

Arkansas Consolidated School Improvement Planning (ACSIP)

Handbook

2005-06

Arkansas Department of Education

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Introduction

The Arkansas Consolidated School Improvement Planning model (ACSIP) is an annual comprehensive planning and fund distribution design that must be used by all Arkansas public schools, as defined by Ark. Code Ann. § 6-15-419. Using the ACSIP model, each school in Arkansas develops a comprehensive school improvement plan. The plan is used, also, as the school's application for all federal programs administered by the Arkansas Department of Education under No Child Left Behind (NCLB). It must include activities based on the school's greatest needs, which will involve the performances of student subgroups if they did not meet the criterion for Adequate Yearly Progress (Arkansas Department of Education Consolidated State Application Accountability Plan, 2004). To adequately prepare school improvement plans and application materials for the Arkansas Department of Education each fiscal year, access to the latest version of the ACSIP software must be obtained. For information regarding the ACSIP software or ACSIP process, contact the School Improvement and Instructional Support Unit, Room 301B, #4 State Capitol Mall, Little Rock, Arkansas 72201; telephone 501-682-4231.

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

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Glossary

Adequate Yearly Progress (AYP) –

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

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

Adjustment –

An adjustment to a budget:

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

Adjustments have a June 30 deadline.

Amendments –

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

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

Amendments have a March 31 deadline.

AR HOUSSE –

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

Choice Transportation –

In the case of a school identified for school improvement, the school district will, not later than the first day of the school year following identification, provide students enrolled in the school with the option to transfer to another public school served by the school district, which may be a public charter school, that has not been identified for school improvement, unless this option is prohibited by State law. In accordance the NCLB, transportation must be given to the lowest-achieving children from low-income families in providing students the option to transfer to another public school.

Comparability --

A district must meet the comparability requirement as follows: A district may receive Title I, Part A funds only if it uses state and local funds to provide services in Title I, Part A schools that are at least comparable to the services provided in schools that are not receiving Title I, Part A funds. Comparability reports are required for districts having more than one school per grade level.

Corrective Action –

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

Distance Learning –

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

Family Literacy Services –

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

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

Formative Evaluation -

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

High Poverty School –

A school in the top quartile of poverty: seventy-five percent (75%) or above.

Highly Qualified –

The teacher –

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

The paraprofessional –

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

Implementation Evaluation -

An evaluation that estimates the degree to which a program has been implemented so as to ascertain needed modifications.

Limited English Proficient (LEP)/ English language learners (ELL) –

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

- Who is aged 3 through 21 years; who is enrolled or preparing to enroll in an elementary school or secondary school; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Paraprofessional–

A classified employee, under the direct supervision of a teacher. The paraprofessional may be assigned to:

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

Parental Involvement –

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

- Parents play an integral role in assisting their child's learning;
- Parents are encouraged to be actively involved in their child's education at school;
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The carrying out of other parent involvement activities.

Professional Development –

Activities that:

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

School Attendance Area –

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

Scientifically Based Research –

Research that:

- Involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs
- Employs systematic, empirical methods that draw on observation or experiment; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review

State Educational Agency (SEA) –

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

Summative Evaluation -

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

Supplemental Educational Services –

As noted in Supplemental Educational Services Non-Regulatory Guidance (2003), “When students are attending Title I schools that have not made adequate yearly progress in increasing student academic achievement for three consecutive years, parents of eligible children will be provided opportunities to ensure that their children achieve at high levels. Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made adequate yearly progress (AYP) for three or more years), are eligible to receive these services.”

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

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

Supplement versus Supplant

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

Teacher Mentoring Program

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

ACSIP Requirements Conforming To Federal And State Guidelines

(See Appendix H for ACSIP Model Summary)

Program Application Requirements

Public, Charter and Private School Improvement Plans (ACSIP) Requirements

1. Mission statement: A written expression of the mission of the school. The goals and activities of the plan are connected to the mission.
2. Priorities: Expressions of the areas of greatest need, based on analysis of assessment data (e.g., Math, Literacy, Special Education for Focus Schools, Character Education, etc.).
3. Data statements: Statements of the three (3) most current years of information available for each grade tested. These statements may contain the results of comprehensive needs assessments that are developed for the Combined Population, Limited English Proficiency (ELL), Economically Disadvantaged (SES), Students with Disabilities (IEP), & Racial/Ethnic groups: White, African-American, and Hispanic. The following measurements may be included:
 - Criterion Referenced Tests:
 - a. Math identifying weaknesses from strands and goals, open response versus multiple choice and literacy
 - b. Literacy identifying weaknesses from multiple-choice and open response
 - Norm Referenced Tests
 - Attendance or Graduation Rate (Develop statement for the area in which the building AYP calculation is based on.)
 - Other appropriate areas as needed.
4. Goal statements: Statements that narrow the scope of the priority by addressing specific weaknesses based on the data analysis.
5. Benchmark statements: Statements that indicate the anticipated score or status advancement of a particular student population, on a particular measurement instrument, by a specified time. These measurement statements may incorporate the appropriate AYP target(s).
6. Interventions: Formatted descriptions of proposed research-based programs, initiatives, or strategies to address the student academic, behavioral and social needs identified in the data analysis.

Research citations (the source, title, author, and date of publication) should be included to show the scientifically-based research upon which interventions are developed.

Actions within the school improvement plan's interventions:

The following (action types) may be found throughout the school improvement plan:

- Actions involving alignment of district policies, curriculum, instruction, assessment, and resources;
- Actions involving collaboration of all persons and organizations necessary to conduct an intervention;
- Actions involving equity (e.g., funds and programs used to reduce differences among population groups);
- Actions involving evaluation (e.g., periodic review of the plan and revision as required--formative and summative evaluation provisions);
- Actions involving professional development (e.g., provisions for appropriate training for staff and administrators);
- Actions involving technology (e.g., technology used in appropriate ways to achieve the benchmark);
- Actions involving Special Education (e.g., activities in accord with IDEA).
- Actions involving parental engagement where parents are encouraged to support and extend the resolution of the identified problem.

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

- Family kits
- No less than two parent/teacher conferences.
- Parenting books, magazines and other materials regarding responsible parenting through the library, advertise the current selection, and give parents an opportunity to borrow these materials
- Publish notice in the newspaper at the end of the school year honoring parents who attend all parent-teacher conferences scheduled by the school
- Parent center
- Engage parents in other activities that promote responsible parenting
- Parents Make a Difference evenings --a report is given on the state of the school and an overview of what students will be learning; how students will be assessed; what parents should expect for their child's education; and how parents can assist and make a difference
- Volunteer resource book-- listing the interests and availability of volunteers for school staff members' use including parent survey
- Statements attesting to the school district's commitment to parental involvement and distribute the statements to parents of students
- School's process for resolving parental concerns
- Seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities.
- Alumni advisory committee
- Tips for how parents can foster their child's success and contact employers about including these with payroll checks
- Parent facilitator

Additional Planning Requirements for Title I Schools:

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

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

Planning Requirements for Private Schools:

Each private school participating in federal programs shall submit an individual school improvement plan (ACSIP) in collaboration with the public school district with which it is administratively associated. However, the test data used by private schools will be derived from sources determined by the private school.

TITLE I, PART A

Improving the Academic Achievement of the Disadvantaged

Purpose of the Title I Program

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

Title I Authorized Activities

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

School Improvement under NCLB

NCLB Title I-A, Sections 1111 and 1116

As part of the *No Child Left Behind Act of 2001* (NCLB), states must use academic assessments and other indicators to annually review the progress of each school to determine whether the school makes adequate yearly progress. This technical assistance document contains information about the NCLB consequences for Title I schools and districts that do not make adequate yearly progress.

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

Year 1 School Improvement

School ACSIP Intervention and/or actions

1. Ten percent (10%) of the school building's allocation is indicated in the Title I budget and actions are written for the purpose of providing the school's teachers and principal high-quality professional development that –
 - Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
 - Meets the requirements for professional development activities to ensure teachers and paraprofessionals are highly qualified; and
 - Is provided in a manner that affords increased opportunity for participating in that professional development.
2. Actions are included describing the teacher mentoring program. The mentoring program for new Arkansas' teachers may not be used to satisfy this portion of the NCLB requirements. It must be a program designed specifically for the school in school improvement and the teachers in that school. Examples would be:
 - A teacher-mentoring program connected to the professional development plan for the purpose of improving the knowledge and skills of teachers that is directly tied to increasing student achievement.
 - A teacher mentoring program requiring a literacy and/or math coach directly responsible for providing assistance to the teachers in the school.
 - Assigning an exemplary educator to the school.
3. Actions are included describing how the school will provide parents written notices about the schools identification. Notice to parents must be in writing in an understandable and uniform format and, to the extent practical, in a language the parents can understand. The initial notification to parents must include the following:
 - a. An explanation of what the identification means and how the school compares in terms of academic achievement to other schools served by Title I in the district and in Arkansas;
 - b. The reason(s) for the school being identified for improvement;
 - c. An explanation of what the school is doing to address the problem of low achievement;
 - d. An explanation of what the district is doing to help the school address the achievement problem;

- e. An explanation of how the parents can become involved in addressing the academic issues that led to identification;
- f. An explanation of the parents' options to transfer their child to another public school including a public charter school in the district that is not identified for improvement; and
- g. For districts that do not have an in-district transfer option for students attending a School Improvement school the district is encouraged to provide the option to transfer outside the district or to provide supplemental services to eligible students.

District ACSIP Intervention and/or actions

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

The district must provide or pay for the transportation to the new school. Set aside cap is twenty (20) percent of the Title I district allocation and transfers. Choice Transportation is over and above what the district spends to transport the child to the school of origin. School personnel must document in the ACSIP action that the new routes were created for School Improvement purposes. In districts having no public or charter schools housing the appropriate grade(s) for students to transfer to, this requirement is waived.

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

Year 2 School Improvement –Year one requirements plus supplemental services.

District ACSIP Actions

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

To obtain a copy of the Supplemental Education Service Providers' Profiles, district personnel should access the following link: http://arkedu.state.ar.us/nochild/nochild_act.html
This link has been designed to provide each district serving schools, identified for improvement, with information concerning the profile of approved Supplemental Educational Service Providers. The Arkansas State Department of Education (ADE) has prepared a profile of providers that have met the criteria set forth in Section 1116(e)(5) of the No Child Left Behind Act of 2001.

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

School ACSIP

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

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

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

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

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

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

Arkansas requirement:

- Scholastic audits will be conducted under the direction of the Arkansas Department of Education for schools in Year 3, Year 4, or Year 5 of School Improvement.

Duration of Improvement Status

Districts can end school improvement, corrective action, or restructuring if the school involved makes AYP for two (2) consecutive years.

School Year	School makes AYP (Y/N)
By end of 2001-02	N
By end of 2002-03	N
Beginning of 2003-04	Year 1, School Improvement
By end of 2003-04	Y
By end of 2004-05	Y
Beginning of 2005-06	No longer identified for School Improvement

TITLE II, PART A

Teacher and Principal Training and Recruitment

Title II-A Program Application Requirements

1. The district shall conduct an assessment of professional development and hiring needs. The assessment shall be conducted with the involvement of teachers and shall take into account activities that are needed in order to give teachers subject matter knowledge and teaching skills and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards.

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

Purpose of the Title II-A Program

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

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

Funds can be used to support:

- Professional Development provided by contracted services budgeted under Object Code: Purchased services;
- Stipends for teachers to attend training outside the regular contracted time;
- Professional development, recruitment of teachers, bonuses, college tuition, personnel, teacher retention; and

Hiring of personnel for class size reduction after the district meets the State standard for teacher-pupil ratio.

Title II-A Authorized Activities

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

Title II-A Authorized Activities (continued)

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

Limitations:

- Function Codes 1110, 1120, 1130 and 1140 may be used for class size reduction, employee salary and benefits only.
- Title II-A funds should not be budgeted for class size reduction in private schools.
- Title II-A funds may be used to purchase professional development materials and supplies that are reasonable and necessary to conduct training activities. This does not include sets of materials for use with students in any individual teacher's classroom.

Title II-D Enhancing Education Through Technology

Title II-D Program Application Requirements

The Program Application shall include Technology Inclusion actions the district will implement to:

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

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

Twenty-five percent (25%) of the Title II-D allotment, plus the amount transferred into or less the amount transferred out, must be budgeted under 2213 Instructional Staff Training for technology-related Professional Development activities.

Purpose of the Title II-D Program

The primary goal of this program is to:

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

Authorized Activities (Title II-D)

1. Professional Development:

A recipient of funds made available under section 2412(a)(2) shall use not less than 25 percent of such funds to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology—

- To access data and resources to develop curricula and instructional materials;
- To enable teachers—
 - a. To use the Internet and other technology to communicate with parents, other teachers, principals, and administrators; and
 - b. To retrieve Internet-based learning resources; and
 - c. To lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards, including increasing student technology literacy, and student academic achievement standards.

2. Waivers- Paragraph (1) shall not apply to a recipient of funds made available under section 2412(a)(2) that demonstrates, to the satisfaction of the State educational agency involved, that the recipient already provides ongoing, sustained, and intensive, high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction.
3. Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.
4. Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy—
 - a. Through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging State academic content and student academic achievement standards; and
 - b. By the development and utilization of innovative distance learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula.
5. Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic content and student academic achievement standards.
6. Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school.
7. Preparing one or more teachers in elementary schools and secondary schools as technology leaders who are provided with the means to serve as experts and train other teachers in the effective use of technology, and providing bonus payments to the technology leaders.

Title II-D Authorized Activities (continued)

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

Title III Language Instruction for Limited English Proficient And Immigrant Students

Purpose of the Title III Program

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

Title III funds support the efforts of district to assist limited English proficient students to learn English and meet challenging State academic content and student academic achievement standards. Districts must use these funds to carry out activities that use approaches and methodologies that are based on scientifically based research on teaching limited English proficient children and immigrant children for the following purposes:

1. Developing and implementing new language instruction educational programs and academic content instructional programs for limited English proficient students in early childhood, elementary and secondary programs.
2. Expanding or enhancing existing language instruction educational programs and academic content instruction programs.
3. Implementing schoolwide programs within individual schools to restructure, reform, and upgrade all programs, activities and operations related to language instruction educational programs and academic content instruction for limited English proficient students.
4. Implementing programs designed to restructure, reform, and upgrade all programs, activities, and operations related to the education of limited English proficient students.

Title III Program Application Requirements

Interventions/Actions in ACSIP will describe programs:

The programs and activities that will be developed, implemented and administered are based on scientifically based research on teaching ELL children. The program should enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

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

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

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

ACSIP data statements for limited English proficient students must include an analysis of:

1. Mathematics
 - Iowa Test of Basic Skills
 - Benchmark and End-of-Course Exams
2. Literacy
 - MAC II Test of English Language Proficiency:
 - a. Speaking
 - b. Listening
 - c. Reading
 - d. Writing

Parental Involvement

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

1. How they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and student academic achievement standards as all other children are expected to meet;
2. How a child identified for participation in a language instruction educational program can be supported by Title III no later than 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the district must inform parents within two weeks of the child's placement in such a program;

Title III Authorized Activities (continued)

3. The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for ELL students;
4. The child level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
5. The method of instruction that will be used in the program, including a description of other alternative programs;
6. How the program will meet the educational strengths and needs of the child;
7. How the program will help the child learn English and meet academic achievement standards;
8. The program exit requirements, including the expected rate of transition, and the expected rate of graduation from secondary school;
9. How the program will meet the objectives of an individualized education program for a child with a disability;
10. Their rights, including written guidance that specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request describing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, and assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Purpose of the Title III Program

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

Title III Authorized Activities

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

Limitations

- Funds may be carried over but shall remain restricted to priority areas as defined in authorized activities.
- A district may use not more than 2% for the administrative costs of carrying out its responsibilities.

Title IV – 21st Century Schools Part A Safe and Drug-Free Schools and Communities

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

Title IV-A Program Application Requirements

The Program Application data analysis shall include:

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

The interventions and actions should describe how:

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

Purpose of the Title IV-A Program

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

Title IV-A Authorized Activities

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

1. Provide age appropriate and developmentally based activities that addresses consequences of violence and illegal drug use to promote a sense of responsibility and to teach students the skills to recognize social and peer pressure so that they may resist drug use. Provide developmentally based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.
2. Incorporate activities in elementary and secondary schools that teach the dangers of drugs while engaging students in the learning process that reinforces prevention activities including:
3. Develop and implement character education programs that consider the parents' view regarding illicit drugs and truancy.
4. Provide activities that involve families, community sectors, and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and the reduction of truancy.
5. Disseminate drug and violence prevention information to schools and the community.
6. Provide professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention that may include the following:
 - a. Community-wide planning and organizing activities to reduce violence and an illegal drug use, which may include gang activity prevention.
 - b. Acquire and install metal detectors, electronic locks, surveillance cameras or other related equipment and technologies.
7. Reporting criminal offenses committed on school property.
8. Develop and implement comprehensive school security plans.
9. Support safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs.
10. The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school.
11. Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers.

Title IV-A Authorized Activities (continued)

12. Provide conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
13. Provide alternative education programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting.
14. Counseling, mentoring, and referral services in the case of traumatic crisis event, such as a shooting, major accident, or a drug-related incident that has disrupted the learning environment.
15. Programs that respond to the needs of students who are faced with domestic violence or child abuse and establish or implement a system for transferring suspension and expulsion records.

Limitations

- No indirect costs should be budgeted under the Title IV-A program.
- A district shall not expend more than 40% of the Title IV-A allocation plus any funds transferred in or less funds transferred out to carry out activities such as: security equipment, reporting offences, school security plan, safe zones of passage, hiring security personnel, subject to cap. Not more than 20% of the allocation for the first four items listed. Any amount up to 40% may be used for security personnel. A local educational agency may use not more than 2% of the allocation and transfer for the administrative costs of carrying out its responsibilities. These activities should be budgeted under 2260 Security Services.
- A district may use not more than 2% of the allocation and transfer for the administrative costs of carrying out its responsibilities.
- A state educational agency or local educational agency shall use Federal funds received under Title IV-A only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant funds.
- The district must satisfy the participation of private schools providing service to students, staff, and parents as well as consultation with parents. Participation shall be on an equitable basis with public school children.
- Funds should not be expended to hire police officers for security during school sporting events and school dances, or pay the salary of drug treatment counselors and Alternative Learning Center Staff.
- Funds should not be expended to purchase school handbooks, stand alone banners that are not a part of a curriculum, door mats, signs around campus, to construct windows, door frames and build rooms.
- Funds must not be expended to contribute to non-profit organizations, foundations, purchase saving bonds and monetary certificates.

Title V, Part A Innovative Education Program Strategies

Title V Program Application Requirements

1. The interventions/actions should describe the innovative assistance programs that will be funded using Title V funds. These programs shall be:
 - Tied to promoting challenging academic achievement standards;
 - Used to improve student academic achievement; and
 - Part of an overall education reform strategy.
2. The action(s) should describe how the activity contributes to improving student academic achievement or the quality of education for students.
3. Interventions and/or actions should be evaluated annually. The evaluation will:
 - a. Be used to make decisions about appropriate changes in programs for the subsequent year;
 - b. Describe the program impact on student academic achievement, information on the use of funds, the types of services furnished and the number of students served.

Purpose of the Title V Program

The purposes of this program are the following:

1. To support local education reform efforts that are consistent with and support statewide education reform efforts.
2. To provide funding to enable State educational agencies and local educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research.
3. To provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials.
4. To meet the educational needs of all students, including at-risk youth.
5. To develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction programs.

Title V Authorized Activities

1. Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.
2. Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.

Title V Authorized Activities (continued)

3. Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program.
4. Promising education reform projects, including magnet schools.
5. Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.
6. Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.
7. Programs to provide for the educational needs of gifted and talented children.
8. The planning, design, and initial implementation of charter schools as described in part B.
9. School improvement programs or activities under Title I, Part A sections 1116 Academic Assessments and 1117 School Support and Recognition.
10. Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.
11. Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning, spending, saving, and investing).
12. Activities to promote, implement, or expand public school choice.
13. Programs to hire and support school nurses.
14. Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.
15. Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.
16. Programs to establish or enhance pre-kindergarten programs for children.
17. Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.
18. Programs for cardiopulmonary resuscitation (CPR) training in schools.
19. Programs to establish smaller learning communities.
20. Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.
21. Initiatives to generate, maintain, and strengthen parental and community involvement.
22. Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.

Title V Authorized Activities (continued)

23. Programs to provide same-gender schools and classrooms (consistent with applicable law).
24. Service learning activities.
25. School safety programs, including programs to implement the policy described in section 9507 and which may include payment of reasonable transportation costs and tuition costs for such students.
26. Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.
27. Supplemental educational services, as defined in section 1116(e) School Improvement.

Limitations

Title V action descriptions should not include the words materials and supplies. This program will not fund consumables. Materials and Supplies may be used as an Object Code/Source of Funds.

Transferability of Funds State and Local Transferability Act

Purpose of the Title VI Program

No Child Left Behind allows school districts to transfer funds among several specific. These programs include: Title I-A, Title II-A, Title II-D, Title IV-A, and Title V-A. Funds may be transferred both to and from these programs with the exception of Title I. A district may transfer fund to Title I, however, funds may not be transferred from Title I.

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

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

The last date on which a district may submit a Notice of Funds Transfer is March 31 of the fiscal year.

Districts may transfer:

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

A district that has been identified for improvement may transfer up to 30 percent of funds from other Federal programs into Title I, Part A. When a district is identified for improvement, all transferred funds must be used for district improvement activities. The total of the Title I allocation + (plus) the amount transferred from other Title programs must be used:

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

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

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

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

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

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

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

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

1. Title I-A Improving Academic Achievement of Disadvantaged Children
2. Title II-A Teacher and Principal Training and Recruitment
3. Title II-D Enhancing Education Through Technology
4. Title III Language Instruction for Limited English Proficient and Immigrant Students
5. Title IV-A Safe and Drug-Free Schools and Communities
6. Title V-A Innovative Programs

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

One hundred percent (100%) of the funds generated by the programs listed above may be used for any of the purposes covered by these programs. The Arkansas Department of Education must be notified of how the district intends to use these funds and the specific activities must be described in the ACSIP plan. The Notice of Funds Transfer form is used for this purpose.

Title VI, Part B, Subpart 2

Rural and Low-income School Program Title VI State

To be eligible for Title VI State funds a district must:

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

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

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

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

The Arkansas Department of Education must be notified of how the district intends to use these funds and the specific activities must be described in the school improvement plan (ACSIP).

Budgeting Federal Programs in ACSIP

1. Supplement versus Supplant - A district shall use federal funds to supplement the funds that would, in absence of such federal funds, be made available from non-federal sources for the education of pupils participating in programs assisted under this part, and not to supplant funds. Federal funds from one program may not be used to meet other federal, state or local district requirements. (Example: Federal funds may not be used to meet State standards.)
2. The allocations, cash on hand, and the allotment balance will appear automatically in the new budget pages.
3. Budget in even dollar amounts. Carryover cents must be included once in the budgets.
4. District set aside funds are calculated on district allocation plus funds transferred in to the entitlement program. Set aside amounts should be calculated first.
5. Place indirect costs funds on the appropriate line on the budget page only. This amount will not be placed in the ACSIP plans. This percent is calculated by using the restricted rate from the previous year. The indirect costs are then taken using the current rate that is provided by the Arkansas Department of Education in late May or early June of the current school year. No indirect costs should be budgeted in Title IV-A.
6. No Child Left Behind Notice of Funds Transfer will be generated in the ACSIP software. A printed copy should be signed by the superintendent and submitted to the ADE federal program analyst.
7. The Assurance and Certifications will be generated in the ACSIP software. A printed copy should be signed by the superintendent and submitted to the ADE.
8. The Financial Reports will be generated from APSCN. Expenditures for each federal program should match the approved budgets in ACSIP.
9. If a district elects not to utilize funds from a federal program, ADE must be notified. The Declaration of Non-Participation form should be printed, signed by the superintendent, and submitted to the ADE assistant director of internal administration. as directed in the Director's Communication.
10. To website for the current Handbook IIR2 Accounting Manual is:
<http://www.k12.ar.us/apscndocs/finacct.pdf>
 - Under the heading "other APSCN related" you will see Handbook IIR2
 - Click on the heading and the handbook will open
 - Budget Function codes with definitions on page 60
 - Budget Object codes definitions start on page 86
11. Time and effort sheets are required for staff paid by more than one federal program or from state/local funds and a federal program(s). Time certification is required semi-annually for staff paid by only one federal program.
12. If salaries are budgeted, employee benefits must also be budgeted.
13. If a district is a Title VI – Federal eligible school, the district does not include the transferred amounts when computing set asides for any program.

Budgeting Federal Programs in ACSIP (continued)

14. Carryover amounts:

Title I	15%
Title II-A	No limit
Title II-D	No limit
Title III	No limit
Title IV-A	The carryover limit is 25 %.
Title V	Ten percent (10%) of the annual allotment or \$2,500, whichever is greater

To exceed the carryover limit in Title IV-A and Title V, a district should request a waiver from the ADE assistant director for internal administration.

Title I Budget

Title I Financial Page

Selection of School District Attendance Areas

1. For district having less than 1,000 students or one school per grade level the selection will be automatically selected.
2. A district that is not a one school per grade level or less than 1,000 students may select:
 - Grade Span Grouping (All schools at or above grade span average may be served or all schools at or above the district average may be served.)
 - District average of low-income (All schools at or above district average may be served.)
 - Thirty-five percent (35%) Rule
 - Schools under voluntary or court mandated desegregation may ask the U.S. Office of Education for a waiver.

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

Title I Page

1. Districts will have the ability to edit the school names, grade spans, total number of students, number of low-income students and budgeted amount cost per child.
2. All public and charter schools must be listed on the Title I Public Page.
3. All private schools to be served must be listed on the Title I Non-Public Page.
4. If a school's plan includes Title I budgeted activities, the total of these budgeted expenditures should equal the Title I Budget for that School on the Title I Public Page.
5. Total amount budgeted on the Title I Public Page plus Non-Public Page should equal the amount budgeted for School Level Activities on the Title I Budget Page.
6. The amount of Title I money a school (in all districts with more than one school per grade level or less than 1,000 students) is eligible to receive is shown on the Title I Public Page. This amount is calculated by taking the Budgeted Cost Per Child times the number of low-income children in that school.

Appropriate Function/Object Codes for Title I Actions		
Actions		Function Code
Parental Involvement activities		2170 Parent Involvement
Professional Development Activities		
Professional Development workshop fees	Purchased Services Object Code	2210 Professional Development Function Code
Any stipends paid for Professional Development	Employee Salaries and Employee Benefits Object Code	2210 Professional Development Function Code
Prepackaged food for Professional Development	Materials & Supplies. Object Code	2210 Professional Development Function Code
Catered food for Professional Development	Purchased Services Object Code	2210 Professional Development Function Code
Function Codes beginning with "1" are for direct instructional services to children.		
Schoolwide instructional costs		1590 Other Compensatory Education
Schoolwide and Targeted Assistance extended day and extended year programs		1590 Other Compensatory Education
Targeted Assistance program activities		1530 Language Arts 1560 Reading 1570 Mathematics
Targeted Assistance and Schoolwide preschool activities (PreK)		1550 Early Childhood Education
Transportation for extended day and extended year	63000-65000 Purchased Services Object Code	2700 Pupil Transportation
Transportation: The district will invoice the Title I program for the 2700 Pupil Transportation services provided and pay for the service under Purchased Services. The invoice should contain the following formula: Number of Days x Number of Miles Per Day x Dollar Amount Per Mile. The district transportation supervisor or bookkeeper can tell the Title I person the dollar amount per mile it costs to operate a school bus. The dollar amount includes the salary and benefits for the driver, gas, maintenance, insurance, etc.		
Food costs for extended day/year programs where prepackaged food is purchased	66000 Materials & Supplies Object Code	3100 Food Services
Food costs for extended day/year programs where the cafeteria staff prepares food for the students	63000-65000 Purchased Services Object Code	3100 Food Services
The district invoices the Title I program using the following formula: Number of Days x Number of Children x Dollar Amount Per Child. The dollar amount per child should include cost of staff, supplies, etc. This amount shall not be used in the 20% calculation for Supplemental Services.		

Title I Set Aside Requirements		
Actions	Object Code	Function Code
<p>Required Welfare District ACSIP Plan Action(s) describing how the district will allocate funds to meet the basic needs, such as clothing, supplies, and health care so that these homeless students may participate more fully in school.</p>	<p>66000 Materials & Supplies 63000-65000 Purchased Services</p>	<p>3351 Welfare</p>
<p>Required ACSIP Plan and Budget If the district allocation is \$500,000 or more 1% must be set-aside for Parental Involvement. Ninety-five percent (95%) of the district's 1% allocation must be distributed to schools being served by Title I.</p>	<p>Use the most appropriate Object Code</p>	<p>2170 Parent Involvement</p> <p>District level parental involvement activities should have the APSCN location code 699.</p>
<p>Required ACSIP District Plan and Budget 5% Set aside from Annual Allocation plus Funds Transferred into Title I for Professional Development for Highly Qualified Staff</p>	<p>61000 Employee Salaries 62000 Employee Benefits 63000-65000 Purchased Services 66000 Materials & Supplies 67000 Capital Outlay</p>	<p>2210 Improvement of Instruction</p>

Budgeting Private School Actions

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

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

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

Budgeting for Title I School Improvement Activities		
Actions	Object Code	Function Code
Required: 10% Professional Development of school allocation from Title I Public Page (School Budget/ACSIP)	61000 Employee Salaries 62000 Employee Benefits 63000-65000 Purchased Services 66000 Materials & Supplies 67000 Capital Outlay	2210 Improvement of Instruction
20% of the Title I Allocation plus Funds Transferred into Title I except for those eligible to receive Title VI-Federal funds. This set aside can come from other federal or state sources.		
Title I Choice Transportation		
Required: Choice Transportation (District Budget/ACSIP)	63000-65000 Purchased Services	2700 Pupil Transportation
Transportation: The district will invoice the Title I program for the 2700 Pupil Transportation services provided and pay for the service under Purchased Services. The invoice should contain the following formula: Number of Days x Number of Miles Per Day x Dollar Amount Per Mile. The district transportation supervisor or bookkeeper can tell the Title I person the dollar amount per mile it costs to operate a school bus. The dollar amount includes the salary and benefits for the driver, gas, maintenance, insurance, etc.		
Title I Supplemental Services		
Required: Supplemental Service Providers (District Budget/ACSIP)	63000-65000 Purchased Services	1590 Other Compensatory Education
The district's obligation for transfer-related transportation and supplemental educational services is equal to 20 percent of its district Title I, Part A allocation unless a lesser amount is needed. The funds may come from other sources. Within the 20%, a district must spend: <ul style="list-style-type: none"> • An amount equal to 5 percent for transfer-related transportation; • An amount equal to 5 percent for supplemental education services for low-income students only; and • An amount equal to 10 percent for transportation or supplemental education services, or both as the district determines. 		

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

Funds transferred to Title I increase the base for determining the 5% required for professional development and for the 15% carryover limit.

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

General Budgeting, Funding and Accounting Principles for Federal Funds Accounting

Under Section 9306 (20 USC 7846) of No Child Left Behind, Public Law 107-110, applicants will give an assurance to keep such records and provide such information to the Arkansas Department of Education (ADE) as may be required for fiscal audit and program evaluation. The general budgeting, accounting and reporting procedures described below are intended to guide and assist school districts, applicable state agencies and the ADE to establish and maintain records to fulfill the assurance provisions. The procedures contained herein are not intended to alter the regular accounting system (APSCN).

General Principles For Federal Accounting

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

- A. The notice of an allocation of funds carries no authority to spend.
- B. No funds from a cash balance, funds in reserve or uncommitted funds can be obligated or expended until included in a program or project budget and approved by means of a formal application (ACSIP) to the ADE.
- C. Total expenditures cannot exceed the approved budget even though funds are held in reserve or are otherwise available from the allotment.
- D. No federal account can end the year with a deficit balance.
- E. Unpaid obligations of a federal program in one fiscal year cannot be paid from funds approved for use in a program of a later fiscal year nor from reserve funds left unbudgeted.
- F. Refunds always reduce expenditures and do not increase receipts.
- G. Once a cash balance for a fiscal year has been established via an annual financial report (AFR), all future adjustments must be made against current year's expenditures.

Section 76.707 of the Education Department General Administrative Regulations (EDGAR) provides that an obligation for personal services by an employee is made when the services are performed. If LEA funds remain available for the LEA under the Tydings Amendment, the SEA may make appropriate accounting adjustments to cover allowable obligations made during the approved project period. For example, it is allowable to charge the negotiated salary adjustments to either FY 2003 or 2004 Title I funds if the funds are available to the LEA under the Tydings Amendment. It is not allowable to use FY 2005 funds to pay the retroactive pay and benefits for services provided in school year 2003-2004.

Budgeting and Accounting

Federal funds from No Child Left Behind (Titles I, II-A, II-D, III, IV-A, V, and VI) allocated for any fiscal year remain available for an approved program through the next fiscal year unless reallocated as provided by law. Funds received under any part of No Child Left Behind are accounted for separately by Fund and Source Codes.

A. Budgeting Guides

1. Budget line item entries must be identified according to the function and code number described in the Arkansas School and Educational Service Cooperative Financial Accounting Manual.
2. Expenditures for direct instructional services to students are to be budgeted in the 1000 series of budget function codes. Indirect support services such as professional development for teachers should be budgeted under 2210 Improvement of Instruction at the building level if appropriate.
3. The expenditures for each function (line item) must be columnized into these six (6) object categories: 61000 Employee Salaries; 62000 Employee Benefits; 63000-65000 Purchased Services; 66000 Materials and Supplies; 67000 Capital Outlay; and 68000 Other Objects.
4. Summarize the budget outlays by total expenditures, indirect costs and uncommitted funds. Total outlays must equal total funds available.
5. The ADE may grant approval for any budgeting procedure not inconsistent with law to avoid the loss or unwise use of available funds.
6. Indirect costs such as accounting, personnel, payroll, purchasing and financial reports may be budgeted for costs not directly attributable to the specific program, but may be recovered only at the close of the fiscal year using the restricted rate determined by the ADE for that year. Indirect cost is calculated by taking "Total Direct Cost Expenditures" for a program, subtracting "Capital Outlay" expenditures and multiplying by the restricted indirect cost rate. Indirect Cost cannot exceed the maximum amount produced by the formula in the previous sentence. A district may choose to take less than the maximum Indirect Cost. There must be funds remaining in a program after total direct costs are paid for a district to take Indirect Costs. The budget for the program must have Indirect Cost included before a district can take Indirect Costs.

B. Accounting Guides

The funds paid to school districts shall be controlled by the approved grant award. Funds should be requested in accordance with program approval and needs. The ADE may alter the request for funds to ensure that the accumulated balance does not become excessive.

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

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

C. Posting Information

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

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

Paybacks to the ADE. Should an audit determine a shortage in a federal fund appropriated for a fiscal year earlier than the current fiscal year, the school district may be required to pay the adjustment from non-federal funds to the ADE. Before any repayment is made on any such transaction, contact either Dr. Bobbie Davis or Ms. Patsy Hammond.

Deviations from an Approved Program Budget

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

A. Minor Deviations

Minor deviations from the amounts of funds budgeted and approved for a program are allowed with in the following limitations:

- Expenditures may not exceed the total amount of any line item or function in the approved program budget by more than 10% of such total amount (EDGAR, Section 80.30).
- Expenditures may not exceed the grand total amount for any column or object classification of an approved program by more than 10% of such total amount (EDGAR, Section 80.30).
- The allowable 10% deviation notwithstanding, expenditures limited to a maximum amount such as indirect costs may exceed the maximum under two conditions:
 - a. If rounding to the nearest dollar has been made, such overage may not be requested to be refunded.
 - b. If adjustments in the AFR causes indirect cost to be in excess and that excess if less than one dollar (\$1), no refund will be requested.
- Expenditures may not exceed the grand total amount approved for any federal program.

B. Major Deviation from Approved Budget

Any major deviation (excess of allowable 10% from the approved program) requires prior ADE approval through a program amendment which must be submitted by the school district within prescribed time limits.

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

Interim Funding Of Federal Programs

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

Short Term Borrowing

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

- An amount of money necessary to meet current federal program obligations may be transferred from the general operating account of the school district by the treasurer based on a transfer order. When the federal funds become available, a reverse transfer of the same amount is made from the federal account to restore the funds. The following precautions should always be observed:
 - a. The transfer to restore funds to the general operating account should be the exact amount of the total transfers into the federal account and
 - b. The transfers must be “washed out”, i.e. not counted as receipts when transferred into and not counted as expenditures when transferred out of either the federal account or the lending account.
- Use of warrants between accounts is preferred by many treasurers. A warrant is drawn on the general operating account of the school district and made payable to the federal program borrowing the funds in an amount sufficient to meet current obligations. When funds are again available, a warrant from the federal fund account is drawn payable to the general operating account. It is important that the following rules be observed to avoid accounting errors:
 - a. The warrant to restore funds to the general operating account must be the exact amount of the warrant to bring funds into the federal account.
 - b. A warrant written to transfer funds into or out of the federal account must not be treated as a receipt when written to, nor an expenditure when written from, either of the accounts involved. Such warrants should be entered as “Transfers”.
- Borrowing from a bank is not often used because interest is involved. When this procedure is used, the rules hold as for other borrowing.
- The loan must not be treated as revenue to the federal account and the repayment is not included in the federal expenditures.
- The amounts of principal borrowed and returned must be exactly the same amounts.

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

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

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

Retention of Records

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

The federal program records that are required to be kept by law include the approved application, all fiscal and related records, equipment inventories and documentation on program area selection for Title I, Title I comparability data, needs assessment, parental involvement, participation of private school children, evaluation and other related books, documents, papers, or records. Districts must maintain documentation that all set aside requirements have been met as well as documentation that professional development expenditures from federal funds were in excess of the state mandated 30 hours.

Time Limits

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

Fair Competition

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

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

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

Paraprofessionals

Qualifications

Paraprofessionals must meet one of the following three requirements:

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

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

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

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

1. Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher,
2. Assist with classroom management, such as by organizing instructional materials,
3. Provide instructional assistance in a computer laboratory,
4. Conduct parental involvement activities,
5. Provide instructional support in a library or media center,
6. Act as a translator, or
7. Provide instructional support services under the direct supervision of a highly qualified teacher, or
8. Paraprofessionals may provide service to private schools.

Paraprofessionals should not be used:

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

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

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

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

Highly Qualified Teachers (HQT)

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

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

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

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

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

NCLB stipulates that all teachers (including special education teachers) who teach core academic subjects are highly qualified by the end of the 2005-06 school year. The requirement applies to all teachers in all elementary and secondary schools, regardless of funding. Core academic subjects are:

- Elementary: General Curriculum
- Middle School: General Curriculum
- Middle School-Secondary:
 - English (reading or language arts)
 - Science
 - Art
 - Music
 - Mathematics
 - Foreign Language
 - Social Studies

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

Appendix A: Highly Qualified Teacher Checklist

Appendix B: ARHOUSSE Survey

Teacher Cohorts:

New Teacher: Those employed after the beginning of the 2002-2003 school year. All new teachers must be designated Highly Qualified in the area they will teach in advance to being hired to teach in an Arkansas public school.

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

Veteran Teacher:

Those employed in any public or private school before the beginning of the 2002-2003 school year.

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

Arkansas HOUSSE definition:

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

No Child Left Behind requires districts to report on the number and percentage of classes in the core academic areas being taught by Highly Qualified Teachers and to give notice to parents regarding teacher quality and Highly Qualified Teachers as required by law. Schools are also required to give notice to parents regarding teacher quality and Highly Qualified Teachers as required by law.

Documentation is maintained locally and must be available on demand.

Highly Qualified Teacher Notification to Parents NCLB Title I-A, Sections 1111 and 1119

At the beginning of each school year, districts should notify parents in Title I schools of their right-to-request information regarding the professional qualifications of their child's teacher(s). Also at the beginning of each school year, Title I schools should monitoring the time in which students are taught by a teacher of a core academic subject who is not "highly qualified." After four consecutive weeks, the school should notify parents. The notice applies for four consecutive weeks at any time during the school year. Each year the principals of Title I schools must certify the school is complying with NCLB's mandate for highly qualified teachers. Documentation is to be maintained locally and must be available on demand.

Appendix C: Highly Qualified Teacher Status Form

District Requirement for Notification to Parents

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

1. Whether the teacher has met the state requirements for licensure and certification for the grade levels and subject matters in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. The college major and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
4. Whether your child is provided services by paraprofessional, and if so, their qualifications.

The district is only required to notify parents in Title I schools. The district should personalize the notification as much as possible. The district may also include other information such as the number of years of teaching experience. The notification should contain the district contact name, phone number and the procedure to receive information about their child's teachers. The notification to parents may come in the form of the following:

1. Letter to all parents (on district letterhead from the superintendent or designee);
2. Notification in student handbook that is given to all parents;
3. Prominent article in newsletter that is sent to all parents;
4. Information on district/school web site. (This should be coupled with another method of notification since not all parents have access to computers.)

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

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

School Requirement for Notice to Parents

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

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

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

1. Clarify for parents that while the teacher does not meet the NCLB requirements, the teacher does have the skills and experience needed to teach the child.
2. Note that teachers hired before the school year 2002-03 have until the end of school year 2005-06 to meet the requirements.
3. Assure parents that the teacher is involved in training and coursework in order to meet the requirements.
4. Include the school and district name and phone number that a parent may contact to request the qualifications of the teacher.

Professional Development

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

Highly Qualified Staff – The district must use Title I, Part A funds for professional development activities to ensure that teachers and paraprofessionals in programs supported with Title I funds meet the requirement of becoming "highly qualified." Not less than 5% of the district's Title I, Part A allocation plus funds transferred in must be spent for professional development activities.

If a district does not make adequate yearly progress (AYP) the district must set aside 10% of the district's allocation for professional development for staff in Title I schools.

Professional Development requirements for Schools in School Improvement

A Title I school identified for School Improvement must revise its school improvement Plan. As a part of revising its school improvement plan, the identified school must spend at least 10% of its Title I-A school allocation for each fiscal year that the school is in school improvement status for professional development. The funds must be used to provide the teachers, paraprofessionals and principals high-quality professional development that:

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

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

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

Professional Development Requirements in ACSIP

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

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

The following applies to Professional Development in Arkansas:

1. All certified employees of public schools must complete sixty (60) required, approved hours of professional development each year. The hours may be earned between July 1 and June 30 or June 1 and May 31, as approved by the local school district. Local school districts shall document the district's option.
2. Approved professional development activities that occur during the instructional day or outside the employee's annual contract days may apply toward the 60-hour minimum professional development requirement.
3. A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as 15 hours of professional development, if the college credit is related to and enhances the teacher's knowledge of the subject area in which the teacher is currently teaching or is part of the requirements for the teacher to obtain additional certification in a subject matter that has been designated by the Department of Education as having critical shortage of teachers. No more than half of the required 60-hours of professional development time may be met through college credit hours.
4. Beginning in 2005-2006, sixty (60) approved professional development hours annually over a five (5) year period will be required to renew a teacher or administrator license.
5. Approval of professional development hours shall be based on the requirements within these Rules, Board priorities, student achievement data, and the ACSIP plan. Improvement of student achievement shall be the prerequisite goal of all professional development.
6. Required professional development hours include for:
 - Teachers, six (6) hours of educational technology and two (2) hours of parent involvement strategies, and for
 - Administrators, six (6) hours of educational technology and three (3) hours of parent involvement strategies, and the improvement of a climate conducive to parent participation.
7. For each administrator, the 60-hour professional development requirement shall include training in data disaggregation, instructional leadership and fiscal management.

Approved Professional Development Activities:

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

Focus Areas for the District Professional Development Plan:

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

Examples of quality professional development activities to meet the professional development hours include such things as:

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

Evaluating the District Professional Development Plan:

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

Funding the District Professional Development Plan:

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

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

Monitoring and Evaluation of the District Professional Development Plan:

Regular monitoring activities of the professional development requirements shall occur annually when the Standards Assurance Unit directly monitors schools and when the School Improvement Planning Unit directly assists schools in ACSIP. A representative sample of professional development records of certified staff shall be checked against the school professional development plan within ACSIP. Any discrepancy may result in a comprehensive verification of professional development activities required for certified staff.

Compliance:

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

Homeless Children and Youth

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

The purpose of Title I, Part A, as amended by the No Child Left Behind Act, is designed to help disadvantaged children reach high academic standards. Homeless children are individuals who lack a fixed, regular and adequate nighttime residence. It also includes children who are sharing the housing of other persons due to loss of housing, economic hardship, living in motels, mobile home parks, camping grounds, emergency shelters, or foster care due to the lack of adequate accommodations.

1. A district must set aside funds from Title I for any children within their system who is homeless. This use of Title I funds must be allocated to meet the basic needs, such as clothing, supplies, and health care so that these students may participate more fully in school. All fees for any extra-curricular activities must be waived.
2. A district must provide special transportation to assist parents who cannot get their children to bus routes and provide transportation to special school programs.
3. Title I requires that all districts should designate a local liaison for homeless children within their district.
4. Any student designated as a homeless student will automatically receive free/reduced lunch.
5. An action should be included in the district ACSIP plan stating that your district will set aside funds as required by the McKinney-Vento Act. List the school liaison as the person responsible, then complete with timeline, resources, and source of funds.
6. Each year there is a Director's Memo entitled the Education for Homeless Children and Youth asking each district to submit a program data collection form, stating the number of students homeless in the district.

Neglected Institutions

NCLB Title I, Part A, Section 1113

Title I Services to Children in Local Institutions for Neglected Children

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

A district must set aside funds for the special educational needs of children in local institutions for neglected children. Funds for service to the institution should be put in the district set aside before funds are allocated to schools.

1. Requirement – A district must provide for the educational needs of children in identified local institutions for neglected children. See attached list to determine the locations of the institutions for neglected children.
2. Definition – Children who reside in a local residential institution for neglected children are counted as eligible formula children in the Title I, Part A allocation. The Department of Human Services identifies the institutions and their numbers of formula children, based on a child count taken in October. The children in these institutions must receive some type of Title I educational service. Any local institution for neglected children not included in the count may also be served at the discretion of the district. A local institution for neglected children is not considered a private school or foster home.
3. Funds – The amount of funds generated by children in local institutions for neglected children is a part of the Title I, Part A allocation. Before allocating funds to public schools, a district should consult with officials from the identified institutions and then reserve funds that are reasonable and necessary to serve children in local institutions for neglected children and those neglected children who are in community day school programs. Services should be comparable to those provided to children in participating Title I schools. If there is more than one institution in the district, the needs of each institution's educational program should be considered in determining the amount of funds for services to each institution. Arkansas Department of Education conducts a survey based on a child count taken in October. The Director's Communication for Title I allotments each year identifies the dollar amount generated for a district by the local institution for neglected children.
4. Consultation – The district must consult with officials from the institution(s) to determine the type of services, including conducting a needs assessment. Documentation must be on file in the district Title I office that demonstrates institution officials are being consulted in a timely manner.

Title I Services to Children in Local Institutions for Neglected Children (continued)

5. Services – Services are provided to any children residing in a local institution for neglected children. Particular children are not identified for services since these children are very mobile. The chart in the Title I Ranking Report showing the districts set-asides must contain a brief description of Title I educational services for children in local institutions for neglected children and neglected children in community day school programs. A needs assessment must be conducted to determine Title I services. Many students in the institution are served by Title I in the public schools they attend. The following are examples of Title I services that may be provided to children in the institution.
6. Tutors work with students in addition to the assistance being provided to children who are attending public schools and receiving Title I services.
 - Counseling/peer mediation services help children in the transition from the institution to school.
 - Computers and software assist children with homework, reinforce concepts, etc.
 - Books and materials such as encyclopedias, dictionaries, high interest/low vocabulary books, etc. provide students with additional assistance. The books and materials cannot be religiously affiliated.
7. Religiously Affiliated Institutions – It is allowable for Title I personnel to go on the property to provide Title I educational services.
8. Evaluation – There is no separate evaluation for children in local institutions for neglected children for Title I accountability purposes.
9. Other – If a district is unable or unwilling to provide services to children in local institutions for neglected children, the state must reduce the district's allocation by the amount generated by the neglected children. The Arkansas Department of Education may transfer the funds to another district that agrees to assume educational responsibility for the neglected children. The ADE may retain the funds if the ADE assumes educational responsibility for the neglected children. If the institution closes and the children are transferred to an institution in another district, the ADE must adjust the allocations of the two districts to reflect the transfer.

Parent Involvement

NCLB, Title I, Part A, Section 1118

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

Funding Title I Parent Involvement Activities:

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

Districts providing Title I services to private schools must reserve funds for parent involvement activities. The district must reserve parent involvement funds before allocating funds to Title I public schools. The funds must be proportionate to the number of eligible private school children. For example, if the percent of eligible private school children is 5% of the total low-income students in the district, the percent of parent involvement funds to be reserved from the districts parent involvement funds for the private school is 5%.

District Wide Parental Involvement Policy

Districts are required to jointly develop with, agree on, and distribute to parents of participating children a written parental policy saying how it will support the involvement of parents.

Parental Involvement – assists states, districts and schools in administering the parental involvement provisions of Title I, Part A of the ESEA. This guidance document includes:

Appendix D: District Wide Parental Involvement Policy (Sample Template)

School-Parent Compact

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

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

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

Parental Involvement – assists states, districts and schools in administering the parental involvement provisions of Title I, Part A of the ESEA. This guidance document includes:

Appendix E: School-Parent Compact (Sample Template)

ACSIP REQUIREMENTS

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

Parental Involvement Requirements for K-12 Arkansas Schools (Arkansas Act 603 of 2003)

Each school is required to develop a parent engagement plan that includes a separate action addressing each component for parental involvement required by Arkansas ACT 603. The following components may be captured in the district ACSIP document and in each separate ACSIP building level plan:

1. Family kits;
2. No less than two parent/teacher conferences;
3. Parenting books, magazines and other materials regarding responsible parenting through the library, advertise the current selection, and give parents an opportunity to borrow these materials;

4. Publish notice in the newspaper at the end of the school year honoring parents who attend all parent-teacher conferences scheduled by the school;
5. Parent center;
6. Engage parents in other activities that promote responsible parenting;
7. Parents Make a Difference evenings --a report is given on the state of the school and an overview of what students will be learning; how students will be assessed; what parents should expect for their child's education; and how parents can assist and make a difference;
8. Volunteer resource book-- listing the interests and availability of volunteers for school staff members' use including parent survey;
9. Statements attesting to the school district's commitment to parental involvement and distribute the statements to parents of students;
10. School's process for resolving parental concerns;
11. Seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities;
12. Alumni advisory committee;
13. Tips for how parents can foster their child's success and contact employers about including these with payroll checks; and
14. Parent facilitator.

This does not reduce or eliminate the need to include other parental engagement activities through out each intervention.

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

District Level Requirements

Annual Evaluation

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

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

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

School Level Requirements

Annual Evaluation

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

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

The evaluation should indicate whether the school is a targeted assistance school or a schoolwide program. The evaluation may be conducted through a written survey, a telephone survey or in person. Districts must document and summarize the evaluation findings and how the information will be used to improve the parent involvement program.

Private Schools

NCLB Sections 5142 and 9501

All private schools receiving federal funds must submit an individual school improvement plan (ACSIP) to the Arkansas Department of Education administratively through its consultative public school district by September 15.

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

The public school district must:

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

Appendix F: Affirmation of Consultation

Services, materials, and equipment provided to a private school must be supplementary to the regular program of the school and used for secular, neutral and non-ideological instruction. Public school employees or contractors independent of the private school should deliver instruction. Direct instruction, computer-assisted instruction, extended-day services, educational radio and television, or other types of instruction can be provided in various setting including the private school attended by the students, the local public school, or some other site. If the services are provided on the site of the public school measures must be taken to ensure that the services are distinct from the regular program of the private school.

Program Application Requirements for Districts with a participating Private School(s)

Private School ACSIP

ACSIP interventions/actions should describe:

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

District ACSIP

- Annual meaningful consultation with private school officials prior to making decisions that affect participation in Title I programs;
- The allocation of funds to ensure equitable services for private school students;
- How private school teachers will be provided professional development opportunities.

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

Schoolwide Programs

NCLB, Title I, Part A, Section 1114

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

1. Needs assessment
Analyzed data for the following should be indicated: combined population of the school; all subgroup data from state required achievement exams; local achievement assessments; attendance or graduation rates; relevant sources to determine student learning needs. Specific grade levels and/or content area information should be recognized as main concerns. Achievement gaps between subpopulations should be identified.
2. Schoolwide reform strategies
 - Scientifically-based strategies should be used by all teachers and paraprofessionals;
 - Local curriculum and instruction should be aligned with the Arkansas Frameworks;
 - Provisions for increases the amount and quality of learning time should be evident; and
 - Strategies should be designed to eliminate the achievement gap between various groups of students.
3. Instruction by highly qualified teachers
All teachers should be certified in the fields in which they are teaching. If not, steps should be evident to ensure that all teachers will be highly qualified by the end of the 2005-06 school year. If needed, steps should be taken to ensure that all paraprofessionals would meet the educational requirements by January of 2006.
4. Professional development
Professional development should be based on the needs assessment and tied to the school improvement plan. The professional development offerings should be of high quality and directed toward improving instruction. Principals, teachers, paraprofessionals and other appropriate personnel should be included in the planning and implementation of professional development. Follow up activities and monitoring for implementation of the professional development must be included in the school improvement plan.
5. Strategies to attract highly qualified teachers should be included
Strategies are used to recruit and retain highly qualified teachers to high-need schools should be indicated.
6. Parent involvement
Activities should be included in the school improvement plan to increase parental participation in educational programs and their child's education. Parents are involved in the development of the school's parent involvement policy, evaluation of the parent involvement program and the learning compacts.
7. Transition
The school provide for activities to ease the student's emotional and academic transition from early childhood programs to elementary school programs.

Schoolwide Program ACSIP Requirements (continued)

8. Measures to include teachers in decisions
Teachers should be included in the selection of academic assessments, the analysis of data, and the development of the overall instructional program in order to improve student achievement.
9. Point-in-time remediation
Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by the state shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of programs
Federal, state, and local funds should be used to coordinate and integrate services to improve instruction and increase student achievement.

Targeted Assistance

NCLB, Title I, Section 1115

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

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

1. Title I resources should be used to help participating children meet the State's challenging student academic achievement standards expected for all children.
2. Planning for students served should be incorporated into the plan.
3. Methods and instructional strategies should be used by school personnel based on scientifically based research that strengthens the core academic program of the school and gives primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities; the school provides an accelerated, high-quality curriculum, including applied learning, to minimize removing children from the regular classroom during regular school hours for instruction provided under Title I.
4. Title I resources should coordinate with and support the regular education program. This may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool (ABC) programs to elementary school programs.
5. Instruction should be provided by highly qualified teachers.
6. Opportunities for professional development should be provided with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under Title I or in the regular education program.
7. Strategies should be included to increase parental involvement, such as family literacy services.
8. Provisions should be evident to coordinate and integrate federal, state, and local services and programs, including programs supported under the No Child Left Behind Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Targeted Assistance Program (continued)

Identification and Selection of Students (Targeted Assistance program):

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

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

Targeted Assistance Program (continued)

- The children who are in greatest academic need of assistance are provided Title I services.
- Each school should keep this data on file. The district Title I coordinator should keep a copy of the school's student ranking data.

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

Effective Approaches:

In-class model: The Title I, Part A funded personnel collaboratively teaches with the regular classroom teacher in order to directly benefit children identified for Title I, Part A services. The focus of collaboration is continuous interaction between classroom and Title I, Part A funded staff to provide appropriate instructional opportunities for all students.

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

Suggestions for effective collaboration include:

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

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

Limited Pull-out Programs:

The *No Child Left Behind Act* requires instructional services to be provided by minimizing the removal of Title I, Part A participants from the regular classroom during the regular instructional day.

Targeted Assistance Program (continued)

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

1. The project is particularly designed to meet participants' special educational needs;
2. The classroom teacher, who would be responsible for the provision of instructional services to participating children in the absence of Title I, Part A, remains responsible for, and continues to perform, those duties the teacher would be required to perform in the absence of Title I, Part A, including planning the instructional program of the participating children, providing them with instructional services, and evaluating their progress;
3. Paraprofessionals are paid with Title I, Part A funds working closely with the regular classroom teacher, who is ultimately responsible for the provision of instructional services to participating children in the absence of Title I, Part A, so as to provide services that are particularly designed to meet participants' special educational needs.

Supplanting Example:

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

Appendix G: Targeted Assistance Student Eligibility List

Preschool Children

NLB, Title 1, Part A, Sections 1112 and 1115

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

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

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

Standards for Preschool Programs

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

A Title I preschool program using an Even Start model must integrate early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Also, the Title I preschool programs using an Even Start model must include program elements (1) through (15) in section 1235 of Title I, Part B. The legislation for the Even Start Family Literacy Program is at: <http://www.ed.gov/programs/evenstartformula/index.html>.

Eligible Students

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

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

Paraprofessionals Qualifications

All paraprofessionals paid with Title I funds and hired by a district must meet the following requirements by January 8, 2006:

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

In Title I preschool programs in school wide program schools, all paraprofessionals must meet the above requirements, regardless of how their salary is funded.

Paraprofessionals who only serve as translators or who conduct parental involvement activities must have a secondary school diploma or its equivalent, but are not required to meet the HQT standard.

Parental Involvement

Parent involvement in the education of children should begin as soon as they start school. Early childhood, preschool, and kindergarten programs that train parents to work with their children at home tend to have significant, positive effects. All provisions of parent involvement that are required for schoolwide and targeted assistance programs are also requirements of a Title I funded preschool except the discussion of school-parent compacts at parent-teacher conferences in elementary schools.

Student Special Needs Funding and ACSIP

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

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

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

Priority:

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

Data Statements:

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

Goal:

To improve academic achievement and school environment.

Benchmark:

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

Interventions:

Research must contain the four components source, author, title, and date.

Plan Evaluation:

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

Budgeting Actions:

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

Reserve Funds:

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

Alternative Learning Environment Funding (ALE)

Purpose:

Provide each alternative learning student with access to the services of a school counselor or a mental health professional, a nurse, and support services provided to other students. Coordinate the ALE with state and federal student assistance programs.

Requirements:

1. Submit a description of the ALE on a form developed by the Department. This description shall be included in the districts' Arkansas Consolidated School Improvement Plan (ASCIP).
2. Have an Alternative Education Placement Team determine student placement in the ALE. This team should include the school counselor, the ALE director or principal, a parent or legal guardian and a regular classroom teacher.
3. Have qualifying students exhibit two (2) or more of the characteristics:
 - Students will not be placed in the ALE based on academic problems alone.
 - Students placed at risk, though intelligent and capable, typically manifest one or more of the following characteristics: disruptive behavior, drop out from school, personal or family problems or situations, recurring absenteeism, transition to or from residential programs, personal and family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to: abuse: physical, mental, sexual; frequent relocation of residency; homelessness; inadequate emotional support; mental/physical health problems; pregnancy; single parenting.
4. Maintain documentation of the presence of these characteristics as listed above.
5. Provide that the ALE shall not be punitive but should provide the guidance, counseling, and academic support to enable students who are experiencing emotional, social or academic problems to continue to make progress toward educational goals either in the traditional educational system or the GED Program.
6. Provide that computer programs when used in the ALE setting will supplement teacher instruction.
7. Develop an agreement with the parent or guardian teacher or ALE Director, and student outlining the responsibilities of the school, parent, and the student to provide assurance that the plan for each student is successful.
8. Provide a curriculum including mathematics, science, social studies, and language arts aligned with the regular classroom instruction or with the standards for the tests of the GED.
9. Develop exit criteria on which to base a student's return to the regular program.
10. Require ALE staff to meet the same professional development requirements as other certified staff.

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

English Language Learners Funding (ELL)

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

- LAS (Language Assessment Scales);
- IDEA (IPT-Idea Proficiency Test);
- Woodcock-Munoz;
- Maculaitis Assessment of Competencies; and
- Language Assessment Battery.

ELL funding shall be expended for the following eligible activities:

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

National School Lunch Act Funding (NSLA)

For the 2004-2005 school year, the NSLA funding amount shall be determined by the district's total students identified as eligible to participate in the NSLA Program divided by the district's total enrolled students. Districts with:

- Ninety percent (90%) or greater of the enrolled students eligible for the NSLA Program shall receive one thousand four hundred forty dollars (\$1,440) for each student eligible for the NSLA Program.
- Less than ninety percent (90%) and at least seventy percent (70%) of the enrolled students eligible for the NSLA Program shall receive nine hundred sixty dollars (\$960) for each student eligible for the NSLA Program.
- Less than seventy percent (70%) of the enrolled students eligible for the NSLA Program shall receive four hundred eighty dollars (\$480) for each student eligible for the NSLA Program.

The district percentage of NSLA eligible students shall be determined from the Arkansas Public School Computer Network's Cycle 2 report for the current school year. The Child Nutrition Unit of the Department shall verify the Cycle 2 report for accuracy. Adjustments to the Cycle 2 report shall be made by the Department based on documentation provided by the school district.

Each school district with NSLA students shall provide a research based program(s) or purpose(s) for students eligible for NSLA funding for improving instruction and increasing academic achievement of those students.

NSLA funding shall not be used to meet or satisfy the Arkansas Standards for Accreditation required by Ark Code Ann. § 6-15-201 et. seq. and the Arkansas Minimum Teacher Salaries required by Ark. Code Ann. § 6-17-2403.

NSLA Funding may be used to augment or supplement the requirements of the Arkansas Standards for Accreditation required by Ark. Code Ann. § 6-15-201 et. Seq. and the Arkansas Minimum Teacher Salaries required by Ark. Code Ann. § 6-17-2403.

These programs or purposes include:

1. Employing Literacy and/or Mathematics and/or Science Specialists/Coaches for grades K-12. The Specialists/Coaches are educators who assist in curriculum alignment with state curriculum documents; alignment of classroom assessment with statewide exams; instructional strategies; professional development and implementation of training; choosing standards-based instructional materials; understanding of current research; advantageous arrangement of the instructional day; and integrating technology into instruction. The qualifications for Specialists/Coaches in grades K-12 are:
 - At least three years of recent teaching experience in appropriate content areas within grades Kindergarten through Twelve;
 - Knowledge of Arkansas Curriculum Framework;
 - Knowledge of current research and effective practices in standards-based curriculum, instruction, and assessment;
 - Experience in adult learning situations and in team problem solving; and
 - A bachelor's degree (a master's degree would be preferred);
2. Providing research based professional development in the areas of Literacy and/or Mathematics and/or Science (K-12) as defined in the Arkansas Department of Education Regulations Governing Attendance at Certified Instructional Professional Development Sessions (Ark. Code Ann. § 6-17-702. 6.05.3 Employing highly qualified classroom teachers (K-12);
3. The salary of an employee in an eligible program exceeding the Standards for Accreditation may be paid with NSLA funding;
4. Districts may use NSLA funds as an incentive to increase salaries above the minimum salary schedule required by Ark. Code Ann. § 6-17-2403;
5. NSLA funds may be used to pay salaries of teachers to reduce the pupil to teacher ratio below the mandates specified in the Arkansas Standards of Accreditation;
6. Providing research-based before and after-school academic programs, including transportation to and from the programs;
7. Providing research-based pre-kindergarten programs coordinated by the Division of Childcare and Early Childhood Education, Department of Human Services;
8. Employing Tutors that must:
 - Be able to demonstrate competency (as determined locally) in each area where instruction is provided; and
 - Work under the supervision of highly qualified teachers;
9. Employing Teacher's aides who must:
 - Be highly qualified; and
 - Work under the direct supervision of highly qualified teachers;

NSLA (continued)

10. Employing certified counselors, licensed social workers and/or nurses that exceed state law and regulations;
11. Employing Curriculum Specialists that shall meet current licensure requirements. Other job-related education and/or experience may be substituted for part of these basic requirements as determined by the local education agency.
12. Providing parent education;
13. Providing summer programs that employ research-based methods and strategies;
14. Providing early intervention programs. Early intervention means short-term, intensive, focused, individualized instruction developed from ongoing, daily, systematic diagnosis that occurs while a child is in the initial, kindergarten through grade one (K-1), stages of learning early reading, writing, and mathematical strategies to ensure acquisition of the basic skills and to prevent the child from developing poor problem-solving habits which become difficult to change;
15. Obtaining materials, supplies, and equipment, including technology, used in approved instructional programs or for approved purposes. The approved programs and or purposes support the local educational agency's school improvement plan; or
16. Other activities approved by the Arkansas Department of Education.

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

The district shall:

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

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

Professional Development Funding

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

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

Professional development funding is restricted state aid. Professional development funding shall be spent on activities identified in Arkansas Department of Education Rules Governing the Distribution of Student Special Needs Funding for School Year 2004-2005 and Additional Teacher Pay (June 17, 2004), except as otherwise allowed by law or other rules.

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

**Financial Accounting for Special Needs Funding
for ALE, ELL, NSLA, and Prof Development**

After having provided programs designed to meet the needs of students in the respective categorical funding areas, a district may transfer and expend funds on any of the special needs categories allowed for in Arkansas Department of Education Rules Governing the Distribution of Student Special Needs Funding for School Year 2004-2005 and Additional Teacher Pay (June 17, 2004).

Special needs funding of ALE, ELL, NSLA, and Professional Development may be used for any of the expenditures identified in Arkansas Department of Education Rules Governing the Distribution of Student Special Needs Funding for School Year 2004-2005 and Additional Teacher Pay (June 17, 2004).

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

If the Arkansas Department of Education determines that a district would lose any federal funding due to expenditure requirements, the special needs funds may be expended for other academic programs or salaries, as permitted by the Department.

References

1. The following U.S. Department of Education (USDOE) policy guidance documents may be found at <http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>. The U.S. Department of Education will place others on their website as they become available.
 - a. *Improving Teacher Quality Guidance* – (for Title II state grant programs) focuses on preparing, training, and recruiting high quality teachers and principals.
 - b. *LEA and School Improvement Guidance* – provides overview of district and school improvement under Title I, Part A of the *Elementary and Secondary Education Act* (ESEA), as reauthorized under the *No Child Left Behind Act* (NCLB).
 - c. *Parental Involvement* – assists states, districts and schools in administering the parental involvement provisions of Title I, Part A of the ESEA.
 - d. *Public School Choice* – highlights key aspects of the public school choice component (option to transfer) of Title I and offers guidance that may be useful in implementing the requirements.
 - e. *Serving Preschool Children under Title I* – provides the rationale for using Title I funds for preschool services, identifies the components of a quality program, and addresses many administrative issues.
 - f. *Supplemental Educational Services* – provides information of additional academic instruction designed to increase the academic achievement of students in Title I schools that have not made adequate yearly progress for 3 years.
 - g. *Title I Paraprofessionals Guidance* – provides questions and answers on requirements for and assessment of paraprofessionals.
 - h. *Title I Services to Private School Children* – addresses a district’s responsibilities in making sure that eligible private school children receive equitable services under Title I, Part A of ESEA.
2. The Stewart B. McKinney-Vento Homeless Assistance Act was the first and remains the only major federal legislative response to homelessness. This technical assistance document is intended to provide an overview of the authorizing statute and should be used in conjunction with the U.S. Department of Education policy guidance *Education for Homeless Children and Youth Program* that may be found at:
<http://www.ed.gov/programs/homeless/legislation.html?exp=0> .
3. The following Arkansas Department of Education Directors’ Memos may be found at:
<http://arkedu.state.ar.us/>
 - a. 2004-2005 School Choice Eligibility
Number: SI-04-059
Date Created: 04/02/2004
Regulatory Authority: Arkansas Code Annotated §6-18-206
Attachments:
 - School Choice Application
 - School Choice Eligibility

- b. Arkansas School Improvement Planning (ASIP) Software and Special Needs Funding
Number: SI-05-009
Date Created: 08/10/2004
Regulatory Authority: Arkansas Code Annotated §6-11-105, and Act 59 of the Second Extraordinary Session of 2003 or the Arkansas 84th General Assembly
- c. Frequently Asked Questions – Act 59 of 2003
Number: FIN-05-005
Date: 8/05/04
Regulatory Authority: ACT 59 Rules Governing the Distribution of Student Special Needs Funding
- d. General Budgeting Funding and Accounting Principles for Federal Programs
Number: IA-04-025
Date Created: 08/25/2003
Regulatory Authority: No Child Left Behind-Public Law 107-110, Title IX, Section 9306 Attachments
- General Budgeting, Funding, and Accounting Principles
- e. Highly Qualified Teacher Designations
Number: SI-05-030
Date Created: 12/16/2004
Regulatory Authority: Section 20 USC Sections 6311, 6312, 6319 and 7801 34 CFR 200.55-200.56 and ADE Rules for Highly Qualified Teachers
Attachments:
- HQT Checklist and ARHOUSSE Criteria Survey
 - Questions and Answers Regarding Rules on HQT
 - Rules Governing Highly Qualified Teachers
- f. Highly Qualified Teacher Course Codes
Number: SI-05-042
Date Created: 02/16/2005
Regulatory Authority: Section 20 USC Sections 6311, 6312, 6319 and 7801 34 CFR 200.55-200.56 and ADE Rules for Highly Qualified Teachers
Attachment:
- HQT Course Codes.xls
- g. LEA Homeless Data Collection
Number: SI-04-073
Date Created: 06/02/2004
Regulatory Authority: Title X, Part C – Homeless Education
Attachments:
- Federal Descriptor
 - LEA Homeless Data Collection

- h. Notice of Funds Transfer, No Child Left Behind
Number: IA-05-006
Date Created: 07/21/2004
Regulatory Authority: Public Law 107-110
Attachment:
 - Notice of Funds Transfer
- i. Paraprofessional Standard Setting Study
Number: SI-03-022
Date Created: 10/23/2002
- j. Professional Development through Waiver Days and Early Release Time
Number: SI-05-059
Date Created: 03/28/2005
Regulatory Authority: ACTAAP Rule
Attachment: Professional Development – Q & A
- k. Rules Governing Professional Development
Number: SI-05-008
Date Created: 08/03/2004
Regulatory Authority: Act 83
- l. School Personnel Recruitment
Number: DIR-05-008
Date Created: 09/29/2004
- m. Special Ed Programs, 2003-2004 Paraprofessional Training
Number: IA-03-072
Date Created: 05/19/2003
Regulatory Authority: Public Law 105-17
- n. Special Ed Programs: Facilitators' Training Session for Paraprofessional Training Modules
Number: ACC-03-014
Date Created: 08/30/2002
Regulatory Authority: Public Law 105-17

Form for Highly Qualified Teacher Designation

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

To be designated HQT a teacher must:

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

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

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

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

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

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

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

***Core academic Subject Areas**

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

**Arkansas Department of Education
CHECKLIST for Highly Qualified Teacher Designation**

Fall 2004

Teacher Name _____
School Name _____ School District _____

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

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

1) ABOUT YOUR BACHELOR'S DEGREE?

Degree _____ Date Awarded _____ Institution _____

2) ABOUT YOUR ARKANSAS TEACHING LICENSE?

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

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

I have taken and passed the appropriate Praxis assessment

Praxis Assessment	Score	Date taken
_____	_____	_____

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

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

ARHOUSSE Score _____ (attach copy of ARHOUSSE form)

4) HQT Yes _____ No _____

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

Appendix B: ARHOUSSE Survey

ARHOUSSE

Arkansas High Objective Uniform State Standard of Evaluation

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

Teacher Name _____
 School Name _____ School District _____

NOTE: CONTENT AREA ONLY

- Choose the level being taught. If Middle or Secondary choose the subject area being taught.
- Early Childhood
 - multiple subjects
 - Middle Childhood
 - multiple subjects
 - Middle Childhood
 - single core academic subject
 - Secondary
 - single core academic subject
- English
 - Foreign Language: (Specify language _____)
 - Reading or Language Arts
 - Mathematics
 - Science: (Specify subject _____)
 - Social Studies: (Specify subject _____)
 - Art
 - Music

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

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

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

Teacher name _____

ARHOUSSE cont'd.

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

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

Teacher's signature

Date

School District Administrator

School District Administrator's signature

Date

Copies of these forms and associated documentation should be maintained by the teacher and the School District to be available for review as required.

Appendix C: Highly Qualified Teacher – School Form

**Highly Qualified Teacher
School Form**

School: _____ Year: _____

School Principal: _____ Typed Name: _____
(Signature)

Teacher	Course(s) Taught	Meets HQT Status
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		

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

Appendix D: District Wide Parental Involvement Policy
SAMPLE TEMPLATE*

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

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

* * * * *

PART I. GENERAL EXPECTATIONS (Sample Template)

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

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

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

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

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

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

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

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

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

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

(List actions.)

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

(List actions.)

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

(List activities.)

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

(List activities.)

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

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

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

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

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

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

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

(List activities.)

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

(List activities.)

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

(List activities.)

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

(List actions.)

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

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

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

* * * * *

PART IV. ADOPTION (Sample Template)

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

_____.

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

(Signature of Authorized Official)

(Date)

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

Appendix E: School-Parent Compact

SAMPLE TEMPLATE*

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

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

* * * * *

Parent Responsibilities

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

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

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



OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

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

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

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

The name of school will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

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

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

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

Appendix H: ACSIP

Arkansas Consolidated School Improvement Planning (ACSIP) Model

Prior to the development of an annual school improvement plan, school personnel should complete an analysis and review of all local curricula materials in every academic content area used for the education of all the students who attend their school. A recommended method for accomplishing the curriculum review entails calendar-based curriculum mapping, a procedure for reviewing the operational curricula in a school and/or district. Each teacher completes a record of what is actually being taught by the teacher. The format is consistent for each teacher but reflects the individual nature of each classroom. Each teacher reads the collective school curriculum map to gain information, to determine if topics are repeated, to identify gaps, to identify potential areas for integration, and to align the curriculum document with state standards. The maps are used in an alignment of the operational curriculum with state standards; inherent in the mapping activity is the notion that every school will have a written, local curriculum for each of the academic content areas offered in the school.

As the title suggests, the Arkansas Consolidated School Improvement Planning (ACSIP) model consolidates or includes a broad range of pertinent issues in forming a comprehensive plan. The structural components of the ACSIP model are as follows. School personnel should:

- (1) Collect, profile, and analyze data for the school improvement plan. Data sources should include information derived from criterion referenced tests, norm referenced tests, and other data collected and reported by school personnel related to the activities, behaviors, and performances of students.
- (2) Review/revise school mission statement.
- (3) Select priorities (e.g., broad academic areas of highest need of improvement in student achievement that have been determined by data).
- (4) Develop goals statements that narrow the aim of a given priority written in terms of measurable student achievement and are directly linked to data.
- (5) Develop benchmarks statements that indicate the expected growth achieved within a specified time frame, on a specific assessment tool.
- (6) Design interventions. Interventions are specific strategies, research-based programs or major initiatives that address the priorities and benchmarks.

The school's improvement plan should be supported by sound educational research. The following activities may be found throughout the school improvement plan:

- Alignment of district policies, curriculum, instruction, assessment, and resources;
- Collaboration of all persons and organizations necessary to conduct the intervention;
- Equity (e.g., funds and programs that aim at reducing differences among population groups);
- Parental engagement actions involving parents to support and extend the resolution of the problem;
- Evaluation (e.g., periodic review of the plan and revision as required--formative and summative evaluation provisions);
- Professional development (e.g., provisions for appropriate training for staff and administrators);
- Technology (e.g., technology used in appropriate ways to achieve the benchmark);
- Special Education (e.g., activities in accord with IDEA).