



# AGENDA STATE BOARD OF EDUCATION

October 13, 2008  
Arkansas Department of Education  
State Education Building  
9:00 AM

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## Work Session

**W-1**

### **Recognition of Blue Ribbon Schools - 2008**

*On September 9, 2008, US Department of Education Secretary, Margaret Spellings, announced the 2008 Blue Ribbon Schools designees. Three Arkansas schools were included among the recipients. A ceremony to recognize these schools is set for October 20-21, 2008, in Washington, DC.*

*The No Child Left Behind-Blue Ribbon Schools Program honors public and private elementary, middle and high schools that are either academically superior or that demonstrate dramatic gains in student achievement to high levels. Two people from each school, the principal and a teacher, will be honored at a ceremony in Washington, DC, where each school receives a plaque and flag signifying their status. These schools will serve as models for other schools throughout the nation.*

*Please refer to the following website for additional information on Blue Ribbon Schools: <http://www.ed.gov/programs/nclbbrs/index.html>*

*Batesville High School  
1 Pioneer Drive  
Batesville, AR 72501-7916  
Ph: (870) 793-6846*

*KIPP Delta College Preparatory School  
215 Cherry  
Helena, Arkansas 72342-3502  
Ph: (870) 753-9444*

*William Jefferson Clinton  
Elementary Magnet School  
142 Hollywood Avenue  
Sherwood, Arkansas 72120-4162  
Ph: (501) 833-1200*

**Presenter:** *Dr. T. Kenneth James*

**W-2**

### **Discuss Issue Regarding Annexing a District to Multiple Receiving Districts**

*During the July 31, 2008, specially called meeting of the State Board of Education, there were questions about sub-dividing a school district among contiguous districts as opposed to annexing the entire district to one receiving district. Department staff has researched laws and issues pertaining to these questions and will present that information to the Board. The information gathered by staff does not pertain to any specific district(s) but will describe the requirements and issues of sub-dividing a district as a result of State Board initiated annexation.*

**Presenter:** *Jeremy Lasiter Bill Goff*

## Reports

### Report-1 Chair's Report

*Presenter: Randy Lawson*

### Report-2 Commissioner's Report

*Presenter: Dr. Ken James*

### Report-3 Quarterly Financial Report for Decatur School District

*The Department of Education assumed administrative control of the Decatur School District on August 1, 2008. Mr. LeRoy Ortman was appointed as Superintendent on August 7, 2008. The State Board has requested quarterly financial status reports from Mr. Ortman and department staff. This will be the first quarterly report for the Decatur School District since state takeover.*

*Presenter: Mr. Bill Goff Ms. Hazel Burnett Mr. LeRoy Ortman*

### Report-4 Quarterly Financial Report for Greenland School District

*The Department of Education assumed administrative control of the Greenland School District on July 15, 2008. Dr. Roland Smith was appointed as Superintendent on July 24, 2008. The State Board has requested quarterly financial status reports from Dr. Smith and department staff. This will be the first quarterly report for the Greenland School District since state takeover.*

*Presenter: Mr. Bill Goff Ms. Hazel Burnett Dr. Roland Smith,*

## Consent Agenda

### C-1 SBE Minutes September 8, 2008

*These minutes are presented for approval.*

*Presenter: Dr. Charles Watson*

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

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

*Presenter: Dr. Charity Smith Willie Morris*

### C-3 Newly Employed, Promotions and Separations

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

*Presenter: Ms. Beverly Williams Ms. Clemetta Hood*

### C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Act 1623 of 2001

*Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 137 school districts covering a total of 394 positions. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department Staff and are consistent with program guidelines.*

*Presenter: Beverly Williams*

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

*Pursuant to Arkansas Code Annotated § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refundings of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended that the State Board of Education review the following: **Revolving Loan – 1 Bus Application; Commercial Bonds - 2 Second Lien Applications – Recommend Approval; 4 Voted Bond Applications – Recommend Approval***

*Presenter: Ms. Cindy Hedrick Ms. Amy Woody*

## **Action Agenda**

### **A-1 Consideration for Public Comment: Repeal Arkansas Department of Education Rule Governing the Calculation of School District Base Millage Requirements to be Used in Determining Required, if any, Additional Mills to be Voted in the September Election of Each School Year.**

*The Rule Governing the Calculation of School District Base Millage Requirements to be Used in Determining Required Additional Mills to be Voted in the September election of each school year was enacted pursuant to Act 917 of 1995 and Act 1328 of 1995. The Rule defined the method for calculation of the base millage rate. The enabling legislation was repealed following the Arkansas Supreme Court's November 2002 decision in the Lake View School District v. Huckabee case. In part, the decision provided that excess debt service mills could not be counted toward the uniform rate of twenty-five (25) mills required by Amendment 74 of the Arkansas Constitution. As the enabling legislation has been repealed and the Rule conflicts with Amendment 74, the repeal of this Rule is necessary. The Department is requesting approval, from the State Board, to proceed with public comment regarding the repeal of this Rule.*

*Presenter: Bill Goff Cindy Hedrick*

### **A-2 Request for Approval of 2008-2009 Arkansas Better Chance Funding Recommendations (October 2008)**

*Pursuant to the authority granted the State Board of Education, the DHS Division of Child Care and Early Childhood Education requests funding approval for the attached list of recommendations for the 2008-2009 Arkansas Better Chance program.*

*Presenter: Paul Lazenby*

### **A-3 Request for Charter Amendment of Open-Enrollment Public Charter School: KIPP Delta College Prep School, Helena, AR**

*The State Board of Education approved the application for KIPP Delta College Prep School in March 2002. The current five year renewal charter contract for the school goes through June 30, 2013. KIPP Delta College Prep School has requested a hearing before the State Board to amend its current charter to add kindergarten through fourth grade. In light of the additional grade request, KIPP is seeking to increase their enrollment cap by 450 students for a maximum enrollment of 1,100 students by 2013.*

*The entity is requesting that the State Board of Education grant the addition of kindergarten through fourth grade and the increase of the enrollment cap to 1,100 students to the charter for KIPP Delta College Prep School.*

*Presenter: Dr. Mary Ann D. Brown*

**Minutes**  
State Board of Education  
Monday, September 8, 2008

The State Board of Education met on Monday, September 8, 2008, in the auditorium of the State Education Building. Randy Lawson, Chairman, called the meeting to order at 9:00 a.m.

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

No members were absent.

**Reports**

Chair's Report

Mr. Lawson stated that the Chair did not have a report for this meeting.

Commissioner's Report

Dr. James stated that Department staff members are preparing to facilitate a work session for the October 13<sup>th</sup> meeting to focus on issues related to school district boundaries and distribution of a school district's territory among two or more districts. Dr. James also reminded Board members that the annual joint session of the State's three Boards of Education would be on November 3, which is the time set for the regular November meeting.

**Consent Agenda**

Ms. Tatum asked that a correction be made to the August Minutes to revise the vote on action for the HAAS Hall Charter School. The Minutes should show that Ms. Tatum voted no and Dr. Mays voted yes. (Correction Noted)

Ms. Burrow moved approval of the Consent Agenda as amended. Dr. Williams seconded the motion. The motion was adopted unanimously.

- Minutes – August 11, 2008 (As amended)
- Newly Employed, Promotions and Separations
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Report on Waivers to School Districts for Teachers Teaching Out-of-Area for Longer than Thirty (30) Days, Act 1623 of 2001
- 2007-2008 Home School Report
- Consideration of the State Adoption List and Authorization for Contracts for Business, English as a Second Language/English Language Learner, and Foreign Language, for Grades K – 12

## **Action Agenda**

(A complete transcript of the following items was taken by a court reporter. That transcript is available upon request from the State Board of Education Office)

### **Booneville School District Appeal to the State Board of Education of Accreditation Status of Booneville Junior High School**

Frank Wimer was recognized to present this item. Mr. Wimer stated that the issue of licensure for a teacher of one of the 38 required subjects at the school caused the recommendation for probationary status for Booneville Junior High School. Mr. John Parrish, superintendent of the Booneville School District, was recognized to present the school's request. Mr. Parrish reported that during the past school year many errors in judgment were made by a previous administration. He stated that students from the junior high school attended Spanish class at the high school where the high school Spanish teacher was not licensed. He argued that the high school where the teacher was assigned should be sanctioned, but since that instructor was not a member of the junior high faculty, that school should not be assigned the probationary status.

Annette Barnes stated that students were enrolled in the designated teacher's class and those students were issued credit toward graduation, thus the junior high school is also responsible for providing highly qualified teachers for all classes.

Ms. Tatum asked for clarification as to who was administratively in charge of these schools during this time. Mr. Parrish responded that the former superintendent had been relieved of his duties, the middle school principal was on extended medical leave and the local board had employed him late in the year to "clean up the mess."

Mr. Parrish stated that once he determined the situation of licensure, he reported the issue to the Department, thus bringing on the probationary status. Mr. Lawson commended Mr. Parrish on doing the right thing, but self-reporting does not remove the necessary sanction.

Dr. Williams moved that the appeal of probationary status for Booneville Junior High be denied. Ms. Tatum seconded the motion. The motion was adopted unanimously.

### **Cedar Ridge School District Appeal to the State Board of Education of Accreditation Status of Cedar Ridge High School**

Frank Wimer was recognized to present this item. Mr. Wimer stated that a probationary status for this school was warranted because the school did not offer and teach the full 38 units – the school did not teach physics. Dr. Ann Webb, Superintendent, was recognized to present information from the Cedar Ridge District. Dr. Webb stated that at the beginning of the 2007-2008 school year, two students were enrolled in physics taught by distance learning. She noted that one student withdrew from the district to be home schooled and subsequently the other student enrolled in physics dropped the course at the insistence of the parent. She noted that this situation led to the situation that physics was not taught during this school year. Dr. Webb affirmed that she is aware of the law but believes smaller schools should have some flexibility when no students want to enroll in a course such as physics and she felt the need to share the districts situation with the Board.

Dr. Mays asked for clarification about distance learning and the availability of the course should a student enroll in the district who would need to enroll in physics. Dr. Webb stated that the district had committed to participate in the distance learning program, had installed recommended equipment, had a facilitator in place, but there were no students enrolled.

Ms. Tatum asked about other districts that face a similar situation. Mr. Wimer responded that this year there are approximately 25 schools with probationary status due to a similar situation. Ms. Gullett asked if all of those 25 were for advanced math and/or science. Mr. Wimer responded that many were; however, oral communications and journalism were also classes with no students enrolled.

Dr. Williams asked if this issue were limited to “small” schools. Mr. Wimer noted that most were smaller schools, but not exclusively. Mr. Cooper expressed support for the school’s waiver request.

Tripp Walter was recognized. Mr. Walter cited legislation establishing the minimum curriculum defined in the 30 units that must be offered and taught. Mr. Walter opined that the Board did not have the authority under the statute to issue a waiver of the required curriculum. He noted that this issue was highly visible under the deliberations of the Lakeview case, which established the equitable curriculum standard.

Mr. Cooper questioned why that issue was before the Board if it is not possible under the law to grant the waiver. Dr. Webb stated that she was aware of the law, but felt it important to bring her district’s issue to the attention of the Board. Dr. James noted that any district has the right to request to appear before the Board even though the staff and perhaps the school administration are aware of the requirements of the law.

Mr. Ledbetter suggested that the issue for consideration of a waiver warrant clarification. He stated that anyone should have the opportunity to appear before the Board. The consideration, at least in this case, is did the Department staff interpret the law accurately or is there additional evidence that would change the facts in the case. He suggested that the subject of an appeal would be on interpretation of the law, not a disagreement of the provisions of the law.

Ms. Burrow moved to deny the appeal request of the probationary status of the Cedar Ridge High School. Ms. Tatum seconded the motion. The motion was adopted on a roll call vote 6 yes and 2 no (Cooper and Mays voted no – reasons cited for no voted included a fundamental agreement with the tenets of the district and the conflict between logic and the law.)

**Osceola School District withdrew its appeal of accreditation status.**

**Request for Approval of 2008-2009 Arkansas Better Chance Grants – Round 4**

Jamie Morrison was recognized to present this item. Ms. Morrison had no comments beyond the presented documents.

Dr. Williams asked about the recommendation to approve a grant to Lincoln School District. Ms. Morrison stated that there were issues with enrollment and discrepancies in the child data base, but she indicated that she could not report on the details. She also indicated that there were questions about turn back of federal Head Start funding that related to conditions imposed on this proposal.

Dr. Williams moved approval as presented. Ms. Gullett seconded the motion. The motion was adopted unanimously.

**Consideration of Waiver of Fee and Substitute Pay Reimbursement due to Health and/or Extenuating Circumstances – Melissa Wright**

Beverly Williams was recognized to present this item. Ms. Williams noted that there are times when a teacher enters the preparation program for National Board Licensure and for extreme reasons such as illness or family issues, it is necessary for that person to withdraw from the program. Ms. Williams stated that when teachers fail to complete the program, repayment of the stipend is expected; however, the Rule does provide for the Board to grant a repayment waiver in extreme situations. Ms. Wright has requested that the Board invoke the waiver on her behalf.

Ms. Tatum asked if there was a policy that would establish a repayment plan when a teacher fails to follow through with National Board Licensure. Ms. Williams stated that there are provisions for spreading the repayment over a year, but not beyond that. Ms. Williams also noted that there have been only a few of these instances, especially for extended family.

Ms. Gullett moved approval of a waiver of repayment for Melissa Wright. Mr. Ledbetter seconded the motion. The motion was adopted unanimously.

**Consideration of Waiver of Fee and Substitute Pay Reimbursement Due to Health and/or Extenuating Circumstances: Jolie Pendrix-Wang**

Beverly Williams was recognized to present this item. Ms. Williams presented background information that paralleled that of the previous item.

Ms. Burrow moved approval of a waiver of repayment for Jolie Pendrix-Wang. Mr. Cooper seconded the motion. The motion was adopted unanimously.

**Consideration for Final Approval: Proposed Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts**

Jeremy Lassiter was recognized to present this item. Mr. Lassiter stated that revisions to this rule were previously submitted for public comment and a hearing was conducted at which time no comments were received. He stated that no revisions were made to the draft approved for public comment.

Mr. Cooper moved final approval as submitted. Dr. Mays seconded the motion. The motion was adopted unanimously.

**Consideration of Cut Scores and Performance Levels for the Augmented Benchmark Science Examination at Grades 5 and 7**

Dr. Gayle Potter was recognized to present this item. Dr. Potter stated that the proposed cut scores were developed with input from external committees with advice from the technical review panel.

Dr. Williams asked about comparing these proposed cut scores with tests that are nationally validated. Dr Potter stated that there are no actual comparisons, but our Benchmark scores compare favorability with data from the National Assessment of Education Progress (NAEP). Dr. James noted that these data do correlate with NAEP; however, they do not and probably will not exactly match. Dr. Potter stated that this is the first time cut scores have been set for science, so there is really nothing to compare to at this time.

Dr. Williams moved approval as presented. Ms. Tatum seconded the motion. The motion was adopted unanimously.

### **Request to Set Cut Scores and Performance Levels for the Alternate Assessment for Students with Disabilities in Grade 10 Science**

Dr. Gayle Potter was recognized to present this item. Dr. Potter noted that these alternate assessments were directed to students with severe and profound handicapping conditions. These performance levels are to establish criteria for evaluating portfolios completed by these students in lieu of completing Benchmark tests.

Dr. Williams asked for an example of tasks that might be included in a portfolio for these students. Dr. Potter responded that the tasks were created by a pool of talented and dedicated teachers who started with the State's content standards and extended the student expectations to tasks within the grasp of severely and profoundly handicapped students. She noted that each portfolio might be different depending on the student's individual education plan (IEP), but might include measurements in the kitchen with a cooking theme. Ms. Burrow asked if the tasks were paper and pencil oriented. Dr. Potter responded some would be paper and pencil based and would be placed in the portfolio. Other tasks might include activities that were not dependent on writing.

Ms. Gullett inquired as to how the list of tasks might be developed. Dr. Potter responded it was dependent on the child's IEP and that IEP would include a description of the child's abilities and it might include a menu of items appropriate for portfolio assessment.

Ms. Tatum asked about comparing these cut scores to previously adopted cut scores. Dr. Potter noted that this is the first time for adopting cut scores for science and there is no other set of data from which comparisons could be made.

Ms. Tatum moved approval as presented. Ms. Burrow seconded the motion. The motion was adopted unanimously.

### **Hearing on Waiver Request for Certified Teacher's License – Clinton Sago**

Drew Blankenship was recognized to present this item. Mr. Blankenship reported that the Department Legal Office has just completed a recommended Stipulated Agreement with Mr. Sago. He stated the agreement would include probationary status for one year at which time Mr. Sago would be eligible to apply for full licensure status. Mr. Blankenship also indicated that Mr. Sage does have a job pending approval of the stipulated agreement. Mr. Lawson asked about the timing of the recommendation. Mr. Blankenship responded that the correspondence between the Department and Mr. Sago's attorney was only completed late last week and that paper work is still in the transmittal stage. Mr. Lawson suggested that any approval should be subject to signature of Mr. Sago.

Mr. Cooper moved to accept the recommendation of a stipulated agreement pending receipt of properly signed documents by Mr. Sage and his representatives. Ms. Gullett seconded the motion. The motion was adopted unanimously.

### **Hearing on Waiver Request for Certified Teacher's License – Larry D. Harris**

Drew Blankenship was recognized to present this item. Mr. Blankenship stated that Mr. Harris was present and was represented by Counsel. Kenny Johnson, attorney for Mr. Harris, provided background information regarding the record and incident(s) that were reported. Mr. Johnson stated that the records were expunged implying that Mr. Johnson had met any expectation of the courts and thus clearing his record.

Dr. Mays asked about the procedure for obtaining licensure through the alternative licensure program. Beverly Williams indicated that a background check is not performed until a request for licensure is made. She did state that if a waiver were issued, then Mr. Harris would be eligible for a provisional license through the alternative licensure program.

Ms. Gullett asked about the misdemeanor recorded in 2003. Mr. Harris indicated that the 2003 incident related to protecting himself and formal charges were not made.

Mr. Cooper moved approval of a waiver with a two year probationary period and with the stipulation that no further offenses be charged and that all components of the Arkansas Teacher Code of Ethics be followed. Ms. Tatum seconded the motion. The motion was adopted unanimously.

The Chair moved, without objection, the meeting is adjourned. The meeting adjourned at 11:05 a.m.

The Minutes were recorded and reported by Dr. Charles D. Watson.

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY  
SEPTEMBER 30, 2008**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of September 2008.

<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF SEPTEMBER 30, 2008</b>
<i>I. Financial Obligation</i>	<p>As of August 31, 2008, State Foundation Funding payments paid for FY 08/09 totaled \$5,842,277 to LRSD, \$3,209,734 to NLRSD, and \$4,372,216 to PCSSD. The Magnet Operational Charge paid as of August 31, 2008, was \$1,369,145. The allotment for FY 08/09 was \$15,060,591. M-to-M incentive distributions for FY 07/08 as of June 30, 2008, were \$4,362,899 to LRSD, \$3,992,864 to NLRSD, and \$9,275,397 to PCSSD. In September 2008, General Finance made the last one-third payment to the Districts for their FY 07/08 transportation budget. As of September 30, 2008, transportation payments for FY 07/08 totaled \$4,460,451 to LRSD, \$1,232,312 to NLRSD, and \$2,948,764 to PCSSD. In September 2008, General Finance made the first one-third payment to the Districts for their FY 08/09 transportation budget. As of September 30, 2008, transportation payments for FY 08/09 totaled \$1,428,236 to LRSD, \$419,360 to NLRSD, and \$1,114,953 to PCSSD. In March 2008, a bid for 16 new Magnet and M-to-M buses was awarded to Central States Bus Sales. The buses for the LRSD include 8 - 65 passenger buses for \$66,405.00 each. The buses for the NLRSD include 1 - 65 passenger bus with a wheelchair lift for \$72,850.00 and 1 - 47 passenger bus with a wheelchair lift for \$70,620.00. The buses for the PCSSD include 2 - 65 passenger buses for \$66,405.00 each, 2 - 47 passenger buses for \$65,470.00 each and 2 - 47 passenger buses with wheelchair lifts for \$70,620.00 each. In July 2008, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales \$1,079,700. In July 2008, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY 08/09. In July 2008, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 08/09.</p>

<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF SEPTEMBER 30, 2008</b>
<b><i>II. Monitoring Compensatory Education</i></b>	On July 10, 2008, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. He handed out a news article that talked about an evaluation of the North Little Rock School District's compliance with its desegregation plan. The evaluation was done by the Office of Desegregation Monitoring (ODM), a federal desegregation monitoring office. ODM said "NLRSD has almost no compliance issues that would hinder its bid for unitary status". Another article said that ODM has proposed a 2008-09 budget that would allow for closing at the end of December 2008 if the school districts in Pulaski County are declared unitary before then. Each of the districts has petitioned U.S. District Judge Bill Wilson Jr. for unitary status. Another article was handed out stating that legislators, attorneys from the Attorney General's Office and representatives of the three school districts in Pulaski County have been conducting meetings to discuss ways to phase out desegregation payments. The next Implementation Phase Working Group Meeting is scheduled for October 9, 2008 at 1:30 p.m. in room 201-A at the ADE.
<b><i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i></b>	Ongoing. All court pleadings are monitored monthly.
<b><i>IV. Repeal Statutes and Regulations that Impede Desegregation</i></b>	In July 2007, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 86 <sup>th</sup> Legislative Session, and any new ADE rules or regulations.
<b><i>V. Commitment to Principles</i></b>	On September 8, 2008, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of August.
<b><i>VI. Remediation</i></b>	In February of 2008, ADE staff provided District Test Coordinator Training at the School for the Blind in Little Rock. Eight staff members from the LRSD, two staff members from the NLRSD and two staff members from the PCSSD attended.
<b><i>VII. Test Validation</i></b>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF SEPTEMBER 30, 2008																																																																																																									
<i>VIII. In-Service Training</i>	<p>A Tri-District Staff Development Committee meeting was held on February 5, 2008. Staff from PCSSD, NLRSD, LRSD and the ADE attended. The Director of Professional Development for the LRSD handed out a list of the dates and topics for eleven days of professional development. Topics included classroom management, school improvement, curriculum preparation, Next Step, Arkansas history, ESL, interventions for diverse learners, AEA, ACT, technology, parental involvement and health/physical activity. Flex days, make up sessions, and tracking professional development hours were discussed.</p>																																																																																																									
<i>IX. Recruitment of Minority Teachers</i>	<p>In May 2008, the ADE Office of Professional Licensure sent a request to the three Pulaski County school districts asking for a list of teacher shortage areas.</p> <p>In May 2008, the ADE Office of Professional Licensure requested a list of all spring minority graduates from all Arkansas colleges and universities with teacher education programs.</p>																																																																																																									
<i>X. Financial Assistance to Minority Teacher Candidates</i>	<p>Collin Callaway of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2007-2008 on October 15, 2007. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards for STAR are as follows:</p> <table border="1" data-bbox="654 1171 1406 1440"> <thead> <tr> <th>STAR</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>58</td> <td>264,000</td> <td>328</td> <td>1,402,500</td> <td>386</td> <td>1,666,500</td> </tr> <tr> <td>Black</td> <td>10</td> <td>51,000</td> <td>29</td> <td>136,500</td> <td>39</td> <td>187,500</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>4</td> <td>18,000</td> <td>4</td> <td>18,000</td> </tr> <tr> <td>Native Amer</td> <td>1</td> <td>3,000</td> <td>1</td> <td>6,000</td> <td>2</td> <td>9,000</td> </tr> <tr> <td>Other</td> <td>4</td> <td>21,000</td> <td>11</td> <td>42,000</td> <td>15</td> <td>63,000</td> </tr> <tr> <td><b>Totals</b></td> <td><b>73</b></td> <td><b>339,000</b></td> <td><b>373</b></td> <td><b>1,605,000</b></td> <td><b>446</b></td> <td><b>1,944,000</b></td> </tr> </tbody> </table> <p>The scholarship awards for MTS are as follows:</p> <table border="1" data-bbox="654 1507 1406 1738"> <thead> <tr> <th>MTS</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>7</td> <td>35,000</td> <td>28</td> <td>137,500</td> <td>35</td> <td>172,500</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>6</td> <td>30,000</td> <td>6</td> <td>30,000</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>2</td> <td>10,000</td> <td>2</td> <td>10,000</td> </tr> <tr> <td>Native Amer</td> <td></td> <td></td> <td>4</td> <td>20,000</td> <td>4</td> <td>20,000</td> </tr> <tr> <td><b>Totals</b></td> <td><b>7</b></td> <td><b>35,000</b></td> <td><b>40</b></td> <td><b>197,500</b></td> <td><b>47</b></td> <td><b>232,500</b></td> </tr> </tbody> </table>	STAR	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	White	58	264,000	328	1,402,500	386	1,666,500	Black	10	51,000	29	136,500	39	187,500	Hispanic			4	18,000	4	18,000	Native Amer	1	3,000	1	6,000	2	9,000	Other	4	21,000	11	42,000	15	63,000	<b>Totals</b>	<b>73</b>	<b>339,000</b>	<b>373</b>	<b>1,605,000</b>	<b>446</b>	<b>1,944,000</b>	MTS	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	7	35,000	28	137,500	35	172,500	Hispanic			6	30,000	6	30,000	Asian			2	10,000	2	10,000	Native Amer			4	20,000	4	20,000	<b>Totals</b>	<b>7</b>	<b>35,000</b>	<b>40</b>	<b>197,500</b>	<b>47</b>	<b>232,500</b>
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IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF SEPTEMBER 30, 2008																												
<i>X. Financial Assistance to Minority Teacher Candidates (Continued)</i>	<p>The scholarship awards for MMF are as follows:</p> <table border="1"> <thead> <tr> <th>MMF Race</th> <th>Male Count</th> <th>Male Award</th> <th>Female Count</th> <th>Female Award</th> <th>Total Count</th> <th>Total Award</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>2</td> <td>8,750</td> <td>27</td> <td>125,000</td> <td>29</td> <td>133,750</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>2</td> <td>11,250</td> <td>2</td> <td>11,250</td> </tr> <tr> <td><b>Totals</b></td> <td><b>2</b></td> <td><b>8,750</b></td> <td><b>29</b></td> <td><b>136,250</b></td> <td><b>31</b></td> <td><b>145,000</b></td> </tr> </tbody> </table>	MMF Race	Male Count	Male Award	Female Count	Female Award	Total Count	Total Award	Black	2	8,750	27	125,000	29	133,750	Asian			2	11,250	2	11,250	<b>Totals</b>	<b>2</b>	<b>8,750</b>	<b>29</b>	<b>136,250</b>	<b>31</b>	<b>145,000</b>
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<i>XI. Minority Recruitment of ADE Staff</i>	<p>The MRC met on October 9, 2007 at the ADE. Demographic reports were presented that showed ADE employees grade 21 and above by race and section as of June 30, 2007 and September 30, 2007. A spreadsheet was handed out that showed for grade 21 and above the number and percentage of black, white, and other race employees in each unit of the ADE. After reviewing the September report, it was determined that it needs some corrections. A new September report will be handed out after the changes have been made.</p>																												
<i>XII. School Construction</i>	<p>This goal is completed. No additional reporting is required.</p>																												
<i>XIII. Assist PCSSD</i>	<p>Goal completed as of June 1995.</p>																												
<i>XIV. Scattered Site Housing</i>	<p>This goal is completed. No additional reporting is required.</p>																												
<i>XV. Standardized Test Selection to Determine Loan Forgiveness</i>	<p>Goal completed as of March 2001.</p>																												
<i>XVI. Monitor School Improvement Plans</i>	<p>On August 26, 2008, ADE staff conducted a training session for leadership teams of Lynch Drive Elementary and Rose City Middle at the NLRSD Central Office. The teams began to develop interventions and actions from their audit findings and recommendations. Twelve staff members attended the session. The Lynch Drive staff began work on revising their 2008-09 school improvement plan.</p> <p>On September 15 through 17, 2008, ADE staff conducted a peer review at the NLRSD Central Office. The review was for district and building staff who are responsible for developing and monitoring ACSIP plans during the school year. All elementary and secondary school improvement plans were reviewed with the building principals and district staff. Revisions to the plans along with recommendations were made per rubric.</p> <p>On August 13, 2008, ADE staff presented the PCSSD framework for writing ACSIP at Scott Elementary and Oak Grove Elementary in the PCSSD. Discussions were held about using the document to improve academically at the schools.</p>																												

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF SEPTEMBER 30, 2008
<p><i>XVI. Monitor School Improvement Plans (Continued)</i></p>	<p>On August 22, 2008, ADE staff met in the PCSSD District Office with Title 1 Coordinators Barbara Fredrick and Trina Coleman. Talked about setting dates to do peer reviews of all PCSSD ACSIP plans. The peer reviews will ensure that the plans are complete and ready to pass the rubric before submission to the district.</p> <p>On August 26, 2008, ADE staff met with the ACSIP chair Laura Hearn, and assistant principal Dr. Anderson at Jacksonville High School in the PCSSD. Reviewed ACSIP and rewrote some of the actions. Organized the plan to meet district guidelines. Reviewed the actions that the ACSIP committee wrote in response to the scholastic audit and its impact on the plan. Compared the plan to the rubric and made input into how improvements could be made.</p> <p>On September 2, 2008, ADE staff met with the principal, Denise Rankin and lead teacher, Kristin Beach at Scott Elementary in the PCSSD. Discussed and reviewed changes in ACSIP that were made since previous meetings. Conducted a review of the plan using the rubric and suggested changes.</p> <p>On September 3, 2008, ADE staff met with the school leadership team including the principal at Wilbur Mills High School in the PCSSD. Discussed questions they had about their 2008-09 ACSIP. Reviewed the plan using the rubric and suggested improvements. Discussed the need to make sure some restructuring items were in the plan. Recommended studying strategies and programs during 2008-09 that could help them restructure their building for the 2009-10 school year. Discussed Scholastic Audit and the ACSIP monitoring that the school will have in two months.</p> <p>On September 4, 2008, ADE staff met with the school leadership team at Joe T. Robinson High School in the PCSSD. Reviewed their 2008-09 ACSIP using the rubric and suggested improvements. Discussed Scholastic Audit and the ACSIP monitoring that the school will have in two months.</p> <p>On September 4, 2008, ADE staff met in the PCSSD District Office with Anita Farver, Barbara Fredrick and Trina Coleman. Reviewed ACSIP and requirements for meeting the rubric. Discussed the need to have alternate dates for ACSIP monitoring since at least one school is scheduled for Scholastic Audit on the monitoring date.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF SEPTEMBER 30, 2008
<p><b><i>XVI. Monitor School Improvement Plans (Continued)</i></b></p>	<p>On September 8, 2008, ADE staff met with the school leadership team at Northwood Middle School in the PCSSD. Reviewed their 2008-09 ACSIP using the rubric and suggested improvements. Discussed the ACSIP monitoring the school will have in two months.</p> <p>On September 8, 2008, ADE staff conducted rubric reviews for Robinson Middle School and Robinson High School at the PCSSD district office. Also assisted Oak Grove High School in making improvements to their plan.</p> <p>On September 9 and 10, 2008, ADE staff met in the PCSSD District Office with Anita Farver, Federal Program Director; Barbara Fredrick and Trina Coleman, Title 1 Coordinators; the building principal and the ACSIP chair. Conducted rubric reviews of ACSIP.</p> <p>On September 18, 2008, ADE staff met in the PCSSD District Office to conduct rubric reviews of ACSIP. Reviews were done to ensure that the plans were complete and ready to pass the rubric before submission to the district.</p>
<p><b><i>XVII. Data Collection</i></b></p>	<p>The ADE Office of Public School Academic Accountability has released the 2007 Arkansas School Performance Report (Report Card). Reading and Science ACT scores were added to the 2007 Report Card. The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF SEPTEMBER 30, 2008
<p><i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE’s Monitoring and Reporting Obligations</i></p>	<p>On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. “If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements”. Schools in Arkansas have not yet been designated “Identified for Improvement”. After a school has been “Identified for Improvement”, it must make “adequate yearly progress”. Schools that fail to meet the definition of “adequate yearly progress”, for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.</p>

**NEWLY EMPLOYED FOR THE PERIOD OF September 1, 2008 – September 30, 2008**

Larry Bennett – Public School Administrative Advisor, Grade 21, Division of Learning Services, Arkansas Comprehensive School Improvement Plans (ACSIP), effective 09/02/08.

James Boardman – Assistant Commissioner, Grade 99, Division of Research and Technology, effective 09/02/08. Rehire

Charles Carter – Area Project Manager, Grade 23, Division Public School Academic Facilities and Transportation (DPSAFT), effective 09/29/08.

Rondi Davidson – Administrative Assistant II, Grade 17, Arkansas Public School Computer Network (APSCN), effective 09/08/08.

Dana Davis – Public School Program Advisor, Grade 21, Division of Learning Services, ACSIP/Federal, effective 09/08/08. Rehire

Cindy Grizzelle – Administrative Assistant II, Grade 17, Division of Human Resources/Licensure, Teacher Quality, effective 09/02/08. Rehire

Randall Lawrence – Public School Program Advisor, Grade 21, Division of Learning Services, Standards Assurance, effective 09/08/08.

Betty Ruth Welch - Program Support Manager, Grade 22, Division of Learning Services, Guidance/Counseling, effective 09/02/08.

Laura Wilson – Technical Assistance Specialist, Grade 21, Central Administration, Office of Education Renewal Zone, effective 09/08/08. Rehire-Part-Time

**PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF September 1, 2008 – September 30, 2008**

No promotions/lateral transfers for this period.

**SEPARATIONS FOR THE PERIOD OF September 1, 2008 – September 30, 2008**

Lonnie Keys – Secretary II, Grade 13, Central Administration, Curriculum, Assessment and Research, effective 09/04/08. 6 Years, 6 Months, 16 Days. Code: 2

\*Minority

**AASIS Code:**

Involuntary - 02

## **Section 1**

### **Revolving Loans to School Districts**

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

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

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

**STATE BOARD OF EDUCATION MEETING  
OCTOBER 13, 2008  
APPLICATIONS FOR REVOLVING LOANS**

**REVOLVING LOAN APPLICATIONS:**

<b>1</b>	<b>Bus</b>	<b>\$</b>	<b>69,545.00</b>
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
REVOLVING LOANS  
BUS  
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
East Poinsett County	Poinsett	776	69,545.00	928,450	Purchasing one school bus

## **Section 2 Second Lien Bonds**

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

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

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

**STATE BOARD OF EDUCATION MEETING  
OCTOBER 13, 2008  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>2 2nd Lien</b>	<b>\$</b>	<b>3,725,000.00</b>
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
2<sup>ND</sup> LIEN  
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Lake Hamilton	Garland	3,912	3,095,000	30,370,000	Funding the District's portion of the following partnership projects: constructing and equipping High School science classrooms addition (\$2,100,000), High School electrical renovation (\$300,000), agriculture education greenhouse facility (\$200,000), and the completion of construction of Intermediate School (\$250,000), and Middle School addition/renovation (\$150,000) and for cost of issuance and underwriter's discount allowance (\$95,000) with any remaining funds to be used for other capital projects and equipment purchases.
Smackover	Union	871	630,000	5,775,000	Erecting and equipping a new High School addition (\$600,580) and cost of issuance and underwriter's discount allowance (\$29,420) with any remaining funds to be used for constructing, refurbishing, remodeling, and equipping school facilities.

### **Section 3 Voted Bonds**

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

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

**STATE BOARD OF EDUCATION MEETING  
OCTOBER 13, 2008  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>4 Voted</b>	<b>\$ 25,985,000.00</b>
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
VOTED  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Forrest City	St. Francis	3,596	12,815,000	16,280,000	Refunding the 11/15/03 bond issue (\$7,680,000) and funding the District's portion of the following partnership projects: Making repairs and renovations at Central Elementary, Forrest City High School, Forrest City Junior High, Lincoln Middle School, Madison Elementary, Stewart Elementary, and Stewart East (\$4,653,681); and cost of issuance, underwriter's discount allowance and escrow contingency (\$481,319) with any remaining funds to be used by the District for other capital projects and equipment purchases.
Hamburg	Ashley	1,957	2,790,000	11,558,137	Funding the following partnership projects: High School roof and science addition (\$2,117,600), Portland Elementary classroom addition (\$338,000), Wilmot Elementary PE addition (\$250,000), and for cost of issuance and underwriter's discount allowance (\$84,400) with any remaining funds to be used for other capital projects and equipment purchases.
Melbourne	Izard	829	6,440,000	7,773,616	Refunding the 11/1/05A bond issue (\$5,860,000) and cost of issuance, underwriter's discount allowance, and escrow contingency (\$580,000).
Osceola	Mississippi	1,539	3,940,000	10,560,000	Funding the District's portion of the following partnership projects: building and equipping a new Elementary School (\$3,165,249), construct a new library at the ACE school (\$173,041), construct additional classrooms at the ACE school (\$488,180), and cost of issuance and underwriter's discount allowance (\$113,530) with any remaining funds to be used by the District for other capital projects and equipment purchases.

## Decatur School District

**Classified in fiscal distress:**

July 14, 2008

### **Fiscal Distress Indicators:**

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

	2004-05	2005-06	2006-07	2007-08
4 QTR ADM	556	565	577	559
Assessment	35,503,728	39,142,540	41,103,865	44,870,460
Total Mills	32.20	40.00	40.00	40.00
Total Debt Bond/Non Bond	937,922	4,953,106	6,471,092	6,233,852
Per Pupil Expenditures	7,908	9,097	8,802	
Personnel-Non-Fed Certified FTE	48.53	53.17	43.77	
Avg Salary--Non-Fed Cert Clsrm FTE	34,485	36,354	45,139	
Unrestricted Legal Balance	521,946	353,935	**1,346,212	2,480

\*\*2006-07 Unrestricted Legal Balance does not include expenditures not recorded on District books.

### **Background Information:**

- \* On July 31, 2008, the District utilized a short term loan in the amount of \$171,000.
- \* On July 31, 2008, the State Board of Education considered the request for the proposed annexation of the Decatur School District to a contiguous school district.
- \* On August 1, 2008, the Department of Education assumed administrative control of the Decatur School District.
- \* On August 7, 2008, Arkansas Commissioner of Education Dr. Ken James appointed Mr. Lee Ortman as Superintendent of Decatur School District.

### **Additional Concerns:**

- \* Manual checks written but not recorded on the District books for 2006-07 and 2007-08 total approximately \$2.4 million.
- \* Appears the bank account has not been reconciled since September 2005.
- \* 941 Quarterly Tax Report for the second quarter of 2007, which was due July 15, 2007, was not filed until June 2008.
- \* 941 Quarterly Tax Report for the first quarter of 2008, which was due April 15, 2008, was not filed until June 2008.
- \* FICA, Medicare and Federal Payroll Taxes for the months of February, March, April, and May 2008 were not paid to IRS until June 2008.
- \* State tax for the months of April and May 2008 were not paid to the Department of Finance and Administration until June 2008.
- \* Amount of Late Fees, Penalties and Interest due to IRS and other entities is unknown.

### **District Actions**

- \* District treasurer has been named.
- \* Segregation of financial duties has been established.
- \* Reduce certified personnel by 2.5 FTE's through attrition.
- \* Reduce classified personnel by 1.75 FTE's through attrition.
- \* Re-negotiated lease/agreements for copiers and sanitization dumpsters.
- \* Purchase order system has been implemented.
- \* Reduce transportation expenses through centralizing in-town bus stops.
- \* Reduce utility expenditures by monitoring building energy usage.
- \* Realign use of federal funds to support district programs.
- \* Analyzing the effect of bond restructure in January 2009.

**Decatur School District  
General Operating Funds**

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

	<u>Actual</u> <u>2007-08</u>	<u>Budget</u> <u>2008-09</u>	<b>Variance</b> <b>2007-08 Actual</b> <b>to 2008-09 Budget</b>
<b>Beginning Balance</b>	<b>1,313,961</b>	<b>2,480</b>	<b>(1,311,481)</b>
Revenues:			
Local	1,684,109	2,050,144	366,035
State	2,372,875	2,294,564	<b>(78,311)</b>
Loan Proceeds (Current & Revolving Loans)	0.00	<u>171,000</u>	<u>171,000</u>
<b>Total General Operating Funds Revenue</b>	<b>4,056,984</b>	<b>4,515,708</b>	<b>458,724</b>
Expenditures:			
Salaries & Benefits	3,325,167	2,836,922	<b>(488,245)</b>
Debt Payments (principal & interest)	492,620	684,427	191,807
Other Expenditures	<u>1,550,678</u>	<u>718,142</u>	<u>(832,536)</u>
<b>Total General Operating Funds Expenditures</b>	<b>5,368,465</b>	<b>4,239,491</b>	<b>(1,128,974)</b>
<b>Ending Balance</b>	<b>2,480</b>	<b>278,697</b>	<b>276,217</b>

**Decatur School District  
Additional Information**

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>Estimated 2009-10</u>
<b>Prior Year ADM Quarters 1-3</b>	487.51	556.25	564.21	582.68	564.66	
<b>State Foundation Funding</b>	1,797,527	2,205,109	2,235,565	2,325,302	2,169,490	1,824,119
<b>Change in State Foundation Funding</b>		407,582	30,456	89,737	(155,812)	(345,371)
<b>Student Growth Funding Declining Enrollment Funding</b>	370,116	23,112	178,848		52,159	172,686
<b>Net change after Student Growth/Declining Enrollment Funding</b>		<b>430,694</b>	<b>209,304</b>	<b>89,737</b>	<b>(103,653)</b>	<b>(172,685)</b>

Based on 09/26/08  
Enrollment of 505

## Arkansas Department of Education Fiscal Distress Progress Report

**District:** Decatur Public School  
**Superintendent:** Mr. Le Roy Ortman  
**Phone Number:** 479 752-3986  
**Date Submitted:** September 24, 2008

							Objective Met	
	Objective	Responsible Party	Corrective Action Taken	Date of Action	Funding Source	Amount of Annual Savings	Yes	No
1	Certified Staff Attrition	Superintendent/ Administration	Certified staff has been reduced by 2.5 F.T.E.'s as a result of staff resignations, and reassignment of existing staff	July/August 08	1000/2000	\$109,000	X	
2	Classified Staff Attrition	Superintendent/ Administration	Classified staff has been reduced by 1.75 F.T.E.'s as result of staff resignations, and reassignment of existing staff	July-September 08	2000	\$54,000	X	
3	Assess District Leased Equip.	Superintendent	Copier lease re-negotiated and one trash dumpster dropped from trash removal agreement	August-08	2000	\$5,900	X	
4	Implement District Purchase Order Procedures	Superintendent/ District Administration/ Teachers	District Purchase order procedures designed and put in place. The procedure continues to be refined to ensure that unauthorized purchases are not made.	August-08	0	\$0	X	
5	Transportation	Superintendent/ Director of Transportation	Centralized bus stops throughout the city were put in place to reduce bus mileage and the occurrence of stop/start bus operations which improves efficiency. Out of district trips necessary in fiscal 08 are no longer needed in fiscal 09 because students no longer require these special services	August-08	2000	up to \$20,000	X	
6	Reduction of Utility Usage	Superintendent/ District Staff	All electrical devices (refrigerator, microwave, etc) not needed in the instructional process have been removed from classrooms and offices. Thermostats are now controlled by maintenance staff for more efficient heating and cooling.	August-08	2000	Unknown	X	
7	ACSIP	Superintendent/ District Staff/ACSIP Chairpersons	Federal and categorical funds are being utilized to a greater extent than in the previous years resulting in a decrease of expenditures in unrestricted funds.	September-08	1000/2000	in excess of \$ 200,000	X	

8	Reduction in Force	Superintendent/ District Administration	Evaluation of staffing needs are in progress	Spring 09	1000/2000	\$0	X
9	Segregation of Financial Duties	Superintendent	Segregation of financial duties has been put in place to the extent allowed with a limited central office staff	August-08		\$0	X

Superintendent Signature: \_\_\_\_\_

**Decatur Public Schools  
Fiscal 2009 Budget  
September 29, 2008**

<b>Unrestricted Funds Group</b>	<b>June 30, 08 Balance</b>	<b>Projected Revenue</b>	<b>Transfers In</b>	<b>Projected Expenditures</b>	<b>Transfers Out</b>	<b>Projected End Balance</b>
1000 Salary	\$0	\$0	\$1,762,374	\$1,762,374	\$0	\$0
2000 Operating	\$2,480	\$4,465,815	\$35,138	\$1,993,340	\$2,231,397	\$278,696
3000 Building	\$35,138	\$0	\$0	\$0	\$35,138	\$0
4000 Debt Service	\$0	\$0	\$478,058	\$478,058	\$0	\$0
<b>Unrestricted Balance</b>	<b>\$37,618</b>	<b>\$4,465,815</b>	<b>\$2,275,570</b>	<b>\$4,233,772</b>	<b>\$2,266,535</b>	<b>\$278,696</b>

<b>Categorical Funds Group</b>	<b>June 30, 08 Balance</b>	<b>Projected Revenue</b>	<b>Transfers In</b>	<b>Projected Expenditures</b>	<b>Transfers Out</b>	<b>Projected End Balance</b>
2100 Community Care	\$28,635	\$126,000		\$145,000		\$9,635
2223 Professional Dev.	\$13,405	\$23,337	\$31,838	\$68,580		\$0
2240 Ext School Year	\$7,930	\$0		\$7,930		\$0
2265 Special Ed. Catastrophic	\$19,002	\$36,100		\$50,000		\$5,102
2271 Advanced Incentive	\$75	\$0		\$0		\$75
2275 ALE	\$832	\$14,302	\$27,000	\$41,100	\$0	\$1,034
2076 ELL	\$40,050	\$43,071		\$51,283	\$31,838	\$0
2246 Pathwise	\$0	\$18,000	\$0	\$18,000		\$0
2281 NSLA	\$122,413	\$408,704		\$487,058	\$43,036	\$1,023
2293 Sec. Voc	\$4,587	\$0		\$0		\$4,587
2365 ABC	\$0	\$189,800		\$189,800		\$0
2392 General Facility	\$0	\$5,720		\$5,720		\$0
2394 Debt Service	\$0	\$9,035		\$0	\$9,035	\$0
<b>Categorical Balance</b>	<b>\$236,929</b>	<b>\$874,069</b>	<b>\$58,838</b>	<b>\$1,064,471</b>	<b>\$83,909</b>	<b>\$21,456</b>

<b>Federal Funds Group</b>	<b>June 30, 08 Balance</b>	<b>Projected Revenue</b>	<b>Transfers In</b>	<b>Projected Expenditures</b>	<b>Transfers Out</b>	<b>Projected End Balance</b>
6501 Title 1	\$6,698	\$96,676	\$10,251	\$113,568		\$57
6520 Title V-A	\$726	\$0		\$726		\$0
6702 Title VI	\$19,124	\$151,895		\$152,845		\$18,174
6715 Transition	\$2,849	\$0		\$2,849		\$0
6750 Medi-Caid	\$0	\$3,500		\$3,500		\$0
6752 AR Medi-Caid	\$7,614	\$3,000		\$7,876		\$2,738
6756 Title II A	\$117	\$34,173		\$24,039	\$10,251	\$0
6761 Title III-LEP	\$3,700	\$15,934		\$19,634		\$0
6781 Safety & Drug Free	\$601	\$2,017		\$2,600		\$18
6782 REAP	\$2,567	\$22,363		\$24,342		\$588
<b>Federal Balance</b>	<b>\$43,996</b>	<b>\$329,558</b>	<b>\$10,251</b>	<b>\$351,979</b>	<b>\$10,251</b>	<b>\$21,575</b>

<b>Grand Total All Funds</b>	<b>\$318,543</b>	<b>\$5,669,442</b>	<b>\$2,344,659</b>	<b>\$5,650,222</b>	<b>\$2,360,695</b>	<b>\$321,727</b>
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**Greenland School District**

**Classified in fiscal distress:**

April 21, 2008

**Fiscal Distress Indicators and Additional Concerns:**

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

<b>District Profile:</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
4 QTR ADM	1,089	931	942	921
Assessment	55,931,147	59,756,118	68,341,076	78,384,655
Total Mills	37.90	37.50	37.50	37.50
Total Debt Bond/Non Bond	6,247,998	6,387,080	6,227,612	5,913,851
Per Pupil Expenditures	7,657	8,611	8,598	
Personnel-Non-Fed Certified FTE	99.71	92.53	79.78	
Avg Salary--Non-Fed Cert Clsrm FTE	37,762	35,851	43,632	
Net Legal Balance (Excl Cat & QZAB)	918,788	905,289	143,701	1,994

**Background Information:**

- \* On June 30, 2008, the district utilized an additional short term loan in the amount of \$121,000. The total short term loan amount for FY08 is \$621,000.
- \* On July 14,2008, the State Board of Education considered the request for the proposed annexation of the Greenland School District to a contiguous school district.
- \* On July 15,2008, the Department of Education assumed administrative control of the Greenland School District.
- \* On July 24, 2008, Arkansas Commissioner of Education Dr. Ken James appointed Dr. Roland Smith as Superintendent of Greenland School District.

**District Actions**

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

**2008-09**

- \* Reduce contracted days of certified and classified .
- \* Reduce certified personnel by 12 FTE's through RIF and attrition.
- \* Reduce classified personnel by 4 FTE's through RIF and attrition.
- \* Approved 2.6 new Debt Service Mills and bond restructure in the June 2008 election.
- \* Sell Winslow School property.
- \* Eliminate track coaching stipends.
- \* Eliminate employee benefits above the state minimum.
- \* Eliminate employee cell phones, I-Book payment, and dues.
- \* Eliminate one bus route.

**Greenland School District  
General Operating Funds**

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

	<u>Actual 2007-08</u>	<u>Budget 2008-09</u>	<u>Variance 2007-08 Actual to 2008-09 Budget</u>
<b>Beginning Balance</b>	<b>10,703</b>	<b>1,994</b>	
Revenues:			
Local	2,714,720	2,828,237	113,517
State	3,966,895	3,649,203	(317,692)
Loan Proceeds (Current & Revolving Loans)	<u>621,000</u>	<u>0</u>	<u>(621,000)</u>
<b>Total General Operating Funds Revenue</b>	<b>7,302,615</b>	<b>6,477,440</b>	<b>(825,175)</b>
Expenditures:			
Salaries & Benefits	5,200,124	4,424,441	(775,682)
Debt Payments (principal & interest)	893,652	904,014	10,362
Other Expenditures	<u>1,217,549</u>	<u>1,013,459</u>	<u>(204,090)</u>
<b>Total General Operating Funds Expenditures</b>	<b>7,311,324</b>	<b>6,341,914</b>	<b>(969,410)</b>
<b>Ending Balance</b>	<b>1,994</b>	<b>137,520</b>	

**Greenland School District  
Additional Information**

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<b>Based on 09/18/08 Enrollment of 801 <u>Estimated 2009-10</u></b>
<b>Prior Year ADM Quarters 1-3</b>	1,155.34	1,097.22	929.93	945.57	927.00	
<b>State Foundation Funding</b>	5,011,114	4,695,119	3,796,743	3,726,939	3,439,559	2,680,335
<b>Change in State Foundation Funding</b>		(315,995)	(898,376)	(69,804)	(287,380)	(759,224)
<b>Declining Enrollment Funding</b>			470,085		53,751	364,707
<b>Net change after Declining Enrollment Funding</b>			(428,291)	(69,804)	(233,629)	(394,517)

Greenland School District

Presentation to Arkansas State Board of Education  
October 13, 2008

**I. An Overview of Finances in the Greenland School District**

This first section is merely a look at all funds as would be portrayed in the official budget. The Arkansas Department of Education very carefully monitors all funds; however, special attention is given to a school district's General Operation Funds. Because the ending balances listed in Fund 2 include QZAB monies, NSLA funds, and Federal Funds, this does not provide a picture of our general operating funds. Please note that the projected ending balance of our general operating funds, as indicated elsewhere in this paper, is not the \$291,258.86 listed below in Fund 2 but instead \$137,520.

That \$137,520 compares to the ADE July 3, 2008 forecast that projected a negative \$427,845 ending balance. How this \$565,365 positive change occurred is discussed in subsequent sections of this paper.

**A. Greenland School District Budget – All Funds**

Fund 1 – Teacher Salary	Actual 07-08	Budget 08-09
Beginning Balance	0	0
Total Revenues	0	0
Total Expenditures	\$3,636,130.14	\$3,169,266.36
Total Transfers	\$3,636,130.14	\$3,169,266.36
Ending Balance	0	0
Fund 2 – Operating		
Beginning Balance	\$246,807.94	\$225,312.82
Total Revenue	\$7,496,301.70	\$6,829,110.15
Total Expenditures	\$3,502,892.36	\$3,383,668.47
Total Transfers	\$4,014,904.46	\$3,379,495.64
Ending Balance	\$225,312.82	\$291,258.86
Fund 3 – Building		
Beginning Balance	0	0
Total Revenues	0	0
Total Expenditures	0	0
Total Transfers	0	0
Ending Balance	0	0
Fund 4 – Debt Service		
Beginning Balance	0	\$182,816.65
Total Revenues	\$208,172.20	\$34,092.00
Total Expenditures	\$383,238.50	\$219,321.28
Total Transfers	\$357,882.95	\$185,229.28
Ending Balance	\$182,816.65	\$182,816.65

Fund 5 – Capital Outlay		
Beginning Balance	\$2,711.01	\$2,711.01
Total Revenues	0	0
Total Expenditures	0	0
Total Transfers	0	0
Ending Balance	\$2,711.01	\$2,711.01
Fund 6 – Federal Grants		
Beginning Balance	\$43,976.98	\$39,920.06
Total Revenues	\$574,018.81	\$558,303.79
Total Expenditures	\$578,075.73	\$561,948.89
Total Transfers	0	0
Ending Balance	\$39,920.06	\$36,274.96
Fund 7 – Activity		
Beginning Balance	\$126,249.51	\$117,194.59
Total Revenues	\$299,249.51	\$215,800.00
Total Expenditures	\$308,835.15	\$215,800.00
Total Transfers	0	0
Ending Balance	\$117,194.59	\$117,194.59
Fund 8 – Food Service		
Beginning Balance	\$16.79	\$4,195.41
Total Revenues	\$373,320.86	\$352,950.00
Total Expenditures	\$390,033.61	\$361,933.12
Total Transfers	\$20,891.37	\$25,000.00
Ending Balance	\$4,195.41	\$20,212.29
Fund 9 – Fixed Asset	No Activity	

Note: This budget does not include the \$1,000,000 in improvement funds expected as a result of the referendum and the subsequent bond refunding issue. Those funds will be expended over several years for projects identified on the ballot.

## **B. Unrestricted Fund Balances – General Operation Funds**

The Greenland School District's Unrestricted Fund Balances have been reported by the Arkansas Department of Education to be as follows:

	Legal Balance	Less Restricted Funds	Less Current Loans	Unrestricted Balance
FY 05	\$1,005,212	\$86,424	0	\$918,788
FY 06	\$ 957,237	\$51,948	0	\$905,289
FY 07	\$ 196,600	\$52,898	\$300,000	(\$156,299)
FY 08	\$ 138,525	\$137,552	\$621,000	(\$620,027)

(Note: FY08 is what was projected prior to close of fiscal year. Actual ending was approximately \$1,900 with the \$620,027 loan.) Greenland also faces the decline of approximately \$254,000 in State aid.

**C. ADE July 3, 2008 Projected General Operating Fund Balance**

The Arkansas Department of Education’s 2008-2009 Projected General Operating Fund Balance in the 1000 and 2000 accounts as of July 3, 2008:

Local Revenues	\$2,984,546	Salaries & Benefits (F’08)	\$4,754,858
State Revenues	\$3,519,620	Other Expenditures	\$1,030,536
Total Projected Rev.	\$6,505,139	Debt Payments	\$1,147,590
		Total Projected Exp.	\$6,932,984
		Projected Ending Bal.	(\$ 427,845)

Since the Arkansas Department of Education assumed control, projections in the 1000 and 2000 accounts indicate that the Greenland District has the opportunity to finish the year with a balanced budget. The appointed superintendent states this change is due to financial monitoring by the Arkansas Department of Education, significant reductions in expenditures, sacrifices by employees who voluntarily and involuntarily had their length of contracts reduced, vendors who agreed to control costs, and personnel who were committed to controlling costs.

**D. Revised September 26, 2008 Projected General Operating Fund Balance**

Greenland 2008-2009 Projected General Operating Fund Balance in the 1000 and 2000 accounts as of September 30, 2008 (rounded to the nearest dollar):

Local Revenues	\$ 2,828,237	Salaries & Benefits	\$ 4,424,441
State Revenues	\$ 3,649,203	Other Expenditures	\$ 1,698,151
Total Projected Rev.	\$ 6,447,440	Debt Payments	\$ 219,321
Beginning Balance	\$ 1,994	Total Projected Expend.	\$ 6,341,914
		Projected Ending Balance	\$ 137,520

This budget projection includes the payoff of the \$621,000 loan. The ending positive balance does not include donation monies that will be received this year. It is our plan to use donation monies to offset expenses in the 2009-2010 year unless unexpected expenditures create an immediate need in 2008-2009. The ending balance also does not include any proceeds from the \$1,000,000 project budget voted by the public and included in the bond restructuring sale. It does include an approximate \$212,000 less in debt payment expenditures due to that sale.

In short, as of September 30, 2008, the Greenland Appointed Superintendent, Treasurer, and ADE oversight advisors predict that the District can have an ending amount in balance without the use of loan monies. This assumes that all taxes come in as projected. If there is a significant non-payment of taxes due to the economy then there could be a negative balance. Even if this occurs, donations could turn this into a surplus.

**E. Two-Year Actual and Projected Revenue in All Funds (rounded to the nearest dollar)**

<b>Fund</b>	<b>'08 Actual</b>	<b>'09 Projected</b>
Current Tax	\$ 1,471,361	\$ 1,741,075
Pullback	\$ 783,847	\$ 783,847
Delinquent Tax	\$ 160,650	\$ 165,000

Ex. Comm.	\$ 81,061	\$ 85,000
Land Sales	\$ 4,271	\$ 4,500
Tax Interest	\$ 4,914	\$ 5,500
Tuition/ Individual	\$ 800	\$ 0
Bank Interest	\$ 18,910	\$ 13,000
Rent	\$ 7,565	\$ 7,600
Refund Prior	\$ 7,506	\$ 2,000
Miscellaneous	\$ 169	\$ 200
Severance Tax	\$ 402	\$ 404
Shared Gift	\$ 2,426	\$ 0
State Foundation Aid	\$ 3,726,939	\$ 3,439,559
Enhanced Ed. Funding	\$ 48,224	\$ 80,649
98%	\$ 90,835	\$ NA
Declining Enrollment	\$ 0	\$ 53,751
Supplemental Mill.	\$ 47,031	\$ 41,152
Mechanic Workshop	\$ 350	\$ 0
EAST lab	\$ 5,000	\$ 0
Pathwise Mentor	\$ 13,937	\$ 4,000
Professional Develop.	\$ 39,071	\$ 38,313
AR Game/Fish	\$ 8,200	\$ NA
LEA (Sp.Ed.) Superv.	\$ 6,838	\$ 6,900
GT Grant	\$ 1,050	\$ 0
Alt. Learning Environ.	\$ 38,273	\$ 72,971
English Lang. Learners	\$ 8,790	\$ 4,000
NSLA	\$ 220,224	\$ 225,184
SVAC (Sec. Voc.)	\$ 14,084	\$ 14,084
General Facilities	\$ 21,842	\$ 19,111
Adm. Pathwise Ment.	\$ 2,400	\$ 0
Forest	\$ 17,690	\$ 18,101
Flood	\$ 10	\$ 10
Bonded Debt Asst. (BDA)		\$ 34,092
Sale of Equipment		\$ 2,000
<b>Total (not rounding)</b>	<b>\$ 6,854,668.32</b>	<b>\$ 6,862,008</b>

(Note: '08 Rev. also included \$621,000 in loans)

## II. Measurers to Balance the Budget: 08-09

### A. Reductions in Expenditures

#### 1. Reductions in Personnel in Operational Funds

##### a. Reductions in contract days cut with certified employees including benefits (rounded to nearest dollar)

L. Larkan (Ath. Dir./ Dean)	20 days = \$5,014
J. Gardenhire (Princ.)	5 days = \$1,413
Enis/ Hendrix (Music Tch.)	10 days = \$1,627
J. Diesel (JH/MS Tch.)	10 days = \$3,088
D. Farmer (Tch./Coach)	20 days = \$4,485
G. Flaig (Couns.)	10 days = \$2,759
A. Greenwood (Couns.)	20 days = \$5,544
J. Hardin (Curric. Adm.)	5 days = \$1,786
J. Lamb (Business Tch.)	10 days = \$3,153
P. Curry (Voc. Tch.)	10 days = \$2,377

M. Lamb (Principal)	5 days = \$1,402
C. Leonard (Librarian)	10 days = \$3,153
C. Page (Voc. Tch.)	10 days = \$2,843
L. Porter (Librarian)	10 days = \$2,492
L. Scates (Librarian)	10 days = \$2,969
L. Stout (Business Tch.)	10 days = \$2,823
F. Wood (Voc. Tch.)	20 days = \$5,429
H. Dorman (Principal)	5 days = \$1,339
Campbell/Whittenburg (Voc.Tch.)	10 days = \$1,121
C. Long (Tch./Coach)	20 days = \$3,206
E. Calhoun (Tch./Coach)	20 days = \$5,685

31 Classified Positions @5 days \$22,347

Savings with Contract Days Cut: \$86,055

b. Reductions in Classified Positions

B. Borum (Aide)	\$12,524.40 x 25% benefits = \$15,655.50
M. Burford (Aide)	\$16,758.00 x 25% = \$20,947.50
M. Thurber (Aide)	\$10,974.60 x 20% = \$13,169.52
M. Huber (Aide)	\$11,932.20 x 20% = \$14,318.64
T. Riddle (Food Serv.)	\$13,074.88 x 25% = \$16,343.60
A. Terry (Nurse .57cut)	\$39,420.00 x 25% = \$27,856.80
S. Yang (Technology)	\$36,164.40 x 20% = \$40,496.85
K. Dickard (Bus D.)	\$ 9,692.10 x 20% = \$11,630.52
D. Hudgens (Bus. D.)	\$ 7,305.12 x 20% = \$ 8,776.14
Young/Partain (Bus.D.)	\$17,547.06 x 20% = (\$ 386.44)
Young/Whittenb (Bus.)	\$17,017.51 x 20% = \$ 143.11

Savings with Classified Positions: \$168,941.74

c. Reductions in Certified Positions

N. Donham (Elem.)	34,630 x 25% benefits = \$43,287.50
H. Cheevers (Elem.)	30,458 x 20% = \$36,549.60
S. Simpson (Elem.)	32,258 x 25% = \$40,322.50
S. McGee (Elem.)	34,430 x 25% = \$43,037.50
Roberts/Terry (Elem.)	33,657.56 x 25% = \$42,071.95
A. Greenwood (Elem.)	42,130 x 25% = \$44,070.07
C. Long (Elem.)	33,614 x 20% = \$40,336.80
S. Efurd (Middle Sch.)	42,608 x 25% = \$53,260.00
D. Hudgens (Middle S.)	35,108 x 25% = \$43,885.00
H. Qualls (Middle Sch.)	54,073.10 x 25% = \$67,591.38
S. Silva (Middle Sch.)	35,630 x 25% = \$44,537.50
G. Moody (HS Tch./Coach)	50,544 x 25% = \$63,180.13
J. Sullivan (HS)	34,658 x 20% = \$41,589.60
M. Qualls (HS)	38,565 x 25% = \$48,206.70

d. Certified Resignations replaced by New Personnel

M. Brawner (HS Tch.) \$39,991.32 replaced by Lowry \$30,308 x 25%	= \$12,104.15
R. Campbell (HS Voc.) \$49,335 replaced by Whittenb \$44,646.11 x 25%	= \$ 8,663.38
R. Enis (HS Band) 35,787.40 replaced by Hendrix 35,705.10 x 25%	= \$20.58
Harrell (Spec. Ed.) 46,930 replaced by Jones 41,930 x 25%	= \$ 6,250.00
R. Brawner (Supt.) 87,030.49 (108,788.11 with benefits) replaced by Smith 80,000 with no benefits	= \$ 28,788.11

**Total Certified Personnel Reductions: (\$707,752.45)**  
**Total Personnel Reductions: (\$962,749.19)**

2. Reduction in Bonded Debt Payment Expenditures - Bond Restructuring

	F'08	\$411,748.95
	F'09	\$219,321.28
<b>Total Bond Payment Reductions:</b>		<b>(\$192,427.67)</b>
<b>All Loan Payments inc. Principal &amp; Interest</b>		<b>\$904,013.97</b>

**B. Projected Revenues**

1. Local Revenues	\$2,828,237
2. State Revenues: \$312,687 (SFA) + \$7,332 (EEF) x 11	\$3,520,208
\$53,751 (Declining Enroll. Rev.)	\$ 53,751
Supplemental Millage	\$ 41,152
BDA	\$ 34,092
<b>Total:</b>	<b>\$6,477,440</b>

(Note: Local Revenues do not include donations)

If we have cut over \$961,288 in personnel costs, why is there only a \$566,266 positive change? Actually we have cut more than this in that supplies have also been reduced. The difference, however, is explained by the \$620,027 loan, the interest that accompanied that loan, salary step increases (although salaries are low), and increases in costs such as gasoline and utilities

**III. A Look at Enrollment:**

a. The consolidation of Winslow with Greenland School District produced a temporary increase in enrollment in the Greenland School District. With the Spring 2008 announcement that the Greenland School District was a candidate for fiscal distress, parents of approximately 150 students completed school choice applications. I understand that many were fearful that they would be forced into a larger school district so they opted for another small district.

b. The enrollment of the Greenland School District decreased from the 2007-2008 total of 927 (4 QTR ADM) to approximately 790 to 800 students.

c. For purposes of looking at funding for the 2009-2010 school year, I will assume that this year's 4QTR ADM is 777 in predicting revenue. Actual enrollment, as of this date is 802 students so we are taking a conservative look at finances.

d. If the Greenland School District enrollment was to diminish to 750, that would mean there were still approximately 85 school districts in Arkansas that were smaller in size with only twelve districts in fiscal distress. The obvious conclusion is that school districts with 600 to 800 students can operate efficiency if finances are managed properly.

#### **IV. A Perspective Concerning Education**

The Greenland School District has comprehensive educational programs available for students.

- a. Greenland Elementary School – This September, we were informed that this school had met standards in mathematics and literacy.
- b. Greenland Middle School – This September, we were informed that this school had met standards in mathematics and literacy.
- c. Greenland High School –
  - i. This September, we were informed that this school had been placed on alert in literacy. This is the first stage of a multi-year process that would include more drastic classifications if corrections are not made. We are taking steps to address this. Mathematics was deemed satisfactory..
  - ii. This September, we were informed that the Greenland High School ACT scores were above not only Arkansas but also national averages. Also, this 22.1 was higher than neighboring West Fork, Elkins, and Farmington school districts.
  - iii. This September, we were informed that Greenland High School had been awarded a “B” by the Arkansas Policy Foundation based on ninth grade performance on the 2007 Iowa Test of Basic Skills. Approximately 150 high schools scored lower than Greenland including all surrounding school districts except Fayetteville. Greg Kaza, Policy Foundation director was quoted as saying that “the districts that are drawing the A’s and B’s, they’re doing something right.”
  - iv. In order to strengthen student performance in both high school literacy and mathematics, Dr. Charles Russell, former Assistant Superintendent for Secondary Instruction in the Rogers School District, has been engaged to work with teachers to facilitate growth in those areas. Dr. Russell has been trained in Academic Audits by the Arkansas Department of Education. (No operational monies are used in this project.)

- d. Greenland School District –
  - i. In order to expand learning opportunities for students needing help with basic skills, the District has incorporated the Arkansas Department of Education’s Juvenile Education Initiative which is a web delivered basic skills tutorial program aligned with the Arkansas benchmarks.
  - ii. The District maintains partnerships with Northwest Arkansas Community College and the Arkansas Math/ Science Academy that provide students additional curricular opportunities. (Also, the University of Arkansas utilizes our computer lab for graduate class on Saturdays offered by distance lab to different parts of Arkansas. In this way, we are helping in a small way to facilitate the training of future administrators throughout Arkansas.)
  - iii. The appointed superintendent is working on bringing in a nationally respected educator and author of texts on improving education to work with teachers. (No operational monies would be used in this project.)
  - iv. The District administration and teachers continue to refine their work on aligning instruction with State frameworks.

## **VI. A Perspective Concerning the Fiscal Problem**

It is my observation that Greenland has encountered fiscal difficulties because of three reasons:

1. First, by far the major reason is that in the last several years, the administration recommended spending that far exceeded available resources. Had personnel been compressed in accordance with revenue and other expenditures moderated, the District would not be on fiscal distress.
2. Second, the consolidation of the Winslow School District brought about a temporary infusion of students, many of whom subsequently left for other small districts under the provisions of the school choice law after the Greenland Board determined it could not keep the Winslow campus open and with the threat of another consolidation. The result is the loss of students, a closed school campus, and continuing debt payments on that Winslow facility.
3. Third, I believe the District met to some degree most elements of the seven common components identified in those California School Districts deemed in fiscal distress. (This information was provided to me by Dr. Paul Hewitt from the University of Arkansas.) The seven common components:

1. Leadership Breakdown
2. Ineffective Communication
3. Inadequate Budget Development (i.e. Failure to recognize year-to-year trends, e.g., declining enrollment or deficit spending & failure to maintain reserves)
4. Limited Budget Monitoring (i.e. Poor cash flow analysis and reconciliation)
5. Poor Position Control (i.e. No integration of position control with payroll)
6. Ineffective Management Information Systems (i.e. Limited access to timely personnel, payroll, and budget control data and reports)
7. Inattention to Categorical Programs

**VII. A Very Preliminary Look Towards 2009-2010**

Disclaimer: Please recognize these are the first snapshots of 2009-2010 and the figures will change as we learn more during the 2008-2009 school year.

The School District Treasurer and I are projecting the District to begin July 1, 2009 with a small surplus of at least \$100,000 rather than the July 1, 2008 \$620,000 deficit. The anticipated \$100,000 ending June 30, 2009 balance is in contrast to the original projected July 1, 2009 deficit of \$420,000. It also includes payment of the \$621,000 loan during 2008-2009.

We're assuming in this model that the enrollment for 2008-2009 will be 777 and for 2009-2010 it will be 750 although we hope enrollment will be higher than this. With fiscal stability and a city moratorium on building lifted, I would assume that from this low point, enrollment will begin to gradually increase in future years. I'm hoping that the enrollment is more than this but I'm attempting to show a plan for the worst case scenario.

1. Loss of 150 Students in 08/09 – State Aid	(\$911,210)
2. Increase in Debt Service Payments	(\$200,000)
3. Approx. increase in supplies & step increases	( \$75,000)
Total:	(\$1,186,210)
4. Declining Enrollment Funds	\$434,175
5. Estimated increase in local revenues	\$191,800
6. Estimated July 1, 2009 Cash Position w/o donations	\$100,000
7. Estimated Donations Available July 1, 2009	\$100,000
8. Estimated Additional Personnel Reductions to be announced in 2/09 for 09/10 school year	\$365,000
Positive (#'s 4-8)	\$1,190,975
Negative (#'s 1-3)	(\$1,186,210)
June 30, 2010 balance	\$ 4,765
June 30, 2010 ending minimum goal	\$ 50,000

Assuming that the Greenland School District has a balanced budget at the end of 2009/2010, the District should be able to sustain itself for the future. Personnel would have been compressed sufficiently to match revenues. Also, the area lends itself to future growth and a responsible Superintendent working under the close supervision of the local Board of Education and the Arkansas Commissioner of Education should be able to plan for good education to take place for years to come.

It is possible that the projected cuts for next year will not need to be the \$365,000 projected in this model. When resignations occur in positions that need to be filled, hiring persons at less cost than the persons leaving provides a small positive change. Additional donations beyond the projected \$100,000 and/or spending below budgeted amounts in 08/09 would reduce this amount. Also, I have not included any of the \$1,000,000 in project monies voted by the taxpayers. That ballot included a provision that allowed any surplus funds to be transferred to the operational fund. Using a portion of that for necessary operational outlays could also help offset any unplanned shortfalls.

Even if the enrollment decline is not as drastic as projected and the budget figures are healthier than projected, I will announce some modest personnel cuts in early 2009 for the 2009-2010 school year to position the District to operate without an ending deficit in 2010-2011 as well as in 2009-2010.

The tax mileage increase of 2.6 mills voted by the taxpayers last June is estimated to bring in a maximum of \$203,800 assuming no increase in assessed valuation and a 100% collection rate. With a 93% collection rate, this would bring in \$189,534.

**Summary:**

Goal 1: Fiscal efficiency: The goal is to overcome the original July 1, 2008 \$621,000 deficit loan and the significant student enrollment decrease that came about through school choice after Greenland was announced as a candidate for closing; while at the same time, steps are taken to improve education, finish 2008 – 2009 in the black and make plans that will allow 2009 – 2010 to finish with a positive balance.

If Greenland School District can then begin the 2010 – 2011 school year without a deficit, it should be positioned to be fiscally solvent in the years ahead with its strategic location, attractive setting, improved education, and balanced finances. This assumes that the ADE takes an active role in seeing that leadership is found that will insist that expenditures do not exceed revenues.

The goal for 2010-2011 would be to operate the District in a way that will allow it to finish that year with a small surplus. We know it is possible to operate small districts that are fiscally sound. We know it is possible to offer comprehensive education programs in small districts utilizing partnerships and capable internal staff. Recognizing that the data may change, at this early date your Appointed Superintendent believes that the Arkansas Department of Education made a wise choice. The Greenland School District has the opportunity to have a long-term future as a high quality school district and has the possibility to reverse the spending pattern of recent years.

Goal 2: Increased Educational Effectiveness. At the same time that we are reducing expenditures, efforts are also underway to increase the educational quality with the stated intent to increase student success for all students. In partnership with the Arkansas Department of Education, we are working to make a good school district even better able to motivate students to excel.

Roland M. Smith  
Greenland Appointed Superintendent

Debi McDonald  
Greenland Treasurer

# **Calculation of School District Base Millage Requirements to be Used in Determining Required, if any Additional mills to be Voted in the September Election of each school year.**

## **1.00 Regulatory Authority**

1.01 These regulations shall be known as Arkansas Department of Education Regulations governing the calculation of school district Base millage rates to be used in determining required, if any, additional mills to be voted in the September election of each school year.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. 6-11-105 (Repl. 1993) and Act 917 of 1995.

## **2.00 Purpose**

2.01 It is the purpose of these regulations to provide the method for calculating school district Base millage rates to be used in determining required, if any, additional mills to be voted in the September election of each school year.

## **3.00 Calculation**

3.01 Subtract the required bonded debt payment for the school year following the year of the election from the total collectible local property tax revenue of the year of the election. Divide the total remaining local revenue available by the total local county clerk certified property assessment of the year prior to the election to determine the initial base mills credited.

3.02 For school districts qualifying for Debt Service Funding Supplements provided for by Sections (3) (c) and (4) (g) of Act 917 of 1995, divide the scheduled supplement payment of the school year following the year of the election by the total local county clerk certified property assessment of the year prior to the election to determine the additional mills which are made available for base millage purposes.

3.03 Sum the initial base mills calculated in Section 3.01 and the additional mills made available in 3.02 to determine total base mills available.

## **4.00 Increase in Mills Required**

4.01 To determine the number of mills a district must raise its mills to meet the Base Millage requirement, subtract the result in Section 3.03 from 25 mills.

## **5.00 Compliance with Act 1328 of 1995**

5.01 For purposes of compliance with Act 1328 of 1995, Section 3.01 takes into account a weighted average based on assessments by using the total collectible local property tax revenue rather than an average millage rate.

## **6.00 Certification**

6.01 The Department of Education shall certify to local school districts by July 3, the mills, if any, each local school district must raise to meet the Base Millage requirement.

6.02 For purposes of certification and Debt Service Funding Supplement Calculation, local school districts shall only receive debt service funding supplements based upon bonds issued by the 3rd Monday in June and reported to the Director of the Department of Education by the 3rd Monday in June.

**2008-2009 Arkansas Better Chance  
OCTOBER FUNDING RECOMMENDATIONS**

Agency	City	Grant Type	TOTAL SLOTS	TOTAL FUNDING
ACH Child Enrichment Center	Little Rock	Quality Grant	n/a	\$ 1,200
ASU Children/Families in the Delta	Jonesboro	Quality Grant	n/a	\$ 1,200
Bentonville SD	Bentonville	Quality Grant	n/a	\$ 1,200
Black River Area Development (BRAD) Head Start	Walnut Ridge	Enhancement Grant	n/a	\$ 500
Bright Beginnings (Debbie Mays)	Siloam Springs	Quality Grant	n/a	\$ 600
Brinkley SD	Brinkley	Enhancement Grant	n/a	\$ 1,000
Busy Body	McCrary	Enhancement Grant	n/a	\$ 500
CADC	Benton	Quality Grant	n/a	\$ 1,000
CDI	Russellville	Quality Grant	n/a	\$ 1,000
Clarendon SD	Clarendon	Quality Grant	n/a	\$ 800
Cleveland Co. SD	Rison	Enhancement Grant	n/a	\$ 1,250
Cossatot Community College	DeQueen	Quality Grant	n/a	\$ 800
FACT	El Dorado	Quality Grant	n/a	\$ 3,000
Head Start Child and Family	Fort Smith	Quality Grant	n/a	\$ 800
Lincoln SD	Lincoln	Enhancement Grant	n/a	\$ 1,600
Little Rock School District	Little Rock	Direct Services	76	\$ 59,841
Mainstreet Kids	Shirley	Quality Grant	n/a	\$ 600
Newport SD	Newport	Enhancement Grant	n/a	\$ 5,100
Noah's Ark	Mountain Home	Enhancement Grant	n/a	\$ 1,000
North Little Rock School District	North Little Rock	Professional Developmt	n/a	\$ 1,365
Northeast Arkansas Education Cooperative	Walnut Ridge	Direct Services	6	\$ 1,600
Omaha SD	Omaha	Quality Grant	n/a	\$ 800
Open Arms	Mountain Home	Enhancement Grant	n/a	\$ 1,000
OUR Education Cooperative	Harrison	Quality Grant	n/a	\$ 3,400
Paragould SD	Paragould	Quality Grant	n/a	\$ 1,000
Sarah's Precious	Hot Springs	Enhancement Grant	n/a	\$ 1,000
Sheridan SD	Sheridan	Quality Grant	n/a	\$ 800
Smackover SD	Smackover	Quality Grant	n/a	\$ 1,200
Sunrise Academy	Blytheville	Enhancement Grant	n/a	\$ 1,950
Texarkana SD	Texarkana	Enhancement Grant	n/a	\$ 11,000
Twin Groves	Twin Grove	Enhancement Grant	n/a	\$ 500
White Co. Central School District	Searcy	Direct Services	20	\$ 5,000
<b>GRAND TOTAL RECOMMENDED</b>				<b>\$ 113,606</b>



# ARKANSAS DEPARTMENT OF EDUCATION

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Commissioner

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Pine Bluff

October 1, 2008

Mr. Scott Shirey, Executive Director  
KIPP Delta College Prep School  
215 Cherry Street  
Helena, AR 72342

Re: Notice of State Board Meeting

Dear Mr. Shirey:

This letter is to inform you that your request for a hearing regarding KIPP Delta College Prep School will be considered at the State Board of Education's meeting on October 13, 2008. The meeting is scheduled to begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building at Four Capitol Mall in Little Rock, Arkansas.

Please ensure that you have all necessary personnel in attendance, as well as all documentation in order to address any questions from the Arkansas State Board of Education concerning your request.

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Mary Ann D. Brown, Ed.D.".

Mary Ann D. Brown, Ed.D.  
Charter Schools Program Director

MB/ms

c/c: Dr. Diana Julian, Deputy Commissioner  
Jeremy Lasiter, General Counsel

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

RECEIVED  
SEP 23 2008

September 23, 2008

Dr. Mary Ann Brown  
Arkansas Public Charter Schools  
Arkansas Department of Education  
4 Capitol Mall, Room 305-B  
Little Rock, AR 72201

CHARTER SCHOOL OFFICE

Dear Dr. Brown,

This letter is to inform you that it is the intention of KIPP Delta, open-enrollment charter school network in Helena, to amend its current charter to add grades kindergarten through fourth grade.

For the past six years KIPP Delta has provided students starting in 5<sup>th</sup> grade with a college preparatory education. Each year 5<sup>th</sup> grade students enter KIPP Delta College Preparatory School in the fall scoring well below what a student with a college trajectory would score on standardized tests. For example, the Class of 2014 entered in the 32<sup>nd</sup> percentile in reading and in the 33<sup>rd</sup> percentile in mathematics on the Stanford 10. The entering scores are evidence that there is not a college preparatory option for kindergarten through fourth grade students in the Arkansas Delta region.

KIPP Schools have traditionally been middle schools resembling the original KIPP School in Houston, TX that opened with 5<sup>th</sup> grade in 1995. The national network of KIPP Schools recognized the need to provide students with excellent public school options earlier than fifth grade by opening the first KIPP elementary school, SHINE Preparatory in Houston, TX. SHINE serves students in pre-kindergarten through 3<sup>rd</sup> grade and will grow to 4<sup>th</sup> grade next year. SHINE has shown that it is possible and urgent that students be put on the path to college earlier and with a more solid foundation. At the beginning of second grade, SHINE's founding class scored in the 64<sup>th</sup> percentile in language, the 57<sup>th</sup> percentile in reading, and the 72<sup>nd</sup> percentile in mathematics on the Stanford Achievement test. The students at SHINE Prep won't need to play catch up in 5<sup>th</sup> grade due to the rigorous instruction they are receiving in elementary school.

Similar to KIPP Houston, KIPP Delta Public Schools will give students the option of preparing for college sooner than fifth grade by opening KIPP Delta Elementary Literacy Academy. Delta Elementary will serve students in grades kindergarten through fourth grade starting in the fall of 2009. Each grade will enroll 75 students and will not exceed 90 students per grade. Delta Elementary will open with one grade in the initial year and will expand the school one grade each year until it is fully grown to 375-450 students in 2013.

Delta Elementary will be located in downtown Helena near the current KIPP Delta campuses. The school will serve students in Phillips and Lee Counties. The current KIPP Delta student population is over 95% African-American and over 90% qualify for free or reduced lunch. The elementary school will serve a similar population of students. The school will have an extended school day and school year similar to the middle and high schools. School will start at 7:30 and dismiss at 5:00. Students will also have summer school and a bimonthly Saturday school program. With the extended time, students of Delta Elementary Literacy Academy will be

immersed in a learning environment that teaches students about the value and power that accompanies knowledge and stresses that excellent character is a part of success not an added bonus. Instruction at Delta Elementary will be rigorous and developmentally appropriate and will include a focus on a strong literacy foundation for all students.

Amanda Johnson, an Arkansas native, is currently participating in the Fisher Fellowship Program, KIPP Foundation's year long leadership training program. She has been on a two year pathway to become prepared to serve as the school leader of Delta Elementary Literacy Academy. During the Fisher Fellowship year, Amanda will experience an intensive summer program of coursework, residencies at high-performing schools, individualized leadership coaching, and training conferences designed to prepare her to establish an excellent public charter school for the students in the Arkansas Delta.

Sincerely,

Amanda J. A. Johnson

Attachment

RECEIVED  
SEP 23 2008

**KIPP Delta Elementary Literacy Academy  
Request of Waivers**

**CHARTER SCHOOL OFFICE**

KIPP Delta Elementary Literacy Academy requests the following waivers from Arkansas Education Code and State Board of Education Rules and Regulations. The majority of the waivers requested are done so to give the school the widest possible latitude to implement the unique aspects of a KIPP school.

**State Statute Waivers Requested**

- 6-10-106 Uniform dates for beginning and ending of school year. The school design includes a summer program each year that is the *beginning* rather than the end of the school year.
- 6-15-902 Grading scale – Exemptions – Special education classes. The school requests to remain as flexible as possible in this area.
- 6-15-1004 Qualified teachers in every classroom. The school requests the flexibility to employ teachers it feels will be the most successful in the program regardless of certification status.
- 6-16-124 Arkansas history. The school's social studies curriculum will include all state required elements including Arkansas history, but will present them in an integrated social studies curriculum.
- 6-17-111 Duty free lunch period. The school's concept of supervision and student/teacher interactions requires the teachers to be present with the students during lunch.
- 6-17-203 Personnel Policy Committee. The school will not be large enough to meet the statutory composition of this committee.
- 6-17-302 Public school principals. The school wishes to employ school leaders trained through the Fisher School leadership program, regardless of certifications.
- 6-17-401 Teacher license requirement. As above the school requests to not be required to employ only licensed teachers.
- 6-17-418 Teacher certification – Arkansas history requirement. The school requests to not be restricted in its hiring practices, but have maximum flexibility in employing the best teachers available.
- 6-17-902 Definition of a teacher. As the school would not necessarily employ only certified teachers, this law would be restrictive.
- 6-17-908 Teacher Salary Fund. As the school could employ non-certified teachers it requests to be exempt from this restriction on the Teacher Salary Fund.
- 6-17-919 Warrants void without certification. As the school will not necessarily employ only certified teachers, it would need a waiver from this restriction.
- 6-17-920 Examination of teacher's contracts. The school intends to hire all teachers on an at-will basis.
- 6-17-1001 Minimum base salary – Master's degree. The proposed KIPP salary schedule will exceed the Arkansas minimum salary schedules for all classifications.
- 6-17-1002 Salary amount – Annual Review. The proposed KIPP salary schedule will continue to meet or exceed state salary schedules for like positions.
- 6-17-1501 through 6-17-1510 Teacher Fair Dismissal Act. As all school employees will be at

-will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.

6-17-1702 through 6-17-1705 Public School Employee Fair Hearing Act. As all school employees will be at-will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.

6-18-508 Alternative learning environment. The school will provide other alternatives when appropriate.

### **State Board Rules and Regulations Waivers Requested**

- Teacher Education and Licensure. The school requests to ability to employ teachers that do not have state licensure.
- Certified Staff Salary Schedules. The KIPP salary schedules exceed all state schedules for like positions.
- Waivers of Minimum Salaries for Certified Personnel. The KIPP salary schedules exceed all state schedules for like positions.
- Expenditure Requirements by Arkansas Schools. Categories and formulae will not be applicable to the school.
- Minimum Schoolhouse Construction. The school would like flexibility as facilities decisions are being made.
- Gifted & Talented Program Approval Standards. The school will not offer a separate GT program, but will integrate appropriate services within its extended day and year to meet each student's academic needs.
- Waivers of Earning Limitations under the Teacher Retirement System. The school could need to employ retired teachers in high need areas.

### **Standards of Accreditation Waivers Requested**

V. A. 2. The school will not offer contracts to administrators.

V. B. #4 and #5. The school will employ a variety of instructional arrangements that could at times exceed the limits listed here.

X. A.,B., and C. The school will function with a single School Director who will serve in the roles of principal and teacher. The school will have an Executive Director who will serve as the superintendent.

XI. A. It is the intent of the school to provide appropriate counseling services regardless of staffing ratios.

XI. B. As the school is starting as a very small school, library access will be through the local public library.

XII. The school will not offer a separate GT program, but will integrate appropriate services within its extended day and year to meet all individual academic needs.

## KIPP Delta Public Schools Helena Elementary Expansion Plan

It is the intent of KIPP Delta Public Schools to amend its current charter to include grades K – 4. The amendment to the charter will allow for the establishment of KIPP Delta Elementary Literacy Academy (Delta ELA).

### **Vision, Mission, and Beliefs**

KIPP Delta Public School graduates will be change agents in the world. They will be individuals with excellent character who are equipped with the knowledge and skills that will allow them to enact change to their lives, their communities, and their world. All of the schools that make up KIPP Delta will work towards our greater vision by implementing each school's mission.

**The mission of KIPP Delta Elementary Literacy Academy is to inculcate our students with the knowledge, skills, and character traits that will enable them to succeed in the nation's finest middle schools, high schools, and colleges and to become exemplary citizens of their community, country, and world.**

The mission of Delta ELA is consistent with the missions of Delta College Preparatory School and Delta Collegiate. Delta Elementary Literacy Academy will accomplish its mission by operating on the following core beliefs:

- All students will learn and achieve at high levels regardless of race, economics, or home environment.
- Literacy is the foundation of all knowledge.
- Knowledge is a powerful tool that can positively effect change in one's live and community.
- Quality instruction is the leading catalyst to impacting student achievement.
- Schools should empower lives and communities.
- Schools should nurture and strengthen children's ability to make responsible choices that lead to change in their lives and their community.

The core beliefs will drive all decisions made at the school in order to provide an excellent education for elementary students in the Delta.

## Overview of KIPP

KIPP is a national network of free, open-enrollment, college preparatory public schools with a track record of preparing students in underserved communities for success in college and in life. Nationally, more than 90 percent of KIPP middle school students have gone on to college preparatory high schools, and more than 80 percent of KIPP alumni have gone on to college. There are currently 66 KIPP schools in 19 states and the District of Columbia serving over 16,000 students.

KIPP builds a partnership among parents, students, and teachers that puts learning first. By providing outstanding educators, more time in school learning, and a strong culture of achievement, KIPP is helping all students climb the mountain to college.

KIPP schools share a core set of operating principles known as the five pillars. KIPP Delta ELA will follow those five pillars in order to leverage student achievement similar to previously established KIPP schools. KIPP's five pillars are:

1. **High Expectations.** Delta Elementary Literacy Academy will have explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the background of students or incoming achievement level. Students, parents, teachers, and staff will create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.
2. **More Time.** Delta Elementary Literacy Academy knows that *there are no shortcuts* when it comes to helping educationally disadvantaged students succeed academically. A longer school day, a longer school year, and summer school mean more time for students at Delta ELA to acquire the academic knowledge and skills, as well as broad extracurricular experiences that will prepare them for competitive middle schools, high schools, and colleges. As national education researchers point out again and again, there is an astronomical gap in the opportunities for children from underserved areas from their peers in more affluent communities. This gap is manifested by the age of 3, when children in underserved areas already have a 30 million word gap from their peers in middle class, and more affluent communities. More time will allow us to combat the achievement gap early and put students on the path to college.

3. **Choice & Commitment.** Students, their parents, and the faculty of Delta Elementary Literacy Academy will choose and commit to attending and working at the school. No one will be assigned or will be forced to attend the school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success. Students, parents, teachers will show their commitment by signing the Commitment to Excellence form (Addendum #4).
4. **Power to Lead.** The school leader of Delta Elementary Literacy Academy is an effective academic and organizational leader who understands that there are no great schools without great school leaders. She has control over her school budget and personnel, allowing her to swiftly move dollars or make staffing changes to be more effective in helping students learn.
5. **Focus on Results.** Delta Elementary Literacy Academy will focus unrelentingly on results. Student achievement on tests and other objective measures will substantially outperform district averages, will not make excuses based on demographics, and will enable students to compete at the nation's best high schools and colleges.

## **KIPP Delta College Preparatory School**

The establishment of Delta College Preparatory School (DCPS) in 2002 started the transformation of public education in the Delta. Despite the low test scores of students when they enter DCPS, teachers immediately start directing students towards a trajectory of college. Parents, students, and teachers quickly realize that the process of catching up is not easy, but students at DCPS have made incredible gains due to their hard work and quality instruction.

There are several lessons learned from the success of DCPS that support the need of a comparable elementary school. First, we have seen that the longer students are at KIPP the higher their achievement reaches. This leads us to think that if students are introduced to KIPP earlier and the achievement gap is addressed earlier, students will reach higher success than what our students have achieved to date. The success of KIPP Delta College Preparatory School has been significant. It is exciting to think about how starting earlier than 5<sup>th</sup> grade will allow for even greater success for students in the Delta. Secondly, reading is fundamental. A student's ability to read effects all other subject areas. It is much more difficult to teach a student to read on grade level when they are missing a strong foundation in literacy and have fallen years behind. Reading must be taught well in early elementary classes. Finally, extracurricular activities are essential supplements to a strong academic program. If we are addressing and closing the achievement gap early, then students will have more time for extracurricular programs that might get them more motivation and help supplement the learning in their academic classes.

Delta Elementary Literacy Academy will further the transformation of public education in the Delta by being a model of success for elementary students. We will use the model of DCPS and the lessons learned to open a high quality school for elementary age students.

### **KIPP Delta Success**

The idea that more time at KIPP Delta leads to higher student achievement is evident in the gains that students have made at DCPS.

NCE, or Normal Curve Equivalent, is a standard score with a known mean and standard deviation, such that NCE scores of 1, 50, and 99 correspond to percentile ranks of 1, 50, and 99 respectively. The NCE scale is an equal interval scale. That is, a gain of 5 NCEs represents an equal amount of growth, regardless of the starting point. So, a student who moved from 20 to 25 NCEs has grown the same amount as a student who moved from 80 to 85 NCEs.

<b>Stanford 10 Average NCE Gains</b>				
<b>Gains for Students Taking Both Entering 5<sup>th</sup> Grade Test and the 2006 Test</b>				
	<b>1 year</b>	<b>2 years</b>	<b>3 years</b>	<b>4 years</b>
<b>Reading</b>	3	5	12	19
<b>Language</b>	6	6	23	33
<b>Mathematics</b>	12	11	26	39

## Community Need

Delta Elementary Literacy Academy's mission has been created out of the visible need in the community. Phillips County is the poorest Arkansas County and Lee County is the second poorest according to the 2000 Census. In 2000, 32.7% of Phillips County residents and 29.9% of Lee County residents were living below the poverty level. Both counties have a population of over 57% African-American. The public school population reflects these data. This population has been underserved in many arenas including public education. The standardized state test results below illustrate the need for a high quality elementary school that provides a rigorous academic program that prepares students for college.

The parents and students in the Delta who have been historically underserved desire and deserve an elementary school that will provide a safe learning environment that prioritizes student achievement and makes no excuses for failure.

The need for a high quality elementary school is also evident in the data from KIPP Delta College Preparatory School (DCPS). Teachers of each entering class of DCPS can testify to the need for quality instruction for students in grades K- 4. Each year students enter DCPS lacking basic skills in every subject. Each class has taken the Stanford 10 in the fall of their first year at DCPS. The data show that students are far behind where they need to be if they want to have a chance at going to and graduating from college.

<b>KIPP DCPS Stanford 10 Scores in NCEs</b>				
<b>Entering Fifth Grade Scores</b>				
	Class of 2010	Class of 2011	Class of 2012	Class of 2013
Reading	30.9	31.8	32.8	36.3
Language	30.1	34.0	37.4	41.1
Mathematics	31.1	33.4	35.3	37.4

## **KIPP Delta Elementary Literacy Academy**

### **Description**

Delta Elementary Literacy Academy will be located in downtown Helena near the campuses of the current KIPP Delta Public Schools. The school will serve students in kindergarten through fourth grades living in Phillips and Lee Counties. The school will provide transportation to any student who needs it. Bus routes will run to Marianna, Marvell, Elaine, and throughout Helena-West Helena. Currently KIPP Delta serves a population that includes over 95% African-American and over 90% who qualify for free or reduced lunch. Delta ELA intends on serving a comparable population. Similar to DCPS, Delta ELA believes that its success hinges upon adherence to KIPP's five pillars.

The school will open in the summer of 2009 with 75 – 90 kindergartners in the Class of 2022. The school will grow with the founding class, and will welcome a new class of kindergarten students each year. The school will be completely grown in the 2013 school year. The enrollment of Delta ELA will be approximately 375 – 450 students. Enrollment at Delta ELA will not exceed 450 students.

<b>KIPP Delta Elementary Literacy Academy Growth Plan*</b>					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Kindergarten	75 – 90	75 – 90	75 – 90	75 – 90	75 – 90
1 <sup>st</sup> Grade	0	75 – 90	75 – 90	75 – 90	75 – 90
2 <sup>nd</sup> Grade	0	0	75 – 90	75 – 90	75 – 90
3 <sup>rd</sup> Grade	0	0	0	75 – 90	75 – 90
4 <sup>th</sup> Grade	0	0	0	0	75 – 90
Total	75 – 90	150 – 180	225 – 270	300 – 360	375 – 450

\*Depending on the quality of teachers Delta ELA will open with either kindergarten or kindergarten and first grade.

Delta ELA will follow the KIPP Delta Public Schools calendar which mirrors the Helena-West Helena calendar (Addendum #1). Delta ELA will also implement a bimonthly Saturday school enrichment program and a mandatory summer school program. The extended day and extended year will allow students to participate in enrichment activities and extracurricular activities. Delta ELA students will also participate in field lessons that will supplement the academic program. The daily schedule of Delta ELA will allow for the school to meet the mental, social, and physical needs of all students (Addendum #3). The schedule has a time for instruction in the core subjects, content subjects, and enrichment classes. The enrichment classes include Spanish and math lab. KIPP Delta Collegiate students are expected to be proficient in a foreign language. Research shows that the younger a student is, the easier it is for that student to learn a foreign language. Also, knowledge of foreign languages supports development in other native language. Spanish class will give students a jump start on becoming proficient before high school graduation.

As the name suggests, Delta Elementary Literacy Academy will focus on literacy instruction. However, Delta ELA will not sacrifice quality math instruction in order to reach success in reading and writing. Our students will also be literate in mathematics. In addition to their daily mathematics class, students will participate in daily calendar math and will receive an extra 90 minutes a week in math lab. Math lab will be a time for students to receive reinforcement on the essential objectives with hands on instruction.

The daily schedule also shows the importance of students receiving instruction in music and art. It is also imperative that our students have the opportunity to be physically active daily. Students will get that opportunity during daily physical education class. Physical education will also give students a chance to interact with other students outside of the classroom so they can learn and practice teamwork and good sportsmanship.

Delta ELA's values are love learning, inquire, tell the truth, explore, respect, achieve, care, and yearn. The values will be taught throughout a student's five years at the school. The values will be using direct instruction during morning and community meetings and will be incorporated into classroom lessons and routines. Students will receive instruction on the values at each grade level so that students will have internalized what each value means, will be able to demonstrate the values in action, and will be able to transfer those values as they grow older and add more meaning to each value. The culture of KIPP Delta Elementary Literacy Academy will be an essential part in ensuring that students succeed in the academic program.

### **Academic Program**

Delta Elementary Literacy Academy will implement a comprehensive curricular program that aligns with Arkansas state standards. Teachers will write objectives and plan lessons based on grade level standards and will teach those standards to mastery. Delta ELA's core academic program will include daily lessons in reading, writing, mathematics, science and social studies. Teachers will use a variety of developmentally appropriate teaching strategies to reach all students.

Delta ELA will prioritize literacy by providing more time for literacy instruction in the schedule and by incorporating reading and writing in all classes. Literacy will be defined as reading, writing, thinking, and speaking. Students will receive 7.5 hours of reading instruction and 5 hours of writing instruction each week. Students will receive 6.5 hours of mathematics instruction a week which includes 1.5 hours of math lab each week.

Our school will be a data driven school. Data will be collected at the class level daily using teacher questioning, anecdotal notes, class work, classroom assessments, etc. On the school level, data will be collected once a month at minimum. Students will receive a common assessment each month based on the Arkansas standards. Also, the school will fully comply with all components of the Arkansas Comprehensive Testing, Accountability, and Assessment Program (ACTAAP) for appropriate grades. The school will further assess its students every

year using a standardized test similar to the Stanford 10 Achievement Test. The school then will be able to track the academic progress of its students every year looking for appropriate growth. We will collect data, but most importantly we will analyze the data collected. Our data will be the best tool for the school leader and teachers to make decisions in the classroom about objectives and teaching strategies.

The school leader will be the instructional leader of the school. She will regularly observe teachers and provide focused feedback. Observations and feedback will be based on Research for Better Teaching, an observation and supervision program that focuses on 18 areas of performance that address management, instructional strategies, motivation, and curriculum planning. Research for Better Teaching illustrates that expert instruction based on a knowledge base on teaching and state standards, instructional leadership based on school schools, supervision systems, and skills, and a professional learning community based on shared objectives, collaboration, collegiality and shared accountability all combine to have the greatest impact on student learning and achievement. Delta ELA believes that quality teaching will have the biggest impact on students and therefore believes that quality teacher observation and supervision will have a significant impact on student achievement as well.

### **Standards and Curricula**

While Delta ELA teachers will have flexibility in making decisions about the curricula, Delta ELA will align its curricula to Arkansas state standards. We will use the curriculum frameworks adopted by Arkansas. Once teachers are hired, they will have the ability to define and choose rigorous curricular programs that align with Arkansas standards. In addition to all Arkansas standards, Delta ELA will go beyond the Arkansas standards by using national standards to ensure our students are on the path to college.

## KIPP SHINE Prep

Similar to the way DCPS was founded based on the model of KIPP Academy Middle School in Houston, Texas, the original KIPP school. We will also use SHINE Prep, the first KIPP elementary school, as a model of success to model our school after.

SHINE Prep in Houston, TX was founded in 2004 by Aaron Brenner to serve pre-kindergarten through fourth grade students. SHINE has been the model for six other KIPP elementary schools that have opened. KIPP's more time pillar allows students to receive academic, social and physical instruction every day. Students are in school from 7:30 – 5:00 daily and use Saturdays and summer school as a opportunity to enrich and supplement academics with extra-curricular activities. As illustrated in SHINE's daily schedule for kindergarten, students receive instruction in the core and content subjects, Spanish, music, art, and soccer (Addendum #2). At SHINE, students gain a strong foundation in English and Spanish literacy, math, science, social studies, and the arts. Their exploration of these subjects is a direct reflection of the five core values of SHINE: children *Seeking* knowledge through exploration; *Honoring* each other and themselves through sharing stories, thoughts, and support in the excitement of learning reading and writing skills; using their *Imagination* to create stories, paint pictures, act out tales, and perform songs as part of the growth process; *Never giving up* as they build confidence daily in a program which has seen nothing but success; and *Every day*, since this is a daily commitment.

<b>KIPP SHINE Prep. Class of 2018</b>			
<b>Stanford 10 Scores in NCEs</b>			
	Fall 2007	Spring 2008	Fall 2008
Reading	62.6	53.9	61.5
Language	44.5	57.8	62.2
Mathematics	45.8	62.3	68.0

Most evident in walking through the hallways of SHINE is the time spent on teaching character. The culture of SHINE is very positive and supportive of student learning. The time spent building culture has allowed students to achieve in very measurable ways. The founding class of 2018 scored 61.5 NCEs in reading, 62.2 NCEs in language, and 68.0 NCEs in mathematics at the beginning of their 3<sup>rd</sup> grade year on the Stanford 10 norm referenced test. When asked about SHINE's success, Ellen Davis, SHINE's Lower School Dean, said, "Children who are exposed to a culture focused on academics beginning in pre-k or kindergarten never experience the significant achievement gap our middle schools work so hard to close. Instead they critically think, independently engage in problem solving, and develop a true joy for learning by the end of their kindergarten year, which can support them through high school and college graduation." KIPP SHINE Prep nurtures and strengthens our students' creativity, knowledge, character, and thinking skills, preparing them to excel academically, physically, socially, and spiritually in the nation's finest secondary schools, colleges, and in life.

## Conclusion

For the past six years KIPP Delta has provided students starting in 5<sup>th</sup> grade with a college preparatory education. The students' success to date as been phenomenal, but just imagine the impact we can have on students if they are placed college trajectory five years earlier. KIPP Delta Elementary Literacy Academy students in the Class of 2022 will be the face of what quality K – 12 education looks like and how quality education can impact lives and communities.

- Addendum #1          Sample KIPP SHINE Daily Schedule
- Addendum #2          Sample KIPP Delta ELA Daily Schedule
- Addendum #3          Sample Commitment to Excellence Form
- Addendum #4          Sample KIPP Delta ELA Calendar

**Addendum #1**

**Sample KIPP SHINE Daily Schedule**

**Daily Kindergarten Schedule for KIPP SHINE Prep**

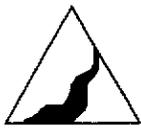
- 7:00 – 7:45 Breakfast
- 7:45 – 8:00 Morning Work
- 8:00 – 8:40 Morning Circle (calendar, weather, patterns, counting)
- 8:40 – 9:20 Literacy
- 9:20 – 10:00 Spanish
- 10:00 – 11:30 Guided Reading Groups/ Work Stations (small group rotation)
- 10:00 – 11:30 Soccer, Music or Art (when not in reading groups or work stations)
- 11:30 – 12:20 Lunch and Recess
- 12:20 – 1:00 Nap
- 1:00 – 1:40 Writers Workshop
- 1:40 – 2:20 Spanish
- 2:20 – 3:00 Science and Social Studies
- 3:00 – 4:20 Mathematics
- 4:20 – 4:40 Closing Circle

**Addendum #3**

**Sample KIPP Delta ELA Daily Schedule**

Daily Schedule of KIPP Delta Elementary Literacy Academy

- 7:30 – 8:00 Breakfast and Morning Work
- 8:00 – 8:30 Morning Meeting (Calendar Math and Morning Message)
- 8:30 – 10:00 Reading
- 10:00 – 11:00 Writing
- 11:00 – 11:30 Lunch
- 11:30 – 12:00 Physical Education
- 12:00 – 1:00 Mathematics
- 1:00 – 1:45 Nap (kindergarten only)
- 1:45 – 2:15 Social Studies
- 2:15 – 3:00 Science
- 3:00 – 4:30 Spanish, Math Lab, Music or Art (once a week classes)
- 4:30 – 5:00 Community Meeting (Values Lessons)



**KIPP:**

Delta College Preparatory School

210 Cherry Helena, AR 72342 Phone: 870-753-9444 Fax: 870-753-9450

## Commitment to Excellence Form

### Teachers' Commitment

*We fully commit to KIPP: DCPS in the following ways:*

- We will arrive at DCPS every day by 7:15 A.M. (Mon. – Fri.)
- We will remain at DCPS until 5:00 P.M. (Monday-Thursday) and 4:00 P.M. on Friday.
- We will come to DCPS on appropriate Saturdays at 9:15 A.M. and remain until 1:05 P.M.
- We will teach at DCPS during the summer.
- We will always teach in the best way we know how, and we will do whatever it takes for our students to learn.
- We will always make ourselves available to students, parents, and any concerns they might have.
- We will always protect the safety, interests, and rights of all individuals in the classroom.

*Failure to adhere to these commitments can lead to our removal from KIPP.*

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
SIGNATURE

### Parents' / Guardians' Commitment

*We fully commit to KIPP: DCPS in the following ways:*

- We will make sure our child arrives at DCPS every day by 7:25 A.M. (Mon. – Fri.), or boards a bus at the scheduled time.
- We will make arrangements so our child can remain at DCPS until 5:00 P.M. (Monday-Thursday) and 4:00 P.M. on Friday.
- We will make arrangements for our child to come to DCPS on appropriate Saturdays at 9:15 A.M. and remain until 1:05 P.M.
- We will ensure that our child attends DCPS summer school.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, and try to read with him/her every night.
- We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to miss school, we will notify the teacher as soon as possible, and we will read carefully all the papers that the school sends home to us.
- We will allow our child to go on DCPS field trips.
- We will make sure our child follows the DCPS dress code.
- We understand that our child must follow DCPS rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

*Failure to adhere to these commitments can cause my child to lose various KIPP privileges and can lead to my child returning to his/her home school.*

\_\_\_\_\_  
SIGNATURE

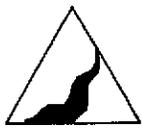
### Student's Commitment

*I fully commit to KIPP: DCPS in the following ways:*

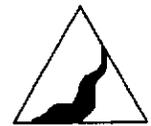
- I will arrive at DCPS every day by 7:25 A.M. (Mon. – Fri.), or board a KIPP bus at the correct time.
- I will remain at DCPS until 5:00 P.M. (Monday-Thursday) and 4:00 P.M. on Friday.
- I will come to DCPS on appropriate Saturdays at 9:15 A.M. and remain until 1:05 P.M.
- I will attend DCPS during summer school.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I complete all my homework every night, I will call my teachers if I have a problem with the homework or a problem coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to parents, teachers, and any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my DCPS teammates and give everyone my respect.
- I will follow the DCPS dress code.
- I am responsible for my own behavior, and I will follow the teachers' directions.

*Failure to adhere to these commitments can cause me to lose various KIPP privileges and can lead to returning to my home school.*

\_\_\_\_\_  
SIGNATURE



There are no shortcuts.



### KIPP District Calendar 2008-2009

#### July 2008

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

#### August 2008

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

#### September 2008

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

#### October 2008

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

#### November 2008

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

#### December 2008

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 11-15.....New Student Orientation  
 August 18.....First Day of School  
 August 23.....Saturday School

September 1.....Labor Day  
 September 6.....Saturday School  
 September 20.....Saturday School  
 September 22-26.....Stanford 10 Testing

October 4.....Saturday School  
 October 9-10.....Blues Festival (No School)  
 October 18.....Saturday School

November 8.....Saturday School  
 November 22.....Saturday School  
 November 26-28.....Thanksgiving Holiday

December 6.....Saturday School  
 December 13.....Saturday School  
 Dec. 22 - Jan. 2.....Winter Holiday

January 5.....Students return to school  
 January 10.....Saturday School  
 January 19.....MLK Holiday  
 January 24.....Saturday School

February 7.....Saturday School  
 February 16.....Presidents' Day Holiday  
 February 21.....Saturday School  
 February 28.....Benchmark Madness

March 7.....Saturday School  
 March 16-20.....Spring Break  
 March 28.....Saturday School

April 4.....Saturday School  
 April 10.....Good Friday  
 April 13-17.....Benchmark Testing  
 April 14-15.....NRT Testing  
 April 21-22.....EOC Geometry Exam  
 April 23-24.....EOC Algebra Exam  
 April 28-29.....EOC Biology Exam

May 6.....EOC Algebra II Exam  
 May 25.....Memorial Day  
 May 27.....Last Day for Students

June 8-26.....Summer School

#### January 2009

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

#### February 2009

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

#### March 2009

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

#### April 2009

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

#### May 2009

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

#### June 2009

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Benchmark Fridays

September 12<sup>th</sup>  
October 17<sup>th</sup>  
November 14<sup>th</sup>  
December 12<sup>th</sup>  
January 23<sup>rd</sup>  
February 20<sup>th</sup>  
March 13<sup>th</sup>

Benchmark Madness- Feb 28<sup>th</sup> or Feb 6<sup>th</sup>

Stanford Testing

September 22<sup>nd</sup> -26<sup>th</sup>

Benchmark Testing

March 10<sup>th</sup>-11<sup>th</sup> Grade 11 Literacy  
March 20<sup>th</sup>- Alternate Portfolios Due  
April 6-17<sup>th</sup> -Window for 9<sup>th</sup> Grade Norm Referenced Testing  
April 13-17<sup>th</sup> Augmented Benchmark Testing  
April 21-22- EOC Geometry  
April 23-24 EOC Algebra  
April 28-29 EOC Biology  
May- 6 EOC Algebra II

Wild Hog Fest- April 23-26<sup>th</sup>

Blues Festival- October 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>

Gospel Festival- Saturday, May 23

End of Quarter 1- Friday Oct. 17<sup>th</sup>- 42 Days

End of Quarter 2- Friday Dec. 19<sup>th</sup>- 42 Days

End of Quarter 3- Friday Mar. 13<sup>th</sup>- 48 Days

End of Quarter 4- Wednesday Mar 27<sup>th</sup>-46 Days

Total of 178 Days- Minimum Required is 178 with avg length of six hours per day

Staff to Report August 4<sup>th</sup>-8<sup>th</sup> 5 Days Minimum of 10 Days Required

Staff to Report August 11<sup>th</sup>-15<sup>th</sup> Orientation 5 Days?

Staff to Report May 28<sup>th</sup> and 29<sup>th</sup> Close up Days- 5

End of Year Trips

May 4- 8<sup>th</sup> Washington D.C./Utah/Chicago

May 11<sup>th</sup>-15<sup>th</sup> East Coast/Civil Rights/10<sup>th</sup>-11<sup>th</sup> Trip

Prom/Dances/Field Lessons

October 31<sup>st</sup>- Halloween Evening

Report Card Day/Night

October 23

January 8<sup>th</sup>

March 26<sup>th</sup>

**Open-Enrollment Charter Amendment**  
**KIPP Delta Elementary Literacy Academy**  
**Legal Comments**

1.) Waivers:

- a.) Ark. Code Ann. § 6-15-902 and ADE Rules Governing Uniform Grading Scales: The applicant wishes to use the grading scales described by § 6-15-902, but requests “to remain as flexible as possible in this area.” If a waiver is granted here, it should only apply to non-core (i.e., elective) courses.
- b.) Ark. Code Ann. §§ 6-15-1004, 6-17-401 and 6-17-902, Section 15.03 of the Standards for Accreditation Rules, and Rules Governing Teacher Licensure (concerning highly qualified teachers, teacher licensure and the definition of a teacher):
- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor’s degree and meet content knowledge requirements if they teach core subjects.
  - No waiver shall be granted to any Arkansas statutes nor Department rules concerning requirements for highly qualified teachers.
  - The ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, require that standardized assessments be administered according to procedures established by the ADE. The ADE’s procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
  - All teachers and school personnel must submit to the criminal background checks.
- c.) Ark. Code Ann. § 6-17-919 (“Warrants void without valid certificate and contract”): Under Ark. Code Ann. § 6-17-919, the only requirement which would be waived is the ability to pay a teacher’s salary only upon filing of a teacher’s certificate with the county clerk’s office, if the requirement of a teacher’s certificate is waived for such teacher.
- d.) Ark. Code Ann. § 6-17-920 (“Examination of teacher’s contracts”): This section is not capable of being waived by the Board as the duties imposed by this Code Section are upon the county clerk and not upon KIPP Delta Elementary Literacy Academy.

- e.) Rules Governing Expenditure Requirements for Public Schools: These ADE Rules are premised upon Arkansas statutes which are specifically applicable to charter schools as well as school districts and, thus neither the Rules nor the underlying statutes are capable of being waived.
- f.) ADE Rules Governing Minimum Schoolhouse Construction: These Rules no longer exist; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.

Compliance with Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407 will be required as necessary.

The applicant's facilities will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application.

All facilities must comply with all requirements for accessibility in accordance with the Americans with Disabilities Act and the Individuals with Disabilities Education Act. Additionally, local building officials will need to verify the appropriateness of the facilities' use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

- g.) ADE Rules Governing Waivers of Earning Limitation Under the Teacher Retirement System: As the Code Section upon which these Rules are based (Ark. Code Ann. § 24-7-708) falls outside of Title 6 of the Arkansas Code (i.e., Ark. Code Ann. § 6-1-101 et seq.), it will not be possible to grant this waiver per Ark. Code Ann. § 6-23-103 (1).

2.) Additional Comment:

Any Lease Agreement for the charter school's facilities must be reviewed by the ADE before State Board action is taken on the Amendment.