

ARKANSAS DEPARTMENT OF
Education 

**Arkansas Comprehensive School Improvement Planning
(ACSIP)**

Handbook

2011-2012

(Revised May, 2011)



Arkansas Department of Education

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Introduction

The Arkansas Comprehensive School Improvement Planning (ACSIP) model is an annual planning and fund distribution design that must be used by all Arkansas public and charter schools, as defined by Ark. Code Ann. §6-15-419. Using the ACSIP model, each school in Arkansas develops a comprehensive school improvement plan. The plan is also used as the school's application for all federal programs administered by the Arkansas Department of Education, under Elementary and Secondary Education Act (ESEA), in addition to Student Special Use Funds. It must include activities based on the school's greatest needs and identify the performance of student subgroups if the subgroup did not meet the achievement level necessary for Adequate Yearly Progress (ADE Comprehensive State Application Accountability Plan, 2004). To prepare school improvement plans and application materials for the ADE each fiscal year, schools and districts must gain access to the latest version of the ACSIP web-based program. For information regarding the ACSIP software or ACSIP process, contact the School Improvement Unit, Room 301B, Four State Capitol Mall, Little Rock, Arkansas 72201; Telephone 501-683-3434, or visit our website at <http://www.arkansased.org/acsip/index.html>

It is important to note that the ACSIP Handbook is a tool designed to assist in the creation and publication of each district and school's ACSIP plan. In addition, school planners must have a collective understanding of the ACSIP process, state and federal laws and regulations and the requirements for the use of state and federal funds. This handbook contains information that may assist readers and stakeholders (educators, administrators, federal programs coordinators, accounting officials, parents and persons interested in successful schools) concerning these topics. The technical assistance documents in the handbook are based on U.S. Department of Education (USDOE) policy guidance materials, ESEA, Arkansas law and ADE Commissioner's Communication. The particular sections of the ESEA legislation are referenced in the title of each document. The ESEA legislation and the ESEA regulations are available on the USDOE website at <http://www.ed.gov/about/offices/list/oese/legislation.html>.

ARKANSAS COMPREHENSIVE SCHOOL IMPROVEMENT PLANNING (ACSIP) HANDBOOK

TABLE OF CONTENTS

Glossary	4
ACSIP Requirements	10
District Web Requirements	14
Title I-A Improving Academic Achievement of Disadvantaged Children	15
School Improvement	16
District Improvement	22
Smart Accountability	23
Title II-A Teacher and Principal Training and Recruitment	26
Title II-D Enhancing Education through Technology	29
Title III Language Instruction for Limited English Proficient and Immigrant Students	31
Title IV-A Safe and Drug-Free Schools and Communities Act	34
Title VI Federal and State	37
Transferability of Funds	38
Budgeting Federal Funds in ACSIP	39
General Budgeting, Funding and Accounting Principles for Federal Funds Accounting	45
Paraprofessionals	51
Highly Qualified Teachers	52
Professional Development for Schools in School Improvement	55
Professional Development	56
Homeless Children	59
Neglected Institutions	59
Delinquent Institutions	60
Parental Involvement	61
Private School Children	68
School-wide Program	76
Targeted Assistance Program	77
Preschool	80
Student Special Needs Funds	82
Complaint Resolutions	88
References	96
Appendixes	
Appendix A: Checklist for HQT Designation	97
Appendix B: ARHOUSSE Survey	99
Appendix C: Sample Parent Right to Know Letter	101
Appendix D: Highly Qualified Teacher – School Form	102
Appendix E: District Wide Parental Involvement Policy	103
Appendix F: School-Parent Compact	107
Appendix G: Sample Parent Notification Letters for Schools in Improvement	112
Appendix H: Consultation Form	122

Appendix I: Student Eligibility List	123
Appendix J: Calculating Private School Set Asides	124
Appendix K: Statewide System of Support Overview	125
Appendix L: Scholastic Audit	126

Glossary

Adequate Yearly Progress (AYP) –

AYP is a measure used to ensure the same high standards of academic achievement apply to all public elementary and secondary schools and students in the state, not just Title I schools and Title I students. The measure must be statistically valid and reliable and result in continuous and substantial academic improvement for all students. The state plan must define the following elements:

- Primary assessments
- Other academic indicators
- Process of establishing AYP

Adjustment –

An adjustment to a budget

- Will move money around within the approved budget categories, however, it will not change the total amount of money budgeted; and
- Does not add a new staff position, a new budget function code (Line item), budget object or change capital outlay.

(Adjustments have a May 2 deadline.)

Alignment –

Evidence that local curriculum, assessments and instruction provided by highly qualified teachers, highly qualified paraprofessionals and professional development are in line horizontally and vertically with Arkansas Frameworks and state assessments and actions are included to show evidence of continual review and updating.

Amendments –

An amendment to a budget will do one, or more, of the following:

- Increase or decrease the total amount budgeted;
- Adds a budget function code (line item) or budget object code;
- Add staff; or
- Increase the amount budgeted for capital outlay.

(Amendments have a May 2 deadline.)

AR HOUSSE –

Point-scale criteria by which a teacher can demonstrate content area competency by compiling points for activities conducted or performed that are directly related to the content area the teacher teaches.

Body Mass Index (BMI) –

A popular method used to gauge whether or not a person is overweight. BMI is calculated by dividing a person’s weight (in kilograms) by his or her height (in meters, squared).

Choice Transportation –

In the case of a school identified for school improvement, the school district will, no later than the first day of the school year following identification, provide students enrolled in the school with the option to transfer to another public school served by the school district, which may be a public charter school, that has not been identified for school improvement, unless this option is prohibited by State law. In accordance with ESEA, the option to transfer to another school must be given to the lowest-achieving children from low-income families.

Comparability –

A district must meet the comparability requirement as follows: A district may receive Title I, Part A funds only if it uses state and local funds to provide services in Title I, Part A schools that are at least comparable to the services provided in schools that are not receiving Title I, Part A funds. If all schools in a grade span are Title I schools, 110% of the average for the schools with the lowest low-income percent is compared to the schools with the highest low-income percent. Comparability reports are required for districts having more than one school per grade level.

Corrective Action – (Year 3 of School Improvement)

The significant intervention implemented in a school that is designed to remedy the school’s persistent inability to make adequate yearly progress toward all students becoming proficient in reading and mathematics.

Criterion Referenced Test (CRT) –

An assessment required by state statute, rule or regulation, which is designed to measure academic performance on the State’s academic content standards as outlined in the Arkansas Curriculum Frameworks. The current CRTs include the Augmented Benchmark Exams* for grades 3-8, the Grade 11 Literacy Exam and the End of Course (EOC) exams in Algebra I, Biology and Geometry. (*Augmented Benchmark Exams include the state developed CRT items with the addition of NRT items that align with the State content standards.)

Disaggregated Data –

In education, this means that test results are sorted by groups of students with similar characteristics: those who are economically disadvantaged (SES), from racial and ethnic minority groups, have disabilities (Special Ed.) or speak limited English (ELL). This helps parents and teachers see how each student group is performing.

Distance Learning –

The transmission of educational or instructional programming to geographically dispersed individuals and groups via telecommunications.

English language learners (ELL) –

ELL is national-origin-minority students who have been assessed as limited in English proficiency.

English as a second language (ESL) –ESL is a program model that delivers specialized instruction to students who are learning English as a new language.

Equity –

This is the right to treatment without discrimination on the basis of race, religion, color, creed, national origin, gender, handicap, lifestyle, or age. Within the educational arena, equity implies that children are treated fairly by receiving services according to their individual strengths and needs that strategies are implemented to reduce disparities between Title IX protected groups.

Family Literacy Services –

Services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours and sufficient duration in order to make sustainable changes in a family. These integrate all of the following activities:

- Interactive literacy activities between parents and their children.
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- Parent literacy training that leads to economic self-sufficiency.
- An age-appropriate education to prepare children for success in school and life experiences.

Formative Evaluation –

- Is the collection of data to modify or revise a program, product and procedure in order to improve its efficacy;
- Uses an internal evaluator;
- Uses multi-methods and the process can be informal; and
- Focuses on what is working, what should be revised and what may be improved.

High Poverty School –

A school in the top quartile of poverty: eighty percent (80%) or above.

Highly Qualified –

The teacher –

- Holds at least a bachelor’s degree; and
- Holds an Initial or Standard Arkansas teaching license (or be successfully progressing in the AR Non-Traditional Licensure Program); and
- Demonstrates competence in his or her subject area.

The paraprofessional –

- Completed two (2) years of study at an institution of higher education; or
- Obtained an associate’s (or higher) degree; or
- Received passing scores on the Paraprofessional Assessment.

Implementation Evaluation –

This is an evaluation that estimates the degree to which a program has been implemented, so as to ascertain needed modifications.

Intensive Reading Improvement Plan –

An intervention program for any K-2 student identified with substantial reading difficulties.

(Kindergarten students scoring “delayed” in both written and oral communication on the Qualls Early Learning Inventory and first and second grade students scoring below the equivalent of “*proficient*” on the state mandated norm referenced assessment in reading)

Limited English Proficient (LEP)/ English Language Learners (ELL) –

The term limited English proficient, when used with respect to an individual, means an individual (Similarly, English language learners (ELL) are national-origin-minority students who are limited English proficient.)

- Who comes from an environment where a language other than English is dominant; and
- Whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Needs Assessment -

An Action Description that reflects an in-depth analysis of multiple data sources across multiple grade levels and content areas to support student achievement and professional learning needs. Conclusions will be drawn from no less than the three most current years of all state mandated assessments relevant to the building, leading to a longitudinal understanding of the patterns of student achievement.

Norm-Referenced Test (NRT) –

A standardized exam based upon a student’s broad-based exposure to a variety of topics. An example of a norm-referenced test is the Stanford 10. A norm-referenced test is used to measure and compare student performance and progress against a national sample of students at the same grade level.

Paraprofessional –

A classified employee, under the direct supervision of a teacher, who may be assigned to

- Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- Assist with classroom management, such as organizing instructional and other materials;
- Provide assistance in a computer laboratory;
- Conduct parental involvement activities;
- Provide support in a library or media center;
- Act as a translator; and
- Provide instructional services to students under the direct supervision of a highly qualified teacher.

Parent-School Compact –

A written agreement of shared responsibility that defines the goals and expectations of schools and parents as partners in the effort to improve student learning (Appendix E is a “sample” compact.)

Parental Involvement –

The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities that includes ensuring

- Parents play an integral role in assisting their child's learning;
- Parents are actively involved in their child's education at school;

- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- Other parent involvement activities are carried out.

Performance Standards –

These identify the knowledge and skills that a student is expected to know and demonstrate by the end of a particular grade.

Portfolio Assessments –

A purposeful or systematic collection of selected work and self-assessments, developed over time, gathered to demonstrate and evaluate progress and achievement.

Professional Development –

Activities that include the following:

- Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
- Are an integral part of broad school-wide and district-wide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;
- Improve classroom management skills;
- Are sustained, intensive and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically-based research; and
- Are developed with extensive participation of teachers, principals, parents and administrators.

Program Evaluation – The process used by local school personnel in describing the protocol to be used for evaluating the effectiveness of each intervention and/or program. The Program Evaluation outlines a process for evaluating the effectiveness of the strategies and activities included in the ACSIP.

School Attendance Area –

The School Attendance Area is the geographic area in which the children who are normally served by that school reside. A district must rank order all of its attendance areas according to its percent of poverty. After a district has ranked all of its school attendance areas, the district must first serve, in rank order of poverty, areas having above 75 percent poverty, including any middle schools or high schools. Only after a school has served all of its areas with a poverty rate above 75 percent may the district serve lower ranked areas. The district has the option to continue on with the district-wide ranking or rank remaining by grade span groupings. A district with an enrollment of less than 1,000 students or with only one school per grade span is not required to rank order its school attendance areas.

Scientifically-Based Research –

Research that

- Involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs;
- Employs systematic, empirical methods that draw on observation or experiment; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

State Educational Agency (SEA) –

The term state educational agency means the agency primarily responsible for the State supervision of public elementary schools and secondary schools (ADE).

Summative Evaluation

- Is the collection of data to determine the effectiveness of a program, especially in a comparative sense;
- Uses an external evaluator;
- Uses technically sound instruments and the process is quite formal; and
- Focuses on what are the results, in what situations and requiring what costs, material and training.

Supplemental Educational Services –

As noted in Supplemental Educational Services Non-Regulatory Guidance (2005), “When students are attending Title I schools that have not made adequate yearly progress in increasing student academic achievement for three consecutive years, parents of eligible children will be provided opportunities to ensure that their children achieve at high levels. Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made adequate yearly progress (AYP) for three or more years), are eligible to receive these services.”

The term supplemental educational services means tutoring and other supplemental academic enrichment services provided to low income students attending a school not meeting AYP that are

- In addition to instruction provided during the school day;
- Specifically designed to increase the academic achievement of eligible students as measured by the State’s assessment system; and
- Enable these children to attain proficiency in meeting State academic achievement standards; and
- Of high quality and research-based.

Supplement versus Supplant –

A district shall use federal funds received in a specific program part only to supplement the funds that would, in absence of such federal funds, be made available from non-federal sources for the education of pupils participating in programs assisted and not to supplant funds. Federal funds from one program may not be used to meet other federal, state or local district requirements. (Example: Federal funds may not be used to meet State standards.)

Teacher Mentoring Program –

Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. High-quality, structured mentoring programs have a positive effect on the retention of qualified teachers.

ACSIP Requirements Conforming To Federal and State Guidelines

Program Application Requirements

Public, Charter and Private School Requirements

1. **Mission statement:** A written expression of the mission of the school. The goals and activities of the plan are reflected in the mission.
2. **Priorities:** Expressions of the areas of greatest need, based on analysis of assessment data (e.g., Math, Literacy, Wellness, Scholastic Audit (if audited), Special Education (if triggered), Title III or ELL (if funded), Restructuring (for any school Year 4 and beyond Targeted Intensive or Whole School Intensive Improvement) and any others supported by data that will promote the goals and actions of the plan.
3. **Needs Assessments:** The **district plan** includes a comprehensive needs assessment that reflects the conclusions of district-wide data analysis, to support interventions. The **school plan** includes a comprehensive needs assessment (one per priority) that reflects an in-depth analysis of multiple data sources across multiple grade levels and content areas. Conclusions will be drawn from no less than the three most current years of all state mandated assessments, daily attendance for K-8 or graduation rate for 9-12 and Scholastic Audit data, if applicable, relevant to the building, leading to a longitudinal understanding of the patterns of student achievement. In order to obtain a quality needs assessment, multiple local data sources beyond the state assessments are recommended to support student achievement and professional learning needs. (i.e. interim assessments, ELDA for Title III/ELL and /or any other local assessments).
4. **Plan Development:** (District plan) Priorities that describe how the district will hold the schools/buildings accountable for meeting the goals, objectives and AYP. The plan will include interventions and actions to support the academic success of all students and implementation of the building/school ACSIP plans. A description will be included for all programs provided using State and Federal funds.
5. **Goal statements:** District/Building Plan: This is a conclusion of the Needs Assessment that narrows the scope of the priority by addressing specific weaknesses based on data disaggregation/analysis and trend data.
6. **Benchmark statements:** (District plan) A Benchmark Statement for each District ACSIP Priority should provide a reference point for which outcomes can be measured, reviewed and analyzed over time in order to produce a growth target for the District's priority performance. (School plan) For any school **not** meeting AYP, it should reflect the building's current AYP status and where the building should be according to the current AYP chart located in the State's

Accountability Workbook. Schools that met AYP should state a growth target for the next assessment.

7. Interventions: Formatted descriptions of proposed research-based programs, initiatives, or strategies to address the student academic, behavioral and social needs identified in the data analysis. These should include appropriate implementation and/or instructional strategies, professional development and evaluation of the intervention. All interventions have multiple sequential steps of sufficient detail required to implement and maintain the intervention. If this is the first year for this intervention, indicate in the program evaluation statement.
8. Research citations: (The source, title, author and date of publication) should be current and include the scientifically-based research upon which the interventions are developed. (ADE requirements, Laws, Rules and Regulations are **not** considered appropriate citations.)
9. Actions within the school plan's interventions: The following (action types) must be found throughout the school/building improvement plan
 - Actions involving alignment of district policies, curriculum, instruction, assessment and resources;
 - Actions involving AIP/IRI plans for all students not performing at achievement levels as required by the State (ACT 35);
 - Actions involving collaboration of all persons and organizations necessary to conduct an intervention;
 - Actions involving equity (e.g., funds and programs used to reduce disparity among population groups);
 - Actions involving program evaluation (e.g., periodic and annual review of the intervention to assess its effectiveness)
 - Program Evaluation is the assessment of the effectiveness of particular instructional intervention. A Program Evaluation (ACT 807 of 2007) should be included for EACH Intervention and/or program and will
 - a. Ensure that the program/process is implemented as designed;
Guiding Question - Are you fully implementing the services or training that you initially planned to implement? How can you verify that these services and/or trainings are fully implemented?
 - b. Identify protocol for evaluating and adjusting program/process;
Guiding Question - What tool(s) of assessment will you use for evaluation of effectiveness? This could include periodic benchmarks (formative/summative), measurements processes, evaluation protocols, and other program information (i.e. questionnaires, observations, surveys, interviews).
 - c. At the end of each school year, provide evidence of the impact on student achievement. Evaluation results from the previous year must be included in the current year's plan.
Guiding Question - Has the program been successful in attaining the anticipated participant outcome objectives? (Are participants exhibiting the expected changes in knowledge, attitudes, behaviors, or awareness? How is evaluation results used for program improvement?)
 - Actions involving professional development are required within each Intervention.(e.g., provisions for appropriate training for staff and administrators);

- Actions involving technology (e.g., technology used in appropriate ways to achieve the benchmark);
- Actions involving Special Education (e.g., activities in accord with IDEA). Schools that have a special education trigger should include priorities for special education in each building and district ACSIP (this portion of the ACSIP will be approved by the Special Education Unit--contact the local Special Education Supervisor for assistance with this priority);
- Actions involving the attributes of a schoolwide or targeted assistance program in each building, if applicable;
- Actions involving wellness activities contained in a priority for each building and district (this portion will be approved by the Child Nutrition Unit--contact the Regional Child Nutrition Specialist for assistance with this priority);
- Actions involving Scholastic Audit, if applicable, to address the findings of the audit and to include the Standard and Indicator number (may be an intervention, as well); and
- Actions involving parental engagement (Act 397 of 2009—formerly Act 307 of 2007) where parents are encouraged to support and extend the resolution of the identified problem.

Parental Engagement actions shall include provisions for the following activities and items:

- Informational Packets
- Parent Involvement Meetings
- Volunteer Resource Book
- School's process for resolving parental concerns in handbook
- Seminars to inform the parents of high school students about how to be involved in decisions course selection, career planning and preparation for postsecondary opportunities
- Enable formation of PTA/PTO
- Parent Facilitator (certified teacher)
- Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment
- Engage in other activities determined by the school to help a parent assist in his or her child's learning
- Two parent/teacher conferences (as required by Act 35 of 2003)

Actions include a description of the strategy that the LEA/District uses to implement effective parental involvement which would include:

- Providing joint collaboration with parents, community stakeholders, teachers, etc; (ensuring that parents and community members are actively engaged in contributing to the development of ACSIP;
- Providing support for schools to develop policies/programs to improve student achievement;
- Providing parental involvement strategies for public and private preschool programs
- Conducting annual assessment of the effectiveness of Parental Involvement Programs and the efficient use of academic and non-academic activities;
- Including the following six components to build parental capacity and how the LEA will support each school in implementing these activities:
- Provide assistance to parents in understanding content how to monitor a child's progress; standards, academic assessments and

- Provide materials and training to help parents work with their children to improve academic achievement;
- Educate teachers, principals and other staff in the importance of effective communication, value and utility of contributions of parents;
- Coordinate and integrate parent involvement programs and activities
- Ensure that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand;
- Provide other reasonable support for parental involvement activities as parents may request

The following parental engagement actions are present in the plan and reflect all requirements of ACT 397 of 2009:

- Each school district shall provide training at least annually for volunteers who assist in an instructional program for parents;
- No fewer than 2 hours for professional development opportunities for teachers;
- No fewer than 3 hours of professional development opportunities for administrators.
- Title I schools must include a Parent Compact

Initial approval is granted based on supervisor review. Additional review by unit manager and/or finance may result in the request for clarity, adjustments and/or amendments in compliance with state/federal regulations.

Additional Planning Requirements for Title I Schools:

- All Title I schools should include an action(s) describing the annual meeting to inform parents of
 - a. The right of parents to be involved in planning, review and improvement of parent programs; and
 - b. A description and explanation of the curriculum used in the school, types of assessment and proficiency levels.
- All Title I schools should include an action(s) describing the development and distribution of the School-Parent Compact. See Appendix: E
- Schoolwide schools should include an action(s) describing the transition program between preschool and kindergarten to create a seamless transition between the two environments.
- Targeted Assistance schools should include an action(s) describing how teachers, in consultation with parents, administrators and other pupil services personnel, will identify the eligible children most in need of services.

ACSIP actions funded by federal programs must conform to the supplement versus supplant rule as defined in ESEA. This means federal funds must not be used in actions that are required by another federal program, the state, or the local district.

Planning Requirements for Private Schools:

Each private school participating in federal programs shall have its plan (Priority, Interventions, Action Descriptions, Data, etc.) included as part of the district's ACSIP plan with which it is administratively associated. Federal law and regulations require public school districts to have meaningful consultation with the private schools (See Appendix F). However, the test data used by private schools will be derived from sources determined by the private school.

District Web Requirements

Federal and State Regulations

- Districts must notify parents of students about public school choice options no later than 14 calendar days before the start of the school year.
- The number of students who were eligible for and the number of students who participated in public school choice and SES, beginning with data from the 2007-08 school year and each subsequent school year.
- For the current school year, a list of SES providers approved by the state to serve the district and the locations where services are provided.
- For the current school year, a list of available schools to which students eligible to participate in public school choice may transfer.
- The amount of funds available for choice-related transportation, SES and the per-child amount calculated for SES.
- The comprehensive school improvement plan developed under the Arkansas Comprehensive Testing, Assessment and Accountability Program Act, for each school in the district.
- The district's annual report card and the annual report card of each school in the district.
- The school improvement status of the district.
- The school improvement status of each school in the district, including the identification of any supplemental educational services available to each public school.
- Why the public school district or any of its public schools are under academic distress, school improvement or fiscal distress, and what the district is doing to be removed from academic distress, school improvement or fiscal distress.
- The district's parental involvement plan and the parental involvement plan of all schools in the district and required informational packets.
- Teacher qualifications for all schools in the district.

TITLE I, PART A

Improving the Academic Achievement of the Disadvantaged

Purpose of the Title I Program

The purpose of Title I is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging Arkansas academic achievement standards and assessments.

Title I Authorized Activities

- High-quality academic assessments, accountability systems, teacher preparation and training, curriculum and instructional materials are aligned with challenging state academic standards so that students, teachers, parents and administrators can measure progress against common expectations for student academic achievement;
- Meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children and young children in need of reading assistance;
- Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students and between disadvantaged children and their more advantaged peers;
- Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- Improving and strengthening accountability, teaching and learning by using state assessment systems designed to ensure that students are meeting challenging state academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- Providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- Promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- Coordinating services under all parts of this title with each other, with other educational services and to the extent feasible, with other agencies providing services to youth, children and families; and
- Affording parents substantial and meaningful opportunities to participate in the education of their children.

School Improvement

ESEA Title I-A, Sections 1111 and 1116/ACTAAP

As part of the Elementary and Secondary Education Act (ESEA) states must use academic assessments and other indicators to annually review the progress of each school to determine whether the school makes adequate yearly progress. This technical assistance document contains information about the ESEA consequences for Title I schools and districts that do not make adequate yearly progress.

If a Title I school does not make adequate yearly progress (AYP) for two (2) consecutive school years, the school is identified for improvement and continues to be identified for improvement until it has made AYP for two (2) consecutive school years. The following information outlines the consequences when a Title I school is identified for improvement. The consequences continue until the Title I school has made AYP for two (2) consecutive years.

Any non-Title I public school or school district classified in school improvement shall comply with all requirements placed on a public school or public school district under the program (ACTAAP) rules and regulations as required by the reauthorized ESEA of 2001.

Year 1 School Improvement

School ACSIP Intervention and/or Actions

1. Ten percent (10%) of the school building's allocation is indicated in the Title I budget and actions are written for the purpose of providing the school's teachers and principal high-quality professional development that
 - Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
 - Meets the requirements for professional development activities to ensure teachers and paraprofessionals are highly qualified; and
 - Is provided in a manner that affords increased opportunity for participating in that professional development.
2. Actions are included describing the teacher mentoring program. The mentoring program *Pathwise* (for new Arkansas teachers) may not be used to satisfy this portion of the ESEA requirements. It must be a program designed specifically for the school in school improvement and the teachers in that school. Examples would be
 - A teacher-mentoring program connected to the professional development plan for the purpose of improving the knowledge and skills of teachers that is directly tied to increasing student achievement;
 - A teacher mentoring program requiring a literacy and/or math coach directly responsible for providing assistance to the teachers in the school; and/or
 - Assigning an exemplary educator to the school.
3. Actions are included describing how the school will provide parents written notices about the school's identification. Notice to parents must be in writing in an understandable and uniform format and, to the extent practical, in a language the parents can understand. The initial notification to parents must be sent a minimum of 14 days prior to the first day of the school year and must include the following:

- An explanation of what the identification means and how the school compares in terms of academic achievement to other schools served by Title I in the district and in Arkansas;
- The reason(s) for the school being identified for improvement;
- An explanation of what the school is doing to address the problem of low achievement;
- An explanation of what the district is doing to help the school address the achievement problem;
- An explanation of how the parents can become involved in addressing the academic issues that led to identification;
- An explanation of the parents' options to transfer their child to another public school including a public charter school in the district that is not identified for improvement; and
- For districts that do not have an in-district transfer option for students attending a school improvement school, the district is encouraged to provide the option to transfer outside the district or to provide supplemental services to eligible students.

Please see appendices for sample letters.

All schools are required to develop or revise their ACSIP to reflect a two-year plan. Confirmation that the plan is reflective of a two year timeframe must be included in an Action Description. The LEA is required to conduct a peer review and approve the school's plan prior to submitting to the ADE.

District ACSIP Intervention and/or Actions

1. Recruitment, hiring and retention of highly qualified teachers is included; and
2. School Choice is offered and appropriate funds for transportation up to twenty (20) percent of the Title I district annual allocation plus any funds transferred into Title I for all districts except those eligible to receive Title VI – Federal funds are indicated.
 - Choice options must be explained to the parents.
 - Students may attend another school within the district including a public charter school that is not in School Improvement.

The district must provide or pay for the transportation to the new school. Set aside cap is twenty (20) percent of the Title I district allocation and transfers. Choice Transportation is over and above what the district spends to transport the child from the school of origin. School personnel must document in the ACSIP action that the new routes were created for School Improvement purposes.

The phrase “an amount equal to” means that the funds required to pay the costs of choice-related transportation and supplemental services need not come from the Title I allocation but may be provided from other federal, state, local and private sources. Title I improvement funds; regular Title I-A funds; and state/local funds may be used. Additionally, the district may use funds transferred to Title I-A from other federal education programs to pay such costs. Programs eligible for transfers include Title II-A Improving Teacher Quality Grants and Title IV-A Safe and Drug-Free Schools and Communities Grants. When a district is identified for improvement, transferred funds must be used only for Title I school improvement activities. A district identified for corrective action under Section 1116(c) (10) of ESEA may not transfer funds from one program to another.

Year 1 and beyond of School Improvement

- The school district must offer students the opportunity to attend a public school that has not been so identified.
- The school district is responsible for providing or paying for the provision of, transportation necessary for students to attend their new school.
- Parents of eligible students must be notified of choice options at least 14 days prior to the beginning of school.
- The school district must post on its website the number of students eligible for and the number of students who participated in the public school choice option beginning with data from the 2007-2008 school year and for each subsequent school year. They must also post a list of available schools to which students eligible to participate in public school choice may transfer.

Year 2 School Improvement –Year 1 requirements plus supplemental services

District ACSIP Actions

- The school district is obligated to provide choice-related transportation and supplemental educational services in an amount equal to twenty (20) percent of its district's Title I-A allocation and funds transferred in for all districts except those eligible to receive Title VI-Federal funds unless a lesser amount is needed. The funds may come from other sources. Within the twenty (20) percent, the district must spend
 - An amount equal to five (5) percent for choice-related transportation;
 - An amount equal to five (5) percent for supplemental educational services; and
 - An amount equal to ten (10) percent for choice-related transportation or supplemental educational services or both, as the district determines
- Choice options must be explained to the parents.
- The district must make the following information concerning supplemental services available to parents:
 - Availability of services;
 - The identity of approved providers of those services that are within the local district or whose services are reasonable available in a neighboring district; and
 - A brief description of the services, qualifications and demonstrated effectiveness of each such provider.

All schools are required to develop or revise their ACSIP to reflect a two-year plan. Confirmation that the plan is reflective of a two-year time frame must be included in an action description. The LEA is required to conduct a peer review and approve the school's plan prior to submitting to the ADE.

To obtain a copy of the Supplemental Education Service Providers' Profiles, district personnel should access the following link: http://arkedu.state.ar.us/nochild/nochild_act.html.

This link has been designed to provide each district serving schools, identified for improvement, with information concerning the profile of approved Supplemental Educational Service Providers. The Arkansas State Department of Education (ADE) has prepared a profile of providers that have met the criteria set forth in Section 1116(e) (5) of ESEA.

Choice/ Supplemental Educational Services (SES)

An LEA must spend an amount equal to 20 percent of its Title 1, Part A allocation (an LEA must include any funds transferred to Title 1 under Section 6123 (b) of the ESEA in the base used in calculating its 20 percent obligation) on:

- Choice-related transportation;
- SES; or
- A combination of (1) and (2)

In addition to paying for choice-related transportation and SES, an LEA may spend up to 1 percent of its 20 percent obligation on parent outreach and assistance [34 C.F.R. §200.48(a)(2)(iii)(C)] (See K-20). This flexible approach means that the amount of funding that an LEA must devote to SES depends on how much it spends on choice-related transportation. If the demand from parents of eligible students for choice-related transportation exceeds 5 percent of the allocation, the LEA must spend the equivalent of at least 5 percent of its allocation on choice-related transportation. Similarly, if the cost of satisfying all requests for SES exceeds 5 percent of an LEA's Title I, Part A allocation, the LEA may not spend less than an amount equal to 5 percent of its allocation on those services. The LEA may spend the remaining 10 percent on a combination of choice-related transportation and SES [34 C.F.R. §200.48(a)(2)(iii)(A)].

Year 2 or beyond of school improvement

- The school district must notify parents of eligible students (low income) of the availability of SES.
- The school district must identify all SES providers who are willing to serve that district.
- The school district must make enrollment easily assessable to parents.
- The school district must post on its website the number of eligible students, the number of eligible students participating in SES beginning with data from 2007-2008 school year and each subsequent school year. The district must also post all SES providers willing to serve that district for the current school year.

Requirements for reallocation of Choice/SES set-aside

- Partner, to the extent practicable, with outside groups, such as faith-based organizations, other community-based organizations and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive SES (see K-4);
- Ensure that eligible students and their parents have a genuine opportunity to sign up to transfer or to obtain SES, including by: (a) providing timely, accurate notice to parents, as required in 34 C.F.R. §§200.36 and 200.37 (see K-6); (b) ensuring that sign-up forms for SES are distributed directly to all eligible students and their parents and are made widely available and accessible through broad means of dissemination, such as the Internet, other media and communications through public agencies serving eligible students and their families; and (c) providing a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable parents of eligible students to make informed decisions about requesting SES and selecting a provider; and
- Ensure that eligible SES providers are given access to school facilities to provide services, using a fair, open and objective process, on the same basis and terms as are available to other groups that seek access to school facilities.

Year 3 School Improvement – All Year 2 requirements plus the following:

(EXCEPTION: Schools identified for corrective action or restructuring in years 3, 4, or 5 of school improvement are NOT required to set aside/spend 10% of its allocation for professional development.)

School ACSIP Plan

Corrective Action –Schools must include actions that are most likely to bring about meaningful change at the school.

In the case of a school failing to make adequate yearly progress, as defined by the State under section 1111(b)(2), by the end of the second full school year after the identification under paragraph (1) the district shall take at least one of the following actions:

- Provide, for all relevant staff, appropriate, scientifically research-based professional development
- Replace school staff relevant to the failure
- Institute and implement a new curriculum
- Significantly decrease management authority in the school
- Extend school year or school day
- Restructure internal organization of the school or
- Appoint outside experts to advise the school

Identifying a school for corrective action signals that the district’s intention to take greater control of the school’s management and to have a more direct hand in its decision-making. This identification signifies that the application of traditional school improvement methods and strategies has been unsuccessful and that more radical action is needed to improve learning conditions for all students. Taking corrective action is designed to increase substantially the likelihood that all students enrolled in the school will meet or exceed the State’s proficient levels of achievement.

If a school is identified for correction action, the district must promptly notify the parents of each child enrolled in the school. The notification must explain –

- What the identification means and how academic achievement levels at this school compare to those at other schools in the district and in the state;
- Why the school was identified and how they as parents can become involved in addressing the academic issues that led to the identification;
- The parents’ option to transfer their child to another school in the district that has not been identified for improvement; and
- How parents of eligible children can obtain supplemental educational services for their child.

All schools are required to develop or revise their ACSIP to reflect a two-year plan. Confirmation of such planning must be included in an applicable Action Description. The LEA is required to conduct a peer review and approve the school’s plan prior to submitting to the ADE.

Years 4 and 5 School Improvement – All Year 3 requirements plus the following

School ACSIP Plan:

Restructuring -If a school fails to meet AYP for 5 years, it is identified for restructuring. The LEA must create a three-year plan to restructure the school. Restructuring means a major reorganization of school's governance structure arrangement by an LEA that

- Makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school;
- Has substantial promise to improve student academic achievement and enable the school to make AYP as defined by the State's accountability system; and
- Is consistent with State law.

Arkansas requirement states that

- Scholastic audits will be conducted under the direction of the ADE for schools in Year 3, 4, or Year 5 of School Improvement (dependent on available funding). The audit shall make recommendations to improve teaching and learning. These recommendations shall be included in the comprehensive school improvement plan (ACSIP). Schools that have participated in an ADE Scholastic Audit will indicate which actions are directed towards addressing the audit findings by adding within parenthesis the Standard and Indicator number and letter (i.e. 1.1a) at the end of the action statement. Activities, Actions and Interventions must be included within a Priority in the building plan. (An audit may be requested in writing from the superintendent citing the reasons for the audit. Letters should be sent to the Scholastic Audit Unit at the ADE)

All schools are required to develop or revise their ACSIP to reflect a three-year plan. Confirmation of the three-year planning process must be documented in an Action Description. The LEA is required to conduct a peer review and approve the school's plan prior to submitting to the ADE.

Year 6 and Beyond Targeted Intensive or Whole School Intensive Improvement (State Directed) – Include all requirements from Corrective Action and Restructuring and all requirements as deemed by ADE State Specialty Team(s).

A school can end school improvement, corrective action or restructuring if it makes AYP for two (2) consecutive years. (See LEA and School Improvement Non-Regulatory Guidance, revised July 21, 2006.)

Districts In School Improvement

Each local educational agency identified as being in district school improvement shall, no later than three months after being so identified, but prior to the beginning of the next school year, develop or revise its ACSIP in consultation with parents, school staff and others to include the following:

- Scientifically-based research strategies;
- Actions that include the greatest likelihood of improving student achievement;
- The professional development needs of instructional staff;
- Specific measurable achievement goals and targets for identified students;
- Fundamental teaching and learning needs, specific academic problems of low achieving students and a determination of why the LEA's prior plan failed to bring about increased academic achievement;
- Appropriate activities for increased student achievement (i.e., before school, after school, during the summer and an extension of the school year);
- The responsibilities of the SEA and LEA that includes technical assistance provided by both;
- Strategies that promote effective parent involvement in the district;
- Appropriate funds for professional development are indicated in the district's budget (10% of district's allocation over and above district reserve for districts with Title I Schools only). Any required Title I Set Asides at the building level will count toward the district set aside requirement.



Arkansas Smart Accountability

Arkansas Education Goal:

The Arkansas Department of Education is committed to the academic success of *ALL* students. This demands an honest assessment of today's performance and a clear plan to reach higher levels of achievement.

Smart Accountability:

Arkansas has demonstrated a strong commitment to student achievement. Even after six years of implementing the reauthorized Elementary and Secondary Education Act (ESEA), many of the state's schools are in some stage of school improvement. Some are achieving with their students across the board except in one subpopulation on one test while others are failing with students across the whole population on other tests. Arkansas implemented the Smart Accountability plan in the 2009-2010 school year.

The Arkansas Smart Accountability plan allows the state to better differentiate interventions and resources to schools most in need. The proposed model will distinguish among schools by applying different labels, interventions and consequences to schools appropriate to their actual school improvement status based on the 2009 Arkansas Benchmark Scores. These categories of improvement are:

Achieving – Meets Standards

Targeted Improvement – Schools that do not meet Adequate Yearly Progress (AYP) in math and/or literacy and miss the Annual Measureable Objective (AMO) for 25 percent or fewer groups and do not miss the AMO for combined population resulting in school improvement years one through three

Targeted Intensive Improvement – Schools that do not meet AYP in Math and/or literacy and miss the AMO for 25 percent or fewer groups and do not miss the AMO for combined population resulting in school improvement for four or more years

Whole School Improvement – Schools that do not meet AYP in math and/or literacy and miss the AMO for combined population and/or more than 25 percent of groups resulting in school improvement years one through three

Whole School Intensive Improvement – Schools that do not meet AYP in math and/or literacy and miss the AMO for combined population and/or more than 25 percent groups resulting in school improvement years four or more

State Directed – Schools that do not meet AYP in math and/or literacy after year five

The Arkansas Differentiated Accountability Proposal enhances and differentiates efforts mandated by state law regarding accountability and school improvement. The more significant pieces include Acts 1467 of 2003 and 35 of the Second Extraordinary Session of 2003, which establish an educational system of accountability that includes standards, assessments, student performance and professional development.

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 *et seq.*), creates and mandates the state’s academic standards and accountability system by requiring content standards, outlining required assessments, dictating the state’s accountability system which includes a “status” and a “gains” model and outlining required professional development for teachers and administrators. (Please see <http://www.arkleg.state.ar.us/acts/2003/public/Act1467.pdf>.)

The Arkansas Department of Education (ADE) is one of nine states receiving approval from the United States Department of Education (USDE) to be part of the Differentiated Accountability Pilot. Arkansas’ approved Differentiated Accountability Model, Smart Accountability, is being granted under section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA). This pilot provides ADE with the opportunity to explore ways to match school improvement research-based interventions that correlate to the academic reasons that led to a school’s identification for improvement. Arkansas’ Smart Accountability will be a four year agreement with the USDE.

Smart Accountability is now part of the ADE Statewide System of Support model that sets the tone for a coherent and sustained statewide system of support. The goal is not solely School Improvement but interventions for a transformational education change.

“Not only must we change from the slow lane into the fast lane; we literally must change highways. Perhaps we need to abandon the highways altogether and take flight, because the highest goals that we can imagine are well within reach for those who have the will to excel “(Bamburg, 1994, p. 20).

Arkansas’ journey has gone from the slow lane to the fast lane.

1998

The state of Arkansas was determined to improve the educational achievement of its students...to get smart! **K-4 Standards and Accountability Summit**

1999

Arkansas implemented Facilitator Induction trainings, Character-Centered Teaching and Classroom Management. **“Getting Smarter” conferences, SMART START**

2000

The governor of Arkansas announces the expansion of grade levels of 5-8 known as **Smart Step**.

2001

The state’s Smart Start and Smart Step conferences continue and the first 100 principals are trained in the Arkansas Classroom Walkthrough Model.

2003

The Arkansas General Assembly passed Act 35 and Act 1467. **SMART Summer Conferences** focus on instructional alignment and on assessment.

2005

Arkansas' focus in professional development expanded to high school with the first Grade 9-12 **SMART Conference**.

Arkansas initiated the End Of Course (EOC) and Grade 11 Literacy Scores.

2006

Arkansas launched **Next Step for Arkansas' Future** through mini-summits throughout the state and **SMART conferences** occur for grades **K-12**.

2007

The Arkansas Supreme Court dismisses the Lakeview Case and declares K-12 system constitutional.

Gap Starts to Narrow

2008

Arkansas' Next Step for Arkansas' Future initiative is renamed **Smart Future**.

Arkansas holds the Smart Leadership Summit supporting the role of the principal as the instructional leader in moving to the next level of closing the achievement gap.

Now ... the state of Arkansas is taking the **flight** to the highest expectation for all schools, students and communities.

TITLE II, PART A

Teacher and Principal Training and Recruitment

Title II-A Program Application Requirements

The district shall conduct an assessment of professional development and hiring needs.

The scientific research-based intervention and/or action descriptions will include

- Alignment of the activities with state standards, student academic achievement standards, state assessments and the curriculum.
- Plan evaluation action(s) describing how activities will have a possible, measurable and positive impact on student achievement and how the activities will be used to eliminate the achievement gap that separates low-income and minority students from other students.
- Description of how the district will target funds to schools that
 - a. Have the lowest proportion of highly qualified teachers;
 - b. Have the largest average class-size; or
 - c. Are identified for school improvement under section 1116c.
- Description of how the district will coordinate professional development activities to meet the needs of principals, teachers and paraprofessionals with other federal, state and local programs.
- Technology actions reflecting efforts to coordinate Title II-A and other federal grants to integrate technology into the curriculum.
- Parental engagement actions describing how all school personnel and parents have collaborated in the planning of these activities.
- Plan evaluation actions describing the results of the needs assessments.
- Description of how the district will coordinate professional development activities to meet the needs of principals, teachers and paraprofessionals with other federal, state and local programs. Professional development actions will describe how the district will provide training to enable teachers to
 - A. Teach and assess the Arkansas academic content standards to improve student academic achievement;
 - B. Teach and address the needs of the students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented) and students with limited English proficiency;
 - C. Improve student behavior;
 - D. Involve parents in their child's education;
 - E. Understand and use data and assessments to improve classroom practice and student learning; and
 - F. Describe how the district consults with private school administrators regarding participation to meet the needs of their students and teachers.

Purpose of the Title II-A Program

The purpose of the Title II, Part A, Improving Teacher Quality State Grants (Title II-A of Public Law 107-110) is to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified. Funding will focus on the following authorized areas:

- Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals and pupil services personnel;
- Developing and implementing initiatives to assist in recruiting highly qualified teachers and hiring highly qualified teachers, who will be assigned teaching positions within their field;
- Providing professional development activities that improve knowledge and skills in one or more core academic subjects, effective instructional practices for teachers and principals and, when appropriate, paraprofessionals;
- Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students; and
- Carrying out programs and activities that are designed to improve the quality of the teacher force, such as innovative professional development programs including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning and technology literacy.

Funds can be used to support

- Professional Development provided by contracted services budgeted under Object Code: Purchased services;
- Stipends for teachers to attend training outside the regular contracted time;
- Professional development, recruitment of teachers, bonuses, college tuition, personnel, teacher retention; and
- Hiring of personnel for class size reduction after the district meets the State standard for teacher-pupil ratio.

Title II-A--Authorized Activities

- Providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teacher to teach in academic subjects in which there exists a shortage of highly qualified teachers within a school or the local school district and in schools in which there exists a shortage of highly qualified teachers;
- Recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades;
- Establishing programs that hire regular and special education teachers to team-teach in classrooms that contain both children with disabilities and non-disabled children;
- Training and hiring highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;

- Expanding applicant pool, recruiting qualified professionals from other fields, including highly qualified paraprofessionals and provide such professionals with alternative routes to teacher certification;
- Providing increased opportunities for minorities, individuals with disabilities and other individuals underrepresented in the teaching profession;
- Providing training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children;
- Involving collaborative groups of teachers and administrators in effective instructional practice and training, in how to teach and address the needs of students with different learning styles;
- Mentoring teachers;
- Inducting teachers and principals and supporting them during their first three years of employment; and
- Providing training on how to understand and use data and assessments to improve classroom practice and student learning.

Limitations:

- Function Codes 1110, 1120, 1130 and 1140 may be used for class size reduction, employee salary and benefits only. (Purchased Services may be used with these function codes when a district contracts with an outside entity to provide substitutes for class size reduction teachers.)
- Title II-A funds should not be budgeted for class size reduction in private schools.
- Title II-A funds may be used to purchase professional development materials and supplies that are reasonable and necessary to conduct training activities. This does not include sets of materials for use with students in any individual teacher's classroom.

Support for Private Schools:

When there are participating Private Schools, the LEA must determine equitable services and allocate funds for equitable services for private school students. The LEA must provide equitable services based on the number of students who are enrolled in participating private schools in the geographical area served by the school district.

The LEA must count all the students in participating private schools even if some of the students enrolled in the private schools reside in other districts. The LEA must provide equitable services based on the number of students who are enrolled in participating private schools in the geographical area served by the school district.

Any information concerning USDOE Improving Teacher Quality State Grants, ESEA Title II, Part A, Non-Regulatory Guidance can be found at the following website:

<http://www.ed.gov/programs/teacherqual/guidance.pdf>

Title II-D Enhancing Education through Technology

Title II-D funds will now be awarded on a competitive grant basis instead of a formula grant basis for each district and are therefore not transferable to other entitlements. Contact the Office of Technology Initiative and Resources at 501-371-5005 for more information.

Title II-D Program Requirements Actions shall be included to implement the following:

- Improve student academic achievement and teacher effectiveness, including technology literacy, through the effective use of technology in classrooms including improving the capacity for teachers to integrate technology effectively into curricula and instruction;
- Establish goals for using advanced technology to improve student achievement, aligned with State academic content and student academic achievement standards;
- Provide ongoing, sustained professional development for teachers, principals, administrators and school library media personnel to further the effective use of technology in the classroom or library media center;
- Ensure that all students and teachers will have increased access to educational technology, and how the agency will use funds to help ensure those students in high poverty and high needs schools or schools identified have access to technology;
- Coordinate these funds with other federal, state and local sources;
- Deliver specialized or rigorous curriculum and/or the use of distance learning using technology;
- Ensure the effective use of technology to promote parental involvement;
- Coordinate programs with adult literacy services.
- Evaluate the effectiveness of the program.
- Ensure successful and effective uses of technology by acquiring supportive resources.

The program actions shall include a description of the type and costs of technology to be acquired.

Twenty-five percent (25%) of the amount transferred into Title II-D must be budgeted under 2213 Instructional Staff Training for technology-related professional development activities.

Purpose of the Title II-D Program

The primary goal of this program is to

- Improve student academic achievement through the use of technology in elementary schools and secondary schools;
- Assist every student in becoming technologically literate by the end of the eighth grade; and
- Encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods.

Authorized Activities (Title II-D)

- Professional Development:
A recipient of funds made available under section 2412(a) (2) shall use not less than 25 percent of such funds to provide ongoing, sustained and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology—
- To access data and resources to develop curricula and instructional materials;
- To enable teachers—
 - A. To use the Internet and other technology to communicate with parents, other teachers, principals and administrators; and
 - B. To retrieve Internet-based learning resources; and
 - C. To lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards, including increasing student technology literacy and student academic achievement standards.
- Waivers- Paragraph (1) shall not apply to a recipient of funds made available under section 2412(a) (2) that demonstrates, to the satisfaction of the State educational agency involved, that the recipient already provides ongoing, sustained and intensive high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction.
- Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.
- Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy—
 - A. Through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging State academic content and student academic achievement standards; and
 - B. By the development and utilization of innovative distance learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula.
- Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic student academic achievement standards.
- Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments and assessments between students, parents and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school.
- Preparing one or more teachers in elementary schools and secondary schools as technology leaders who are provided with the means to serve as experts and train other teachers in the effective use of technology and providing bonus payments to the technology leaders.
- Acquiring, adapting, expanding, implementing, repairing and maintaining existing and new applications of technology to support the school reform effort and to improve student academic achievement including technology literacy.

- Acquiring connectivity linkages, resources and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors and school library media personnel in the classroom, in academic and college counseling centers or in school library media centers, in order to improve student academic achievement.
- Using technology to collect, manage and analyze data to inform and enhance teaching and school improvement efforts.
- Implementing performance measurement systems to determine the effectiveness of education technology programs funded under this subpart, particularly in determining the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach and enabling students to meet challenging State academic content and student academic achievement standards.
- Developing, enhancing or implementing information technology courses.

Title III **Language Instruction for Limited English Proficient Students**

Purpose of the Title III Program

The purpose of Title III is to ensure that English language learners (ELL)--national-origin-minority students who are limited-English-proficient--develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Schools use these funds to implement language instruction educational programs designed to help ELL students achieve these standards. Districts and schools are accountable for increasing the English proficiency and core academic content knowledge of ELL students.

Title III funds support the efforts of districts to assist limited English proficient students to learn English and meet challenging State academic content and student academic achievement standards. Districts must use these funds to carry out activities that use approaches and methodologies that are scientifically-based and proven effective in teaching limited English proficient children. If an LEA receives Title III funds those monies must be included as part of a Priority in the District Plan, and may be used for the following:

- Developing and implementing language instruction educational programs and academic content instructional programs for limited English proficient students.
- Expanding or enhancing existing language instruction educational programs and academic content instruction programs for English Language Learners (ELL).
- Implementing schoolwide programs within individual schools to restructure, reform, and upgrade all programs, activities and operations related to language instruction educational programs and academic content instruction for limited English proficient students.

Title III Program Application Requirements

The programs and activities that will be developed, implemented and administered are based on scientifically-based research on teaching ELL children. The program should enable children to speak,

read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

Professional development activities must provide for teachers, administrators, and others involved in language instruction educational programs serving ELL students, high quality professional development that is:

- Designed to improve the instruction and assessment of ELL students
- Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children
- Based on scientifically-based research demonstrating the effectiveness of the professional development in increasing English proficiency, substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers; and is of sufficient intensity and duration to have a positive and lasting impact on a teacher's performance in the classroom.

Program Evaluation actions must be included describing how the program will be evaluated annually to determine the effectiveness of the programs and activities in helping ELL students attain English proficiency and meet the same challenging State academic content and student achievement standards as all other students are expected to meet.

ACSIP Comprehensive Needs Assessment for Limited English Students must include analysis of: Augmented Benchmark assessments (Literacy and Math in grades 3-8, Science (in grades 5 and 7), End-of-Course exams, Grade 11 Literacy Exam, NRT tests (Iowa Test in grades 1, 2, 9), ELDA (test of English language proficiency, including the domains of speaking, reading, writing, and comprehension), and Alternate Portfolio for Sp. Ed. ELL (when appropriate).

Parental Involvement

Districts using Title III funds to provide a language instruction educational program must implement an effective means of outreach to parents and provide to parents of limited English proficient children the following information:

- How they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and student academic achievement standards as all other children are expected to meet
- How a child who is identified for participation in a language instruction educational program (no later than 30 days after the beginning of the school year) can be supported by Title III funding (For a child who enters school after the beginning of the school year, the district must inform parents within two weeks of the child's placement in such a program.)
- The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for ELL students
- The child's level of English proficiency, including how the level was assessed and the status of the child's academic achievement
- The method of instruction that will be used in the program, including a description of other alternative programs
- How the program will meet the educational strengths and needs of the child
- How the program will help the child learn English and meet academic achievement standards

- The program exit requirements, including the expected rate of transition, and the expected rate of graduation from secondary school
- How the program will meet the objectives of an individualized education program for a child with a disability
- Their rights, including written guidance that specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request describing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, and assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Purpose of the Title III Program

The purpose of Title III is to provide funding for services to English Language Learners (ELL) students enrolled in public schools across the state.

Title III Authorized Activities

- Salaries for ESL – skilled instructional services (not supplanting district financial obligations for providing teachers for ELL students)
- Funds for teacher training, consultants, workshops, ESL course work
- Released-time for planning, program selection, ESL program development
- Selection and purchase of language- appropriate instructional and supplemental (enrichment) materials for ELL students (including computer-assisted technology and library materials)
- Counseling services, community liaison staff with language and cultural skills appropriate to the ELL population
- Assessment activities which address identification, placement, and review of ELL student academic progress, as well as evaluation activities to determine the effectiveness of the district’s ESL program

Funds may be carried over but shall remain restricted to priority areas as defined in authorized activities.

A district may use not more than 2% for the administrative costs of carrying out its responsibilities.

Safe and Drug-Free Schools and Communities Act Title IV, Part A, Subpart I

The activities or programs to be funded using Title IV-A funds must be a priority in ACSIP and comply with the principles of effectiveness and foster a safe and drug-free learning environment that supports academic achievement. A state and local government representative will consult with representatives of the schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health and law enforcement professionals).

Title IV-A Program Application Requirements

The Program Application data analysis shall include

- An assessment of objective data regarding the incidence of violence and illegal drug use in elementary and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities;
- An established set of performance measures aimed at ensuring that the schools and communities served by the program have a safe, orderly and drug-free learning environment;
- Scientifically-based research that provides evidence that the program to be used will reduce violence and illegal drug use;
- An analysis of reasonable data available at the time of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically-based research; and
- The plan for keeping schools safe and drug-free that includes appropriate and effective discipline policies, security procedures, prevention activities, a student code of conduct and a crisis management plan for responding to violent or traumatic incidents on schools grounds.

The interventions and actions should describe how

- The plan will be coordinated with other Federal, State and local programs for drug and violence prevention;
- The district will assess and publicly report progress toward attaining its performance measures;
- The drug and violence prevention activity or program to be funded, including how the activity or program will meet the principles of effectiveness and the means of evaluating such activity or program and serve all K-12 students;
- The services will be targeted to schools and students with the greatest need; and
- The evaluations of the effectiveness of the program shall be used to explain annual results and to refine, improve and strengthen the program.

Purpose of the Title IV-A Program

Title IV funds support programs that prevent violence in and around schools, prevent the illegal use of alcohol, tobacco, and drugs, involve parents and communities, and are coordinated with related federal, state, school and community efforts and resources to foster a safe and drug-free learning environment that supports academic achievement.

Title IV-A Authorized Activities

Each local educational agency or consortium of such agencies that receives a sub-grant under this subpart may use such funds to carry out activities that comply with the principles of effectiveness such as the following:

- Provide age appropriate and developmentally-based activities that address consequences of violence and illegal drug use to promote a sense of responsibility and to teach students the skills to recognize social and peer pressure, so that they may resist drug use. Provide developmentally based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence;
- Incorporate activities in elementary and secondary schools that teach the dangers of drugs while engaging students in the learning process that reinforces prevention activities;
- Develop and implement character education programs as a component of drug and violence prevention that consider the parents' view of the students for whom the program is intended;
- Provide activities that involve families, community sectors and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs;
- Disseminate drug and violence prevention information to schools and the community by providing professional development and training for, and involvement of, school personnel, pupil services personnel, parents and interested community members in prevention, education, early identification and intervention, mentoring or rehabilitation referral;
- Establish and maintain a school safety hotline for reporting criminal offenses committed on school property;
- Develop and implement comprehensive school security plans; and
- Support safe zones of passage activities that ensure those students travel safely to and from school, which may include bicycle and pedestrian safety programs;
- Hire and mandate training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school;
- Expand and improve school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment and direct or group counseling services provided to students, parents, families and school personnel by qualified school-based mental health service providers;
- Provide conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities;

- Provide alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular settings to assist students to make continued progress toward meeting the State academic achievement standards and to re-enter the regular education setting;
- Use counseling, mentoring and referral services and other student assistance practices and programs in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drug;
- Provide emergency intervention services following a traumatic crisis event, such as a shooting, major accident, or a drug-related incident that has disrupted the learning environment;
- Develop programs that respond to the needs of students who are faced with domestic violence or child abuse; and
- Establish or implement a system for transferring suspension and expulsion records.

Limitations

- No indirect costs should be budgeted under the Title IV-A program.
- A district shall not expend more than 40% of the Title IV-A allocation plus any funds transferred in or less funds transferred out to carry out activities such as: security equipment, reporting offences, school security plan, safe zones of passage or hiring security personnel, subject to cap. (Not more than 20% of the allocation for the first four items listed.) Any amount up to 40% may be used for security personnel. These activities should be budgeted under 2660 Security Services.
- A district may use not more than 2% of the allocation and transfer for the administrative costs of carrying out its responsibilities.
- A state educational agency or local educational agency shall use Federal funds received under Title IV-A only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant funds.
- The district must satisfy the participation of private schools providing service to students, staff and parents as well as consultation with parents. Participation shall be on an equitable basis with public school children. (See Non-Regulatory Guidance *Equitable Services to Eligible Private School Students, Teachers and Other Educational Personnel, August 2005*.)
- Funds should not be expended to hire police officers for security during school sporting events and school dances or pay the salary of drug treatment counselors and Alternative Learning Center Staff.
- Funds should not be expended for abstinence classes or to purchase school handbooks, defibrillators and other medical equipment, stand alone banners that are not a part of a curriculum, door mats, signs or any construction (i.e., construct windows, door frames, build rooms or erect security fences).
- Funds must not be expended to contribute to non-profit organizations, foundations, purchase saving bonds and monetary certificates.

Title VI, Part B, Subpart 1
Rural School Achievement Program (REAP) Title VI Federal

Purpose of the Title VI Program

To be eligible for the Rural School Achievement Program a district must have

- Less than 600 students in total ADA; and
- A locale code of 7 or 8, as issued by the USDE, unless the USDE Secretary grants a waiver.

Grants are awarded to eligible school districts based on the number of students in average daily attendance less the amount they received from the formula grant programs. Minimum grants are \$20,000 and maximum grants are \$60,000.

Districts eligible for Title VI Federal funds are not required to include transferred amounts when calculating required set asides for Titles I and II-D and for spending limitations of Title IV-A. This also applies to calculating carryover percents in Title I and Title IV-A only.

One hundred percent (100%) of funds received under Title VI, Part B, Subpart 1 may be used for the same purposes as described in any of the programs listed below:

- Title I-A Improving Academic Achievement of Disadvantaged Children
- Title II-A Teacher and Principal Training and Recruitment
- Title II-D Enhancing Education Through Technology
- Title III Language Instruction for Limited English Proficient and Immigrant Students
- Title IV-A Safe and Drug-Free Schools and Communities

Any district receiving Title VI Federal funds and identified as being in school improvement has no reduction in its ability to use any of its ESEA funds.

One hundred percent (100%) of the funds generated by the programs listed above may be used for any of the purposes covered by these programs. The ADE must be notified of how the district intends to use these funds and the specific activities must be described in the ACSIP.

Title VI, Part B, Subpart 2
Rural and Low-Income School Program (RLIS) Title VI State

To be eligible for Title VI State funds a district must

- Have 20% or more of the children ages 5-17 from families with incomes below the poverty line;
- Have a locale code of 6, 7 or 8, unless the USDE Secretary grants a waiver; and
- Not be eligible to receive Title VI Federal funds.

Districts receiving Title VI State funds may transfer 50% of the funds from Title II-A, Title II-D and Title IV-A. Title I may receive funds but may not have funds transferred out.

One hundred percent (100%) of funds received under Title VI, Part B, Subpart 2 may be used for the same purposes as described in any in the programs/activities listed below:

- Title I-A Improving Academic Achievement of Disadvantaged Children
- Title II-D Enhancing Education Through Technology
- Title III Language Instruction for Limited English Proficient and Immigrant Students
- Title IV-A Safe and Drug-Free Schools and Communities
- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.
- Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers.
- Parental involvement activities.

The ADE must be notified of how the district intends to use these funds and the specific activities must be described in the ACSIP.

Transferability of Funds

Federal Legislation allows school districts to transfer funds among several specific programs. These programs include Title I-A, Title II-A and Title IV-A. Funds may be transferred both to and from these programs with the exception of Title I. A district may transfer funds to Title I; however, funds may not be transferred from Title I.

When a district elects to transfer federal funds between programs they must

- Notify ADE 30 days before the effective date of the transfer;
- Use the funds according to the rules and regulations of the program to which the funds are transferred;
- Account for the funds as directed by the ADE; and
- Transfer the funds immediately when the district receives them.

A Notice of Federal Funds Transfer signed by the superintendent must be submitted to the Federal Grants Management Section of the ADE. A Notice of State Funds Transfer must be kept on file at the district office. The last date on which a district may submit a Notice of Funds Transfer is March 31 of the fiscal year.

Districts may transfer

- Fifty percent (50%) of the funds allocated by formula; but
- If the district is in district improvement Year 1 or Year 2, the transfer amount decreases to 30% of the funds allocated by formula.
- A district identified as in need of corrective action (Year 3 district improvement) may not transfer any funds.

A district that has been identified for improvement (Years 1 and 2) may transfer up to 30% of funds from other Federal programs. When a district is identified for improvement, all transferred funds must be used for district improvement activities. The total of the entitlement allocation plus the amount

transferred from other Title programs must be used

- To calculate the minimum per pupil amount for districts subject to the 125%;
- To determine required percentages in district set-asides; and
- To determine the allocations to public schools served by Title I and to determine the private school program allocation to serve eligible private school children.

The phrase “an amount equal to” means that the funds required to pay the costs of choice-related transportation and supplemental services need not come from the Title I allocation but may be provided from other federal, state, local and/or private sources. Additionally, the district may use funds transferred into Title I-A from other federal education programs to pay such costs. Programs eligible for transfer include Title II-A Improving Teacher Quality Grants and Title IV-A Safe and Drug-Free Schools and Communities Grants. When a district is identified for improvement, transferred funds must be used for district improvement activities.

Budgeting Federal Programs in ACSIP

- Supplement versus Supplant - A district shall use federal funds to supplement the funds that would, in absence of such federal funds, be made available from non-federal sources for the education of pupils participating in programs assisted under this part, and not to supplant funds. Federal funds from one program may not be used to meet other federal, state or local district requirements. (Example: Federal funds may not be used to meet State standards.)
- The allocations and the allotment balance Restricted Indirect Cost Rate and the October 1 enrollment/free and reduced numbers will appear automatically in the new budget pages.
- District staff enters the beginning cash on hand. Use dollars and cents. Do not round. This will have to be estimated numbers prior to year end. The ADE Federal Grants Management office will populate the actual cash on hand amounts from APSCN after year end.
- **Budget in whole dollar amounts. Carryover cents must be included once in the budgets. Cents shall not be reflected in “Funds held in Reserve.”**
- District set aside funds are calculated on district allocation plus funds transferred in to the entitlement program. Set aside amounts should be calculated first.
- Place indirect costs funds on the appropriate line on the budget page only. Do not put indirect costs in the ACSIP plans. This percent is calculated by using the restricted rate from the previous year. The indirect costs are then taken using the current rate that is provided by the ADE in the current school year. No indirect costs should be budgeted in Title IV-A.
- ESEA Notice of Funds Transfer will be generated in the ACSIP software. A printed copy should be signed by the superintendent and submitted to the ADE Federal Grants Management office.
- The Assurance and Certifications will be generated in the ACSIP software. A printed copy should be signed by the superintendent and submitted to the ADE Federal Grants Management office.
- The Financial Reports will be generated from APSCN. Expenditures for each federal program should match the approved budgets in ACSIP.
- If a district elects not to utilize funds from a federal program, ADE must be notified. The Declaration of Non-Participation form should be printed, signed by the superintendent and submitted to the ADE Federal Grants Management office as directed in the ACSIP software.
- The website for the current Financial Accounting Handbook is <http://www.apscs.org/>
- Click on FMS, this will direct you to a password protected page, to obtain the user name and password, contact the APSCN Financial Management System help desk a 1-800-435-7989 or 501-682-HELP.

- Time and effort sheets are required monthly for staff paid by more than one federal program or from state/local funds and a federal program(s). Time certification is required semi-annually for staff paid by only one federal program.
- If salaries are budgeted, employee benefits must also be budgeted.
- If a district is a Title VI – Federal eligible school, the district does not include the transferred amounts when computing set asides for any program.
- Carryover limitations:

Title I	15%	Title III	No limit
Title II-A	No limit	Title IV-A	25%
Title II-D	No limit	Title VI-State	No limit

To exceed the carryover limit in Title I and Title IV-A, a district must request a waiver from the ADE Assistant Commissioner for Fiscal and Administrative Services when carryover amount is established.

Title I Budget

Title I Financial Page

Selection of School District Attendance Areas

- For district having less than 1,000 students or one school per grade level, any school may be selected for Title I services. The needs assessment must substantiate a school(s) selected.
- A district that is not a one school per grade level or less than 1,000 students may select schools to be served by Title I using one of the following methods:
 - Grade Span Grouping (All schools at or above grade span poverty average may be served or all schools at or above the district average may be served.)
 - District average of low-income (All schools at or above district average may be served.)
 - Thirty-five percent (35%) Rule
 - Schools under voluntary or court mandated desegregation may ask the U.S. Office of Education for a waiver.

To calculate the Cost per Child when schools below 35% low-income are served, take the Title I allotment times the total number of low-income children in the entire district. Multiply this amount by 125% to find the minimum Cost per Child that must be spent in the Title I schools served.

Title I Page

- Districts must notify each year the ADE Federal Grants Management office to **edit (open a new school, close a school, change attendance areas, etc.)** the school names, grade spans, total number of students and number of low-income students by August 1. The reason for the change from the previous year's October 1 list of schools, grades, enrollment and poverty must be explained. The methodology for moving enrollment and poverty must also be clearly explained before any change is made for a district.
- Districts will have the ability to edit the budgeted cost per child.
- All public and charter schools must be listed on the Title I Public Page.
- All private schools to be served must be listed on the Title I Non-Public Page.
- If a school's plan includes Title I budgeted activities, the total of these budgeted expenditures should equal the Title I Budget for that School on the Title I Public Page.

- Total amount budgeted on the Title I Public Page plus Non-Public Page should equal the amount budgeted for School Level Activities on the Title I Budget Page.
- The amount of Title I money a school (in all districts with more than one school per grade level or less than 1,000 students) is eligible to receive is shown on the Title I Public Page. This amount is calculated by taking the Budgeted Cost per Child times the number of low-income children in that school.

Appropriate Function/Object Codes for Title I Actions		
Actions		Function Code
Parental Involvement activities		2170 Parent Involvement
Professional Development Activities		
Object Code	Function Code	
Professional Development workshop fees	Purchased Services	2210 Professional Development
Math Coach	Employee Salaries and Employee Benefits Purchased Services Materials & Supplies 67000 Capital Outlay	2294 Instructional Facilitator for Math
Literacy Coach	Employee Salaries and Employee Benefits Purchases Services Materials & Supplies 67000 Capital Outlay	2297 Instructional Facilitator for Literacy
Any stipends paid for Professional Development	Employee Salaries and Employee Benefits	2210 Professional Development
Prepackaged food for Professional Development	Materials & Supplies.	2210 Professional Development
Catered food for Professional Development	Purchased Services	2210 Professional Development
Function Codes beginning with “1” are for direct instructional services to children.		
Schoolwide instructional costs		1591 Title I Schoolwide Instruction
Schoolwide and Targeted Assistance extended day program		1511 Before/After School Programs
Schoolwide and Targeted Assistance extended year program		1592 Title I Summer School Program
Targeted Assistance program activities		1530 Language Arts 1560 Reading 1570 Mathematics
Targeted Assistance and Schoolwide preschool activities (PreK)		1550 Early Childhood Education

Transportation for extended day and extended year	61000, 62000, 63000, 64000, 65000 & 68999 Allocated Charges	2790 Other Pupil Transportation
<p>Transportation: The district will invoice the Title I program for the 2790 Other Pupil Transportation services provided and pay for the service under Purchased Services. The invoice should contain the following formula: Number of Days x Number of Miles Per Day x Dollar Amount Per Mile. The district transportation supervisor or bookkeeper can tell the Title I person the dollar amount per mile it costs to operate a school bus. The dollar amount includes the salary and benefits for the driver, gas, maintenance, insurance, etc.</p>		
Food costs for extended day/year programs where prepackaged food is purchased	66000 Materials & Supplies	3190 Other Food Services
Food costs for extended day/year programs where the cafeteria staff prepares food for the students	63000-65000 Purchased Services	3190 Other Food Services
<p>The district invoices the Title I program using the following formula: Number of Days x Number of Children x Dollar Amount Per Child. The dollar amount per child should include cost of staff, supplies, etc. This amount shall not be used in the 20% calculation for Supplemental Services.</p>		
Title I Set Aside Requirements		
Actions	Object Code	Function Code
<p>Required Welfare/Homeless District ACSIP Plan Action(s) describing how the district will allocate funds to meet the basic needs, such as clothing, supplies and health care so that these homeless students may participate more fully in school.</p>	<p>66000 Materials & Supplies 63000-65000 Purchased Services</p>	<p>3351 Welfare/Homeless</p>
<p>Required ACSIP Plan and Budget If the district allocation is \$500,000 or more 1% must be set-aside for Parental Involvement. Ninety-five percent (95%) of the district's 1% allocation must be distributed to schools being served by Title I.</p>	<p>Use the most appropriate Object Code</p>	<p>2170 Parent Involvement</p> <p>District level parental involvement activities should have the APSCN location code 699.</p>

CODING CHANGES/ADDITIONS:

2213 Instructional Staff Training and Professional Development

2790 Purchased Services and Salaries and Benefits

2792 Transportation/Choice

Budgeting Private School Actions

Determine equitable services and allocate funds for private school students. The per pupil expenditure for a student in private school must be equal to the per pupil expenditure of that student’s public school attendance zone. Districts are allowed to calculate the number of children who are from low-income families and attend private schools using one of the following methods:

- Using the same measure of poverty used to count public school children
- Using comparable poverty data from a survey and extrapolating results
- Using comparable poverty data from a different source
- Using proportionality
- Using an equated measure

See Commissioner’s Communication FIN-07-017 dated August 15, 2006 for additional guidance.

Interventions and/or Actions	Function Code
After consultation with private school officials, allocations will be determined and services outlined for private schools. Interventions/actions and budget information must be entered in ACSIP. District or Private School ACSIP Actions	3352 of Non-public Schools.
Title I: Equitable professional development activities from the 5% set aside District ACSIP	2210 Improvement of Instruction
Title I: Equitable parental involvement activities from the 1% set aside for district with an allocation of more than \$500,000. Under the Title II-A program, private school teachers, principals and other educational personnel are eligible to participate to the extent that the district used funds to provide for professional development for teachers and other school personnel. District or Private School ACSIP	2170 Parent Involvement

Complete the Private school information on the budget pages entitled: “Title I budget for Non-Public Schools”.

Budgeting for Title I School Improvement Activities		
Actions	Object Code	Function Code
Required: 10% Professional Development of school allocation from Title I Public Page (School Budget/ACSIP)	61000 Employee Salaries 62000 Employee Benefits 63000-65000 Purchased Services 66000 Materials & Supplies 67000 Capital Outlay	2210 Improvement of Instruction 2294 Instructional Facilitator for Math 2297 Instructional Facilitator for Literacy
20% of the Title I Allocation plus Funds Transferred into Title I except for those eligible to receive Title VI-Federal funds. This set aside can come from other federal or state sources.		
Title I Choice Transportation		
Required: Choice Transportation (District Budget/ACSIP)	61000, 62000,63000, 64000, 65000 & 68999 Allocated Charges	2792 Transportation for Choice
Transportation: The district will invoice the Title I program for the 2792 Transportation for Choice services provided and pay for the service under Purchased Services. The invoice should contain the following formula: Number of Days x Number of Miles Per Day x Dollar Amount Per Mile. The district transportation supervisor or bookkeeper can tell the Title I person the dollar amount per mile it costs to operate a school bus. The dollar amount includes the salary and benefits for the driver, gas, maintenance, insurance, etc.		
Title I Supplemental Services		
Required: Supplemental Service Providers (District Budget/ACSIP)	63000-65000 Purchased Services	1593 Title I Supplemental Services
The district's obligation for transfer-related transportation and supplemental educational services is equal to 20 percent of its district Title I, Part A allocation unless a lesser amount is needed. The funds may come from other sources. Within the 20%, a district must spend: <ul style="list-style-type: none"> • An amount equal to 5 percent for transfer-related transportation; • An amount equal to 5 percent for supplemental education services for low-income students only; and • An amount equal to 10 percent for transportation or supplemental education services, or both as the district determines. 		

Transfer Amounts			
Federal Program	Transfer Out	Transfer out if you are a Title VI - Federal (SRSA) district – percent does not change if in District School Improvement	Transfer out if you are in District School Improvement including Title VI - State (RLIS) districts (
Title I	0	0	0
Title II-A	50	100	30
Title II-D	50	100	30
Title III	50	100	30
Title IV-A	0	0	0
Title VI Federal SRSA Grant	Districts that receive Federal Title VI (SRSA) may use these funds for any of the purposes of Title I, Title II-A, Title II-D, Title III, Title IV-A and Title V.		
Title VI State Rural and Low Income Program (RLISP)	Districts that receive State Title VI (RLIS) may use these funds for any of the purposes of Title I, Title II-D, Title III, Title IV-A and for Recruitment and Retention of Staff, Professional Development and Parental Involvement.		

Funds transferred to Title I increase the base for determining the 15% carryover limit.

When a district is identified for improvement, transferred funds must be used for district improvement activities. A district identified for corrective action may not transfer funds from one program to another.

General Budgeting, Funding and Accounting Principles for Federal Funds Accounting

Under Section 9306 (20 USC 7846) of ESEA, Public Law 107-110, applicants will give an assurance to keep such records and provide such information to the Arkansas Department of Education (ADE) as may be required for fiscal audit and program evaluation. The general budgeting, accounting and reporting procedures described below are intended to guide and assist school districts, applicable state agencies and the ADE to establish and maintain records to fulfill the assurance provisions. The procedures contained herein are not intended to alter the regular accounting system (APSCN).

General Principles for Federal Accounting

There are certain important principles that hold for every transaction in which federal funds are involved. Some of the following statements will be reiterated in later sections but are placed in the beginning for clarity and emphasis.

- The notice of an allocation of funds carries no authority to spend.
- No funds from a cash balance or uncommitted funds can be obligated or expended until included in a program or project budget and approved by means of a formal application (ACSIP) to the ADE.
- Total expenditures cannot exceed the approved budget.
- No federal account can end the year with a deficit balance. (All accruals must be cleared with the Federal Grants Management Unit.)
- Unpaid obligations of a federal program in one fiscal year cannot be paid from funds approved for use in a program of a later fiscal year or from reserve funds left unbudgeted.
- Refunds always reduce expenditures and do not increase receipts.
- Once a cash balance for a fiscal year has been established via an annual financial report (AFR) and/or Federal Grants Management desk audit, all future adjustments must be made against current year's expenditures.

Section 76.707 of the Education Department General Administrative Regulations (EDGAR) provides that an obligation for personal services by an employee is made when the services are performed. If LEA funds remain available for the LEA under the Tydings Amendment, the SEA may make appropriate accounting adjustments to cover allowable obligations made during the approved project period. For example, LEAs can make adjustments using current year allocations and prior year allocations (as long as the Tydings Amendments applies). LEAs cannot adjust prior year expenditures using current year allocations. It is allowable to charge the negotiated salary adjustments to either FY 2010 or 2011 Title I funds if the funds are available to the LEA under the Tydings Amendment. It is not allowable to use FY 2011 funds to pay the retroactive pay and benefits for services provided in school year 2009-2010.

Budgeting and Accounting

Federal funds from ESEA (Titles I, II-A, III, IV-A and VI) allocated for any fiscal year remain available for an approved program through the next fiscal year unless reallocated as provided by law. Funds received under any part of ESEA are accounted for separately by Fund and Source Codes.

A. Budgeting Guides

- Budget line item entries must be identified according to the function and code number described in the Arkansas Financial Accounting Handbook.
- Expenditures for direct instructional services to students are to be budgeted in the 1000 series of budget function codes. Indirect support services, such as professional development for teachers, should be budgeted under 2210 Improvement of Instruction, 2294 Math Coach and 2297 Literacy Coach.
- The expenditures for each function (line item) must be columnized into these six (6) object categories: 61000 Employee Salaries; 62000 Employee Benefits; 63000-65000 Purchased Services; 66000 Materials and Supplies; 67000 Capital Outlay; and 68000 Other Objects.

- Summarize the budget outlays by total expenditures, indirect costs and uncommitted funds. Total outlays must equal total funds available.
- The ADE may grant approval for any budgeting procedure not inconsistent with law to avoid the loss or unwise use of available funds.
- Indirect costs such as accounting, personnel, payroll, purchasing and financial reports may be budgeted for costs not directly attributable to the specific program, but may be recovered only at the close of the fiscal year using the restricted rate determined by the ADE for that year. Indirect cost is calculated by taking “Total Direct Cost Expenditures” for a program, subtracting “Capital Outlay” expenditures and multiplying by the restricted indirect cost rate. Indirect Cost cannot exceed the maximum amount produced by the formula in the previous sentence. A district may choose to take less than the maximum Indirect Cost. There must be funds remaining in a program after total direct costs are paid for a district to take Indirect Costs. The budget for the program must have Indirect Cost included before a district can take Indirect Costs.

B. Accounting Guides

The funds paid to school districts shall be controlled by the approved grant award. Expenditures must be coded into APSCN.

Reimbursement will occur upon expenditure of funds.

For federal funds prior month end, the Board Report is run around the middle of each month, so districts have time to complete the month-end close.

Reimbursements are made using the Total Cumulative Expenditures from the Board Report as Follows:

Total Cumulative Expenditures from the Board Report
 Less
 Cash on hand at the LEA beginning the current fiscal year
 Less
 Previous reimbursements made in the current fiscal year

Transfers will be paid after they have been posted in APSCN and a Notice of Transfer form has been received in the Federal Grants Management office.

The reimbursement amount determined will be rounded to the next whole dollar. Reimbursements will be made up to the amount allocated and should be the same amount budgeted in ACSIP and APSCN.

If an LEA has not properly posted expenditures and transfers in the APSCN software, the expenditures may not be reimbursed due to the fact that these items are not appearing in the warehouse reporting.

Budget items are not checked during the reimbursement process. If, at anytime, after expenditure and reimbursement is made, an LEA is found to have received reimbursement for an unallowable expense, the LEA will be required to refund those dollars to ADE.

Any year end accrual must be cleared by Federal Grants Management.

Following is the minimum information, which must be obtainable from the accounting process for expenditures.

- For each function (line item such as reading, math, etc.) within an approved program, the expenditures of that function must be accounted for separately and in accordance with the approved budget.
- For each object (column heading such as salaries, employee benefits, etc.) the total expenditures for that object must be accounted for separately and in accordance with the approved budget.

C. Posting Information

- Receipts for approved programs include the cash balance (if any) from the previous year and funds distributed by the ADE. Refunds, audit adjustments or other non-revenue receipts are never to be entered as receipts.
- Warrants or checks for making payments from the federal funds accounts must contain coding and other information to allow for retrieval of expenditures information at the close of the fiscal year.
- Rebates, refunds, audit adjustments or other transactions, which appear to alter the funds available, cause a major portion of accounting and reporting problems. There are only two sources of receipts. They are cash balances and payments from the ADE. There are two acceptable ways to handle refunds, rebates, audit adjustments or similar transactions. The expenditures must be adjusted or the adjustment paid to the ADE. Attempts to adjust or revise financial reports of prior years are not feasible because of the enormous amount of paperwork to correct even minor errors.

Adjusting Expenditures - Enter a rebate or a refund as a negative expenditure posted so as to reduce the expenditures function (line item) and object (column total) for which a return of funds was made. An audit adjustment may be either a negative or positive entry to adjust the specific expenditure found to have been posted in error. In posting to a current account, an adjustment for a prior year may result in negative expenditures which are acceptable in such cases.

Paybacks to the ADE - Should an audit determine a shortage in a federal fund appropriated for a fiscal year earlier than the current fiscal year, the school district may be required to pay the adjustment from non-federal funds to the ADE. Before any repayment is made on any such transaction, contact the Federal Grants Management Office.

Deviations from an Approved Program Budget

Any expenditure deviation not in accord with the provisions of this section may require a refund of the unauthorized expenditure to the local federal account or to the ADE.

- **Minor Deviations**
 Minor deviations from the amounts of funds budgeted and approved for a program are allowed within the following limitations:
 - Expenditures may not exceed the total amount of any line item or function in the approved program budget by more than 10% of such total amount (EDGAR, Section 80.30).
 - Expenditures may not exceed the grand total amount for any column or object classification of an approved program by more than 10% of such total amount (EDGAR, Section 80.30).
 - The allowable 10% deviation notwithstanding, expenditures limited to a maximum amount such as indirect costs may exceed the maximum under two conditions:
 - A. If rounding to the nearest dollar has been made, such overage may not be requested to be refunded.
 - B. If adjustments in the AFR causes indirect cost to be in excess and that excess if less than one dollar (\$1), no refund will be requested.
 - Expenditures may not exceed the grand total amount approved for any federal program.
- **Major Deviation from Approved Budget**
 Any major deviation (excess of allowable 10% from the approved program) requires prior ADE approval through a program amendment which must be submitted by the school district within prescribed time limits.

Exceptions to the major deviation rule may be made by the ADE on the district's behalf when expenditure is required by law. An expenditure would be when the Legislature increases the minimum teachers' salaries. Social Security or Teacher Retirement matching requirements would have to be paid as well. Because the salaries were increased, it follows that the legal matching must also be increased though not budgeted.

Interim Funding Of Federal Programs

Expenditures can be made or obligated as soon as the ACSIP has been approved and an effective date for beginning the program activities has been established. The cash balance may be used to meet the obligations if adequate. If sufficient program funds are not available, it may be necessary to provide interim funding from general operating funds. Such temporary funding of legitimate federal obligations may include the applicable procedures described on the next page.

Short Term Borrowing

When it is necessary to meet federal obligations through interim financing, it may be possible to borrow funds from other school accounts. Borrowing from a bank is also possible, but EDGAR does not permit the paying of interest or other charges for handling funds. The method used may include the procedures outlined below:

- An amount of money necessary to meet current federal program obligations may be transferred from the general operating account of the school district by the treasurer based on a transfer order. When the federal funds become available, a reverse transfer of the same amount is made from the federal account to restore the funds. The following precautions should always be observed:
 - A. The transfer to restore funds to the general operating account should be the exact amount of the total transfers into the federal account and

- B. The transfers must be “washed out”, i.e. not counted as receipts when transferred into and not counted as expenditures when transferred out of either the federal account or the lending account.
- Use of warrants between accounts is preferred by many treasurers. A warrant is drawn on the general operating account of the school district and made payable to the federal program borrowing the funds in an amount sufficient to meet current obligations. When funds are again available, a warrant from the federal fund account is drawn payable to the general operating account. It is important that the following rules be observed to avoid accounting errors:
 - A. The warrant to restore funds to the general operating account must be the exact amount of the warrant to bring funds into the federal account.
 - B. A warrant written to transfer funds into or out of the federal account must not be treated as a receipt when written to, or expenditure when written from, either of the accounts involved. Such warrants should be entered as “Transfers”.
- Borrowing from a bank is not often used because interest is involved. When this procedure is used, the rules hold as for other borrowing.
- The loan must not be treated as revenue to the federal account and the repayment is not included in the federal expenditures.
- The amounts of principal borrowed and returned must be exactly the same amounts.

There are some situations where direct payments of a federal obligation are made from another account of the school district and the payments are reimbursed when the federal funds are available. Be sure that

- Each direct payment is identified on the warrant as a Title obligation of an approved program.
- The reimbursement warrant carries identification for every direct payment, warrant by warrant is coded for allocation of costs to the proper federal program line items and column classifications in accordance with the program approval.

If more direct payments are made than the totals approved, then these excess payments must remain expenditures of the original accounts, which paid them. Only net receipts and expenditures of the federal fund are included for the individual federal program at the closing of the accounts for the fiscal year.

Retention of Records

The General Education Provisions Act (GEPA) requires records on the spending of federal funds to be kept and made available for inspection by authorized personnel. This includes the SEA Federal Finance personnel, State Legislative auditors and the General Accounting Office auditors.

The federal program records that are required to be kept by law include the approved application, all fiscal and related records, equipment inventories and documentation on program area selection for Title I, Title I comparability data, needs assessment, parental involvement, participation of private school children, evaluation and other related books, documents, papers or records. Districts must maintain documentation that all set aside requirements have been met as well as documentation that professional development expenditures from federal funds were in excess of the state mandated 60 hours.

Time Limits

Representatives of the government must have, for the purpose of audit and examination, access to any records or documents relating to the federal programs for a period of five (5) years after completion of the program. Completion of the program is the date on which the final financial or evaluation report on the program is made. Current federal law requires that records be retained three (3) years, but Arkansas law specifies five (5) years. (Arkansas law prevails.) Under federal law, if records are available, they may be audited regardless of the length of retention.

Fair Competition

All procurement transactions shall be conducted in a manner to provide open and free competition. The purchase record of the school district shall contain the following information:

- Price received from performance bidders;
- Disclosure of any relationship between successful bidder and the school district;
- Basis for selection; and
- Justification for sole source transactions or contracts.

Use prevailing state law as to when solicitation of bids is required.

See Commissioner's Communication FIN-07-041 dated November 30, 2006 for more detailed information.

Paraprofessionals

Qualifications

Paraprofessionals must meet one of the following three requirements:

- Completed 2 years of study at an institution of higher education; or
- Obtained an associate's (or higher) degree; or
- Paraprofessional Assessment passing scores

Paraprofessionals hired prior to January 2006 may be required to provide documentation affirming their pursuit of Highly Qualified status. Appropriate documentation could include transcripts, degree verification and/or assessment results.

The Highly Qualified status requirement applies to any paraprofessional in a schoolwide program. In a targeted assistance program the requirements apply to all paraprofessionals paid with Title I funds.

Paraprofessionals may be assigned duties included in the following non-exhaustive list:

- Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher,
- Assist with classroom management, such as by organizing instructional materials,
- Provide instructional assistance in a computer laboratory,
- Conduct parental involvement activities,
- Provide instructional support in a library or media center,
- Act as a translator,

- Provide instructional support services under the direct supervision of a highly qualified teacher, or
- Provide service to private schools.

Paraprofessionals should not be used

- As a substitute teacher; or
- To carry out general clerical or similar duties other than those necessary to the preparation, record keeping and clean up of Title I instruction.

To provide instructional services the paraprofessional must work under the “direct supervision” of a highly qualified teacher. Direct supervision means

- The teacher must plan the instructional activities that the paraprofessional carries out;
- The teacher must evaluate the achievement of the students with whom the paraprofessional is working; and
- The paraprofessional must work in “close and frequent physical proximity” to the teacher.

Title I paraprofessionals may assume limited duties with the same proportion of time of total work, that is assigned to similar personnel. Duties may include non-instructional duties (such as recess and rotating duties) that do not solely benefit Title I-participating students.

Highly Qualified Teachers (HQT)

Districts that receive Title I, Part A funds must ensure that teachers meet the ESEA definition of “highly qualified.” To be designated HQT in Arkansas a teacher must

- Hold at least a bachelor’s degree;
- Hold an Initial or Standard Arkansas teaching license (or be successfully progressing in the AR Non-Traditional Licensure Program); and
- Demonstrate competence in the area the teacher teaches.

The ADE is the agency that has the responsibility for final determination on issues relating to whether a person is “highly qualified”. Documentation is to be maintained locally and must be available on demand.

After conducting its needs assessment districts must target funds to schools that

- Have the lowest proportion of highly qualified teachers;
- Have the largest average class size; or
- Are identified for school improvement.

ESEA stipulates that all teachers (including special education teachers) who teach core academic subjects are highly qualified. The requirement applies to all teachers in all elementary and secondary schools, regardless of funding. Core academic subjects are

- Elementary: General Curriculum
- Middle School: General Curriculum
- Middle School-Secondary:
 - English (reading or language arts)
 - Science
 - Art

Music
Mathematics
Foreign Language
Social Studies

Each teacher who is teaching a core academic subject area class must complete the Highly Qualified Teacher Checklist. Veteran teachers who are not already Highly Qualified must also complete the Arkansas High Objective Uniform State Standard of Evaluation (ARHOUSSE) criteria survey.

Appendix A: Highly Qualified Teacher Checklist

Appendix B: ARHOUSSE Survey

Teacher Cohorts

New Teacher: All new teachers must be designated highly qualified in the area they will teach in advance to being hired to teach in an Arkansas public school.

- New elementary school teachers must demonstrate content area competence in “Reading, writing, math and other subjects taught in the basic elementary school Curriculum” by passing the state licensure assessment (Praxis II “Education of Young Children”).
- New middle school teachers must demonstrate content area competency by
 - A. Passing the Praxis II Middle Childhood assessment(s) in the area they teach; or
 - B. Having an academic major, coursework equivalent to a major, a graduate degree; or
 - C. National Board Certification in the content area they teach.
- New high school teachers must demonstrate content area competency by
 - A. Passing the Praxis II assessment(s) in the area they teach; or
 - B. Having an academic major, coursework equivalent to a major, a graduate degree; or
 - C. National Board Certification in the content area they teach.

Veteran Teacher:

- Veteran elementary school teachers must demonstrate content area competency by
 - A. Passing the Praxis II licensure assessment; or
 - B. Meeting the criteria described in the Arkansas High Objective Uniform State Standard of Evaluation (ARHOUSSE).
- Veteran middle school teachers must demonstrate content area competency by
 - A. Same requirements as elementary; or they may meet criteria if they
 - B. Have the major, coursework, graduate degree or advanced credential, in the subject area they teach
- Veteran high school teachers must demonstrate content area competency for each class they teach by
 - A. Passing the Praxis II assessment(s) in the area they teach; or
 - B. By having the major, coursework, graduate degree, or advanced credential in the area; or meeting the criteria described in ARHOUSSE.

Arkansas HOUSSE definition:

A point-scale criteria survey by which a teacher can demonstrate content area competency by compiling points for activities conducted or performed that are directly related to the content area the teacher teaches.

ESEA requires districts to report on the number and percentage of classes in the core academic areas being taught by Highly Qualified Teachers and to give notice to parents regarding teacher quality and Highly Qualified Teachers as required by law. Schools are also required to give notice to parents regarding teacher quality and Highly Qualified Teachers as required by law.

Documentation is maintained locally and must be available on demand.

Highly Qualified Teacher Notification to Parents

ESEA Title I-A, Sections 1111 and 1119

At the beginning of each school year, districts should notify parents in Title I schools of their right-to-request information regarding the professional qualifications of their child's teacher(s). In addition, Title I schools should monitor the time in which students are taught by a teacher of a core academic subject who is not "highly qualified." After four consecutive weeks, the school should notify parents. The notice applies for four consecutive weeks at any time during the school year. Each year the principals of Title I schools must certify (with signed attestation) that the school is complying with ESEA's mandate for highly qualified teachers. Documentation is to be maintained locally and must be available on demand. (See Appendix C: Highly Qualified Teacher Status Form.)

District Requirement for Notification to Parents

At the beginning of each school year, a district that accepts Title I, Part A funding must notify parents of students in Title I schools that they may request information regarding their child's teacher(s). The district must provide the parents, on request, information regarding the professional qualifications of the student's teacher(s). At a minimum, if parents request it, the district must provide the following

Whether the teacher has met the state requirements for licensure and certification for the grade levels and subject matters in which the teacher provides instruction;

Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;

The college major and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree; and

Whether their child is provided services by a paraprofessional, and if so, his or her qualifications.

The district is only required to notify parents in Title I schools. The district should personalize the notification as much as possible. The notification should contain the district contact name, phone number and the procedure to receive information about their child's teachers. In addition to the required letter, the district may choose to utilize the following means of communicating this information

- Notification in student handbook that is given to all parents;
- Prominent article in newsletter that is sent to all parents;
- Information on district/school web site. (This should be coupled with another method of notification since not all parents have access to computers.)

The district must provide the notification and the information about teacher qualifications

- In a timely manner.
- In a uniform and understandable format, including alternative formats upon request; and
- To the extent practicable, in a language parents can understand.

School Requirement for Notice to Parents

In addition to the district requirement, each Title I school must provide each parent timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher of a core academic subject who is not "highly qualified." The school should check with the district to see which teachers have not met the ESEA qualification requirements.

The notice applies to all teachers in core academic subjects, including substitute teachers, who have not met the ESEA requirements.

The notice should be worded carefully in order to provide information and meet the intent of the law without confusing students, parents and the teacher(s) involved. The federal law and regulations simply state that schools must notify parents; they do not state that parents should be given the choice to move their child to another classroom. In the notice, the school principal should do the following:

- Clarify for parents that while the teacher does not meet ESEA requirements, the teacher does have the skills and experience needed to teach the child.
- Assure parents that the teacher is involved in training and coursework in order to meet the requirements.
- Include the school and district name and phone number that a parent may contact to request the qualifications of the teacher.

Professional Development

High-quality professional development is professional development as defined in ESEA as sustained and classroom-focused. It must contribute to an increase both in teachers' knowledge of the academic subjects they teach and in their use of effective, scientifically based instructional strategies with a diverse range of students. It must be provided over time and not take the form of one-day or short-term workshops. High-quality professional development is an integral part of effective improvement plans, at both the school and district level.

If a district does not make adequate yearly progress (AYP), the district must set aside 10% of the district's allocation for professional development for staff in Title I schools. This amount will include any set aside amounts from schools.

Professional Development requirements for Schools in School Improvement

A Title I school identified for School Improvement must revise its school improvement plan. As a part of revising its school improvement plan, the identified school must spend at least 10% of its Title I-A school allocation for each year that the school is in school improvement status for

professional development for years 1 and 2. (Years 3 + recommended) The funds must be used to provide the teachers, paraprofessionals and principals high-quality professional development that

- Directly addresses the academic achievement problem that caused the school to be identified for school improvement. In most cases, the professional development will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies and the alignment of classroom activities with academic content standards and assessments.
- Meets the requirements for highly qualified teachers and paraprofessionals. The academic success of students correlates highly with the qualifications and skills of their teachers; and
- Is provided in a manner that affords increased opportunity for participating in the professional development.

Professional Development – includes, but is not limited to, activities that

- Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
- Are an integral part of broad school-wide and district-wide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;
- Improve classroom management skills;
- Are sustained, intensive and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instructional strategies that are based on scientific research; and
- Are developed with extensive participation of teachers, principals, parents and administrators.

Professional Development Requirements in ACSIP:

The district Professional Development Plan shall be included in ACSIP. The following actions should be incorporated in the plan

- Teachers, administrators and classified school employees are involved in the design, implementation and evaluation of the respective professional development offerings under the plan;
- Results of the professional development are based on the improvement of student achievement gains for each school, based on state Criterion-Referenced Test (CRT) and Norm-Referenced Test (NRT) data;
- The evaluation of the professional development offering results be given to each group of employees in the school district and be used to improve professional development offerings;
- Administrators/teachers attain six (6) hours in technology training;
- Teachers attain two (2) hours on the topic of parental involvement; and
- Administrators attain three (3) hours on the topic of parental involvement.

When applicable, teachers must complete (3) hours of Arkansas History.

The following applies to Professional Development in Arkansas

- All certified employees of public schools must complete sixty (60) required, approved hours of professional development each year. The hours may be earned between July 1 and June 30 or June 1 and May 31, as approved by the local school district. Local school districts shall document the district's option.

- Approved professional development activities that occur during the instructional day or outside the employee's annual contract days may apply toward the 60-hour minimum professional development requirement.
- A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as 15 hours of professional development, if the college credit is related to and enhances the teacher's knowledge of the subject area in which the teacher is currently teaching or is part of the requirements for the teacher to obtain additional certification in a subject matter that has been designated by the ADE as having critical shortage of teachers. No more than half of the required 60-hours of professional development time may be met through college credit hours.
- Beginning in 2005-2006, sixty (60) approved professional development hours annually over a five (5) year period will be required to renew a teacher or administrator license.
- Approval of professional development hours shall be based on the requirements within these Rules, Board priorities, student achievement data and the ACSIP plan. Improvement of student achievement shall be the prerequisite goal of all professional development.
- Required professional development hours include:
 - Teachers, six (6) hours of educational technology and two (2) hours of parent involvement strategies, and;
 - Administrators, six (6) hours of educational technology, three (3) hours of parent involvement strategies, training in data disaggregation, instructional leadership and fiscal management.
 - Teachers, three (2) hours of Arkansas History, when applicable.
 - Arkansas Scholarship Lottery Act – Pursuant to Act 605 of 2009 each superintendent, assistant superintendent, grades 7-12 principal, grades 7-12 assistant principal and grades 7-12 guidance counselor shall be required to participate in professional development on the availability of, eligibility requirements for and the process of applying for state-supported student financial assistance.

Approved Professional Development Activities

- All approved professional development activities, whether individual or school-wide, shall be based on the improvement of student achievement on State criterion-referenced assessments and increasing student achievement and academic performance.
- To be eligible, professional development activities must produce teaching and administrative knowledge and skills designed to improve students' academic performance.
- Approved professional development activities may include conferences, workshops, institutes, individual learning, mentoring, peer coaching, study groups, National Board for Professional Teaching Standards Certification, distance learning, internships, district/school programs and approved college/university course work consistent with National Staff Development Council Standards.
- Approved professional development shall not include administrative faculty meetings and administrative organization, or clerical work in the classroom or on clerical school improvement activities.
- Certified employees in positions not directly related to instructional activities shall be responsible for completing 60 approved hours of professional development each year. However, the focus of their professional development may be prorated among those areas specifically related to their job assignments.

Focus Areas for the District Professional Development Plan

All approved professional development activities shall relate to the following areas: content (K– 12); instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principles of learning/developmental stages; cognitive research; and building a collaborative learning community. At least six (6) of the 60 hours of required professional development shall be in the area of educational technology.

Examples of quality professional development activities to meet the professional development hours might include the following:

- Grade-level team planning to integrate subject areas
- Team work to analyze student access data
- Work on Academic Improvement Plans (AIP)
- Training in classroom assessment strategies
- Training in curriculum alignment/mapping
- Training in classroom management/discipline
- Implementation of action research plans to increase student achievement
- Professional book studies
- Creating and developing lesson plans aligned to the frameworks
- Analyzing student work for patterns and learning trends
- Developing student-centered units tied to the frameworks
- Developing intervention strategies to support remediation
- Developing an Arkansas Comprehensive School Improvement Plan (ACSIP) as a team
- Research-based programs of significance, such as ELLA, Classroom Walk Through (CWT), Teacher Institute, Principal Institute
- On-line courses, such as Teacher-to-Teacher

Evaluating the District Professional Development Plan

- The criterion for evaluating the impact of professional development shall be the improvement of student achievement gains on State criterion-referenced assessments, State norm-referenced assessments and other related indicators as defined by ACTAAP.
- These data shall be used to revise ACSIP and the professional development design associated with the local improvement plan.

Funding the District Professional Development Plan

Professional development funding provided under Act 59 of the Second Extraordinary Session of 2003 must be directed to activities that meet the conditions described in this section.

Federal funds shall not be used to pay for any state required professional development hours. Districts paying for professional development services from an educational cooperative shall have a contract that clearly defines the services to be provided from each fund source (i.e. district funds, Title I funds, Title II-A funds, etc.).

Monitoring and Evaluation of the District Professional Development Plan

Regular monitoring activities of the professional development requirements shall occur annually when the Standards Assurance Unit directly monitors schools and when the School Improvement Planning

Unit directly assists schools in ACSIP. A representative sample of professional development records of certified staff shall be checked against the school professional development plan within ACSIP. Any discrepancy may result in a comprehensive verification of professional development activities required for certified staff.

Compliance:

Failure to comply with the requirements of these Rules shall be reported to the Board and may result in a recommendation to the Board for a loss of accreditation or other sanctions as set out in the Arkansas Standards for Accreditation.

Homeless Children and Youth

Homeless Children: Districts must provide comparable services for homeless children who do not attend participating Title I schools, including providing educationally related support services to children in shelters. The services must be comparable to those provided to children in Title I schools. A district must set aside funds (regardless of receiving a McKinney-Vento Homeless Assistance Grant) for homeless children attending schools not served by Title I.

The purpose of Title I, Part A, as amended by ESEA, is designed to help disadvantaged children reach high academic standards. Homeless children are individuals who lack a fixed, regular and adequate nighttime residence. It also includes children who are sharing the housing of other persons due to loss of housing, economic hardship, living in motels, mobile home parks, camping grounds, emergency shelters or foster care due to the lack of adequate accommodations.

- A district must set aside funds from Title I for any children within their system who are homeless. Title I funds are to provide comparable services to homeless children who are not attending Title I schools. (This use of Title I funds must be allocated to meet the basic needs, such as clothing, supplies and health care, so that these students may participate more fully in school. All fees for any extra-curricular activities must be waived.)
- A district must provide students experiencing homelessness with transportation to and from their school of origin, at a parent or guardian’s request.
- Any student designated as a homeless student will automatically receive free/reduced lunches.
- An action should be included in the district ACSIP plan stating that your district will set aside funds as required by the McKinney-Vento Act. List the school liaison as the person responsible, then complete with timeline, resources and source of funds.

Neglected Institutions
ESEA Title I, Part A, Section 1113, (3) (B)
Title I Services to Children in Local Institutions for Neglected Children

Section 101 of ESEA; Title I, Part A – Improving the Academic Achievement of the Disadvantaged (Children in Local Institutions for Neglected Children)

The definition of an institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect or death of their parents or guardians.

- **Funds** – The amount of funds generated by children in local institutions for neglected children is a part of the Title I, Part A allocation. The Neglected and Delinquent Office of ADE conducts a child count survey in the fall of each school year; these counts determine funding for the following school year. This child count survey is then used by the Federal Grants Management office to determine set asides for each facility. Facilities that elect not to return the survey or return the survey after the deadline will not be considered for funding. Once allocations are completed, the Local Education Agency (LEA) is officially notified by a Commissioner’s Memo for Title I allotments that is disseminated from the Federal Grants Management (FGM) office. It identifies the dollar amount for the local institution for neglected children. Funds for services for children in these institutions should be placed in the LEA’s set aside under budget code Function-1594 Title I, Part A Neglected Institutions (Fund 6501 ONLY) prior to any Title I, Part A funds being distributed to individual schools. Before providing services or any use of funds, a LEA should consult with officials from the identified eligible facilities.
- **Consultation** – The LEA must consult with officials from the institution(s) to determine the type of services, including conducting a needs assessment. Documentation must be on file in the LEA Title I office that demonstrates institution officials are being consulted in a timely manner.
- **Services** – Services are provided to any children residing in a local institution for neglected children. A needs assessment must be conducted to determine which services will be most beneficial. Information may include, but not limited to number of graduates, number of students attending college and the number of students advancing at least one grade level while at the institution. The following are examples of Title I services that may be provided to children in the institution:
 - Tutoring services are provided in addition to the assistance being provided to children who are attending public schools and receiving Title I services.
 - Counseling/peer mediation services to help children in transition from the facility back to school.
 - Computers, software and other equipment to enhance the learning experience and assist children with homework, reinforce concepts, etc.
 - Books and materials specifically designed to increase student achievement, including, but not limited to high interest/low vocabulary books, etc.
- **Evaluation** – There is no separate evaluation for children in local institutions for neglected children for Title I accountability purposes. However, an ample amount of data will be collected regarding the number of children participating by race, ethnicity, age, gender, academic and vocational outcomes and subject area.

Delinquent Institutions

ESEA Title I, Part D Section 1113 (3) (C)

Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk

The definition of an institution for delinquent children and youth is a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

- **Funds** – The purpose of these funds is to improve educational services, provide for successful transition from institutionalization to future goals and to prevent at-risk youth from dropping out of school.

- There are two types of Title I, Part D funds: Subpart I (only state agencies are able to apply) and Subpart II (only LEA are able to apply). Applications are mailed from the Neglected and Delinquent office and are only mailed to state agencies and LEAs that are eligible to receive funds. Applications are not made available until after the United States Department of Education (USDOE) officially announces the award amounts, which is July 1 of each school year. The application deadline is generally 30 days after final awards are announced. To be considered for either Subpart I or Subpart II funds, an agency or LEA must complete an application.
- Evaluation – There is a separate evaluation required. This document is attached to the application.
- Eligibility - To be considered for services from the LEA under Title I, Part A or Title I, Part D, facilities must be on the approved Department of Human Services licensed residential facility list; however, not all agencies on this list are eligible. In the state of Arkansas, all eligible neglected institutions receive services from the LEA under Title I, Part A and all delinquent institutions receive Title I, Part D. For information regarding eligibility or the application process, contact the Neglected and Delinquent office at (501) 682-4231, for information regarding your allocation, contact the Federal Grants Management Office at the ADE: (501) 682-4275.
- Other – If a LEA is unable or unwilling to provide services to children in local institutions for neglected or delinquent children, the state will reduce the LEA’s allocation by the amount generated by the neglected children. The ADE may transfer the funds to another LEA that agrees to assume educational responsibility for the neglected children. The ADE may retain the funds if the ADE assumes educational responsibility for the neglected children. If the institution closes and the children are transferred to an institution in another LEA, the ADE must adjust the allocations of the two LEAs to reflect the transfer.
- For additional resource information, please refer to <http://www.neglected-delinquent.org/nd/resources/spotlight200704a.asp>.

Parent Involvement

ESEA, Title I, Part A, Section 1118

The parental involvement provisions in ESEA stress shared accountability between schools and parents for high student achievement. Research provides convincing evidence that the collaboration of schools and parents leads to learning, participating and achievement of high academic standards. When parents are involved in education, children reach higher expectations in school and schools improve.

Funding Title I Parent Involvement Activities:

- Any district with an allocation of more than \$500,000 must set aside 1% of their allocation to carry out the required parent involvement activities. This should be budgeted under 2170 Parent Involvement.
- The new law specifies that at least 95% of the funds reserved under this provision must be distributed to schools; and
- Parents of Title I students must be involved in the decisions concerning how the funds are spent.

Districts providing Title I services to private schools must reserve funds for parent involvement activities. The district must reserve parent involvement funds before allocating funds to Title I public schools. The funds must be proportionate to the number of eligible private school children. For example, if the percent of eligible private school children is 5% of the total low-income students in the district, the percent of parent involvement funds to be reserved from the districts parent involvement funds for the private school is 5%. See Commissioner's Communication FIN-07-017 date August 15, 2006 for additional guidance.

District Wide/School Parental Involvement Policy

Districts are required to jointly develop with, agree on and distribute to parents of participating children a written parental policy in a format and language the parents can understand (to the extent practicable) saying how it will support the involvement of parents. **Each school in the district is required to have its own Parental Involvement Policy.**

Parental Involvement – assists states, districts and schools in administering the parental involvement provisions of Title I, Part A of the ESEA. This guidance document includes Appendix D: District Wide Parental Involvement Policy (Sample Template).

School-Parent Compact

Title I schools are required to maintain school-parent compacts developed jointly with parents of children in the school that describes how the school staff, parents and students will share the responsibility for improved student academic achievement, and to explain how an effective home-school partnership will be developed.

The school-parent compact, developed jointly with parents of Title I participating students,

- Describes the school's responsibility to provide high quality curriculum and enables Title I children to meet Arkansas's academic achievement standards;
- Describes how parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom, participating in decisions relating to their child's education and positive use of extracurricular time; and
- Addresses the importance of establishing ongoing, good communication between teachers and parents through
 - Annual parent-teacher conferences to discuss individual student progress discussing the child's achievement.
 - Frequent progress reports to families on student academic progress.

- Reasonable access to staff and opportunities to volunteer, observe and participate in classroom activities.

Parental Involvement – assists states, districts and schools in administering the parental involvement provisions of Title I, Part A of the ESEA. This guidance document includes Appendix E: School-Parent Compact (Sample Template).

ACSIP REQUIREMENTS

In order to ensure effective parent involvement for building capacity, the district must fulfill the following requirements in each ACSIP school plan:

Parental Involvement Requirements for K-12 Arkansas Schools (Arkansas Act 397 of 2009, formerly Act 307 of 2007)

Each school is required to develop a parent involvement plan that includes a separate action addressing each component for parental involvement required by Arkansas Act 397. The following components must be captured in the district ACSIP plan and in each separate ACSIP building level plan:

- Informational Packets
- Parent Involvement Meetings
- Volunteer Resource Book
- School’s process for resolving parental concerns in handbook
- Seminars to inform the parents of high school students about how to be involved in decisions course selection, career planning and preparation for postsecondary opportunities
- Enable formation of PTA/PTO
- Parent Facilitator
- Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment
- Engage in other activities determined by the school to help a parent assist in his or her child’s learning

Parents must be involved in the development of the school improvement plan (ACSIP Plan).

The requirement remains that each school host a minimum of two parent-teacher conferences annually. This does not reduce or eliminate the need to include other parental engagement activities throughout each intervention.

Federal funds shall not be used to provide funding for required state parent involvement activities. Federal funds may be used to supplement state and local funds.

District Level Requirements

Must post Parental Involvement Plan on their District's website

Annual Evaluation

An annual evaluation of the effectiveness of the district's Parent Involvement Policy and parent involvement activities must be conducted. The evaluation should determine whether

- The academic quality of the school has improved;
- Parent participation has increased; and
- Barriers exist that hinder greater participation by parents.

The evaluation may be conducted through a written survey, a telephone survey or in person. Districts must document and summarize the evaluation findings and how the information will be used to improve the parent involvement program.

School Level Requirements

Must post the school's Parental Involvement Plan on the school's website

Annual Evaluation

An annual evaluation of the effectiveness of the school's Parent Involvement Policy and parent involvement activities must be conducted. The evaluation should determine whether

- The academic quality of the school has improved;
- Parent participation has increased; and
- Barriers exist that hinder greater participation by parents.

The evaluation should indicate whether the school is a targeted assistance school or a schoolwide program. Each Title I school's Parental Involvement Plan must be evaluated by their Parental Involvement Committee each year and revised as needed. Districts must document and summarize the evaluation findings and how the information will be used to improve the parent involvement program.

Title I, Part A Requirements

School Requirements

The school must have a written parental involvement plan developed jointly with parents.

The plan must describe how the school will carry out the Parental Involvement requirements in accordance with Section 1118.

The school's Parental Involvement committee must help to develop, agree upon and evaluate the plan. It is "recommended" that the members of the committee be comprised of at least 50% non-employee parents.

The parents of students receiving Title I services must share in the decisions on how the school's Parental Involvement funds are spent.

The Parental Involvement activities (training, workshops...) offered by the school for the parents of students receiving Title I services must come from suggestions generated by the parents and tied to student academic achievement.

The school's Parental Involvement Plan must be disseminated to each parent of students receiving Title I services in an understandable and uniform format, including alternative formats upon request and in a language that parents can understand.

The community must be aware that the district and each school in the district have Parental Involvement Plans.

All Parental Involvement committee meetings, parent workshops, and parent meetings that are listed in the school's Parental Involvement Plan should be documented with sign-in sheets, agendas and minutes. The sign-in sheets should clearly identify parents who were in attendance.

An annual Title I Meeting must be conducted as a stand alone meeting. (Not in conjunction with any other meeting or activity). It should provide parents of Title I students, information about the Title I program. Sign in sheets, agendas and minutes should be kept for documentation. The agenda should include a description/explanation of the school's curriculum; information on forms of academic assessment used to measure student progress and information on proficiency level students are expected to meet.

Upon request of parents, the school must provide opportunities for regular meetings for parents to formulate suggestions and to participate in decisions about the education of their children.

Parental Notification

The School must notify parents of their children's eligibility for Supplemental Educational Services (SES) and School Choice at least 14 days before the first day of school.

The school provide to parents of students receiving Title I services information about the following components: (See Title I, Part A Non-Regulatory Guidance on Parental Involvement for more information).

- Parents Right to Know
- Annual Report Card
- Individual Student Assessment Report
- Progress Review
- Written State Complaint Procedures
- Parental Communication
- Disabled Parents

The school must communicate with parents with disabilities to ensure meaningful participation in Title I, Part A Programs. The communication with parents of disabilities must be as effective as communication with other parents.

The school must furnish appropriate auxiliary aids and services when necessary to afford a parent with a disability an equal opportunity to participate in and enjoy the benefits of Title I, Part A Programs, services and activities, including the parental involvement provisions.

The school must provide an opportunity to parents with disabilities to request the auxiliary aids and services of their choice (such as sign language interpreters and large print or materials in Braille) to ensure meaningful participation in the different types of programs or activities carried out to implement Part A provisions.

District Requirements

The district must have a written Parental Involvement Policy that establishes its expectations for parental involvement.

The policy must be developed jointly with and agreed upon with and distributed to the parents.

The district must have a district Parental Involvement Plan developed and evaluated annually with the help of parents.

The district must describe how the district will carry out the parental involvement requirements in Section 1118.

The district must notify parents of students in a Title I school of the school's improvement status at least 14 days before school begins. They must notify parents if the school is in school improvement, corrective action or restructuring. The district must provide an explanation of what it means, the reason for identification, the district's and school's response, how the school compares to other schools, how parents can become involved and any corrective actions.

For schools identified for restructuring, the district must notify parents and provide them an opportunity to comment and participate in preparing a restructuring plan.

The district must inform the parents of Limited English Proficient students receiving Title I services how they can become involved in their child's education; how they can participate in helping their child attain English proficiency, high achievement levels in core academic subjects and meet state standards. Parents should be provided with additional opportunities and invited to attend regular meetings.

The district must inform parents of limited English proficient students that their child has been identified for participation or is participating in a Title I; Part A funded Language Instruction Educational Program under Title III of ESEA. The district must tell the parent of limited English proficient students

- a. the reason for identification
- b. level of English proficiency
- c. methods of instruction
- d. how the program will help their child
- e. will tell the parents of a child with a disability how the language instructional educational program will meet the objectives of the child's IEP.

The district or an eligible entity using Title III of ESEA should provide a separate notice to parents of a child who has participated or is participating in the language instruction educational program that the program has not made progress on the annual measurable achievement objectives, no later than 30 days after failure.

The district must communicate with parents with disabilities to ensure meaningful participation in Title I, Part A Programs. The communication with parents of disabilities must be as effective as communication with other parents.

The district must furnish appropriate auxiliary aids and services when necessary to afford a parent with a disability an equal opportunity to participate in and enjoy the benefits of Title I, Part A Programs, services and activities, including the parental involvement provisions.

- The district must provide an opportunity to parents with disabilities to request the auxiliary aids and services of their choice (such as sign language interpreters and large print or materials in Braille) to ensure meaningful participation in the different types of programs or activities carried out to implement Part A provisions.

Including the following six components to build parental capacity and how the LEA will support each school in implementing these activities:

BUILDING CAPACITY FOR PARENTAL INVOLVEMENT

SIX REQUIREMENTS

PL 107-110 Section 1118 (e) Building Capacity for Involvement-To ensure effective involvement of parents and to support a partnership between our school, parents and community, for the purpose of improving student academic achievement, our school:

- Provide assistance to parents in understanding content how to monitor a child's progress; standards, academic assessments, and
- Provide materials and training to help parents work with their children to improve academic achievement;
- Educate teachers, principals and other staff in the importance of effective communication, value and utility of contributions of parents;
- Coordinate and integrate parent involvement programs and activities

- Ensure that information related to school and parents' programs is sent to parents to the extent practical in a language parents can understand;
- Provide other reasonable support for parental involvement activities as parents may request

Private Schools

ESEA Sections 5142 and 9501 Private School / Non Public School Revisions

The Title I program provides supplemental educational services so that all children have a fair, equal and significant opportunity to obtain a high-quality education. Generally, to qualify for assistance under Title I, a student must reside within the attendance area of a participating public school located in a low-income area and be failing, or at risk of failing, to meet student academic achievement standards.

Under Title I, local educational agencies (LEAs) are required to provide services for eligible public school students, as well as eligible private/non-public school students. In particular, §1120 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), requires a participating LEA to provide eligible children attending private/non-public elementary and secondary schools, their teachers and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers and their families.

The Title I services provided by the LEA for private/non-public school participants are designed to meet their educational needs and supplement the educational services provided by the private/non-public school. These services may be provided by the LEA, or by a contractor who is independent of the private/non-public school and any religious organization. Title I services or benefits must be secular, neutral and nonideological.

The Title I services for private/non-public school students must be developed in consultation with officials of the private/non-public schools. In addition, the LEA must meet with appropriate private/non-public school officials throughout the implementation and assessment of Title I services.

Under §200.63 of the Title I regulations consultation must, at a minimum, address the following issues:

- How the LEA will identify the needs of eligible private/non-public school children.
- What services the LEA will offer to eligible private/non-public school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where and by whom the LEA will provide services to eligible private/non-public school children.

- How the LEA will assess academically the services to private/non-public school children in accordance with §200.10 of the Title I regulations, and how the LEA will use the results of that assessment to improve Title I services.
- The size and scope of the equitable services that the LEA will provide to eligible private/non-public school children, and consistent with §200.64 of the Title I regulations, the proportion of its Title I funds that the LEA will allocate for these services and the amount of funds that the LEA reserves from its Title I allocation for the purposes listed in §200.77 of the Title I regulations.
- The method, or the sources of data, that the LEA will use (under §200.78 of the Title I regulations) to determine the number of private/non-public school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is used.
- The services the LEA will provide to teachers and families of participating private/non-public school children.

Consultation must also include:

- Discussion of service delivery mechanisms the LEA will use to provide services; and
- Thorough consideration and analysis of the views of the private/non-public school officials on whether the LEA should contract with a third-party provider. *If the LEA disagrees with the views of the private/non-public school officials on this issue, the LEA must provide in writing to those officials the reasons why the LEA has chosen not to use a third-party contractor.*

Each LEA must maintain and provide to the State educational agency (SEA) a written affirmation, signed by officials of each private/non-public school with participating children or appropriate representatives of the private/non-public school officials that the required consultation has occurred. **(The affirmation form may be found in Appendix H).** *Copies of the LEA Title I application must be provided to the private school official when requested.*

ALLOCATING FUNDS FOR EQUITABLE SERVICES FOR PRIVATE/NON-PUBLIC SCHOOL STUDENTS

The amount of Title I funds allocated to each participating public school attendance area is determined mainly on the basis of the total number of low-income students - both public and private/non-public - residing in each area. Expenditures for private/non-public school students in each area generally are determined based on the proportion of students from low-income families residing in that area who attend private/non-public school.

Under §1113(a) of the Title I statute and §200.78 of the regulations, an LEA must allocate Title I funds to public school attendance areas, identified as eligible and selected to participate, in rank order on the basis of the total number of children from low-income families residing in each area.

DELIVERY OF INSTRUCTIONAL SERVICES

After consultation with appropriate private/non-public school officials, the LEA must design a Title I program that meets the needs of private/non-public school participants. The LEA is responsible for planning, designing and implementing the Title I program and may not delegate that responsibility to the private/non-public schools or their officials.

Based on the needs of the children to be served, the LEA must provide an instructional program that not only supplements, but also is well coordinated with the instruction that the private/non-public school children are receiving in their regular classrooms. This program should complement classroom instruction and should not be a separate instructional program.

Services for participating private/non-public school children include, but are not limited to, the following:

- Instructional services provided by public school employees or third-party contractors
- Extended-day services
- Family literacy programs
- Counseling programs
- Computer-assisted instruction (CAI)
- Home tutoring
- Instruction using take home computers

An LEA is obligated to provide Title I services on an equitable basis, and the expectation is that Title I services start at the beginning of each school year. If the LEA begins the Title I program late in the school year, in order to comply with applicable requirements, the LEA should provide additional services during the remainder of the year and carry over any unspent funds that should have been used to provide equitable services for private/non-public school students and add them to the instructional funds for the private/non-public school participants for the next school year.

Note: If a district uses the flexibility to transfer funds from other federal programs, when allowed, to support Title I instructional functions, dialogue is to take place with the private school regarding the percentage of these funds that will be made available to support the instructional programs for private school students.

PARENTAL INVOLVEMENT

Title I places considerable emphasis on parental involvement. Section 1118 of the Title I statute contains many provisions concerning an LEA's responsibilities for carrying out parental involvement activities. Research shows that parent involvement in the education of their children is a critical factor in improving academic achievement. If students are to attain and maintain grade-level proficiency and achieve high academic standards, parents must support their children's learning.

Section 1118 of Title I requires an LEA to reserve funds off the top of its Title I allocation to carry out required Title I parental involvement activities. Section 200.65 of the regulations requires the LEA to calculate the amount of funds available for parental involvement activities from the reserved funds

based on the proportion of private/non-public school children from low-income families residing in participating public school attendance areas.

An LEA must provide equitable services to parents of private/non-public school participants from the funds set aside for this purpose. Activities for the parents of private/non-public school participants must be planned and implemented after meaningful consultation with private/non-public school officials and parents. Activities that LEAs can provide parents that will assist private/non-public school students in achieving high academic standards include a written agreement between the LEA and parents of private/non-public school participants regarding the responsibilities of the LEA and parents in the Title I program, parent meetings, communication between the Title I teachers and parents on students' academic progress, parent-teacher conferences and parent education.

PROFESSIONAL DEVELOPMENT

The LEA is required to provide professional development activities for Title I teachers who are employees of the LEA. The costs of this training should be paid from the funds reserved for the professional development of the LEA's teachers and not from the funds required to provide equitable services to teachers of private/non-public school participants. (If an LEA reserves funds under §1119 off the top of its Title I allocation for carrying out Title I professional development activities, the LEA must provide equitable services to teachers of private school participants from this set-aside. As required under §200.65 of the regulations, an LEA calculates these equitable services from the reserved funds in the proportion to the number of private school children from low-income families residing in participating public school attendance areas. Activities for the teachers of private school participants must be planned and implemented with meaningful consultation with private school officials and teachers.)

The professional development activities for private/non-public school teachers should address how those teachers can serve Title I students better, such as by providing information on research-based reading and mathematics instruction. It is inappropriate to use these funds to upgrade the instructional program in the regular classroom of the private/non-public school.

Private/non-public school officials are not authorized to obligate or receive Title I funds. The statute clearly states that the LEA must maintain control of Title I funds. No Title I funds may be paid to the private/non-public school. Title I funds may be used to pay for stipends for private/non-public school teachers, if reasonable and necessary. For example, if the professional development activity is conducted during after-school hours or in the summer, stipends may be needed to compensate teachers for their participation outside their regular employment hours. Stipends for private/non-public school teachers must be available on the same basis as those for public school teachers and the stipends must be paid directly to the private/non-public school teachers for their own use and not to the private/non-public school. Title I funds may not be used to hire substitute private/non-public school teachers.

After consultation, the LEA should offer professional development activities at a time and place that is convenient for the teachers of private/non-public school participants. The LEA must maintain documentation for equitable participation of private/non-public school teachers.

ADMINISTRATIVE COST

An LEA may reserve an amount that is reasonable and necessary to administer Title I programs for both public and private/non-public school children, including special capital expense costs. This reservation for administration, including funds needed to administer Title I programs for private/non-public school students, is taken "off-the-top" of the LEA's allocation and not from the funds allocated for Title I services for private/non-public school children. Funds for instructional services are allocated after administrative and other "off-the-top" costs are determined

A third-party contractor hired by an LEA to provide services to private/non-public school participants may incur administrative costs. These costs must come "off the top" of the LEA's Title I allocation as administrative costs. The LEA may not charge a third-party contractor's administrative costs to the funds allocated for private/non-public school children for instructional services. To facilitate this determination, the parties should identify in the contract the portion of the costs that are administrative, and the LEA should use funds taken "off-the-top" of its allocation to pay this portion of the contract.

Title I funds may be used to purchase furniture for a Title I classroom if that cost is reasonable and necessary for the operation of the Title I program; however, the cost of the furniture must be charged to administrative costs. **If an LEA purchases furniture with Title I funds, only Title I participants may use it.**

STANDARDS, ASSESSMENT AND PROGRAM MODIFICATIONS

Public school students who participate in Title I programs must be held to the same challenging content and student achievement standards that a State expects all public school students to meet. Private school students who participate in Title I programs must also be held to high standards. In some instances, however, it may not be appropriate to expect private school children to meet the State's standards, if, for example, those standards are not aligned with the curriculum of the private school.

If the LEA, in consultation with private school officials, determines that it would be inappropriate to measure the achievement of participating private school children in relation to the State's standards, the LEA must use alternative standards that reasonably promise that the services provided will enable the private school participants to achieve the high levels called for by the State's student achievement standards.

An LEA must annually assess the progress of the Title I program toward enabling private school Title I participants to meet the agreed-upon standards. The LEA may use the State's assessment system (under §1111(b)(3) of Title I) or other assessment measures that more accurately reflect the progress of the private school participating students toward meeting the standards that the LEA, in consultation with private school officials, has determined is appropriate. Every year the LEA and private school officials must consult on what constitutes annual progress for the Title I program. In measuring annual progress, the LEA has the flexibility to group children in a manner that will provide the most accurate information about their progress. For example, the LEA may decide to group children by instructional method, grade level, school or other appropriate basis. If the Title I program for the private school participants does not make the expected annual progress, the LEA must annually make modifications to the Title I program.

While LEAs are required to assess progress of Title I students annually, they should also consult with private school officials/teachers regularly about the progress the Title I private school participants are making in their regular classrooms.

An LEA normally would assess private school children in the subjects in which the LEA provides Title I services to those children. Title I funds may be used to pay for the assessment if the assessment is used only for Title I purposes. To the extent, however, that an assessment is conducted for other purposes, it may not be paid for from Title I funds. If private school children, in general, are included in the State assessment, Title I funds may not be used to pay for the assessment of those private school children participating in Title I.

Officials of the private schools may provide the LEA with the assessment data on Title I participants that the private school has collected as part of its testing program. However, private school officials are not obligated to do this, and refusal by private school officials to provide these data does not release the LEA from its obligation to provide services and assess the progress of the private school participants in the Title I program.

When a district has one, or more, participating private schools the District ACSIP Plan must include an “Equitable Service to Non-Public Schools” Priority.

ESEA requires that a district must provide eligible private school children, their families and teachers with educational services that are equitable to those provided to eligible public school children, their families and teachers. The exception is Title II-A funds used for class size reduction. Title II-A funds for private schools may not be used for class size reduction. Under the Title II-A program, private school teachers, principals and other educational personnel are eligible to participate to the extent that the district used funds to provide for professional development for teachers and other school personnel. These services must be determined in consultation with private school officials with written affirmation signed by private school officials that the required consultation has occurred.

The public school district must

- Consult annually with private school officials prior to making decisions that affect participation in the ESEA programs in ACSIP;
- Determine equitable services and allocate funds for equitable services for private school students. The per pupil expenditure for a student in private school must be equal to the per pupil expenditure of that student’s public school attendance zone;
- Involve parents of private schools and carry out parental involvement activities. Funds are to be set aside for these activities based on the proportion of private school children from low-income families residing in the participating public school attendance areas; and
- Provide private school teachers the opportunity for professional development activities. Annually assess the progress of the ESEA programs toward enabling private school participants to meet the agreed upon standards.

(See Appendix F: Affirmation of Consultation.)

Services, materials and equipment provided to a private school must be supplementary to the regular program of the school and used for secular, neutral and non-ideological instruction.

Public school employees or contractors independent of the private school should deliver instruction. Direct instruction, computer-assisted instruction, extended-day services, educational radio and television or other types of instruction can be provided in various settings including the private school, the local public school or some other site. If the services are provided at the public school, measures must be taken to ensure that the services are distinct from the regular program of the private school.

Under section 200.63 of the Title I regulations, consultation must, at a minimum, address the following issues

- How the LEA will identify the needs of eligible private school children;
- What services the LEA will offer to eligible private school children;
- How and when the LEA will make decisions about the delivery of services;
- How, where and by whom the LEA will provide services to eligible private schoolchildren;
- How the LEA will assess academically the services to private school children and how the LEA will use the results of that assessment to improve Title I services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children, the proportion of its Title I funds that the LEA will allocate for these services and the amount of funds that the LEA reserves from its Title I allocation for the purposes listed in section 200.77 of the Title I regulations;
- The method, or the sources of data, that the LEA will use to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is used;
- The services the LEA will provide to teachers and families of participating private schoolchildren;
- A discussion of service delivery mechanisms the LEA will use to provide services; and
- A thorough consideration and analysis of the views of the private school officials on whether the LEA should contract with a third-party provider.

Services, materials and equipment provided to a private school must be supplementary to the regular program of the school and used for secular, neutral and non-ideological instruction. ESEA requires that the Title I services be provided by an employee of the LEA or by an employee through a contract with the LEA.

State and local government requirements for equipment are set forth in section 80.32(d) of the Education Department General Administrative Regulations (EDGAR), which requires that a control system must be developed that ensures adequate safeguards to prevent loss, damage or theft of the property. These controls are essential given that the property is located at private school sites and there is the potential for misuse of the equipment and property if improperly labeled. The LEA is required under section 1120(d) (1) of the ESEA to administer all property purchased with Title I funds.

Public school employees or contractors independent of the private school should deliver instruction. Direct instruction, computer-assisted instruction, extended-day services, educational radio and television or other types of instruction can be provided in various settings including the private school, the local public school or some other site. If the services are provided at the public school, measures must be taken to ensure that the services are distinct from the regular program of the private school.

Priority requirements for District ACSIP Plan with a participating Non-Public School:

Non-Public School Priority

Priority includes interventions/actions should describe the following

- Annual meaningful consultation with private school officials prior to making decisions that affect participation in Title I programs;
- How student achievement needs will be identified;
- What research based programs will be provided and how they will be offered;
- How student achievement will be assessed;
- The program evaluation strategies used to determine the effectiveness of student achievement relating to state standards;
- How parental involvement activities will be provided; and
- How teachers will be provided professional development opportunities.

The district must calculate equitable services for professional development in proportion to the number of private school children from low-income families residing in the public school attendance areas. The action(s) shall include a description of the planned professional development activities and reflect equitable expenditures for private school teachers. After the consultation with the private school officials, the district may provide these services independently or in conjunction with the district's professional development activities. The district must maintain documentation for equitable participation of private school teachers.

Section 1120(d) (1) of the ESEA requires that the LEA maintain control of the Title I funds, materials, equipment, and property. Section 1120(b) (1) (B) of the ESEA requires that an LEA consult with appropriate officials from private schools during the design and development of the LEA's program for eligible private school children. In addition, section 1120(d) (2) of the ESEA requires that the Title I services be provided by an employee of the LEA or by an employee through a contract with the LEA. Section 200.66(b) (1) of the Title I regulations requires LEAs to use Title I funds only to meet the special educational needs of participating private school children. Section 200.66(b) (2) of the Title I regulations prohibit LEAs from using Title I funds for the needs of the private school or the general needs of children in the private school.

Section 200.62(b) (1) of the Title I regulations requires that, to be eligible for Title I services, a private school student must reside in a participating public school attendance area and meet the requirements in section 1115(b) of the ESEA which requires the LEA to use multiple, educationally related, objective criteria in selecting children to participate in the Title I program.

Schoolwide Programs

ESEA, Title I, Part A, Section 1114

A school with a population of at least forty (40) percent low-income students is eligible to plan and implement a schoolwide program. A schoolwide program must upgrade the entire educational program in the school in order to raise academic achievement for all the students. The Federal funds must be supplemental to state and local education funds; however, services do not have to be supplemental to the regular education programs. Title I, Part A does not have to pay for the ten (10) requirements in a schoolwide program, but a school with a schoolwide program must include these requirements in its ACSIP plan.

- Needs assessment
Analyzed data for the following should be indicated: combined population of the school; all subgroup data from state required achievement exams; local achievement assessments; attendance or graduation rates; relevant sources to determine student learning needs. Specific grade levels and/or content area information should be recognized as main concerns. Achievement gaps between subpopulations should be identified.
- School-wide Reform Strategies that
 - Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
 - Use effective methods and instructional strategies based on scientifically-based research that strengthen the core program, increase the amount and quality of learning time and include strategies for meeting the educational needs of historically underserved populations;
 - Include strategies to meet the needs of all children in the school and address how the school will determine if those needs have been met; and
 - Are consistent with and are designed to implement the State and local improvement plans, if any.
- Instruction by highly qualified teachers
All teachers should be certified in the fields in which they are teaching.
- Professional development
Professional development should be based on the needs assessment and tied to the school improvement plan. The professional development offerings should be of high quality and directed toward improving instruction. Principals, teachers, paraprofessionals and other appropriate personnel should be included in the planning and implementation of professional development. Follow up activities and monitoring for implementation of the professional development must be included in the school improvement plan.
- Strategies to attract highly qualified teachers
Strategies are used to recruit and retain highly qualified teachers to high-need schools should be indicated.
- Parent involvement
Activities should be included in the school improvement plan to increase parental participation in educational programs and their child's education. Parents are involved in the development of the school's parent involvement policy, evaluation of the parent involvement program and the learning compacts.
- Transition
The school provides for activities to ease the student's emotional and academic transition from early childhood programs to elementary school programs.
- Collaboration

Teachers should be included in the selection of academic assessments, the analysis of data, and the development of the overall instructional program in order to improve student achievement.

- Point-in-time remediation
Activities to ensure those students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by the state shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Coordination and integration of Federal, State and local services and programs
Federal, State and local funds should be used to coordinate and integrate services to improve instruction and increase student achievement.

Targeted Assistance

ESEA, Title I, Section 1115

Targeted Assistance schools are schools selected to receive funds that are ineligible for a schoolwide program or that choose not to operate a schoolwide program. The district serving such schools may use funds received under this part only for programs that provide services to eligible children identified as having the greatest need for special assistance. The goal of a targeted assistance school is to improve teaching and learning to enable Title I participants to meet the state's challenging academic standards that all children are expected to master.

The following eight components must be included in a targeted assistance program:

- Title I resources should be used to help participating children meet the State's challenging student academic achievement standards expected for all children.
- Planning for students served should be incorporated into the plan.
- Methods and instructional strategies should be used by school personnel based on scientifically-based research that strengthens the core academic program of the school, and gives primary consideration to providing extended learning time, such as an extended school year, before- and after-school and summer programs and opportunities; the school provides an accelerated, high-quality curriculum, including applied learning, to minimize removing children from the regular classroom during regular school hours for instruction provided under Title I.
- Title I resources should coordinate with and support the regular education program. This may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool (ABC) programs to elementary school programs.
- Instruction should be provided by highly qualified teachers.
- Opportunities for professional development should be provided with Title I resources, and, to the extent practicable, from other sources, for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents and other staff, who work with participating children in programs under Title I or in the regular education program.
- Strategies should be included to increase parental involvement, such as family literacy services.
- Provisions should be evident to coordinate and integrate federal, state and local services and programs, including programs supported under the ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.

Identification and Selection of Students (Targeted Assistance program):

Each school conducting a targeted assistance program must identify the lowest-achieving children for participation in the Title I program. Actions must be included in the ACSIP plan describing the process of identifying students for the Targeted Assistance program.

- Needs Assessment – A school must conduct a comprehensive needs assessment as a part of its school improvement plan to determine priority needs. Based on these priority needs, the Title I focus area(s) is determined.
- Eligible Population – The eligible population for Title I services includes
 - Children not older than age twenty-one (21) who are entitled to a free public education through grade twelve (12); and
 - Children who are not yet at a grade level at which the local educational agency provides a free public education.
- Eligible Children – From the population described above, a targeted assistance school identifies children eligible for Title I services who are
 - Children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;
 - Children from preschool through grade two (2) selected solely on the basis of criteria such as teacher judgment, interviews with parents and developmentally appropriate measures;
 - Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, are eligible for Title I services on the same basis as other children selected to receive Title I services;
 - Children who, at any time in the two (2) years preceding the year for which the determination is made, participated in a Head Start, Even Start, or Early Reading First program, or in preschool Title I services;
 - Children who, at any time in the two (2) years preceding the year for which the determination is made, received services under the migrant program;
 - Children in a local institution for neglected or delinquent children and youth or attending a community day program for such children; and or
 - Children who are homeless and attending any school served by the local educational agency.
- Children Selected for Title I Services – From the eligible children, a targeted assistance school selects children for Title I services on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school.
 - Classroom teachers rate only the eligible students in the focus area identified by the needs assessment. Sample ranking sheets are attached. Revise the ranking sheet for different ability levels and to fit the school's needs.
 - Developmental checklists or other screening instruments may be substituted for the ranking sheets in order to more effectively assess the needs of kindergarten-primary 3 (formerly grade 2) students. These checklists may include such criteria as teacher judgment, interviews with parents and developmentally appropriate measures.
 - The children who are in greatest academic need of assistance are provided Title I services.
 - Each school should keep this data on file. The district Title I coordinator should keep a copy of the school's student ranking data.

Note: Title I funds may not be used to provide services that are otherwise required by law to be made available to children in a targeted assistance school. Title I funds may be used to coordinate or supplement such services.

Effective Approaches:

In-class model: The Title I, Part A funded personnel collaboratively teaches with the regular classroom teacher in order to directly benefit children identified for Title I, Part A services.

The focus of collaboration is continuous interaction between classroom and Title I, Part A funded staff to provide appropriate instructional opportunities for all students.

The regular classroom teacher helps all children develop skills, concepts and processes in a particular content area that will enable them to meet the academic expectations. The Title I, Part A funded teacher or paraprofessionals support and reinforce the skills and strategies with identified students. The two staff members work together to ensure that identified students learn skills, strategies and concepts that will enable them to be successful.

Suggestions for effective collaboration include the following:

- Regular and on-going collaborative planning between the regular classroom teacher and the Title I, Part A funded staff;
- Building an atmosphere of mutual trust between staff members;
- Creating a shared vision of how the staff can work together;
- Agree upon the mechanics of working together;
- Planning lessons that utilize the talents of the staff;
- Planning lessons that provide extra benefits to low-achieving students;
- Cooperatively solving problems that arise;
- Assessing and addressing the special needs of individual students;
- Flexibility in delivering Title I, Part A services.

Title I, Part A funded staff may collaboratively teach with regular classroom teachers as long as the effort directly benefits participating children. Targeted students must always receive instruction from the regular classroom teacher.

Limited Pull-out Programs

ESEA requires instructional services to be provided by minimizing the removal of Title I, Part A participants from the regular classroom during the regular instructional day.

A limited pullout program provides instructional services for participating children in a different setting and a different time than would be the case if those children were not participating in Title I, Part A. A limited pullout program meets the supplement, not supplant requirement if all of the following characteristics are met:

- The project is particularly designed to meet participants' special educational needs;
- The classroom teacher, who would be responsible for the provision of instructional services to participating children in the absence of Title I, Part A, remains responsible for, and continues to perform, those duties the teacher would be required to perform in the absence of Title I, Part A, including planning the instructional program of the participating children, providing them with instructional services and evaluating their progress;

- Paraprofessionals are paid with Title I, Part A funds working closely with the regular classroom teacher, who is ultimately responsible for the provision of instructional services to participating children in the absence of Title I, Part A, so as to provide services that are particularly designed to meet participants' special educational needs.

Supplanting Example:

Participating students pulled from the regular classroom are receiving additional services from the Title I, Part A staff. Title I, Part A cannot take the place of instruction that is provided by the regular classroom teacher. For example, a student receiving Title I, Part A services in reading cannot be pulled from the regular reading class to receive Title I, Part A services because Title I, Part A would then be taking the place of the regular classroom instruction.

(See Appendix G: Targeted Assistance Student Eligibility List.)

Preschool Children

ESEA, Title I, Part A, Sections 1112 and 1115

Preschool can play a major role in providing high-quality early learning experiences to young children. Supporting children's growth, development and learning in the early years, particularly for children who face significant challenges to successful learning, is an important strategy for preventing school failure. Research has found that intensive, high-quality preschool programs can close much of the early achievement gap for lower-income children. Title I recognizes the value of early intervention through proven approaches.

A district may reserve funds (set-aside) to operate Title I preschool programs. Those funds may be distributed to other comparable public early childhood education programs (such as Head Start, Even Start, Early Reading First) to operate Title I preschool programs. Public schools receiving Title I funds may use the school's allocation to operate a Title I preschool program.

A district or school is not required to serve preschool students. Preschool students cannot be included in calculating the allocations to schools. The district may reserve funds in the district set-asides to serve eligible preschool students in the district as a whole or for a portion of the district; or a participating school may use its Title I funds to serve eligible preschool students. The requirements for a targeted assistance school and a schoolwide program apply to services for preschool students.

Standards for Preschool Programs

A district that uses Title I funds to provide preschool programs to low-income children must ensure that those services comply at a minimum with the achievement standards established under section 641A (a) of the Head Start Act. The specific Head Start standards applicable to Title I preschool programs are in regulations at 45 CFR 1304.21-Education and Early Childhood at: <http://www.headstartinfo.org/pdf/1304.pdf>.

A Title I preschool program using an Even Start model must integrate early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Also, the Title I preschool programs using an Even Start model must include program elements (1) through

(15) in section 1235 of Title I, Part B. The legislation for the Even Start Family Literacy Program is at: <http://www.ed.gov/programs/evenstartformula/index.html>.

Eligible Students

A preschool-age child is one who is below the grade level and age at which the district provides elementary education. For the purposes of Title I, children from birth to the age that the district provides a free public elementary education may receive preschool services.

- A district that uses funds from Title I to provide preschool programs to low-income children must ensure that those services comply at a minimum with the achievement standards established under section 641(a) of the Head Start Act.
- A Title I preschool program using an Even Start model must integrate early childhood education, adult literacy, or adult basic education, and parenting education into a unified family literacy program. Also, the Title I programs using an Even Start model must include program elements (1) through (15) in section 1235 of Title I, Part B.
- Children attending a preschool Title I funded program must be identified by criteria established by the district and the state of Arkansas.
- A preschool that is part of a Title I school in a Schoolwide program is not required to identify particular children as eligible to participate in the Title I preschool. Therefore, all children in the attendance area of the school are eligible for preschool services.
- To be eligible to attend a Title I school operating in a Targeted Assisted school, preschool children must be at risk of failing to meet Arkansas' student achievement standards as determined by multiple, educationally related, objective criteria established by the district and school.
- Children who participated in a Head Start, Even Start or Title I preschool program at any time during the two preceding years, homeless children and children in institutions for neglected or delinquent children are automatically eligible for Title I preschool and to continue into Title I school programs.

Paraprofessionals Qualifications

All paraprofessionals paid with Title I funds and hired by a district must meet the following requirements:

- Completed two (2) years of study at an institution of higher education; or
- Obtained an associate's (or higher) degree; or
- Paraprofessional Assessment passing scores

In Title I preschool programs in school wide program schools, all paraprofessionals must meet the above requirements, regardless of how their salary is funded. Paraprofessionals who only serve as translators or who conduct parental involvement activities must have a secondary school diploma or its equivalent but are not required to meet the HQT standard.

Parental Involvement

Parent involvement in the education of children should begin as soon as they start school. Early childhood, preschool and kindergarten programs that train parents to work with their children at home

tend to have significant, positive effects. All provisions of parent involvement that are required for schoolwide and targeted assistance programs are also requirements of a Title I funded preschool, except the discussion of school-parent compacts at parent-teacher conferences in elementary schools.

Student Special Needs Funding and ACSIP

Actions/interventions must be shown in ACSIP plans (school and/or district).

If placed in school improvement plan documents (ACSIP), actions may be included in existing interventions or under new interventions created for the specific use of Special Needs Funds.

If placed in district improvement plan documents (ACSIP), the following is a suggested method:

Priority:

If the plan has a Priority for Federal Funds, – Expand title to “Extended Use of State and Federal Funds”.

Data Statements:

Cite data that are appropriate to support the diverse actions contained in the district intervention (such as teacher surveys related to professional development offerings, etc.).

Goal:

This is a conclusion of a needs assessment which should narrow the focus of the priority by addressing specific weaknesses based on data disaggregation/analysis and trend data.

Benchmark:

Benchmark statements are measurable, performance-based statements that include specific targets intended to help schools meet Arkansas AYP requirements and improve Secondary Indicators.

Interventions:

All interventions include scientifically-based research citations that include source, title, author and date. Research includes the most current available research related to targeted areas. ADE, Laws, Rules & Regulations are not considered as appropriate scientifically-based research citations. Each intervention includes at least the following:

Appropriate implementation and/or Instructional Strategies

Appropriate professional development; and

Evaluation of the intervention

All interventions have multiple, sequential steps of sufficient detail required to implement and maintain the intervention. If this is the first year for this Intervention, indicate in the program evaluation statement.

Program Evaluation:

A “program evaluation” action must be included. What type of evaluation must be used to evaluate the effectiveness of the program? Student achievement will be used to evaluate the use of ALE, ELL, NSLA and Professional Development funds, including specific indicators such as teacher survey results, growth, performance and Adequate Yearly Progress. Districts will be responsible for maintaining documentation. Evidence of program effectiveness must be included in the district and/or school’s Arkansas Comprehensive School Improvement Plan (ACSIP).

Budgeting Actions:

All actions describing the spending of the student special needs funding (NSLA, ELL, PD and ALE) should have the funding codes listed with them. If the action does not include actual spending of money, (the money may be captured in the district plan, but actions to explain are in school plan with no money attached) use the appropriate Source of Funds code and add \$0. This is necessary in order to capture all of the actions for the special funding when the program application is generated.

Reserve Funds:

If a district decides to hold Special Needs Funds in reserve, an action must be included in the ACSIP plan stating the specific amount to be reserved in the Source of Funds column. (For example, if a district received \$100,000, but only chooses to spend \$75,000 at this time, an action should be written.... The district/school is reserving \$25,000 of the NSLA funds).

Alternative Learning Environment Funding (ALE)

Purpose:

ALE is a positive intervention program to provide nontraditional education resources for the hardest to reach students. The setting will provide each alternative learning student with access to the services of a school counselor or a mental health professional, a nurse and support services provided to other students. Coordinate the ALE with state and federal student assistance programs. ALE categorical restricted funds are in addition to the foundational funding provided for each of these students, no in place of the ADM funds.

Requirements:

- Submit a Program Description of the ALE on a form developed by the Department. This description shall be included in the district's Arkansas Comprehensive School Improvement Plan (ACSIP). A separate program description for every level (elementary, middle school, secondary) and location of ALE intervention the district provides is required.
- Have an Alternative Education Placement Team determine student placement in the ALE. This team should include, the student, the school counselor, the ALE director or principal, a parent or legal guardian and a regular classroom teacher that is aware of the students individual strengths and weaknesses. The team will make decisions concerning the benefits of alternative education concerning the student's needs.
- Have qualifying students exhibit two (2) or more of the characteristics:
 - Students will not be placed in the ALE based on academic problems alone.
 - Students placed at risk, though intelligent and capable, typically manifest one or more of the following characteristics: disruptive behavior, drop out from school, personal or family problems or situations, recurring absenteeism, transition to or from residential programs, personal and family problems or situations are conditions that negatively affect the student's academic and social progress, disruptive behavior or drop out from school. These may include, but are not limited to, abuse (physical, mental, sexual) frequent relocation of residency, homelessness, inadequate emotional support, mental/physical health problems, pregnancy and/or single parenting.
- Maintain documentation of the presence of these characteristics as listed above.
- Provide that the ALE shall not be punitive, but should provide the guidance, counseling and academic support to enable students who are experiencing emotional, social or academic problems to continue to make progress toward educational goals either in the traditional diploma seeking educational system or the GED Program.

- Provide that computer programs when used in the ALE setting will supplement teacher instruction.
- Develop an agreement with the parent or guardian, teacher or ALE Director and student outlining the responsibilities of the school, parent and the student to provide assurance that the plan for each student is successful.
- Provide a curriculum including mathematics, science, social studies and language arts aligned with the regular classroom instruction or with the standards for the tests of the GED.
- Develop exit criteria on which to base a student's return to the regular program. A transition plan is required for every student. The transition plan will include individual contact personnel that will follow up on the student's successful integration back into traditional education or into adult education.
- Require ALE staff to meet the same professional development requirements as other certified staff.

ALE funding is restricted state aid and shall be spent on eligible activities identified in this Rule except as otherwise allowed by law or rule. ALE funding may be carried over, but shall remain restricted to priority areas as defined in this Rule.

English Language Learners Funding (ELL)

For ELL funding purposes, State-approved English proficiency assessment instruments include

- LAS (Language Assessment Scales);
- Maculaitis Assessment of Competencies; and
- English Language Development Assessment English Language Proficiency Screener

ELL funding shall be expended for the following eligible activities:

- Salaries for ELL-skilled instructional services (not supplanting district financial obligations for providing teachers for ELL students).
- Funds for teacher training, consultants, workshops and ELL course work, including Department sponsored training programs.
- Released-time for planning program selection and ELL program development.
- Selection and purchase of language-appropriate instructional and supplemental (enrichment) materials for ELL students (including computer-assisted technology and library materials).
- Counseling services, community liaison staff with language and cultural skills appropriate to the ELL population.
- Assessment activities, which address identification, placement and review of ELL student academic progress, as well as evaluation activities to determine the effectiveness of the district's ELL program.
- Funds for supplemental instructional services for ELL students.

National School Lunch Act Funding (NSLA)

NSLA funding shall be expended for eligible program(s) that are researched based and aligned to the Arkansas Content Standards for improving instruction and increasing achievement of NSLA identified students at risk of not meeting challenging academic standards either existing or new.

NSLA funding shall not be used to meet or satisfy the Arkansas Standards for Accreditation required by Ark Code Ann. § 6-15-201 et. seq. and the Arkansas Minimum Teacher Salaries required by Ark. Code Ann. § 6-17-2403, except as otherwise allowed in the Rules Governing the Distribution of Student Special Needs Funding.

NSLA funding shall not be used to augment, replace or supplement the requirements of the Arkansas Standards for Accreditation required by Ark. Code Ann. § 6-15-201 et. seq. and the Arkansas Minimum Teacher Salaries required by Ark. Code Ann. § 6-17-2403 unless the expenditure is for purposes outlined under Section 6.07 of the Rules. Program uses and/or purposes listed below are subject to review and modification by the ADE. Please reference new State Board of Education rules and regulations governing the use of these funds.

- Employing Instructional Facilitators (Literacy and/or Mathematics and/or Science and/or Social Studies Specialists/Coaches) for grades K-12. The instructional facilitators are educators who assist in curriculum alignment with state curriculum documents, alignment of classroom assessment with statewide exams, instructional strategies, professional development and implementation of training, choosing standards-based instructional materials, understanding of current research, advantageous arrangement of the instructional day and integrating technology into instruction. The qualifications for instructional facilitators in grades K-12 are
 - A. At least three years of recent teaching experience in appropriate content areas within grades Kindergarten through Twelve;
 - B. Knowledge of Arkansas Curriculum Framework;
 - C. Knowledge of current research and effective practices in standards-based curriculum, instruction and assessment;
 - D. Experience in adult learning situations and in team problem solving; and
 - E. A bachelor's degree (a master's degree would be preferred);
- Providing research-based professional development in the areas of Literacy and/or Mathematics and/or Science (K-12) as defined in the ADE Regulations Governing Attendance at Certified Instructional Professional Development Sessions (Ark. Code Ann. § 6-17-702., -6.05.3 Employing highly qualified classroom teachers: K-12);
- Providing research-based before and after-school academic programs, including transportation to and from the programs;
- Providing research-based pre-kindergarten programs coordinated by the Division of Childcare and Early Childhood Education and Department of Human Services;
- Employing Tutors that must
 - A. Be able to demonstrate competency (as determined locally) in each area where instruction is provided; and
 - B. Work under the supervision of highly qualified teachers;
- Employing Teacher's aides who must
 - A. Be highly qualified; and
 - B. Work under the direct supervision of highly qualified teachers;

- Employing licensed counselors and nurses above state standards;
- Employing coordinated school health coordinator, human service workers, licensed mental health counselors, licensed certified social workers or licensed social workers;
- Employing School Resource Officers (SRO) whose job duties include research-based methods and strategies tied to improving achievement of students at risk;
- Providing experience-based field trips;
- Employing Curriculum Specialists that shall meet current licensure requirements outlined in the “Rules Governing Initial and Standard Administrator Licensure.”
- Providing summer programs that employ research-based methods and strategies;
- Providing parent education;
- Providing early intervention programs. Early intervention means short-term, intensive, focused individualized instruction developed from ongoing, daily, systematic diagnosis that occurs while a child is in the initial, kindergarten through grade one (K-1), stages of learning early reading, writing and mathematical strategies to ensure acquisition of the basic skills and to prevent the child from developing poor problem-solving habits which become difficult to change;
- Obtaining materials, supplies and equipment, including technology, used in approved instructional programs or for approved purposes. The approved programs and or purposes support the local educational agency’s school improvement plan; or
- Other activities approved by the ADE.

Use of these funds shall be included within the school and/or district’s ACSIP. The ACSIP must include how the funds will be spent, the person(s) responsible, a timeline and a budget.

The district shall

- Evaluate programs supported by NSLA funds annually to ensure that the programs are providing intervention/prevention services designed to increase student achievement; and
- Maintain documentation that supports gains in student achievement as measured by the state assessment system.

NSLA funding may be carried over, but shall remain restricted to priority areas as defined in this Rule. NSLA funding is restricted state aid, except as otherwise allowed by law or Rule.

- Total amount of NSLA funds held in balance by a school district; total amount of current year NSLA funds received by the district; total amount of current year NSLA funds applied to any bonus or salary of an employee of the district; names of those employees of the district who will receive a bonus or increase in salary from NSLA funds; percent of current year and total NSLA funds used as a bonus for classroom teachers;
- A listing of all programs, actions and purpose of the programs which were funded by current year NSLA funds and funded by reserve or carry forward NSLA funds;
- Staffing charts listing individual employees and their certification levels used to support the listed NSLA programs;
- A listing of the targeted participants of each NSLA program along with the targeted curriculum content area(s) to be addressed by the NSLA programs;
- Specific objectives for each NSLA program;
- An outline of how the district will measure and monitor the performance of NSLA programs;
- Specific measurement outcomes of each of the NSLA program;

- A report stating whether the district is in academic distress or failing to make adequate yearly progress (AYP); and
- If failing to make AYP, specify which subgroups are failing and how the district is using NSLA funds to address such failures.

FOR GUIDANCE REGARDING THE EXPEDITURE OF NSLA FUNDS FOR SALARIES AND/OR BONUS, SEE ADE’S “RULES GOVERNING THE DISTRIBUTION OF STUDENT SPECIAL NEEDS FUNDING AND THE DETERMINATION OF ALLOWABLE EXPENDITURES OF THOSE FUNDS” DATED JULY OF 2010, SECTIONS 6.11.

Professional Development Funding

Professional development funding shall be expended for approved programs and purposes identified in the Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program, section 5.0 “Professional Development” and employing literacy, mathematics or science coaches as described in this Rule.

Districts may expend state professional development funding to provide the requisite hours of professional development required by rule or law.

Professional development funding is restricted state aid. Professional development funding shall be spent on activities identified in ADE Rules Governing the Distribution of Student Special Needs Funding for School Year 2004-2005 (revised 2007-2008) except as otherwise allowed by law or other rules.

Professional development funding may be carried over, but shall remain restricted to priority areas as defined in the Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program.

Financial Accounting for Special Needs Funding (ALE, ELL, NSLA, and Professional Development)

After having provided programs designed to meet the needs of students in the respective categorical funding areas, a district may transfer and expend funds on any of the special needs categories allowed for in ADE Rules Governing the Distribution of Student Special Needs Funding for School Year 2004-2005 (July 2010).

Special needs funding of ALE, ELL, NSLA and Professional Development may be used for any of the expenditures identified in ADE Rules Governing the Distribution of Student Special Needs Funding for School Year 2004-2005 (revised 2007-2008).

Districts shall report the funds received under each special needs funding category. Districts shall report the expenditures of all special needs funds including fund balances remaining on June 30 of each year. The funds received, transferred, expended and/or carried over shall balance.

POLICY STATEMENT

Complaint Resolution Procedures

A state policy has been established to provide due process for resolving complaints from parents and other individuals or organizations regarding the educational placement of homeless children and youths pursuant to the McKinney-Vento Homeless Education Assistance Improvement Act as well as the administration of the following programs contained within the Elementary and Secondary Education Act (ESEA):

- Part A of Title I (Improving Basic Programs operated by Local Educational Agencies);
- Subpart 3 of Part B of Title I (Even Start Family Literacy Programs) (other than federally administered direct grants for Indian tribes and tribal organizations, children of migratory workers, Statewide family literacy initiatives and a prison that houses women and children);
- Part C of Title I (Migrant Education);
- Part D of Title I (Children and Youth Who Are Neglected, Delinquent or At Risk of Dropping Out);
- Part A of Title II (other than Section 2151);
- Subpart 1, Part D of Title II (State and Local Programs for School Technology Resources);
- Part A of Title IV (Safe and Drug-Free Schools and Communities) (other than Section 4114);
- Part A of Title V (Innovative Education Program Strategies);
- Title III (Language Instruction for Limited English Proficiency (LEP) and Immigrant Students); and
- Section 9503 (Equitable participation of private school students in public school programs).

I. GENERAL

The Arkansas Department of Education, the State Education Agency (SEA), shall receive complaints directly or review appeals from local education agency (LEA) decisions with respect to complaints concerning violations arising out of the administration of the programs listed above. Complaints may be made in a signed statement or in a certified recorded deposition or statement in which the complainant is identified. Complaints may be received directly from the complainant, referred from other state or federal agencies or come on appeal from an LEA.

II. REFERRAL AND DISPATCH

All complaints shall be referred for investigation and resolution to the Federal Programs Liaison (Liaison). Within ten (10) working days from receipt of a complaint, the Liaison shall have arranged to have the complaint investigated either by the LEA in some cases of direct complaint or the SEA in other cases of direct complaints and in all cases of appeal from an LEA decision.

- Appeals

The Liaison in consultation with the Coordinator for School Improvement (Coordinator) shall review appeal records. If he/she finds sufficient information to resolve the

complaint without further investigation, he/she will draw up the preliminary report described in Part IV and continue the resolution from that point. If he/she finds that records accompanying the appeal obtainable from the appellant are insufficient to resolve the complaint, he/she shall proceed under Section II B below.

- Direct Complaints

The SEA policy is that complaints received by the SEA which have not been submitted to the LEA or state agency will be referred to the LEA or state agency for processing through its procedures for resolution of complaints if such procedures exist at that level. The Liaison may determine that a direct complaint should be investigated by the SEA if he/she determines that (1) delay in resolving the complaint may result in serious and immediate harm to the complainant, (2) the allegations and supporting information together with readily available crosscheck data in the files of the SEA provide sufficient evidence to show probable success of the complaint on its own merits or (3) there is evidence that the LEA or state agency probably is aware of the alleged violation and has failed to act to resolve it. When direct complaints are referred to an LEA or state agency for resolution, a transmittal letter shall direct the resolution of the complaint under the adopted procedures of the LEA or state agency within a time period not to exceed thirty (30) days, unless a longer period is specified by the SEA due to unusual circumstances. The transmittal shall also provide information on the rights of the complainant to appeal the final written report of the applicant agency to the SEA. A copy of the transmittal letter shall be sent to the complainant.

- Investigating Team

Within ten (10) working days from receipt of a direct complaint to be resolved by the SEA, the Liaison shall have arranged for a team to make an investigation. The team shall include no less than two (2) persons or more than five (5) persons, and shall include either the Liaison or the Education Program Analyst (Analyst) in whose territory the complaint originated or both. Either the Liaison or the Analyst for the area involved shall be named team leader. Other persons on the investigating team may include representatives from any division of the SEA including the Commissioner of Education's Office or any other person whom the Liaison deems can best expedite the investigation and resolve the issue of the complaint. The team leader shall be charged with making a full investigation of the complaint and writing a report of the findings according to the provisions hereinafter set out.

- Expenses

Travel costs and other expenses for members of the investigating team shall be reimbursed by the SEA according to the legal rate set for Arkansas state employees.

III. CONDUCTING THE INVESTIGATION

All investigations shall be conducted professionally, ethically and judiciously in a manner to avoid prejudicial statements and confrontations. The SEA shall endeavor to gain the cooperation of the LEA officials and others at the local level. It is not generally necessary that the complainant's identity

be revealed before the investigation is completed, but the preliminary report must name the complainant.

- Time Limits

The investigation shall begin within ten (10) days following the team assignment or within twenty (20) days from receipt of the complaint. Unless the investigating team leader can cite unusual circumstances which require additional time, the investigation shall be completed, and a preliminary written report of the findings and recommendations made within twenty (20) days after the investigation begins, or no more than forty (40) days following receipt of the complaint. The investigation may be conducted at the SEA if the team leader decides that a site visit is not necessary. Otherwise, an on-site investigation shall be made.

- Records

During the course of the investigation, sufficient notes shall be made or statements recorded on each pertinent conversation with the person interviewed to enable the team leader to write a full report. In cases where complaints are received on appeal, a copy of the unedited records of the LEA proceedings and decision shall be made a part of the SEA report as an attachment or appendix to it.

- Team Interviews

In addition to interviewing and accepting testimony from the complainant and his witness, the team may investigate the allegations further by interviewing and questioning the local Federal Programs Director and staff, the school administrator and faculty, school board members, advisory council members or other persons who may be able to give information to expedite the investigation and resolution of the complaint.

- Hearings

If requested by the complainant or person charged in the complaint, and if deemed advisable by the team leader, an informal hearing may be used as a part of the investigation. The team leader or designee must preside with all members of the team being present. The hearing should be conducted primarily for the purpose of trying to bring divergent viewpoints closer together or to clarify, and, to the fullest extent possible, resolve issues of disagreement or misunderstanding. The complainant or complainant's representative, or both, may have the opportunity to present evidence and to question parties to the dispute and any of their witnesses. No person, however, shall be compelled to give testimony or answer questions during such an informal hearing.

IV. REPORTS

- Interim Reports

In cases where the team is not able to complete the investigation within twenty (20) days, it shall file an interim report with the Coordinator. The interim report shall state the progress made during the twenty-day period and state plans for completing the investigation in not more than ten (10) additional days, or cite exceptional circumstances that may delay the final report.

- Preliminary Report

At the close of the investigation, a preliminary report shall be prepared in cooperation with the Liaison and submitted by him/her to the LEA or other applicant agency and the complainants. The report shall include:

- A. A summary of the substance of the allegations in the complaint and the names of the individual, group or agency making the complaint.
- B. A summary of the activities engaged in by the investigating team.
- C. A summary of the findings concerning each alleged violation or implied violation.
- D. A statement of the corrective actions, including a recommendation for an independent audit if deemed appropriate, needed to resolve the issues involved in each allegation and finding of the complaint.

The LEA and the complainant(s) in their responses may accept the findings and corrective actions of the preliminary report, or may reject part or all of the report, and supply information to support rescinding or altering some or all of the findings and corrective actions. The LEA or other applicant agency and complainants shall have twenty (20) days in which to formulate and submit responses. Failure to respond within the time limit shall be considered by the SEA as an acceptance of all parts of the preliminary report.

- Final Report

The final report to the LEA or other applicant agency shall be made not less than ten (10) days following the response period (unless exceptional circumstances affecting the equity of the LEA or complainant are cited). This report will be prepared by the Liaison in consultation with the Coordinator of the SEA, reviewed by the director of the SEA and transmitted over his/her signature. It will restate the substance of the preliminary report, include the applicant agency and complainant responses, and the final determinations as they may have been altered or rescinded by the SEA after review of the responses to the preliminary report. If the final report includes an audit of the accounts as a corrective action, that part of the resolution shall follow the procedures established for audits and audit resolutions.

- Dissemination

- A. Reports

Copies of the final SEA report shall be sent to the appropriate LEA and the complainant(s). Each copy of the final report and complaint resolution decision shall include information on the rights of appeal.

- B. Procedures

A copy of these SEA complaint procedures shall be provided to all LEAs as one of the policy statements of the Liaison's Office. Sufficient quantities shall be prepared and be available from the SEA Liaison's Office to any interested person or group upon request. Complete duplicate copies may be produced and distributed by any interested person or group.

V. APPEALS TO THE SECRETARY OF THE U.S. DEPARTMENT OF EDUCATION

The complainant has a right to request the Secretary of the United States Department of Education (Secretary) to review the final decision of the SEA, at the Secretary's discretion. In matters involving allegations of violations of Sections 1120 and 9501 (participation of private school children) of the ESEA, the Secretary shall investigate and resolve the appeal within one hundred and twenty (120) days after receiving the appeal.

POLICY STATEMENT Hearing and Review Procedures

This policy statement delineates the due process procedures for local education agencies (LEAs) and other applicants or recipients (hereinafter, "LEA") who believe and allege that the Arkansas Department of Education, the State Education Agency (SEA) has violated applicable state or federal laws, rules, regulations or guidelines in an action affecting any program administered by the United States Department of Education (USDE) in which funds are provided to or through the SEA in accordance with a plan approved by the USDE.

I. GENERAL

An LEA may request a hearing if it is aggrieved by any of the following actions of the SEA:

- Failure to approve an LEA's federal programs project application in whole or in part;
- Termination of funding of an approved federal programs project in whole or in part;
- Failing to provide funds in amounts in accord with the requirements of laws and regulations; or
- An audit resolution requiring repayment of expended federal program funds from non-federal sources.

Any LEA, upon request, shall be granted a hearing by the SEA when that LEA believes and alleges that the SEA has violated applicable state or federal laws, rules or guidelines regarding A, B, C or D, above.

The provisions for a formal hearing outlined in this statement are not to be construed as limiting in any way the right of representatives of an LEA and the SEA to work together in an informal manner to comprise or resolve differences of opinion or understanding concerning actions or proposed actions of the SEA. Only final actions taken by the SEA that are no longer subject to negotiation should be resolved under this policy.

II. REQUESTS FOR HEARING

- Request Format

A request for a hearing may be made by any person who has been designated by the LEA governing board to administer its federal programs. The request must be in writing on the official forms or stationery used by the LEA for business letters. The request must be postmarked no more than thirty (30) days following the LEA's receipt of the notice of an action by the SEA from which relief is sought. A request for a formal hearing should include at least the following:

- A. The specific action by the SEA on which a hearing is desired;
- B. The specific sections, paragraphs or pages of the laws, rules, regulations or guidelines allegedly violated by the SEA actions;
- C. Copies of the available documents relating to the matter which may support the LEA's position.

The official request for a hearing should be addressed to the Coordinator for School Improvement, Arkansas Department of Education, State Education Building, #4 Capitol Mall, Room 205-B, Little Rock, AR 72201-1071.

- SEA Action

Upon receipt of an official request meeting minimum information requirements of subsection A above, the Coordinator for School Improvement (Coordinator) in consultation with the Federal Programs Liaison (Liaison) shall select a hearing date that is less than thirty (30) days from the date of receipt of the request.

The Coordinator shall send a notice of the date, time and place, when and where the hearing is to be held, and such notice shall be mailed at least ten (10) days prior to the date set for the hearing.

The notice to the LEA shall include information such as who may participate from the LEA and from the SEA, what types of materials may be presented and any other pertinent information which he deems necessary to expedite the hearing and the findings.

The Coordinator shall request from the Office of the Attorney General of Arkansas that a hearing officer from his/her staff be named to chair the hearing. Should the Attorney General decline, the Coordinator in consultation with the Commission of Education shall name a disinterested person to chair the hearing.

III. CONDUCTING THE HEARING

- Hearing Authority

The hearing officer may act alone or select no more than two other persons to serve as a hearing panel or committee.

- LEA Participants

The LEA coordinator and/or the superintendent of schools, members of the LEA governing body and others not to exceed a total of five (5) persons, not including witnesses, may actively participate in the review hearing. The LEA shall designate a hearing spokesperson to coordinate its presentations who may be an attorney, a teacher, a parent or any other person deemed by the LEA to be able to best represent it during the hearing.

- SEA Participants

The SEA participants shall include the Liaison and the SEA staff person who recommended the SEA action on which the hearing is being held and others not to exceed a total of five (5) persons, not including witnesses. The Liaison or his/her designee shall serve as spokesperson to coordinate the SEA hearing presentations.

- Records

In addition to the hearing participants, the SEA shall arrange to have a non-participating person or persons present who will record and finally transcribe all proceedings of the hearing.

- Public Hearing

All hearings shall be open to the public, except that any testimony relating to privileged matters such as performance of pupils or teachers may be taken in a session closed to the public.

- Location

The hearing officer may conduct the hearing as he/she deems advisable so long as all participants have an opportunity to present views and information bearing on the matter being reviewed. The hearing may be held in whole or in part at the LEA site if, in the opinion of the hearing officer, this would expedite a settlement of the issue.

- Ruling and Notice

No later than ten (10) days following the hearing, the hearing officer shall issue a written ruling including the reasons therefore and a copy of the transcript to the aggrieved LEA.

- Expenses of Hearing Officers

Travel and other expenses incurred by the hearing officer or members of a hearing committee shall be reimbursed from appropriate federal program funds at the rate allowed for employees of the State of Arkansas. At the option of the SEA, a pre-negotiated per diem may be paid in lieu of expenses to persons who are not employed by the State of Arkansas.

IV. APPEALS TO THE SECRETARY OF THE U.S. DEPARTMENT OF EDUCATION

- Any applicant or recipient aggrieved by the failure of an SEA to rescind its final action after a hearing as described in Sections I, II and III of this memorandum may appeal such action to the Secretary of the U.S. Department of Education. An appeal may be taken only if notice of an appeal is filed with the Secretary within twenty (20) days after the applicant or recipient has been notified by the SEA of the results of its hearing. If, on appeal, the Secretary determines the final action of the SEA was contrary to federal law or the rules, regulations and guidelines governing the applicable program, he/she shall issue an order to the SEA prescribing appropriate action to be taken. On appeal, findings of fact of the SEA, if supported by substantial evidence, shall be final. The Secretary may also issue such interim orders to the SEA as he/she may deem necessary and appropriate pending appeal or review.
- The SEA shall make available at reasonable times and places to each applicant or recipient involved in the appeal all records pertaining to the review or appeal including the records of other applicants.

References

1. The following U.S. Department of Education (USDOE) policy guidance documents may be found at <http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>. The U.S. Department of Education will place others on their website as they become available.
 - A. *Improving Teacher Quality Guidance* – (for Title II state grant programs) focuses on preparing, training and recruiting high quality teachers and principals.
 - B. *LEA and School Improvement Guidance* – provides overview of district and school improvement under Title I, Part A of the *Elementary and Secondary Education Act* (ESEA), as reauthorized under ESEA.
 - C. *Parental Involvement* – assists states, districts and schools in administering the parental involvement provisions of Title I, Part A of the ESEA.
 - D. *Public School Choice* – highlights key aspects of the public school choice component (option to transfer) of Title I and offers guidance that may be useful in implementing the requirements.
 - E. *Serving Preschool Children under Title I* – provides the rationale for using Title I funds for preschool services, identifies the components of a quality program, and addresses many administrative issues.
 - F. *Supplemental Educational Services* – provides information of additional academic instruction designed to increase the academic achievement of students in Title I schools that have not made adequate yearly progress for 3 years.
 - G. *Title I Paraprofessionals Guidance* – provides questions and answers on requirements for and assessment of paraprofessionals.
 - H. *Title I Services to Private School Children* – addresses a district’s responsibilities in making sure that eligible private school children receive equitable services under Title I, Part A of ESEA. http://www.arkansas.org/programs/pdf/titleI_toolkit_092606.pdf is the link to the “Ensuring Equitable services to Private School Children-A Title I Resource Toolkit”
2. The Stewart B. McKinney-Vento Homeless Assistance Act was the first and remains the only major federal legislative response to homelessness. This technical assistance document is intended to provide an overview of the authorizing statute and should be used in conjunction with the U.S. Department of Education policy guidance *Education for Homeless Children and Youth Program* that may be found at: <http://www.ed.gov/programs/homeless/legislation.html?exp=0> .

Appendix A: Checklist for HQT Designation Form for Highly Qualified Teacher Designation

To determine Highly Qualified Teacher (HQT) status, each teacher of a core academic subject area class* must fill out the form/checklist on the following page(s).

To be designated HQT a teacher must:

1. Hold at least a bachelor's degree, AND
2. Hold an Initial or Standard Arkansas teaching license (or be successfully progressing in the AR Non-Traditional Licensure Program), AND
3. Demonstrate competence in the area the teacher teaches.

Teachers are categorized by level (Elementary, Middle School or Secondary) and experience (New or Veteran).

New Teachers are licensed teachers employed by an Arkansas public school after the beginning of the 2002-2003 school year, who were not previously employed as a licensed teacher in any public or private school.

Veteran Teachers are those who were previously employed as licensed teachers in any public or private school before the beginning of the 2002-2003 school year

Ways in which a teacher may demonstrate competence (depending on level and experience) are indicated in Table 1.

Table 1.	May take and pass the Praxis licensure assessment in this area	May have a major, coursework equivalent to a major, a graduate degree, or have National Board Certified in the area	May accumulate 100 points in this area on the ARHOUSSE criteria survey
Elementary	New Teachers or Veteran Teachers		Veteran Teachers
Middle School	New Teachers or Veteran Teachers	New Teachers or Veteran Teachers	Veteran Teachers
Secondary	New Teachers or Veteran Teachers	New Teachers or Veteran Teachers	Veteran Teachers

Teachers establish HQT status for each class they teach by using the checklist on page 2 (make copies as needed). If ARHOUSSE is to be used to demonstrate competence the form can be found on pages 3-4 (make copies as needed).

*Core academic Subject Areas

Early Childhood multiple subjects	English
Middle Childhood multiple subjects	Foreign Language
Middle Childhood single core academic subject	Reading or Language Arts
Secondary single core academic subject	Mathematics
	Science
	Social Studies
	Art
	Music

**ADE
CHECKLIST for Highly Qualified Teacher Designation**

Teacher Name _____
 School Name _____ School District _____

COMPLETE IF YOU ARE THE TEACHER OF RECORD FOR ONE OF THE FOLLOWING CLASSES
 (Fill out a separate checklist for each different class you teach.)

Choose the level being taught.	If Middle or Secondary choose the subject area being taught.
<input type="radio"/> Early Childhood multiple subjects	<input type="radio"/> English <input type="radio"/> Foreign Language: (Specify subject _____)
<input type="radio"/> Middle Childhood multiple subjects	<input type="radio"/> Reading or Language Arts <input type="radio"/> Mathematics
<input type="radio"/> Middle Childhood single core academic subject	<input type="radio"/> Science: (Specify subject _____) <input type="radio"/> Social Studies: (Specify subject _____)
<input type="radio"/> Secondary single core academic subject	<input type="radio"/> Art <input type="radio"/> Music

1) ABOUT YOUR BACHELOR’S DEGREE?

Degree _____ Date Awarded _____ Institution _____

2) ABOUT YOUR ARKANSAS TEACHING LICENSE?

License: INITIAL STANDARD NTLP PROVISIONAL
 Area _____ Level _____ Expires on: _____

3) HOW DO YOU DEMONSTRATE COMPETENCE IN THE SUBJECT OR AREA? (choose one)

I have taken and passed the appropriate Praxis assessment

Praxis Assessment	Score	Date taken
_____	_____	_____

I am a Veteran Middle School or Secondary teacher and I have a major, or coursework equivalent to a major, or graduate degree, or National Board Certification in the area. (Explain)

I am a Veteran teacher and I have accumulated ≥ 100 points in this area on the ARHOUSSE criteria survey.

ARHOUSSE Score _____ (attach copy of ARHOUSSE form)

4) HQT Yes _____ No _____

If you do not meet **all three criteria** you cannot be designated as Highly Qualified **in this area at this time**. In conjunction with your school administrator you should develop a plan for becoming Highly Qualified by the end of the 2005-06 school year.

Appendix B: ARHOUSSE Survey

ARHOUSSE
Arkansas High Objective Uniform State Standard of Evaluation

To demonstrate subject area competence teachers must accumulate at least 100 points in the teaching area on the following criteria survey.

Teacher Name _____

School Name _____ School District _____

NOTE: CONTENT AREA ONLY

Choose the level being taught.

- Early Childhood
multiple subjects
- Middle Childhood
multiple subjects
- Middle Childhood
single core academic subject
- Secondary
single core academic subject

If Middle or Secondary choose the subject area being taught.

- English
- Foreign Language: (Specify language _____)
- Reading or Language Arts
- Mathematics
- Science: (Specify subject _____)
- Social Studies: (Specify subject _____)
- Art
- Music

The following evidence must be in the content area for the class indicated above.

		Points
National Teacher Exam Content Area Assessment(s) for this content area taken previously for licensure	50 points	
NBPTS Certification for this content area	100 pts	
Years of teaching experience in this subject area within the last five years	# of years _____ 8 pts per year (40 pts max)	
Content-based Professional Development* - consistent with the definition of high quality PD delineated in Section 9101 of ESEA	# of years _____ 5 pts per year (25 pts max)	

The following must be directly related to the Core Academic Content Area and must NOT HAVE BEEN USED ABOVE under Professional Development.

College/University Coursework which has previously been completed in the content area (may include undergraduate or graduate preparation) List coursework. _____ _____ _____		# credit hours _____ 3 pts per credit hour
Served previously in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____ _____ _____		# of years served _____ 10 pts per year (30 pts max)
Documented Committee service in local (LEA) curriculum development in this content area in the last five years Describe _____ _____ _____		# of activities _____ 5 pts per activity (25 pts max)
Documented Committee service in state or national curriculum development in this content area in the last five years Describe: _____ _____ _____		# of activities _____ 10 pts per activity (30 pts max)

--	--	--

Teacher name _____

ARHOUSSE cont'd.

Textbook adoption committee service in this content area over the last five years. Describe: _____ _____ _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____ _____ _____	# of papers _____ 5 pts per paper (15 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____ _____ _____	# of presentations _____ 5 pts per presentation (15 pts max)	
Conferences attended in this content area in the last five years Describe: _____ _____ _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a Pathwise Mentor in this content area	# of years served _____ 10 pts per year (30 pts max)	
	Total	

*As per the ADE Rules for Professional Development (PD, Rev. June 12, 2000) all approved PD activities, whether individual or school-wide, shall be based on the improvement of student achievement on State criterion-referenced examinations and other related indicators as defined by the ACTAAP.

Teacher's signature

Date

School District Administrator

School District Administrator's signature

Date

Copies of these forms and associated documentation should be maintained by the teacher and the school district and available for review as required.

Appendix C

Sample Parent Right-To-Know Letter

[Date]

Dear Parent or Guardian:

Our school, **(Insert School Name)**, receives federal funds for Title I, Part A programs. Throughout the school year, we will be providing you with important information about this law as it relates to your child's education. This letter lets you know about your right to request information regarding the professional qualifications of the classroom staff working with your child. Our district or school will be able to provide you with the following information regarding the qualifications of your child's teacher(s):

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects him or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate's degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

To request this information please contact your child's school by phone at **(insert information)** or by e-mail at **(insert information)**.

Should you have any other questions regarding your child's education, please do not hesitate to contact us at **(insert information)**.

Sincerely,
(Superintendent)

Appendix D: Highly Qualified Teacher – School Form

Highly Qualified Teacher School Form

School:

Year:

School Principal: _____ Typed Name:
(Signature)

Teacher	Course(s) Taught	Meets HQT Status
1.		
2.		
3.		
4.		
5.		
6.		
7.		
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25.		
26.		
27.		
28.		
29.		
30.		

*This is not an official Department of Education document. It is provided only as an example.

Appendix E: District Wide Parental Involvement Policy
SAMPLE TEMPLATE*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA’s expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA’s plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district’s expectations for parental involvement and include all of the components listed under “Description of How District Will Implement Required District wide Parental Involvement Policy Components” below, they will have incorporated the information that section 1118(a) (2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district’s expectations for parental involvement. [Section 1118(a) (2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____ name of school district _____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an

understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child’s learning;*
- (B) that parents are encouraged to be actively involved in their child’s education at school;*
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

- [For States where a Parental Information and Resource Center is established] The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)

[NOTE: The District wide Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. [Section 1118(a) (2), ESEA.] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.]

1. The name of school district will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

(List actions.)

2. The name of school district will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

(List actions.)

3. The **name of school district** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

(List activities.)

4. The **name of school district** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

(List activities.)

5. The **name of school district** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

1. The **name of school district** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

(List activities.)

- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

(List activities.)

- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

(List activities.)

- E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

(List actions.)

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS (Sample Template)

NOTE: The District wide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;

- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

* * * * *

PART IV. ADOPTION (Sample Template)

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by

_____.

This policy was adopted by the name of school district on mm/dd/yy and will be in effect for the period of _____. The school district will distribute this policy to all parents of participating Title I, Part A children on or before _____.

(Signature of Authorized Official)

(Date)

*This sample template of a District Wide Parental Involvement Policy is not an official U.S. Department of Education document. It is provided only as an example.

Appendix F: School-Parent Compact

SAMPLE TEMPLATE*

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under “Required School-Parent Compact Provisions” below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

SCHOOL-PARENT COMPACT

The _____ name of school _____, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year _____.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(Provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The _____ name of school _____ will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.** Specifically, those conferences will be held:

[Describe when the parent-teacher conferences will be held.]

- 3. Provide parents with frequent reports on their children’s progress.** Specifically, the school will provide reports as follows:

[Describe when and how the school will provide reports to parents.]

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*



OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The _____ name of school _____ will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the name of school will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.

3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

_____	_____	_____
School	Parent(s)	Student

_____	_____	_____
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

***This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.**

Appendix G

SAMPLE PARENT NOTIFICATION LETTERS FOR SCHOOLS IN “IMPROVEMENT.”

Sample Letter for Schools in School Improvement, Year 1

Date (Must be a minimum of 14 calendar days prior to the start of school)

Dear Parent:

Under the federal No Child Left Behind (NCLB) Act of 2001, the Arkansas Department of Education (ADE) is required to identify all schools in need of improvement if the school does not make adequate yearly progress (AYP) for two consecutive years. The ADE has notified our administration that **(insert school name)** will be subject to **(insert SI Year and status)** requirements for failure to meet the state target for the percent of students proficient/advanced, during the **(insert school year)**, in **(literacy/and/or Mathematics)** for the **(insert the population (s))**. Following, is information showing the expected AYP Target for the **(insert school year)** and the schools performance for the combined population and each subpopulation in the building.

(State AYP Target: _____)

(List Percent Proficient/Advanced for Combined Population and each Sub pop for which the school was accountable for. Bold the population (s) that was/were below the target)

Compared to other **(elementary/middle/high)** schools in the district, **(insert school name)** has a lesser percentage of **(insert the population (s) identified above)** students doing well in **(literacy/mathematics)**. If you would like more information regarding your child’s school and how it compares to all schools in the state, please contact **(insert name)** at **(insert phone number)** or visit the Arkansas Department of Education’s website at <http://arkansased.org/>.

Our school district is committed to providing additional support to your child’s school and we are taking the following steps to address the problem of low achievement:

(Include examples of additional support the LEA will be providing)

In addition, **(insert school name)** has taken measures to implement the following programs during the upcoming school year that are designed to make a positive difference in the teaching and learning and addresses the problem of low achievement. **(Include examples of new programs that will be implemented during the upcoming school year and how they will address low achievement)**

You are also very important to your child’s education. We invite you to become more involved in your child’s school and partner with the school in helping address the academic issues that caused it to be identified for improvement. Following are ways in which you can become involved:

(Include ways to become involved) Based on the AYP status of this school, your child is eligible to transfer to another public school in the district, that is not in need of improvement, and the district will provide transportation to that school.

Please be aware that if the demand for choice exceeds funds available priority will be given to the lowest achieving students from low-income families. You may request a transfer to one of the following schools:

(If Choice is not an option insert the reason (s) i.e. you are a charter school; there are no other schools (with comparable grade configurations) in your district; and/or all the other schools are in “School Improvement”)

If you would like your child to transfer to another school, please complete the attached transfer request and submit to **(insert info.)**.

If you have any questions concerning this letter or need additional information, or assistance, please contact **(insert contact information)**

Sincerely,

(Insert the Superintendent’s name)

Sample Letter for Schools in School Improvement, Year 2

Date (Must be a minimum of 14 calendar days prior to the start of school)

Dear Parent:

Under the federal No Child Left Behind (NCLB) Act of 2001, the Arkansas Department of Education (ADE) is required to identify all schools in need of improvement if the school does not make adequate yearly progress (AYP) for two consecutive years. The ADE has notified our administration that **(insert school name)** will be subject to **(insert SI Year and status)** requirements for failure to meet the state target for the percent of students proficient/advanced, during the **(insert school year)**, in **(literacy/and/or mathematics)** for the **(insert the population (s))**. Following, is information showing the expected AYP Target for the **(insert school year)** and the schools performance for the combined population and each subpopulation in the building.

(State AYP Target: _____)

(List Percent Proficient/Advanced for Combined Population and each Sub pop for which the school was accountable for. Bold the population (s) that was below the target)

Compared to other **(elementary/middle/high)** schools in the district, **(insert school name)** has a lesser percentage of **(insert the population (s) identified above)** students doing well in **(literacy/mathematics)**. If you would like more information regarding your child's school and how it compares to all schools in the state, please contact **(insert name)** at **(insert phone number)** or visit the Arkansas Department of Education's website at <http://arkansased.org/>.

Our school district is committed to providing additional support to your child's school and we are taking the following steps to address the problem of low achievement:

(Include examples of additional support the LEA will be providing) In addition, **(insert school name)** has taken measures to implement the following programs during the upcoming school year that are designed to make a positive difference in the teaching and learning that occurs therein. **(Include examples of new programs that will be implemented during the upcoming school year)** You are very important to your child's education. We invite you to become more involved in your child's school and partner with the school in helping address the academic issues that caused it to be identified for improvement. Following are ways in which you can become involved: **(Include ways to become involved)** Based on the AYP status of this school, your child is eligible to transfer to another public school in the district, that is not in need of improvement, and the district will provide transportation to that school. *Please be aware that if the demand for choice exceeds funds available priority will be given to the lowest achieving students from low-income families.* You may request a transfer to one of the following schools:

(If Choice is not an option insert the reason (s) i.e. you are a charter school; there are no other schools (with comparable grade configurations) in your district; and/or all the other schools are in "School Improvement")

If you would like your child to transfer to another school, please complete the attached transfer request and submit to **(insert info.)**.

If you have any questions concerning this letter or need additional information, or assistance, please contact **(insert contact information)**

In addition, any school identified for improvement (Year 2 +) is required to offer Supplemental Educational Services (SES) to eligible students from low-income families. These services are available to students **(during)** **(after)** the regular school day with educational providers (Title One funded schools) **(approved by the State Board of Education)** OR (Non Title One funded schools) **(selected by the district)**. (Title One funded schools) If the number of eligible students who apply for SES exceeds the financial resources available the lowest achieving students from low-income families will receive first priority.

If you are interested in SES please review the attached list of providers willing to serve the students enrolled in this school and return the attached SES application form to the district by **(insert date)**. If you need assistance in making a provider selection please contact **(name of person)** at **(phone number)**

Sincerely,

(Superintendent of Schools)

Sample Letter for Schools in School Improvement, Year 3 (Corrective Action)

Date (Must be a minimum of 14 calendar days prior to the start of school)

Dear Parents:

Under the federal No Child Left Behind (NCLB) Act of 2001, the Arkansas Department of Education (ADE) is required to identify all schools in need of improvement if the school has not make adequate yearly progress (AYP) for two, or more, consecutive years.

The ADE has notified our administration that **(insert school name)** will be subject to **(Corrective Action)** during the **(insert school year)** during the **(insert school year)** our **(insert Combined Population or Identified Sub Pop or both)** failed to achieve the expected percentage of students scoring proficient/advanced in **(insert literacy/math)**. Following, is information showing the expected AYP Target for the **(insert school year)** and the schools performance for the combined population and each subpopulation in the building.

(State AYP Target: _____)

(List Percent Proficient/Advanced for Combined Population and each Sub pop for which the school was accountable for. Bold the population (s) that was below the target)

Compared to other **(elementary/middle/high)** schools in the district, **(insert school name)** has a lesser percentage of **(insert the population (s) identified above)** students doing well in **(literacy/mathematics)**. If you would like more information regarding your child's school and how it compares to all schools in the state, please contact **(insert name)** at **(insert phone number)** or visit the Arkansas Department of Education's website at <http://arkansased.org/>.

As a result of the school being identified for Corrective Action the District must choose at least one from among the following actions:

- A. Replace school staff relevant to the failure.
- B. Institute and implement a new curriculum.
- C. Significantly decrease management authority in the school.
- D. Appoint outside experts to advise the school.
- E. Extend the School year or school day.
- F. Restructure the internal organization of the school.

We have chosen **(insert from above)** and will be using the following means to implement this action: **(explain how the LEA will implement the action at the school level)**

Our school district is committed to providing ongoing technical assistance to your child's school and we are taking the following additional steps to address the problem of low achievement: **(Include examples of additional support the LEA will be providing)** In addition, **(insert school name)** has taken measures to implement the following programs during the upcoming school year that are designed to make a positive difference in the teaching and learning that occurs therein. **(Include examples of new programs that will be implemented during the upcoming school year)**

You are very important to your child's education. We invite you to become more involved in your child's school and partner with the school in helping address the academic issues that caused it to be identified for improvement. You can become involved in the following ways:

(Include ways to become involved)

Based on the AYP status of this school, your child is eligible to transfer to another public school in the district, that is not in need of improvement, and the district will provide transportation to that school. *Please be aware that if the demand for choice exceeds funds available priority will be given to the lowest achieving students from low-income families.* You may request a transfer to one of the following schools:

(If Choice is not an option insert the reason (s) i.e. you are a charter school; there are no other schools (with comparable grade configurations) in your district; and/or all the other schools are in "School Improvement")

If you would like your child to transfer to another school, please complete the attached transfer request and submit to **(insert info)**. If you have any questions concerning this letter or need additional information, or assistance, please contact **(insert contact information)**

In addition, any school identified for improvement (Year 2 +) is required to offer Supplemental Educational Services (SES) to eligible students from low-income families. These services are available to students (**during**) (**after**) the regular school day with educational providers (Title One funded schools) **approved by the State Board of Education** OR (Non Title One funded schools) (**selected by the district**). If the number of eligible students who apply for SES exceeds the financial resources available the lowest achieving students from low-income families will receive first priority.

If you are interested in SES please review the attached list of providers willing to serve the students enrolled in this school and return the attached SES application form to the district by (**insert date**). If you need assistance in making a provider selection please contact (**name of person**) at (**phone number**)

Sincerely,

(**Superintendent of Schools**)

Sample Letter for Schools in School Improvement, Year 4 (Plan for Restructuring)

Date (Must be a minimum of 14 calendar days prior to the start of school)

Dear Parents:

Under the federal No Child Left Behind (NCLB) Act of 2001, the Arkansas Department of Education (ADE) is required to identify all schools in need of improvement if the school has not make adequate yearly progress (AYP) for two, or more, consecutive years.

The ADE has notified our administration that (**insert school name**) will be subject to (**Restructuring**) for failure to make AYP during the time period the school was subject to Corrective Action. During the (**insert school year**) our (**insert Combined Population or Identified Sub Pop**) failed to achieve the expected percentage of students scoring proficient/advanced in (**insert literacy/math**). Following, is information showing the expected AYP Target for the (**insert school year**) and the schools performance for the combined population and each subpopulation in the building.

(**State AYP Target: _____**)

(**List Percent Proficient/Advanced for Combined Population and each Sub pop for which the school was accountable for. Bold the population (s) that was below the target**) Compared to other (**elementary/middle/high**) schools in the district, (**insert school name**) has a lesser percentage of (**insert the population (s) identified above**) students doing well in (**literacy/mathematics**). If you would like more information regarding your child's school and how it compares to all schools in the state, please contact (**insert name**) at (**insert phone number**) or visit the Arkansas Department of Education's website at <http://arkansased.org/>.

As a result of the school being identified for restructuring the District shall continue to implement the requirements for Corrective Action and prepare a plan, and make necessary arrangements, to implement at least one of the following alternative governance options for the school consistent with State law:

A. Replacing all, or most, of the school staff (which may include the Principal) who are relevant to the failure to make Adequate Yearly Progress.

B. Reopening the school as a public charter school.

C. Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.

D. Turning the operation of the school over to the State Educational Agency, if permitted under State Law and agreed to by the State.

E. Extend the school year or school day; OR

F. Other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement, that has substantial promise of enabling the school to make adequate yearly progress. We have chosen (insert from

above) and will be planning for the implementation of this action (s) during the next school year: **(explain how the LEA will implement the action at the school level)**

In addition, **(insert school name)** has taken measures to implement the following programs during the upcoming school year that are designed to make a positive difference in the teaching and learning that occurs therein. **(Include examples of new programs that will be implemented during the upcoming school year)**

You are very important to your child's education. We invite you to become more involved in your child's school and partner with the school in helping address the academic issues that caused it to be identified for improvement. You can become involved in the following ways:

Based on the AYP status of this school, your child is eligible to transfer to another public school in the district, that is not in need of improvement, and the district will provide transportation to that school. *Please be aware that if the demand for choice exceeds funds available priority will be given to the lowest achieving students from low-income families.* You may request a transfer to one of the following schools:

(If Choice is not an option insert the reason (s) i.e. you are a charter school; there are no other schools (with comparable grade configurations) in your district; and/or all the other schools are in "School Improvement")

If you would like your child to transfer to another school, please complete the attached transfer request and send to **(insert info.)**.

If you have any questions concerning this letter or need additional information, or assistance, please contact **(insert contact information)**

In addition, any school identified for improvement (Year 2 +) is required to offer Supplemental Educational Services (SES) to eligible students from low-income families. These services are available to students **(during)** **(after)** the regular school day with educational providers (Title One funded schools) **(approved by the State Board of Education)** OR (Non Title One funded schools) **(selected by the district)**. If the number of eligible students who apply for SES exceeds the financial resources available the lowest achieving students from low-income families will receive first priority.

If you are interested in SES, please review the attached list of providers willing to serve the students enrolled in this school and return the attached SES application form to the district by **(insert date)**. If you need assistance in making a provider selection please contact **(name of person)** at **(phone number)**

Sincerely,

(Superintendent of Schools)

Sample Letter for Schools in School Improvement, Year 5 (Restructuring)

Date (Must be a minimum of 14 calendar days prior to the start of school)

Dear Parents:

Under the federal No Child Left Behind (NCLB) Act of 2001, the Arkansas Department of Education (ADE) is required to identify all schools in need of improvement if the school has not make adequate yearly progress (AYP) for two, or more, consecutive years.

ADE has notified our administration that **(insert school name)** will be subject to **(Restructuring)** for failure to make AYP during the time period the school was subject to Corrective Action. During the **(insert school year)** our **(insert Combined Population or Identified Sub Pop)** failed to achieve the expected percentage of students scoring proficient/advanced in **(insert literacy/math)**. Following, is information showing the expected AYP Target for the **(insert school year)** and the schools performance for the combined population and each subpopulation in the building.

(State AYP Target: _____)

(List Percent Proficient/Advanced for Combined Population and each Sub pop for which the school was accountable for. Bold the population (s) that was below the target)

Compared to other **(elementary/middle/high)** schools in the district, **(insert school name)** has a lesser percentage of **(insert the population (s) identified above)** students doing well in **(literacy/mathematics)**. If you would like more information regarding your child's school and how it compares to all schools in the state,

please contact **(insert name)** at **(insert phone number)** or visit the Arkansas Department of Education's website at <http://arkansased.org/>.

As a result of the school being identified for restructuring the District has completed the required planning process for alternative governance options. We have chosen to

(Should select only ONE of the following options)

A. Replace all, or most, of the school staff (which may include the Principal) who are relevant to the failure to make Adequate Yearly Progress.

B. Reopen the school as a public charter school.

C. Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.

D. Turn the operation of the school over to the State Educational Agency, if permitted under State Law and agreed to by the State.

E. Extend the school year or school day; OR

F. Other major restructuring of the school's governance arrangement that has been approved by ADE and makes fundamental reforms, such as significant changes in the school's staffing and governance that has substantial promise of enabling the school to make adequate yearly progress. We will be implementing this plan during this school year: **(explain how the LEA will implement the action at the school level)**

In addition, **(insert school name)** has taken measures to implement the following programs during the upcoming school year that are designed to make a positive difference in the teaching and learning that occurs therein. **(Include examples of new programs that will be implemented during the upcoming school year)**

You are very important to your child's education. We invite you to become more involved in your child's school and partner with the school in helping address the academic issues that caused it to be identified for improvement. Following are ways in which you can become involved:

Based on the AYP status of this school, your child is eligible to transfer to another public school in the district, that is not in need of improvement, and the district will provide transportation to that school. *Please be aware that if the demand for choice exceeds funds available priority will be given to the lowest achieving students from low-income families.* You may request a transfer to one of the following schools:

(If Choice is not an option insert the reason (s) i.e. you are a charter school; there are no other schools (with comparable grade configurations) in your district; and/or all the other schools are in "School Improvement")

If you would like your child to transfer to another school, please complete the attached transfer request and send to **(insert info.)**.

If you have any questions concerning this letter or need additional information, or assistance, please contact **(insert contact information)**

In addition, any school identified for improvement (Year 2 +) is required to offer Supplemental Educational Services (SES) to eligible students from low-income families. These services are available to students **(during)** **(after)** the regular school day with educational providers (Title One funded schools) **(approved by the State Board of Education)** OR (Non Title One funded schools) **(selected by the district)**. If the number of eligible students who apply for SES exceeds the financial resources available the lowest achieving students from low-income families will receive first priority. If you are interested in SES, please review the attached list of providers willing to serve the students enrolled in this school and return the attached SES application form to the district by **(insert date)**. If you need assistance in making a provider selection please contact **(name of person)** at **(phone number)**

Sincerely,

(Superintendent of Schools)

Sample Letter for Schools in School Improvement, Year 6 (+) (State Directed)

Date (Must be a minimum of 14 calendar days prior to the start of school)

Dear Parents:

Under the federal No Child Left Behind (NCLB) Act of 2001, the Arkansas Department of Education (ADE) is required to identify all schools in need of improvement if the school has not make adequate yearly progress (AYP) for two, or more, consecutive years.

The ADE has notified our administration that **(insert school name)** will be subject to State Directed Status for failure to make AYP during the time period the school has implemented a Restructuring plan. During the **(insert school year)** our **(insert Combined Population or Identified Sub Pop)** failed to achieve the expected percentage of students scoring proficient/advanced in **(insert literacy/math)**. Following, is information showing the expected AYP Target for the **(insert school year)** and the schools performance for the combined population and each subpopulation in the building.

(State AYP Target: _____)

(List Percent Proficient/Advanced for Combined Population and each Sub pop for which the school was accountable for. Bold the population (s) that was below the target)

Compared to other **(elementary/middle/high)** schools in the district, **(insert school name)** has a lesser percentage of **(insert the population (s) identified above)** students doing well in **(literacy/mathematics)**. If you would like more information regarding your child's school and how it compares to all schools in the state, please contact **(insert name)** at **(insert phone number)** or visit the Arkansas Department of Education's website at <http://arkansased.org/>.

As a result of the school continuing to be identified for restructuring the District will continue to implement the alternative governance plan.

(Insert the plan option in the sentence below. Only choose one.)

A. Replacing all, or most, of the school staff (which may include the Principal) who are relevant to the failure to make Adequate Yearly Progress.

B. Reopening the school as a public charter school.

C. Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.

D. Turning the operation of the school over to the State Educational Agency, if permitted under State Law and agreed to by the State.

E. Extend the school year or school day; OR

F. Other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement, that has substantial promise of enabling the school to make adequate yearly progress. We have chosen **(insert from above)** and will be implementing this plan during this school year: **(explain how the LEA will implement the action at the school level)**

In addition, because of the State Directed status the ADE shall, in a manner consistent with Arkansas Law:

Direct a school team to participate in a leadership institute during the summer. Determine how federal and state school improvement funds will be used. Replace school staff relevant to the failure of students meeting their AMO's, if necessary. Reallocate resources and provide professional development to fulfill the school's mandated plan using district funds, if necessary. Determine the future of the schools status. Assess progress and continue implementation of best instructional strategies listed in Targeted and/or Whole School Improvement and Targeted and/or Whole School Intensive Improvement.

At the discretion of the Commissioner of Education, the state may assign a School Improvement (SI) Director who shall report to the Commissioner of Education (or designee) to oversee the administration of the schools learning environment.

In addition, **(insert school name)** has taken measures to implement the following programs during the upcoming school year that are designed to make a positive difference in the teaching and learning that occurs therein. **(Include examples of new programs that will be implemented during the upcoming school year)**

You are very important to your child's education. We invite you to become more involved in your child's school and partner with the school in helping address the academic issues that caused it to be identified for improvement. Following are ways in which you can become involved:

Based on the AYP status of this school, your child is eligible to transfer to another public school in the district, that is not in need of improvement, and the district will provide transportation to that school. *Please be aware that if the demand for choice exceeds funds available priority will be given to the lowest achieving students from low-income families.* You may request a transfer to one of the following schools:

(If Choice is not an option insert the reason (s) i.e. you are a charter school; there are no other schools (with comparable grade configurations) in your district; and/or all the other schools are in "School Improvement")

If you would like your child to transfer to another school, please complete the attached transfer request and submit to **(insert info.)**.

If you have any questions concerning this letter or need additional information, or assistance, please contact **(insert contact information)**

In addition, any school identified for improvement (Year 2 +) is required to offer Supplemental Educational Services (SES) to eligible students from low-income families. These services are available to students **(during)** **(after)** the regular school day with educational providers (Title One funded schools) **(approved by the State Board of Education)** OR (Non Title One funded schools) **(selected by the district)**.

If the number of eligible students who apply for SES exceeds the financial resources available the lowest achieving students from low-income families will receive first priority.

If you are interested in SES, please review the attached list of providers willing to serve the students enrolled in this school and return the attached SES application form to the district by **(insert date)**. If you need assistance in making a provider selection please contact **(name of person)** at **(phone number)**

Sincerely,

(Superintendent of Schools)

SAMPLE LETTER FOR SCHOOL, IN IMPROVEMENT, THAT HAS "ACHIEVING" STATUS:

Dear Parent:

Under the federal No Child Left Behind (NCLB) Act of 2001, the Arkansas Department of Education (ADE) is required to identify all schools in need of improvement if the school does not make adequate yearly progress (AYP) for two consecutive years. The ADE has notified our administration that _____ School will be subject to **Target Improvement Year 2-Achieving (TI 2-A)** We failed to meet the state target for the percent of students proficient/advanced, during the **2006-2007** and **2007-2008** school years in the **Students with Disabilities Subpopulation**. Our school met the state goal for AYP (A) during the **2008-2009** School year. If the school makes AYP during the **2009-2010** school year we will no longer be identified as a school in "Improvement." Following, is information showing the schools **(2008-2009)** performance and the AYP Target for **(2009-2010)**.

State AYP Target for 2008-2009:

Math: _____% Scoring Proficient/Advanced

Literacy: _____% Scoring Proficient/Advanced

State AYP Target for 2009-2010:

Math: _____%

Literacy: _____%

_____ Subpopulations	Math % Prof/Adv 2008-2009	Literacy % Prof/Adv 2008-2009
Combined Population		
Hispanic		
Caucasian		

Economically Disadvantaged		
Limited English Proficient		
Students with Disabilities		

Compared to other elementary schools in the district, _____ school had a lesser percentage of _____, _____, **and** _____ doing well in math and literacy. If you would like more information regarding your child’s school and how it compares to all schools in the state, please contact _____ at: _____ or visit the Arkansas Department of Education’s website at <http://arkansased.org>.

Our school district is committed to providing additional support to your child’s school and we are taking the following steps to address the problem of low achievement:

_____, _____, _____

In addition, _____ School has taken measures to implement the following program during the school year that is designed to make a positive difference in the teaching and learning that occurs therein:

_____, _____, _____

You are very important to your child’s education. We invite you to become more involved in your child’s school and partner with the school in helping address the academic issues that caused it to be identified for improvement. You can become involved in the following ways

(Samples)

Stay in contact with your child’s teacher.

Help create a culture of reading at home; read with your child, ask your child about what they are reading, and tell your child about the things you are reading. Visit the Arkansas Department of Education website – <http://arkansased.org> – and click on the parent’s link for helpful tips and information. Review your child’s homework and test results.

Set goals with your child for continued academic improvement.

Attend Parent/Teacher Conferences and other parental involvement meetings.

Volunteer at the school. Offer input on the Title One Schoolwide Program and help evaluate the effectiveness of the Title One Parent Involvement School Policy/Plan.

Based on the AYP status of our school, your child is eligible to transfer to another public school in the district, that is not in need of improvement, and the district will provide transportation to that school. Please be aware that if the demand for choice exceeds funds available, priority will be given to the lowest achieving students from low-income families. You may request a transfer to: _____, or _____

If you would like your child to transfer to one of these schools, please complete the attached transfer request and submit to _____ School. If you have any questions concerning this letter or need additional information or assistance, please contact _____, Principal.

In addition, any school identified for improvement (Year 2+) is required to offer Supplemental Educational Services (SES) to eligible students from low-income families. These services are available to students after the regular school day with educational providers. If the number of eligible students that apply for SES exceeds the financial resources available the lowest achieving students

from low-income families will receive first priority. If you are interested in SES please review the attached list of providers, willing to serve the students enrolled in this school, and return the attached SES application form to the school by _____. If you need assistance in making a provider selection please contact _____ at: _____.

Sincerely,

Principal

Appendix H: Consultation Form

(LEA logo or place on LEA letterhead)

**AFFIRMATION OF CONSULTATION
WITH PRIVATE SCHOOL OFFICIALS**

Section §1120(b) of the No Child Left Behind Act and §200.63 of the Title I regulations require that timely and meaningful consultation occur between the local educational agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, families, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics must be discussed during the ongoing consultation process:

- How the LEA will identify the needs of eligible private school children.
- What services the LEA will offer to eligible private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- How the LEA will assess academically the services to eligible private school children in accordance with §200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I services.
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64 of the Title I regulations the proportion of funds that will be allocated to provide these services.
- The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used.
- The equitable services the LEA will provide to teachers and families of participating private school children.
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

- We would like to participate in the Federal Title I, Part A programs.**
- We do not wish to participate in the Federal Title I, Part A programs.**
- N/A – The LEA does not have any eligible private school students.**
- Check if the private school has not responded to the LEA’s repeated, good-faith attempts (3) for consultation.**

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A program.

Public School Official Printed Name Date

Private School Representative Printed Name Date

Public School Official Signature

Private School Representative Signature

School District

Name of Private School Agency or School

The LEA must maintain a copy of this form for its records and provide a copy to the Arkansas Department of Education by September 15, 2011. (Mail to: Arkansas Department of Education, Division of Learning Services, Private School Program Manager, Four Capital Mall - Box 26, Little Rock, AR 72201)

This is not an official Department of Education document. It is provided only as an example.

Appendix J

Calculating Private School Portion of Title I Set-Asides

The formula for calculating the percent of each Title I set aside for private school children, teachers, and parents of those children is:

Total Public School Poverty Count from Title I Participating Schools	_____
Total Private School Poverty Count from Title I Participating Schools	_____
Grand Total Poverty Count from Title I Participating Schools	_____

Divide the Private School Poverty Count by the Total Poverty Count to reach a percent. For example,

Total Public School Poverty Count from Title I Participating Schools	4,775
Total Private School Poverty Count from Title I Participating Schools	<u>375</u>
Grand Total Poverty Count from Title I Participating Schools	5,150

375 Private School Poverty Children divided by 5,150 Total Poverty = 7%

The district must first reserve 5% of its Title I allotment for required district Professional Development. The district then must reserve 7% of this 5% district Professional Development set aside for private school Professional Development.

Districts reserving Title I funds for parent involvement must also reserve 7% of the amount reserved for private school parent involvement.

The district must reserve 7% of any Title I district wide instructional activities for use by the private school. The private school program funded must meet the needs of the private school children and does not have to be identical to the public school program.

Appendix K

STATEWIDE SYSTEM OF SUPPORT OVERVIEW:

Section 1117 of ESEA requires each state to establish a statewide system of intensive and sustained support and improvement for local education agencies and schools receiving Title I funds to increase the opportunity for all students to meet the state's academic content and achievement standards.

State Assistance to Schools – ESEA requires that statewide systems of support include school support teams, distinguished teachers and principals, and provision of assistance from outside entities such as institutions of higher education, educational service agencies, or private providers of scientifically based technical assistance.

State-Provided Technical Assistance for School Improvement – In addition to the technical assistance that districts provide to schools in the improvement process, ESEA also envisions a role for states as technical assistance providers for both schools and districts that have been identified for improvement.

ESEA specifies particular types of assistance that the state should provide to schools and districts in need of improvement. Priority for state assistance is given to districts identified for improvement, followed by schools in corrective action, schools identified for improvement, and other Title I schools and districts.

Services Provided by School Improvement Supervisors – School improvement supervisors provide technical assistance to districts and schools in the development and implementation of the Arkansas Comprehensive School Improvement Planning (ACSIP) process:

- Data analysis
- Guidance for establishing annual measurable objectives
- Professional development
- Curricular and instructional practices
- Guidelines for program evaluation
- Locate and utilize community, state and federal resources for continuous school improvement
- Guidance on preparation and submission of plan amendments
- Participate in monitoring process

Appendix L

Scholastic Audit

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program

9.12 Beginning with the 2006-2007 school year, schools designated in year three, four or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

19.12.1 Results of the scholastic audit shall be presented to the superintendent within four (4) weeks of completing the scholastic audit. The audit shall make recommendations to improve teaching and learning for inclusion in the comprehensive school improvement plan.

Specific support provided to schools that have participated in an audit may include any of the aforementioned technical assistance areas, as well as additional assistance for facilitating programs and interventions to correct audit findings:

- School findings and recommendations
- District findings and recommendations
- Expansion and implementation of school impact check
- Other (as applicable)



SCHOLASTIC AUDIT

District/School (Scholastic Audit)	ACSIP/School Improvement (Scholastic Audit)
<p>Within ten (10) days of receiving their copy of the Scholastic Audit Report the school/district should contact their School Improvement Supervisor to Schedule a technical assistance visit.</p> <p>Prior to the meeting:</p> <ul style="list-style-type: none"> ✓ Review Next Steps and Recommendations. ✓ Identify and prioritize Recommendations (that will have the most impact on teaching and learning) by year – Year 1, Year 2 etc. ✓ Initiate a review and analysis of the effectiveness of programs and services the school/district currently are implementing. ✓ Establish goals as identified by each Recommendation. ✓ Identify high yield strategies needed to improve student achievement and overall school performance. ✓ Identify any additional resources needed for implementation of recommendations (Policies, Professional Development, Supplies/Materials, and Funds). 	<p>Upon being contacted, the School Improvement Supervisor should immediately (3-5 days) schedule a visit to meet with school/district personnel (Superintendent, Principal, ACSIP Chair) to discuss; Next Steps, Process for amending ACSIP, and Establishing a date for the next ACSIP meeting.</p> <p>Prior to the meeting:</p> <ul style="list-style-type: none"> ✓ Review school/district Audit report. ✓ Review school/district ACSIP <p>Initial Meeting:</p> <ul style="list-style-type: none"> ✓ Assess where the school/district are with implementation of Next Step. ✓ Ensure school/district has identified and set priorities in term of recommendations. ✓ Review process for amending ACSIP. ✓ Establish date and participants (Major stakeholders; including parents and America’s Choice) for next meeting. <p>Follow-up ACSIP Revision Meetings:</p> <ul style="list-style-type: none"> ✓ Add Scholastic Audit findings into Needs Assessment (Label Scholastic Audit Findings). ✓ Expand Goal and Benchmark Statement. ✓ Review existing ACSIP interventions and actions that would be appropriate to incorporate Scholastic Audit Recommendations. ✓ Identify appropriate interventions and actions to implement remaining Recommendations. ✓ Develop multiple sequential steps to implement and evaluate each new intervention. ✓ Identify roles and persons responsible, resources, etc. ✓ Establish timeline for implementation and evaluation. (Include evaluation action type.) ✓ Schedule follow-up visit to provide technical assistance with identifying resources, professional development, etc

*The ACSIP plan will be amended within thirty (30) days for immediate implementation of school/district’s year 1 prioritized Recommendations. (Amendments requiring monies cannot be made after March 31 of the fiscal year.) Implementation of recommendations requiring budget amendments must be made prior to the next school year.

*A follow-up status report of revised ACSIP should be submitted to the School Improvement Unit Leader within seven (7) days of revisions.

* The Implementation and Impact Check (Part II-page 6) should be completed by the school/district as applicable.

Implementing Action Steps (Part 1 - B)

District:	School Name:	Supervisor:	Date:
Action Component:		Standard:	
Priority Need:		Goal:	
Causes and Contributing Factors:		Objective: (Address the Priority)	
Current activities/programs that support this area:			

Interventions: (Initiatives or strategies to address the student academic, behavioral and social needs identified in the data analysis.)

Action	Person Responsible	Timeline	Resources	Source of Funds

Scholastic Audit
Data Template

The Arkansas Department of Education conducted a Scholastic Audit of School X during the period of _____ to _____ (insert dates).

Based on the Scholastic Audit Performance levels (i.e., Performance Level 4- Exemplary level of development and implementation; Performance Level 3 – Fully functional and operational level of development and implementation; Performance Level 2 – Limited development or partial implementation; and Performance Level 1 – Little or no development and implementation), the level of performance for each of the 9 Standards for school improvement of School X are as follows:

- Standard 1 – Curriculum: Level 4__3__2__1__
- Standard 2 – Classroom Evaluation/Assessment: Level 4__3__2__1__
- Standard 3 – Instruction: Level 4__3__2__1__
- Standard 4 – School Culture: Level 4__3__2__1__
- Standard 5 – Student, Family and Community Support: Level 4__3__2__1__
- Standard 6 – Professional Growth, Development & Evaluation Level 4__3__2__1__
- Standard 7 – Leadership: Level 4__3__2__1__
- Standard 8 - School Organization & Fiscal Resources: Level 4__3__2__1__
- Standard 9 – Comprehensive & Effective Planning: Level 4__3__2__1__

*Use the percentages from the Scholastic Audit Report “At-a-Glance”

**If there is not a percentage for a particular level write – NE for not evident.

School X will address the recommendations of the report over a period of 3 to 5 years; however, the focus for year 1 (10-11) will address standard(s) _____ and indicators _____.