of the Arkansas Child Nutrition Program and the USDA. Students not qualified for the Child Nutrition Program may bring their own meals to school or purchase them at school. Students attending from the Job Corps Center will continue to have their meals provided by the center.*

The Little Rock Job Corps Center provides all food service needs at no charge to students who participate in the Job Corps program. Minimally, non-resident students receive breakfast and lunch; students who live on center are provided a full service food program. SIATech Little Rock will allocate monies to assist in defraying the cost of lunch for students. Students in need of any specific services with respect to food services will be provided for and all requirements of IDEA will be attended to. SIATech Little Rock will not participate in the National School Lunch Program due to the anticipated low number of students needing to pay for lunch and cost effectiveness. The Little Rock Job Corps Center has a full kitchen and dining facility in place and will operate a full service food program to its students. School meals are wholesome, nutritious, and appetizing and will meet the Dietary Guidelines for Americans and other federal nutrition requirements. The Job Corps Center's kitchen and dining facilities meet all applicable health regulations. Job Corps complies with all local, state, and federal health, safety and sanitation guidelines and will make the food service area available for inspection by Little Rock School District or other appropriate personnel.

## STANDARD 19 - PARENT INVOLVEMENT

SIATech Little Rock will reach out to parents/guardians of students, primarily through electronic media, *telephone contact, and hard copies sent home w/students or delivered by mail*, and the Job Corps partnership *Parents who have internet access will also be contacted through email, and they will have access to school and student information on our website.* Students who commute to school on a daily basis will also receive additional information, both in hard copy & electronic, and notifications. Job Corps serves as in loco parentis for most of its youth 16 and 17 years of age, driving a strong supportive and interactive relationship between SIATech Little Rock and its Job Corp partner. It is anticipated that most of the student population will be 18 to 21 years of age. SIATech Little Rock will work with these students *and, with student permission*, their parents/guardians with permission from the students, to learn explicit advocacy and coping skills to make the transition from a protected and caring environment to the real world.

SIATech Little Rock will require students to participate in regular and ongoing goal setting using their initial and updated Individual Learning Plans (ILP) as a base. Parents/Guardians *of minor students* will be provided the updated ILPs, minimally quarterly and asked to engage in regular and ongoing conversations with their children about their progress at SIATech Little Rock. Parents/Guardians will be notified and invited to the annual school meeting for discussion on the annual school report, invited to attend Senior Project presentations, ~~participate in a seminar~~



~~series on High Expectation-High Results~~ and asked to consider participation on the SIATech Little Rock Advisory Team, with their student forming an ~~extended family.~~ ***The school will also set aside two days/evenings for parent-teacher conferences each year. In addition, faculty will be available for conferences by appointment throughout the year.***

SIATech Little Rock will reach out to parents/guardians of students, primarily through electronic media and the Job Corps partnership. Students who commute to school on a daily basis will also receive additional information, both in hard copy & electronic, and notifications. Job Corps serves as *in loco parentis* for most of its youth 16 and 17 years of age, driving a strong supportive and interactive relationship between SIATech Little Rock and its Job Corp partner. It is anticipated that most of the student population will be 18 to 21 years of age. SIATech Little Rock will work with these students, and their parents/guardians with permission from the students, to learn explicit advocacy and coping skills to make the transition from a protected and caring environment to the real world.

SIATech Little Rock will require students to participate in regular and ongoing goal setting using their initial and updated Individual Learning Plans (ILP) as a base. Parents/Guardians will be provided the updated ILPs, minimally quarterly and asked to engage in regular and ongoing conversations with their children about their progress at SIATech Little Rock. Parents/Guardians will be notified and invited to the annual school meeting for discussion on the annual school report, invited to attend Senior Project presentations, participate in a seminar series on *High Expectation-High Results* and asked to consider participation on the *SIATech Little Rock Advisory Team*, with their student forming an ~~extended family.~~

Teachers will also be made aware of the influential effects of caring adults as part of the classroom environment training offered by SIATech Little Rock to all its employees. This is particularly important at SIATech Little Rock, as, for many of our students; the caring adult(s) may be someone who is not a direct family member.

SIATech Little Rock staff will provide parent/guardian education seminars, minimally once a year to discuss parent/guardian and family involvement at this stage of the education process:

- High expectations for academic achievement from parents/guardians and the commensurate academic achievement of students
- High standards and beliefs from parents/guardians of their students' schoolwork and achievement in school and the communication of these beliefs usually result in high student perceptions of their ability and achievement
- Interest from parents/guardians coupled with clear and regular expectations for schoolwork outside of school time generally result in higher academic achievement of students
- High educational expectations from family, particularly parents, and friends is a powerful message to youth and promotes increased educational attainment from youth<sup>13</sup>

## **STANDARD 20 –REQUESTS for WAIVERS**

### **A.C.A. § 6-10-106 - Uniform Dates for the Beginning and End of Each School Year**

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<sup>13</sup>Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' academic success. *Social Psychology of Education*, 5, 149-177.

### **Standards for Accreditation – 10.01.3**

SIATech Little Rock will provide a longer school year providing open entry and exit. Job Corps staff conferences may be used in lieu of parent conferences, using meetings throughout the year.

### **A.C.A. § 6-11-129 - Posting of Information on District Website**

#### **Standards for Accreditation – 15.01**

SIATech Little Rock has a website that is up and running and is regularly updated.

### **A.C.A. § 6-13-109 – School Superintendent**

SIATech Little Rock is a charter school and will be led by a school principal reporting to the SIATech Little Rock Inc. Board of Directors, additional administrative support will be contracted.

### **A.C.A. § 6-13-604 – 611, School districts with five or more directors**

### **A.C.A. § 6-13-608 - Length of Directors' Terms**

### **A.C.A. § 6-13-611 - Vacancies generally**

### **A.C.A. § 6-13-616 - Qualifications**

### **A.C.A. § 6-13-620 – Powers & Duties**

Board of Director Terms, membership, qualifications, filling of vacancies, will be designated in the SIATech Little Rock, Inc. by-laws. Board will select principal in lieu of superintendent.

### **A.C.A. § 6-13-616(a) - Qualifications of Directors**

This is not-applicable to open-enrollment charter schools, which have no district boundaries.

### **A.C.A. § 6-15-902 – Grading Scale**

SIATech Little Rock may adopt a grading scale more rigorous than provided in this statute.

### **A.C.A. § 6-15-702 – Parental Involvement**

As the majority of students attending SIATech Little Rock will be emancipated adults and residing at the Job Corps center, the parental involvement plan will be designed to meet the unique needs of the school's students and parents.

### **Standards for Accreditation – 2.04 - School Reporting of Student Performance and 15.04- Professional Development (PD): teacher/administrator parent involvement training**

Communication with parents of adult students (18+yrs) will occur only with student permission. Student-parent meetings will be scheduled without grade-level differentiation.

PD addressing partner involvement (Job Corps) or other important adult(s) in the students' life will also meet parent involvement hour requirement.

### **A.C.A. § 6-15-1004 – Qualified Teachers in Every Classroom**

Highly qualified but not necessarily certified teachers will be allowed to teach at SIATech Little Rock Little Rock. See A.C.A § 6-17-401 - et seq. below.

### **A.C.A. § 6-16-102 - School Day**

There may be a need for school day flexibility to meet partner needs. The school day will be regularly scheduled from 8:00 am to 4:00 pm with an hour for student lunch and breaks.

### **A.C.A. § 6-16-124 - Arkansas History – Required Social Studies Course**

Arkansas history will be integrated into the ConTech©Social Science Curriculum Modules and not delivered through a dedicated course.

**A.C.A. § 6-17-111 - Duty Free Lunch Period**

SIATech Little Rock will have a few meetings scheduled during lunch times, primarily to address partner needs.

**A.C.A. § 6-17-114 - Daily Planning Period**

SIATech Little Rock will work with its Job Corp partner to provide teacher planning time but it is not guaranteed to meet the minimum minutes/week. Additionally, SIATech Little Rock utilizes curriculum experts to develop and update curriculum, assessments, and many of the other teacher required materials for each of the academic content areas. This helps to address the lack of a regular daily planning period.

**A.C.A § 6-17-203 - Personnel Policy Committees**

SIATech Little Rock will not be large enough to meet the statutory composition of this committee.

**A.C.A § 6-17-301 - Employment of Certified Personnel**

As SIATech Little Rock will only hire “at will” this law would be restrictive. However, the school ensures that constitutional due process will be followed in all employee dismissal events.

**A.C.A § 6-17-302 - Public School Principals-Qualifications and Responsibilities**

The Board of Directors will expect the principal to have managerial and human resources skills and understand the concept of day to day operation in school system regardless of whether he/she holds a valid supervisory or administrative certificate.

**A.C.A § 6-17-309 - Certification – Waiver**

Highly qualified but not necessarily certified teachers will be allowed to teach at SIATech Little Rock Little Rock.

**A.C.A § 6-17-401 - et seq. Teachers License Requirement****Standards for Accreditation – 15.03.1-15.03.3 – Licensure and Renewal**

SIATech Little Rock will only hire highly qualified but not necessarily certified in the specific content area assigned for all or part of the day. SIATech Little Rock strives for 100% certification and HQT compliance.

**A.C.A § 6-17-418 - Teacher Certification -Arkansas History Requirement**

Please see waiver request 6-17-401

**A.C.A. § 6-17-902 - Definition of a Teacher**

SIATech Little Rock may need to utilize contracted personnel services for specialized topics for short periods of time making full compliance with this statute restrictive.

**A.C.A. § 6-17-908 - Teachers' Salary Fund**

Insurance decisions are based on committee consensus from affordable selections commensurate with local school district options(4)(B).

**A.C.A § 6-17-919 - Warrants Void Without Valid Certificate and Contract**

As SIATech Little Rock will not necessarily employ only certified teachers, it would need a waiver from this restriction. A valid offer of employment will be on file with SIATech Little Rock's Personnel Support Services and a copy will be given to the employee.

**A.C.A. §6-17-1501 - et seq. Teacher Fair Dismissal Act of 1983**

SIATech Little Rock will ensure that all due process procedures will be followed for all employee dismissals.



**A.C.A § 6-17-1701 et seq. - Public School Employee Fair Hearing Act**

The school charter may be revoked for non-performance, the same right needs to be provided for the timely dismissal of employees who are not providing for the academic progress of students.

**A.C.A. § 6-17-2302 - (Act of 1591 of 2007, regarding Business Managers)**

ADE Rules Governing ~~Highly Qualified Teachers~~; ADE Rules Governing Parental Notification of an Assignment of a Non-Certified Teacher to Teach a Class for More than Thirty (30) consecutive Days and for Granting Waivers

**Standards for Accreditation – X. Personnel**

The School reserves the option of hiring highly qualified teachers, administrators, and support staff regardless of license status, as provided by regulatory guidance for charter schools.

**A.C.A. 6-17-2403 - Minimum Teacher Compensation Schedule**

ADE Rules – Certified Salary Schedule

Act 847 of 2007 Concerning Public School Certified/Classified Employee Alt. Pay Programs

The school will provide compensation that is competitive with local public school districts. The school reserves the right to determine specific salary schedules. An employee who seeks employment with the school is assumed to have given understood approval for participation in the school's performance pay compensation plan.

**A.C.A. 6-18-213 - Attendance records and reports generally. (f)(1 & 2)**

SIATech Little Rock operates on an open entry/exit, year round system. Students will enroll/exit any day of the school year. Ten+ days of absence may occur for some residential students visiting home.

**A.C.A. 6-18-508 - Alternative Learning Environment**

A charter school is a school of choice and provides a learning environment that is appropriate and serves the interest of a specific target student population.

**A.C.A. 6-25-101 et seq. - Public School Library Media and Technology Act**

Media will be available through on-line research links, encyclopedias, and a variety of internet resources in addition to local public libraries. No media specialist will be employed.

Instructional staff in each classroom will serve to teach students to access services outside of school, using technology and as teachers of information and technology skills.

**Standards for Accreditation – 16.02 Support Services/Media**

The intent/purpose of this act may be met through agreements with public libraries and museums throughout the community and digital library/information access.

**A.C.A. 6-42-101 et seq. –Gifted and Talented Children**

**ADE Rules Regarding Gifted and Talented Program**

**Standards for Accreditation – 18 - Gifted and Talented Education**

The school will provide integrated services within its extended school year to meet the needs of students and not have a Gifted and Talented Program Advisory Council.

**ADE:Rules Gov. AR Mandatory Attendance Requirement for Students in Grades 9-12**

**ADE:Final AR Rules and Regulations(5.0 Educational Standards) Governing Four-Day School Weeks**

**Standards for Accreditation – 14.03 – Graduation Requirements**

Request to waive completion of a specific amount of time to receive units of curriculum credit required for graduation –A unit of credit shall be defined as the credit given for a course which

meets for a minimum of 120 clock hours." SIATech Little Rock will utilize a competency based model which will award credits based on student demonstration of required knowledge and understandings as opposed to seat time in classes.

**ADE: Rules Governing Nutrition and Physical Activity Standards**

The school size prohibits the implementation of an Advisory Committee.

**Standards for Accreditation – 16.01.3 - Support Services/Guidance and Counseling**

Counseling services will be provided by the Job Corps partners (5 counselors [1:60 ratio] and 1 Counseling Manager). Job Corps counselors may or may not be certified.

**Standards for Accreditation – 16.03.3 – Health and Safety Services**

~~The School health services will~~ *may* be provided by Job Corps *for students also attending Job Corps, with* and current health appraisal records maintained for all students in accordance *with Arkansas public school* guidelines. ~~developed by the Department of Labor and Job Corps Program Requirement Handbook.~~ *Health and safety services will be available for all SIATech students in compliance with Arkansas public school requirements.*

**STANDARD 21 – DESEGREGATION ASSURANCES**

SIATech Little Rock has carefully reviewed the potential impact of this application upon the efforts of the Little Rock, North Little Rock and Pulaski County Special School Districts to create and maintain a unitary system of desegregated schools, and finds as follows:

The goal of SIATech Little Rock is not one of interference or direct competition with the existing, traditional Public School districts in Pulaski County. Through SIATech Little Rock's affiliation with the Little Rock Job Corps (LRJC) center and the common goals shared between SIATech Little Rock and the LRJC, there should be no impact to the school districts within central Arkansas. A unique aspect of this charter school proposal is that it does not directly compete with existing school districts, while having a proven track record of success with students across the United States. The students targeted for enrollment in the SIATech Little Rock Charter School are students who are not currently enrolled in any school. SIATech Little Rock and the LRJC center will be reaching out to students classified as socio-economically disadvantaged AND currently not enrolled in any school. This unique program can be viewed as a specialty program for disadvantaged, dropout youth. Thus, the impact on any desegregation orders or any other federal order regarding the racial make-up of schools in the Central Arkansas area will be non-existent.

## ATTACHMENTS

- |              |   |
|--------------|---|
| Attachment 1 | Interim Virtual and In-Person Instructional Plan  |
| Attachment 2 | <ul style="list-style-type: none"><li>a. I-30 Location Schematic</li><li><b>b. Current Exterior</b></li><li><b>c. Current Interior</b></li><li><b>d. Bus Route 15</b></li><li><b>e. CAT Route #15: Sixty-Fifth Street: Stanton Road Stop</b></li><li><b>f. Facility Use Agreement</b></li></ul> |
| Attachment 3 | SIATech Little Rock 3 Year Budget Projection  |
| Attachment 4 | <ul style="list-style-type: none"><li>a. SIATech DRAFT Daily Schedule</li><li>b. SIATech Child Nutrition Plan</li><li>c. Draft School Calendar 2013-14</li></ul>  |
| Attachment 5 | Letter of Support: Adams & Associates, LRJCC Center Director  |

**Attachment 1.** Interim Virtual and In-Person Instructional Plan

***Meeting needs of the community student currently not allowed on center***

***Virtual Instruction:***

Certified teachers are providing online office hours and tutoring to the indicated community student on a regular basis. Little Rock teachers are leading many of these sessions providing synchronous, virtual instructional support to the student and providing additional in-person content instruction at the local public library (Dee Brown Library, 6325 Baseline Road, Little Rock, AR). Online collaboration software (Blackboard Collaborate) enables two-way audio, video, interactive whiteboard, and other instructional tools. Teachers support the student's progress in core content and elective areas, virtually and in-person.

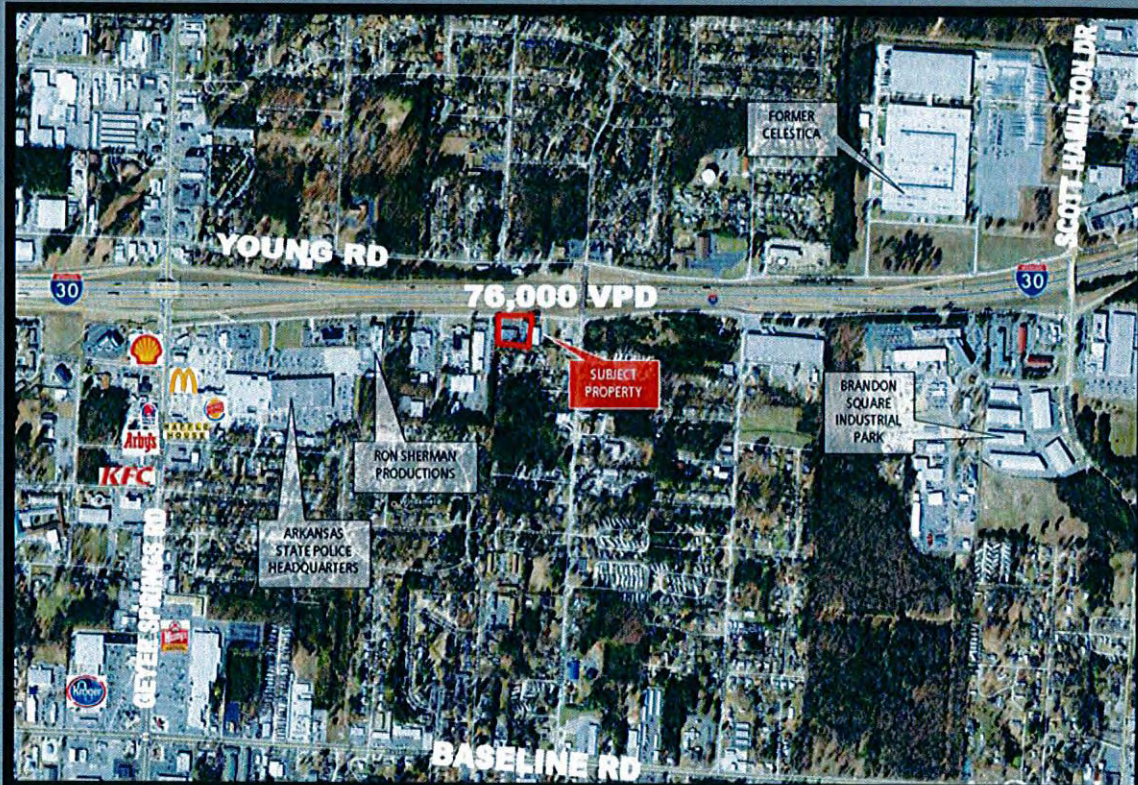
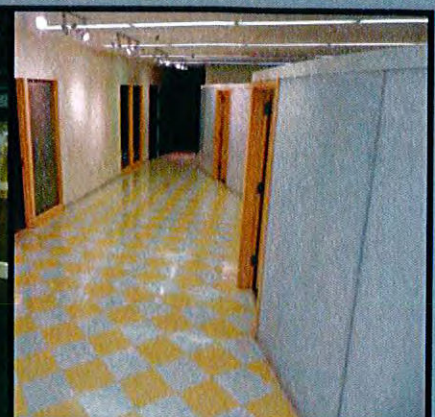
***Virtual Instruction***

The SIATech Virtual Learning Specialist continues to provide concurrent training and support to SIATech Little Rock site staff, building each individual's capacity for Virtual Instruction at that site. Training includes instructional methodology, technical knowledge, and online troubleshooting.

***In-Person Instruction***

SIATech Little Rock staff is meeting with the student at designated times during the week at a public library for personal instruction.

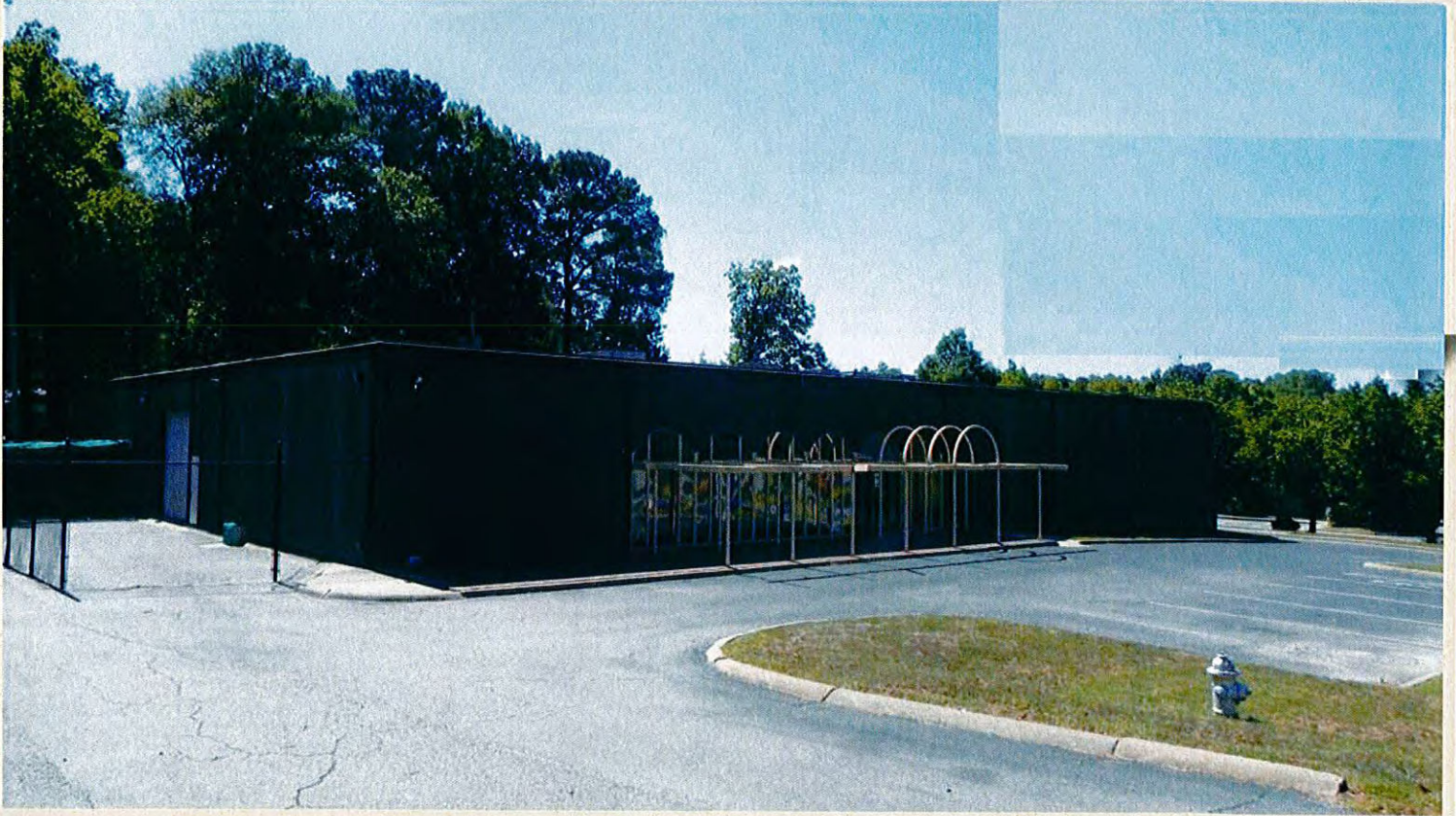






# 8023 INTERSTATE 30

LITTLE ROCK • ARKANSAS



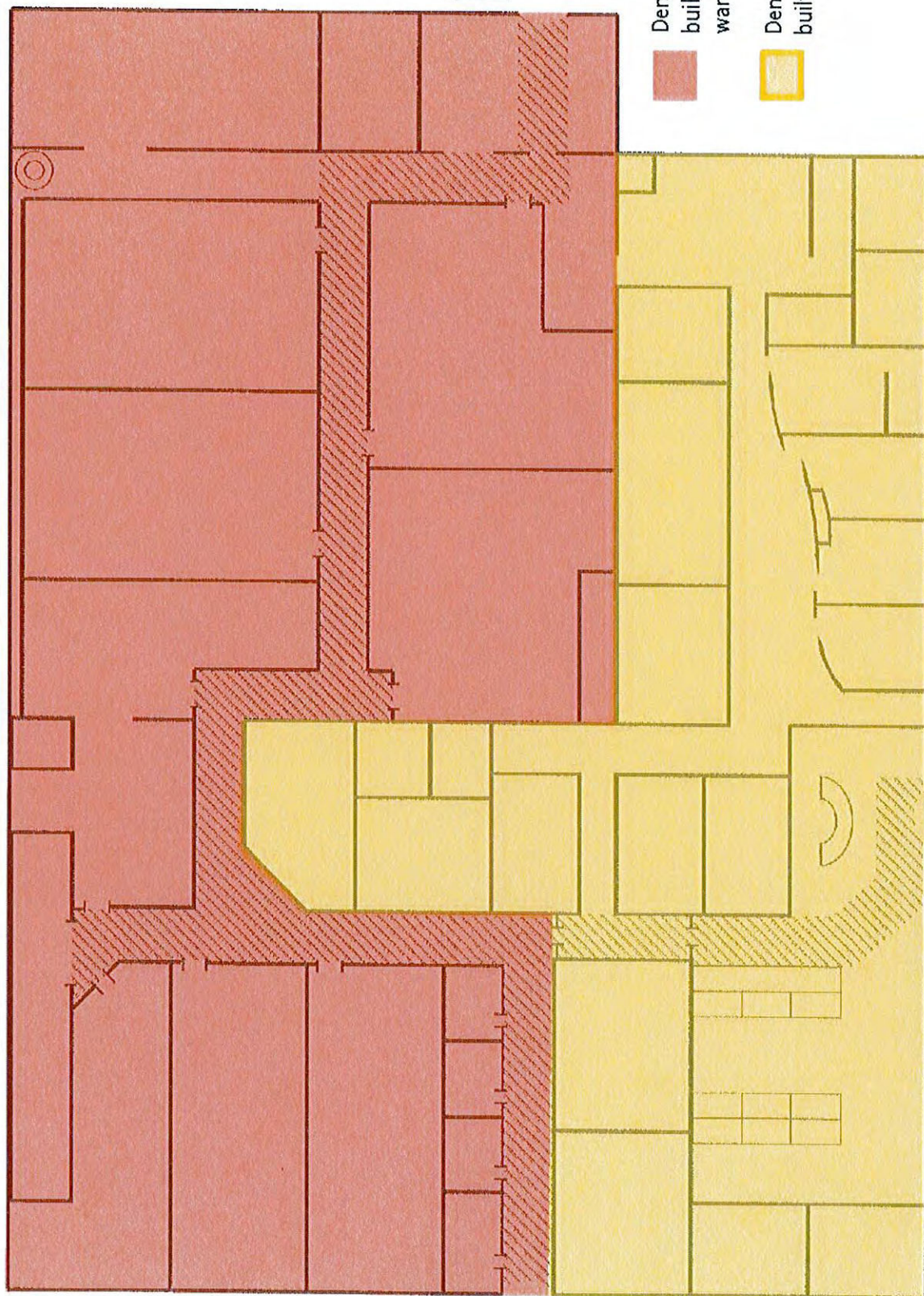
LOCATION 8023 Interstate 30  
Little Rock, AR 72209

BLDG SIZE 15,740 SF  $\pm$

LOT SIZE Approximately 1 Acre

OTHER 4,769 SF  $\pm$  Office Space  
10,971 SF  $\pm$  Warehouse Space  
Interstate Visibility







**Central Arkansas Transit (CAT) bus routes for students at SIATech location at 8930 Frontage Road:**

**CAT Route #15: Sixty-Fifth Street: Stanton Road Stop**

This route initiates at River Cities Center and loops through Southwest Little Rock. The stop near the corner of Stanton Road and I-30 Frontage Road is approximately a five-minute walk to the school.

During the week, buses on this route leave River Cities Center every twenty-five to thirty minutes from 6:10 AM to 6:20 PM, and they leave the Stanton Road stop approximately every forty-five minutes from 5:30 AM until 6:52 PM. The bus trip is approximately forty minutes either way. Students would not need to cross any major roads to reach the school from this stop

**Website:** [www.cat.org](http://www.cat.org)



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

Lessor (Owner): Centennial Bank

Lessee (Tenant): Arkansas Siatech, Inc.

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:

Currently Vacant

Formerly a private pre-school for primary age students

Premises: 8023 Interstate 30, Little Rock, AR 72209

Square Footage  
15,740 SF

Terms of Lease (draft): Five Years (5) with 2- Five Year renewal options

Rental Amount (draft): Beginning rent \$ 66,000.00 annually based on Five Dollars and Fifty Cents per square foot per year with 3% annual adjustments thereafter

Contingency: The terms of this agreement are contingent upon

Arkansas Siatech, Inc. (sponsoring entity)  
Receiving a charter to operate an open-enrollment public  
charter school from the State Board of Education  
by August of 2013.

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 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:

Arkansas Siatech, Inc. Centennial Bank

By \_\_\_\_\_

By \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

**SIATECH LITTLE ROCK**  
**3 YEAR BUDGET PROJECTION FY14 - FY16**

	2014 Projected	2015 Projected	2016 Projected
Actual Enrollment	200	275	275
Prior Year Enrollment	101	200	275
Growth	98%	38%	0%
Poverty Level	85%	85%	85%

**REVENUE****Local revenue**

Meal sales	12,015	16,521	16,521
Total Local revenue	12,015	16,521	16,521

**State assistance**

Charter foundation	632,967	1,253,400	1,723,425
Student Growth	620,433	470,025	-
Professional development	4,382	8,678	11,932
National School Lunch (NSLA)	-	175,610	241,464
Total State assistance	1,257,782	1,907,713	1,976,821

**Federal assistance**

Lunch Reimbursements	69,235	95,198	95,198
Breakfast Reimbursements	37,522	51,593	51,593
Title VI-B	17,089	33,840	46,530
Medicare Reimbursements	500	500	500
ARMAC	500	500	500
Total Federal assistance	124,846	181,631	194,321

<b>TOTAL REVENUE</b>	<b>1,394,644</b>	<b>2,105,865</b>	<b>2,187,663</b>
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**EXPENDITURES****Payroll - certified**

Classroom teachers	266,818	311,288	311,288
Special ed teacher	44,470	44,470	44,470
Extended Program	11,200	11,200	11,200
School counselor	23,000	23,000	23,000
Principal	76,550	78,802	78,802
Total Payroll - certified	422,038	468,759	468,759

**Payroll - classified**

APSCN specialist/registrar	44,590	45,645	46,726
ITA/Instructional staff	29,685	59,370	59,370
Administrative assistant	29,277	30,156	31,060
Food service	12,000	12,000	12,000
Total Payroll - classified	115,552	147,170	149,156
Total payroll	537,590	615,930	617,915
Benefits (34% of salary)	182,781	209,416	210,091

**SIATECH LITTLE ROCK**  
**3 YEAR BUDGET PROJECTION FY14 - FY16**

	2014 Projected	2015 Projected	2016 Projected
Total payroll & benefits	720,371	825,346	828,007
<b>Professional &amp; Technical Services</b>			
Central administration	33,842	46,532	46,532
Board expense	1,000	1,000	1,000
Substitute teachers	21,750	29,000	29,000
Curriculum development	33,842	46,532	46,532
Curriculum/network services	232,800	495,000	495,000
Special ed supervisor	13,000	13,000	13,000
Related services - speech/OT/PT	31,710	42,116	42,116
Student assessments	4,000	5,500	5,500
Nurse & health services	14,592	20,064	20,064
Security - school resource officer	40,000	40,000	40,000
Professional development	4,382	8,678	11,932
Audit & Tax services	1,000	1,000	1,000
Accounting services	33,842	46,532	46,532
Legal services	3,000	3,000	3,000
Total Professional & Technical Services	468,760	797,956	801,210
<b>Purchased Property Services</b>			
Utilities services	14,400	14,400	14,400
Waste disposal	4,800	4,800	4,800
Custodial services	25,000	25,000	25,000
Lawn care	2,500	2,500	2,500
Repair & maintenance	9,000	9,000	9,000
Building lease	75,746	82,635	84,524
Copier lease	7,580	9,580	9,580
Total Purchased Property Services	139,026	147,915	149,804
<b>Other Purchased Services</b>			
Student transportation	36,432	50,094	50,094
Property insurance	6,000	6,000	6,000
Liability insurance	7,400	7,400	7,400
Student accident insurance	7,552	10,384	10,384
Telecommunications	7,200	7,200	7,200
Postage	2,500	2,500	2,500
Internet service	9,600	9,600	9,600
Food service - catered meals	110,737	152,264	152,264
Travel	12,000	12,000	12,000
Total Other Purchased Services	199,421	257,442	257,442
<b>Materials and Supplies</b>			
Classroom supplies	15,000	20,625	20,625
Nurse supplies	3,000	4,125	4,125
Office supplies	7,000	9,625	9,625



**SIATECH LITTLE ROCK**  
**3 YEAR BUDGET PROJECTION FY14 - FY16**

	2014 <u>Projected</u>	2015 <u>Projected</u>	2016 <u>Projected</u>
Building/custodial supplies	10,000	13,750	13,750
Total Materials and Supplies	35,000	48,125	48,125
Other Expenditures			
Dues and fees	4,500	4,500	4,500
Property tax	3,500	3,500	3,500
Miscellaneous expenditures	500	500	500
Total Other Expenditures	8,500	8,500	8,500
<b>TOTAL EXPENDITURE</b>	<b><u>1,571,078</u></b>	<b><u>2,085,283</u></b>	<b><u>2,093,087</u></b>
<b>NET CHANGE IN FUND BALANCE</b>	<b>(176,434)</b>	<b>20,582</b>	<b>94,576</b>
<b>FUND BALANCE - JULY 1</b>	<b><u>180,731</u></b>	<b><u>4,297</u></b>	<b><u>24,879</u></b>
<b>FUND BALANCE - JUNE 30</b>	<b><u><u>4,297</u></u></b>	<b><u><u>24,879</u></u></b>	<b><u><u>119,454</u></u></b>

**Attachment 4.a.**

<b>Proposed Bell Schedule - 3-minute passing</b>		
<b>Period</b>	<b>Time</b>	<b>Minutes</b>
1st period	8:05 - 8:50	45
2nd period	8:53 - 9:40	47
3rd period	9:43 - 10:30	47
4th period	10:33 - 11:15	42
5 <sup>th</sup> period (A)	11:18 - 11:58	40
1st lunch (B)	11:18 - 11:58	40
5 <sup>th</sup> period (B)	12:00 - 12:40	40
2nd lunch (A)	12:00 - 12:40	40
6th period	12:43 - 1:30	47
7th period	1:33 - 2:20	47
8th period	2:23 - 3:08	45
Dismissal	3:08	360 instructional minutes

The advantages of the three-minute passing period:

1. Students can use the restroom during independent work periods or when necessary.
2. Studies have shown that people will pay close attention to their time management when an odd time is specified for an appointment or meeting. For example, students will start 4<sup>th</sup> period at 10:33am.
3. Students that are assigned to "5<sup>th</sup> (A) period" would take their lunch break during "2<sup>nd</sup> Lunch (A)". Students that are assigned to "5<sup>th</sup> (B) period" would take their lunch break during "1<sup>st</sup> Lunch (B)".
4. Teachers would have a common time for prep and intermittent faculty meetings/trainings from 3:15-4:00.

## **Attachment 4.b. SIATech Child Nutrition Program**

SIATech expects approximately 80% percent of our students will be eligible for free or reduced lunch. We plan to operate an approved child nutrition program for our students. Our goals for our meal service program are as follows:

- Recognize and respond to student needs in terms of supporting regular healthy meals which provide important daily nutrients
- Serve meals responsive to student tastes
- Meet/exceed the meal pattern and nutrition standards of the Healthy Hunger-Free Kids Act of 2010
- Ensure all food is safe through adherence to health department and food handling regulations

To date, we have met informally with three other charter schools in the Little Rock area to discuss food service options. One school used a local caterer, another school contracted with Preferred Meal Systems, and the third school prepared all meals in house. At this time, we believe it would be best to contract with a reputable vendor for our first year as opposed to the option of preparing meals in house or using a local caterer.

In November, 2012, we met with a representative from Preferred Meal Systems to gain a detailed understanding of their program. Preferred Meals will supply frozen meals, either in pre-packaged individual portions or in cafeteria-style portions. As part of their contract, they also provide all necessary freezers, refrigerators, and microwaves. We would be required to provide a three-basin sink, hand washing station, a prep table, and serving table(s). A company representative will assist us with equipment layout. Preferred Meals will make bi-weekly deliveries of the frozen components of each meal and contract with local vendors for weekly deliveries of bread and fresh fruit and vegetables. Delivery personnel will unload and store all food. We will need to provide labor to prepare, serve, and clean up meals which we anticipate to be one person for four - five hours/day. At this time we are considering this as our preferred option.

During the upcoming year, we will evaluate the responsiveness of the selected vendor to our goals listed above and determine whether we wish to consider in-house food preparation.

[illegible]





# *Little Rock Job Corps Center*

Adams  Associates, Inc

January 29, 2013

Kris Mallory  
SIATech Charter High School  
2611 Temple Heights Drive, Ste. A  
Oceanside, CA 92056

RE: Relocation of Little Rock Site

Dear Kris,

As you have discussed, we know that you may have to move the location of the Charter School. Please know we value your partnership and we will work to continue to supply students that need a high school program. If the school has to be relocated, we have every intention of continuing our partnership.

Please let me know if you need any further information.

Sincerely,



Patty Wooten  
Center Director

6900 Scott Hamilton Dr  
Little Rock, AR 72209  
(501) 618-2500 Fax: (501) 618-2590

*Operated by Adams and Associates, Inc., Reno, Nevada for the U.S. Department of Labor  
100% Employee Owned*



April 10, 2013

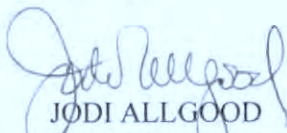
To Whom It May Concern:

At the request of Larry Cheshire, representing Siatech, Inc. and Arkansas School for Integrated Academics and Technologies Little Rock, Inc. I am pleased to confirm that Centennial Bank, owner of the building at 8023 I-30 Little Rock is in negotiations for the lease of this building to Arkansas School for Integrated Academics and Technologies Little Rock, Inc. for use as a Public Charter School. Based upon the discussions currently between the parties, I look forward to a Lease Agreement between the parties to be forthcoming.

I urge the Board to approve the Charter for the Arkansas School for Academics and Technologies and look forward to the continued growth and success of the School in Little Rock. I commend the Arkansas State Board of Education for the academic opportunities and education you provide for the students you serve in Little Rock.

Thank you for your time and consideration.

Sincerely,

  
JODI ALLGOOD  
Special Assets Manager





# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
Commissioner

April 19, 2013

**State Board  
of Education**

Jim Cooper  
Melbourne  
Chair

Brenda Gullett  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Toyce Newton  
Crossett

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Mr. Benjamin Lindquist  
Little Rock Preparatory Academy  
1205 South Schiller Street  
Little Rock, AR 72202

Re: Notice of State Board Hearing: Little Rock Preparatory Academy

Dear Mr. Lindquist:


This letter is to inform you that your request for a charter amendment regarding the relocation of Little Rock Preparatory Academy will be considered at the State Board of Education's on **Monday, May 13, 2013**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Please attend the hearing and bring with you any documentation necessary for you to address any questions the State Board of Education may have.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board of Education by Ark. Code Ann. §6-23-101 et seq. and the Arkansas Department of Education Rules Governing Public Charter Schools.

Should you wish to make an electronic presentation to the State Board of Education, a copy must be received in ADE Legal Services **no later than 4:30 p.m. on Wednesday, May 8, 2013**. A hard copy may be faxed to (501) 682-4249, or an electronic copy may be emailed to [jeremy.lasiter@arkansas.gov](mailto:jeremy.lasiter@arkansas.gov).

Questions as to the use and setup of electronic presentations at the State Board meeting should be directed to Ms. Phyllis Stewart, State Board Liaison, at (501) 683-0205. Should you have any other questions, you may direct them to the ADE Charter School office at (501) 682-2130.

Respectfully,

  
Kendra Clay  
Staff Attorney

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
[ArkansasEd.org](http://ArkansasEd.org)

c: Ms. Phyllis Stewart, State Board Office  
Mrs. Mary Perry, Charter School Program Director  
Mr. Marvin Burton, Interim Superintendent, Little Rock School District

# LITTLE ROCK PREPARATORY ACADEMY

P R A E P A R A R E  S U C C E S S U S

April 5, 2012

Mary Perry  
Director, Charter Schools  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

Dear Ms. Perry:

On behalf of Little Rock Preparatory Academy (LRPA), I am writing to formally request an appearance before the Arkansas State Board of Education on Monday, May 13, 2013 to seek permission to relocate our Primary School to a new facility.

Four years ago, LRPA opened in the educational wing of Liberty Hill Missionary Baptist Church under a short-term lease agreement with the Church. The Church never intended for LRPA to become a long-term tenant, and its leadership has expressed a desire to vacate the space so that it can be used for Church-sponsored programs. LRPA's lease with Liberty Hill concludes on June 30, 2013 so we must relocate to a new site. To meet this need, LRPA's leadership began seeking a new site in July of 2012.

The new facility that we are proposing to enter is located at 1616 South Spring Street, which is less than 1.5 miles from our current location at 1205 South Schiller Street. It is well within the boundaries of the Central Little Rock Region, which is the region of the city that LRPA serves. The facility would be leased from the Trinity Episcopal Cathedral, which is referred to as the Landlord hereafter.

The following is a chart that provides basic information on LRPA's students in the 2012-2013 year.

Basic Information on Little Rock Preparatory Academy	
Enrollment as of February 1, 2013 (ADM)	380 Students in Grades K-8
Qualify for Federal Free & Reduced Lunch	81% of Students
African American Students	96% of Students
Hispanic Students	4% of Students
Students from within Little Rock School District	84% of Students
Students from outside Little Rock School District	16% of Students

This remainder of this letter explains why we believe that this facility is such a strong alternative for Little Rock Preparatory Academy's Primary School Campus.

# LITTLE ROCK PREPARATORY ACADEMY

P R A E P A R A R E  S U C C E S S U S

## Rationale for Request to Relocate Facilities

Little Rock Preparatory Academy is seeking the Arkansas State Board of Education's approval of this facility for the following reasons:

1. It will contribute positively to student retention by offering students and families more amenities and allowing LRPA to broaden the array of programs and services that it offers. Student retention is the key to elevating student engagement and achievement, which will enable LRPA to fulfill its mission of providing students from under-served homes with a college-preparatory education.
2. It remedies a general lack of space and suitable facilities, which are becoming a major hindrance to advancing the quality of education at the Primary School
  - Students and families want a high-quality playground & outdoor space
  - Students and families want facilities that support sports, music, visual & performing arts, clubs and other extracurricular activities
3. It is the most attractive to our administration, faculty and families
  - Staff survey indicates dissatisfaction with current facility & desire to move to better facility in summer 2013
  - Parent survey indicates desire for more facilities amenities such as a gymnasium, playground, larger cafeteria, etc.
4. It is well within the boundaries of LRPA's service area, which is easily accessible to a region of the city that is heavily low-income and minority, and historically, that has not been well-served educationally.
5. It provides the best alternative to alignment with the board of trustees' Facility Selection Criteria:
  - Attractiveness: Just as attractive as current facility with many more amenities
  - ADA Compliant: More classrooms with bathroom access at ground-level with handicap-accessible ramps
  - Current vs. Aging Infrastructure: Basic systems updated: electrical, technology, HVAC
  - Amenities: Gymnasium, cafeteria, auditorium, commercial kitchen, playground, basketball court, outside space
  - Accessible: 1.5 miles from current facility, well-situated in Central Little Rock, readily accessible from major roads
  - Visibility: Site can support marketing and student retention
  - Control: Exclusive tenant control of primary buildings
  - Partnership Leverage: Partnership value of mission impact, political clout, funding, in-kind-support, program enhancements, etc.
6. It is the most cost-effective solution for securing attractive facilities:
  - Does not require upfront purchase
  - Lease expense very comparable to past facilities while providing more space and amenities
  - No significant additional cost for access to playground, gymnasium, auditorium, cafeteria, storage, other spaces



# LITTLE ROCK PREPARATORY ACADEMY

P R A E P A R A R E  S U C C E S S U S

7. It provides for an attractive playground option, which the Primary Campus has not had until now:
  - Fenced-in park with existing apparatus & basketball court
8. It creates an opportunity to settle into a permanent site without incurring large-scale upfront facility acquisition or improvement costs.
9. It is a resource to increase employee morale and build school pride among all stakeholders.
10. It is located in a safer, more secure location than the current site.

## **Location within Service Area**

### **Location within Service Area**

Little Rock Preparatory Academy is an open-enrollment public charter school that currently serves 380 students in grades K-8. Consistent with the presentation that we delivered to the State Board on April 26, 2012, LRPA serves the Central Little Rock Region, which is bounded by Interstate 630 to the North, Boyle Park to the West, Fourche Creek to the South, and Main Street to the East. The new facility is situated well within the Northeast Quadrant of this Region – 6 blocks South of Interstate 630 and 2 blocks West of Main Street.

### **Parent Access Routes**

One of the attractive features of the site is that it is very accessible to our families, most of whom live within central and southwest regions of Little Rock. Those families traveling east along 17<sup>th</sup> Street can easily access Spring Street from the north. Those families traveling north up Broadway Street or Main Street can easily access 17<sup>th</sup> from the south. Those families traveling east on Interstate 630 can easily access the site from the Broadway Street or Main Street exits. Even though the site is highly accessible from our target region, it is situated in a quiet neighborhood that is conducive to utilization for young children in kindergarten through 4<sup>th</sup> grade.

### **Continuing Service of Under-resourced Families Consistent with Mission**

After four years of development, we believe that we have been able to establish strong ties and a clear identity within the community that we serve. Consistent with past years, 81 percent of our students qualify for the Federal Free and Reduced Lunch Program, 96 percent of students are African American, and 4 percent of students are Hispanic. It is worth noting that the portion of our student body living below the poverty line has not changed significantly in four years of operation and has remained high even as our service area has expanded.

# LITTLE ROCK PREPARATORY ACADEMY

P R A E P A R A R E  S U C C E S S U S

## Advance Preparation and Notice

When parents, community leaders and members of our board of trustees have visited the site, all have reported that it will be both accessible and attractive to our families. Because the site is located less than 1 ½ miles from our current location, we anticipate that the transition will be as seamless as possible for our families. By securing the facility and all required approvals well in advance, we are making it possible to announce the site, bring our families by it for tours, and address any commuting or transportation questions that they may raise as a part of the relocation.

## **Proposed Public-Use Facilities**

### Dedicated-Use Facilities

Under the proposed lease agreement, LRPA would have exclusive-use rights to three instructional buildings – Harrison Hall, Higgins Hall and Hodges Hall – which are located at 1616, 1612 and 1600 South Spring Street. These three buildings, which comprise over 16,255 square feet of finished space, would house 10 general-purpose classrooms, a dedicated special education resource room, a teacher lounge, private counseling offices, and administrative offices. Large basements would provide ample space for storage. A ramp would provide ADA access to the larger of the two instructional halls. Interior and exterior stairwells and wide hallways provide fire exits that meet code requirements. There are ADA accessible bathrooms.

### Facilities with Primary Use during Regular Hours of Operation

In addition to dedicated space, LRPA would have access to shared spaces and amenities during school hours, including a fenced-in park with an age-appropriate playground and basketball court, a large gymnasium with seating for up to 150 spectators, a commercial kitchen, a large cafeteria that is capable of seating over 150 students, an auditorium that is capable of seating up to 250 spectators, and additional space for a library, music, art and foreign language instruction. These shared-use spaces would allow for LRPA to offer students and families a range of extracurricular activities, clubs and athletic programs. LRPA could hold physical education classes in a secure outdoor green space.

In seeking the State Board's approval, it is important to note that these facilities would be much more effective in supporting LRPA's programs than the current facility in which the Primary School is housed. For example, there is an enclosed area but no playground at LRPA's current location. Physical education is held on an asphalt parking lot that is used for parking on weekends and evenings. Without such a relocation, LRPA is unlikely to be able to meet the holistic needs and preferences of its students and families, who are increasingly seeking a greater sense of permanence and overall quality of education.



# LITTLE ROCK PREPARATORY ACADEMY

P R A E P A R A R E  S U C C E S S U S

## Parking & Parent Drop-off and Pick-up

The proposed campus has ample space for parking and student arrival and dismissal. A large asphalt parking lot next to Harrison Hall at 1616 Spring Street can hold up to 35 cars. A vacant lot owned by the Landlord can hold over 30 cars. Spring Street is a one-way street that runs along the front of both instructional halls and will safely support parent drop-off and pick-up every morning and afternoon. LRPA has evaluated the routes, and will continue to provide students with transportation between the Primary School Campus and Middle School Campus in the event that it is more convenient for them to drop off students in the Northeast or Southwest Quadrants of the Central Little Rock Region.

## Lease Arrangement

### Arms-Length Relationship with Landlord

Under the proposed lease agreement, the two parties – LRPA and the Trinity Episcopal Cathedral – would maintain a clear arms-length relationship. As a public charter school, LRPA would operate under a 10-year lease at a proposed annual rate equivalent to 11 percent of per pupil operating revenues. LRPA would make monthly payments to the Landlord based on its per pupil allotment so the lease payments would increase or decrease with the Primary Campus' actual enrollment, which allows a buffer against enrollment shortfalls. LRPA would have two 10-year renewal options so that it can remain in the facility for up to 30 years in total. There is no relationship between the two institutions. There will be no religious symbolism displayed in any of LRPA's primary-use spaces.

### Lease Allowances

The Landlord has agreed to provide LRPA with two yearly lease allowances, which would be deducted from the monthly lease payments. These allowances would increase at an annual rate of 1.5 percent consistent with inflation and the historical rate of public funding growth. The first allowance, for utilities, would provide LRPA with \$30,000 per year to mitigate the costs associated with other uses of the facilities, such as before and after-care, evening athletic leagues or Church-hosted events.

The second allowance, which is for leasehold improvements, would provide LRPA with \$60,000 per year to mitigate the costs associated with upgrading the facilities so that they are compliant with all state and federal laws including the American Disabilities Act. Under this allowance, LRPA would finance the cost for adding a shelter that connects Higgins and Hodges Halls and provides students with a sheltered place where they can wait for their parents. LRPA would also finance the costs for painting, updating and equipping the instructional halls so that they have current wiring for data, telephones and cable.

The two allowances ensure that LRPA has the resources to meet all regulatory requirements of a public school facility. Under the terms of the lease arrangement, the Landlord would be responsible for maintaining the roof, windows, HVAC systems, grounds, parking lots and other external items.

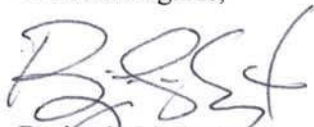
# LITTLE ROCK PREPARATORY ACADEMY

PRAEPARARE  SUCCESSUS

Please do not hesitate to contact me should you require further information. Feel free to contact me via my assistant, Sylvia Wynn, at any time by telephone at 501-683-0085 or by email at [swynn@lrprep.org](mailto:swynn@lrprep.org). We would be happy to speak with you, the Commissioner of Education, members of the State Board and/or the legal counsel for the State Board in advance of the May 13<sup>th</sup> meeting if it would be helpful in laying the groundwork for the State Board's vote on our request.

Together, we will improve public education in the most historically underserved region of Little Rock.

With best regards,



Benjamin Lindquist  
Executive Director

cc: Dr. Morris Holmes, Interim Superintendent, Little Rock School District

Enclosures

## FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Rector and Vestry of Trinity Episcopal Cathedral

Lessee (Tenant): Collegiate Choices Inc. dba Little Rock Preparatory Academy

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:

The primary-use facility is comprised of three (3) buildings, none of which are currently being used. In summer 2012, the buildings were used for a summer music program. In 2011, the buildings housed full-day academic programs.

Premises: 1616, 1612, and 1600 S. Spring Street, Little Rock, AR 72206  
address

JB BSL

15,455 16,255  
square footage

Terms of Lease: Ten years

Rental Amount: \$125,424 1<sup>st</sup> year lease after utility and upkeep allowances

Contingency: The terms of this agreement are contingent upon Little Rock Preparatory Academy (the charter school) receiving approval by the State Board of Education to operate an open-enrollment public charter school at the premises identified.

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 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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

[Signature]

By Benjamin Lindquist

Date April 8, 2013

Lessor:

[Signature]

By JONATHAN JENSEN

Date April 8, 2013



LITTLE ROCK  
PREPARATORY ACADEMY

# Little Rock Preparatory Academy

Student Density in Central and  
Southwest Little Rock (Grades K-8)

*2012-2013*



Distance Between  
Locations

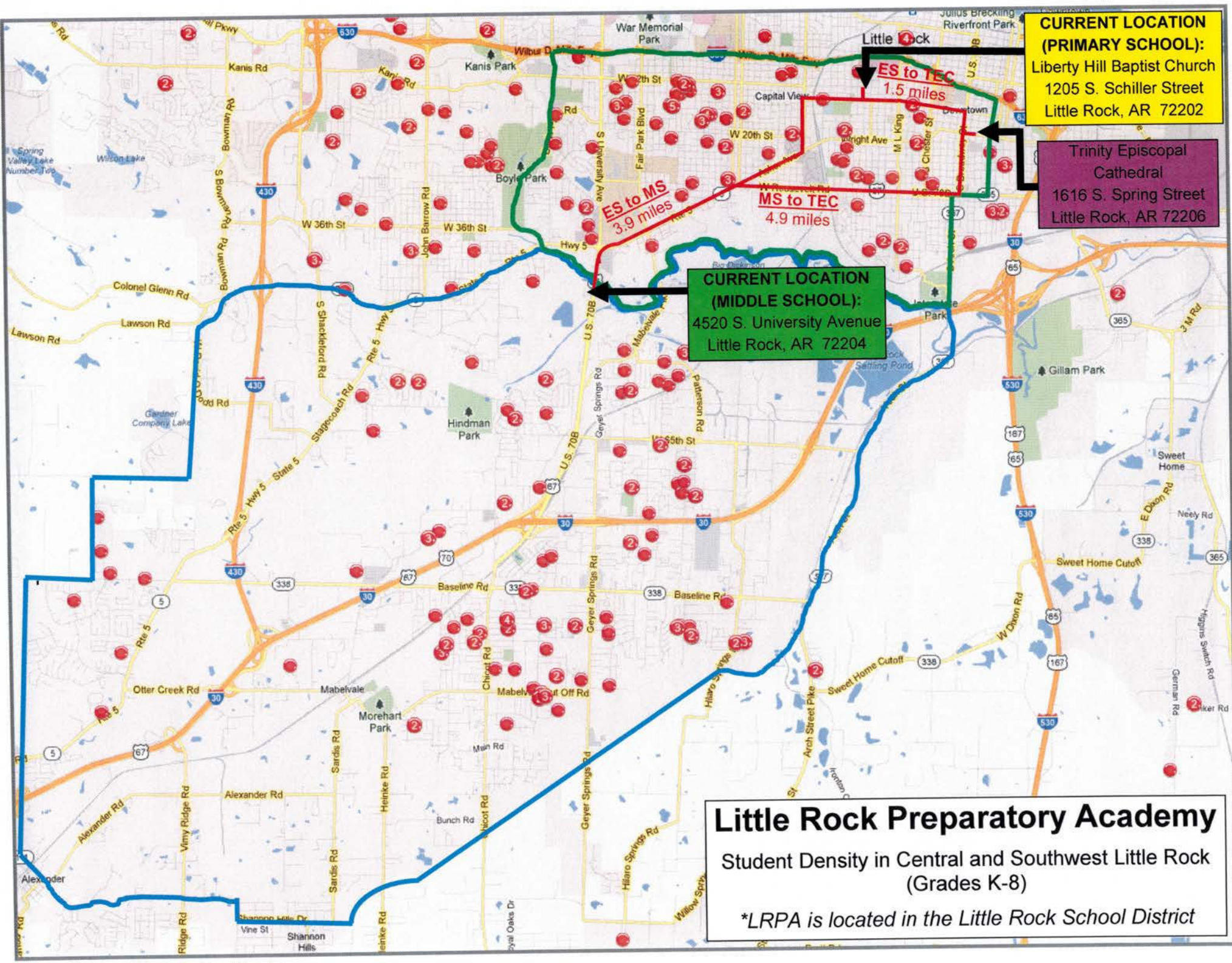


Central Little Rock  
Estimated Area



Southwest Little Rock  
Estimated Area









**ARKANSAS DEPARTMENT OF EDUCATION**  
**EMERGENCY RULES GOVERNING THE ARKANSAS OPPORTUNITY**  
**PUBLIC SCHOOL CHOICE ACT**  
**May 13, 2013**

**1.00 PURPOSE**

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Opportunity Public School Choice Act.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Arkansas Opportunity Public School Choice Act as amended.

**2.00 AUTHORITY**

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. §§ 6-11-105, 6-18-227, 6-15-430, 25-15-201 et seq., and Acts 600, 1227 and 1429 of 2013.

**3.00 DEFINITIONS**

As used in these rules:

- 3.01 “Department” means the Arkansas Department of Education.
- 3.02 “Nonresident or receiving district” means the public school district, or open-enrollment public charter school, to which a student transfers or seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.03 “Nonresident or receiving school” means the public school to which a student transfers or seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227. A nonresident or receiving school may be a public school within the resident district, a public school within a nonresident district, or an open-enrollment public charter school.
- 3.04 “Resident or transferring district” means the public school district in which the student resides and from which the student seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.05 “Resident or transferring school” means the public school in which the student is enrolled at the time of application and from which the student seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.06 “Public school or school district in academic distress” means a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress.

## **4.00 GENERAL REQUIREMENTS**

- 4.01 Upon the request of a parent or guardian, or the student if the student is over eighteen (18) years of age, a student may transfer from his or her resident district or public school to another school district or public school under these rules if:
- 4.01.1 The resident public school or school district has been classified by the State Board of Education as a public school or school district in academic distress; and
- 4.01.2 The parent or guardian, or the student if the student is over eighteen (18) years of age, has notified the Department of Education and both the transferring and receiving school districts of the request to transfer no later than July 30 of the first year in which the student intends to transfer.
- 4.02 Each school district board of directors shall offer the Opportunity Public School Choice option within the public schools. The Opportunity Public School Choice option shall be offered in addition to other existing choice programs.
- 4.03 The parent or guardian of a student, or the student if the student is over eighteen (18) years of age, enrolled in or assigned to a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress may choose as an alternative to enroll the student in a legally allowable public school or school district that is not classified as a public school or school district in academic distress and that is nearest to the student's legal residence. That school or school district shall accept the student and report the student for purposes of the funding under applicable state law.
- 4.04 Within thirty (30) days from receipt of an application from a student seeking admission under these rules, the superintendent of the nonresident district shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity Public School Choice application has been accepted or rejected.
- 4.04.1 If the application is accepted, the nonresident school/district shall state in the notification letter the deadline by which the student must enroll in the receiving school.
- 4.04.2 If the application is rejected, the nonresident school/district shall state in the notification letter the specific reasons for the rejection.
- 4.04.3 A school district shall not deny a student the ability to transfer to a nonresident school under these rules unless there is a lack of capacity at the nonresident school.
- 4.04.4 A lack of capacity may be claimed by a school district only if the nonresident school has reached the maximum student-to-teacher ratio allowed under federal law, state law, the rules for standards of accreditation, or other applicable regulations. For the purposes of these

rules, a school district may claim a lack of capacity if, as of the date the application for opportunity school choice is made, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

4.04.5 The race or ethnicity of a student shall not be used to deny a student the ability to attend a nonresident school under these rules.

4.04.6 Pursuant to Section 7.00 of these rules, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal a school district's decision to deny admission to a nonresident school to the State Board of Education after the student or the student's parent or guardian receives written notice from the nonresident district that admission has been denied.

4.04.7 If any provision of these rules conflicts with the provisions of a federal desegregation court order applicable to a school district, the provisions of the federal desegregation order shall govern.

4.05 For each student enrolled in or assigned to a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress, a school district shall:

4.05.1 Timely notify the parent or guardian, or the student if the student is over eighteen (18) years of age, as soon as practicable after the designation is made, of all options available under these rules; and

4.05.2 Offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the State Board of Education as a public school or school district in academic distress.

4.05.3 The opportunity to continue attending the public school or school district that is not classified as a public school or school district in academic distress shall remain in force until the student graduates from high school.

4.06 For the purposes of continuity of educational choice, a transfer under these rules shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until:

4.06.1 The student completes high school; or,

4.06.2 The parent or guardian, or the student if the student is over eighteen (18) years of age, timely makes application under a provision of law governing attendance in or transfer to another public school or school district other than the student's assigned school or resident district.

4.07 A transfer under these rules is effective at the beginning of the next academic year.

- 4.08 Students with disabilities who are eligible to receive services from the transferring school district under federal or state law, including students receiving additional funding through federal title programs specific to the Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10, and who participate in the Opportunity Public School Choice Act program, shall remain eligible to receive services from the receiving school district as provided by state or federal law. Any funding for the student shall be transferred to the school district to which the student transfers.
- 4.09 The receiving public school or school district may transport students to and from the transferring public school or school district, and the cost of transporting students shall be the responsibility of the transferring public school or school district except as provided under Sections 4.09.1 and 4.09.2 of these rules.
- 4.09.1 A transferring public school or school district shall not be required to spend more than four hundred dollars (\$400) per student per school year for transportation required under Section 4.09 of these rules.
- 4.09.2 Upon the transferring public school or school district's removal from classification as a public school or school district in academic distress, the transportation costs shall no longer be the responsibility of the transferring public school or school district, and the student's transportation and the costs of transportation shall be the responsibility of the parent or guardian or of the receiving public school or school district if the receiving public school or school district agrees to bear the transportation costs.
- 4.10 Unless excused by the school for illness or other good cause:
- 4.10.1 Any student participating in the Opportunity Public School Choice option shall remain in attendance throughout the school year and shall comply fully with the receiving school's code of conduct; and
- 4.10.2 The parent or guardian of each student participating in the Opportunity Public School Choice option shall comply fully with the receiving school's parental involvement requirements.
- 4.11 The parent or guardian shall ensure that the student participating in the opportunity public school choice option takes all statewide assessments, including, but not limited to, benchmark exams, required pursuant to Ark. Code Ann. § 6-15-433.
- 4.12 A student failing to comply with the requirements of these rules shall forfeit the Opportunity Public School Choice option.
- 4.13 A receiving district shall accept credits toward graduation that were awarded by another district.
- 4.14 The receiving district shall award a diploma to a student transferred under these rules if the student meets the receiving district's graduation requirements.



- 4.15 A district under this program shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

## **5.00 REPORTING REQUIREMENTS**

- 5.01 The Department of Education shall develop an annual report on the status of school choice and deliver the report to the State Board of Education, the Governor, and the Legislative Council at least ninety (90) days prior to the convening of the regular session of the General Assembly.
- 5.02 Each school district board of directors shall annually report the number of students applying for and attending the various types of public schools of choice in the district, including schools such as magnet schools, according to these rules. The school district board of directors shall report this data through its cycle reports as prescribed by the Commissioner of Education.
- 5.03 All school districts shall report to the Department of Education on an annual basis the race and gender of each student identified in Section 5.02 above, and other pertinent information needed to properly monitor compliance with the provisions of these rules. The reports may be on forms prescribed by the Department of Education, or the data may be submitted electronically by the district using a format authorized by the Department of Education. The school districts shall report this data through its cycle reports as prescribed by the Commissioner of Education.
- 5.03.1 The Department of Education may put on probation the superintendent of any school district that fails to file its report each year or fails to file any other information with a published deadline requested from school districts by the Department of Education so long as thirty (30) calendar days are given between the request for the information and the published deadline.
- 5.03.2 A copy of the report shall be provided to the Joint Interim Committee on Education.
- 5.04 The receiving school district shall report all students who transfer from another public school under this program. The students attending public schools pursuant to the Opportunity Public School Choice option shall be reported separately from those students reported for purposes of compliance with applicable state law.

## **6.00 FUNDING CONSIDERATIONS**

- 6.01 For the purposes of determining a school district's state funding, the nonresident student shall be counted as a part of the average daily membership of the receiving district.

6.02 The maximum Opportunity Public School Choice funds granted for an eligible student shall be calculated based on applicable state law.

6.03 The public school that provides services to students with disabilities shall receive funding as determined by applicable federal and state law.

## **7.00 APPEAL PROCEDURES**

7.01 A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal a school district's decision to deny admission to a nonresident school due to a lack of capacity to the State Board of Education pursuant to this section.

7.02 The student or the student's parent or guardian (hereinafter the appealing party) must present a written appeal to the State Board of Education via certified mail, return receipt requested, no later than ten (10) days after the appealing party receives notice of rejection from the nonresident school/district in accordance with Section 4.04 of these rules.

7.02.1 The written appeal should be sent to:

Office of the Commissioner  
ATTN: Opportunity School Choice Appeal  
Four Capitol Mall  
Little Rock, Arkansas 72201

7.02.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the appealing party must also mail a copy of the written appeal to the superintendent of the nonresident school district.

7.02.3 In its written appeal, the appealing party shall state his or her basis for appealing the decision of the nonresident district.

7.02.4 The appealing party must submit, along with its written appeal, a copy of the rejection letter from the nonresident school/district.

7.02.5 Any request for a hearing before the State Board of Education must be made in the written appeal.

7.03 The nonresident district may submit, in writing, any additional information, evidence or arguments supporting its rejection of the student's application by mailing such response via certified mail, return receipt requested to the State Board of Education no later than ten (10) days after receiving the appealing party's written appeal.

7.03.1 Any response from the nonresident school/district should be sent to:

Office of the Commissioner

ATTN: Opportunity School Choice Appeal  
Four Capitol Mall  
Little Rock, Arkansas 72201

7.03.2 Contemporaneously with the filing of the written response with the Office of the Commissioner, the nonresident school/district must also mail a copy of the written response to the appealing party.

7.03.3 If the appealing party did not request a hearing before the State Board of Education, the nonresident district may request a hearing in its response.

7.04 If a hearing is requested by either party, the State Board of Education shall schedule the hearing for the next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.05 If no hearing is requested by either party, the State Board of Education shall consider the appeal during its next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.06 State Board of Education Hearing Procedures

7.06.1 A staff member of the Department of Education shall introduce the agenda item.

7.06.2 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board of Education.

7.06.3 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.

7.06.4 Each party will be given twenty (20) minutes to present their cases, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon request of either party, allow either party additional time to present their cases.

7.06.5 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board of Education as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration, or deposition.

7.06.6 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.

7.06.7 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1, 2, 3).

7.06.8 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A, B, C).

7.06.9 The nonresident district shall have the burden of proof in proving the basis for the denial of the transfer.

7.06.10 The State Board of Education may sustain the rejection of the nonresident school/district or grant the appeal.

7.06.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board of Education shall provide a written decision to the Department of Education, the appealing party, and the nonresident district within fourteen (14) calendar days of announcing its decision under this section.

## **8.00 EMERGENCY CLAUSE**

8.01 WHEREAS, Acts 600, 1227, 1770 contained emergency clauses and are currently in effect; and

8.02 WHEREAS, Ark. Code Ann. § 6-18-227 authorizes the State Board of Education to promulgate rules necessary for the implementation of the Arkansas Opportunity Public School Choice Act; and

8.03 WHEREAS, these rules are immediately necessary to provide guidance to students and parents to participate in the Opportunity School Choice program;

8.04 THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that imminent peril to the welfare of Arkansas public school students, parents and school districts will result without the immediate promulgation of these rules.

**ATTACHMENT 1**

***APPLICATION FOR TRANSFER TO A NONRESIDENT SCHOOL  
OR SCHOOL DISTRICT UNDER THE ARKANSAS OPPORTUNITY  
PUBLIC SCHOOL CHOICE ACT***

**APPLICANT INFORMATION**

Student Name:

Student Date of Birth:

Gender

Male

☐

Female

☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐

Is applicant currently under expulsion? Yes ☐ No ☐

**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐

Asian ☐

African-American ☐

Hispanic ☐

Native American/  
Native Alaskan ☐

Native Hawaiian/  
Pacific Islander ☐

White ☐

**RESIDENT SCHOOL AND SCHOOL DISTRICT OF APPLICANT**

District and School Name:

County Name:

Address:

Phone:

**NONRESIDENT SCHOOL/SCHOOL DISTRICT APPLICANT WISHES TO ATTEND**

District and School Name:

County Name:

Address:

Phone:



## **ATTACHMENT 1**

<b>PARENT OR GUARDIAN INFORMATION</b>			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p><u>Note 1:</u> The race or ethnicity of a student shall not be used to deny the student to attend a school district of choice under the Arkansas Opportunity School Choice Act. This information is gathered for district reporting purposes only.</p> <p><u>Note 2:</u> Pursuant to Ark. Code Ann. § 6-18-227, reviewers of this application are hereby notified that a transfer under the Arkansas Opportunity School Choice Act shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or as otherwise provided by law.</p> <p><u>Note 3:</u> A school district shall not deny a student the ability to attend school in the student's school district of choice unless there is a lack of capacity at the school in the student's school district of choice as defined by Arkansas law and Arkansas Department of Education rules.</p> <p><u>Note 4:</u> Pursuant to Ark. Code Ann. § 6-18-227, a student may only transfer from a public school or school district that has been classified as a public school or school district in academic distress.</p>			
<b>DISTRICT USE ONLY</b>			
Date and Time Received by Nonresident District:			
Resident District LEA #:		Nonresident District LEA#:	
Resident School LEA#:		Nonresident School LEA#:	
Student's State Identification #:			
Application	Accepted		Rejected
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING THE GUIDELINES, PROCEDURES AND  
ENFORCEMENT OF THE ARKANSAS OPPORTUNITY  
PUBLIC SCHOOL CHOICE ACT**

December 12, 2011

**1.00—PURPOSE**

- 1.01—These rules shall be known as the Arkansas Department of Education Rules Governing the Guidelines, Procedures, and Enforcement of the Arkansas Opportunity Public School Choice Act.
- 1.02—The purpose of these rules is to provide enhanced opportunity for students in Arkansas to gain the knowledge and skills necessary for postsecondary education, a technical education, or careers.

**2.00—AUTHORITY**

- 2.01—The Arkansas State Board of Education's authority for promulgating these rules is pursuant to Ark. Code Ann. §§ 6-11-105, 6-18-227, 25-15-201 et seq., and Acts 1124 and 1147 of 2011.

**3.00—DEFINITIONS**

- 3.01—Department—the Arkansas Department of Education.
- 3.02—Level 1 school—a school which, according to the classification system established in Ark. Code Ann. § 6-15-2103, is classified by the Arkansas Department of Education as a “school in need of immediate improvement.” Under the classification system established in Ark. Code Ann. § 6-15-2103, Level 1 is the lowest ranking that a school may receive, and Level 5 is the highest ranking.
- 3.03—Level 3 school—a school which, according to the classification system established in Ark. Code Ann. § 6-15-2103, is classified by the Arkansas Department of Education as a “school meeting standards.”
- 3.04—Nonresident or receiving district—the public school district, or open-enrollment public charter school, to which a student transfers or seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.05—Nonresident or receiving school—the public school to which a student transfers or seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227. A nonresident or receiving school may be a public school within the resident district, a public school within a nonresident district, or an open-enrollment public charter school.

~~3.06 — Resident or transferring district — the public school district in which the student resides and from which the student seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.~~

~~3.07 — Resident or transferring school — the public school in which the student is enrolled at the time of application and from which the student seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.~~

#### **~~4.00 — EFFECTIVE DATE~~**

~~Opportunity Public School Choice under these rules shall take effect with the implementation of the school performance levels found in Ark. Code Ann. § 6-15-2103. The 2012-2013 school year will be the first school year during which student transfers under these rules will be possible.~~

#### **~~5.00 — GENERAL REQUIREMENTS~~**

~~5.01 — Upon the request of a parent or guardian, or the student if the student is over eighteen (18) years of age, a student may transfer from his or her resident school to another public school in accordance with the provisions of these rules if:~~

~~5.01.1 — The resident public school has been designated pursuant to Ark. Code Ann. § 6-15-2103 as a Level 1 school for two (2) or more consecutive school years;~~

~~5.01.2 — The parent or guardian, or the student if the student is over eighteen (18) years of age, has notified the Department of Education and both the transferring and receiving school districts of the request to transfer no later than July 30 of the first year in which the student intends to transfer; and~~

~~5.01.3 — The receiving public school has been designated pursuant to Ark. Code Ann. § 6-15-2103 as a Level 3 school or higher in the most recent annual school classification made by the Department of Education.~~

~~5.02 — Each school district board of directors shall offer the Opportunity Public School Choice option within the public schools. The Opportunity Public School Choice option shall be offered in addition to other existing choice options.~~

~~5.03 — The parent or guardian of a student, or the student if the student is over eighteen (18) years of age, enrolled in or assigned to a school that has been designated as a school in Level 1 under Ark. Code Ann. § 6-15-2103~~

~~for two (2) or more consecutive school years, may choose as an alternative to enroll the student in the public school nearest to the student's legal residence that has been designated pursuant to Ark. Code Ann. § 6-15-2103 as a Level 3 school or higher in the most recent annual school classification made by the Department of Education. *Subject to the requirements of Sections 5.04.3 and 5.04.4 below,* the school or school district shall accept the student and report the student for purposes of funding pursuant to applicable state law.~~

~~5.04 Within thirty (30) days from receipt of an application from a student seeking admission under these rules, the superintendent of the nonresident district shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity Public School Choice application has been accepted or rejected.~~

~~5.04.1 If the application is accepted, the nonresident school/district shall state in the notification letter the deadline by which the student must enroll in the receiving school.~~

~~5.04.2 If the application is rejected, the nonresident school/district shall state in the notification letter the specific reasons for the rejection.~~

~~5.04.3 A school district shall not deny a student the ability to transfer to a nonresident school under these rules unless there is a lack of capacity at the nonresident school.~~

~~5.04.4 A lack of capacity may be claimed by a school district only if the nonresident school has reached the maximum student-to-teacher ratio allowed under federal law, state law, the rules for standards of accreditation, or other applicable regulations. For the purposes of these rules, a school district may claim a lack of capacity if, as of the date the application for opportunity school choice is made, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.~~

~~5.04.5 The race or ethnicity of a student shall not be used to deny a student the ability to attend a nonresident school under these rules.~~

~~5.04.6 Pursuant to Section 8.00 of these rules, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal a school district's decision to deny admission to a nonresident school to the State Board after the student or the student's parent or guardian receives written notice from the nonresident district that admission has been denied.~~

- ~~5.04.7 The provisions of these rules and all student choice options created under these rules shall comply with Ark. Code Ann. § 6-18-206(d), (e), and (i) and shall not be subject to any other limitation or restriction provided by law.~~
- ~~5.04.8 If any provision of these rules conflicts with the provisions of a federal desegregation court order applicable to a school district, the provisions of the federal desegregation order shall govern.~~
- ~~5.05 For each student enrolled in or assigned to a school that has been designated a Level 1 school for two (2) or more consecutive school years, a school district shall:~~
- ~~5.05.1 Timely notify the parent or guardian, or the student if the student is over eighteen (18) years of age, as soon as practicable after the designation is made, of all options available pursuant to these rules; and~~
- ~~5.05.2 Offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school that has been designated by the Department of Education pursuant to Ark. Code Ann. § 6-15-2103 as a Level 3 school or higher in the most recent annual school classification made by the Department of Education. The opportunity to continue attending the higher performing public school shall remain in force until the student graduates from high school.~~
- ~~5.06 For the purposes of continuity of educational choice, a transfer under these Rules shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until:~~
- ~~5.06.1 The student completes high school; or,~~
- ~~5.06.2 The parent or guardian, or the student if the student is over eighteen (18) years of age, makes application *no later than July 30* for attendance or transfer as provided by Ark. Code Ann. §§ 6-18-202, 6-18-206 and 6-18-316. *Such a transfer shall be effective at the beginning of the next academic year.*~~
- ~~5.07 Students with disabilities who are eligible to receive services from the transferring school district under federal or state law, including students receiving additional funding through federal title programs specific to the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 6301 et seq., and who participate in the Opportunity Public School Choice Act program, shall remain eligible to receive services from the receiving~~



~~school district as provided by state or federal law. Any funding for such a student shall be transferred to the receiving district.~~

~~5.08 The receiving district or charter school may transport students to and from the transferring district or charter school, and the cost of transporting students shall be the responsibility of the transferring district or charter school except as provided under Sections 5.08.1 and 5.08.2 of these rules.~~

~~5.08.1 A transferring district or charter school shall not be required to spend more than four hundred dollars (\$400) per student per school year for transportation required under 5.08 of these rules.~~

~~5.08.2 Upon the transferring school's being designated by the Department of Education pursuant to Ark. Code Ann. § 6-15-2103 as a Level 3 school or higher in the most recent annual school classification made by the Department of Education, the transportation costs shall no longer be the responsibility of the transferring district, and the student's transportation and the costs of transportation shall be the responsibility of the parents.~~

~~5.09 Unless excused by the school for illness or other good cause:~~

~~5.09.1 Any student participating in the Opportunity Public School Choice option shall remain in attendance throughout the school year and shall comply fully with the receiving school's code of conduct; and~~

~~5.09.2 The parent or guardian of each student participating in the Opportunity Public School Choice option shall comply fully with the receiving school's parental involvement requirements.~~

~~5.10 A student failing to comply with the requirements of these rules shall forfeit the Opportunity Public School Choice option.~~

~~5.11 A receiving district shall accept credits toward graduation that were awarded by *another* district.~~

~~5.12 The receiving district shall award a diploma to a student transferred under these rules if the student meets the receiving district's graduation requirements.~~

~~5.13 A district under this program shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.~~

## **~~6.00 — REPORTING REQUIREMENTS~~**

~~6.01 — The Department of Education shall develop an annual report on the status of school choice and deliver the report to the State Board, the Governor, and the Legislative Council at least ninety (90) days prior to the convening of the regular session of the General Assembly.~~

~~6.02 — Each school district board of directors shall annually report the number of students applying for and attending the various types of public schools of choice in the district, including schools such as magnet schools, according to these rules. The school district board of directors shall report this data through its cycle reports as prescribed by the Commissioner of Education.~~

~~6.03 — All school districts shall report to the Department of Education on an annual basis the race and gender of each student identified in Section 6.02 above, and other pertinent information needed to properly monitor compliance with the provisions of these rules. The reports may be on forms prescribed by the Department of Education, or the data may be submitted electronically by the district using a format authorized by the Department of Education. The school districts shall report this data through its cycle reports as prescribed by the Commissioner of Education.~~

~~6.03.1 — The Department of Education may put on probation the superintendent of any school district that fails to file its report each year or fails to file any other information with a published deadline requested from school districts by the Department of Education so long as thirty (30) calendar days are given between the request for the information and the published deadline.~~

~~6.03.2 — A copy of the report shall be provided to the Joint Interim Committee on Education.~~

~~6.04 — The receiving school district shall report all students who transfer from another public school under this program. The students attending public schools pursuant to the Opportunity Public School Choice option shall be reported separately from those students reported for purposes of compliance with applicable state law.~~

## **~~7.00 — FUNDING CONSIDERATIONS~~**

~~7.01 — For the purposes of determining a school district's state funding, the nonresident student shall be counted as a part of the average daily membership of the receiving district.~~

~~7.02 — The maximum Opportunity Public School Choice funds granted for an eligible student shall be calculated based on applicable state law.~~

~~7.03 — The public school that provides services to students with disabilities shall receive funding as determined by applicable federal and state law.~~

## **~~8.00 — APPEAL PROCEDURES~~**

~~8.01 — A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal a school district's decision to deny admission to a nonresident school due to a lack of capacity to the State Board pursuant to this section.~~

~~8.02 — The student or the student's parent or guardian (hereinafter the appealing party) must present a written appeal to the State Board via certified mail, return receipt requested, no later than ten (10) days after the appealing party receives notice of rejection from the nonresident school/district in accordance with Section 5.04 of these rules.~~

~~8.02.1 — The written appeal should be sent to:~~

~~Office of the Commissioner  
ATTN: Opportunity School Choice Appeal  
Four Capitol Mall  
Little Rock, Arkansas 72201~~

~~8.02.2 — Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the appealing party must also mail a copy of the written appeal to the superintendent of the nonresident school/district.~~

~~8.02.3 — The appealing party shall set forth its arguments and evidence in support of its appeal.~~

~~8.02.4 — The appealing party must submit, along with its written appeal, a copy of the rejection letter from the nonresident school/district.~~

~~8.02.5 — Any request for a hearing before the State Board must be made in the written appeal.~~

~~8.03 — The nonresident school/district may submit, in writing, any additional information, evidence or arguments supporting its rejection of the student's application by mailing such response via certified mail, return receipt requested to the State Board no later than ten (10) days after receiving the appealing party's written appeal.~~

~~8.03.1 Any response from the nonresident school/district should be sent to:~~

~~Office of the Commissioner  
ATTN: Opportunity School Choice Appeal  
Four Capitol Mall  
Little Rock, Arkansas 72201~~

~~8.03.2 Contemporaneously with the filing of the written response with the Office of the Commissioner, the nonresident school/district must also mail a copy of the written response to the appealing party.~~

~~8.03.3 If the appealing party did not request a hearing before the State Board, the nonresident school/district may request a hearing in its response.~~

~~8.04 If a hearing is requested by either party, the State Board shall schedule the hearing for the next regularly scheduled State Board meeting in accordance with its procedures for the submission of agenda items.~~

~~8.05 If no hearing is requested by either party, the State Board shall consider the appeal during its next regularly scheduled State Board meeting in accordance with its procedures for the submission of agenda items.~~

#### ~~8.06 State Board Hearing Procedures~~

~~8.06.1 A staff member of the Department of Education shall introduce the agenda item.~~

~~8.06.2 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school/district. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.~~

~~8.06.3 Each party will be given thirty (30) minutes to present their cases, beginning with the nonresident school/district. The Chairperson of the State Board may, only for good cause shown and upon request of either party, allow either party additional time to present their cases.~~

~~8.06.4 The State Board, at its discretion, shall have the authority to require any person associated with the application (student, parent, guardian, nonresident school/district employee, or resident district employee) to appear in person before the State Board as a witness~~

~~during the hearing. The State Board, at its discretion, may accept testimony by affidavit, declaration, or deposition.~~

~~8.06.5 Every witness giving oral testimony must be sworn under oath by the court reporter and shall be subject to direct examination, cross examination, and questioning by the State Board.~~

~~8.06.6 For the purposes of the record, documents offered during the hearing by the nonresident school/district shall be clearly marked in sequential, numeric order (1, 2, 3).~~

~~8.06.7 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A, B, C).~~

~~8.06.8 The nonresident/school district shall have the burden of proof in proving the basis for the denial of the transfer.~~

~~8.06.9 The State Board may sustain the rejection of the nonresident school/district or grant the appeal.~~

~~8.06.10 The State Board may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, and the nonresident district within fourteen (14) calendar days of the appeal.~~



ATTACHMENT 1

## APPLICATION FOR TRANSFER PURSUANT TO THE ARKANSAS OPPORTUNITY SCHOOL CHOICE ACT

<b>APPLICANT INFORMATION</b>			
Applicant Name:			
Date of Birth:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/>		
Grade for Upcoming School Year:			
Does the applicant require special needs or programs? Yes <input type="checkbox"/> No <input type="checkbox"/>			
<b>ETHNIC ORIGIN (CHECK ONE) (See Note 1)</b>			
2 or More Races <input type="checkbox"/>			
African American <input type="checkbox"/>	Asian <input type="checkbox"/>	Hispanic <input type="checkbox"/>	
Native American/ Native Alaskan <input type="checkbox"/>	Native Hawaiian/ Pacific Islander <input type="checkbox"/>	White <input type="checkbox"/>	
<b>RESIDENT SCHOOL AND SCHOOL DISTRICT OF APPLICANT</b>			
District Name:		School Name:	
Address:			
Phone:			
<b>NON-RESIDENT SCHOOL/ SCHOOL DISTRICT APPLICANT WISHES TO ATTEND</b>			
District Name:		School Name:	
Address:			
Phone:			
<b>PARENT OR GUARDIAN INFORMATION</b>			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature			Date
<p><u>Note 1:</u> The race or ethnicity of a student shall not be used to deny the student to attend a school district of choice under the Arkansas Opportunity School Choice Act. This information is gathered for district reporting purposes only.</p> <p><u>Note 2:</u> Pursuant to Ark. Code Ann. § 6-18-227, reviewers of this application are hereby notified that a transfer under the Arkansas Opportunity School Choice Act shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or as otherwise provided by law.</p> <p><u>Note 3:</u> A school district shall not deny a student the ability to attend school in the student's school district of choice unless there is a lack of capacity at the school in the student's school district of choice as defined by Arkansas law and Arkansas Department of Education rules.</p> <p><u>Note 4:</u> Pursuant to Ark. Code Ann. § 6-18-227, a student may only transfer from a school that has been designated as a school in Level 1 under Ark. Code Ann. § 6-15-2103 for two (2) or more consecutive school years to a school that is classified as a Level 3 school or higher under Ark. Code Ann. § 6-15-2103 in the most annual school classification made by the Department of Education.</p>			
<b>DISTRICT USE ONLY</b>			
Application: <input type="checkbox"/> Accepted <input type="checkbox"/>		Rejected <input type="checkbox"/>	
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District (If Applicable):			

**ARKANSAS DEPARTMENT OF EDUCATION**  
**RULES GOVERNING THE ARKANSAS OPPORTUNITY**  
**PUBLIC SCHOOL CHOICE ACT**

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**1.00 PURPOSE**

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Opportunity Public School Choice Act.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Arkansas Opportunity Public School Choice Act as amended.

**2.00 AUTHORITY**

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. §§ 6-11-105, 6-18-227, 6-15-430, 25-15-201 et seq., and Acts 600, 1227 and 1429 of 2013.

**3.00 DEFINITIONS**

As used in these rules:

- 3.01 “Department” means the Arkansas Department of Education.
- 3.02 “Nonresident or receiving district” means the public school district, or open-enrollment public charter school, to which a student transfers or seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.03 “Nonresident or receiving school” means the public school to which a student transfers or seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227. A nonresident or receiving school may be a public school within the resident district, a public school within a nonresident district, or an open-enrollment public charter school.
- 3.04 “Resident or transferring district” means the public school district in which the student resides and from which the student seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.05 “Resident or transferring school” means the public school in which the student is enrolled at the time of application and from which the student seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.06 “Public school or school district in academic distress” means a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress.

#### **4.00 GENERAL REQUIREMENTS**

- 4.01 Upon the request of a parent or guardian, or the student if the student is over eighteen (18) years of age, a student may transfer from his or her resident district or public school to another school district or public school under these rules if:
- 4.01.1 The resident public school or school district has been classified by the State Board of Education as a public school or school district in academic distress; and
- 4.01.2 The parent or guardian, or the student if the student is over eighteen (18) years of age, has notified the Department of Education and both the transferring and receiving school districts of the request to transfer no later than July 30 of the first year in which the student intends to transfer.
- 4.02 Each school district board of directors shall offer the Opportunity Public School Choice option within the public schools. The Opportunity Public School Choice option shall be offered in addition to other existing choice programs.
- 4.03 The parent or guardian of a student, or the student if the student is over eighteen (18) years of age, enrolled in or assigned to a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress may choose as an alternative to enroll the student in a legally allowable public school or school district that is not classified as a public school or school district in academic distress and that is nearest to the student's legal residence. That school or school district shall accept the student and report the student for purposes of the funding under applicable state law.
- 4.04 Within thirty (30) days from receipt of an application from a student seeking admission under these rules, the superintendent of the nonresident district shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity Public School Choice application has been accepted or rejected.
- 4.04.1 If the application is accepted, the nonresident school/district shall state in the notification letter the deadline by which the student must enroll in the receiving school.
- 4.04.2 If the application is rejected, the nonresident school/district shall state in the notification letter the specific reasons for the rejection.
- 4.04.3 A school district shall not deny a student the ability to transfer to a nonresident school under these rules unless there is a lack of capacity at the nonresident school.
- 4.04.4 A lack of capacity may be claimed by a school district only if the nonresident school has reached the maximum student-to-teacher ratio allowed under federal law, state law, the rules for standards of accreditation, or other applicable regulations. For the purposes of these

rules, a school district may claim a lack of capacity if, as of the date the application for opportunity school choice is made, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

4.04.5 The race or ethnicity of a student shall not be used to deny a student the ability to attend a nonresident school under these rules.

4.04.6 Pursuant to Section 7.00 of these rules, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal a school district's decision to deny admission to a nonresident school to the State Board of Education after the student or the student's parent or guardian receives written notice from the nonresident district that admission has been denied.

4.04.7 If any provision of these rules conflicts with the provisions of a federal desegregation court order applicable to a school district, the provisions of the federal desegregation order shall govern.

4.05 For each student enrolled in or assigned to a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress, a school district shall:

4.05.1 Timely notify the parent or guardian, or the student if the student is over eighteen (18) years of age, as soon as practicable after the designation is made, of all options available under these rules; and

4.05.2 Offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the State Board of Education as a public school or school district in academic distress.

4.05.3 The opportunity to continue attending the public school or school district that is not classified as a public school or school district in academic distress shall remain in force until the student graduates from high school.

4.06 For the purposes of continuity of educational choice, a transfer under these rules shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until:

4.06.1 The student completes high school; or,

4.06.2 The parent or guardian, or the student if the student is over eighteen (18) years of age, timely makes application under a provision of law governing attendance in or transfer to another public school or school district other than the student's assigned school or resident district.

4.07 A transfer under these rules is effective at the beginning of the next academic year.

- 4.08 Students with disabilities who are eligible to receive services from the transferring school district under federal or state law, including students receiving additional funding through federal title programs specific to the Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10, and who participate in the Opportunity Public School Choice Act program, shall remain eligible to receive services from the receiving school district as provided by state or federal law. Any funding for the student shall be transferred to the school district to which the student transfers.
- 4.09 The receiving public school or school district may transport students to and from the transferring public school or school district, and the cost of transporting students shall be the responsibility of the transferring public school or school district except as provided under Sections 4.09.1 and 4.09.2 of these rules.
- 4.09.1 A transferring public school or school district shall not be required to spend more than four hundred dollars (\$400) per student per school year for transportation required under Section 4.09 of these rules.
- 4.09.2 Upon the transferring public school or school district's removal from classification as a public school or school district in academic distress, the transportation costs shall no longer be the responsibility of the transferring public school or school district, and the student's transportation and the costs of transportation shall be the responsibility of the parent or guardian or of the receiving public school or school district if the receiving public school or school district agrees to bear the transportation costs.
- 4.10 Unless excused by the school for illness or other good cause:
- 4.10.1 Any student participating in the Opportunity Public School Choice option shall remain in attendance throughout the school year and shall comply fully with the receiving school's code of conduct; and
- 4.10.2 The parent or guardian of each student participating in the Opportunity Public School Choice option shall comply fully with the receiving school's parental involvement requirements.
- 4.11 The parent or guardian shall ensure that the student participating in the opportunity public school choice option takes all statewide assessments, including, but not limited to, benchmark exams, required pursuant to Ark. Code Ann. § 6-15-433.
- 4.12 A student failing to comply with the requirements of these rules shall forfeit the Opportunity Public School Choice option.
- 4.13 A receiving district shall accept credits toward graduation that were awarded by another district.
- 4.14 The receiving district shall award a diploma to a student transferred under these rules if the student meets the receiving district's graduation requirements.



- 4.15 A district under this program shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

## **5.00 REPORTING REQUIREMENTS**

- 5.01 The Department of Education shall develop an annual report on the status of school choice and deliver the report to the State Board of Education, the Governor, and the Legislative Council at least ninety (90) days prior to the convening of the regular session of the General Assembly.
- 5.02 Each school district board of directors shall annually report the number of students applying for and attending the various types of public schools of choice in the district, including schools such as magnet schools, according to these rules. The school district board of directors shall report this data through its cycle reports as prescribed by the Commissioner of Education.
- 5.03 All school districts shall report to the Department of Education on an annual basis the race and gender of each student identified in Section 5.02 above, and other pertinent information needed to properly monitor compliance with the provisions of these rules. The reports may be on forms prescribed by the Department of Education, or the data may be submitted electronically by the district using a format authorized by the Department of Education. The school districts shall report this data through its cycle reports as prescribed by the Commissioner of Education.
- 5.03.1 The Department of Education may put on probation the superintendent of any school district that fails to file its report each year or fails to file any other information with a published deadline requested from school districts by the Department of Education so long as thirty (30) calendar days are given between the request for the information and the published deadline.
- 5.03.2 A copy of the report shall be provided to the Joint Interim Committee on Education.
- 5.04 The receiving school district shall report all students who transfer from another public school under this program. The students attending public schools pursuant to the Opportunity Public School Choice option shall be reported separately from those students reported for purposes of compliance with applicable state law.

## **6.00 FUNDING CONSIDERATIONS**

- 6.01 For the purposes of determining a school district's state funding, the nonresident student shall be counted as a part of the average daily membership of the receiving district.

6.02 The maximum Opportunity Public School Choice funds granted for an eligible student shall be calculated based on applicable state law.

6.03 The public school that provides services to students with disabilities shall receive funding as determined by applicable federal and state law.

## **7.00 APPEAL PROCEDURES**

7.01 A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal a school district's decision to deny admission to a nonresident school due to a lack of capacity to the State Board of Education pursuant to this section.

7.02 The student or the student's parent or guardian (hereinafter the appealing party) must present a written appeal to the State Board of Education via certified mail, return receipt requested, no later than ten (10) days after the appealing party receives notice of rejection from the nonresident school/district in accordance with Section 4.04 of these rules.

7.02.1 The written appeal should be sent to:

Office of the Commissioner  
ATTN: Opportunity School Choice Appeal  
Four Capitol Mall  
Little Rock, Arkansas 72201

7.02.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the appealing party must also mail a copy of the written appeal to the superintendent of the nonresident school district.

7.02.3 In its written appeal, the appealing party shall state his or her basis for appealing the decision of the nonresident district.

7.02.4 The appealing party must submit, along with its written appeal, a copy of the rejection letter from the nonresident school/district.

7.02.5 Any request for a hearing before the State Board of Education must be made in the written appeal.

7.03 The nonresident district may submit, in writing, any additional information, evidence or arguments supporting its rejection of the student's application by mailing such response via certified mail, return receipt requested to the State Board of Education no later than ten (10) days after receiving the appealing party's written appeal.

7.03.1 Any response from the nonresident school/district should be sent to:

Office of the Commissioner

ATTN: Opportunity School Choice Appeal  
Four Capitol Mall  
Little Rock, Arkansas 72201

7.03.2 Contemporaneously with the filing of the written response with the Office of the Commissioner, the nonresident school/district must also mail a copy of the written response to the appealing party.

7.03.3 If the appealing party did not request a hearing before the State Board of Education, the nonresident district may request a hearing in its response.

7.04 If a hearing is requested by either party, the State Board of Education shall schedule the hearing for the next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.05 If no hearing is requested by either party, the State Board of Education shall consider the appeal during its next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.06 State Board of Education Hearing Procedures

7.06.1 A staff member of the Department of Education shall introduce the agenda item.

7.06.2 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board of Education.

7.06.3 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.

7.06.4 Each party will be given twenty (20) minutes to present their cases, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon request of either party, allow either party additional time to present their cases.

7.06.5 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board of Education as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration, or deposition.

7.06.6 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.

7.06.7 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1, 2, 3).

7.06.8 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A, B, C).

7.06.9 The nonresident district shall have the burden of proof in proving the basis for the denial of the transfer.

7.06.10 The State Board of Education may sustain the rejection of the nonresident school/district or grant the appeal.

7.06.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board of Education shall provide a written decision to the Department of Education, the appealing party, and the nonresident district within fourteen (14) calendar days of announcing its decision under this section.

**ATTACHMENT 1**

***APPLICATION FOR TRANSFER TO A NONRESIDENT SCHOOL  
OR SCHOOL DISTRICT UNDER THE ARKANSAS OPPORTUNITY  
PUBLIC SCHOOL CHOICE ACT***

**APPLICANT INFORMATION**

Student Name:

Student Date of Birth:

Gender

Male ☐

Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐

Is applicant currently under expulsion? Yes ☐ No ☐

**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐

Asian ☐

African-American ☐

Hispanic ☐

Native American/  
Native Alaskan ☐

Native Hawaiian/  
Pacific Islander ☐

White ☐

**RESIDENT SCHOOL AND SCHOOL DISTRICT OF APPLICANT**

District and School Name:

County Name:

Address:

Phone:

**NONRESIDENT SCHOOL/SCHOOL DISTRICT APPLICANT WISHES TO ATTEND**

District and School Name:

County Name:

Address:

Phone:



## **ATTACHMENT 1**

<b>PARENT OR GUARDIAN INFORMATION</b>			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p><u>Note 1:</u> The race or ethnicity of a student shall not be used to deny the student to attend a school district of choice under the Arkansas Opportunity School Choice Act. This information is gathered for district reporting purposes only.</p> <p><u>Note 2:</u> Pursuant to Ark. Code Ann. § 6-18-227, reviewers of this application are hereby notified that a transfer under the Arkansas Opportunity School Choice Act shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or as otherwise provided by law.</p> <p><u>Note 3:</u> A school district shall not deny a student the ability to attend school in the student's school district of choice unless there is a lack of capacity at the school in the student's school district of choice as defined by Arkansas law and Arkansas Department of Education rules.</p> <p><u>Note 4:</u> Pursuant to Ark. Code Ann. § 6-18-227, a student may only transfer from a public school or school district that has been classified as a public school or school district in academic distress.</p>			
<b>DISTRICT USE ONLY</b>			
Date and Time Received by Nonresident District:			
Resident District LEA #:		Nonresident District LEA#:	
Resident School LEA#:		Nonresident School LEA#:	
Student's State Identification #:			
Application	Accepted		Rejected
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			

**ARKANSAS DEPARTMENT OF EDUCATION EMERGENCY RULES GOVERNING**  
**THE PUBLIC SCHOOL CHOICE ACT OF 2013**  
**May 13, 2013**

**1.00 PURPOSE**

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2013
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2013.

**2.00 AUTHORITY**

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Act 1227 of 2013 and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

**3.00 DEFINITIONS**

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

**4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM**

- 4.01 A public school choice program is established to enable a student to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.

4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:

4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;

4.04.2 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

4.04.2.1 Resides in the same household; and

4.04.2.2 Is already enrolled in the nonresident district by choice.

4.04.3 Shall not include an applicant's:

4.04.3.1 Academic achievement;

4.04.3.2 Athletic or other extracurricular ability;

4.04.3.3 English proficiency level; or

4.04.3.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.

4.04.4 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

4.05 A nonresident district shall:

4.05.1 Accept credits toward graduation that were awarded by another district; and

4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

4.06.1 Availability of the program;

4.06.2 Application deadline; and

4.06.3 Requirements and procedure for nonresident students to participate in the program.

## **5.00 GENERAL PROVISIONS**

5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]), is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

5.02 A student may accept only one (1) school choice transfer per school year.

5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.

5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.

5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules may enroll in or continue enrollment in the nonresident district until the sibling of the transfer student completes his or her secondary education, if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

## **6.00 APPLICATION FOR TRANSFER**

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district with a copy to the resident district;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than June 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 By August 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

6.02.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.

6.02.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter:

6.02.2.1 A reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null; and

6.02.2.2 Instructions for the renewal procedures established by the nonresident district.

## **7.00 LIMITATIONS**

7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

7.02 A school district annually may declare an exemption under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules if the school district is subject to the



desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation.

7.02.1 An exemption declared by a board of directors under Section 7.02 of these rules is irrevocable for one (1) year from the date the school district notifies the Department of Education of the declaration of exemption.

7.02.2 After each year of exemption, the board of directors may elect to participate in public school choice under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules if the school district's participation does not conflict with the school district's federal court-ordered desegregation program.

7.02.3 A school district shall notify the Department of Education by April 1 if in the next school year the school district intends to:

7.02.3.1 Declare an exemption under Section 7.02 of these rules; or

7.02.3.2 Resume participation after a period of exemption.

7.02.3.3 A school district shall provide the notifications under Section 7.02.3.1 or 7.02.3.2 to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act  
Four Capitol Mall  
Little Rock, AR 72201

7.03 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the school district's three-quarter average daily membership for the immediately preceding school year.

7.03.1 For the purpose of determining the percentage of school choice transfers under Section 7.03 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student, and siblings who are counted in the denominator as part of the average daily membership shall count as one (1) student.

7.03.2 Annually by June 1, the Department of Education shall report to each school district the net maximum number of school choice transfers for the current school year.

7.03.3 If a student is unable to transfer due to the limits under Section 7.03 of these rules, the resident district shall give the student priority for a transfer

in the following year in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

## **8.00 APPEAL, DATA COLLECTION AND REPORTING**

8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.

8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.

8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.

8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.

8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall

Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

**9.00 EFFECTIVE DATE**

The provisions of the Arkansas Public School Choice Act of 2013 and these rules shall remain in effect until July 1, 2015.

**10.00 STATE BOARD HEARING PROCEDURES**

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

10.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

10.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

10.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

10.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for

good cause shown and upon request of either party, allow either party additional time to present their cases.

10.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.

10.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.

10.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).

10.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).

10.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.

10.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.

10.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

## **11.00 EMERGENCY CLAUSE**

11.01 WHEREAS, Act 1227 of 2013 contained an emergency clause and became effective on April 16, 2013; and

11.02 WHEREAS, Act 1227 of 2013 authorizes the State Board of Education to promulgate rules to implement the Act; and

11.03 WHEREAS, these rules are immediately necessary to achieve the purposes of Act 1227 of 2013 to resolve uncertainty in the law before the 2013-2014 school year and preserve existing student transfers;

11.04 THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that imminent peril to the welfare of Arkansas public school students, parents and school districts will result without the immediate promulgation of these rules.

**ATTACHMENT 1**

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT  
“ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2013”  
(Must Be Submitted to Non-Resident and Resident Districts)***

**APPLICANT INFORMATION**

Student Name:

Student Date of Birth:

Gender

Male ☐

Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐

Is applicant currently under expulsion? Yes ☐ No ☐

**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐

Asian ☐

African-American ☐

Hispanic ☐

Native American/  
Native Alaskan ☐

Native Hawaiian/  
Pacific Islander ☐

White ☐

**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

**NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND**

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district?

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district (with a copy to the resident district) or postmarked no later than June 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2013 for specific procedures on how to file such an appeal).</p>			
DISTRICT USE ONLY			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			



~~ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING THE GUIDELINES, PROCEDURES, AND ENFORCEMENT OF THE  
ARKANSAS PUBLIC SCHOOL CHOICE ACT  
October 2007~~

~~1.00 — PURPOSE~~

- ~~1.01 — These rules shall be known as the Arkansas Department of Education Rules Governing the Guidelines, Procedures, and Enforcement of the Arkansas Public School Choice Act.~~

~~2.00 — AUTHORITY~~

- ~~2.01 — The Arkansas State Board of Education's authority for promulgating these rules is pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-429, 6-18-206 and Act 552 of 2007.~~

~~3.00 — DEFINITIONS~~

- ~~3.01 — Student — for purposes of this rule means any person legally enrolled or entitled to be enrolled in a public school district in Arkansas.~~
- ~~3.02 — Resident district — for purposes of this rule means the public school district where a student is considered to reside pursuant to Ark. Code Ann. § 6-18-202.~~
- ~~3.03 — Non-resident district — for purposes of this rule means the public school district a student last made legal application to attend pursuant to the Arkansas Public School Choice Act for the current school year.~~
- ~~3.04 — Application — for purposes of this rule means a request submitted to a non-resident district to transfer from a student's resident district to a non-resident district on the official form approved by the Arkansas Department of Education.~~
- ~~3.05 — Board — for purposes of this rule means the Arkansas State Board of Education.~~
- ~~3.06 — Department — for purposes of this rule means the Arkansas Department of Education.~~
- ~~3.07 — Minority — for purposes of this rule minority includes the following racial groups: African American, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native.~~
- ~~3.08 — Majority — for purposes of this rule majority includes the following racial group: Caucasian.~~

~~4.00 — PROCESS AND PROCEDURES FOR SCHOOL DISTRICT PARTICIPATION IN  
PUBLIC SCHOOL CHOICE PROGRAM~~

- ~~4.01 — Each school district shall participate in public school choice consistent with this section.~~

~~4.02 — Every school district must adopt a resolution setting forth specific standards for acceptance and rejection of applications.~~

~~4.02.1 Such standards may include the capacity of a school program, class, grade level, or school building.~~

~~4.02.2 School districts shall not be required to add teachers, staff, or classrooms or in any way exceed current requirements or standards established by existing law when considering whether to accept an application.~~

~~4.02.3 A school district's standards shall include a statement that priority will be given to applications of siblings or step-siblings residing in the same residence or household of students already attending the district by choice where an application has been filed.~~

~~4.02.4 A school district's standards for acceptance and rejection of applications shall not include a student's previous academic achievement, athletic or extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings except that an expulsion from another school district may be included as a standard.~~

~~4.03 — A district shall make public announcements over the broadcast media and in print media at such times and in such manner so as to inform parents or guardians of students in adjoining districts of the availability of the program, the July 1 application deadline, and the requirements and procedure for nonresident students to participate in the program.~~

#### ~~5.00 — PROCESS AND PROCEDURES FOR APPLICATIONS FOR TRANSFER PURSUANT TO THE PUBLIC SCHOOL CHOICE PROGRAM~~

~~5.01 — Any student may make application to enroll and attend a school in a district in which the student does not reside, subject to the restrictions and procedures contained in this rule and regulation and Arkansas law.~~

~~5.01.1 — Before a student may attend a school in a nonresident district, the student's parent or guardian must submit an application on the form approved by and provided by the Department (see attached application) to the nonresident district.~~

~~5.01.2 — The application to the nonresident district must be postmarked no later than July 1 of the year the student would begin the fall semester in the nonresident school district.~~

~~5.02 — Any student attending a resident district classified as being in academic distress shall be eligible and entitled to apply to transfer to another geographically contiguous nonresident district not in academic distress during the time period a district is classified as being in academic distress subject to the restrictions allowed in 5.02.1 and 8.00.~~

- ~~5.02.1 Any student submitting an application under this section shall not be required to file the petition by the July 1 deadline, but shall meet all other requirements and conditions of this rule.~~
- ~~5.03 Within thirty (30) days of receipt of an application for public school choice transfer from a nonresident student, the nonresident district shall notify the parent or guardian and the resident district in writing (via first class United States mail) as to whether the nonresident district accepted or rejected the student's application.~~
- ~~5.03.1 If the application is rejected, the nonresident district must state in the notification letter the specific reasons for rejection.~~
- ~~5.03.2 If the application is accepted, the nonresident district shall state in the notification letter:~~
- ~~a. An absolute deadline for the student to enroll in the district, or the acceptance notification is null; and~~
- ~~b. Any instructions for the renewal procedures established by the district.~~
- ~~5.04 Any student who accepts a school choice transfer may return to his or her school district during the course of the school year.~~
- ~~5.04.1 If a transferred student returns to his or her resident district during the school year, the student's transfer is voided and the student shall reapply for any future transfer.~~
- ~~5.05 Any student that submitted a valid application for transfer, which was denied a transfer by the nonresident district, may petition the Board to reconsider the application for transfer. The petitioning party shall set forth its arguments and evidence supporting the request for the Board's reconsideration of the application along with a copy of the nonresident district's notification of rejection letter.~~
- ~~5.05.1 The petition for reconsideration before the Board shall be in writing and shall be postmarked (via certified first class United States mail, return receipt requested) no later than ten (10) days after the student or student's parents or guardian receives notice of rejection from the nonresident district. Any request for a hearing before the Board must be made in the petition for reconsideration.~~
- ~~5.05.2 The petitioning party must mail or personally file their petition for reconsideration of the application to the nonresident district with the Office of the Director of the Department.~~
- ~~5.05.3 The nonresident district may submit in writing additional information, evidence or arguments supporting its rejection of the student's application.~~

~~5.05.4 The Board, at its sole discretion, may grant a public hearing on the petition for reconsideration or consider without a public hearing the petition, briefs and evidence submitted in writing before issuing its final decision on the petition for reconsideration of the application.~~

~~5.05.5 The Board may require the nonresident district to reconsider its rejection of the student application by a date established by the Board before deciding whether to grant the petition for reconsideration of the application.~~

~~5.05.6 The Board, at its discretion, shall have the authority to require any person associated with the student application (i.e. student, parent, guardian, etc.), the nonresident district or the resident district to appear in person or by pleading before the Board as a witness on the matter of a petition for reconsideration of an application.~~

#### ~~6.00 — TRANSPORTATION OF STUDENTS IN PUBLIC SCHOOL CHOICE PROGRAM~~

~~6.01 — Transportation of a student from the resident district to a nonresident district is the responsibility of the student or the student's parents or guardians.~~

~~6.01.1 When a student transfers under section 5.02, the cost of transportation of a student from the resident district to the nonresident district shall be the responsibility of the resident district.~~

~~6.02 — The nonresident district may enter into a written agreement with the student, student's parents or guardians, or resident school district to provide transportation to or from any place in the resident district to the nonresident district, or both.~~

~~6.03 — A nonresident district shall terminate transportation services to a student upon receipt of written notice (via certified first class United States mail, return receipt requested) from the Department to cease and desist transporting a student from the student's resident district.~~

#### ~~7.00 — NONRESIDENT DISTRICT'S RESPONSIBILITIES~~

~~7.01 — The nonresident district shall accept all credits toward graduation of a student that were awarded by another district.~~

~~7.02 — The nonresident district shall award a diploma to a nonresident student accepted for transfer under the Public School Choice Program if that student meets the nonresident district's graduation requirements.~~

~~7.03 — The nonresident student accepted for transfer under the Public School Choice Program shall be counted as a part of the average daily membership of the nonresident district to which the student transferred.~~

~~8.00 — PROVISIONS FOR AND LIMITATIONS ON PUBLIC SCHOOL CHOICE TRANSFERS~~

~~8.01 — No student may transfer to a nonresident district where the percentage of enrollment for the student's race exceeds that percentage in the student's resident district, except as provided in 8.01.1 and 8.01.2.~~

~~8.01.1 — A transfer is permitted if (1) the transfer is between districts within the same county; and (2) if the transfer does not result in either district exceeding the acceptable range of variance for representation of minority/majority students. The acceptable range of variance is determined as provided in Section 8.02, or~~

~~8.01.2 — A transfer is permitted if each school district affected by the transfer does not have a critical mass of minority percentages of more than ten percent (10%) of any single.~~

~~8.02 — The Department shall each year compute the minority/majority racial percentage(s) of the public school population for each county from the October Annual School Report. School districts may vary in the under representation or over representation of minority/majority students by a maximum of twenty five percent (25%) of the difference in majority/minority percentages for the county as determined by the Department. For example, when the Department has calculated the county's racial balance for each student race category, each district is allowed an over representation or under representation of minority or majority students of a range of up to twenty five (25%) of the county's racial balance.~~

~~8.03 — No student transfer shall be permitted under the Public School Choice Program when such a transfer would conflict with a district's desegregation court order or a district's court approved desegregation plan.~~

~~9.00 — REPORTING AND MONITORING OBLIGATIONS~~

~~9.01 — The Department shall monitor school districts for compliance with the Public School Choice law (Ark. Code Ann. § 6-18-206) and these rules.~~

~~9.02 — Each school district shall provide to the Department, within thirty (30) working days of receipt of a written request from the Department, any information or reports the Department deems necessary for review and determination of the school district's compliance with the Public School Choice law and these rules.~~

~~9.03 — All school districts shall report to the Equity Assistance Center of the Department on an annual basis the race, gender, and other pertinent information needed to properly monitor compliance with the provisions of this section.~~

~~9.04 — The reports may be on those forms that are prescribed by the Department, or the data may be submitted electronically by the district using a format authorized by the Department.~~

~~9.05 — The Department may withhold state aid from any school district that fails to file its report each year or fails to file any other information with a published~~

~~deadline requested from school districts by the Equity Assistance Center, so long as thirty (30) calendar days are given between the request for the information and the published deadline, except when the request comes from a member or committee of the General Assembly.~~

#### ~~10.00—DISPUTES~~

- ~~10.01—Any school district may petition the State Board of Education to resolve alleged disputes arising under subsections (b) —(f) of Ark. Code Ann. § 6-18-206.~~
- ~~10.02—Any school district seeking to petition the State Board of Education must submit with its petition proof of public notice of the district's intent to petition the State Board. The public notice shall be published at least once per week for two consecutive weeks in a newspaper of general circulation in all the school districts impacted or involved in the alleged dispute.~~
- ~~10.03—The school district shall file its written petition with the Office of the Director of the Department at least thirty (30) working days prior to the State Board of Education meeting where the petition will be heard.~~
- ~~10.04—The school district shall provide proof in the petition that they have served (via certified first class United States mail, return receipt requested) a copy of their petition to the superintendent of all other school districts involved in the alleged dispute.~~
- ~~10.05—The petition shall set forth in writing the particular issues of dispute under the Public School Choice Program, the specific relief for which the petitioning party is requesting the Board to address, and shall list all school districts and other relevant parties in the dispute.~~
- ~~10.06—The petition shall set forth what efforts have been attempted by all relevant school boards and superintendents of the involved school districts to resolve the alleged dispute.~~
- ~~10.07—The petition shall state in writing whether the petitioning school district requests a hearing before the Board.~~
- ~~10.08—The Board, in its sole discretion, shall determine whether to grant a public hearing on a petition or to take action on the petition and pleadings submitted without granting a public hearing.~~
- ~~10.09—Any school district that is listed as a party in a petition to resolve a dispute shall file a written response with the Office of the Director of the Department. The written response shall be submitted for the Board's consideration along with the petition within ten (10) working days of receipt of notice of the petition.~~
- ~~10.10—The Board shall issue a written decision regarding all issues of alleged dispute mentioned in the petition, and the written decision shall be served on all the school districts listed as parties of dispute in the petition (via certified first class United States mail, return receipt requested) within twenty (20) working days of the Board's final decision.~~



~~10.11 Except for the procedures specifically set forth in Ark. Code Ann. § 6-18-206 and these rules, all hearings conducted by the Board shall be conducted pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et. seq.~~

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING  
THE PUBLIC SCHOOL CHOICE ACT OF 2013**

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**1.00 PURPOSE**

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2013

1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2013.

**2.00 AUTHORITY**

2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Act 1227 of 2013 and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

**3.00 DEFINITIONS**

As used in these rules:

3.01 “Nonresident District” means a school district other than a student’s resident district;

3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;

3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;

3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and

3.05 “Transfer student” means a public school student who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

**4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM**

4.01 A public school choice program is established to enable a student to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.

4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.

4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:

4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;

4.04.2 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

4.04.2.1 Resides in the same household; and

4.04.2.2 Is already enrolled in the nonresident district by choice.

4.04.3 Shall not include an applicant's:

4.04.3.1 Academic achievement;

4.04.3.2 Athletic or other extracurricular ability;

4.04.3.3 English proficiency level; or

4.04.3.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.

4.04.4 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

4.05 A nonresident district shall:

4.05.1 Accept credits toward graduation that were awarded by another district; and

4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

4.06.1 Availability of the program;

4.06.2 Application deadline; and

4.06.3 Requirements and procedure for nonresident students to participate in the program.

## **5.00 GENERAL PROVISIONS**

5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]), is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

5.02 A student may accept only one (1) school choice transfer per school year.

5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.

5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.

5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules may enroll in or continue enrollment in the nonresident district until the sibling of the transfer student completes his or her secondary education, if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

## **6.00 APPLICATION FOR TRANSFER**

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district with a copy to the resident district;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than June 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 By August 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

6.02.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.

6.02.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter:

6.02.2.1 A reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null; and

6.02.2.2 Instructions for the renewal procedures established by the nonresident district.

## **7.00 LIMITATIONS**

7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

7.02 A school district annually may declare an exemption under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules if the school district is subject to the

desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation.

7.02.1 An exemption declared by a board of directors under Section 7.02 of these rules is irrevocable for one (1) year from the date the school district notifies the Department of Education of the declaration of exemption.

7.02.2 After each year of exemption, the board of directors may elect to participate in public school choice under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules if the school district's participation does not conflict with the school district's federal court-ordered desegregation program.

7.02.3 A school district shall notify the Department of Education by April 1 if in the next school year the school district intends to:

7.02.3.1 Declare an exemption under Section 7.02 of these rules; or

7.02.3.2 Resume participation after a period of exemption.

7.02.3.3 A school district shall provide the notifications under Section 7.02.3.1 or 7.02.3.2 to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act  
Four Capitol Mall  
Little Rock, AR 72201

7.03 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the school district's three-quarter average daily membership for the immediately preceding school year.

7.03.1 For the purpose of determining the percentage of school choice transfers under Section 7.03 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student, and siblings who are counted in the denominator as part of the average daily membership shall count as one (1) student.

7.03.2 Annually by June 1, the Department of Education shall report to each school district the net maximum number of school choice transfers for the current school year.

7.03.3 If a student is unable to transfer due to the limits under Section 7.03 of these rules, the resident district shall give the student priority for a transfer



in the following year in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

## **8.00 APPEAL, DATA COLLECTION AND REPORTING**

8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.

8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.

8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.

8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.

8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall

Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

**9.00 EFFECTIVE DATE**

The provisions of the Arkansas Public School Choice Act of 2013 and these rules shall remain in effect until July 1, 2015.

**10.00 STATE BOARD HEARING PROCEDURES**

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

10.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

10.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

10.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

10.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for

good cause shown and upon request of either party, allow either party additional time to present their cases.

10.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.

10.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.

10.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).

10.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).

10.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.

10.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.

10.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

**ATTACHMENT 1**

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT  
“ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2013”  
(Must Be Submitted to Non-Resident and Resident Districts)***

**APPLICANT INFORMATION**

Student Name:

Student Date of Birth:

Gender

Male ☐

Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐

Is applicant currently under expulsion? Yes ☐ No ☐

**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐

Asian ☐

African-American ☐

Hispanic ☐

Native American/  
Native Alaskan ☐

Native Hawaiian/  
Pacific Islander ☐

White ☐

**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

**NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND**

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district?

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district (with a copy to the resident district) or postmarked no later than June 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2013 for specific procedures on how to file such an appeal).</p>			
DISTRICT USE ONLY			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			