



AGENDA STATE BOARD OF EDUCATION

June 8, 2009

Arkansas Department of Education
Auditorium, State Education Building
9:00 AM

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Reports

Report-1 Report by Chair

Presenter: Randy Lawson

Report-2 Report by Deputy Commissioner

Presenter: Dr. Diana Julian

Report-3 Smart Accountability Overview: Arkansas Differentiated Accountability Proposal

The Arkansas Department of Education received approval for the Arkansas' Differentiated Accountability Proposal, better known as, Smart Accountability, in January, 2009. The Smart Accountability Proposal allows the state to better differentiate interventions and resources to schools most in need. Arkansas' schools are in various stages of school improvement and are very different from one another; the proposed federal accountability model will distinguish among schools by applying different labels, interventions and consequences.

Presenter: Dee Cox

Consent Agenda

C-1 State Board of Education Minutes, May 11, 2009

Presenter: Dr. Charles Watson

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

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

Presenter: Dr. Charity Smith Willie Morris

C-3 Newly Employed, Promotions and Separations

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

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

Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 54 school districts covering a total of 92 teaching positions and three school districts requesting three waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department Staff and are consistent with program guidelines.

Presenter: Beverly Williams

C-5 Review of Loan and Bond Applications

Pursuant to Ark. Code Ann. § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refundings of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended that the State Board of Education review the following: Revolving Loan – 1 Construction Application – Recommend Approval; Commercial Bonds – 3 2nd Lien Bond Applications – Recommend Approval, 1 Voted Bond Application – Recommend Approval

Presenter: Ms. Cindy Hedrick Ms. Amy Woody

C-6 Community Service Learning (Act 648) site applications seeking approval for the 2009-2010 school year

The Arkansas Department of Human Services, Division of Volunteerism, has received Community Service Learning (Act 648 of 1993) site applications for student volunteers enrolled in the Prescott School District Community Service Learning program. The Community Service Learning applicants are seeking State Board approval for the 2009-2010 school year.

Presenter: Dr. Gayle Potter

C-7 Declaration of Critical Academic Shortage Areas as Required by Ark. Code Ann. § 6-81-609 and Act 605 of 2009.

Pursuant to Ark. Code Ann. § 6-81-609 and Act 605 of 2009 it is recommended that the State Board of Education declare the attached list of licensure areas as the Critical Academic Licensure Shortage Areas for the 2009-2010 school year.

Presenter: Beverly Williams

C-8 Request Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Expiring.

Pursuant to Ark. Code Ann. § 6-17-422 members of the PLSB serve rotating terms. Five (5) members of the Professional Licensure Standards Board will complete their three year terms on June 30, 2009. Another member is ineligible to serve the remaining year of her term due to her appointment as President of the Arkansas Education Association. Nominations to fill these positions are as follows:

- Brenda Brown, Helena/West Helena School District, Kindergarten Teacher, Woodruff Kindergarten, - nominated by Arkansas Education Association representing Preschool through 4th grade classroom teachers. This is a three year term ending June 2012.*
- Dr. Mitch Holifield, Arkansas State University is the Chair of the Department of Educational Leadership. Dr. Holifield was nominated by Arkansas Professional Educators Association to represent Educational Leadership. Dr. Holifield will be serving his second three year term which will end June 2012.*
- Dr. Jerry Guess, Superintendent, Camden Fairview School District nominated by Arkansas Association of Educational Administrators to represent Superintendents. Dr. Guess will be serving his first three year term which will end June 2012.*
- Michelle Hayward, Fayetteville School District is the Principal of McNair Middle School. Ms. Hayward was nominated by Arkansas Association of Educational Administrators to represent Preschool through 8th grade building level administrators. This will be Ms. Haywards second three year term which will end June 2012.*
- Sheila Jacobs is a Curriculum Program Administrator for the Russellville School District. Ms. Jacobs was nominated by the Arkansas Association of School Curriculum Development to represent Curriculum Program Administrators. This will be Ms. Jacobs second three year term which will end June 2012.*
- Marion Sibert, Greenbrier School District, Business Teacher, Greenbrier Middle School – nominated by Arkansas Education*

Association representing 4th through 8th grade classroom teachers. She will serve one year which will end June 2010 to finish the term of Donna Morey.

Presenter: Beverly Williams

C-9 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Warning on Case #09-041 – April Scurlock

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that a written warning from the State Board of Education of the Code of Ethics for Arkansas Educators, **Standard 1:** An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Judy Kaye Mason

C-10 Consideration of Recommendation of the Professional Licensure Standards Board for Written Reprimand and Fine of \$50 on Case #T09-010 – Joan Scott

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Joan Scott receive a written reprimand from the State Board of Education with a fine of \$50 for violation of the Code of Ethics for Arkansas Educators, **Standard 2:** An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice; and **Standard 6:** An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

Presenter: Judy Kaye Mason

C-11 Consideration of Recommendation of the Professional Licensure Standards Board for Written Reprimand and Fine of \$50 on Case #T09-005 – David Wolf

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that David Wolf be issued a written reprimand by the Board of Education and a \$50 fine for violation of the Code of Ethics for Arkansas Educators, **Standard 2:** An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice; and **Standard 6:** An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

Presenter: Judy Kaye Mason

C-12 Consideration of Recommendation of the Professional Licensure Standards Board for a 5 year suspension of license and impose a fine of \$200 on Case 09-037 - Donald Johnson

The Professional Licensure Standards Board's Sub-committee on Ethics is recommending a five (5) year suspension and impose a fine of \$100 from the State Board of Education of the Code of Ethics for Arkansas Educators, **Standard 1:** An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Judy Kaye Mason

C-13 Consideration of Recommendation of the Professional Licensure Standards Board for Written Reprimand and Fine of \$50 on Case #T09-014 – Karen Albright

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that Karen Albright be issued a written reprimand by the Board of Education and a \$50 fine for violation of the Code of Ethics for Arkansas Educators, **Standard 2:** An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice; and **Standard 6:** An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

Presenter: Judy Kaye Mason, Chief Investigator for the Professional Licensure Standards Board

Action Agenda

A-1 Election of ASBE Officers: 2009-2010

The Nominating Committee presented its slate of officers for 2009-2010 at the May 11, 2009, Board meeting. The Committee report: Chairman - Dr. Naccaman Williams and Vice Chairman - Jim Cooper.

Newly elected officers assume duties upon adjournment of the June 8, 2009, meeting.

Presenter: Randy Lawson

A-2 Arkansas Better Chance 2009-2010 Funding Recommendations

Pursuant to the authority granted the State Board of Education, the DHS Division of Child Care and Early Childhood Education requests approval of the attached funding recommendations under the Arkansas Better Chance program for 2009-2010.

Presenter: Jamie Morrison

A-3 Consideration of Budget Revision for FY 2009

On July 14, 2008, the State Board approved the initial Public School Fund Budget for FY09. Since that time several adjustments to that budget have been required and now need final State Board approval.

Alternative Learning - \$201,000

The budget increase is due to an additional 46 FTE students @ \$4,063 that were identified after the start of the fiscal year. After the initial budget was submitted, the ADE in accordance with current rules conducted a review of data submitted by the districts. Based on that review, districts were allowed to correct the prior year data submission.

Assessment End of Course Testing – (\$500,000)

After the testing contracts were final it was determined that a savings existed in this program. Those savings were used to provide funding for programs that exceeded budget.

At Risk - \$3,500,000

The At Risk program primarily funds the CPEP program; during the recently ended session of the General Assembly an additional \$3.5 million was provided to expand reimbursements to school districts.

Better Chance Grants - \$6,422,118

The Better Chance program is administered by the Department of Human Services, current law requires the Department of Education to maintain the Better Chance funds in a separate account. DHS requested the budget increase to spend fund balances that have been carried forward from prior years. The spending increase has been previously approved by the State Board.

Content Standards and Curriculum Frameworks - \$82,608

This program is funded from a carry forward of funds from FY08. Department of Finance and Administration rules do not allow budgeting of carry forward funding until after the end of the fiscal year. Therefore, this program was not included in the initial Public School fund budget.

Isolated Funding – (\$5,000,000)

State law provides that savings in Isolated Funding shall be transferred to Special Needs Isolated Funding. Current year data is used to determine the savings, therefore, the actual savings is not known at the time of the initial budget submission.

National School Lunch Funding - \$1,000,000

This budget adjustment was required to balance the budget with actual expenditures. In a program of this size minor adjustments are necessary after the initial budget submission.

Professional Development Funding - \$23,045

Professional Development Funding, by law, is based on \$50 per ADM. Open Enrollment Charter Schools are budgeted on current year ADM's, therefore, the initial budget only estimates the Charter School ADM. The budget adjustment provides the funding necessary to pay the required \$50 per ADM.

Special Needs Isolated \$5,000,000

See Isolated Funding listed above.

State Foundation Funding Aid - \$2,000,000

The calculation of Foundation Aid has several funding components. The formula includes prior year ADM, the Uniform Rate of Tax (25 mills) and Miscellaneous Funds. The budget adjustment is necessary because of corrections in data used in the initial budget submission.

Student Growth – (\$25,877,538)

Student Growth Funding is a comparison of the current year ADM and the previous year ADM. Because this is a highly volatile program and the final payment is based on estimates that are not available until the end of each fiscal year, the ADE always budgets the entire appropriation. Due to a statewide reduction in students in FY09 there was a significant savings that was used to provide funding for programs that exceeded budget.

Teacher Retirement Matching - \$500,000

State law requires the ADE to pay the 14% Teacher Retirement matching for the Educational Services Cooperatives, Vocational Centers, Arkansas Easter Seals and the school operated by the Department of Correction. The final billing for FY09 exceeded the budget.

URT Actual Collections Study - \$17,857,428

The General Assembly meeting in 1997 established a new funding category to guarantee each school district a collection rate of 98% of the Uniform Rate of Tax (25 mills). At that time estimates were based on a study conducted by the Division of Legislative Audit. Budget estimates were developed with the understanding that the funding would be fully funded based on the actual calculation.

Presenter: John Kunkel

A-4

Consideration of FY 2010 Public School Fund Budget

Each fiscal year the State Board approves the budget for the Public School Fund. The Department of Finance and Administration requires the budget to be submitted by June 1. Therefore, the initial budget was submitted with the attached Commissioners recommendations. As required by the Department of Finance and Administration, the budget was prepared using the Official Revenue Forecast of the Chief Fiscal Officer of the State.

The following comments outline several of the major changes in the budget for FY10.

Additional Public School Employee Health Insurance - \$15,000,000

The Governor and the General Assembly provided additional funding to offset the rising cost of Public School Health Insurance. The funding was provided only if the growth in the Uniform Rate of Tax exceeded the budget forecast by 6.2 percent; the final rate was 8.1 percent. This \$15.0 million combined with \$35 million from last legislative session (included in Public School Employee Insurance) now

supplements insurance matching contributions provided by school districts.

Certified Speech – Language Pathologist - \$2,500,000

Funding was provided for a stipend of \$5,000 to Certified Speech Language Pathologist working in school districts. The stipend is similar to the funding provided the teachers certified by the National Board of Professional Teaching Standards.

Coordinated School Health - \$3,000,000

Additional funding was provided from the Tobacco Tax increase to provide \$1,000,000 to purchase new computers for school nurses and \$2,000,000 to assist school districts with hiring school health coordinators.

School Facilities and Joint Use Support - \$1,000,000

Funding was provided from the Tobacco Tax to reimburse school districts for the cost associated with public use of buildings and grounds for physical activities.

Smart Core Incentive Funding - \$3,000,000

Act 1481 of 2009 authorizes the program, establishes program guidelines and expenditure restrictions. The program rewards districts based on the percentage of students who successfully complete the Smart Core curriculum.

State Foundation Funding Aid – (\$50,099,191)

Payments from the Public School Fund for State Foundation Aid are based on a formula established by law. A per-student funding rate for educational adequacy is established by the General Assembly. Once that rate is established, all the components of the formula interact to determine the amount of Foundation Aid paid from the Public School Fund.

For FY10 the Governor and General Assembly determined that a 2% increase in foundation rate was adequate. This increased the rate from \$5,879 per Average Daily Membership (ADM) to \$5,905 per ADM. In addition, the Governor also recommended an additional \$35 per ADM as Enhanced Foundation Funding.

The main reasons that Foundation Aid from the Public School Fund decreased was a statewide reduction in the ADM and that the Uniform Rate of Tax is projected to increase by 8%. During the budget process ADM was projected to increase by 585. However, the final ADM decreased by 2,140 ADM. This unexpected decline was the first statewide reduction since 2001-02.

Presenter: John Kunkel

A-5 Consideration of Recommendation of Action to Address the Hughes School District for Failing to Meet all Standards for Accreditation.

Ark. Code Ann. § 6-15-207 requires the State Board of education to take action concerning Hughes School District for failing to meet all Standards for Accreditation.

State Board of Education action on December 8, 2008, required the Hughes School District to issue a written certification verifying violations have been corrected and no other violations existed under Ark. Code Ann § 6-15-207(c)(8). SBE action also required the district to institute and fully implement a curriculum that is based on state academic content and achievement standards and to provide appropriate professional development under Ark. Code Ann § 6-15-207(c)(2).

Hughes School District was not in compliance with all Standards for Accreditation at the time of the On-campus Standards Review, February 12, 2009. The districts had course approval, licensure, notification, handbook, policy, professional development documentation, and school safety issues.

ADE recommends that State Board of Education require the Hughes School District to continue curriculum alignment and professional development activities under Ark. Code Ann. § 6-15-207(c)(8), contract with a State School Improvement Director to be approved and appointed by the Commissioner under Ark. Code Ann. § 6-15-207(c)(8), and require the Department to continue to provide technical assistance for the coming year.

Presenter: Frank Wimer

A-6 Request for Charter Amendment of Open-Enrollment Public Charter School: Benton County School of the Arts, Rogers, AR

The Benton County Charter School Organization, Inc (BCSSO), the sponsoring entity and charter holder for both the Benton County School of the Arts (BCSA) and the Northeast Arkansas Academy of Fine Arts (NWAFA), has submitted the attached petition seeking to amend the BCSA charter. The petition requests the State Board to expand the BCSA's current charter for grades K-8 to grades K-12. NWAFA (grades 9-12) would be incorporated into the amended BCSA grades K-12 charter. The petition further requests that the enrollment cap of the amended BCS grade K-12 charter be 825 students. The current BCSA charter is valid through June 30, 2012. The petition requests that the effective date of the amended BCSA grade K-12 charter be July 1, 2009. Should the State Board grant the requested BCSA charter amendment, the NWAFA charter would be surrendered effective July 1, 2009.

Presenter: Dr. Mary Ann D. Brown

A-7 Consideration of Public Comment: Revisions to Arkansas Department of Education Rules Governing Gifted and Talented Program Approval Standards.

The current version of the Arkansas Department of Education (Department) Rules governing the Gifted and Talented Program Approval Standards (GT Standards) was last revised June 1999. The attached revised version updates information that was not available in 1999 and provides more options not known in 1999. The main purpose of this revision is to make all program information current, clean up language, and put into writing past practices verifying compliance with GT Standards that have been approved in the past. No substantive changes have been made to the basic program requirements.

Presenter: Ann Biggers

A-8 Consideration for Public Comment: Proposed Revisions of Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards

Revisions to this rule reflect changes pursuant to Ark. Code Ann. § 25-25-201 et.seq. and Act 1449 of 2009 as well as other changes.

Presenter: Beverly Williams

A-9 Consideration for Approval for Public Comment: Proposed Revisions of Rules Governing Initial, Standard and Professional Administrator License

Revisions to this rule include the addition of a Professional License and legislative changes pursuant to Act 733 of 2009 as well as other changes.

Presenter: Beverly Williams

A-10 Consideration for Approval for Public Comment: Proposed Revision of Rules Governing the Initial, Standard and Provisional Teacher Licensure

Revisions to this rule reflect changes made pursuant to Act 1173 of 2009 as well as other changes.

Presenter: Beverly Williams

A-11 Consideration for Approval for Public Comment: Proposed Revisions of Rules Governing the Lifetime Teaching License

Revisions to this rule reflect changes pursuant to A.C.A. §6-17-2601 and Acts 224 and 1173 of 2009 as well as other changes.

Presenter: Beverly Williams

A-12 Consideration for Approval for Public Comment: Proposed Revisions of Rules Governing Teacher License by Reciprocity

Revisions to this rule reflect changes pursuant to Acts 733 and 1173 of 2009 as well as other changes.

Presenter: Beverly Williams

A-13 **Consideration for Approval for Public Comment: Proposed Revision of Rules Governing the Requirements and Procedures for Renewing a Standard Arkansas Teaching License.**

Revisions to this rule reflect changes made pursuant to Act 1173 of 2009 as well as other changes

Presenter: Beverly Williams

A-14 **Consideration for Approval for Public Comment: Proposed Revisions of Rules Governing the Addition of Areas of Licensure or Endorsement**

Revisions to this rule include the addition of a Professional Teaching License and changes in the requirements for classroom teaching experience in the areas of Guidance and Counseling or Library Media for addition an additional area of licensure, as well as other changes.

Presenter: Beverly Williams

A-15 **Consideration for Approval for Public Comment: Proposed Revisions of Rules Governing the Code of Ethics for Arkansas Educators**

Revisions to this rule reflect changes pursuant to Acts 938, 1298, 1283 and 1370 of 2009 as well as other changes.

Presenter: Beverly Williams

A-16 **Consideration for Approval for Public Comment: Proposed Revisions of Rules Governing Incentives for Teacher Recruitment and Retention in High Priority School Districts with an Average Daily Membership of 1,000 or Fewer**

Revisions to this rule reflect the changes pursuant to Act 969 of 2009 as well as other changes.

Presenter: Beverly Williams

Minutes
State Board of Education
Monday, May 11, 2009

The State Board of Education met on Monday, May 11, 2009, in the Auditorium of the State Education Building. Randy Lawson, Chairman, called the meeting to order at 9:00 a.m.

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

No members were absent.

Chair's Report

Mr. Lawson welcomed Board members and guests and indicated that no Board members had items to report.

Commissioner's Report

Dr. James reported on a recent meeting involving Chief State School Officers and representatives from Governor's Offices were in dialogue regarding the development of state led, voluntary content standards. He stated that states have until May 20th to sign on as a partner in the development of those standards. Dr. James also reported on his attendance at the academic recognition banquet for Arkadelphia High School at which 153 students were recognized for achieving 3.5 or higher grade point average.

Reports

Paul Gray, 2008 Arkansas Teacher of the Year, provided a summary of research conducted during his year of service as the Arkansas Teacher of the Year. His research was devoted to identification of reasons students were not being successful in public schools in Arkansas. He interviewed students in various areas of the state and intends to publish a summary of his findings.

Consent Agenda

The chair asked if anyone were present who wished to speak for or represent any of the individuals under consideration for licensure ethics issues. There was no response.

Ms. Gullett asked if parent's comments regarding sanctioned individuals were considered before or after recommendation made by the Professional Licensure Standards Board particularly in the issue of baring individuals from all AAA events. Beverly Williams suggested that the recommendation(s) attempted to be responsive to concerns received from parents. Tripp Walter requested that the Board provide the Department Legal Office the opportunity to work with the Licensure Board and other entities involved to make appropriate and mutual agreement in the cases involving AAA.

Beverly Williams noted that a meeting of the Professional Licensure Standards Board would be convened in the very near future to reconsider a number of points in the Ethics Rule. Ms. Gullett asked about the process for consideration of any rules revision. Ms. Williams responded that any proposed rules revision would be subject to Board review, public comment and final consideration by the Board.

Mr. Cooper moved approval of the Consent Agenda with exception of AAA sanctions for Eric Fleming and Keith Mercer. Dr. Williams seconded the motion. The motion was adopted unanimously.

- Minutes, April 13, 2009
- Report on waivers to school districts for teachers teaching out of area for longer than thirty (30) days, ACA § 6-17-309
- Commitment to principles of desegregation settlement agreement: report on the execution of the implementation plan
- Newly employed, promotions and separations
- Work force data report
- Consideration of recommendation of the Professional Licensure Standards Board for permanent revocation of teacher's license on case #09-101 – Pamela Bradsher
- Consideration of recommendation of the Professional Licensure Standards Board for permanent revocation of teacher's license on case #09-014 – Tracie Lowman
- Consideration of recommendation of the Professional Licensure Standards Board for permanent revocation of teacher's license on case #09-016 – Jimmy Kellensworth
- Consideration of recommendation of the Professional License Standards Board for permanent revocation of teacher's license on case #09-021 – Stephanie Murray
- Consideration of recommendation of the Professional License Standards Board for written reprimand and fine of \$50 on case #09-022 – Mary Katherine Northup
- Consideration of recommendation of the Professional License Standards Board for permanent revocation of teacher's license on case #09-025- Crystal Lee Ann Shipman aka Crystal Sutterfield
- *Consideration of recommendation of the Professional Licensure Standards Board for suspension of teacher's license for five (5) years with a fine of \$100 and no participation in AAA activities in any capacity during the period of suspension on case #09-026 – Eric Fleming
- *Consideration of recommendation of the Professional Licensure Standards Board for probation of teacher's license for three (3) years, a fine of \$75.00, and no participation in AAA activities in any capacity as a condition of probation, and semi-annual reports to the Professional Licensure Standards Board Sub-Committee on Ethics by his employer on case #09-028-Keith Mercer
- Consideration of recommendation of the Professional Licensure Standards Board for permanent revocation of teacher's license on Case #09-030 – David Lucas Riley

Action Agenda

Request for Approval of 2008-2009 Arkansas Better Chance Grants

Jamie Morrison was recognized to present this item. Ms. Morrison stated that all proposed grants had been reviewed and approved by the ABC staff.

Ms. Tatum asked about the grant to South East Arkansas Cooperative in the amount of \$500,000. Ms. Morrison responded that the cooperative serves as an umbrella project for funding the work of 75 Americorp workers who serve students in several areas of the state. Ms. Tatum asked if these individuals worked exclusively in the pre-k programs. Ms. Morrison responded yes.

Ms. Mahony asked about any impact of stimulus funding on ABC grant funding. Ms. Morrison responded that she was not aware of how stimulus funds would be allocated to pre-school programs.

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

Consideration of Public Comment: Revisions to Arkansas Department of Education Rules Governing the College Preparatory Enrichment Program

Donna Wolfe was recognized to present this item. Ms. Wolfe stated that proposed revisions to the CPEP Rule resulted from recent legislation and from specific interest from Governor Beebe. Ms. Wolfe noted the major changes, which included expanding services to include seniors who have previously not scored at least 19 on the ACT exam.

Ms. Mahony asked about the opportunity for senior students who retake the test during the summer after their senior year to use those grades for college admission and to remove the possible remediation requirement. Ms. Wolfe stated that the best score, whenever it was taken, could be considered for everything except NCAA eligibility. Dr. Williams asked if the summer testing were specifically limited to those students enrolled in the CPEP Program. Ms. Wolfe stated that the special testing session is conducted specifically for Arkansas students completing the CPEP Program. Ms. Gullett suggested challenging the NCAA's position of using summer testing for eligibility purposes.

Ms. Burrow moved approval for public comment. Ms. Tatum seconded the motion. The motion was adopted unanimously.

Consideration of Request for Additional Requirement for Library Media and School Guidance and Counseling Additional Licensure Plans

Beverly Williams was recognized to present this item. Ms. Williams stated that this policy revision was being recommended to provide consistency across the state in setting the number of years a teacher must engage in classroom teaching prior to being eligible for additional licensure in the fields of library media and guidance. She stated that wording to the effect of equalizing requirements rather than additional requirements was more descriptive of the intent of this policy recommendation. Dr. Williams asked why teaching experience was required especially in these areas. Beverly Williams responded that in Arkansas these specialty licenses are based on a teacher's license and it takes from one to three years for a beginning teacher to move from the initial provisional license to full licensure. Ms. Williams also noted that the Arkansas counseling license is based on a program linked to curriculum and placement as opposed to clinical counseling.

Mr. Lawson noted that frequently schools are cited or on probation because they cannot staff these two positions. Ms. Williams stated that licensure is dependent on preparation by colleges and universities and not all campuses that train teachers have these programs in place. She acknowledged that demand for staff qualified in these areas is great and few are in the pipeline at this time.

Ms. Gullett asked if there were a Praxis exam for these positions. Ms. Williams responded yes.

Dr. Mays observed that for many seeking to work in one of these two areas they have to take classes and get licenses in an area they do not intend to use. And, requiring two years of teaching further delays these individuals from working where they are needed and where they want to work. Dr. Mays asked if any other states require teaching prior to licensure of these areas. Ms. Williams responded that she was not aware of criteria in other states.

Dr. Williams cited that individuals who train in college to be public librarians or media specialists would not be eligible to serve that role in the schools. He stated that there is not that much difference in the job expectations between public librarians and school librarians.

Ms. Gullett moved approval as presented with suggested name change of equalizing requirements across the universities. Ms. Burrow seconded the motion. The motion was adopted by a roll call vote 6 yes, 2 no. (Williams and Mays voted no.)

Consideration of the Creation of a Professional Level of Licensure beyond the Standard License

Beverly Williams was recognized to present this item. Ms. Williams stated that this recommendation comes from the Professional Licensure Standards Board and seeks to recognize the accomplishments and additional training of teachers who earn an advanced degree and/or earn National Board Licensure.

Mr. Cooper asked if other states that have such differentiated levels pay additional for the designation. Ms. Williams noted that any teacher who earns an advanced degree or earns National Board Licensure automatically receives an

increase in base pay. She stated that she is not aware of pay scales from other states.

Ms. Gullett observed that this seems to be based on a recommendation for the Odden and Picus Report on adequacy. She stated that it appears to be a good improvement.

Dr. Williams asked what were the criteria used to determine who is eligible for the new category of licensure. Beverly Williams noted that the criteria are based on additional preparation – higher degree or National Board Licensure, and affirmed that this is not a merit-based pay option.

Mr. Cooper moved adoption as proposed. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Two Year Probation On-Campus Standards Review (OSR) Follow-up Report

Frank Wimer was recognized to present this item. Mr. Wimer stated that from the 2007-2008 school accreditation report one or more school(s) from the Lee County, Hughes, Bearden, Dollarway and Crossett School Districts failed to meet Standards for Accreditation for two consecutive years. As a result those districts were monitored closely during the 2008-2009 school year. Mr. Wimer reported that at the time of site visits all schools with the exception of Hughes High School had removed all accreditation violations. He stated that Hughes High School failed to meet accreditation standards for a third consecutive year due to the lack of appropriate licensure of a civics teacher.

Ray Nassar, superintendent of the Hughes District, was recognized to provide a progress report. Mr. Nassar stated that this is his first year in the position and is working diligently to meet all accreditation standards. He stated that immediately following the visit, staff changes were made and removed the licensure violation by placing a fully licensed civics teacher in that classroom.

Ms. Burrow moved to accept the report as presented. Ms. Tatum seconded the motion. Dr. James stated that state statute requires the Department to intervene when accreditation status of a school is not corrected in a timely manner. Dr. James stated that there are multiple options for consideration by the Board in such situations. Vote on the motions was unanimous.

Ms. Gullett moved that the Department prepare appropriate recommendations based on statute and the current accreditation status of Hughes High School. Dr. Mays seconded the motion. Ms. Mahony asked if students get credit for a course taught by an instructor who does not meet licensure requirements. Annette Barnes responded that the Department does not punish students by withholding credit in licensure cases.

Mr. Cooper observed that the new superintendent seems to be taking responsibility for meeting standards requirement. He suggested that Department staff meet with Mr. Nassar in preparation of recommendations for consideration by the Board.

Mr. Ledbetter requested written background of the total scope of issues related to Hughes High School and its accreditation status to include options for any sanctions or action that may be warranted. Dr. James also stated a copy of the new federal accountability plan would be provided to the Board.

The motion to bring recommendation was adopted unanimously.

Review of Pulaski County School District Bond Application

Bill Goff was recognized to present this item. Mr. Goff stated that the Pulaski County Special School District submitted a revised proposal with additional information pursuant to repayment of the proposed bond indebtedness should the request be approved.

Interim superintendent Robert McGill was recognized to provide additional information. Mr. McGill stated that the

proposal has been revised since the previous presentation with the primary repayment plans based on increased assessment and revenue rather than being dependent on staff and program cuts as proposed in April. Mayor Mike Watson from Maumelle stated that the city of Maumelle, where one of the proposed facilities would be constructed, has maintained growth even during this time of economic downturn. He also cited growth in the community of Sherwood, location of the second proposed facility. Mayor Watson cited the condition of the current Oak Grove High School building and stated that few Maumelle residents send their high school students there. He affirmed an increase in participation of Maumelle residents in public school if appropriate facilities were to be available in Maumelle.

Mr. Lawson inquired about the potential impact of Amendment 59 and any roll back of millage rates should that requirement be imposed on the district. Anita Farver, acting financial officer for PCSSD, stated that the District does believe that Amendment 59 roll back may be imposed; however, that should not impact revenue for the next two to three years and after that the projected revenue from increased assessment should more than cover the repayment of the bonds.

Ms. Burrow stated that the Board received letters from patrons who reside in other areas of the district discouraging approval of the bonds. She asked how the decision was made to move forward with the proposed projects rather than address other facility needs in the district. Mr. McGill responded that the district has a 10 year facilities plan based on a study completed in 2006. He affirmed that replacement of the Oak Grove and Sherwood buildings were the highest priority on that study and noted that the study was conducted under a previous school administration. Mr. McGill also stated that there are other maintenance items that need attention and the district has a plan for updating restrooms and replacement of roofs of other buildings that will be completed this summer. Those funds are available and earmarked for renovation.

Ms. Gullett inquired as to the future use of the old facility at Oak Grove or Sherwood. Mr. McGill responded that there are no plans at this point. He did affirm that major work would have to be done at least at Oak Grove for that to be a usable building for the community.

Mr. Ledbetter inquired about proposed transfer of funds from the operating fund to the building fund. Mr. McGill responded that such a transfer is an annual procedure because the revenue from millage dedicated to bonded indebtedness exceeds the needs for payments and the millage election provided that excess revenue collection could be used for maintenance and operation. Mr. Cooper stated that such transactions in districts are routine.

Mr. Lawson asked about potential loss of funds in the event of an Amendment 59 roll back. Anita Farver did not have specific information. Carey Smith representing Stevens, Inc. stated that there should be no roll back through the 2008 assessment and those revenues are currently on the tax books. He did state that with additional tax assessments a future roll back might be possible.

Dr. Williams asked if the Facilities Board had reviewed the project and if there were recommendations. Dr. James stated that the Facilities Board had received the plans, but they are not involved in financial issues, he stated that financial determinations must be made by the State Board of Education.

Ms. Burrow asked if any loss of funding had been considered should the district be declared as a unified district. Ms. Farver stated that any loss of revenue would be assumed in the operational funds.

Dr. Mays asked about the term of the payment – Mr. McGill responded 27 years.

Ms. Burrow observed that the district has been in declining enrollment for several years, should the district consider reduction in size of the proposed facility to house 1500 students. Mr. McGill stated that such consideration could be made. State Representative Ed Garner was recognized to speak and stated that Maumelle, which is in his district, has been increasing in population and continues to do so. He stated that he thought the potential of a 1500 student high school was within reason over the next few years.

Dr. Mays presented data from a real estate organization suggesting down turn of the economy in the Little Rock and Pulaski County area. He suggested that this was not a time to be dependent on increased property assessment for long term debt.

Mr. Cooper moved to approve the proposal as presented. Ms. Tatum seconded the motion. The motion was adopted on a 6 yes 2 no vote (Mays and Mahony voted no). Dr. Williams subsequently asked if the district has considered submitting a millage campaign to cover the debt. Mr. McGill noted that a millage campaign was not considered but might be a future option for the district.

Review of Open-Enrollment Public Charter Schools: Benton County School of the Arts and Northwest Arkansas Academy of Fine Arts, Rogers Arkansas

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown stated that this report is presented as a result of pending financial concerns of the Department specifically related to completing the current school year without an operating deficit. Dr. Paul Heinz was recognized to provide a financial up date. Dr. Heinz stated that the two schools, which have been operating independently, are undergoing a study that will merge the administration of these two entities into one administration unit. He also stated that a potential lender has been identified that will provide a bridge loan to the umbrella organization until a proposal for merger can be framed and presented for consideration. Dr. Heinz also stated that the original organizer of the Founding Board is no longer associated with the Board.

Dr. Williams moved to accept the report as presented. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Hearing on Revocation of Teacher's License – Donna Lou Sanders

Drew Blankenship was recognized to present this item. Mr. Blankenship reviewed the background information regarding this case. Mr. Lawson determined that Ms. Sanders was not present nor represented.

Mr. Cooper moved to permanently revoke the license as proposed. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Request Approval of the Recommendation of Suspension of Teacher's License – Patricia Ann Miller

Drew Blankenship was recognized to present this item. Mr. Blankenship reported that under state code when an individual is delinquent with child support payments, any other state license-granting agency must suspend a license until such time as the payments are current and being made in a timely manner. Mr. Lawson determined that Ms. Miller was not present nor represented.

Ms. Gullett moved to suspend the teacher's license of Patricia Miller until such time as she is current on child support payments. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Hearing on Waiver Request for Teaching License – Jerry Evans

Jennifer Flinn was recognized to present this item. Ms. Flinn provided background on the issue related to the Department's denial of an initial teaching license. Mr. Evans was present and was recognized to speak to the issue of the waiver request.

Dr. Williams ask what conditions exist that would bring Mr. Evans back to Arkansas at this time. Mr. Evans stated that he formerly lived in Arkansas and after several years away was interested in returning to this state to make his home. Mr. Cooper asked where he had taught when he previously worked in Arkansas. Mr. Evans responded, Searcy, England Academy, Watson Chapel and Altheimer. Mr. Cooper asked if the Department had offered a stipulated agreement. He responded no. Ms. Flinn stated that because of the previous convictions and the time frame of those convictions, no

stipulated agreement was offered. Mr. Cooper asked about the last use of a controlled substance. Mr. Evans stated in 1998.

Ms. Gullett asked about any rehab services. Mr. Evans responded none: that he relied on his faith to keep him away from the drugs.

Dr. Williams asked if Mr. Evans had a job offer or knew where he might be seeking employment. Mr. Evans responded that he does not have a job offer at this point.

Ms. Gullett moved to accept the recommendation to deny waiver for a teacher's license. Mr. Ledbetter seconded the motion. Mr. Cooper asked if Mr. Evans would be eligible to return to the Board should he receive an offer for a job in Arkansas. Ms. Flinn responded yes. The motion was adopted on a roll-call vote 6 yes, 2 no (Burrow and Tatum voted no.)

Hearing on Waiver Request for Teaching License – Vicki Williams

Jennifer Flinn was recognized to present this item. Ms. Flinn provided background information regarding the conviction, time served and parole. Ms. Williams was present and was recognized to speak on her own behalf. She stated that she had recently moved to Arkansas to live with family and to get a fresh start.

Ms. Tatum moved to grant the waiver and to allow Ms. Williams to move forward with obtaining a probationary license; she should work with the Legal Office to complete terms for a three-year probationary period during which time no further arrests or convictions would be allowed. Ms. Burrow seconded the motion. The motion was adopted on a roll-call vote 5 yes, 3 no (Cooper, Gullett and Ledbetter voted no.).

Report of Nominating Committee

Chairman Lawson recognized Diane Tatum to present the Nominating Committee report. Ms. Tatum stated that the Committee recommends Naccaman Williams as Chairman and Jim Cooper as Vice-Chairman for the 2009-2010 fiscal year.

Ms. Tatum announced a luncheon meeting on June 11, 2009, at the Statehouse Convention Center sponsored by the Business and Education Alliance to recognize heroes in Education. She identified those to be recognized as Jody Mahony, Bill Fisher, Carol Langston, Bill Kessinger, and the El Dorado News Times. She encouraged Board members to attend.

The Chair declared, without objection, the meeting is adjourned. The meeting adjourned at 12:20 p.m.

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

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
MAY 31, 2009**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of May 2009.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2009
<i>I. Financial Obligation</i>	<p>As of April 30, 2009, State Foundation Funding payments paid for FY 08/09 totaled \$52,620,994 to LRSD, \$28,883,175 to NLRSD, and \$39,344,019 to PCSSD. The Magnet Operational Charge paid as of April 30, 2009, was \$12,121,956. The allotment for FY 08/09 was \$14,742,873. M-to-M incentive distributions for FY 08/09 as of April 30, 2009, were \$3,764,048 to LRSD, \$3,342,808 to NLRSD, and \$7,893,008 to PCSSD. In September 2008, General Finance made the last one-third payment to the Districts for their FY 07/08 transportation budget. As of September 30, 2008, transportation payments for FY 07/08 totaled \$4,460,451 to LRSD, \$1,232,312 to NLRSD, and \$2,948,764 to PCSSD. In September 2008, General Finance made the first one-third payment to the Districts for their FY 08/09 transportation budget. In March 2009, General Finance made the second one-third payment to the Districts for their FY 08/09 transportation budget. As of March 31, 2009, transportation payments for FY 08/09 totaled \$2,856,471 to LRSD, \$838,720 to NLRSD, and \$2,229,905 to PCSSD. In July 2008, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales \$1,079,700. In March 2009, a bid for 16 new Magnet and M-to-M buses was awarded to Central States Bus Sales. The buses for the LRSD include 8 - 65 passenger buses for \$65,599 each. The buses for the NLRSD include 2 - 65 passenger buses for \$65,599 each. The buses for the PCSSD include 6 - 65 passenger buses for \$65,599 each. The total amount was \$1,049,584. In July 2008, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY 08/09. In July 2008, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 08/09.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2009
<i>II. Monitoring Compensatory Education</i>	On April 23, 2009, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. The ruling from the 8 th U.S. Circuit Court of Appeals, stating that the Little Rock School District had achieved unitary status was discussed. U.S. District Judge Bill Wilson Jr. withdrew from the desegregation lawsuit, and was replaced by U.S. District Judge Brian Miller. The first hearing on the Pulaski County school desegregation lawsuit with Judge Miller was scheduled for April 13, 2009. This hearing was cancelled because Judge Miller was involved in a car accident that morning. The hearing was going to be about how far the North Little Rock and Pulaski County Special school districts have progressed toward unitary status. The next Implementation Phase Working Group Meeting is scheduled for July 9, 2009 at 1:30 p.m. in room 201-A at the ADE.
<i>III. A Petition for Election for LRSD will be Supported Should a</i>	Ongoing. All court pleadings are monitored monthly.
<i>IV. Repeal Statutes and Regulations that Impede Desegregation</i>	In July 2007, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 86 th Legislative Session, and any
<i>V. Commitment to Principles</i>	On May 11, 2009, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2009
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<i>VI. Remediation</i>	<p>On April 17, 2009, Dr. Charity Smith, Assistant Director for Accountability, and Willie Morris, ADE Lead Planner for Desegregation, presented information on the school gain rating and the Arkansas School Performance Report. This presentation was given at the ADE for the Little Rock Education Foundation. Arkansas Code Annotated §6-15-2102, requires that each school be identified as being in one of five category levels based on the annual improvement gains in student scores. Student growth is based upon changes in student performance levels across two adjacent years. For each school, the annual improvement gain index is the average of all value-added points across all students for literacy and math in grades 3 - 8 within the school. The Arkansas School Performance Report provides parents and guardians of children enrolled in Arkansas public schools with information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas.</p> <p>On April 22, 2009, Dr. Charity Smith, Assistant Director for Accountability, presented information on the school gain rating in the Principal's office at Washington Magnet Elementary in the LRSD.</p>
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<i>VII. Test Validation</i>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activi-
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<i>VIII. In-Service Training</i>	A Tri-District Staff Development Committee meeting was held on February 5, 2008. Staff from PCSSD, NLRSD, LRSD and the ADE attended. The Director of Professional Development for the LRSD handed out a list of the dates and topics for eleven days of professional development. Topics included classroom management, school improvement, curriculum preparation, Next Step, Arkansas history, ESL, interventions for diverse learners, AEA, ACT, technology, parental involvement and health/physical activity. Flex days, make up sessions, and tracking pro-
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<i>IX. Recruitment of Minority Teachers</i>	In February 2009, the ADE Office of Professional Licensure mailed a list of the fall 2008 minority teacher graduates from reporting colleges and universities to all the Pulaski County school
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PMT EXECUTIVE SUMMARY AS OF

X. Financial Assistance to Minority Teacher Candidates

Tara Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2008-2009 on February 26, 2009. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program.

The scholarship awards for STAR are as follows:

STAR Race	Male Count	Male Award	Female Count	Female Award	Total Count	Total Award
White	47	171,000	258	1,018,627	305	1,189,627
Black	3	6,000	28	121,500	31	127,500
Hispanic			2	12,000	2	12,000
Asian	1	6,000	2	9,000	3	15,000
Other	2	6,000	4	15,000	6	21,000
Totals	53	189,000	294	1,176,127	347	1,365,127

The scholarship awards for MTS are as follows:

MTS Race	Male Count	Male Award	Female Count	Female Award	Total Count	Total Award
Black	9	27,500	37	132,710	46	160,210
Hispanic			10	27,500	10	27,500
Asian	1	5,000	2	7,500	3	12,500
Native Amer			1	5,000	1	5,000
Totals	10	32,500	50	172,710	60	205,210

The scholarship awards for MMF are as follows:

MMF Race	Male Count	Male Award	Female Count	Female Award	Total Count	Total Award
Black	4	15,000	59	213,750	63	228,750
Hispanic	1	3,750	1	1,250	2	5,000
Asian			3	13,750	3	13,750
Native Amer			3	5,000	3	5,000
Other			1	6,250	1	6,250

XI. Minority Recruitment of ADE Staff

The MRC met on October 9, 2007 at the ADE. Demographic reports were presented that showed ADE employees grade 21 and above by race and section as of June 30, 2007 and September 30, 2007. A spreadsheet was handed out that showed for grade 21 and above the number and percentage of black, white, and other race employees in each unit of the ADE. After reviewing the September report, it was determined that it needs some corrections. A new September report will be handed out after the

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2009
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<i>XII. School Construction</i>	This goal is completed. No additional reporting is required.
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<i>XIII. Assist PCSSD</i>	Goal completed as of June 1995.
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<i>XIV. Scattered Site Housing</i>	This goal is completed. No additional reporting is required.
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XV. Standardized Test Selection to	Goal completed as of March 2001.
XVI. Monitor School Improvement Plans	<p>On February 19, 2009, ADE staff met with the principal and the school leadership team at Joe T. Robinson High School in the PCSSD. Created a graphic organizer to help the team and faculty better understand the Scholastic Audit and its recommendations.</p> <p>On March 6 and 9, 2009, ADE staff met with the principal and the school leadership team at Oak Grove High School in the PCSSD. Created a graphic organizer to help the team and faculty better understand the Scholastic Audit and its recommendations.</p> <p>On March 16, 2009, ADE staff met with the principal and the school leadership team at North Pulaski High School in the PCSSD. Created a graphic organizer to help the team and faculty better understand the Scholastic Audit and its recommendations. Met with the entire faculty from 4 to 5 p.m. to update them on the process and review the details.</p> <p>On March 19, 2009, ADE staff met with the principal and the school leadership team at Sylvan Hills High School in the PCSSD. Created a graphic organizer to help the team and faculty better understand the Scholastic Audit and its recommendations.</p> <p>On April 8, 2009, ADE staff met with the principal and the school leadership team at Wilbur Mills High School in the PCSSD. Created a graphic organizer to help the team and faculty better understand the Scholastic Audit and its recommendations. Met with the entire faculty from 4 to 5 p.m. to update them on the process and review the details.</p> <p>On April 29, 2009, ADE staff met with the school leadership team including academic coaches and the principal at Landmark Elementary in the PCSSD. Reviewed the new protocol for schools in school improvement 5 status regarding restructuring. Reaffirmed the need for restructuring in a different way from what the school has done in the past. Stressed the need to evaluate the effectiveness of the program. Reviewed the school's 2008-09 plan. Worked on possible program evaluation statements and improvements for the 2009-10 plan.</p>

	PMT EXECUTIVE SUMMARY AS OF
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XVII. Data Collection

The ADE Office of Public School Academic Accountability has released the 2008 Arkansas School Performance Report (Report Card). The following changes were made to the Report Card this year: SAT-10 Norm Referenced Test was combined with state-mandated criterion-referenced testing to form the Augmented Benchmark Examinations for year 2007-08; Benchmark scores have been added for End-of-Course Biology and science in grades 5 and 7; Arkansas state average scores on the National Assessment for Educational Progress (NAEP) in fourth and eighth grade literacy and mathematics were added; district compliance with the requirement to provide textbooks for all pupils was added; the standard four-year adjusted cohort high school graduation rate for Arkansas recommended by the National Governor's Association was used in the State section; the gain index was added at the top of each school page inside the image of a yellow pencil. Arkansas Code Annotated §6-15-2102, requires that each school be identified as being in one of five category levels based on the annual improvement gains in student scores. Student growth is based upon changes in student performance levels across two adjacent years. For each school, the annual improvement gain index is the average of all value-added points across all students for literacy and math in grades 3 - 8 within the school. The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas.

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

NEWLY EMPLOYED FOR THE PERIOD OF May 1, 2009 – May 31, 2009

Debra Farris – Investigator, Grade 21, Division of Human Resources/Licensure, Professional Licensure Standards Board- Investigative Unit, effective 05/04/09.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF May 1, 2009 – May 31, 2009

LaDonna Ratliff – from Secretary II, Grade 13, Division of Fiscal and Administrative Services, Child Nutrition, to Public School Program Advisor, Grade 21, Division of Fiscal and Administrative Services, Child Nutrition, effective 05/04/09.

SEPARATIONS FOR THE PERIOD OF May 1, 2009 – May 31, 2009

Holly Harvey – ADE Financial Analyst, Grade 20, Division of Fiscal and Administrative Services, State LEA Funding, effective 05/15/09. 0 years, 4 months, 3 days. Code: 02

*Christina Owens – Secretary II, Grade 13, Central Administration, Communications, effective 05/12/09. 7 years, 1 months, 0 days. Code: 02

*Etta Thomas – Training Instructor, Grade 18, Arkansas Public School Computer Network (APSCN), effective 05/01/09. 0 years, 8 months, 23 days. Code: 01

*Minority

AASIS Code:

01 – Voluntary Termination

02 – Involuntary Termination

Waiver Requests for Teachers Teaching Out of Area for June 2009

LEA	District	# Waivers	Teacher	License Areas	Out of Area	ALP Code	Yrs ALP	Granted/ Denied
17-01	Alma School District	1	Kuykendall, Sherrie	Elementary	Library Media	295, 296	07-08, 08-09	Granted
10-02	Arkadelphia School District	2	King, Kathy	Journalism, English	Library Media	295, 296	08-09	Granted
			Stanthakis, Megan	ECE P-4	Special Education	231	07-08, 08-09	Granted
74-01	Augusta School District	3	Gutridge, Cindy	English	Journalism	108	08-09	Granted
			Gutridge, Cindy	English	Speech Endorsement	114	08-09	Granted
			Langford, Kathleen	English	Special Education	230	07-08, 08-09	Granted
63-02	Benton School District	1	VanMeter, Kimberly	English	Speech Endorsement	114	08-09	Granted
40-01	Bentonville School District	2	Horton, Houston	English	Journalism	108	08-09	Granted
42-01	Booneville School District		Baker, Erin	ECE P-4	School Counseling	299	07-08, 08-09	Granted
43-04	Cabot School District	1	Tucker, Tammy	Sec Principal, Science, School	Curriculum Program Administrator	322	07-08, 08-09	Granted
52-04	Camden Fairview School District	1	Cooper, Taneisha	ECE P-4	Special Education	230	07-08, 08-09	Granted
68-02	Cave City School District	1	Fowler, Russell	Health, Physical Education	PE/Wellness/Leisure	235	08-09	Granted
36-01	Clarksville School District	3	Howard, Brenda	Elem 1-6	ESL	307, 308	07-08, 08-09	Denied
			Muncy, Tina	Elem k-6	ESL	307, 308	08-09	Denied
			Sinor, Linda	Elem 1-6	ESL	307, 308	07-08, 08-09	Denied
75-03	Danville School District	2	Blankenship, Brittany	ECE P-4	Special Education	231	06-07, 07-08,	Granted
			Morris, Daniel	Social Studies, Coaching	PE/Wellness/Leisure	236	08-09	Granted

Waiver Requests for Teachers Teaching Out of Area for June 2009

LEA	District	# Waivers	Teacher	License Areas	Out of Area	ALP Code	Yrs ALP	Granted/ Denied
04-02	Decatur School District	2	Redwine, Julia	ECE P-4, Middle Level Education	ESL	307, 308	08-09	Granted
			Vansandt, Andrea	ECE P-4 -- Elem K-6	Gifted & Talented	305, 306	08-09	Granted
09-01	Dermott School District	1	Jones, Stephanie	English/Language Arts 7-12	Special Education	230	08-09	Granted
18-02	Earle School District	2	Jefferson, Jessica	ECE P-4	School Counselor	299, 300	08-09	Granted
			Watson, Felecia	Mathematics Social Studies, Elementary	School Counselor	299, 300	07-08, 08-09	Granted
72-01	Elkins School District	4	Blagg, Janie	Special Education P-12	Art	201, 202	08-09	Granted
			Evans, Amy	Special Education P-12	Bldg. Level Administrator	312, 313	08-09	Granted
			Posey, Sandra	Elementary K-6	Gifted & Talented	305, 306	08-09	Granted
72-02	Farmington School District	1	Potts, Timothy	Social Studies	Special Education	230	08-09	Granted
			Gadberry, Christi	PE, Health & Coaching	Special Education	232, 234	08-09	Granted
			Collins, Jackie	ECE P-4	Special Education	231	08-09	Granted
			Gardner, Casey	P-4	Special Education	231	08-09	Granted
			Glidewell, Kerri	ECE P-4	Special Education	231	08-09	Granted
			Hill, Tonya	ECE P-4	Special Education	231	08-09	Granted
			Morgan, Carrie	P-4	Special Education	231	08-09	Denied
72-02	First Step Incorporated	7	Titsworth, Michelle	ECE P-4	Special Education	231	08-09	Granted
			Welk, Tiffany	P-4	Special Education	231	08-09	Denied

Waiver Requests for Teachers Teaching Out of Area for June 2009

LEA	District	# Waivers	Teacher	License Areas	Out of Area	ALP Code	Yrs ALP	Granted/ Denied
20-02	Fordyce School District	1	Rain, Heather	Middle School Math/Science	Mathematics 7-12	200	08-09	Granted
62-01	Forrest City School District	1	Joplin, Shelia	ECE P-4, Middle Level Education	Special Education	230	07-08, 08-09	Granted
04-04	Gravette School District	2	Eyberg, Carrie	ECE P-4, PE/Wellness/Leisur	Special Education	230	08-09	Granted
	Gravette Continued		McKinzie, Seth	English/Language Arts 7-12	Social Studies 7-12	167	08-09	Granted
66-02	Greenwood School District	1	Cecil, Frances	ECE P-4, MS Social Studies	Middle Childhood Math/Science	168	08-09	Granted
66-03	Hackett School District	1	Brickell, Diana	ECE P-4	Special Education	230	07-08, 08-09	Denied
63-04	Harmony Grove School District	1	Owens, Gary	Social Studies, MS Social Studies,	Special Education 4-12	230	06-07, 07-08,	Granted
58-03	Hector School District	1	Coffman, Sara	Social Studies	Special Education	230	07-08, 08-09	Granted
38-09	Hillcrest School District	1	Matthews, Amy	English 7-12	Special Education	230	07-08, 08-09	Granted
38-04	Hoxie School District	1	Sears, Colleen	Speech Language Pathologist	Curriculum Program Administrator	320	08-09	Granted
55-03	Kirby School District	1	Dunn, Allen	Special Education, Social Studies,	Curriculum Program Administrator	320	07-08, 08-09	Granted
05-06	Lead Hill School District	1	Harmon, Cash	PE/Health, Social Studies	Special Education	230	08-09	Granted
72-05	Lincoln School District	4	Dorman, Holly	Health/Science	Social Studies	167	08-09	Granted
			Hunt, Morgan	Business Ed	Special Education 4-12	230	07-08, 08-09	Granted
			Moore, Robin	Math/English	Algebra 1 Endorsement	209	07-08, 08-09	Granted
			O'Malley, Melinda	ECE P-4	5th/6th Endorsement	107	07-08, 08-09	Granted

Waiver Requests for Teachers Teaching Out of Area for June 2009

LEA	District	# Waivers	Teacher	License Areas	Out of Area	ALP Code	Yrs ALP	Granted/ Denied
54-04	Marvell School District	1	Wilborn, York	Business Technology	Career Orientation	410	08-09	Denied
31-04	Mineral Springs School District	3	Redman, Robbie	FACS	ECE P-4	001	08-09	Granted
			Stewart, Keith	MS Social Studies, Elem 1-6, Gifted &	Music	203, 205	08-09	Granted
			Sullivan, Megan	Social Studies	ECE P-4	001	08-09	Granted
03-04	Norfolk School District	1	Victorella, Nancy	English, Journalism, Drama	Spanish	004	08-09	Granted
60-02	North Little Rock School District	3	Bolding, Brad	Life/Earth Science	Physical/Earth Science	170	08-09	Granted
			Leger, Gwen	Counseling	School Counseling	300	08-09	Granted
			Stephens, Tina	Middle Level Education	Career Orientation	410	08-09	Granted
05-04	Omaha School District	1	Dillon, Dawn	ECE P-4	5th/6th Endorsement	107	08-09	Granted
65-05	Ozark Mountain School District	1	Beeler, Cynthia	Elementary, ECE P-4	Special Education	231	08-09	Denied
			Barron, Molly	English	Social Studies	167	08-09	Denied
32-05	Palestine-Wheatley School District	4	Brown, Cassandra	Mathematics, Physical Science	Life/Earth Science	170	08-09	Denied
			Luker, Mary	Middle School English/Social	Library Media	295, 296	07-08, 08-09	Denied
			Williams, Terry	Elementary, Elementary Principal	Gifted & Talented	305, 306	07-08, 08-09	Denied
53-03	Perryville School District	2	Bruks, Amanda	English	Drama and Speech	208	08-09	Denied
			Hamling, Mandy	English 7-12	Drama/Speech	208	06-07, 07-08,	Denied

Waiver Requests for Teachers Teaching Out of Area for June 2009

LEA	District	# Waivers	Teacher	License Areas	Out of Area	ALP Code	Yrs ALP	Granted/ Denied
11-04	Piggott School District	1	Robbins, Joshua	Middle Childhood Education,	Physical/Earth Science	169	08-09	Granted
72-06	Prarie Grove School District	1	Warren, Jonathan	English, Building Level Administrator	Building Level Administrator	312	08-09	Granted
60-06	Pulaski County Special School District	7	Anderson, Henry	English	Building Level Administrator	313	07-08, 08-09	Denied
			Green, Lajuanna	Busines Ed, Guidance, Work	Curriculum Program Administrator	385, 386	07-08, 08-09	Granted
			Mellor, Matt	Vocal Music, Instrumental Music	Bldg. Level Administrator	312	07-08, 08-09	Granted
			Rodden, Betty	Health, PE, Science	Health, PE, Science	169	08-09	Denied
			Stevens, Sandra	Elem 1-6, Special Ed P-12	Art	201, 202	08-09	Denied
			Viswanathan, Reva	MS Socail Stidoes. Elem 1-6;ESL	Bldg Level Administrator	313	05-06, 06-07, 07-08,	Denied
			Williams, Sandy	Social Studies	Bldg. Level Administrator	313	08-09	Granted
04-05	Rogers School District	4	Malcolm, Mark	Admin, Social Studies, PE,	Physical/Earth Science	169	08-09	Granted
			Morton, Clay	Physical Science	ESL	308	08-09	Granted
			Morton, Clay	Physical Science	Life/Earth Science	170	08-09	Granted
			Tharel, Laura	English 7-12	Journalism 7-12	108	08-09	Granted
58-05	Russellville School District	1	Spradlin, Casey	PE, Coaching	Career Orientation	411	08-09	Granted
27-05	Sheridan School District	1	Hogg, Sarah	Elementary 2-6	Curriculum Program Coordinator	321, 322	08-09	Granted
15-07	South Conway School District	1	Maxwell, Bridget	ECE P-4	5th/6th Endorsement	107	08-09	Granted

Section 1

Revolving Loans to School Districts

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

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

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

**STATE BOARD OF EDUCATION MEETING
JUNE 8, 2009
APPLICATIONS FOR REVOLVING LOANS**

REVOLVING LOAN APPLICATIONS:

1 Construction	\$	150,000.00
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
 REVOLVING LOANS
 CONSTRUCTION
 RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Mountainburg	Crawford	732	150,000	3,090,718	Renovation of the Old Main building

Section 2

Second Lien Bonds

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

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

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

**STATE BOARD OF EDUCATION MEETING
JUNE 8, 2009
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

3 2nd Lien	\$	7,280,000.00
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PUR
Bauxite	Saline	1,275	1,045,000	8,653,244	Constructing and equipping the chasing copiers (\$30,000), and writer's discount allowance (\$4 to be used for other capital proj
Cleveland County	Cleveland	868	320,000	4,689,196	Funding the following non-p (\$82,000), addition to agri buil improvements to the baseball/ chase bus (\$70,000); and cos discount allowance (\$20,000) used for other capital projects a
Van Buren	Crawford	5,882	5,915,000	72,615,000	Constructing and equipping ne and equipping various facilities and underwriter's discount allo maining funds to be used for ment purchases.

Section 3 Voted Bonds

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

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

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**STATE BOARD OF EDUCATION MEETING
JUNE 8, 2009
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

1 Voted	\$ 12,535,000.00
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Booneville	Logan	1,455	12,535,000	14,760,306	Refunding the outstanding bond (\$12,227,700) and cost of issuance allowance, and rounding (\$307,300)

Recommended Community Service Sites

Act 648 Community Service Program For Secondary Students

(Increment 20)

Data Compiled by

Division of Volunteerism
Department of Human Services

May 21, 2009

Student Community Service Site Application
(Act 648)

1. Agency/Organization Information:

County: Nevada School District(s): Prescott

Name of Organization: Prescott Flowers & Gifts

Address: 228 E. Vine Phone Number: 870-882-3560

Prescott AR 71857 Fax Number: _____

(Please include ZIP Code)

E-mail: _____

Name of Director/Contact Person: Billie McCald - Judy Martin

Hours of Operation: 8 AM - 5 pm Mon-Fri Staffing - Number of Employees: 3

8 AM - 12 Noon Sat. Number of Volunteers: _____

2. What SERVICE(S) does your agency/organization provide? We design arrangements for birthdays, funerals, weddings, and home use. We also offer delivery services.

3. Would your organization be interested in collaborating with school(s)/school district(s) to develop community service opportunities for students in grades 9 through 12 to help implement Act 648?

Yes No

4. Does your organization currently provide volunteer opportunities for youth?

Yes No (If Yes please describe, to include service and leadership opportunities.)

In the past we have participated in the Job Shadowing Program.

5. Is your organization interested in receiving technical assistance in developing a new, or expanding an existing, youth volunteer program?

Yes No

Please return this site application by mail or fax it to the Arkansas Division of Volunteerism at 1-501-682-6752 Attention: Selena Ellis

Arkansas Division Of Volunteerism
Deaghey Plaza South PO Box 1437, Sld: 1300 Little Rock, Arkansas 72203-1437 (501) 682-7340 TDD (501) 682-1605 Fax (501) 682-6752 1-800-482-5850, Ext. 27540

Student Community Service Site Application
(Act 648)

1. Agency/Organization Information: Nevada County Clerk
 County: Nevada School District(s): Prescott
 Name of Organization: County Clerk
 Address: 215 E 2nd St. Phone Number: 870-887-2710
Prescott, AR 71857 Fax Number: 870-887-5795
(Please include ZIP Code) E-mail: _____

Name of Director/Contact Person: Julie S. Oliver
 Hours of Operation: 8:00 - 4:30 Staffing - Number of Employees: 3
 Number of Volunteers: _____

2. What SERVICE(S) does your agency/organization provide? Probate, Marriage Licenses, Elections, Quorum Court, Payroll

3. Would your organization be interested in collaborating with school(s)/school district(s) to develop community service opportunities for students in grades 9 through 12 to help implement Act 648?
 Yes No

4. Does your organization currently provide volunteer opportunities for youth?
 Yes No (If Yes please describe, to include service and leadership opportunities.)

5. Is your organization interested in receiving technical assistance in developing a new, or expanding an existing, youth volunteer program?
 Yes No

Please return this site application by mail or fax it to the Arkansas Division of Volunteerism at 1-501-682-6752
 Attention: Selena Ellis

**Arkansas
Division
Of
Volunteerism**

Donaghey Plaza South
PO Box 1437, Slot 1300
Little Rock, Arkansas
72203-1437
(501) 682-7540
TDD (501) 682-1605
Fax (501) 682-6752
1-800-482-5850, Ext. 27540

**Student Community Service Site Application
(Act 648)**

1. Agency/Organization Information:

County: Nevada School District(s): Prescott - Nevada - Emmet

Name of Organization: Tax Assessor's Office

Address: 215 E. 2nd St. S. Phone Number: 870-887-3410
Prescott 71257 Fax Number: 870-887-2597

(Please include ZIP Code)

E-mail: probaw2003@yphoo.com

Name of Director/Contact Person: Pam Baker

Hours of Operation: 8:00-4:30 Staffing - Number of Employees: 2

Number of Volunteers: 0

2. What SERVICE(S) does your agency/organization provide?

Assess tax

3. Would your organization be interested in collaborating with school(s)/school district(s) to develop community service opportunities for students in grades through 12 to help implement Act 648?

Yes No

4. Does your organization currently provide volunteer opportunities for youth?

Yes No (If Yes please describe, to include service and leadership opportunities.)

Teach them to file paper, assess taxes and perform daily office duties

5. Is your organization interested in receiving technical assistance in developing a new, or expanding an existing, youth volunteer program?

Yes No

Please return this site application, by mail or fax it to the Arkansas Division of Volunteerism at 1-501-682-6752 Attention: Selena Ellis

**Arkansas
Division
of
Volunteerism**

Delightful-Plaza South
PO Box 1437, Slot 1300
Little Rock, Arkansas
72203-1437
(501) 682-7540
TDD (501) 682-6752
Fax (501) 682-6752
1-800-487-5850, Ext 27540

Student Community Service Site Application (Act 648)

1. Agency/Organization Information:

County: Nevada School District(s): Prescott #14

Name of Organization: Prescott - Nevada County Chamber of Commerce

Address: P.O. Box 307 Phone Number: 870-887-2101

Prescott, AR 71857 Fax Number: 870-887-5317

(Please include ZIP Code)

E-mail: bjonas@pnpartnership.org

Name of Director/Contact Person: Brandy Jones

Hours of Operation: Mon. - Fri. 8:00 - 5:00 Staffing - Number of Employees: 1

Number of Volunteers:

2. What SERVICE(S) does your agency/organization provide? Community and County wide events, support of businesses and schools, information of County and state and many others along the same line.

3. Would your organization be interested in collaborating with school(s)/school district(s) to develop community service opportunities for students in grades 9 through 12 to help implement Act 648?

Yes [X] No []

4. Does your organization currently provide volunteer opportunities for youth?

Yes [X] No [] (If Yes [X] please describe, to include service and leadership opportunities.)

Posting of events, working in the community events, and helping in all aspects on a daily basis. This provides them with knowledge and experience

5. Is your organization interested in receiving technical assistance in developing a new, or expanding an existing, youth volunteer program?

Yes [X] No []

Please return this site application by mail or fax it to the Arkansas Division of Volunteerism at 1-501-682-6752 Attention: Selena Ellis

Arkansas Division Of Volunteerism Donaghey Plaza South PO Box 1437, Slac 1300 Little Rock, Arkansas 72203-1437 (501) 682-7540 TDD (501) 682-1605 Fax (501) 682-6752 1-800-482-5850, Ext. 27540

**Student Community Service Site Application
(Act 648)**

I. Agency/Organization Information:

County: Nevada School District(s): Prescott

Name of Organization: Style by Heather

Address: 327 E 205th St. South Phone Number: (870) 887-2328

Prescott AR 71657 Fax Number: _____

(Please include ZIP Code)

E-mail: stylebyheather@yahoo.com

Name of Director/Contact Person: Heather Ratcliff

Hours of Operation: 8-5 Staffing - Number of Employees: 3

Number of Volunteers: _____

What SERVICE(S) does your agency/organization provide? Retail stocking,
reception/making appointments, product ordering,
landscaping,

Would your organization be interested in collaborating with school(s)/school district(s) to develop community service opportunities for students in grades 9 through 12 to help implement act 648?

Yes No

Does your organization currently provide volunteer opportunities for youth?

Yes No (If Yes please describe, to include service and leadership opportunities.)

Is your organization interested in receiving technical assistance in developing a new, or expanding an existing, youth volunteer program?

Yes No

Please return this site application by mail or fax it to the Arkansas Division of Volunteerism at 1-501-682-6752 Attention: Selena Ellis

<p>Arkansas Division Of Volunteerism</p> <p>Donaghey Plaza South PO Box 1437, Ste 1300 Little Rock, Arkansas 72203-1437 (501) 682-7340 TDD (501) 682-1605 Fax (501) 682-6752 1-800-482-5850, Ext 27340</p>

Student Community Service Site Application
(Act 648)

1. Agency/Organization Information:

County: Nevada School District(s): Prescott/Emmet/Nevada

Name of Organization: Nevada County Circuit Clerk's Office

Address: Nevada County Courthouse Phone Number: 870-887-2511

215 East 2nd Suite 103 Fax Number: 870-887-1911
Prescott, AR. 71857
(Please include ZIP Code)

E-mail: ritaxavengs@hotmail.com

Name of Director/Contact Person: Rita Ravenga

Hours of Operation: 8:00AM - 4:30PM

Staffing - Number of Employees: 3

Number of Volunteers: 0

2. What **SERVICE(S)** does your agency/organization provide? Our office records and maintains all real estate records for the county, we also record child support payments, court files, passport applications, notary public bonds and we recently began scanning and indexing old real estate records.

3. Would your organization be interested in collaborating with school(s)/school district(s) to develop community service opportunities for students in grades 9 through 12 to help implement Act 648?

Yes No

4. Does your organization currently provide volunteer opportunities for youth?

Yes No (If Yes please describe, to include service and leadership opportunities.)

5. Is your organization interested in receiving technical assistance in developing a new, or expanding an existing, youth volunteer program?

Yes No

Please return this site application, by mail or fax it to
the Arkansas Division of Volunteerism at 1-501-682-6752
Attention: Selenia Ellis

**Arkansas
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Donaghey Plaza South
PO Box 1437, Slot 1300
Little Rock, Arkansas
72203-1437
(501) 682-7540
TDD (501) 682-1605
Fax (501) 682-6752
1-800-482-5830, Ext 27540



ARKANSAS DEPARTMENT OF EDUCATION

Critical Academic Licensure Shortage Areas 2009-2010 School Year

Pursuant to A.C.A. § 6-81-609 and Act 605 of 2009 the Arkansas Department of Education has designated the following areas as critical academic teacher licensure/endorsement shortage areas for the 2009-2010 school year.

Licensure Areas:

Mathematics (Secondary)

Mathematics (7-12)

Middle Childhood

Mathematics/Science (4-8)

English/Language Arts/Social Studies (4-8)

Special Education

Deaf Education

Visually Impaired

Speech Language Pathologist/

Speech Therapist

Special Education Instructional

Specialist (P-4 and 4-12) **or**

(Old Licenses: {K-12} Mildly Handicapped,

Profound Handicapped Spanish

Severely Emotionally Disturbed)

Science (Secondary)

Life/Earth Science (7-12)

Physical/Earth Science (7-12)

or (Old Licenses: Biology/Chemistry/
Physical Science/Physics)

Foreign Language

Moderately/

French

Mandarin Chinese

Endorsements:

Library Media

School Counselor

Gifted and Talented

Algebra 1 Middle School (new)

Middle School (5-8)

(Old Licenses by subject:)

English (056)

Math (111)

Social Studies (159)

Science (139)



Smart Accountability

GOAL: To provide and implement statewide comprehensive interventions to improve student performance in low-performing schools by differentiated interventions.

Implementation of Arkansas' Differentiated Accountability Proposal will allow the Arkansas Department of Education to apply alternate labels and to better align and strengthen interventions to schools' needs, but in no way will this Differentiated Accountability Proposal change the current process for determining Adequate Yearly Progress (AYP). The proposed differentiated accountability system will align with, build on, and strengthen Arkansas' current system of intervention support and accountability.

Arkansas has demonstrated a strong commitment to student achievement. The Arkansas Differentiated Accountability Proposal allows the state to better differentiate interventions and resources to schools most in need. After six years of implementing No Child Left Behind (NCLB), 30 percent of Arkansas' schools are in some stage of school improvement. Because these 325 schools are very different from each other – some are achieving with their students across the board except in one subpopulation on one test while others are failing with students across the whole population on both tests – Arkansas is initiating **Smart Accountability** for the 2009-2010 school year.

This proposed model will distinguish among schools by applying different labels, interventions and consequences to schools appropriate to their actual school improvement status based on the Arkansas Benchmark Scores. These categories of improvement are:

- **Achieving**
- **Targeted Improvement**
- **Targeted Intensive Improvement**

- **Whole School Improvement**
- **Whole School Intensive Improvement**
- **State Directed**

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

Act 1467 of 2003 (codified as A.C.A. § 6-15-201 *et seq.*), commonly referred to as “The Omnibus Quality Education Act” or, more simply, “*Omnibus*,” authorizes the State Board of Education and/or the Commissioner of Education to intervene when a school fails to meet all state accreditation standards or when it meets the criteria for placement in fiscal distress, academic distress, or facilities distress. These interventions range from state-provided technical assistance to state takeover of the district with removal of the superintendent and/or school board.

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

The Arkansas Department of Education (ADE) Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) (http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf) is the state’s enforcement mechanism that encompasses the mandates of Omnibus and Act 35. The components of the rule are monitored by the ADE Standards and Assurance Unit.

While enhancing the effects of the aforementioned state laws and rule, the Arkansas Differentiated Accountability Proposal is also grounded in the *Arkansas Standards and Indicators of School Improvement* (ACTAAP Section 9.12). These standards, adapted from Kentucky, were approved by the Arkansas State Board of Education in 2006 and allow the assessment of systemic performance of a school by taking an evidence-

based approach of three inclusive areas. These are:

Academic Performance	Learning Environment	Efficiency
Curriculum	School Culture	Leadership
Classroom Evaluation/ Assessment	Student/Family/Community Structure	Organizational Structure
Instruction	Professional Growth	Comprehensive/Effective

Method/Calculation of School Improvement Label

Label	Selection Criteria
Achieving Schools	Meets Standards
Targeted Improvement	Schools that do not meet Adequate Yearly Progress in math and/or literacy and miss the AMO for <u>25 percent or fewer groups</u> and <u>do not</u> miss the AMO for combined population resulting in school improvement years one through three (1-3) will be labeled as in “Targeted Improvement”
Whole School Improvement	Schools that do not meet Adequate Yearly Progress in math and/or literacy and miss the AMO for combined population and/or <u>more than 25 percent of groups</u> resulting in school improvement years one through three (1-3) will be labeled as in “Whole School Improvement”
Targeted Intensive Improvement	Schools that do not meet Adequate Yearly Progress in math and/or literacy and miss the AMO for <u>25 percent or fewer groups</u> and <u>do not</u> miss the AMO for combined population resulting in school improvement for four (4) or more years will be labeled as in “Targeted Intensive Improvement”
Whole School Intensive Improvement	Schools that do not meet Adequate Yearly Progress in math and/or literacy and miss the AMO for combined population and/or <u>more than 25 percent groups</u> resulting in school improvement years four (4) or more years will be labeled as in “Whole School Intensive Improvement”
State Directed	Schools that do not meet Adequate Yearly Progress in math and/or liter-



Agency	Purpose of Grant	Slots	Funding Amount
15th Street Church of God in Christ	Direct Services/Center	60	\$ 291,600.00
ABC Children's Academy and Developmental Center, Inc.	Direct Services/Center	230	\$ 1,117,800.00
Academy of Learning	Direct Services/Center	60	\$ 291,600.00
ACH Child Enrichment Center	Direct Services/Center	20	\$ 97,200.00
Amber Lane Precious Ones	Direct Services/Center	10	\$ 48,600.00
Arch Ford Education Cooperative	Direct Services/Center	20	\$ 97,200.00
Arkadelphia School District	Direct Services/center	60	\$ 291,600.00
ASU Programs for Children and Families in the Delta	Direct Services/Center	544	\$ 2,643,840.00
Atkins School District	Direct Services/Center	40	\$ 194,400.00
Augusta School District	Direct Services/Center	60	\$ 291,600.00
Barton-Lexa School District	Direct Services/Center	20	\$ 97,200.00
Batesville School District	Direct Services/Center	130	\$ 631,800.00
Beebe School District	Direct Services/Center	80	\$ 388,800.00
Benton Co. Sunshine School	Direct Services/Center	30	\$ 145,800.00
Bentonville School District	Direct Services/Center	230	\$ 1,117,800.00
Bigelow Assembly of God/Community Christian Academy	Direct Services/Center	20	\$ 97,200.00
Blevins School District	Direct Services/Center	15	\$ 72,900.00
Blytheville School District	Direct Services/Center	40	\$ 194,400.00
BOST	Direct Services/Center	30	\$ 145,800.00
Bottles to Buses	Direct Services/Center	40	\$ 194,400.00
BRAD Head Start/Early Head Start	Direct Services/Center	87	\$ 422,820.00
Bradford School District	Direct Services/Center	20	\$ 97,200.00
Bright Beginnings	Direct Services/Center	20	\$ 97,200.00
Bright Beginnings (Mays)	Direct Services/Center	16	\$ 77,760.00
Bright Beginnings Childcare Center	Direct Services/Center	30	\$ 145,800.00
Brinkley School District	Direct Services/Center	20	\$ 97,200.00
Brookland School District	Direct Services/Center	61	\$ 296,460.00
Buffalo Island Central School District	Direct Services/Center	30	\$ 145,800.00
Busy Bee	Direct Services/Center	20	\$ 97,200.00
Busy Body Child Care Program	Direct Services/Center	10	\$ 48,600.00
Cabot School District	Direct Services/Center	180	\$ 874,800.00
Camden-Fairview School District	Direct Services/Center	60	\$ 291,600.00
Candy Land Early Education Family Home	Direct Services/Center	10	\$ 48,600.00
Carlisle School District	Direct Services/Center	40	\$ 194,400.00
Carroll Co. Learning Center	Direct Services/Center	37	\$ 179,820.00
Cave City School District	Direct Services/Center	60	\$ 291,600.00
Cedar Ridge School District	Direct Services/Center	74	\$ 359,640.00
Centerpoint School District	Direct Services/Center	18	\$ 87,480.00
Central Arkansas Development Council	Direct Services/Center	80	\$ 388,800.00
Child Development, Inc.	Direct Services/Center	388	\$ 1,885,680.00
Child of Mine	Direct Services/Center	70	\$ 340,200.00
Christine's Private Preschool	Direct Services/Center	6	\$ 29,160.00
Clarendon School District	Direct Services/Center	24	\$ 116,640.00
Cleveland Co. School District	Direct Services/Center	28	\$ 136,080.00
Clinton School District	Direct Services/Center	40	\$ 194,400.00
Community Action Program Central Ark	Direct Services/Center	18	\$ 87,480.00
Community Outreach Partnership Enrich. Lovin Arms	Direct Services/center	40	\$ 194,400.00
Community Preschool	Direct Services/Center	20	\$ 97,200.00
Concord School District	Direct Services/Center	85	\$ 413,100.00
Conway School District	Direct Services/Center	140	\$ 680,400.00
Cossatot Community College	Direct Services/Center	38	\$ 184,680.00

Crossett School District	Direct Services/Center	80	\$ 388,800.00
Crowley's Ridge Education Cooperative	Direct Services/Center	94	\$ 456,840.00
D.R.E.A.M.	Direct Services/Center	20	\$ 97,200.00
Danville School District	Direct Services/Center	40	\$ 194,400.00
Dawson Education Cooperative	Direct Services/Center	400	\$ 1,944,000.00
Decatur School District	Direct Services/Center	40	\$ 194,400.00
DeQueen Mena Education Cooperative	Direct Services/Center	680	\$ 3,304,800.00
Dermott Day Service Center	Direct Services/Center	13	\$ 63,180.00
Dermott School District	Direct Services/Center	15	\$ 72,900.00
Des Arc School District	Direct Services/Center	20	\$ 97,200.00
Dewitt School District	Direct Services/Center	20	\$ 97,200.00
Dollarway School District	Direct Services/Center	138	\$ 670,680.00
Drew Central School District	Direct Services/Center	60	\$ 291,600.00
Dumas Public Schools	Direct Services/Center	15	\$ 72,900.00
Earle School District	Direct Services/Center	45	\$ 218,700.00
Early Horizons Child Development Center	Direct Services/Center	40	\$ 194,400.00
East End (Bigelow) School District	Direct Services/Center	20	\$ 97,200.00
East Poinsett County School District	Direct Services/Center	60	\$ 291,600.00
Easter Seals-GPCDC	Direct Services/Center	20	\$ 97,200.00
Elminas Loving Arms	Direct Services/Center	20	\$ 97,200.00
Emmanuel Learning Center	Direct Services/Center	60	\$ 291,600.00
EOA of Washington County	Direct Services/Center	22	\$ 106,920.00
Ermer's Learning Academy	Direct Services/Center	20	\$ 97,200.00
Families and Children Together	Direct Services/Center	200	\$ 972,000.00
Fantastic Children Learning Academy	Direct Services/Center	20	\$ 97,200.00
Fayetteville School District	Direct Services/Center	120	\$ 583,200.00
First Baptist Church McGehee	Direct Services/Center	20	\$ 97,200.00
First Baptist Church/Circle of Love CDC	Direct Services/Center	20	\$ 97,200.00
First Presbyterian Church Warren	Direct Services/Center	40	\$ 194,400.00
First Step, Inc.	Direct Services/Center	20	\$ 97,200.00
Flippin School District	Direct Services/Center	60	\$ 291,600.00
Focus, Inc.	Direct Services/Center	40	\$ 194,400.00
Forrest City School District	Direct Services/Center	200	\$ 972,000.00
Forrester Davis Developmental Center	Direct Services/Center	20	\$ 97,200.00
Fort Smith Public Schools	Direct Services/Center	200	\$ 972,000.00
Fouke School District	Direct Services/Center	59	\$ 286,740.00
Frank C. Steudlein Learning Center	Direct Services/Center	40	\$ 194,400.00
Friendship Community Care	Direct Services/Center	110	\$ 534,600.00
Glen Rose School District	Direct Services/Center	26	\$ 126,360.00
Grandma's Child Care	Direct Services/Center	15	\$ 72,900.00
Gravette School District	Direct Services/Center	40	\$ 194,400.00
Great Beginnings CC & Enrichment Ctr	Direct Services/Center	20	\$ 97,200.00
Greenbrier School District	Direct Services/Center	60	\$ 291,600.00
Greene Co. Tech School District	Direct Services/Center	140	\$ 680,400.00
Greenwood School District	Direct Services/Center	60	\$ 291,600.00
Growing God's Kingdom	Direct Services/Center	110	\$ 534,600.00
Gurdon School District	Direct Services/Center	44	\$ 213,840.00
Hamburg School District	Direct Services/Center	140	\$ 680,400.00
Happy Day Christian Preschool	Direct Services/Center	10	\$ 48,600.00
Happyland	Direct Services/Center	40	\$ 194,400.00
Harrison School District	Direct Services/Center	20	\$ 97,200.00
Hazen School District	Direct Services/Center	24	\$ 116,640.00

Head of the Class	Direct Services/Center	40	\$	194,400.00
Head Start Child & Family Services	Direct Services/Center	100	\$	486,000.00
Helping Hand Preschool	Direct Services/Center	30	\$	145,800.00
Hermitage School District	Direct Services/Center	37	\$	179,820.00
His Little Lambs	Direct Services/Center	14	\$	68,040.00
Hogan's Happy Times	Direct Services/Center	20	\$	97,200.00
Hope For the Young (from WACD)	Direct Services/Center	39	\$	189,540.00
Hope School District	Direct Services/Center	140	\$	680,400.00
Hot Springs Child Care Center	Direct Services/Center	70	\$	340,200.00
Hot Springs School District	Direct Services/Center	60	\$	291,600.00
Hours of Joy	Direct Services/Center	20	\$	97,200.00
Hoxie School District	Direct Services/Center	50	\$	243,000.00
Hugs-N-Tugs	Direct Services/Center	13	\$	63,180.00
In His Image Youth Development Center, Inc.	Direct Services/Center	160	\$	777,600.00
Izard Co. Consolidated School District	Direct Services/Center	30	\$	145,800.00
Jackson Co. School District	Direct Services/Center	60	\$	291,600.00
Jellybean Junction	Direct Services/Center	20	\$	97,200.00
Johnson & Johnson Learning and Developmental Center	Direct Services/Center	20	\$	97,200.00
Jonesboro School District	Direct Services/Center	80	\$	388,800.00
Kareer Kids	Direct Services/Center	60	\$	291,600.00
Kid to Kid	Direct Services/Center	20	\$	97,200.00
Kiddie Kampus	Direct Services/Center	14	\$	68,040.00
Kiddie Kollege Day Care Center, Inc.	Direct Services/Center	45	\$	218,700.00
Kids 1st	Direct Services/Center	20	\$	97,200.00
Kids Place Learning Center, Inc.	Direct Services/Center	70	\$	340,200.00
Kids R Kids	Direct Services/Center	10	\$	48,600.00
Kidz Kare, Inc.	Direct Services/Center	40	\$	194,400.00
Kidz World Child Development Center (Enchantment)	Direct Services/Center	20	\$	97,200.00
Lakeside (Chicot) School District	Direct Services/Center	120	\$	583,200.00
Lakeside SD Hot Springs (transfer from Dawson)	Direct Services/Center	73	\$	354,780.00
Lamar School District	Direct Services/Center	20	\$	97,200.00
Lavaca School District	Direct Services/Center	55	\$	267,300.00
Lead Hill School District	Direct Services/Center	40	\$	194,400.00
Leap Forward Academy	Direct Services/Center	20	\$	97,200.00
Lee County School District	Direct Services/Center	110	\$	534,600.00
Li'l Kim's Playhouse	Direct Services/Center	20	\$	97,200.00
Lil Motivators Academy Childcare, Inc.	Direct Services/Center	20	\$	97,200.00
Lil Treasures	Direct Services/Center	40	\$	194,400.00
Lincoln Child Care Center	Direct Services/Center	76	\$	369,360.00
Lincoln Consolidated Schools	Direct Services/Center	40	\$	194,400.00
Linden Street Child Care	Direct Services/Center	80	\$	388,800.00
Little Angels	Direct Services/Center	20	\$	97,200.00
Little Angels Child Care of Prescott	Direct Services/Center	20	\$	97,200.00
Little Kids Daycare	Direct Services/Center	34	\$	165,240.00
Little Leaps	Direct Services/Center	40	\$	194,400.00
Little Ones Learning Academy/PG Academy	Direct Services/Center	20	\$	97,200.00
Little Rock School District	Direct Services/Center	1095	\$	5,321,700.00
Little Scholars	Direct Services/Center	20	\$	97,200.00
Little Scholars of Maumelle	Direct Services/Center	20	\$	97,200.00
Little Zion Learning Center	Direct Services/Center	20	\$	97,200.00
London Bridges Child Care, Inc.	Direct Services/Center	20	\$	97,200.00
Love A Lots (Patsy Mitchell) part of ASU network	Direct Services/Center	10	\$	48,600.00

Lucas Daycare and Preschool	Direct Services/Center	16	\$ 77,760.00
Lullabys and Lollipops	Direct Services/Center	10	\$ 48,600.00
Magnolia School District	Direct Services/Center	100	\$ 486,000.00
Mainstreet Kids	Direct Services/Center	60	\$ 291,600.00
Mammoth Spring School District	Direct Services/Center	26	\$ 126,360.00
Manila School District	Direct Services/Center	40	\$ 194,400.00
Mansfield ABC, Inc.	Direct Services/Center	60	\$ 291,600.00
Marion School District	Direct Services/Center	40	\$ 194,400.00
Marmaduke School District	Direct Services/Center	28	\$ 136,080.00
Marvell School District	Direct Services/Center	30	\$ 145,800.00
Mayflower School District	Direct Services/Center	30	\$ 145,800.00
McCrory School District	Direct Services/Center	20	\$ 97,200.00
McGehee School District	Direct Services/Center	60	\$ 291,600.00
Melba Connelly dba Gram's House	Direct Services/Center	30	\$ 145,800.00
Melbourne School District	Direct Services/Center	20	\$ 97,200.00
Midland School District	Direct Services/Center	49	\$ 238,140.00
Mineral Springs School District	Direct Services/Center	45	\$ 218,700.00
Miss Livy's Preschool for Creative Kids, Inc.	Direct Services/Center	40	\$ 194,400.00
Miss Mary's Preschool	Direct Services/Center	10	\$ 48,600.00
Mississippi Co. Economic Opportunity	Direct Services/Center	287	\$ 1,394,820.00
Monticello School District	Direct Services/Center	40	\$ 194,400.00
Mother Goose	Direct Services/Center	20	\$ 97,200.00
Mother's Touch FCCH	Direct Services/Center	15	\$ 72,900.00
Mountain View School District	Direct Services/Center	60	\$ 291,600.00
Mountainburg SD (transfer from WACD)	Direct Services/Center	20	\$ 97,200.00
Mrs. Kim's FHDC	Direct Services/Center	10	\$ 48,600.00
Mrs. Melissa's Preschool	Direct Services/Center	10	\$ 48,600.00
Mrs. Sha's FHDC	Direct Services/Center	10	\$ 48,600.00
Ms. Christi's FHDC	Direct Services/Center	10	\$ 48,600.00
Ms. Linda's FCCH	Direct Services/Center	3	\$ 14,580.00
Mt. Vernon-Enola School District	Direct Services/Center	20	\$ 97,200.00
My First School	Direct Services/Center	20	\$ 97,200.00
Nemo Vista School District	Direct Services/Center	20	\$ 97,200.00
Nettleton School District	Direct Services/Center	90	\$ 437,400.00
Nevada Co. ARC	Direct Services/Center	20	\$ 97,200.00
New Horizons Daycare, Inc.	Direct Services/Center	15	\$ 72,900.00
Newport School District	Direct Services/Center	102	\$ 495,720.00
Noah's Ark	Direct Services/Center	40	\$ 194,400.00
North Central Arkansas Development Council	Direct Services/Center	20	\$ 97,200.00
North Little Rock School District	Direct Services/Center	522	\$ 2,536,920.00
Northeast Ark. Education Cooperative	Direct Services/Center	242	\$ 1,176,120.00
Omaha School District	Direct Services/Center	40	\$ 194,400.00
One 2 Grow On Childcare	Direct Services/Center	20	\$ 97,200.00
Open Arms Learning Center	Direct Services/Center	20	\$ 97,200.00
Osceola School District	Direct Services/Center	40	\$ 194,400.00
Ouachita Industries, Inc.	Direct Services/Center	20	\$ 97,200.00
Ouachita School District	Direct Services/Center	20	\$ 97,200.00
OUR Education Cooperative	Direct Services/Center	353	\$ 1,715,580.00
Outreach of Love	Direct Services/Center	20	\$ 97,200.00
Ozark Guidance Center	Direct Services/Center	16	\$ 77,760.00
Palestine-Wheatley School District	Direct Services/Center	30	\$ 145,800.00
Pangburn School District	Direct Services/Center	27	\$ 131,220.00

Paragould School District	Direct Services/Center	110	\$	534,600.00
Paris School District	Direct Services/Center	160	\$	777,600.00
Parkway Daycare and Learning Center	Direct Services/Center	20	\$	97,200.00
Pettis CME Learning Center	Direct Services/Center	20	\$	97,200.00
Pine Bluff School District	Direct Services/Center	80	\$	388,800.00
Play School Day Care Center, Inc.	Direct Services/Center	125	\$	607,500.00
Pnuts Playhouse	Direct Services/Center	5	\$	24,300.00
Pocahontas School District	Direct Services/Center	20	\$	97,200.00
Prekinder Preschool Development Ctr	Direct Services/Center	20	\$	97,200.00
Princeton Private Preschool	Direct Services/Center	4	\$	19,440.00
Pulaski Co. Special School District	Direct Services/Center	660	\$	3,207,600.00
Quality Child Care	Direct Services/Center	80	\$	388,800.00
Rainbow of Challenges, Inc./School of Hope	Direct Services/Center	60	\$	291,600.00
Riverview School District	Direct Services/Center	40	\$	194,400.00
Rogers School District	Direct Services/Center	260	\$	1,263,600.00
Rose Bud School District	Direct Services/Center	18	\$	87,480.00
Rosie & Jackie's	Direct Services/Center	100	\$	486,000.00
Sandy's Day Care	Direct Services/Center	20	\$	97,200.00
Sarah's Precious Day Care	Direct Services/Center	20	\$	97,200.00
Scholastic Academy	Direct Services/Center	60	\$	291,600.00
SEACBEC	Direct Services/Center	120	\$	583,200.00
Searcy Co. School District	Direct Services/Center	40	\$	194,400.00
Sheridan School District	Direct Services/Center	80	\$	388,800.00
Shining Star Academy	Direct Services/Center	20	\$	97,200.00
Siloam Springs School District	Direct Services/Center	120	\$	583,200.00
Sisters of Our Lady of Charity (St. Michael's)	Direct Services/Center	62	\$	301,320.00
Smackover School District	Direct Services/Center	60	\$	291,600.00
Small Fry Child Care	Direct Services/Center	6	\$	29,160.00
Small World Preschool	Direct Services/Center	80	\$	388,800.00
Snuggle Bugs/Siloam Springs Academy	Direct Services/Center	80	\$	388,800.00
South Ark Dev Center for Children/Fam	Direct Services/Center	40	\$	194,400.00
South Central Education Cooperative	Direct Services/Center	217	\$	1,054,620.00
South Conway Co. School District	Direct Services/Center	80	\$	388,800.00
South Mississippi County School District	Direct Services/Center	38	\$	184,680.00
Southside Bee Branch School District	Direct Services/Center	20	\$	97,200.00
Southside Church of Prescott	Direct Services/Center	20	\$	97,200.00
Southside School District	Direct Services/Center	75	\$	364,500.00
Springdale School District	Direct Services/Center	500	\$	2,430,000.00
Star City School District	Direct Services/Center	55	\$	267,300.00
Stepping Stone School for Exceptional Ch.	Direct Services/Center	20	\$	97,200.00
Straightway Preschool Academy	Direct Services/Center	20	\$	97,200.00
Stuttgart School District	Direct Services/Center	35	\$	170,100.00
Sunrise Child Development Center	Direct Services/Center	20	\$	97,200.00
Sunrise Learning Academy	Direct Services/Center	39	\$	189,540.00
SW Arkansas Community Development (SWACDC)	Direct Services/Center	22	\$	106,920.00
Tender Loving Care	Direct Services/Center	60	\$	291,600.00
Texarkana Arkansas School District #7	Direct Services/Center	165	\$	801,900.00
The Exploration Station	Direct Services/Center	60	\$	291,600.00
The Learning Center	Direct Services/Center	13	\$	63,180.00
Touched By An Angel	Direct Services/Center	20	\$	97,200.00
Trumann School District	Direct Services/Center	80	\$	388,800.00
Two Rivers School District	Direct Services/Center	78	\$	379,080.00

UAM College of Technology-McGehee	Direct Services/Center	20	\$ 97,200.00
United Methodist Children's Home	Direct Services/Center	21	\$ 102,060.00
University of Ark at Pine Bluff	Direct Services/Center	29	\$ 140,940.00
University of Ark Community College	Direct Services/Center	10	\$ 48,600.00
Valley View School District	Direct Services/Center	60	\$ 291,600.00
Van Buren School District	Direct Services/Center	26	\$ 126,360.00
Vilonia School District	Direct Services/Center	90	\$ 437,400.00
Waldron School District	Direct Services/Center	100	\$ 486,000.00
Wee Care Learning Center	Direct Services/Center	10	\$ 48,600.00
West Memphis School District	Direct Services/Center	80	\$ 388,800.00
Western Arkansas Child Development	Direct Services/Center	445	\$ 2,162,700.00
Western Yell Co. School District	Direct Services/Center	38	\$ 184,680.00
Westside (Craighead Co.) School District	Direct Services/Center	35	\$ 170,100.00
White Co. Central School District	Direct Services/Center	40	\$ 194,400.00
White River Preschool	Direct Services/Center	25	\$ 121,500.00
Wonderview School District	Direct Services/Center	20	\$ 97,200.00
Wynne Community Enlightenment	Direct Services/Center	25	\$ 121,500.00
ACH-Central Arkansas HIPPY	Direct Services/HIPPY	122	\$ 213,500.00
ACH-Eastern Arkansas HIPPY	Direct Services/HIPPY	130	\$ 227,500.00
ACH-Lee County HIPPY	Direct Services/HIPPY	54	\$ 94,500.00
ACH-Quitman HIPPY	Direct Services/HIPPY	54	\$ 94,500.00
Arkansas River Education Cooperative HIPPY	Direct Services/HIPPY	650	\$ 1,137,500.00
Benton School District HIPPY	Direct Services/HIPPY	55	\$ 96,250.00
Boston Mountain Education Cooperative HIPPY	Direct Services/HIPPY	300	\$ 525,000.00
Camden-Fairview School District HIPPY	Direct Services/HIPPY	140	\$ 245,000.00
Centers for Youth and Families HIPPY	Direct Services/HIPPY	30	\$ 52,500.00
Clark Co. Development Center HIPPY	Direct Services/HIPPY	65	\$ 113,750.00
Dawson Education Cooperative HIPPY	Direct Services/HIPPY	50	\$ 87,500.00
DeQueen Mena Education Cooperative HIPPY	Direct Services/HIPPY	81	\$ 141,750.00
Earle School District HIPPY	Direct Services/HIPPY	60	\$ 105,000.00
Forrest City School District HIPPY	Direct Services/HIPPY	108	\$ 189,000.00
Greenbrier School District (Faulkner Co) HIPPY	Direct Services/HIPPY	189	\$ 330,750.00
Heber Springs School District HIPPY	Direct Services/HIPPY	27	\$ 47,250.00
Helena-West Helena School District HIPPY	Direct Services/HIPPY	200	\$ 350,000.00
Jonesboro Urban Renewal Housing Authority HIPPY	Direct Services/HIPPY	217	\$ 379,750.00
Northeast Ark. Education Cooperative HIPPY	Direct Services/HIPPY	54	\$ 94,500.00
OUR Education Cooperative HIPPY	Direct Services/HIPPY	260	\$ 455,000.00
Pulaski Co. Special School District HIPPY	Direct Services/HIPPY	135	\$ 236,250.00
Rogers School District HIPPY	Direct Services/HIPPY	40	\$ 70,000.00
Sisters of Our Lady of Charity (St. Michael's) HIPPY	Direct Services/HIPPY	90	\$ 157,500.00
Southeast Ark. Education Cooperative HIPPY	Direct Services/HIPPY	560	\$ 980,000.00
Southside School District HIPPY	Direct Services/HIPPY	85	\$ 148,750.00
Southwest Ark. Education Cooperative HIPPY	Direct Services/HIPPY	60	\$ 105,000.00
SW Arkansas Development Council HIPPY	Direct Services/HIPPY	135	\$ 236,250.00
West Memphis School District HIPPY	Direct Services/HIPPY	150	\$ 262,500.00
West Side (Greers Ferry) School District HIPPY	Direct Services/HIPPY	60	\$ 105,000.00
Western Arkansas Child Development HIPPY	Direct Services/HIPPY	156	\$ 273,000.00
Wilbur D. Mills Education Cooperative HIPPY	Direct Services/HIPPY	791	\$ 1,384,250.00
Arkansas River Education Cooperative PAT	Direct Services/PAT	60	\$ 105,000.00
Batesville School District PAT	Direct Services/PAT	56	\$ 98,000.00
Benton Co. Sunshine School PAT	Direct Services/PAT	27	\$ 47,250.00
Bentonville School District PAT	Direct Services/PAT	27	\$ 47,250.00

Cedar Ridge School District PAT	Direct Services/PAT	20	\$ 35,000.00
Fort Smith Public Schools PAT	Direct Services/PAT	150	\$ 262,500.00
Inspired Communities PAT	Direct Services/PAT	47	\$ 82,250.00
Jefferson Comprehensive Care PAT	Direct Services/PAT	81	\$ 141,750.00
Total			\$ 101,786,960.00

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET
FY 2009 FINAL**

	FY09 APPROVED BUDGET 7/14/08	FY09 PROPOSED BUDGET 6/08/09	FY09 BUDGET CHANGE FROM BUDGET 7/14/08
ACADEMIC IMPROVEMENT TRAINING	\$ 500,000	\$ 500,000	\$ -
ADVANCED PLACEMENT INCENTIVE	825,000	825,000	-
ALTERNATIVE LEARNING	19,968,837	20,169,837	201,000
ALTERNATIVE PAY	2,500,000	2,500,000	-
ARK LEADERSHIP ACADEMY - MASTER PRINCIPAL	500,000	500,000	-
ARK PUBLIC SCHOOL COMPUTER NETWORK	16,112,704	16,112,704	-
ARK TEACHER HOUSING DEV FOUNDATION	100,000	100,000	-
ARKANSAS EASTER SEALS	193,113	193,113	-
ARKANSAS TEACHER OF THE YEAR	125,000	125,000	-
ASSESSMENT/END OF COURSE TESTING	23,887,747	23,387,747	(500,000)
AT RISK	1,490,500	4,990,500	3,500,000
BETTER CHANCE GRANTS	111,000,000	117,422,118	6,422,118
CONSOLIDATION INCENTIVE	5,210,100	5,210,100	-
CONTENT STANDARDS AND CURRICULUM FRAMEWORKS		82,608	82,608
CONTENT STANDARDS REVISION	161,000	161,000	-
COOP ED TECH CENTERS OPERATIONS	1,200,000	1,200,000	-
COURT ORDERED DESEGREGATION	69,814,372	69,814,372	-
CRIMINAL BACKGROUND CHECKS	50,000	50,000	-
DEBT SERVICE FUNDING SUPPLEMENT	28,455,384	28,455,384	-
DECLINING ENROLLMENT DISTRICTS	13,963,389	13,963,389	-
DEPT OF CORRECTION	5,147,675	5,147,675	-
DISTANCE LEARNING	500,000	500,000	-
DISTANCE LEARNING DEMONSTRATION PROJECT	6,000,000	6,000,000	-
DISTANCE LEARNING OPERATING GRANTS	5,831,400	5,831,400	-
DISTRESSED SCHOOL DISTRICT SUPPORT	450,000	450,000	-
EARLY CHILDHOOD SPECIAL EDUC	15,316,744	15,316,744	-
ECONOMIC EDUCATION	350,000	350,000	-
EDUC SERVICE COOPERATIVES	6,129,270	6,129,270	-
ENGLISH LANGUAGE LEARNERS	10,231,111	10,231,111	-
GENERAL FACILITIES FUNDING	8,100,000	8,100,000	-
GIFTED & TALENTED	1,422,896	1,422,896	-
GRANTS TO SCHOOL DISTRICTS	50,000	50,000	-
HIGH PRIORITY DISTRICT TEACHER RECRUIT/RET INCTV	2,100,000	2,100,000	-
HOME SCHOOL TESTING	250,000	250,000	-
HUMAN DEVELOPMENT CTR EDUC AID	526,150	526,150	-
INTENSIVE SCHOOL SUPPORT	320,000	320,000	-
INTERVENTION BLOCK GRANTS	137,000	137,000	-
ISOLATED FUNDING	7,896,000	2,896,000	(5,000,000)
MASTER PRINCIPAL BONUS	90,000	90,000	-
NAT BD PROF TEACHING STANDARDS	6,093,500	6,093,500	-
NATIONAL SCHOOL LUNCH STUDENT FUNDING	157,142,907	158,142,907	1,000,000
NON - TRADITIONAL LICENSURE GRANTS	50,000	50,000	-
OFFICE OF EDUCATION RENEWAL ZONES	2,074,142	2,074,142	-
PROFESSIONAL DEVELOPMENT FUNDING	23,079,074	23,102,119	23,045
PUBLIC SCHOOL EMPLOYEES INSURANCE	37,273,600	37,273,600	-
PYGMALION COMMISSION	40,000	40,000	-
RES CENTERS/JUVENILE DET	13,516,231	13,516,231	-
SCHOOL FOOD - LEGISLATIVE AUDIT	75,000	75,000	-
SCHOOL FOOD SERVICES	1,650,000	1,650,000	-
SCHOOL WORKER DEFENSE	390,000	390,000	-
SERIOUS OFFENDER PROGRAM	1,050,946	1,050,946	-
SMART START/SMART STEP	10,252,118	10,252,118	-
SPECIAL ED - CATASTROPHIC	11,000,000	11,000,000	-
SPECIAL EDUCATION SERVICES	4,145,285	4,145,285	-
SPECIAL NEEDS ISOLATED	3,000,000	8,000,000	5,000,000
STATE FOUNDATION FUNDING AID	1,830,396,728	1,832,396,728	2,000,000
STUDENT GROWTH	54,851,000	28,973,462	(25,877,538)
SUPPLEMENTAL MILLAGE INCENTIVE FUNDING	10,000,000	10,000,000	-
SURPLUS COMMODITIES	630,000	630,000	-
TEACHER LICENSURE / MENTORING	7,508,758	7,508,758	-
TEACHER RETIREMENT MATCHING	6,655,000	7,155,000	500,000
TECHNOLOGY GRANTS	3,602,678	3,602,678	-
TECHNOLOGY IMPROVEMENTS	1,000,000	1,000,000	-
TRAVELING TEACHERS	500,000	500,000	-
URT ACTUAL COLLECTIONS / STUDY	14,268,625	32,126,053	17,857,428
WORKERS COMPENSATION	450,000	450,000	-
YOUTH SHELTERS	165,000	165,000	-
ARKANSAS / STRIVE TRANSFER	200,000	200,000	-
REAL PROPERTY REAPPRAISAL COSTS TRANSFER	10,830,000	10,830,000	-
SURETY BOND TRANSFER	85,000	85,000	-
TOTAL PUBLIC SCHOOL FUND	\$ 2,578,880,984	\$ 2,584,089,645	\$ 5,208,661

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET
FY 2009 FINAL**

	FY09 APPROVED <u>BUDGET 7/14/08</u>	FY09 PROPOSED <u>BUDGET 6/08/09</u>	FY09 BUDGET CHANGE FROM <u>BUDGET 7/14/08</u>
PROJECTED FUNDING			
GENERAL REVENUE	\$ 1,857,415,212	\$ 1,857,415,212	\$ -
EDUCATIONAL EXCELLENCE TRUST FUND	192,211,154	193,587,342	1,376,188
EDUCATIONAL ADEQUACY FUND	439,761,621	397,761,621	(42,000,000)
TRANSIT TAX 949 OF 2001	910,000	910,000	-
TANF TRANSFER FROM DHS	7,500,000	7,500,000	-
TRANSFER FROM GEN REV ALLT RES - URT	11,268,625	11,268,625	-
COURT ORDERED DESEGREGATION	69,814,372	69,814,372	-
FUND BALANCE FY08	-	45,832,473	45,832,473
TOTAL PROJECTED FUNDING	<u>\$ 2,578,880,984</u>	<u>\$ 2,584,089,645</u>	<u>\$ 5,208,661</u>

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET
FY10**

	FY09 PROPOSED BUDGET 6/08/09	FY10 PROPOSED BUDGET 6/08/09	CHANGE
ACADEMIC IMPROVEMENT TRAINING	\$ 500,000	\$ 500,000	\$ -
ADDITIONAL PUBLIC SCHOOL EMPLOYEE HEALTH INSURANCE		15,000,000	15,000,000
ADVANCED PLACEMENT INCENTIVE	825,000	825,000	-
ALTERNATIVE LEARNING	20,169,837	19,968,837	(201,000)
ALTERNATIVE PAY	2,500,000	2,500,000	-
ARK LEADERSHIP ACADEMY - MASTER PRINCIPAL	500,000	500,000	-
ARK PUBLIC SCHOOL COMPUTER NETWORK	16,112,704	24,873,328	8,760,624
ARK TEACHER HOUSING DEV FOUNDATION	100,000	100,000	-
ARKANSAS EASTER SEALS	193,113	193,113	-
ARKANSAS TEACHER OF THE YEAR	125,000	125,000	-
ASSESSMENT/END OF COURSE TESTING	23,387,747	23,887,747	500,000
AT RISK	4,990,500	5,118,030	127,530
BETTER CHANCE GRANTS	117,422,118	111,000,000	(6,422,118)
CERTIFIED SPEECH - LANGUAGE PATHOLOGIST		2,500,000	2,500,000
CONSOLIDATION INCENTIVE	5,210,100	5,210,100	-
CONTENT STANDARDS AND CURRICULUM FRAMEWORKS	82,608	50,000	(32,608)
CONTENT STANDARDS REVISION	161,000	161,000	-
COOP ED TECH CENTERS OPERATIONS	1,200,000	1,200,000	-
COORDINATED SCHOOL HEALTH		3,000,000	3,000,000
COURT ORDERED DESEGREGATION	69,814,372	69,814,372	-
CRIMINAL BACKGROUND CHECKS	50,000	50,000	-
DEBT SERVICE FUNDING SUPPLEMENT	28,455,384	28,455,384	-
DECLINING ENROLLMENT DISTRICTS	13,963,389	20,476,533	6,513,144
DEPT OF CORRECTION	5,147,675	5,447,675	300,000
DISTANCE LEARNING	500,000	500,000	-
DISTANCE LEARNING DEMONSTRATION PROJECT	6,000,000	6,000,000	-
DISTANCE LEARNING OPERATING GRANTS	5,831,400	10,331,400	4,500,000
DISTRESSED SCHOOL DISTRICT SUPPORT	450,000	450,000	-
EARLY CHILDHOOD SPECIAL EDUC	15,316,744	15,623,079	306,335
ECONOMIC EDUCATION	350,000	350,000	-
EDUC SERVICE COOPERATIVES	6,129,270	6,129,270	-
ENGLISH LANGUAGE LEARNERS	10,231,111	10,231,111	-
GENERAL FACILITIES FUNDING	8,100,000	8,100,000	-
GIFTED & TALENTED	1,422,896	1,451,354	28,458
GRANTS TO SCHOOL DISTRICTS	50,000	67,856	17,856
HIGH PRIORITY DISTRICT TEACHER RECRUIT/RET INCTV	2,100,000	2,100,000	-
HOME SCHOOL TESTING	250,000	250,000	-
HUMAN DEVELOPMENT CTR EDUC AID	526,150	526,150	-
INTENSIVE SCHOOL SUPPORT	320,000	320,000	-
INTERNATIONAL BACCALAUREATE PROGRAM		75,000	75,000
INTERVENTION BLOCK GRANTS	137,000	227,000	90,000
ISOLATED FUNDING	2,896,000	7,896,000	5,000,000
MASTER PRINCIPAL BONUS	90,000	90,000	-
NAT BD PROF TEACHING STANDARDS	6,093,500	7,475,840	1,382,340
NATIONAL SCHOOL LUNCH STUDENT FUNDING	158,142,907	161,866,532	3,723,625
NON - TRADITIONAL LICENSURE GRANTS	50,000	50,000	-
OFFICE OF EDUCATION RENEWAL ZONES	2,074,142	2,063,524	(10,618)
PROFESSIONAL DEVELOPMENT FUNDING	23,079,074	23,076,951	(2,123)
PUBLIC SCHOOL EMPLOYEES INSURANCE	37,273,600	37,273,600	-
PYGMALION COMMISSION	40,000	40,000	-

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET
FY10**

	FY09 PROPOSED <u>BUDGET 6/08/09</u>	FY10 PROPOSED <u>BUDGET 6/08/09</u>	<u>CHANGE</u>
RES CENTERS/JUVENILE DET	13,516,231	15,188,254	1,672,023
SCHOOL FACILITY JOINT USE SUPPORT		1,000,000	1,000,000
SCHOOL FOOD - LEGISLATIVE AUDIT	75,000	75,000	-
SCHOOL FOOD SERVICES	1,650,000	1,650,000	-
SCHOOL WORKER DEFENSE	390,000	390,000	-
SERIOUS OFFENDER PROGRAM	1,050,946	1,050,946	-
SMART CORE INCENTIVE FUNDING PROGRAM		3,000,000	3,000,000
SMART START/SMART STEP	10,252,118	10,457,160	205,042
SPECIAL ED - CATASTROPHIC	11,000,000	11,000,000	-
SPECIAL EDUCATION SERVICES	4,145,285	4,145,285	-
SPECIAL NEEDS ISOLATED	8,000,000	3,000,000	(5,000,000)
STATE FOUNDATION FUNDING AID	1,832,396,728	1,782,297,537	(50,099,191)
STUDENT GROWTH	28,996,507	48,337,856	19,341,349
SUPPLEMENTAL MILLAGE INCENTIVE FUNDING	10,000,000	10,000,000	-
SURPLUS COMMODITIES	630,000	780,000	150,000
TEACHER LICENSURE / MENTORING	7,508,758	7,508,758	-
TEACHER RETIREMENT MATCHING	7,155,000	6,655,000	(500,000)
TECHNOLOGY GRANTS	3,602,678	3,602,678	-
TECHNOLOGY IMPROVEMENTS	1,000,000	1,000,000	-
TRAVELING TEACHERS	500,000	500,000	-
URT ACTUAL COLLECTIONS / STUDY	32,126,053	25,367,101	(6,758,952)
WORKERS COMPENSATION	450,000	450,000	-
YOUTH SHELTERS	165,000	165,000	-
ARKANSAS / STRIVE TRANSFER	200,000	200,000	-
REAL PROPERTY REAPPRAISAL COSTS TRANSFER	10,830,000	10,830,000	-
SURETY BOND TRANSFER	85,000	85,000	-
SCHOOL FUNDING CONTINGENCY			
TOTAL PUBLIC SCHOOL FUND	\$ 2,584,089,645	\$ 2,592,256,361	\$ 8,166,716

PROJECTED FUNDING

GENERAL REVENUE	\$ 1,857,415,212	\$ 1,857,702,646	\$ 287,434
EDUCATIONAL EXCELLENCE TRUST FUND	193,587,342	194,696,064	1,108,722
EDUCATIONAL ADEQUACY FUND	397,761,621	439,761,621	42,000,000
TRANSIT TAX 949 OF 2001	910,000	910,000	-
TANF TRANSFER FROM DHS	7,500,000	7,500,000	-
TRANSFER FROM GEN REV ALLT RES - AT RISK		3,500,000	3,500,000
TRANSFER FROM GEN REV ALLT RES - URT	11,268,625		(11,268,625)
TRANSFER FROM DEPT OF EDUCATION FUND		3,180,000	3,180,000
COURT ORDERED DESEGREGATION	69,814,372	69,814,372	-
E-RATE CREDIT		11,200,000	11,200,000
FUND BALANCE	45,832,473	3,991,658	(41,840,815)
TOTAL PROJECTED FUNDING	\$ 2,584,089,645	\$ 2,592,256,361	\$ 8,166,716

Hughes School District Information

Hughes School District

LEA # 62-02

Saint Francis County

School Year	Superintendent	Accreditation Status		School Improvement Status	
		Elem	HS	Elem	HS
2003-04	Dr. Randy Crowder	A	C	SI 2	SI 2
2004-05	Dr. Randy Crowder	A	C	SI 3	SI 3
2005-06	Dr. Randy Crowder	A	C	SI 4	SI 4
2006-07	Charles Jones	P	P	SI 5	SI 5
2007-08	Charles Jones	C	P	SI 6	SI 6
2008-09	Dr. Ray Nassar	C	P	not yet available	

Fiscal Distress 2006-2007 and 2007-2008

Accreditation Status History

2008-2009

Hughes High School had a teacher teaching Civics who is not licensed to teach the course. This violation results in the Hughes High School being assigned an accredited-probationary status.

Mildred Jackson Elementary School is being assigned an Accredited-Cited status for a teacher teaching special education (shortage area) out-of-area for a second year.

2007-2008

Hughes High School was assigned an Accredited-Probationary status for two people who did not have a valid teaching license in positions that required a teacher's license, Social Studies and Life/Earth Science (shortage area).

Mildred Jackson Elementary School was assigned an Accredited-Cited status for a teacher teaching special education (shortage area) out-of-area for a third year.

2006-2007

Hughes High School was assigned an Accredited-Probationary status because there were no students enrolled in all 38 units, specifically a sixth Mathematics course, did not have a valid G/T program (shortage area) and had a teacher teaching special education (shortage area) out-of-area for a fourth year, past a Licensure Completion Deadline of 2006.

Hughes Accreditation Status History (continued from previous page)

2006-2007 (continued from previous page)

Mildred Jackson Elementary School was assigned an Accredited-Probationary status for not having a valid G/T program (shortage area).

2005-2006

Hughes High School was assigned an Accredited-Cited status for a teacher teaching drama out-of-area for a second year.

Mildred Jackson Elementary School was Accredited.

2004-2005

Hughes High School was assigned an Accredited-Cited status for a teacher teaching special education (shortage area) out-of-area for a second year.

Mildred Jackson Elementary School was Accredited.

2003-2004

Hughes High School was assigned an Accredited-Cited status for a teacher teaching mathematics (shortage area) out-of-area for a third year.

Mildred Jackson Elementary School was Accredited.

Ark. Code Ann. § 6-15-207. Enforcement of standards.

(a) The State Board of Education may take any number of the actions listed in subsection (c) to address a school or school district failure to meet standards of accreditation any time after a school or school district has received notice of being placed on probationary status pursuant to §§ 6-15-202 and 203.

(b) The state board shall take at least one (1) of the actions listed in subsection (c) to address any school or school district which has failed to meet all standards of accreditation for two (2) consecutive school years, including the year the probationary status is declared pursuant to §§ 6-15-202 and 203, unless the state board, at its discretion, issues written findings supported by a majority of the state board that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.

(c) The state board shall be allowed to take the following actions to address any school or school district on probationary status for failing to meet the standards of accreditation:

(1) Require a school district to reorganize or reassign the administrative, instructional, or support staff of a public school;

(2) Require a school or school district to institute and fully implement a curriculum that is based on state academic content and achievement standards, including providing appropriate professional development at the cost of the school district;

(3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of the school or schools;

(4) Require a school district to close down or dissolve a particular school or schools within a school district;

(5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of § 6-13-1401 et seq. and this subchapter;

(6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of § 6-13-1401 et seq. and this subchapter;

(7) Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The state board shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both; and

(8) Take any other appropriate action allowed by law which is determined by the state board to assist and address a school or school district failure to meet the standards of accreditation.

History. Acts 2003, No. 1467, § 5.

Hughes School District

Arkansas Comprehensive School Improvement (ACSIP) Monitoring Report

February 12, 2009

Scope of On-Site Review:

A team from the Arkansas Department of Education's (ADE) Arkansas Comprehensive ACSIP unit monitored the Hughes School District – Local Education Agency (LEA) February 12, 2009. This was an on-site comprehensive review of the district's administration of the following programs authorized by the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act (NCLB): Title I-A; Title II-A and Title IV. Also reviewed was Act 807 State Categorical Programs.

In conducting this On-site Visit, the ADE ACSIP team visited the Hughes District Office, Hughes High School and Mildred Jackson Elementary. The On-site Review includes a review of compliance with programmatic and fiscal requirements as well as interviews with appropriate program personnel and staff members. Areas of compliance review included ACSIP Program Plan and Evaluation; Schoolwide Programs; Accountability - Districts and Schools Identified for Improvement; Family and Community Engagement; Teacher and Principal Training and Recruitment; Instructional Support - Safe and Drug Free Schools and Communities; Homeless Children and Youth; and Fiscal Requirements.

During the Entrance Conference Interview process the LEA Superintendent stated that the ethnic make-up is approximately 80% African American and 20 % Caucasian. The Free/Reduced lunch percentage is above 80%. Strengths identified by the Superintendent were America's Choice and utilization of the services provided by the Learning Institute. Weaknesses included a lack of parental engagement, participation and support. Challenges identified in the ACSIP program were not making AYP and the inability to partnership with the community in the creation of a single, unified focus. The Superintendent did not identify any changes made to programs based on the identified challenges.

The LEA employs a Literacy Facilitator, a Technology Coordinator, Dean of Students and Curriculum Specialist. The above mentioned personnel were not located in the administration building during the monitoring process and did not participate in their part of the interview process.

The expectation exists that support personnel will be on-site during the monitoring review. At least a representative of those personnel

ADE identified compliance findings in the following areas:

ACSIP Program Plan and Evaluation: The LEA does not have a process in place to regularly review both the LEA's and school's ACSIP and the provision of services as indicated in each plan.

Recommendation: The LEA should develop a more formal evaluation documentation process. Program evaluation protocols should be reviewed and a District Leadership Team formed for the purpose of providing on-going oversight and technical assistance to each school. These efforts should be documented by agendas, minutes and sign-in-sheets that are dated and kept at the central office.

Districts Identified for Improvement: (1) The LEA has not ensured that parents of each school served by the LEA have been notified of the LEA's improvement status. (2) The LEA plan did not include a full analysis of the LEA's insufficiencies as they relate to leadership for school, governance and fiscal infrastructures – including a determination of why the LEA prior plan failed to bring about increased student achievement.

Recommendations: (1) The LEA indicated that they notified parents of the LEA's improvement status; however, the letter should be revised in such a manner that it clearly invites parent and stakeholders to engage in a partnership with the district and suggest ways that they can partner with the schools. (2) The District should articulate, in a transparent way why the prior plan has failed to bring about the needed gains in student achievement. The LEA should actively pursue the ongoing involvement of parents in the plan. The LEA should increase their capacity to make the connection between the needs, as reflected by the data, and the implementation of professional development designed to address those needs.

Schools Identified for Improvement: The LEA has not utilized a peer review process for the approval of ACSIP for all Title I schools identified as in need of improvement as required by section 1116.

Recommendation: The LEA should keep written documentation to confirm that it oversees a peer review process. The ACSIP Checklist can be used to help facilitate this overview and technical assistance.

Family and Community Engagement: (1) The LEA written parental involvement policy does not establish the LEA's expectation for parent involvement and does not describe how the LEA will provide effective parental involvement activities to

improve student academic achievement and school performance. The LEA lacks the needed documentation that they had systematic parental involvement. (2) The LEA did not ensure that each school meet the following parental involvement requirements (a) Schools had not developed, implemented and distributed school-level parental involvement policies as required by statute. (b) The LEA and school failed to solicit input from parents for program activities and the use of Title I funds. (3) The LEA and school failed to notify parents of children in Title I schools that they have the right to request information regarding the qualifications of their children's classroom teachers and paraprofessionals.

Recommendations: (1) The LEA should implement a process for annual review of both the district and to be developed, school parental involvement policies. (2) The LEA should review the federal and State parental involvement requirements, including parents' right to know. In addition, dated copies of letters sent to parents should be kept on file. Efforts to assist each school in the planning and implementation of effective parent involvement activities should be documented.

Teacher and Principal Training and Recruitment: (1) The LEA has not ensured that all Title I teachers are highly qualified. The LEA indicated that no paraprofessionals are paid with Title I funds. In a schoolwide program all teachers and paraprofessionals are considered Title I. (2) The LEA has not ensured that technology and technology applications are effectively used in the classroom's to improve teaching and learning in the curricula and core academic subjects. Classroom walkthrough did not reveal any technology.

Recommendation: (1) The Hughes School District (district) has failed to meet its annual measurable objectives (AMO) for highly qualified teachers (HQT) for three consecutive years and has also failed to make annual yearly progress (AYP) for three years. The LEA has entered into an agreement with ADE pursuant to section 2141(c). The LEA should continue to work with the Title II-A Program Manager, Highly Qualified Program Manager and the Division of Teacher Certification to ensure that all federal and State requirements are met. (2) Educational technology activities described in the ACSIP should support the objectives described in the LEA technology plan. Identification of and the use of technology should be visible throughout each school.

Instructional Support - Safe and Drug Free Schools and Communities: (1) The LEA has not ensured that the program is based on an established set of performance measures for drug and violence prevention that are aligned to the identified needs of each school. (2) The LEA has not ensured that programs are evaluated periodically to assess their progress toward reducing violence and illegal drug use.

Recommendations (1) The LEA needs to actively pursue the timely and ongoing consultation with community members, teachers, parents, students and other stakeholders in the development of their plan. The LEA should articulate and document how programs are being coordinated to meet the needs of those with the greatest need. (2) The ACSIP should include a Benchmark Statement that sets a measurable goal for drug and violence prevention.

Homeless Children and Youth: The LEA has not ensured that schools implement procedures and guidelines for identifying and enrolling homeless children and youth.

Recommendation: The LEA should keep more local documentation of their efforts to identify and provide services to homeless children and youth. It is recommended that the LEA make a greater effort to notify the community of the availability of services. Currently there are not homeless students identified or being served.

State Categorical Programs: The LEA ensures it has targeted the use of Alternative Learning Environment (ALE) funds for eligible programs and activities as identified in the Arkansas Department of Education Rules Governing Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds. The team was unable to verify this.

Recommendation: It is suggested that a thorough review be done and consultation occur, with Lori Lamb the state coordinator of ALE in order to confirm that the program is being implemented in accordance with ALE rules and regulations. Students are currently assigned on a temporary basis with teachers serving the program depending on those enrolled.

Fiscal Requirements: (1) The LEA has not ensured compliance with the procedures for reallocation and carryover of funds. (2)The LEA has not ensured compliance with inventory procedures.

Recommendations: (1) The LEA should monitor this to insure it does not exceed the carryover limits. (2) The LEA must implement and maintain adequate controls to account for the procurement, location, custody, and security of equipment purchased with federal funds; including description of such, serial number, date of acquisition, funding source and purchase price. A physical inventory should occur on an annual basis to confirm that those applicable items are labeled and used for instruction.



ARKANSAS DEPARTMENT OF EDUCATION

Scholastic Audit Report

On-site Visit: Hughes School District

Date: February 23, 2009

ADE Team: Deborah Bland- School Improvement Supervisor
Estelle Matthis- Director, Scholastic Audit &
Education Renewal Zones
Kristi Pugh- Technical Assistance Specialist

The purpose of the scholastic audit process is to ensure that high expectations are held for all students, ensure a safe and supportive place for all students, and engage parents and other community members in helping students achieve high academic expectations.

Background

In 2005, the State Board of Education promulgated rules pursuant to the implementation of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) 9.0 Accountability.

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

9.13.1 Results of the scholastic audit shall be presented to the superintendent within four (4) weeks of completing the scholastic audit. The audit shall make recommendations to improve teaching and learning in the Arkansas Comprehensive School Improvement Plan, ACSIP.

Scholastic Audit Report

The Standards Assurance Unit requested information regarding the implementation of the recommendations identified in the scholastic audit reports for Mildred Jackson Elementary and Hughes High School. An on-site visit February 23, 2009 was scheduled with the superintendent. There was an entry level conference with Dr. Ray Nassar to explain the activities for the day and respond to questions and concerns. The two principals, Ms. Janice Base, Mildred Jackson Elementary principal and Ms. Sheryl Owens, Hughes High school principal were interviewed in order to gain information regarding implementation of the scholastic audit school specific

recommendations. The leadership team at the elementary school participated in the interview process. Information was secured through interviews and review of documents provided by the two schools. Provided also are at-a-glance reports (pie chart), summary reports of the 9 standards and 88 indicators for school improvement, and a summary of findings gained through interviews with the school. An exit conference was held with the superintendent, Mr. Ray Nassar.

Arkansas Scholastic Audit Status Report

District Name: Hughes School District

School Name: Mildred Jackson Elementary

School Improvement Status- Year 3- October 2006

Year 6- February 2009

Current Date: February 23, 2009

Standard / # of Recommendations	RS	PI	I	IP	NA	Recommendations Implemented	Comments
1. Curriculum 3	✓	✓		✓		2 of 3	School developed policy; District has not developed policy, school has begun developing curriculum
2. Assessment 4	✓	✓		✓		2 of 4	Using formative assessments, collaborative planning time training, has been established for teachers; Some training re-designing student assessment has been provided.
3. Instruction 4	✓	✓		✓		1 of 4	Professional opportunities for differentiating instruction
4. School Culture 3	✓	✓		✓		1 of 4	Implementing America's Choice; School and parent networking
5. Student, Family and Community support 3	✓	✓		✓		2 of 3	Process in place for timely development of Academic Improvement Plans; School and parents have begun process of including all stakeholders.

Check the appropriate box above to indicate implementation status.

* RS=Report has been reviewed and shared with staff; PI=Priorities have been identified/established; I=Implemented; IP= Implemented partially

NA=No action taken

Arkansas Scholastic Audit Status Report

District Name: Hughes School District

School Name: Mildred Jackson Elementary

School Improvement Status- Year 3- October 2006
Year 6- February 2009

Current Date: February 23, 2009

Standard / # of Recommendations	RS	PI	I	IP	NA	Recommendations Implemented	Comments
6. Professional Growth, Development, and Evaluations 3	✓	✓		✓		1 of 3	Process is followed in developing Individual Professional Growth Plans for staff
7. Leadership 4	✓	✓		✓		1 of 3	School has a functioning leadership team
8. School Organization and Fiscal Resources 3	✓				✓	0 of 3	
9. Comprehensive and Effective Planning 4	✓	✓		✓		4 of 4	School has prioritized needs in ACSIP; Implementing America's Choice; Staff has ownership in ACSIP; Value is placed on implementation of ACSIP

Check the appropriate box above to indicate implementation status.

* RS=Report has been reviewed and shared with staff; PI=Priorities have been identified/established; I=Implemented; IP= Implemented partially
NA=No action taken

Mildred Jackson Elementary School

2006 Scholastic Audit Report

At-a-Glance

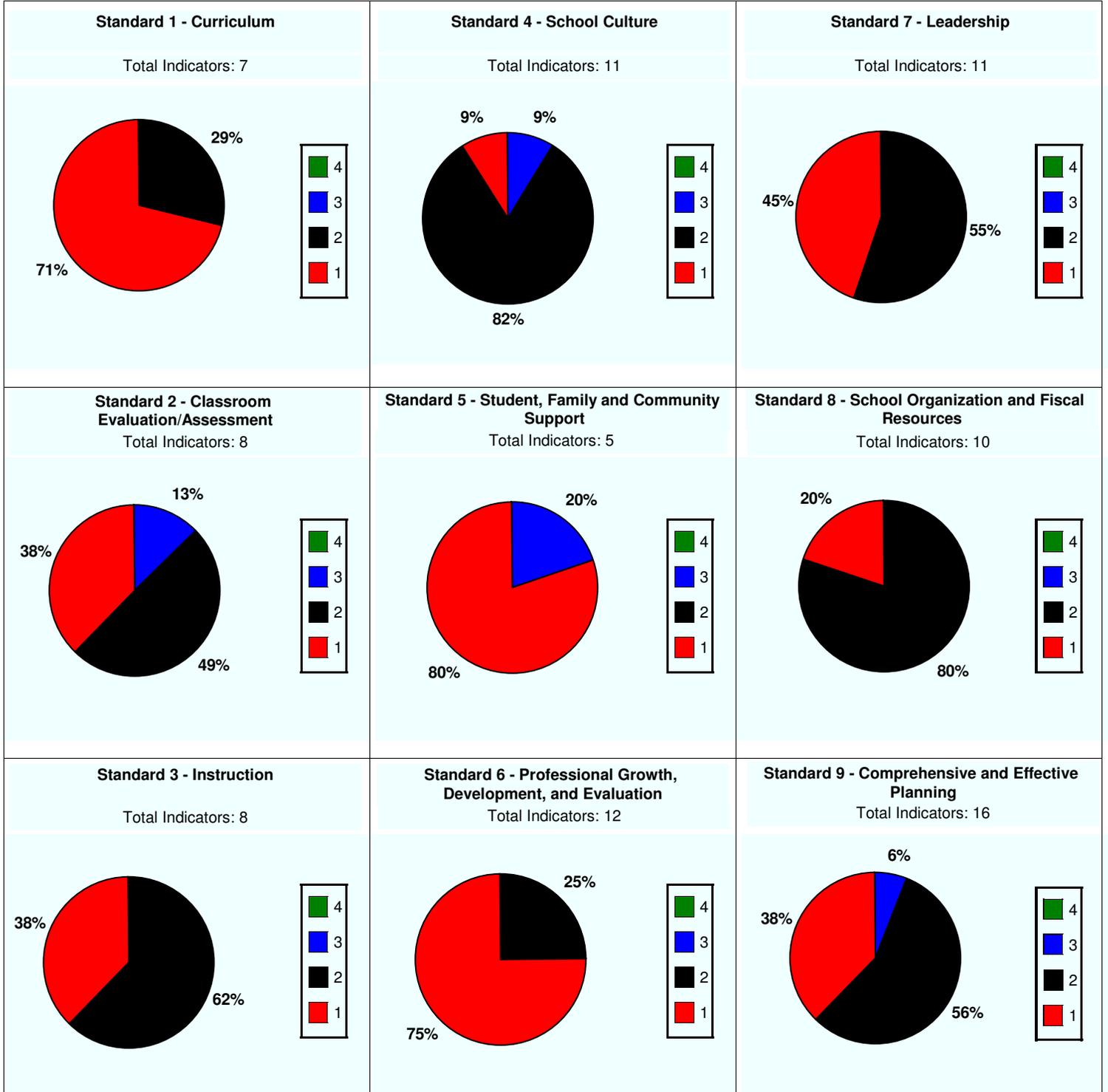
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Hughes School District - Mildred Jackson Elementary School

<p>Standard - 1 - Academic Performance - Curriculum Curriculum</p> <p>1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to an academic core</p>	<p>Standard - 4 - Learning Environment - School Culture School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for all students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency - Leadership Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of the local school board of education policy</p> <p>7.1j Local school board of education/school have intentional focus on student academic performance</p>
<p>Standard - 2 - Academic Performance - Classroom Evaluation/Assessment Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g ACTAAP coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment - Student, Family and Community Support Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process provides equitable and consistent use of fiscal resources</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c District and local school board of education analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
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Arkansas Scholastic Audit Status Report

District Name: Hughes School District

School Name: Hughes High School

School Improvement Status- Year 4- October 2006

Year 6- February 2009

Current Date: February 23, 2009

Standard / # of Recommendations	RS	PI	I	IP	NA	Recommendations Implemented	Comments
1. Curriculum 5				✓		2 of 5	Communication is provided to students and community regarding course offerings and Smart Core.
2. Assessment 4	✓			✓		1 of 4	Teachers review assessment data with math and literacy coaches.
3. Instruction 4	✓				✓	0 of 4	
4. School Culture 5	✓			✓		2 of 5	Some staff attended training provided by Ruby Payne; Decrease in the number of suspensions and expulsions
5. Student, Family and Community support	✓				✓	0 of 5	Send quarterly newsletter

Check the appropriate box above to indicate implementation status.

* RS=Report has been reviewed and shared with staff; PI=Priorities have been identified/established; I=Implemented; IP= Implemented partially
NA=No action taken

Arkansas Scholastic Audit Status Report

District Name: Hughes School District

School Name: Hughes High School

School Improvement Status- Year 4- October 2006

Year 6- February 2009

Current Date: February 23, 2009

Standard / # of Recommendations	RS	PI	I	IP	NA	Recommendations Implemented	Comments
6. Professional Growth, Development, and Evaluations 2	✓			✓		1 of 2	Teachers completed a survey regarding needs; Some discussion regarding developing a comprehensive plan
7. Leadership 4	✓				✓	0 of 4	
8. School Organization and Fiscal Resources 3	✓				✓	0 of 4	
9. Comprehensive and Effective Planning 2	✓				✓	0 of 2	

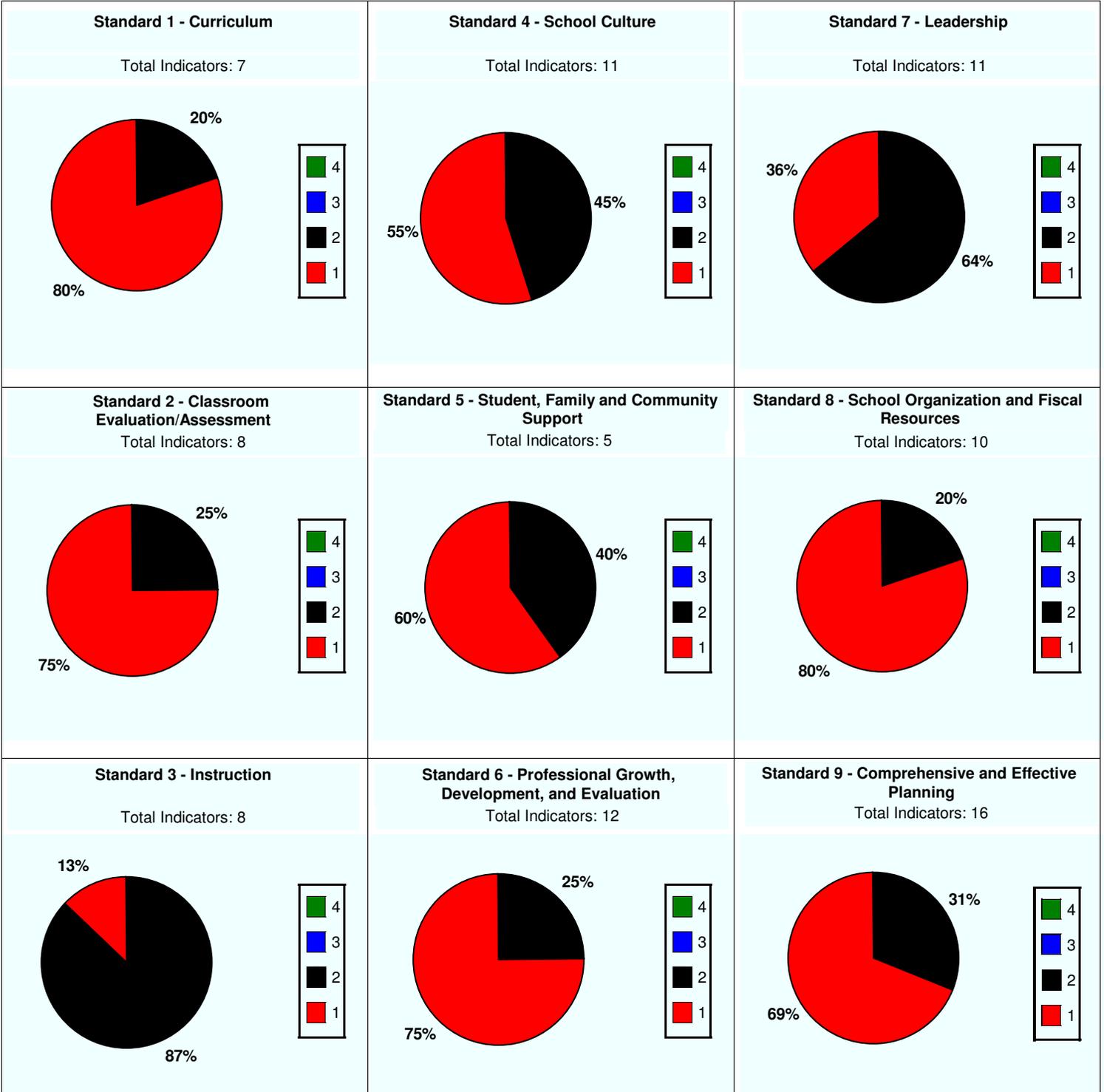
Check the appropriate box above to indicate implementation status.

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Hughes High School
 2006 Scholastic Audit Report
 At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

- 4- Exemplary level of development and implementation
- 3- Fully functional and operational level of development and implementation
- 2- Limited development or partial implementation
- 1- Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Hughes - Hughes High School

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May 27, 2009

State Board of Education
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Members of the State Board of Education:

The Benton County Charter School Organization, Inc. (BCCSO) is the Founding Board entity and holds the charters of the Benton County School of the Arts (BCSA) and the Northwest Arkansas Academy of Fine Arts (NWAFA) in Rogers, Arkansas. Our board voted unanimously during a special board meeting on May 26, 2009 to submit to you the attached "Petition to Amend Charter" for your consideration and approval.

We are requesting approval to merge the two schools under the BCSA charter effective July 1, 2009. We believe this petition, along with the attached refinancing proposal pending the Commissioner's approval, will provide us with a sound, effective and efficient K-12 school system for years to come.

Sincerely,



W. Craig Brown
President
Benton County Charter School Organization, Inc.

28-05-09 P12:19 IN

RECEIVED
ATTORNEY'S OFFICE
MAY 28 2009
DEPARTMENT OF EDUCATION
GENERAL DIVISION

Paul Hines

From: LaDonna Meredith [ladonnameredith@gmail.com]
Sent: Wednesday, May 27, 2009 2:57 PM
To: Paul Hines; hines4@cox.net
Subject: Minutes

MINUTES OF SPECIAL MEETING OF BOARD OF DIRECTORS OF BENTON COUNTY CHARTER SCHOOL ORGANIZATION, INC.

KIND OF MEETING: Special
DATE: May 26, 2009
PLACE: AFA Cafeteria
TIME: 7:02pm

Welcome: Craig Brown

Roll Call: Tony Beardsley, LaDonna Meredith, Gary Moore, Howard Alsdorf, David Larson, Wes Abbott, Craig Brown, Stuart Buck.

Absent: Allison Scott-Williams, Amy Smith

NEW BUSINESS:

Presentation by Paul Hines on:

1. Charter Amendments
2. Budget and Refinance Package
3. Lease Agreement

(Please review documents entered into record numbered 1, 2 and 3, as presented by Dr. Paul Hines.)

Motion to approve Charter Amendments by Howard Alsdorf, second by Tony Beardsley.
All in favor. Motion carried 8-0.

Motion to approve budget by Gary Moore, second by Howard Alsdorf.
All in favor. Motion carried 8-0.

Motion to approve Pinnacle Refinance made by Howard Alsdorf, second by David Larson. All in favor.
Motion carried 8-0.

Motion to approve Lease Agreement made by Howard Alsdorf, second by Wes Abbott. All in favor.
Motion carried 8-0.

Craig Brown introduced board candidate, Jennifer Pederson. Discussion about board requirements and Jennifer's background was led by Craig Brown and Howard Alsdorf.

Next meeting: Tuesday, June 9.

Adjourned: 8:32pm.

5/27/2009

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

Petitioner: Benton County Charter School Organization, Inc.

Re: In the matter of Benton County School of the Arts and Northwest Arkansas Academy of Fine Arts

PETITION TO AMEND CHARTER

COMES now the Petitioner, Benton County Charter School Organization, Inc. (BCCSO) by and through Mr. Craig Brown, President, and Dr. Paul Hines, Superintendent of Schools, as evidenced by a Resolution of Authority adopted by the BCCSO in a legally held special board meeting on May 26, 2009, and petitions the Arkansas State Board of Education to amend the charter of the Benton County School of the Arts (BCSA) as follows:

1. That Northwest Arkansas Academy of Fine Arts Charter (NWAFA) (grades 9-12) be incorporated into an amended BCSA K-12 charter with a new enrollment cap of 825 students and that the current NWAFA charter be surrendered to the State Board of Education with the following amendments listed herein, effective July 1, 2009.

2. That any assets, debts and liabilities of both the BCSA and NWAFA remain the responsibility of the BCCSO and under the administrative care and oversight of BCSA K-12 charter and that the new financing debt structure of the proposed amended BCSA K-12 charter be as established in Exhibits I, attached and incorporated herein effective July 1, 2009.

3. That the BCCSO governing structure has been amended from that of a five (5) member board to a board of up to eleven (11) members which shall have full governing board authority over the amended BCSA K-12 charter school, and that the current BCSA school board

and the NWAIFA school board be dissolved and have no governing authority over the proposed amended BCSA K-12 charter school effective July 1, 2009.

4. That for the proposed amended BCSA K-12 charter school, the administrative structure and staffing will be the same as currently exists, except where greater efficiency or staffing is required or allowed by Arkansas law and Department of Education rules.

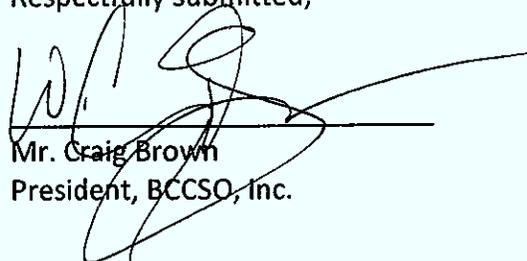
5. That the waivers of the amended BCSA K-12 charter school shall be the same as currently in place for the existing BCSA charter grades K-8 and the NWAIFA charter grades 9-12 except those proposed changes in waivers as submitted in Exhibit II, attached and incorporated herein.

6. That all academic programs and curriculum for the proposed amended BCSA K-12 charter school shall be the same as currently established and approved for the BCSA charter school grades K-8 and NWAIFA charter school grades 9-12.

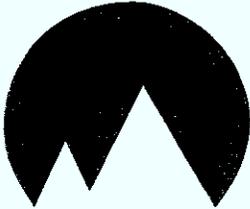
7. That the proposed budget and school facilities lease for the amended BCSA K-12 charter school be approved as submitted in Exhibit III, attached and incorporated herein.

WHEREFORE, the Petitioner, BCCSO, Inc., respectfully requests that this Petition to Amend Charter be approved and ordered effective July 1, 2009, and that the Department of Education work with the Petitioner to prepare and file an amended BCSA K-12 charter with the Arkansas Department of Education incorporating the herein listed amendments, and for all other just and proper relief to which the Petitioner may be entitled.

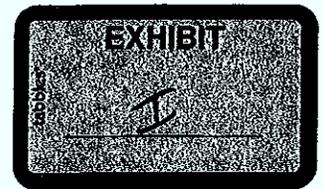
Respectfully submitted,



Mr. Craig Brown
President, BCCSO, Inc.



PINNACLE BANK



May 22, 2009

Craig Brown
Founding Board President
Benton County Charter School Organization, Inc.
506 West Poplar Street
Rogers AR 72756-4440

Dear Craig:

I am pleased to inform you that Pinnacle Bank has approved the High Schools loan modification as follows:

Principal Balance: \$2,939,690.64

Term: 12 months, with monthly payments of \$21,000.00 beginning May 17th, 2009
This loan will not have a prepayment penalty.

Maturity: April 17, 2010

Rate: 7.00%

Collateral: 1st REM on 112,817 SF facility located on 2.59 acres at 506 W. Poplar St. and a 16,988 SF or .39 +/- acres –off site parking lot on Cherry Street, Rogers AR.

Assignment of Rents and Leases

Condition: 2nd REM on the “Elementary School” located at 2005 S. 12th Street, Rogers AR consisting of 9.91 acres+/- and improved with various school facility buildings. To be pledged after State of Arkansas approval for the Charter Consolidation. (This mortgage to be pledged on or about July 1, 2009).

Obtain copy of lease

In order for Pinnacle Bank to process this modification the March and April 18th payments in the amount of \$22,433.93 each, plus a late charge of \$400.00 will need to be collected. All loan modification and processing fees will be paid at the time of modification.

Thanks for this opportunity to be of service.

Sincerely,

Rhonda Freitag
Vice President, Commercial Lending
Phone: (479) 619-2014
Fax: (479) 619-2702
E-Mail: rfreitag@pinnaclebk.com



4201 W. New Hope • Suite 101 • Rogers, AR 72758

Main: 479-619-2000 • Loan Fax: 479-619-2701 • Operations Fax: 479-619-2702

24 Hour Info: 479-619-2020 • www.pinnaclebk.com





PINNACLE BANK

May 22, 2009

Craig Brown
Founding Board President
Benton County Charter School Organization, Inc.
506 West Poplar Street
Rogers AR 72756-4440

Dear Craig:

I am pleased to inform you that Pinnacle Bank has approved the refinance and re-amortization of the REGIONS Bank debt on the Elementary School as follows:

Principal Balance: Up to \$900,000.00

Term: 12 months, with monthly payments of \$7,100.00 beginning (1) one month from closing. This loan will not have a prepayment penalty.

Maturity: 12 months from closing.

Rate: 7.00%

Collateral: 1st REM on the "Elementary School" located at 2005 S. 12th Street, Rogers AR consisting of 9.91 acres+/- and improved with various school facility buildings.

Assignment of Rents and Leases

Conditions: The State of Arkansas approval for the Charter Consolidation.
Satisfactory 3rd party outside appraisal and title insurance.
Obtain copy of lease

All appraisal, title insurance, filing and processing fees will be paid by borrower at the time of closing. Pinnacle anticipates this closing and funding to take place within 30 days.

Thanks for this opportunity to be of service and we are looking forward to working with you on this endeavor and your future banking relationships.

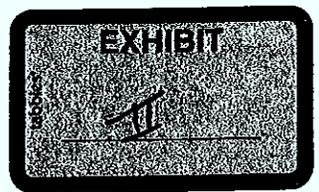
Sincerely,

Rhonda Freitag
Vice President, Commercial Lending
Phone: (479) 619-2014
Fax: (479) 619-2702
E-Mail: rfreitag@pinnaclebk.com



4201 W. New Hope • Suite 101 • Rogers, AR 72758
Main: 479-619-2000 • Loan Fax: 479-619-2701 • Operations Fax: 479-619-2702
24 Hour Info: 479-619-2020 • www.pinnaclebk.com

Member
FDIC



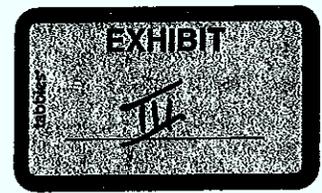
WAIVERS

The current waivers granted to the Benton County School of the Arts will remain in effect.

Additional waivers from the Standards for Accreditation Rules requested at this time are:

- Standard 15.01 Each school district shall employ a full-time superintendent when enrollment exceeds three hundred (300). A full-time superintendent may, at the discretion of the local school district, teach no more than two (2) classes per day.
- Standard 15.02 Each school shall employ at least a half-time principal. A full-time principal shall be employed when a school's enrollment reaches three hundred (300). A school district superintendent may be permitted to serve as a half-time principal when district enrollment is less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist.

BENTON COUNTY CHARTER SCHOOL SYSTEM
TENTATIVE 2009 – 2010 BUDGET



(REVENUE)

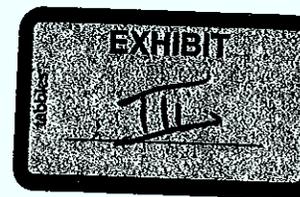
<u>ITEM</u>	<u>BCSA</u>	<u>NWAAFA</u>	<u>TOTAL</u>
Carryover (08-09)	89,133	14,586	103,719
MFA (\$5905/695 students)	2,922,975	1,181,000	4,103,975
Enhanced Funding (\$35/695)	*	*	24,325
Building Lease	0	7,200	7,200
Food Service	0	41,605	41,605
NSLA	0	7,000	7,000
Distance Learning Grant	26,000	0	26,000
Professional Development	19,270	8,200	27,470
Title IA	29,185	12,695	41,880
Title VIB	71,000	28,142	99,142
(ARRA)			
• Title IA	22,104	9,352	31,456
• Title VIB	93,381	34,673	128,054
• Stabilization Funds	<u>28,838</u>	<u>0</u>	<u>28,838</u>
TOTAL REVENUE	\$ 3,301,886	\$ 1,344,453	\$ 4,670,664

(EXPENDITURE)

<u>ITEM</u>	<u>BCSA</u>	<u>NWAAFA</u>	<u>TOTAL</u>
Salaries & Benefits	1,801,780	804,634	2,606,414
Substitute/Background checks	22,275	12,450	34,725
Textbooks, instructional supplies	128,800	18,500	147,300
Instructional (Title IA)	25,000	10,000	35,000
Instructional (Title VIB)	65,000	25,000	90,000
(ARRA)			
• Instructional (Title IA)	17,500	9,352	26,852
• Instructional (Title VIB)	46,000	30,000	76,000
• Stabilization Funds	28,838	0	28,838
Professional Development	18,000	8,000	26,000
NSLA	0	7,000	7,000
Food Service Program	0	49,500	49,500
Furniture	12,000	1,000	13,000
Deferred Maintenance	15,000	25,000	40,000
Utilities	33,000	67,600	100,600
Custodial	82,500	21,000	103,500
Lawn Care	9,000	1,500	10,500
Property/Liability Insurance	15,500	15,500	31,000
Audit	5,000	5,000	10,000
Telephone	4,000	3,000	7,000
Postage	2,000	500	2,500
Copy Machine lease/binding, etc.	5,000	5,000	10,000
Software/Hardware, etc.	16,000	7,000	23,000
Bus Maintenance/Fuel, etc.	3,000	0	3,000
Distance Learning Grant	26,000	0	26,000
Other Expenses	13,750	10,000	23,750
Lease on Modular Buildings	16,500	0	16,500
(DEBT SERVICE)			
• Pinnacle	85,200	252,000	337,000
• CSDC	141,869	49,323	191,192
• United Equipment	16,375	0	16,375
(Debt Service Subtotals)	(243,444)	(301,323)	(544,567)
TOTAL EXPENDITURES	\$ 2,654,887	\$ 1,437,859	\$ 4,092,746

(SUMMARY)

TOTAL REVENUE	\$ 3,301,886	\$ 1,344,453	\$ 4,670,664
TOTAL EXPENDITURES	<u>2,654,887</u>	<u>1,437,859</u>	<u>4,092,746</u>
TOTAL CARRYOVER	\$ 646,999	- (93,406)	577,918



LEASE AGREEMENT

This Lease Agreement (this "Lease"), made this 26 day of MAY, 2009 between Benton County Charter School Organization, Inc. (Lessor) and Benton County Charter School (Lessee);

WITNESSETH:

1. *Leased Premises.* For and in consideration of the rents, covenants, and agreements herein entered into and agreed upon by Lessee as obligations to Lessor, Lessor lets, leases, and demises unto Lessee, subject to the terms and conditions contained herein, the properties described as follows:

- Benton County School of the Arts 2005 South 12 St. Rogers, AR
- Northwest Arkansas Academy of Fine Arts 506 Poplar St. Rogers, AR

To have and to hold the premises unto Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

Lessee hereby accepts the leased premises subject to all applicable zoning, municipal, county, and state laws, ordinances, and regulations governing and regulating the use of the leased premises.

2. *Term.* This Lease shall commence on July 1, 2009, (the "commencement date") and shall extend for a term of three (3) years, ending at midnight on June 30, 2012, unless sooner terminated pursuant to the provisions hereof.

3. *Basic Rent.* Lessee agrees to pay to Lessor as rental for the full term of this Lease the monthly installments set forth in **Appendix A** hereto, such installments to commence on the last day of July, 2009, and to be due on the last day of each and every month thereafter during the term of this Lease. The Basic Rent payable hereunder shall be paid by Lessee to Lessor at 2005 S. 12th Street Rogers, AR 72758 or at such other place as Lessor shall designate from time to time in writing. No security deposit shall be required. Lessee agrees that Lessor reserves the right to increase or decrease the monthly installment at the end of the Lessee's fiscal year (June 30) as the need may arise.

4. *Additional Rent.* This Lease is what is commonly called a "triple net lease," it being understood that Lessor shall receive the Basic Rent described above free and clear of any and all impositions, taxes, assessments, charges, or expenses of any nature whatsoever in connection with the ownership and operation of the leased premises. In addition to the Basic Rent, Lessee shall pay to the parties respectively entitled thereto all impositions, taxes, assessments, insurance premiums, operation and maintenance charges, utilities charges, repair and construction costs, and any other charges, costs, and expenses which arise with respect to the leased premises during the term of this Lease. All of such charges, costs, and expenses shall constitute additional rent ("Additional Rent") hereunder, and upon failure of Lessee to pay any such charges, costs, or expenses, Lessor

shall have the same rights and remedies as otherwise provided herein upon the failure to pay Basic Rent.

5. *Signs.* Lessee shall not erect or install any exterior signs or advertising of any kind on the leased premises without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.
6. *Lessor's Responsibility Regarding Expansion.* Lessor agrees to provide up to \$ ϕ to fund the construction and equipping of improvements to the leased premises. Such moneys will be released to Lessee upon the presentation of invoices or other items documenting amount owed for the improvements satisfactory to Lessor. Lessee will be responsible for any costs of the expansion in excess of \$ ϕ .
7. *Maintenance of Leased Premises.* Lessee agrees and covenants to keep the leased premises in good order, condition, and repair during the full term of this Lease at Lessee's sole cost and expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender, or forfeiture of this Lease, return the leased premises to Lessor in as good and satisfactory condition as the same was at the beginning of this Lease, normal wear and tear excepted.
8. *Taxes.* As a part of the Additional Rent described in Section 4 above, Lessee shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the leased premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year included in the term of this Lease.
9. *Use.* Lessee agrees to use the leased premises for the purpose of operating a public charter school system and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.
10. *Assignment.* Lessee shall not assign this lease or sublet the leased premises without prior written consent of Lessor and the Arkansas State Board of Education, which consent shall not be unreasonably withheld or delayed by Lessor. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligations imposed by this Lease. Lessor's consent to an Assignment or Sublease will not release the tenant from the payment and performance of its obligations in the Lease, but rather, Lessee and its assignee will be jointly and severally primarily liable for such payment and performance. It is understood Lessor shall have the right to transfer and assign, in whole or in part, its rights and obligations in the building and property that are the subject of this Lease, but otherwise Lessor shall not, without the prior written consent of Lessee, assign, encumber, sell, or dispose of all or any part of its rights, title, and interests in and to the leased premises and this Lease, except to Lessee in accordance with the provisions of this Lease.

11. *Lessee's Default.* If Lessee shall be in default as to the payment of rent for a period of thirty (30) days, or as to any other covenant herein provided for more than thirty (30) days after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and any such petition be not dismissed within thirty (30) days after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this Lease, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this Lease. Lessee agrees that in such event it will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.
12. *Non-Waiver.* It is agreed that the failure of Lessor to invoke any of the available remedies under this Lease or under law in the event of one or more breaches or defaults by Lessee under this Lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.
13. *Holdover.* Lessee hereby agrees that upon the termination of this Lease for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this Lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this Lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees. No holding over by Lessee, whether with or without consent by Lessor, shall operate to extend this Lease except as otherwise expressly provided.
14. *Lessor's Lien.* As security for payment of rent, damage, and all other payment required to be made by this Lease, Lessee hereby grants to Lessor a lien upon all property of Lessee's now or subsequently located upon the leased premises. If Lessee abandons or vacates any substantial portion of the leased premises or is in default in the payment of any rentals, damages, or other payments required to be made by this Lease or is in default of any other provision of this Lease, Lessor may enter upon the leased premises, by picking or changing locks if necessary, and take possession of all or any part of the personal property of Lessee, and may sell all or any part of the personal property at a public or private sale, in one or successive sales, with or without notice, to the highest bidder per

case, and on behalf of Lessee, sell and convey all or part of the personal property to this highest bidder, delivering to said highest bidder all of Lessee's title and interest in the personal property sold to purchaser. The proceeds of the sale of the personal property shall be applied by Lessor toward the reasonable costs and expenses of the sale, including attorney's fees, and then toward the payment of all sums then due by Lessee to Lessor under the terms of this Lease; any excess remaining shall be paid to Lessee or any other person entitled thereto by law.

15. *Casualty.* If at any time the leased premises, or the building which forms the principal component of the leased premises, should be damaged by fire or other major casualty, and the cost of repairing such damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, or the building which forms the principal component part of the leased premises, then Lessee shall, as soon as reasonably practicable, repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, or the building which forms the principal component part of the leased premises, the Lessee shall have the option of either repairing the leased premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessor within thirty (30) days after such date. If (i) the cost of improvements of the premises herein leased or (ii) the cost of repairing such casualty damage does exceed twenty percent (20%) of the value of the improvements of the premises herein leased, but Lessee determines to repair the leased premises, there shall be no rental abatement hereunder notwithstanding that the leased premises may be untenable for the use of Lessee's business as set forth herein, from the date of fire or other major casualty to the date of the completion of the restoration of the premises.

16. *Condemnation.* In the event all of the leased premises, or such part thereof as renders the leased premises unsuitable for use in the activity or business of Lessee, shall be acquired or taken by eminent domain for any public or quasi-public purpose, then the term of this Lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of Lessee, this Lease shall continue in full force and effect without any reduction in the rent due hereunder.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture, and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

17. *Insurance on Leased Premises and Improvements.* Lessee shall maintain, at Lessee's expense, a policy or policies of insurance on the leased premises and the improvements thereon, insuring against such risks both as to type and limits of coverage as are required from time to time by Lessor. The policy or policies representing such insurance shall

name Lessor, its successors and assigns, and Lessee as insureds. Such policy or policies shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, its successors and assigns, and Lessee at least ten (10) days written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this Lease.

18. *Insurance on Lessee's Property.* Lessee shall be solely responsible for maintaining insurance on its property including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings, and inventory.
19. *Liability Insurance.* Lessee shall, during the term of this Lease, maintain public liability insurance on the leased premises and on the business operated by Lessee or any subtenant occupying the leased premises. The coverage limits of such public liability insurance shall be in such amounts as are required from time to time by Lessor. The policy representing such insurance shall name Lessor, its successors and assigns, and Lessee as insureds. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, its successors and assigns, and Lessee at least ten (10) days written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this Lease.
20. *Common Areas.* Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees, and employees of Lessor, Lessee, and other tenants of Lessor. Lessor hereby grants to Lessee the right, during the term of this Lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.
21. *Compliance with Laws.* Lessee and Lessor shall comply with all laws, ordinances, orders, rules, and regulations of state, Federal, municipal, or other agencies or bodies having jurisdiction relating to the use, condition, and occupancy of the leased premises. Further, both the Lessee and Lessor agree, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements, and alterations to the interior of the building on the leased premises and the common areas required by such authority.
22. *Trash.* All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee.
23. *Title and Quiet Enjoyment.* Lessor warrants and covenants that it has full right to execute and perform this Lease and to grant the estate demised and that Lessee, upon payment of the required rents and performing the terms, conditions, covenants, and agreement contained in this Lease, shall peaceably and quietly have, hold, and enjoy the leased premises during the full term of this Lease as well as any extension or renewal thereof. Lessor shall not be responsible for the acts or omission of any Tenant or third party that may interfere with Lessee's use and enjoyment of the leased premises, nor shall Lessor

have any responsibility for the personal security of any persons on or about the building, project, or leased premises.

24. *Lessor's Right of Entry.* Lessor shall have the right, at all reasonable hours, or as otherwise agreed in advance by both Parties, to enter the leased premises for the following reasons: inspection; cleaning or making repairs; making alterations or additions as Lessor may deem necessary or desirable; determining Lessee's use of the leased premises, or determining if an act of default under this Lease has occurred.

25. *Uniform Commercial Code.* This Lease is intended as and constitutes a security agreement within the meaning of the Uniform Commercial Code of the State of Arkansas in which the leased premises are situated and, Lessor, in addition to the rights prescribed in this Lease, shall have all of the rights, titles, liens, and interest in and to Lessor's property now or hereafter located upon the leased premises which are granted a secured party, as that term is defined, under the Uniform Commercial Code to secure the payment to Lessor of the various amounts provided in the Lease. Lessor will on request execute and deliver to Lessor a financing statement for the purpose of perfecting Lessor's security interest under this Lease or Lessor may file this Lease or a copy thereof as a financing statement.

26. *Assets.* Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

27. *State Immunity.* Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401, or 6-23-501 *et seq.*, for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease.

28. *Use of State Funds.* Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions, or repairs to the leased property described herein except to the extent such improvements, upgrades, additions, or repairs constitute "Additional Rent," as defined in paragraph four (4) above; "Maintenance of Leased Premises," as defined in paragraph seven (7) above; or "Expansion" over and above the dollar amount Lessor has pledged to pay in paragraph six (6) above. Furthermore, to the extent that any portion of Basic Rent payment, Additional Rent, Maintenance, or Expansion expenses are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of payment or cost concerning any

improvements, upgrades, additions, or repairs to the leased premises and the amount of State funds to be used to support those components.

29. *State Approval.* Lessor and Lessee agree that to the extent Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this Lease, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain express approval of the Arkansas State Board of Education; otherwise this Lease shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Lease without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.
30. *Health, Safety, Facility, and Zoning Codes.* The Lessor and Lessee agree that the leased premises described herein and the location of the premises comply with and meet all health, safety, facility, and proper zoning codes of the State of Arkansas and all applicable political subdivisions of the State. Specifically, the Lessor agrees, covenants, and warrants that the above described leased premises meets all state and local laws, regulations, and ordinances with regard to fire, safety, and health code conditions and requirements, and that the premises is properly located in an appropriately zoned area sufficiently removed from any adult novelty, liquor, or gaming locations of business or transaction so as to comply with state or local laws, ordinances, or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.
31. *Force Majeure.* Lessor shall not be required to perform any covenant or obligation in this Lease, or be liable in damages to Lessee, so long as the performance or non-performance of the covenant or obligation is delayed, caused by or prevented by an act of God or force majeure.
32. *Succession.* This Lease shall be binding upon and inure to the benefit of Lessor and Lessee and their respective heirs, personal representatives, successors, and assigns. It is hereby covenanted and agreed that should Lessor's interest in the leased premises cease to exist for any reason during the term of this Lease, then notwithstanding the happening of such event this Lease nevertheless shall remain unimpaired and in full force and effect and Lessee hereunder agrees to attorn to the then owner of the leased premises.
33. *Miscellaneous.* The captions appearing in this Lease are inserted only as a matter of convenience and in no way define, limit, construe, or describe the scope or intent of such paragraph. If any provision of this Lease shall ever be held to be invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of this Lease, and such other provisions shall continue in full force and effect.
34. *Hazardous Materials.* Lessee shall not cause or permit any hazardous material (defined as any hazardous or toxic substance, material or waste, including, but not limited to, those

substances, materials, and wastes listed in the United States Department of Transportation Hazardous Materials Table (49 CFR 172.101) or by the Environmental Protection Agency as hazardous substances (40 CFR Part 302) and amendments thereto, or such substances, materials and wastes that are or become regulated under any applicable local, state or federal law) to be brought upon, kept or used in or about the premises or building by Lessee, its agents, employees, contractors or invitees. Lessee shall indemnify and hold Lessor harmless from any loss, damage, claim, fine, or other expense (including attorney's fees and expenses) incurred as a result of Lessee's breach of the covenants and restrictions contained in this paragraph.

35. *Entire Agreement and Limitation of Warranties.* It is expressly agreed by Lessee, as a material consideration for the execution of this Lease, that this Lease, with the specific references to written extrinsic documents, is the entire agreement of the parties; that there are, and were, no verbal representations, warranties, understandings, stipulations, agreements, or promises pertaining to this Lease or the expressly mentioned written extrinsic documents not incorporated in writing in this Lease. Lessor and Lessee expressly agree that there are and shall be no implied warranties of merchantability, habitability, fitness for a particular purpose, or of any other kind arising out of this Lease and there are no warranties which extend beyond those expressly set forth in this Lease. It is likewise agreed that this Lease may not be altered, waived, amended, or extended except by an instrument in writing signed by both Lessor and Lessee, and contingent upon meeting the conditions of paragraph 30 of this Lease Agreement.

36. *Lessee Recourse.* Lessee's sole recourse against Lessor and any successor to the interest of Lessor in the leased premises is to the interest of Lessor, and any successor, in the leased premises and the building of which the leased premises is a part. Lessee will not have any right to satisfy any judgment it may have against Lessor, or any successor, from any other assets of Lessor, or any successor. In this paragraph the terms "Lessor" and "successor" include the agents, employees, shareholders, members, managers, officers, directors, venturers, or partners of Lessor and successor. The provisions of this paragraph are not intended to limit Lessee's right to seek injunctive relief or specific performance, or Lessee's right to claim in the proceeds of insurance, if any, specifically maintained by the Lessor for the Lessee's benefit, if such exists.

37. *Sale of Premises.* If Lessor or any subsequent owner of the leased premises sells the leased premises, its liability for the performance of its agreements in this Lease will end on the date of the sale of the leased premises, and Lessee will look solely to the Purchaser for the performance of the provisions of this Lease. For purposes of this paragraph, any holder of a mortgage or deed of trust that affects the leased premises at any time, and any landlord in any lease to which this Lease is subordinate at any time, will be a subsequent owner of the leased premises. The Lessee will attorn to any subsequent owners of the leased premises. The provisions of this paragraph are made in addition to, and not in lieu of, all of the provisions contained in this Lease, specifically including but not limited to paragraph thirty-three (33).

38. *Memorandum of Lease*. This Lease shall not be recorded by either party, but at the request of either Lessor or Lessee, the other party shall sign a short form Memorandum of Lease to evidence that such Lease is in existence.

IN WITNESS WHEREOF, the parties shall cause this Lease to be executed by their duly authorized representative this 26 day of MAY, 2009.

Lessor: Benton County Charter School Organization, Inc.

By: W. CRAIG BROWN (print)

President (title as applicable/i.e. president)

WC Brown (sign)

Lessee: Benton County Charter School

By: PAUL M. HINES (print)

Superintendent (title as applicable/i.e. president)

Paul M. Hines (sign)

APPENDIX A

<u>Date</u>	<u>Amount</u>
07/31/2009	46,380
08/31/2009	46,380
09/30/2009	46,380
10/31/2009	46,380
11/30/2009	46,380
12/31/2009	46,380
01/31/2010	46,380
02/28/2010	46,380
03/31/2010	46,380
04/30/2010	46,380
05/31/2010	46,380
06/30/2010	46,380
07/31/2010	46,380
08/31/2010	46,380
09/30/2010	46,380
10/31/2010	46,380
11/30/2010	46,380
12/31/2010	46,380
01/31/2011	46,380
02/28/2011	46,380
03/31/2011	46,380
04/30/2011	46,380
05/31/2011	46,380
06/30/2011	46,380
07/31/2011	46,380
08/31/2011	46,380
09/30/2011	46,380
10/31/2011	46,380
11/30/2011	46,380
12/31/2011	46,380
01/31/2012	46,380
02/29/2012	46,380
03/31/2012	46,380
04/30/2012	46,380
05/31/2012	46,380
06/30/2012	46,380

Rules

GIFTED AND TALENTED

~~Rules and Regulations:~~

Program Approval Standards

Arkansas Department of Education

~~Raymond Simon, Director~~

T. Kenneth James, Commissioner

General Education Division

~~Kevin Penix, Assistant Director~~

~~School Improvement and Instructional Support~~

Alice Barnes-Rose, Assistant Commissioner

Division of Learning Services

Ann Biggers, Administrator

Programs for the Gifted and Talented

~~1999~~ 2009

Original document 1986
First Revision 1999
Second Revision 2009

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INTRODUCTION

~~When Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students it became necessary to update the Program Approval Standards for Gifted and Talented Programs. The Department of Education saw this as an opportunity to include many areas and program options, which were not available in 1986 when the original document was written. This update has been a long process but we feel confident that the document is now current and reflects national standards.~~

~~The Arkansas Department of Education wishes to thank the following people for attending meetings to update the Program Approval Standards and for editing numerous drafts. The Department sought suggestions and ideas from as many sources as possible. Each of the following people represented groups of educators, parents, community members, higher education and the Governor's Advisory Council for Gifted Education. Input from all was necessary to ensure the continuation of a well developed document which has been, and continues to be, requested from around the nation:~~

~~Tommie Sue Anthony, Mandy Bell, Linda Boswell,
Heidi Cox, Mable Donaldson, Kim Duell, Roger Eveland,
Marna Gardner, Beth Greenway, Davis Hendricks, Linda Johnson,
Lynn Lovette, Brian Mefford, Gwen Morgan, Hazel Parker,
Janet Parrish, Barbara Prichard, Ann Robinson, Danny Slay,
Jeanna Westmoreland, and Ezerene Williams.~~

OVERVIEW

Responding to the concern for educational programming for gifted and talented students, the Arkansas General Assembly passed Act 106 of 1979. This legislation established the Office for the Education of Gifted and Talented Children, headed by an administrator to direct the state program. Funds were appropriated to provide financial assistance to school districts operating programs for gifted and talented students.

Guidelines were developed to provide information to assist districts in planning, implementing, and evaluating programs for gifted and talented students. This document, Education of Gifted and Talented Students: Guidelines for Local Education Agencies, was approved by the State Board of Education in 1981.

Since that time, a number of pieces of legislation enacted have had a profound effect on gifted education.

Act 445 of 1983, the Quality Education Act, established minimum standards for accreditation of public schools and authorized the State Board to name a committee to recommend regulations, criteria, and minimum standards. The Standards for Accreditation of Arkansas Public Schools, which were adopted by the State Board of Education February 22, 1984, included a provision that all districts must provide a program for gifted and talented students.

Act 34 of 1983, First Extraordinary Session, the School Finance Act, provided funding for districts which were developing or operating programs for gifted and talented students. The Department of Education was directed to set aside annually, beginning in 1984-85, funds for program development, not to exceed \$6 million. Districts which were operating approved programs were eligible to receive funds based on an "add on" weight of .25 for each student identified as gifted and talented (funding was based on no more than five percent of the district's average daily membership).

The original guidelines developed to assist districts were then refined and updated and became the Rules and Regulations for gifted education in Arkansas. This document, Gifted and Talented Program Approval Standards, was approved by the State Board of Education in 1987, [revised in 1999 and 2009](#).

Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students. The new law now stipulates an expenditure requirement replacing the funding provision that had previously existed. This expenditure requirement reads: Local school districts shall expend from state and local revenues not less than the following amounts on gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education - the previous year's average daily membership participating in gifted and talented programs, up to five percent (5%) of the previous year's average daily membership, multiplied by fifteen hundredths (.15) times the base local revenue per student. The following definition shall guide districts in providing services and opportunities for students identified as gifted and talented in Arkansas:

Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and /or motivation, and creative ability.

PURPOSE OF THE DOCUMENT

The purpose of this document is to establish the minimum standards for approval of programs which meet the requirements of the Standards of Accreditation adopted by the State Board of Education February 22, 1984, and have been effective since June 1, 1987.

Included are guidelines, which enable school districts to:

- 1) Establish equitable criteria for identification of gifted and talented students;
- 2) Establish programs which will lead to appropriate educational opportunities for these students; and
- 3) Establish procedures to evaluate the effectiveness of the provisions of these educational opportunities.

School districts may choose to work cooperatively to develop and operate programs for their gifted students. Any mention of “district” in this document applies also to a group of districts working as a cooperative. **This definition does not include Educational Service Cooperatives established under Act 349 of 1985.**

Standards for approved programs are listed on the following pages. Evidence verifying compliance should be kept on file in the district so that it will be available for review by the Department of Education when the district is monitored.

Please note that these are minimum, not optimum, standards. Districts are encouraged to go beyond them in providing educational opportunities for their gifted and talented students. No school district may establish criteria which are less than the standards required in this document and the Arkansas Department of Education’s Rules and Regulations for Gifted and Talented Program Approval.

The written policies required by these Rules should be approved by the local Board of Education, included in each school’s student handbook and reviewed annually for updates and revisions.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
GIFTED AND TALENTED PROGRAM APPROVAL STANDARDS**

Revised June 1999, 2009

1.00 Regulatory Authority

1.01 These regulations shall be known as the Arkansas Department of Education Regulations Governing Gifted and Talented Program Approval Standards.

1.02 The State Board of Education enacted these regulations pursuant to its authority under Arkansas Code Annotated §6-42-102 (Repl. 1993).

2.00 Purpose

The purpose of these regulations is to establish the minimum standards for approval of gifted programs which meet the requirements of the Standards of Accreditation adopted by the state Board of Education February 22, 1984, and have been in effect since June 1, 1987.

3.00 Definitions

3.01 Gifted and Talented (Gifted): Gifted and Talented children and youth are those of high potential or ability, whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.

3.02 Approved teacher of the gifted: This refers to a specialist who has attained ~~certification~~ licensure, passed appropriate state approved assessments and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Certification Department for add-on endorsement in gifted education.

3.03 Approved ~~Administrator~~/Coordinator of Gifted Programs: This refers to a specialist who has attained ~~certification~~ licensure, passed appropriate state approved assessments and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Certification Department for add-on endorsement in gifted education and ~~in gifted education administration and promotes the~~ develops and coordinates programs and services for identified gifted students administration/coordination of programs and involvements are provided kindergarten through grade twelve.

3.04 Approved Curriculum/Program Administrator of Gifted Programs (Administrator): This refers to a specialist who is responsible for program

development and administration, and/or employment evaluation decisions who has attained licensure, passed appropriate state approved assessments and meets Standards as set by the State Board of Education through the Arkansas Department of Education Professional Licensure Department for add-on endorsement in gifted education and promotes the administration of programs and services for identified gifted students kindergarten through grade twelve.

4.00 COMMUNITY INVOLVEMENT (see page ~~9~~ 13)

- 4.01 Opportunities for community awareness and involvement are provided.
- 4.02 Parents and community members are informed annually of the program opportunities for gifted and talented students and have the opportunity to ask questions and make suggestions.
- 4.03 Parents and other community members are included on an advisory committee for gifted education, that meets at least once each semester.

5.00 STAFF DEVELOPMENT (see page ~~10~~ 14)

- 5.01 There is a written plan managed by the Gifted Programs Curriculum/Program Administrator and/or Coordinator of gifted programs for staff development specific to the needs of gifted students that includes all faculty, when appropriate, based on local education needs of gifted students.
- 5.02 Opportunities to increase knowledge of the education of gifted and talented students are provided for school board members, school and district.

6.00 PERSONNEL (see pages ~~11-13~~ 15-17)

- 6.01 Persons who teach identified gifted students in homogeneous groups **must** hold current Arkansas initial or standard teaching ~~certification~~ licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Certification ~~d~~Department for add-on endorsement in gifted education.
- 6.02 Persons who ~~administer~~/coordinate a program for gifted and talented students kindergarten through grade twelve must hold current Arkansas teaching ~~certification~~ licensure, pass appropriate ~~S~~state approved assessments, and meets performance standards as set by the state Board of Education through the Arkansas Department of Education, Professional Certification Department for add-on endorsement in gifted education ~~and in gifted education administration~~

~~and promote the administration/coordination of programs and services for gifted students kindergarten through grade twelve.~~

6.03 ~~Persons who administer a program for gifted and talented students kindergarten through grade twelve must hold current Arkansas Standard Teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education.~~

~~6.03~~ 4 A process for selection of administrators/~~2~~ coordinators and teachers of the gifted is clearly defined and established.

~~6.04~~ 5 Job descriptions are developed for administrators/~~2~~ coordinators and teachers of the gifted.

~~6.05~~ 6 Regularly scheduled time beyond required instructional planning time is provided for administrators/~~2~~ coordinators and teachers of the gifted to perform duties other than direct services to identified students. (The equivalent of five periods a week is strongly recommended and expected.)

7.00 IDENTIFICATION (see pages ~~14-16~~ 18-20)

7.01 The process for identifying students has several stages.

1. Nominations are sought from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered.
2. Data are collected (on the nominated students) to aid in making decisions for selection of students who are in need of special education services.
3. Placement of students is made in an appropriate program option.

7.02 Identification procedures are clearly stated, uniformly implemented~~;~~ and communicated to the entire school staff.

7.03 A committee of at least five members chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students. This committee can be per campus within the district and/or district level with representatives of each campus involved.

7.04 The identification process yields information obtained through a variety of procedures and from multiple independent sources.

1. Procedures for obtaining information about students include at least two objective assessment methods such as group and individual tests of ability, achievement, and creativity.
 2. Procedures for obtaining information about students include at least two subjective assessment methods such as checklists, rating scales, biographical data, product evaluations, auditions, interviews and grades.
 3. Information about students is obtained from multiple sources which may include teachers, counselors, parents, community members, peers, and students themselves.
- 7.05** Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student.
- 7.06** Procedures used in the identification process are non-discriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.
- 7.07** Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate members of the instructional staff regardless of final placement.
- 7.08** Written identification and placement procedures include parental involvement.
1. Parents grant permission for individual testing.
 2. Parents are informed of the criteria for placement in a program for the gifted.
 3. Parents give written permission for child's participation in gifted program.
 4. Parents may appeal a placement with which they disagree.
- 7.09** Identification of gifted and talented students is an ongoing process extending from school entry through grade twelve.
1. Opportunities are provided for students to be considered for placement in gifted/talented programs throughout their school experience.
 2. A review of students' placement in the gifted/talented program is made at least annually.
 3. Written policies for exit from a program are developed and implemented.

4. Records of placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for educational decisions.

8.00 PROGRAM OPTIONS (see pages ~~17-22~~ 21-26)

- 8.01 A program is systematically developed, with long-range goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.
- 8.02 A table of organization is developed which clearly delineates roles, responsibilities, and coordination procedures.
- 8.03 Students' placement in program options is based on their abilities, needs and interests, and resources of the district.
- 8.04 Administrative arrangements are used which promote interaction among gifted students and both their intellectual and chronological peers.
- 8.05 A minimum of 150 minutes a week direct instruction must be provided during the regular school day.

9.00 CURRICULUM (see pages ~~23-24~~ 27)

- 9.01 Curriculum for the gifted extends or replaces the regular curriculum.
- 9.02 Curriculum is differentiated in content, process, and/or product.
 1. Content is differentiated in breadth or depth, in tempo or pace, and/or in kind.
 2. Processes for gifted students stress creativity and higher level thinking skills.
 3. Students investigate problems in depth and develop products which are communicated to appropriate audiences.
- 9.03 Curriculum has scope and sequence to assure continuity.

10.00 EVALUATION (see pages ~~25-27~~ 28-30)

- 10.01 The evaluation process provides accurate, timely, and relevant information to decision-makers for improving program options offered gifted students.
- 10.02 The plan for evaluation is based on program objectives.

- 10.03** All components of the gifted/talented program are evaluated annually: identification, staff development, program options, program goals and objectives, curriculum, community involvement, program expenditures, and evaluation.
- 10.04** Data for evaluation are obtained from a variety of instruments, procedures, and information sources.
- 10.05** Evaluation findings are compiled, analyzed, and communicated to Arkansas Department of Education, Office of Gifted and Talented and appropriate audiences.
- 10.06** Student progress is assessed, with attention to mastery of content, higher-level thinking skills, creativity, and affective growth.
- 10.07** Participation in the gifted program is noted on student transcripts and permanent records.

4.00 COMMUNITY INVOLVEMENT

A working partnership between school personnel and other members of the community will benefit a gifted and talented program. The district should encourage open communication with parents and community members, making them aware of the characteristics and needs of the gifted, the program goals of the district, and student activities. The Advisory Committee for Gifted and Talented Education must include parents, as well as professional educators.

Community members can play an important role in the education of gifted students by serving as speakers or mentors. Groups in the community whose cooperation may be sought include colleges and universities, museums, theater groups, civic clubs, libraries, industries, and businesses.

Each district should develop an inventory of community resources that can be used to meet the needs of gifted and talented students.

STANDARD

EVIDENCE VERIFYING COMPLIANCE

4.01 Ongoing opportunities for community awareness and involvement are provided.

One or more of the following
Newspaper clippings
Copies of letters to parents
Meeting agendas and handouts
Brochure/handbook describing gifted programs
Newsletters
Column in local or school publication
Radio/TV spots
PowerPoint presentation(s)
District/building websites

4.02 Parent and community members are informed annually of the program opportunities for gifted and talented students, and have the opportunity to ask questions and make suggestions.

Meeting agendas and/or announcements
Sign-in Sheets/Rosters

4.03 Parents and other community members are included on an advisory committee for gifted education that meets at least once each semester

List of members, minutes of meetings, meeting agendas, and names of those in attendance

5.00 STAFF DEVELOPMENT

To design a successful staff development program, the district allocates sufficient time and money. Plans for ongoing training in gifted and talented education are incorporated into the district's total staff development plan.

Planning for staff development is based on the data obtained from periodic needs assessments conducted by the district. All personnel must be made aware of the results of the assessments and the district's plan for serving gifted and talented students. Other areas of training which are appropriate for the entire school staff are: (1) characteristics and needs of the gifted; (2) identification procedures; (3) teaching strategies; (4) creativity; (5) utilization of community resources; ~~and~~ (6) program evaluation; and (7) district's program model for gifted students.

Staff development is also encouraged by adding books and journals on gifted education to the school's professional library; placing reprints of pertinent articles in teachers' boxes; presenting short, specific classroom demonstrations and teaching techniques at regular building-level faculty meetings; and sharing gifted students' projects with all staff.

<u>STANDARD</u> <u>COMPLIANCE</u>	<u>EVIDENCE VERIFYING</u>
5.01 There is a written plan <u>managed by the Gifted Program's Curriculum/Program Administrator and/or Coordinator of gifted programs</u> for staff development <u>specific to the needs of gifted students that includes all faculty, when appropriate,</u> based on local educational needs of gifted students.	Copy of plan
5.02 Opportunities to increase knowledge of the education of gifted and talented students are provided for school board members, school and district administrators, teachers and support staff on a continuing and regular basis.	Meeting attendance rosters and programs

6.00 PERSONNEL

Persons associated with the gifted and talented program need special qualifications in the areas of training, experience, and personal qualities. Selection of personnel is critical to the quality of the program. A process to ensure the selection of appropriate teachers of the gifted must be established and clearly articulated. At least one person serves as district administrator/ or coordinator of the gifted program. The percentage of time assigned to duties associated with the program will necessarily vary depending on the size of the district. In small districts it is likely that the same person will be the teacher of gifted students and the administrator/ or coordinator of the program. Training requirements for an administrator/ coordinator are the same as those for an approved teacher of the gifted. It is strongly recommended that the district gifted and talented administrator/coordinator have training in administration.

The minimum standards for an approved teacher of the gifted are certification licensure, pass appropriate state approved assessments, and meet standards as set by the Arkansas State Board of Education through the Arkansas Department of Education, Professional Certification Department, for add-on endorsement in gifted education. Persons holding the position of administrator/ or coordinator of gifted programs will also meet state certification requirements. Specific courses are not stipulated; however, the following areas should be included:

- a. Identification and programming for the gifted;
- b. Methods and materials for the gifted;
- c. Curriculum development for the gifted;
- d. Counseling and guidance of the gifted;
- e. Testing and evaluation;
- f. Creativity;
- g. Supervised practicum;
- h. Independent study; and/or
- i. Seminar or special topics course in gifted education.

Any teacher holding gifted and talented certification licensure is an approved teacher of gifted and talented students.

Job descriptions are on file for curriculum/program administrators/ and/or coordinators and teachers of the gifted. Duties ~~included~~ in the job description for the administrator/ or coordinator are should include 1) planning and administering of the district's gifted program in consultation with teachers, administrators, and parents, 2) preparing a local gifted and talented budget for the school district, and 3) recommending purchase of supplies and materials

In addition to time spent in direct services to gifted students, teachers and administrators/ or coordinators in gifted programs have a variety of duties that will promote integration of the gifted program with the regular education program.

Time must be provided for:

- a. Working with classroom teachers, counselors, administrators, and other personnel;
- b. Locating resources;
- c. Arranging mentorships and other out-of-school learning experiences;
- d. Supervising independent studies and mentorships;
- e. ~~Involvement in~~ Leadership of the identification process;
- f. Conducting community awareness activities;
- g. Conducting staff development activities;
- h. Program documentation; and/or
- i. Development of appropriate curriculum.
- j. Involvement in Advanced Placement and/or International Baccalaureate program planning and implementation.

A minimum equivalent of five periods a week, ~~or the equivalent, is strongly recommended for~~ duties specific to the job responsibilities associated with gifted education is expected.

<u>STANDARD</u>	<u>EVIDENCE VERIFYING COMPLIANCE</u>
<p>6.01 Persons who teach identified students in homogeneous groups must hold current Arkansas <u>initial or standard</u> teaching certification <u>licensure</u>, pass appropriate state approved assessments, and meets performance standards as set by the State Board of Education through the Arkansas Department of Education Professional Certification and Department for add-on endorsement in gifted education.</p>	Certificate, transcript
<p>6.02 Persons who administer/coordinate a program for gifted students kindergarten through grade twelve must hold current Arkansas teaching certification <u>licensure</u> pass appropriate state approved assessments and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Certification and Department for add-on endorsement in gifted education. and in gifted Education</p>	Certificate, transcript

6.03 Persons who administer a program (Curriculum/Program Administrator) kindergarten through grade twelve must hold current Arkansas licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education.

6.03 4 A process for selection of administrators/coordinators and teachers of the gifted are clearly defined and established.

Copy of Policy and Procedures

6.04 5 Job descriptions are developed for administrators/coordinators and teachers of the gifted.

Written job description

6.05 6 Regularly scheduled time beyond required instructional planning time is provided for administrators/coordinators and teachers of the gifted to perform duties other than direct services to identified students. (The equivalent of five periods a week is expected.)

Schedule

7.00 IDENTIFICATION

The purpose of careful and comprehensive identification procedures is to find and serve as many students as possible who need special programs to develop their exceptional abilities. It is important to identify students with potential for outstanding achievement. The emphasis in identification ~~procedures~~ should be on student need for qualitatively differentiated educational specialized services beyond what is provided through the classroom curriculum.

A comprehensive identification plan should be based on the best available research and recommendations of experts in the field. It must take into account the local student population and should ensure inclusion of potentially gifted and talented students from all cultural and economic backgrounds. The list of nominated students must be representative of the entire student population in terms of race, sex, and economic status.

Each district's written identification procedures must include the following:

1. Students must be identified as gifted and talented according to Arkansas Department of Education, Office of Gifted Education, guidelines Rules.
2. A process to explain the nomination procedure and seek nominations from parents, school personnel, students, and community members.
3. An identification committee of at least five members, made up of professional educators, chaired by a trained specialist in gifted education. This committee can be per campus within the district and/or district level with representatives at each campus.
4. Provision for review of school records of nominated students and the gathering and compilation of additional data where needed.
5. Parental consent in writing if additional individual testing is required should be obtained after a referral for the gifted program is made and before evaluation/assessment proceeds.
6. Assurance of confidentiality of records.
7. A policy for placement decisions based on multi-criteria, including both objective and subjective data, with the stipulation that no single criterion or cut-off score is used to include or exclude a student.
8. Use of at least two objective and two subjective measures (one of which must assess creativity), chosen from the following:

OBJECTIVE

Standardized mental ability test
Standardized achievement test
Test of creative ability

SUBJECTIVE

Behavioral checklists (Parent and/or teacher)
Rating Scales
Evaluations of products
Student interviews
Biographical inventories
Grades
Auditions

- 9. Assurance that procedures are non-discriminatory.
- 10. Provision that educationally useful, student-specific information obtained in the identification process is communicated to the appropriate instructional staff.
- 11. A process by which parents are informed of placement decisions, give permission for their child to participate, and have the opportunity to appeal a decision with which they disagree.
- 12. Provisions for continuous evaluation of the identification process:
 - a. Opportunity for consideration for placement at any time;
 - b. Annual review of students' placement;
 - c. Policies for exit from a program; ~~and~~
 - d. Maintenance of records of placement decisions and data on all nominated students for a minimum of five years or for as long as needed for educational decisions-; and
 - e. Appropriate, confidential destruction of records at the end of at least five years.

STANDARD

EVIDENCE VERIFYING COMPLIANCE

7.01 The process for identifying students has several stages.

Copy of written procedures

7.02 Identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff.

Copy of written procedures

7.03	A committee <u>of at least five members</u> chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students. <u>This committee can be per campus within the district and/or district level with representatives of each campus involved.</u>	List of members
7.04	The identification process yields information obtained through a variety of procedures and from multiple independent sources.	List of instruments and procedures for use
7.05	Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student.	Copy of written procedures and data on nominated students
7.06	Procedures used in the identification process are non-discriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.	List of procedures
7.07	Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions.	Copy of procedures for dissemination of information
7.08	Written identification and placement procedures include parental involvement.	Copies of consent forms Written appeals procedures
7.09	Identification of gifted/talented students is an ongoing process extending from school entry through grade 12.	Copy of written procedures Records of placement

8.00 PROGRAM OPTIONS

Gifted children are as different from each other as they are from other children. They have needs for differing amounts of homogeneous grouping, and at various stages of development their interests differ. *No single program option can ever meet all of the needs of all gifted children. However, approved programs must meet for a total of 150 minutes a week during the regular school day.*

Programs should be systematically developed, with long-range goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school. There must be consistency among the program's components; curriculum objectives and evaluation procedures need to be based on the district's philosophy of education.

Most program alternatives will include some kind of combination of enrichment (experiences which supplement the regular curriculum), acceleration (activities designed to allow students to progress at a rate faster than average), and guidance (planned activities that promote understanding of the self and one's relationship to others). Districts are encouraged to be innovative in designing programs that combine these elements in ways that best meet the needs of their gifted students.

In whatever form the program for the gifted is organized, there must be clear delineation of roles, responsibilities, and coordination procedures. A written table of organization outlining lines of responsibility and authority must be developed.

Possible administrative arrangements for providing programs for the gifted are listed below. They represent the organizational patterns used in gifted programs across the United States. Please note that these are *descriptions* of ways to organize program options, not *prescriptions*.

No matter which administrative arrangement of program options is used, a minimum of 150 minutes a week direct instruction must be provided. Exceptions to the 150 minutes requirement will be considered and may be granted upon written request to the Department of Education, Office of Gifted and Talented, ~~in the following circumstances on an annual basis~~

~~a. If an approved teacher provides direct instruction to identified gifted students on a regular basis for at least 75 minutes per week, the remainder of the required 150 minutes may be met in the regular classroom, provided **that there is a written management plan and written statement verifying that activities are developed and supervised by an approved teacher. Exception requests must be submitted to the Office of Gifted and Talented no later than July 1 prior to the school year for which the exception is requested.**~~

~~b. Independent studies and mentorships are developed in consultation~~

~~with an approved teacher. Though these program options may not require 150 minutes per week contact time an approved teacher must meet with the student for at least 30 minutes per week to assess progress.~~

ADMINISTRATIVE ARRANGEMENTS:

I. *Modification in the Regular Classroom*

A. ***Cluster grouping:*** Groups of gifted students are placed in a regular classroom. An approved teacher of the gifted provides instruction and curriculum to meet their special needs (ELEMENTARY/SECONDARY). **Class size should be consistent with state standards.**

B. ***Consultant teacher:*** An approved teacher of the gifted meets regularly with identified students and designs differentiated activities to meet their needs. The approved teacher works with the regular classroom teacher in delivering services to identified gifted students by developing management plans, providing demonstration lessons in the classroom, and supervising gifted students' progress (ELEMENTARY/SECONDARY). **A consultant teacher may supervise a maximum of 75 students.**

C. ***Course content:*** An approved teacher of the gifted works with the content teacher to design a differentiated curriculum to meet the needs of identified gifted and talented students in a regular classroom setting. The following provisions must be in place for this administrative arrangement to be used: (SECONDARY) **Class size should be consistent with state standards.**

1. There is written documentation that the program component was developed in consultation with the district's administrator/coordinator of gifted programs.
2. There is a written plan of curriculum differentiation for the identified gifted students. This may be in the form of an individual management plan or another form developed by the local district and approved by the Department of Education, Office of Gifted and Talented.
3. An approved teacher of the gifted maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly.
4. The content teacher must complete an Arkansas Department of Education approved staff development workshop related to curricular differentiation for the gifted. In order to better meet

the needs of teachers as they work to meet the needs of individual students, each teacher involved in this model should receive annual training/staff development related to the education of gifted and talented children. (see 5.00, paragraph 2)

D. Whole Group Enrichment: An approved teacher of the gifted works with the classroom teacher to design enrichment curriculum for the whole class. This option is considered long-term identification and therefore a portfolio should be maintained to document student(s) actions/responses. The delivery of services to students must be at least 30 minutes a week. The approved teacher of the gifted and the classroom teacher may organize teaching responsibilities as needed. This option may be used in conjunction with other options to serve identified students. However, if this is the only option for serving students, it may not be used beyond grade three. The following provisions must be in place for this administrative arrangement to be used: (ELEMENTARY K-2/~~3~~).

1. There is written documentation that this program option was developed in consultation with the district's administrator/coordinator of gifted programs.
2. There is a written plan of curriculum enrichment for the grades being served. This includes a portfolio and/or management plan that maintains and documents student actions/responses.
- ~~3.~~ 4. An approved teacher of the gifted maintains oversight of the students' activities and delivers/co-delivers at least one 30 minute lesson per month unless the classroom teacher(s) has completed an approved activity, i.e. Talents Unlimited Training (official 2-day workshop), graduate level course in gifted education; ADE approved one or two day differentiation workshop for the appropriate grade level being taught. Other training will be considered upon request.
- ~~4.~~ 3. The delivery of services to students must be at least thirty (30) minutes a week and ~~can~~ will be delivered by the approved teacher of the gifted (at least one lesson a month unless conditions in #4 below exist), classroom teacher, or a combination of the two.

E. Instruction Through Technology: Instruction provided through technology, such as Distance Learning, Satellite, Internet, etc. must meet all requirements as outlined under the Course eContent option.

F. Acceleration of Content Classes and/or Grade Levels: Instruction is provided for partial or full acceleration of content and/or grade levels for any student presenting appropriate needs. It is strongly recommended that a district policy be written and approved by the local school board to fully implement this option (ELEMENTARY/SECONDARY).

II. ***Pull-out Programs***

A. ***Resource room:*** Gifted students participate in classes in which they receive instructional services different from those normally provided in the regular classroom. They have the opportunity to work at the level of their abilities and in their area of interest or talent). Instruction is delivered by approved teachers of the gifted. (ELEMENTARY/SECONDARY) **Recommended class size is 10-12.**

B. ***Resource center:*** Students are transported on a regular basis to a center which serves a local district, county, or region. Instructional services are the same as those in a resource room (ELEMENTARY/SECONDARY). **Recommended class size is 10-12.**

III. ***Special Classes*** An approved teacher of the gifted maintains oversight of student activities and works with classroom teachers to document differentiation.

A. ***Self-contained classroom:*** ~~Identified~~ Gifted students are provided instructional services different from those normally provided in the regular classroom. All basic subject areas are included. Instruction is delivered by approved teachers of the gifted. Resources of the regular education program, such as art, music, and physical education, are used to supplement the gifted program (ELEMENTARY). **Class sizes should be consistent with state standards.**

B. ***Honors, and advanced, ~~Pre-Advanced Placement~~ classes:*** Students of high ability, though not necessarily identified as gifted, are placed in a class in which the curriculum focuses on higher levels of thinking and complexity therefore avoiding “more of the same.” ~~The Pre-AP curriculum is designed to prepare students for AP classes~~ (SECONDARY). **Class size should be consistent with state standards.**

C. ***Pre-Advanced Placement:*** Middle school, junior high school, or high school level courses that specifically prepare students to enroll and to participate in an Advanced Placement course (ELEMENTARY/SECONDARY). **Class size should be consistent with state standards.**

~~C. D. ***College Board Advanced Placement-classes:*** Students have the opportunity to pursue college-level studies while still in secondary school and to receive advanced placement and credit, or one of these, upon entering college.~~

~~Students should be encouraged to take the AP exam(s) through a high school preparatory course for a College Board Advanced Placement test that incorporates all topics specified by the College Board and Educational Testing Service on its standard syllabus for a given subject area and is approved by the College Board and Educational Testing Service. Students may earn weighted credit under conditions specified in the AP/IB Rules (SECONDARY).~~

Recommended class size is 17-20.

~~D. *E. International Baccalaureate:* The program is sponsored by the International Baccalaureate Office in Switzerland and begins at the eleventh grade Organization (IBO) and offers an international education program. Students may earn weighted credit under conditions specified in the AP/IB Rules (ELEMENTARY/SECONDARY). Class size should be consistent with state standards.~~

~~E. *F. Special classes/seminars:* Courses are offered in subject matter fields not normally offered in high school which may be interdisciplinary in nature. Core Process Goals for Gifted and Talented Seminars (course number 596100) must be followed when offering the GT Seminar class (SECONDARY).~~

Recommended number of students per period is 15-20.

IV. *Special Schools*

A. *Special school:* School serves only identified gifted students at local, county, or regional level. Instruction is delivered by approved teachers of the gifted.

B. *School-within-a school:* School for gifted students functions as a separate unit although housed within a regular school complex. Instruction is provided by approved teachers of the gifted.

C. *Magnet schools:* School (or component within a school) which is designed to attract students with high interest/ability to its particular curriculum. Appropriate instruction should follow guidelines listed under Administrative Arrangements outlined under I, II, and III above.

V. *Extra-School Opportunities*

A. *Mentorship:* Student works on a regular basis with an adult resource person, matching student interests and needs with the expertise of the mentor. An approved teacher of the gifted maintains oversight of students activities and works with mentors to document differentiation. (ELEMENTARY/SECONDARY).

B. *Endorsed Concurrent Enrollment Course in high school and college:* Student is enrolled in a college level courses ~~while continuing to attend high school~~ offered by an institution of higher education in this state, that upon

completion would qualify for academic credit in both the institution of higher education and a public high school following ADE AP/IB Rules 3.05-3.05.03 and 10.00-10.07 (SECONDARY).

Districts may choose to implement more than one of the foregoing patterns. However, the maximum total of identified gifted students for whom a full-time teacher of the gifted may provide direct services is 75. Waivers from this requirement, based upon program options offered, may be requested in writing by individual districts. Any waiver approved will be for only one school year. After that year districts should increase gifted education staff to be in compliance with the case load number.

<u>STANDARD</u>	<u>VIDENCE VERIFYING COMPLIANCE</u>
8.01 Program is systematically developed, with long range goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.	Written program goals
8.02 A table of organization is developed which clearly delineates roles, responsibilities, and coordination procedures.	Copy of table of organization
8.03 Identified students' placement in program options is based on their abilities, needs and interests, and resources of the district.	Student assessment data
8.04 Administrative arrangements are used which promote interaction among gifted students and both their intellectual and chronological peers.	Schedule
8.05 A minimum of 150 minutes a week direct instruction must be provided during the regular school day.	Program Schedule

9.00 CURRICULUM

Curriculum for the gifted must differ not only in degree, but in kind. It is important to avoid simply “more of the same.” It should be ~~coordinated with the district’s basic curriculum objectives but must be~~ ***in place of*** rather than ***in addition to*** required classroom work. **Students should not be penalized for being identified as gifted by being given extra work.** Teachers should be sensitive to student interests and talents in planning both cognitive and affective activities.

To assure that curriculum opportunities are appropriate to the abilities, accomplishments, interests, and cognitive and affective needs of gifted students, modifications should be made in content, process and/or product.

Content refers to the body of knowledge presented to the student. Differentiation may be made in level of complexity, pace of learning, or degree of abstractness. Another means of differentiation is the study of topics not ordinarily a part of the regular curriculum.

The process skills, which should be a part of the curriculum for gifted students, include critical thinking, creative thinking, independent learning skills, research skills, problem-solving, and logic. Students in a gifted program should be expected to achieve a greater degree of proficiency in these skills than would be required in the basic curriculum.

Products are the end result of a learning experience. Gifted students should be encouraged to develop products that use new techniques, materials, and forms. They should be encouraged to select a specific area of interest and talent and pursue an intensive study rather than be assigned a prescribed problem. Results of such investigations should be communicated to an appropriate audience.

Curriculum objectives must be carefully sequenced for continuity. Development of a scope and sequence will avoid the “grab-bag” approach.

<u>STANDARD</u>	<u>EVIDENCE VERIFYING COMPLIANCE</u>
9.01 Curriculum for the gifted extends or replaces the regular curriculum	Written curriculum description
9.02 Curriculum is differentiated in content, process and/or product.	Written curriculum description
9.03 Curriculum has scope and sequence to assure continuity.	Written scope and sequence

10.00 EVALUATION

Arkansas Standards for Accreditation require that each school use procedures to evaluate the effectiveness of educational opportunities provided for gifted and talented students.

Evaluation, as it is applied to the program for the gifted, involves both a determination of the program's effectiveness and assessment of student growth. The purpose is to provide accurate, timely, and relevant information to decision-makers for improving program options offered gifted students.

The plan for evaluation is based on program objectives and is reviewed annually to determine its effectiveness in providing appropriate information. This ensures that program changes or modifications reflect relevant data. There are two purposes of evaluation: to provide information so that modifications and adjustments can be made in a program as it develops **and** to examine overall program effectiveness. **The evaluation plan must contain procedures for assessment in both these areas.** Only if the evaluation is carefully planned is it probable that really useful information can be obtained.

To make reasonable judgments about the effectiveness of various facets of the program, all components should be included in the overall evaluation plan - identification, staff development, program options, curriculum, community involvement, program expenditures, and the evaluation process itself. A variety of procedures including questionnaires, surveys, charts, graphs, statistical analysis, anecdotal data, [focus groups](#) etc., should be used because different components of the program call for different techniques. Neither outcomes of the program nor attitudes of any stakeholders should be ignored. Input should come from students, teachers, administrators, parents, school board members, other community members, and statistical analysis of enrollment and achievement data. Program evaluation should also reflect an assessment of how the gifted program contributes to and articulates with the overall district improvement plan.

Evaluation of student growth must be based on appropriate and specific criteria and should include self-appraisal and criterion-referenced and/or standardized instruments. It must be kept in mind that programs for the gifted deal with a unique population. Gifted students' progress cannot be fully assessed by standardized tests, which have been normed on a heterogeneous group because these tests will not present a true picture of student growth in gifted students. In fact, if a student has scored at the top of the scale on a test, the phenomenon of "regression toward the mean" may result in a lower score on the retest. In choosing methods to measure student progress, care should be taken to ensure that the methods chosen: 1) are in agreement with program objectives; 2) involve the student in self-evaluation; 3) consider process as well as product; and 4) are appropriate and valid assessments of the population being tested.

The results are compiled into an annual report. This report is provided to the State Department of Education, Office of Gifted and Talented, the local school board, school faculty and administration, parent groups and other appropriate audiences to seek formative feedback, resources, developmental assistance, and demonstrate reasonable accountability.

Participation in the gifted program must be noted on students' transcripts and permanent records.

STANDARD

EVIDENCE VERIFYING COMPLIANCE

10.01	The evaluation process provides accurate, timely, and relevant information to decision-makers for improving program options offered gifted students.	Written evaluation plan
10.02	The plan for evaluation is based on program objectives.	Written evaluation plan
10.03	All components of the gifted/talented program are evaluated annually: identification, staff development, program options, <u>program goals and objectives</u> , curriculum, community involvement, program expenditures, and the evaluation process/plan.	Written evaluation plan
10.04	Data for evaluation are obtained from a variety of instruments, procedures, and information sources.	Copies of evaluation instruments
10.05	Evaluation findings are compiled, analyzed, and communicated to ADE-OGT and appropriate audiences.	Evaluation report
10.06	Student progress is assessed, with attention to mastery of	<u>Written P</u> olicy for student evaluation

content, higher level thinking skills, creativity, and affective growth.

10.07 Participation in the gifted program is noted on student transcripts and permanent records.

Policy for student evaluation

GIFTED EDUCATION ORGANIZATIONS

Arkansans for Gifted and Talented Education (AGATE)

P. O. Box 250754

Hillcrest Station

Little Rock, AR 72225

<http://www.agate-arkansas.org>

Arkansas Association of Gifted Education Administrators (AAGEA)

815 Bishop

Little Rock, AR 72202

501.372.1691

<http://www.aaea.ws>

The Council for Exceptional Children

~~Talented and Gifted Division~~

~~1920 Association Drive~~

~~Reston, VA 22091~~

~~(703) 264-9446~~

The Association for the Gifted

1110 North Glebe Road, Suite 300

Arlington, VA 22201-5704

1.800.224.6830

<http://www.cectag.org>

The National Association for Gifted Children

1707 L Street, NW, Suite 550

Washington, DC 20036

~~(202) 785-4268~~

<http://www.nagc.org>

The National Research Center on the Gifted and Talented

The University of Connecticut

~~362 Fairfield Road, U-7~~

2131 Hillside Road, Unit 3007

Storrs, CT 06269

~~(203) 486-4826~~

1.860.486.4826

World Council for Gifted and Talented Children, Inc.

The University of Winnipeg

515 Portage Avenue, Winnipeg, Manitoba

Canada R3B2E9

204.789.1421

<http://world-gifted.org>

WEB SITES AND E-MAIL ADDRESSES **GIFTED EDUCATION RESOURCES**

American Association for Gifted Children
<http://www.jayi.com/aage/>

AP Central – The College Board website
<http://www.apcentral.collegeboard.com>

Arkansas Governor’s School
<http://www.hendrix.edu/ags/agshane.htm>
<http://www.hendrix.edu/ags>

Arkansans for Gifted and Talented Education (AGATE)
Resource Page

<http://www.agate-arkansas.org/resources.html>

Belin-Blank Center for Gifted Education and Talent Development

<http://www.uiowa.edu/~belinetr>
<http://www.education.uiowa.edu/belinblank>

Council for Exceptional Children
<http://www.cec.sped.org/>

Gifted Education Press
<http://www.caais.com/gep>

Davidson Institute for Talent Development
<http://www.ditd.org>

Educational Resources Information Center (ERIC) Clearinghouse

eric@cec.sped.org
<http://www.cec.sped.org/ericeec.htm>
<http://www.eric.ed.gov>

Hoagies’ Gifted Education Page
<http://www.hoagiesgifted.org>

~~**National Association for Gifted Children**~~

~~<http://www.nagc.org/>~~

National Research Center on the Gifted and Talented

~~<http://www.ucc.uconn.edu/wwwgt/nrcgt.html>~~

~~<http://www.gifted.uconn.edu/nrcgt.html>~~

~~**Open Space Communications, Inc.**~~

~~(Publishes *Understanding our Gifted* magazine)~~

~~<http://www.openspacecomm.com>~~

Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives
For National Board For Professional Teaching Standards
Revised May 2009

1.00 Regulatory Authority

- 1.01 These rules shall be known as the Department of Education (the Department) Rules Governing the National Board for Professional Teaching Standards Program (NBPTS Program).
- 1.02 These rules are enacted under the State Board of Education's (State Board) authority pursuant to Ark. Code Ann. §§6-11-105, 6-17-412, and 6-17-413, 25-25-201 et. seq. and ACT 1449 of 2009.

2.00 Purpose

- 2.01 The purposes of these rules are to improve student learning by strengthening teaching and to encourage teachers to participate in and complete NBPTS certification by authorizing the Department to pay full tuition and incentive bonuses to participants and by establishing eligibility requirements.
- 2.02 The purpose of these rules is to outline the establishment of a support program for NBPTS.
- 2.03 The purpose of these rules is to establish the mechanism for the selection of teacher participants, as determined by the amount of funding available for the program.

3.00 Definitions

For the purposes of these rules, the following terms shall mean:

- 3.01 "Completion of the certification process" will be defined as officially being recognized as a National Board Certified Teacher (NBCT) by the NBPTS.
- 3.02 "National Board for Professional Teaching Standards" will be defined as an independent board which reliably identifies and certifies teachers who meet advanced standards and certifications by effectively enhancing student learning and demonstrating the high level of knowledge and skills, dispositions, and commitments reflected in the following five core propositions:
 - 3.02.01 Teachers are committed to students and their learning.
 - 3.02.02 Teachers know the subjects they teach and how to teach those subjects to students.
 - 3.02.03 Teachers are responsible for managing and monitoring student learning.
 - 3.02.04 Teachers think systematically about their practice and learn from experience.
 - 3.02.05 Teachers are members of learning communities.
- 3.03 "A support program for candidates" is a comprehensive process of technical and financial assistance provided to program applicants to ensure successful program completion, as Ark. Code Ann. §6-17-413 allows.

- 3.04 “The NBPTS Advisory Committee“ (the Committee) is a ten (10) member team of three (3) National Board Certified Teachers, three (3) National Board facilitators, and four (4) educational administration or business representatives, to include one Department staff member, which will advise the Department on policy issues, assist in the support system, and select candidates based on relevant criteria when all candidates cannot be funded; such criteria to be established by the Committee in accordance with law and with final review and approval by the State Board.
- 3.05 “Classroom teacher” means a teacher who is required to hold a standard teaching license from the Department and who is engaged directly in instruction with students in a classroom setting for more than seventy percent (70%) of the individual’s contracted time, with that 70% allowed to include:
- 3.05.01 regularly scheduled instructional preparation time during the regular school day;
 - 3.05.02 a maximum of one period per day service as an instructional department chair;
 - 3.05.03 service as a master teacher in a charter school;
 - 3.05.04 service as a mentor to a novice teacher;
 - 3.05.05 employment by an educational service cooperative when the teacher provides direct student services for a collaborative of school districts in public school buildings and other instructional settings throughout the cooperative area; and
 - 3.05.06 instructional positions such as library/media specialist, school guidance counselor, literacy specialist, math specialist or others for whom NBPTS certificates specifically exist.
- 3.06 “Classroom setting” for purposes of candidacy means full-time assignment to a setting in a specific Arkansas public school building or buildings in which a teacher works directly with a student or students and for purposes of a starting or a yearly bonus means full-time assignment to a setting in a school building(s) or other instructional settings cited in §3.05.05 where an NBCT is directly involved in the instructional process by teaching children, by facilitating the instructional process through work with building teachers in classrooms, or by serving in the role of building administrator, assistant building administrator, district curriculum administrator, or program administrator.
- 3.07 “Higher education eligibility” refers to teachers who have worked a minimum of three (3) years with National Board certification as a classroom teacher, building-level principal, building-level assistant principal, district curriculum administrator, or program administrator in an Arkansas public school district before full time employment as a teacher in an accredited teacher preparation program at a state-sponsored institution of higher education.
- 3.07 3.08 “Starting bonus” means a one-time bonus given during the school year in which an individual first obtains National Board certification. The amount is \$3,000 in 2003-2004, \$4,000 in 2004-2005, and \$5,000 thereafter. This provision shall apply only to the extent that necessary funds are appropriated to the Department.
- 3.08 3.09 “Yearly bonus” means a bonus that a NBCT receives in each of years two (2) through ten (10) of the 10-year life of the certificate. The amount is \$3,000 in 2003-2004, \$4,000 in 2004-2005, and \$5,000 thereafter. This provision shall apply only to the extent that necessary funds are appropriated to the Department.

- 3.09 3.10 “Two (2) *Three (3)* continuous years” means a two *three*-year period following certification that includes the year of certification and the year immediately following certification.
- 3.10 3.11 “Three (3) years of teaching in the Arkansas public school system”, as required for state support of candidacy, shall be credited beginning no earlier than the year in which the initial license to teach in an Arkansas public school is issued.

4.00 Selection Process and Requirements

4.01 Qualified applicants will establish eligibility for funding by:

4.01.01 successfully completing the official application process established by the Department;

4.01.02 never receiving *having received* any prior federal or state funding for participation in a certification area in the NBPTS program;

4.01.03 verifying at least three (3) years teaching experience in Arkansas public schools that can include the years following initial licensure, a current standard Arkansas teaching license, and current employment as an Arkansas public school classroom teacher in a classroom setting; and

4.01.04 teaching in an area that correlates to an available and suitable National Board certificate area.

4.02 When candidate demands exceed funding availability, the NBPTS Advisory Committee will review and recommend to the Department an appropriate selection of candidates to be funded.

4.03 At the time that the National Board establishes a certification for school administrators and an Arkansas district-level central office administrator becomes national board certified, the district level central office administrator will be eligible to receive incentive bonuses in the amount awarded to NBCTs for every year for the life of the NBPTS administrator’s certificate.

4.04 Achieving NBCT status prior to renewal of the Arkansas standard teaching license satisfies professional development requirements for the period between the beginning and end of that one *one-year teaching-license* renewal period. achieving a total score of 225 across all of the ten entries submitted to the NBPTS satisfies one-half of the professional development requirements for the period between the beginning and end of one renewal period. *The Department will supply a form to be submitted with the teaching license renewal documents.*

4.04.01 Achieving a total score of 225 across all of the ten entries submitted to the NBPTS satisfies one-half of the professional development requirements for the period between the beginning and end of one renewal period.

5.00 Payment of Fees and Bonuses

5.01 The Department of Education shall pay full tuition for the NBPTS initial participation fee, one retake entry fee, and up to three days of school release time to qualified teacher applicants as funds are available.

5.02 The Department shall pay *a starting bonus in the first year of certification and a yearly bonus for each of the remaining nine years of the ten-year certificate to* any NBCT who is employed in an

Arkansas public school district (except as prescribed in Section 5.02.1) as a teacher in accordance with Section 3.05-3.06 of these rules a starting bonus in the first year of certification and a yearly bonus for each of the remaining nine years of the ten-year certificate.

5.02.01 Eligible NBCTs will continue to receive the yearly bonus while participating in State Board approved teaching excellence programs such as Arkansas Teacher of the Year.

5.02.02 The Department shall pay a yearly bonus for each of the remaining years of the ten-year certificate to any NBCT who has successfully completed the NBPTS certification as a classroom teacher and is employed in an Arkansas public school district as a building administrator, assistant building administrator, district curriculum administrator, or program administrator.

5.02.03 After working a minimum of three (3) years with National Board certification as a classroom teacher and is employed in an Arkansas public school district as a building level administrator, building level assistant administrator, district curriculum administrator, or program administrator; an NBCT may be employed full time as a teacher in an accredited teacher preparation program at a state-sponsored institution of higher education holding National Board certification on or after August 1, 2009. A bonus payment shall not be made retroactively.

5.02.03.01 Bonuses shall be paid to those described in Section 5.02.03 of these rules only if funds are available after payments are made to those eligible under section 3.06 of these rules.

- 5.03 Any NBCT who moves into the state and teaches in an Arkansas public school classroom shall be eligible for the yearly bonus for every remaining year in the life of the NBPTS certificate; provided that the same bonus is available to a NBCT who moves into the state and assumes the position of building administrator, assistant building administrator, district curriculum administrator, or program administrator in a public school district for the life of the NBPTS certificate.
- 5.04 Available funds for NBPTS state activities support functions in this order of priority: (a) payment of bonus incentives; (b) initial fee payments; (c) necessary program expenses; (d) support system expenses; and (e) retake entry fees.
- 5.05 No increase in the starting or yearly bonus is retroactive.
- 5.06 The Department will issue a standard Arkansas teaching license to any National Board certified teacher, building-level principal, or building level assistant principal trained in and licensed by a state other than Arkansas who moves to Arkansas, provided that the NBCT status is current at the time of license application and that the applicant passes the required criminal background check.
- 5.07 An Arkansas-licensed teacher who personally pays the expenses of NBPTS candidacy and becomes a NBCT is eligible for a starting and yearly bonus under the same terms as a NBCT who achieves certification through state fee support.
- 5.08 The Department shall pay any NBCT who has successfully completed the NBPTS certification as a classroom teacher and is employed in an Arkansas public school district as a building administrator, assistant building administrator, district curriculum administrator, or program administrator a yearly bonus for each of the remaining years of the ten-year certificate.

5.09 5.08 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that necessary funds are appropriated to the Department.

6.00 Repayment of Fees

6.01 Repayment of state funds for the NBPTS is required if a recipient:

6.01.01 does not complete the certification process within three years after entry,

6.01.02 after becoming *becomes* an NBCT with the support of state funds, does not teach in an Arkansas public school classroom in an Arkansas public school district for two (2) three (3) continuous school years or serve as a building principal and/or assistant building principal for two (2) building level administrator, building level assistant administrator, district curriculum administrator, or program administrator for three (3) continuous years after achieving NBCT status.

6.02 Repayment of funds is not required if the candidate is forced to withdraw from candidacy only due to:

6.02.01 death or disability of the teacher, or

6.02.02 other serious extenuating circumstances and/or health related problems verified by a licensed physician as may be recognized by the State Board.

6.03 The State Board can revoke a teaching license for failure to repay state funds.

7.00 Support Program for Teachers Selected to Participate in NBPTS

7.01 The State Board will establish a support program for teachers selected to participate in NBPTS by:

7.01.01 establishing a variety of support opportunities such as annual pre-candidacy orientations, regular meetings of participants, telephone/email contact with facilitators and NBCTs, and Department intervention with NBPTS if necessary;

7.01.02 providing information on the NBPTS state support program on the Department web site;

7.01.03 providing other assistance, if determined to be necessary by the Department; and

7.01.04 designating Department staff to coordinate NBPTS activities at the state level

7.01.05 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that necessary funds are appropriated to the Department.

7.02 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that necessary funds are appropriated to the Department.

8.00 Monitoring

8.01 The local public school district that employs a NBCT must verify to the Department annually the employment status of that teacher for each year of the ten-year life of the certificate.

8.02 No person shall *A person shall not* receive either a starting bonus or a yearly bonus if the person: leaves the full-time employment of an Arkansas public school district; becomes employed as a district-level central office administrator (subject to the provisions of Section 4.03); is employed by an Arkansas institution of higher education; or is employed by an education service cooperative and does not teach in a classroom with students as defined in Sections 3.05-3.06 of these rules.

8.02.01 leaves the full-time employment of an Arkansas public school district;

8.02.02 becomes employed as a district-level central office administrator (subject to the provisions of Section 4.03);

8.02.03 is employed by an Arkansas institution of higher education and does not meet the requirements as defined in Sections 3.07 and 5.02.03 of these rules; or

8.02.04 is employed by an education service cooperative and does not teach in a classroom with students as defined in Sections 3.05-3.06 of these rules.

9.00 Funding

9.01 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that funds are appropriated to the Department to pay for these provisions.

9.02 To the extent funds as provided for by Ark. Code Ann. §26-52-311(c) (3) (B) are available, such funds may be used to fund the “starting incentive bonus” and the “yearly incentive bonus” required in §§3.07 and 3.08 of these rules and required by Ark. Code Ann. §6-17-413.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING INITIAL AND STANDARD/PROFESSIONAL
ADMINISTRATOR LICENSURE**

August 2003

1.0 REGULATORY AUTHORITY

- 1.01 These shall be known as the Arkansas Department of Education Rules Governing Initial and Standard/Professional School Administrator Licensure.
- 1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105₂ and 6-17-402 (Repl. 1999) and § 25-15-204 Supp.₂ and Act 733 of 2009.

2.0 PURPOSE

- 2.01 The purpose of these rules is to establish the requirements and procedures for obtaining an Initial or Standard/Professional Arkansas School Administrator License.

3.0 DEFINITIONS

For the purpose of these Rules

- 3.01 **Administrator License** - a license, issued by the state, which allows one to serve as an administrator in an Arkansas school district or other agency or organization requiring an administrator license (grade levels indicated). There are three types of administrator licenses available in Arkansas.
- 3.01.1 **Building Level Administrator** –a principal, assistant principal, or vice principal. (grade levels P-8 and/or 7-12 5-12)
- 3.01.2 **Curriculum/Program Administrator** –a school leader who is responsible for program development and administration, and/or employment evaluation decisions. Each Curriculum/Program Administrator License is limited to one of the following areas:
- 3.01.2.1 Special Education (grade levels P-4, and/or 4-12, or P-12)
- 3.01.2.2 Gifted and Talented Education (grade levels P-8, and/or 7-12, or P-12)
- 3.01.2.3 Career and Technical Education (grade levels 4-8, 7-12 and/or Post-Secondary)
- 3.01.2.4 Content Area Specialist (grade levels P-12 P-8 and/or 7-12)
- 3.01.2.4.1 The areas of licensure for Content Area Specialist are listed in Appendix A. in the areas and levels of Licensure as approved by the State Board of Education.
- 3.01.2.5 Curriculum Specialist (grade levels P-8, 4-8 and/or 7-12 P-12)
- 3.01.3 **District Level Administrator** –a superintendent, assistant/associate

superintendent, or deputy superintendent. (grade level P-12)

3.02 **Administrator Licensure Completion Program Plan (ALCP)** - a plan filed with the office of Professional Licensure, which is designed to assist an individual who has been offered employment in an administrative position prior to completion of state Administrator Licensure requirements. An ALCP may be requested for any one of the three types of Administrator Licenses Licensure areas.

3.02.1 Administrators on an ALCP must participate in Induction for each year they are employed under an ALCP.

3.03 **Advanced Program of Study** - a state-approved administrator preparation curriculum (inclusive of a portfolio and internship) offered at an Arkansas college or university, which is based on the current leadership standards *Standards for Licensure of Beginning Administrators* as adopted by the Arkansas State Board of Education. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions required of a District Level Administrator.

3.04 **Area of Licensure** – a particular content field as identified in Appendix A, Areas and Levels of Licensure as approved by the State Board of Education.

3.05 **Level of Licensure-** The grade level parameters of an administrator licensure area such as P-8, 7-12, P-12, P-8, P-12, 4-8, 5-12, or 7-12.

3.06 **Beginning Administrator** - an individual in his/her first one-to-three years as a school administrator who holds an Initial Building Level Administrator License, Initial Curriculum/Program Administrator License or is employed under or an ALCP, and is pursuing a Standard Administrator License.

3.07 **Classroom Teaching Experience-** Employment as the licensed classroom teacher of record

3.07.1 Credit for one (1) year of classroom teaching requires a minimum of fifty percent of each day to be spent as a classroom teacher.

3.07.2 One (1) year of classroom teaching experience shall equal a minimum of 120 days within a school year.

3.07.3 Experience as an Educational Examiner, Adult Education, Athletic Director/Coaching, School Administrator, Speech Pathology & School Psychology Specialist is not recognized as classroom teaching experience.

3.07.4 Four (4) years of experience as a school counselor, or librarian may be counted toward the total of four (4) years of classroom teaching experience for Building Level Administrator only.

- 3.08 **External Evaluator** –a member of the portfolio review committee within an Arkansas college or university program of study, who is a practicing school administrator or a former school administrator holding a current administrator license, and not employed within the college or university department offering the program of study.
- 3.09 **Induction** – a period of no less than one year and no more than three years, when a candidate is employed while holding an Initial Administrator License or those candidates employed under an ALCP- the mentoring support and accelerated professional development associated with the Initial Administrator License. The time of induction (minimum of one year, maximum of three years) concludes with the successful completion of the state-mandated assessment.
- 3.09.1 Induction consists of:
- 3.09.1.1 Completion of the ADE Mentoring Program for Administrators, including attendance at training sessions and working with a mentor while employed as an Administrator
- 3.09.1.2 Successful completion of the state-mandated assessment for Administrators
- 3.10 **Initial Administrator License** - a license, issued by the state, which allows one to serve as either a Beginning Building Level or Curriculum/Program Administrator in an Arkansas school district. This initial license is valid for no less than one, and no more than three years. , during which time the administrator participates in Administrator Induction.
- 3.11 **Internship** - a practical administrative and/or curricular experience, within a program of study (based on NCATE standards), which provides the candidate with practice in a traditional public or private P-12 school setting in the specific area of Administration being sought. A separate internship is required for every area and level of administration sought.
- 3.12 **Mentor** - a licensed administrator trained certified in the state-adopted mentoring model. Mentors are assigned to assist a beginning administrator by providing support and focused feedback with regard to skills, management, and professional behaviors.
- 3.13 **Mentoring State Mentoring Program for Administrators**- support and focused feedback (for professional growth and development) provided to a beginning administrator by an experienced licensed administrator that has been trained in the Arkansas mentoring model for administrators. mentor.

3.14 **Portfolio** - an accumulation of materials and documented experiences reflecting the knowledge, disposition and performance competencies of the candidate with regard to Arkansas Administrator Licensure Standards as required by program of study. A separate portfolio is required for each area and level of administrator licensure sought. The portfolio will be assessed by the program of study faculty and at least one external evaluator to ensure program quality and integrity.

3.15 **Program of Study** - a state-approved administrator preparation curriculum (inclusive of a portfolio and internship) offered at an Arkansas college or university, and based on the current leadership standards *Standards for Licensure of Beginning Administrators* as adopted by the Arkansas State Board of Education. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions required of a Building Level, or Curriculum/Program Administrator, and/or District Administrator.

3.16 **Standard Administrator License** - a renewable license, valid for five years, issued to candidates who have successfully completed all state-mandated licensure requirements for Building Level, Curriculum/Program or District Level Administrator. This license is valid for five (5) years. , at which time it must be renewed, or it will expire.

3.17 **State-Mandated Licensure Assessments** – test the required assessment(s) used for the evaluation of administrators who are pursuing Standard administrator licensure.

3.17.1 Successful completion passing of the state-mandated licensure assessments is defined as meeting the state-adopted cut score for the appropriate licensure assessment.

3.18 Professional License- A standard Arkansas Teaching License that is issued upon the request of a teacher who has documented the completion of a Master’s Degree and three years of teaching experience or who has documented current National Board Certification.

3.19 Traditional P-12 Setting- Employment in a public or private school between P-12 grade levels (or) as otherwise defined by the Arkansas Department of Education.

4.0 REQUIREMENTS FOR OBTAINING AN INITIAL ADMINISTRATOR LICENSE

4.01 There are two types of Initial Arkansas school administrator licenses.

4.01.1 Building Level Administrator

4.01.2 Curriculum/Program Administrator (issued in one of five (5) areas)

4.01.2.1 Special Education

4.01.2.2 Gifted and Talented Education

4.01.2.3 Career and Technical Education

4.01.2.4 Curriculum Specialist

4.01.2.5 Content Area Specialist

4.01.2.5.1 The areas of licensure for Content Area Specialist are listed in Appendix A. the Areas and Levels of Licensure as approved by the State Board of Education

4.02 To qualify for an Initial Administrator License a candidate must shall:

4.02.1 Hold a current Arkansas Standard Teaching License,

4.02.1.1 For Curriculum/Program Administrator the license must be in the specialty area where applicable.

4.02.1.1.1 For Special Education, this includes School Psychology Specialist and/or Speech Language Pathologist (P-12) licenses.

4.02.2 Have a minimum of four years of classroom teaching experience,

4.02.2.1 For Building Level, at least three of the four years of teaching experience must shall be classroom teaching experience, or experience as a school counselor or school librarian at the level at which the candidate is seeking licensure.

4.02.2.2 For Curriculum/Program Administrator, at least three of the four years of teaching experience must shall be as follows: at the level and/or in the area in which the candidate is seeking licensure.

4.02.2.2.1 Special Education- In the area of Special Education.

4.02.2.2.2 Gifted and Talented- In the area of Gifted and Talented.

4.02.2.2.3 Career and Technical- In the area of Career and Technical.

4.02.2.2.4 Content Area Specialist- In the specific content area and level sought.

4.02.2.2.5 Curriculum Specialist- At any level or area.

4.02.3 Have completed hold a graduate degree in Educational Leadership from an Arkansas college or university that is regionally and/or NCATE accredited college or university and whose approved administrator education programs are NCATE accredited.

4.02.3.1 The appropriate program of study shall include an internship and portfolio. Each area and level of administration granted requires a separate internship and portfolio as well as completion of the state mentoring program.

4.02.3.1.1 Internships shall be within the grade level of licensure sought and shall be above and/or below the grade levels of teaching experience for the grade level sought.

4.02.3.2 For candidates holding a graduate degree in an area other than Educational Leadership, the institution of higher education will review their credentials to determine their individual needs. The candidates will complete a graduate level program of study based on their individual needs inclusive of an internship and portfolio based on the current leadership standards *Standards for Licensure of Beginning Administrators* as adopted by the Arkansas State Board of Education to obtain an initial license.

4.02.3.2.1 A Master's Degree in an area other than Educational Leadership, shall be a Master's Degree in Education or a Master's Degree in a content/added endorsement/area as identified in the Areas and Levels of Licensure as approved by the State Board of Education.

4.02.4 complete the appropriate program of study (inclusive of an internship and portfolio),

4.03 The Administrator must be prepared through a regionally and/or NCATE accredited college or university whose administrator prep program is NCATE accredited.

4.04 The Educational Leadership Chairperson and licensure officer at the regionally and/or NCATE accredited college or university where the candidate was enrolled will shall provide written evidence of degree or program of study completion.

4.05 The Initial Administrator License shall be issued when a completed, appropriately signed, Initial License Application has been submitted to the offices of Professional Licensure and Professional Quality Enhancement at the Arkansas Department of Education. The application provides ADE with verification of:

4.05.1 the current Arkansas Standard teaching license,

4.05.2 the required teaching experience,

4.05.3 the graduate degree,

4.05.4 the level of preparation, and

4.05.5 completion of the program of study (inclusive of an internship and portfolio), verified by the Educational Leadership chairperson and licensure officer at the university attended.

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO AN INITIAL ADMINISTRATOR LICENSE

5.01 The Initial Arkansas Administrator License:

5.01.1 is valid for no less than one, and no more than three years,

- 5.01.2 becomes effective as of date of issue
- 5.01.3 expires three years from the effective date, unless requirements for a Standard license are met.
 - 5.01.3.1 If requirements for the Standard License are not met by the end of the third year, a candidate may re-apply for the Initial License.
- 5.02 Candidates who hold an Initial Administrator License, but are not employed as a Beginning Administrator for a period of three years, must shall meet current program of study and assessment requirements for re-issuance of an Initial Administrator License Licensure requirements at the time of re-application.
- 5.03 The Initial Administrator License shall become null and void and shall not be renewed at such time as the Administrator has been employed as an Administrator for three years and has not successfully completed Induction.
- 5.04 Administrators employed under who hold an Initial Administrator License shall participate in Administrator Induction. which concludes after a minimum of one year and successful completion of the state-mandated assessment.

6.0 RULES PERTAINING TO OBTAINING REQUIREMENTS FOR OBTAINING A STANDARD/PROFESSIONAL ADMINISTRATOR LICENSE

- 6.01 There are three routes for obtaining a Standard/Professional Arkansas Administrator License.
 - 6.01.1 Conversion of an Initial license via Induction
 - 6.01.2 Completion of the requirements of an ALCP
 - 6.01.3 Conversion of an out-of-state Standard administrator license through reciprocity
- 6.02 There are three types of Standard/Professional Arkansas Administrator Licenses:
 - 6.02.1 Building Level Administrator
 - 6.02.2 Curriculum/Program Administrator, issued in one of five areas
 - 6.02.2.1 Special Education
 - 6.02.2.2 Gifted and Talented Education
 - 6.02.2.3 Career and Technical Education
 - 6.02.2.4 Curriculum Specialist
 - 6.02.2.5 Content Area Specialist
 - 6.02.2.5.1 The areas of licensure for Content Area Specialist are listed in Appendix A the Areas and Levels of Licensure approved by the State Board of Education.
 - 6.02.3 District Level Administrator

6.03 The requirements for each of the Standard Arkansas Administrator Licenses are as follows:

6.03.1 To qualify for the Standard/Professional Building Level Administrator License the candidate shall must:

- 6.03.1.1 be employed as a Building Level Administrator, must have been employed as a Building Level Administrator for a minimum of at least 50% of the day, in Arkansas for a minimum of one year
- 6.03.1.1 hold a current Arkansas Initial Building Level Administrator License or have completed all ALCP requirements,
- 6.03.1.2 participate in Induction, have completed Induction.
- 6.03.1.3 successfully complete pass the state-mandated licensure assessment.

6.03.2 To qualify for the Curriculum/Program Administrator License the candidate shall must:

- 6.03.2.1 be employed have been employed as a Curriculum/Program Administrator for a minimum of at least 50% of the day, in Arkansas for a minimum of one year in the area of the initial license,
- 6.03.2.1 hold a current Arkansas Initial Curriculum/Program Administrator License in the license-specific specialty area or have completed all ALCP requirements.
- 6.03.2.2 participate in Induction, have completed Induction.
- 6.03.2.3 successfully complete the state-mandated licensure assessment.

6.03.3 To qualify for the District Level Administrator License the candidate shall must:

- 6.03.3.1 hold a current Standard/Professional Arkansas teaching license,
- 6.03.3.2 have at least four (4) years of classroom teaching experience.
- 6.03.3.3 hold a current Standard Building Level or Curriculum/Program Administrator License, with a minimum of one year experience as a Building Level or Curriculum Program Administrator.
- 6.03.3.4 have or complete an advanced a graduate degree (with a program of study reflective of the standards for District Level Administrator Licensure), or complete an advanced program of study reflective of the standards for District Level Administrator Licensure (both inclusive of an internship and portfolio), from a regionally and/or NCATE accredited college or university whose program of study is NCATE accredited,
- 6.03.3.5 successfully complete the state-mandated licensure assessment.

6.04 The authorized school district representative will shall verify employment as an

Administrator and completion of Induction for a Standard Building Level or Curriculum/Program Administrator License candidate.

- 6.05 The Standard Building Level, or Curriculum/Program Administrator, or District Level Administrator License will be issued when a completed, appropriately signed Standard License Application has been submitted to the office of Professional Licensure with verification that all requirements have been met. and Professional Quality Enhancement at ADE. The application provides ADE with verification of:
- 6.05.1 employment experience as a licensed school administrator,
 - 6.05.2 the appropriate initial administrator license (or ALCP),
 - 6.05.3 completion of the Arkansas Administrator Induction Program, and including mentoring and training sessions and successful completion of the State-Mandated Assessment.
 - 6.05.4 successful completion of the state-mandated licensure assessment (documented via a copy of the official score report).
- 6.06 The Educational Leadership Chairperson and the Licensure Officer at the regionally and/or NCATE accredited college or university where the candidate was enrolled will shall verify advanced degree or the graduate degree and advanced program of study completion for Standard District Level Administrator License.
- 6.06.1 The Standard District Level Administrator License will shall be issued when the completed, appropriately signed Standard License Application and official transcript are is submitted to the Office of Professional Licensure, and Professional Quality Enhancement at ADE. The application provides ADE with verification of:
- 6.06.1 the Standard Arkansas teaching license,
 - 6.06.2 the teaching experience,
 - 6.06.3 the Standard Building Level or Curriculum/Program Administrator license, with a minimum of one year of experience as a Building Level or Curriculum Program Administrator
 - 6.06.4 the advanced degree or completion of the advanced program of study (both inclusive of an internship and portfolio), and
 - 6.06.5 successful completion of the state-mandated licensure assessment (documented via a copy of the official score report).
- 6.07 The Standard Administrator License will be issued to applicants holding a Standard administrator license from another state who have met all requirements for a Standard Arkansas Administrator License through reciprocity.
- 6.07.1 Building Level and/or Curriculum/Program Administrators, with less than one-year administrative experience, will be mentored for one year.

7 **GENERAL POLICIES AND PROCEDURES RELATING TO A STANDARD ADMINISTRATOR LICENSE**

- 7.03 The Standard Arkansas Administrator license:
7.03.1 shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education,
7.03.2 shall be a renewable license, valid for a period of five years,
7.03.3 shall become effective January 1 of the year it is issued, and shall expire December 31 of the fifth year.
- 7.04 The effective dates of the candidate's standard teaching license and standard Administrator License shall coincide.

7.0 RULES PERTAINING TO AN ADMINISTRATOR LICENSURE COMPLETION PROGRAM PLAN (ALCP)

- 7.01 The ALCP is the licensure route for an individual who has been offered employment in an administrative position in an Arkansas school district prior to completion of state Administrator Licensure requirements.
- 7.02 The ALCP is a plan filed with the office of Professional Licensure, which describes lists the requirements to be completed for licensure.
- 7.03 The ALCP is valid for a maximum of three years and is not renewable.
- 7.04 To qualify for an ALCP candidates shall must:
- 7.04.1 Hold a current AR Standard/Professional teaching license,
 - 7.04.1.1 For Curriculum/Program Administrator the license must be in the specialty area where applicable.
 - 7.04.2 have a minimum of four years of classroom teaching experience,
 - 7.04.2.1 For Building Level Licensure, at least three of the four years teaching experience shall must be classroom teaching experience, or experience as a counselor or school librarian at the level at which the candidate is seeking the ALCP.
 - 7.04.2.2 For Curriculum/Program Administrator Licensure, at least three of the four years teaching experience shall must be at the level and/or in the area in which the candidate is seeking the ALCP as follows:
 - 7.04.2.2.1 Special Education- In the area of Special Education.
 - 7.04.2.2.2 Gifted and Talented- In the area of Gifted and Talented.
 - 7.04.2.1.3 Career and Technical- In the area of Career and Technical.
 - 7.04.2.1.4 Content Area Specialist- In the specific content area and

level sought.

7.04.2.2.5 Curriculum Specialist- At any level or area.

7.04.3 be enrolled and participating in the appropriate program of study through a regionally and/or NCATE accredited Arkansas college or university whose Educational Leadership Program is NCATE accredited administrator program

7.04.3.1 When it has been determined that a candidate is no longer attending class and working under an ALCP, the Educational Leadership chair is required to report it to the Office of Professional Licensure.

7.04.3.2 Candidates employed under an ALCP shall file a waiver request to be employed out of their licensure area and shall make annual yearly progress as defined in section 4.04 through section 4.04.2.3 of the Rules Governing the Addition of Areas of Licensure or Endorsement each year they have been granted a waiver to be employed out of their licensure area.

7.04.3.2.1 The ALCP shall be considered null and void and further waiver requests to work under an ALCP shall be denied at such time as the candidate fails to make annual yearly progress.

7.04.4 be hired as a Beginning Administrator, in a traditional public or private P-12 school setting, in an Arkansas school district. The position must be in the level/area of the license sought.

7.04.5 have or complete a graduate or advanced degree from a regionally and/or NCATE accredited college or university in Arkansas whose Educational Leadership Program is NCATE accredited.

7.04.5.1 For Building Level and/or Curriculum/Program Administrator, that degree shall must be a graduate degree.

7.04.5.2 For District Level, that degree shall must be an advanced degree a graduate degree with a program of study reflective of the standards for District Level Administrator.

7.04.5.3 For candidates holding a graduate degree in an area other than Educational Leadership, the Institution of Higher Education will shall review their the candidate's credentials to determine their individual needs. These candidates will shall complete a an individualized graduate level program of study (inclusive of an

internship and portfolio) which meets their individual needs and is based on the AR Standards for Licensure of Beginning Administrators leadership standards as adopted by the Arkansas State Board of Education.

7.04.5.4 In addition, for District Level, the candidate shall must already hold a Standard Building Level or Curriculum/Program Administrator License.

7.04.5.5 A Master's Degree in an area other than Educational Leadership, shall be a Master's Degree in Education or a Master's Degree in a content/added endorsement/ area as identified in the Areas and Levels of Licensure as approved by the State Board of Education.

7.05 Candidates for The ALCP shall must have be enrolled in a Program of Study verified by the Educational Leadership Chairperson at the regionally and/or NCATE accredited Arkansas college or university where the degree or program of study is offered.

7.06 The authorized school district representative where the candidate for the ALCP is employed shall must verify employment and assure the appointment of the Beginning Administrator mentor.

7.07 The employing Arkansas school district must shall file a completed ALCP application with the offices of Professional Licensure and Professional Quality Enhancement within thirty days of hiring the beginning administrator under an ALCP.

7.08 While employed as a Beginning Building Level or Curriculum Program Administrator beginning administrator under an ALCP the candidate must shall:

7.08.1 be assigned an ADE-certified administrator mentor with experience in the area/grade level being sought.

7.08.2 and participate in complete the Administrator Induction Program including attendance at all ADE training sessions for each year employed under the ALCP.

7.08.3 complete the program of study (inclusive of portfolio and internship),

7.08.4 successfully complete the state-mandated licensure assessment.

7.09 Administrator Induction will continue until all requirements are met (no less than one and no more than three years)

8.0 RULES PERTAINING TO BEGINNING ADMINISTRATOR INDUCTION

- 8.01 All administrators holding an Initial Building Level Administrator License, Curriculum/Program Administrator License or an ALCP, who are and are employed as beginning administrators, shall participate in Induction for no less than one year and no more than three years.
- 8.01.1 All Building Level and/or Curriculum/Program Administrators, with less than one-year administrative experience, will be mentored for a minimum of one year.
- 8.02 Induction includes:
- 8.02.1 participation in all Administrator Induction activities
- 8.02.1.1 Having an assigned mentor for a minimum of one year
- 8.02.1.2 Attending all ADE-sponsored training sessions for Administrators
- 8.02.2 Registering for and Successfully completing the state-mandated assessment.
- 8.03 All Arkansas school districts shall complete and submit the ADE required School District Mentoring Plan Signature and Assurances Form to the Office of Professional Quality Enhancement Teacher Quality at the Arkansas Department of Education no later than September 15 of each year.
- 8.04 Arkansas public school districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Beginning Administrator Induction Guidelines. and the district's approved plan for mentoring.
- 8.05 All Arkansas School Districts shall:
- 8.05.1 assign an ADE-certified administrator mentor with relevant experience to the Beginning Administrator within three weeks upon of employment of the Beginning Administrator,
- 8.05.2 release Beginning Administrators and Mentors from the district to attend the mandatory statewide induction orientation and informational follow up meetings held by ADE,
- 8.05.3 adhere to mentoring guidelines developed by ADE, including distribution of professional development support funding within the parameters established by ADE,
- 8.05.4 file annual reports, including:
- 8.05.4.1 the list of new administrators and mentors Beginning Administrator Mentor Pair Reporting Form submitted to the Office of Teacher Quality no later than September 15 of each year,
- 8.05.4.2 Professional Learning Plan for each Beginning Administrator
- 8.05.4.3 the end of year expenditure budget report to be submitted to the Office of Teacher Quality no later than June 30 of each year.

8.06 Mentoring allocations for the Beginning Administrator shall follow the administrator to a new employment site if the administrator continues in an Arkansas public school.

8.06.1 If the administrator moves to a non-public school, leaves the profession, or leaves Arkansas, materials bought with state mentoring allocations shall remain in the public school district where the administrator was last employed.

8.07 School districts that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for these purposes are defined as:

8.07.1 failure to submit and implement an approved district mentoring plan,

8.07.2 failure to register all Beginning Administrators with the Office of Professional Quality Enhancement Teacher Quality Enhancement, and/or

8.07.3 failure to comply with established guidelines for assignment, support and monitoring of Beginning Administrators and mentors.

9.0 RULES PERTAINING TO ADMINISTRATOR LICENSURE WAIVER

9.01 A waiver of administrator licensure may be requested by a school district when a district wishes to employ an individual as an Administrator with who has identified expertise but does not possess an administrator license nor a teaching license. This applies to building level and district level administrators only.

9.01.1 NOTE: This is a district-specific, non-transferable waiver request, and does not culminate in an administrator license.

9.02 A The waiver request shall must be made to the Director Commissioner of the Department of Education.

9.03 A The waiver request shall must outline the licensure area in which the waiver is being requested, and should include the following:

9.03.1 the need for the waiver,

9.03.2 special qualifications of the individual for whom the waiver is being requested,

9.03.3 outcome expectations,

9.03.4 an annual accountability plan, and

9.03.5 a timeline not to exceed three years.

9.04 The Director Commissioner will rule on the request based on the recommendations of a review team.

9.04.1 The review team will be comprised of representatives of public education, higher education, the private sector, and ADE.

- 9.05 The Director Commissioner will notify the requesting district within thirty days.
- 9.05.1 If the request is denied, the school district may appeal to the State Board of Education.
- 9.05.2 If the request is approved, the school district shall must file a progress report to the Director Commissioner after six months, and annually thereafter.
- 9.06 The Director Commissioner has the authority, based on the progress and annual reports, to revoke the waiver for reasonable cause.

10.0 GENERAL POLICIES PERTAINING TO ALL LICENSES

- 10.01 Administrators who need a duplicate license shall must submit a completed application form (indicating “duplicate”) and pay applicable fee to the office of Professional Licensure.
- 10.01.1 A duplicate license will be issued only for a license that is current.
- 10.02 All information and documentation submitted for an Arkansas Administrator License must be accurate, authentic and unaltered.
- 10.02.1 Any license issued as a result of a violation of the above-mentioned will be null and void.
- 10.03 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Administrator License that has been issued in error.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING INITIAL, STANDARD/PROFESSIONAL AND PROVISIONAL
TEACHER LICENSURE
July 2007

1.0 REGULATORY AUTHORITY

- 1.01** These shall be known as the Arkansas Department of Education Rules Governing Initial, Standard/Professional and Provisional Teacher Licensure.
- 1.02** These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105 (Rep 1999), and § 25-15-204 (Supp. 1999) and Act 1173 of 2009.

2.0 PURPOSE

- 2.01** The purpose of these rules is to establish the requirements and procedures for obtaining an Initial, Standard/Professional or Provisional Teaching License.

3.0 DEFINITIONS

For the purpose of these Rules the following definitions shall apply.

- 3.01 Area of Licensure** - a particular content field as identified in Appendix A, Areas and Levels of Licensure.
- 3.02 Induction** - the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, cooperative, or agency that requires an Arkansas teaching license. The novice teacher, operating under an Initial License, is provided mentoring support and accelerated professional development during the Initial license period. It concludes with successful completion of the state-mandated performance assessment. Induction shall not be less than one year and no more than three years
- 3.03 Initial Teaching License** - a three-year teaching license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.04 Level of Licensure** - the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.
- 3.05 Mentor** - a licensed master teacher with a minimum of three years successful teaching experience who is trained in the state-adopted mentoring model. Mentors are assigned in their districts to assist a novice teacher by providing focused feedback with regard to instructional skills, classroom management, and professional behaviors.

- 3.06 Mentoring** - the act of a certified mentor providing support and focused feedback to a novice teacher (through the state-adopted mentoring model) with the goal of enhanced instructional skills, competency, and professional development.
- 3.07 Non-Traditional Licensure Program** - the teacher training program approved and administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree and are allowed to teach in an Arkansas school via a Non-Traditional Provisional license.
- 3.08 Novice Teacher** - any licensed teacher-of-record with less than one year of public school, or accredited private school, classroom teaching experience, not including student internship or substitute teaching.
- 3.09 Performance Assessment** - an assessment tool used for evaluation of the classroom performance of a novice teacher, conducted by a trained assessor who utilizes a framework of essential teaching skills in which the novice teacher must demonstrate competency in an authentic classroom setting.
- 3.09.1 Successful completion of the performance assessment is defined as meeting the state-adopted cut-score.
- 3.10 Program of Study** - a state-approved teacher preparation curriculum offered at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular licensure area and level.
- 3.11 Provisional Teaching License** - A temporary teaching license available to candidates who have not met all requirements for the Initial or Standard/Professional Arkansas teaching license.
- 3.12 Standard Non-Instructional Student Services License** - a five-year renewable license, issued by the state, which allows one to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.
- 3.13 Standard Teaching License** - a five-year renewable license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.14 Teacher-of-Record** - an instructional teacher employed under contract (in a licensed staff position) by a school district or other Arkansas agency or organization requiring an Arkansas teaching license.
- 3.15 Content/Standard Teaching Area** refer to the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.
- 3.16 Professional License-** A standard Arkansas teaching license, that is issued upon request of a teacher who has documented the completion of a Master’s Degree and three years of teaching experience or who has documented current National Board Certification.
- 3.17 Central Registry-** The Child Maltreatment Central Registry established within the

Arkansas Department of Human Services, which contains records of cases on all true investigations determination of child maltreatment.

- 3.18 Traditional P-12 Setting-** Employment in a public or private school between P-12 grade levels (or) as otherwise defined by the Arkansas Department of Education.

4.0 REQUIREMENTS FOR OBTAINING AN INITIAL TEACHING LICENSE

- 4.01** There are five routes for obtaining an Initial Arkansas teaching license.

4.01.1 Completion of a regionally accredited and NCATE approved, Arkansas college/ university teacher preparation program,

OR

4.01.2 Completion of a college/university teacher preparation degree program that holds regional/national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

OR

4.01.3 Completion of the Arkansas Department of Education Approved Non-Traditional Licensure Program,

OR

4.01.4 By Reciprocity

OR

4.01.5 Conversion of a Provisional license

- 4.02** An Initial Arkansas teaching license shall be issued when the following has been submitted to the office of Professional Licensure:

4.02.1 A completed application for Initial licensure.

4.02.2 An official score report reflecting current passing scores, as approved by the State Board of Education, on all state required assessments for Initial licensure (the basic skills assessment [all parts], the state required content area assessment(s) for the specific licensure area(s) sought, and the state required pedagogical assessment).

4.02.3 Documentation that the candidate has successfully completed the required background checks by the Arkansas State Police and Federal Bureau of Investigation as required by Ark. Code Ann.§ 6-17-410.

4.02.4 Documentation that the applicant has requested and cleared a child maltreatment central registry check to be conducted by the Department of Human Services.

4.02.5 Documentation reflecting completion of a teacher preparation program. This shall be:

4.02.5.1 Official transcripts reflecting a Bachelor=s Degree (or Master=s Degree when required) from:

4.02.5.1.1 A regionally accredited and NCATE approved, Arkansas college/university teacher preparation program

OR

4.02.5.1.2 Completion of a college/university teacher preparation degree program that holds regional/national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

OR

4.02.5.1.3 Verification from the Arkansas Non-Traditional Licensure Program.

- 4.03** The Initial Arkansas Teaching License application must be signed and verified by the Licensure Officer from the Arkansas college or university where the approved teacher preparation program was completed, or by the designated representative of the Non-Traditional Teacher Licensure Program.
- 4.04** The Initial Arkansas teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education (Appendix A, Areas and Levels of Licensure).
- 4.05** Candidates may obtain concurrent licensure in more than one licensure/endorsement area.
- 4.06** Candidates seeking Initial licensure in Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12), shall complete a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.
- 4.07** Candidates seeking Initial licensure in Special Education must complete concurrent licensure in a general education area at the same level as the Special Education license.
- 4.07.1** If the Special Education level is 4-12, the individual shall have a choice of concurrent licensure in a general education area at the 4-8 or 7-12 levels.
- 4.08** **Candidates** who completed an Arkansas teacher preparation program but never received a Standard teaching license (when it has been **longer than five years** since program completion) shall meet current requirements for an Initial license.

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO AN INITIAL TEACHING LICENSE

5.01 The Initial Arkansas teaching license:

- 5.01.1** is valid for no less than one and no more than three years;
- 5.01.2** expires three years from the effective date, unless requirements for a Standard teaching license are met; and
- 5.01.3** requires that all Novice Teachers participate in Induction.

- 5.02** Additional areas and levels of licensure may be added to the Initial Arkansas teaching license.
- 5.03** The beginning and expiration dates of an Initial teaching license shall not change upon adding additional licensure areas or advanced degrees.
- 5.04** The grade level and license/teaching area are reflected on the Initial Arkansas Teaching license.
- 5.05** The degree a teaching license is based upon shall be reflected on the Initial Arkansas Teaching license.
- 5.06** Advanced degrees shall not be reflected on the Initial teaching license unless that degree is designated on the official transcript as an education degree or a degree in a content teaching area as approved by the State Board of Education. The degree must be from an institution of higher education holding regional/national accreditation recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation. If the degree is a teacher preparation degree it must be from a program that holds national accreditation recognized by the U.S. Department of Education, the Council for Higher Education Accreditation, or be state approved.
- 5.07** Teachers who hold an Initial Arkansas teaching license shall complete induction while teaching primarily in the general education area of licensure.
- 5.07.1** Upon successful completion of induction, the candidate shall be awarded a standard license for all general education and endorsement areas reflected on the initial teaching license.
- 5.08** Candidates receiving Initial, concurrent licensure in a general education area and the endorsement area of coaching shall complete Induction in the general education area. Coaching shall not be the primary area of teaching during induction.
- 5.09** The Initial Arkansas teaching license shall become effective upon date of issue. The Initial Arkansas teaching license shall expire three years from the effective date as reflected on the Initial teaching license.
- 5.10** Teachers holding an Initial Arkansas teaching license, who have not been employed as teacher-of-record for up to three years (and have therefore not successfully completed Induction), may re-apply for the three-year Initial Arkansas teaching license through the Office of Professional Licensure.
- 5.11** A teacher shall have three years while employed as teacher of record to successfully complete Induction (mentoring and Praxis III - performance assessment) and convert the three-year Initial Arkansas teaching license to the Standard/Professional five-year teaching license.
- 5.12** Teachers that were employed for three years as teacher of record while holding an Initial Arkansas teaching license and did not successfully complete Induction shall be eligible for a one-time, non-renewable, One-Semester Permit upon meeting the following requirements:

5.12.1 The teacher shall submit an application for the One-Semester Permit.

5.12.1.1 The Initial Arkansas teaching license shall not have been expired longer than two years at the time of application.

5.12.1.2 The teacher shall provide verification of having been employed as the teacher of record for three years.

5.12.1.3 The application shall not be processed when received later than the registration deadline for the state mandated performance assessment for either the Fall or Spring Semester.

5.12.1.4 The teacher shall be employed as teacher of record.

5.12.1.5 The teacher shall pay the current fee that covers the cost of the state mandated performance assessment.

5.13 Teachers employed under the One-Semester Permit shall not be deemed Highly Qualified for the semester employed.

5.14 The One-Semester Permit shall be effective for only the Fall or Spring semester of the school year issued.

5.15 The Standard/Professional teaching license shall be issued to the holder of the One-Semester Permit upon verification by the Arkansas Department of Education that the Induction requirements have been completed.

5.16 The Initial Arkansas teaching license shall not be issued for the Non-Instructional Student Services and Professional & Technical areas.

5.17 Beginning May 1, 2007, all teachers licensing in P.E./Wellness/Leisure shall receive the new licensure code numbers 235 for (P-8) and 236 for (7-12).

5.17.1 Teachers holding the new licensure code numbers 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.

5.17.2 Teachers holding the new licensure code numbers 235 and/or 236 shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12) when employed as a coach.

6.0 REQUIREMENTS FOR OBTAINING A STANDARD TEACHING LICENSE

6.01 Requirements for a Standard teaching license are:

6.01.1 Transcripts reflecting the completion of a Bachelor=s Degree (Master=s Degree when required) from a regionally accredited and NCATE approved, Arkansas college/university teacher preparation program.

OR

6.01.1.1 Transcripts reflecting the completion of a Bachelor's Degree (Master's Degree when required) from a college/university holding regional/national accreditation recognized by the U.S. Department of Education

or the Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

- 6.01.2** Passing the required basic skills assessment (all parts),
 - 6.01.3** Passing the required content area assessment(s) for the specific licensure area and level sought,
 - 6.01.4** Passing the required pedagogical assessment(s),
 - 6.01.5** Successful completion of Induction (mentoring and performance assessment), and
 - 6.01.6** Successful completion of background checks performed by the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.
- 6.02** Candidates for a Standard/Professional teaching license in the areas of Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12) must have completed a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.
- 6.03** Candidates for a Standard/Professional teaching license in the Non-Instructional Student Service areas of Speech Language Pathologist shall complete the following requirements:
- 6.03.1** Completion of a Master's Degree in Speech Pathology from a college/university holding regional/national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation and whose Speech Pathology program holds national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation.
 - 6.03.2** Successful completion of the state required specialty area assessment for Speech Pathology.
 - 6.03.3** Successfully clearing the required State Police and FBI background checks.
 - 6.03.4** Candidates for licensure in Speech Pathology shall not be eligible for a provisional teaching license.
- 6.04** Candidates for a Standard teaching licensed in the Non-Instructional Student Services Area of School Psychology Specialist shall meet the following requirements:
- 6.04.1** Completion of an advanced degree in School Psychology or completion of an advanced degree in counseling with a graduate level program of study in School Psychology from a college/university holding regional /national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

6.04.2 The School Psychology program shall hold national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

6.04.3 Successful completion of the state required specialty area assessment.

6.04.4 Successfully clearing the required State Police and FBI background checks.

6.04.5 Candidates for licensure as a School Psychology Specialist shall not be eligible for a provisional teaching license.

6.05 A content/standard teaching area may be added to the Speech Pathology or School Psychology specialist teaching license by meeting the following requirements.

6.05.1 Completion of a program of study to include an internship in the teaching area.

6.05.2 Successful completion of the required basic skills assessments, the required specialty area assessment(s) & the required pedagogical assessment at the appropriate level of licensure.

7.0 GENERAL POLICIES AND PROCEDURES RELATING TO A STANDARD/PROFESSIONAL TEACHING LICENSE

7.01 The standard/professional teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education.

7.02 The standard/professional teaching license shall be a renewable teaching license, valid for a period of five years.

7.03 The standard/professional teaching license shall become effective January 1 of the year it is issued and shall expire December 31 of the fifth year.

7.04 The standard/professional teaching license will reflect all general education and endorsement areas reflected on the Initial teaching license.

7.05 Additional areas and levels of licensure may be added to the Standard/Professional teaching license.

7.06 The beginning and expiration dates of a Standard/Professional teaching license shall not change upon adding licensure areas or advanced degrees.

7.07 The degree a teaching license is based upon shall be reflected on the Standard/Professional teaching license.

7.08 Advanced degrees shall not be reflected on the Standard/Professional teaching license unless that degree is designated on the official transcript as an education degree, or a degree in a content teaching area as approved by the State Board of Education. The degree must be from an institution of higher education holding regional/national accreditation recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation. If the degree is a teacher preparation degree it must be from a program that holds national accreditation recognized by the U.S. Department of

Education, the Council for Higher Education Accreditation or be state approved.

7.09 Teachers licensing by reciprocity with less than one-year of teaching experience who hold a Standard/Professional teaching license shall participate in the Mentoring component of Induction in their first year as the teacher-of-record.

7.09.1 The performance assessment is not required of these individuals.

8.0 REQUIREMENTS FOR OBTAINING A PROVISIONAL TEACHING LICENSE

8.01 A one-year (**1084**) non-renewable provisional teaching license shall be available for graduates of an Arkansas teacher preparation program who have not completed the following requirements:

8.01.1 All required subject-specific and pedagogical Assessments, and/or

8.01.2 A three-credit-hour Arkansas History course when required.

8.02 A one-year (**1084**) non-renewable provisional teaching license shall be issued upon providing the following documentation.

8.02.1 A completed application reflecting completion of an approved teacher preparation program from an Arkansas college or university;

8.02.2 Official transcripts reflecting the completion of a Bachelor's Degree (Master's Degree when required);

8.02.3 Successful completion of both parts of the required background checks (Arkansas State Police and Federal Bureau of Investigation);

8.02.4 Documentation that the applicant has requested and cleared a child maltreatment central registry check to be conducted by the Department of Human Services.

8.02.5 Score report reflecting successful completion of the state required basic skills assessment (all parts); and

8.02.6 Proof of employment on the verification of provisional licensure eligibility form indicating employing school district and hire date.

9.0 REQUIREMENTS FOR CONVERTING A PROVISIONAL TEACHING LICENSE TO AN INITIAL TEACHING LICENSE

9.01 The one-year (**1084**) non-renewable provisional teaching license shall be converted to the three-year Initial teaching license when the following documentation has been submitted:

9.01.1 A completed application for licensure requesting conversion of the provisional license;

9.01.2 Score reports reflecting successful completion of the required assessment(s), and/or

- 9.01.3** Official transcript reflecting the successful completion of a three-credit-hour Arkansas History course when required.

10.0 RULES PERTAINING TO NOVICE TEACHER INDUCTION

- 10.01** All **Novice Teachers** employed as teacher-of-record in an Arkansas public school or agency shall participate in Induction for no less than one year and no more than three years.
- 10.02** Induction includes mentoring, and successful completion of the state mandated performance assessment.
- 10.03** The School District Induction Assurances Form is to be submitted to the Office of Teacher Quality at the Arkansas Department of Education no later than September 15 of each year.
- 10.04** All Arkansas public schools or agencies who employ a novice teacher as a licensed teacher-of-record shall:
- 10.04.1** Register all novice teachers in their employ and their mentors with the Office of Teacher Quality using the Induction Pairing Form no later than September 15th of each year,
 - 10.04.2** Assign to the novice teacher a mentor teacher who is located in the same building, and who, as much as possible, has a compatible background in level of licensure, is trained and certified in the state adopted mentoring model, and has at least three (3) years of successful teaching experience. Districts shall contact the Induction Program Advisor in the Office of Teacher Quality for consideration of any exceptions to these requirements.
 - 10.04.3** Assign the mentor to the novice teacher within three weeks of the novice teacher's first contract day of the school year,
 - 10.04.4** Assign only one novice teacher per mentor teacher unless the mentor is given released time from other contract duties (the equivalent of one instructional period per additional novice teacher assigned to a single mentor) to accommodate the additional mentoring responsibility, as approved by the Induction Program Advisor.
 - 10.04.5** Contact the Induction Program Advisor and provide information on the Induction Project Director that has been appointed by the school district no later than August 1 of each year, appoint an Induction Project Director at the school district by August 1 of each year, who will act as the liaison for the program to ADE.
 - 10.04.5.1** Project Directors are responsible for coordinating mentor assignments, oversight of mentoring funding appropriations and the district mentoring plan, approval of appropriate professional development expenditures for the novice teacher, and all written and fiscal reporting and communications to the ADE,
 - 10.04.6** Release mentors, novice teachers, and/or the Induction Project Director from the district to attend any mandatory statewide orientation or informational meetings held by the

ADE,

- 10.04.7** Notify the ADE, Office of Teacher Quality within 15 days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate); and
- 10.04.8** Submit the End-of-Year Budget Report Form, reflecting Induction expenditures, no later than June 30th each year.
- 10.05** For the teacher to be eligible for the Standard/Professional Teaching license, Induction shall be completed by the teacher within three years, while the teacher is employed as teacher of record.
- 10.06** Novice teachers become eligible to participate in the state-mandated performance assessment after a minimum of six months employed and mentored as teacher-of-record.
- 10.06.1** To take the performance assessment candidates shall notify Office of Teacher Quality by following current standard application procedures.
- 10.07** All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines.
- 10.07.1** Implementation of the district mentoring plan shall include
- 10.07.1.1** Selecting mentor candidates according to the Arkansas Mentor_Qualifications form; and
- 10.07.1.2** Providing a trained certified_mentor for each novice teacher.
- 10.07.2** Support includes:
- 10.07.2.1** Providing a minimum of 2 hours every two weeks of released time (on average) during the contract day for the mentor and novice teacher to work together,
- 10.07.2.2** Assisting the novice and mentor to schedule focused observations and professional development activities, and
- 10.07.2.3** Providing activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development.
- 10.07.3** The quality of the District Induction Program is assessed by monitoring.
- 10.07.3.1** A trained monitor, sent from the ADE, interviews the Project director and novice teacher-mentor pair.
- 10.07.3.2** The required mentoring documentation shall be collected by the district Project Director, and reviewed by the ADE monitor.
- 10.07.4** All mentoring documents shall be collected by the Project Director.

10.07.4.1 At the end of the school year the Professional Growth Plan and Observation forms would become the sole possession of the novice teacher and shall not be utilized for employment decisions or employment evaluation decisions.

10.08 Mentoring observational information shall not be utilized in any way for employment decisions unless students are at risk, either physically or emotionally.

10.09 School districts shall distribute any associated mentoring support funding within the parameters established by the Arkansas Department of Education.

10.10 Mentor teachers shall perform a minimum of three (3) formal classroom observations per school year for novice teachers and provide feedback focused on increased professional growth.

10.10.1 All observations, both formal and informal, shall be noted on forms designated by the Arkansas Department of Education.

10.11 Materials purchased by the novice with mentoring funding shall follow the novice teacher to a new teaching assignment if the novice teacher continues teaching in an Arkansas public school.

10.11.1 If the novice teacher chooses to teach in a non-public school, leave the profession of teaching, or teach out of the state of Arkansas, materials bought with state mentoring allocations shall remain in the public school district in which the novice teacher was last employed.

10.12 Performance Assessment School districts shall:

10.12.1 Provide released time for the novice teacher to participate in the performance assessment for Standard licensure.

10.12.2 Provide released time for Assessors from the district to attend mandatory statewide meetings required by the Arkansas Department of Education.

10.12.3 Provide released time for Assessors from the district to conduct a minimum of two performance assessments per semester.

10.12.4 Not dictate when the novice teacher takes the performance assessment; and

10.12.5 Not use the performance assessment results for contract renewal or dismissal purposes.

10.12.6 Provide released time for the novice teacher to participate in the performance assessment for Standard licensure

10.13 Novice

10.13.1 A novice teacher applying for the performance assessment must teach in an a traditional Arkansas public or private school in grades P-12

10.13.2 Teachers in distance learning labs will follow the protocol for distance learning lab observations.

- 10.13.3** Novice teachers must teach a class or small group of students without any other licensed teacher present (except the Assessor)
- 10.13.4** A novice teacher may have an instructional aide (non teacher-license) present in the room if he or she is normally schedule to be present and does not contribute to class discipline.
- 10.13.5** Any novice teacher who is unsuccessful in the performance assessment will automatically be assigned a highly trained mentor and will receive mentoring with financial support for another year.
- 10.13.6** A novice teacher may re-take the performance assessment each semester until the three year license expires.
- 10.13.7** Arkansas Department of Education Office of Teacher Quality will fund the first two attempts to pass Praxis III assessment. Any remaining attempts will be paid for by the Novice Teacher.
- 10.13.8** The novice teacher will receive copies of the assessment summary statements and the Superintendent receives the scores by domain.
- 10.13.9** If a novice whose teacher's Initial license expires prior to passing the performance assessment, the novice teacher may apply through the Office of Professional Licensure for a one semester permit.
- 10.13.10** The novice teacher must take the performance assessment within that six month window.
- 10.13.11** The novice teacher will incur the cost of the performance assessment plus a financial penalty.
- 10.13.12** If the novice teacher is not successful at the performance assessment within the six months, the novice teacher will not be allowed another opportunity. This results in the permanent loss of licensure.
- 10.14** School districts shall release Assessors from the district to attend mandatory statewide meetings required by the Arkansas Department of Education.
- 10.15** School districts that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for these purposes are defined as:
- 10.15.1** Failure to register all novice teachers with the Office of Teacher Quality, and/or
 - 10.15.2** Failure to comply with established guidelines for assignment, support, and monitoring of mentor teachers and novice teachers.
 - 10.15.3** Failure to submit all appropriate documentation.
- 10.16** Project Director's Stipend

10.16.1 As funds are available school district personnel who serve as Project Directors for the Induction programs will be compensated with a stipend via a sliding scale (currently not to exceed \$1,000) based on the number of novice teachers and beginning administrators in the district.

10.16.2 Stipends will be issued after there is assurance that the Project Director has completed requirements for submitting the End-of-Year Budget Report to the ADE Office of Teacher Quality.

11.00 GENERAL POLICIES PERTAINING TO ALL LICENSES

11.01 Teachers who need a duplicate Arkansas teaching license must submit a completed application form (indicating “duplicate”) to the office of Professional Licensure.

11.01.1 A duplicate license will be issued only for a license that is current.

11.02 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered.

11.02.1 Any license issued as a result of a violation of the above-mentioned will be null and void.

11.03 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Teaching License that has been issued in error.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE LIFETIME TEACHING LICENSE**

September 2007

1.0 REGULATORY AUTHORITY

- 1.01** These rules shall be known as the Arkansas Department of Education Rules Governing the Lifetime Teaching License.
- 1.02** These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann §§6-11-105, 6-17-401 et seq., and 25-15-201 et seq., 6-17-2601 et seq., and Act 169 of 2007 , Act 224 of 2009 and Act 1173 of 2009.

2.0 PURPOSE

- 2.01** The purpose of these rules is to establish the requirements and procedures for obtaining the Lifetime Teaching License from the Arkansas Department of Education.

3.0 DEFINITIONS - For the purpose of these Rules, the following definitions shall apply:

- 3.01 Educational Setting** – The employment setting where the licensed employee works, including without limitation: public school, private school, institution of higher education, education service cooperative, Department of Education, adult education setting or other agency/organization that employs licensed teachers for educational purposes.
- 3.02 Lifetime Teaching License** – A standard/Professional Arkansas teaching license that is reissued issued every five (5) years without the teacher having to meet the general renewal requirements of professional development and teaching experience. There is no fee for the Lifetime Teaching License.
- 3.03 Professional Development** – A coordinated set of planned, learning development activities for teachers that are based on research, are standards-based and that meet the focus areas for professional development required by the Department of Education.
- 3.04 Teaching Experience** – The experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, substitute teacher or other licensed position.
- 3.05 Professional Level Lifetime Teaching License-** A standard Arkansas teaching license that is issued without the teacher having to meet the general renewal requirements of professional development and teaching experience that is based upon a documented Master’s Degree with three years of teaching experience or National Board Certification.
- 3.06 Central Registry-** The Child Maltreatment Central Registry established within the Arkansas Department of Human Services, which contains records of cases on all true investigation determinations of child maltreatment.

4.0 ELIGIBILITY REQUIREMENTS FOR OBTAINING THE LIFETIME TEACHING LICENSE

- 4.01** Applicants for the Standard Lifetime or Professional Lifetime Teaching License shall meet the following eligibility requirements:

- 4.01.1 Hold a current, or expired standard Arkansas teaching license;
- 4.01.2 Be at least over sixty-five (65)(62) years of age; and
- 4.01.3 (a) Have worked in an educational setting while maintaining an Arkansas teaching license, or
(b) Have made significant contributions to education, educational research, or the profession of teaching through scholarly endeavors, teaching experience, excellence in teaching or educational innovation;
- 4.01.4 Applicants for the Professional Lifetime Teaching License shall also document a Master's Degree with three years of teaching experience or current National Board Certification.

4.02 An applicant shall apply for the Lifetime Teaching License within twelve (12) calendar months after his or her sixty-fifth birthday.

4.02.1 Applicants for the Lifetime Teaching License who turned sixty-five (65) years of age prior to the effective date of this rule and held a current, standard Arkansas teaching license at that time, have twelve (12) calendar months from the effective date of these rules to apply for the Lifetime Teaching License.

4.02 Applicants are subject to a criminal background check upon application for the Lifetime Teaching License.

4.02.1 The required background check cannot be older than one year at the time of application.

4.03 Applicants shall also request and clear a child maltreatment central registry check to be conducted by the Department of Human Services.

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO THE LIFETIME TEACHING LICENSE

5.01 The Lifetime Teaching License shall be issued upon:

5.01.1 The submission of a completed application requesting the Lifetime Teaching License to the Office of Professional Licensure at the Arkansas Department of Education.

5.01.1.1 Applications for the Lifetime Teaching License shall not be submitted prior to July 1, 2008.

5.01.1.2 The Arkansas Department of Education shall promulgate and make available the for application form for use by applicants for the Lifetime Teaching License.

5.01.2 Meeting the eligibility requirements in Section 4.0 of these rules.

5.01.3 The application being approved by the Arkansas State Board of Education.

5.02 The Lifetime Teaching License shall reflect the applicant's licensure areas at the time of the application.

5.03 A teacher holding a Lifetime Teaching License is not required to renew their his or her teaching license.

5.04 The Lifetime Teaching License shall be re-issued every five years as long as the license has not been suspended or revoked by the Arkansas State Board of Education.

- 5.04** A Lifetime Teaching License is subject to the same laws for revocation as any Arkansas teaching license.
- 5.05** A lifetime teaching license holder is not subject to the requirements for annual professional development unless employed pursuant to Subsection 6.02 of this rule.
- 5.06** The lifetime teaching license shall terminate upon the death or legal incapacity of the license holder.

6.0 EMPLOYMENT OF LIFETIME TEACHING LICENSE HOLDERS

- 6.01** A lifetime teaching license holder is eligible to serve a school district , educational services cooperative or Arkansas Department of Education (ADE) in the following capacities:
- 6.01.1** Substitute teacher
 - 6.01.2** Tutor
 - 6.01.3** Pathwise Mentor
 - 6.01.4** Pathwise Monitor
 - 6.01.5** Praxis III Assessor
 - 6.01.6** Praxis III Assessor Trainer
 - 6.01.7** Test Investigator
 - 6.01.8** Scholastic Audit Consultant
 - 6.01.9** Others as defined by the Department
- 6.02** A lifetime teaching license holder who becomes employed full-time or part-time by a school district, educational services cooperative or the Department as a licensed educator in a position for which sixty (60) hours of professional development is required annually, shall participate in the professional development programs as required by the employing school district, cooperative or Department.
- 6.02.1** A lifetime teaching license holder who has not taught or been employed in an educational setting for which a license is required for one (1) or more years shall be required to provide the Department verification of twenty (20) hours of relevant professional development prior to reentering the educational setting.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING TEACHER LICENSURE BY RECIPROCITY

July 14, 2008

1.00 REGULATORY AUTHORITY

- 1.01** These rules shall be known as the Arkansas Department of Education Rules Governing Teacher Licensure by Reciprocity.
- 1.02** These regulations are enacted pursuant to the authority of the State Board of Education under Ark Code Ann. § 6-11-105, and 6-17-402, and 25-15-204, Acts 733 and 1173 of 2009.

2.00 PURPOSE

- 2.01** These rules amend the previous Rules Governing the Certification Laws and Regulations. These rules govern provisional, initial, or standard/professional licensure through reciprocity.

3.00 DEFINITIONS- For the purpose of these Rules, the following terms shall mean:

- 3.01 Additional Licensure Plan (ALP)-** the recognized process for allowing a licensed teacher to be employed in an out-of-field teaching position while meeting the program of study requirements at an Arkansas University/College and/or assessment requirements for said position.
- 3.02 Building Level Administrator-** a principal, assistant principal or vice principal. (grade levels P-8 and/or 7-12)
- 3.03 Central Registry-** The Child Maltreatment Central Registry established within the Arkansas Department of Human Services which contains records of cases on all true investigation determinations of child maltreatment.
- 3.04 Content/Standard Teaching Area-** the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.
- 3.05 Curriculum/Program Administrator-**an individual who is responsible for program development and administration, and/or employment evaluation decisions. Each Curriculum/Program Administrator license is limited to the following areas:
- 3.05.1** Special Education (grade levels P-4 and/or 4-12, or P-12)
- 3.05.2** Gifted & Talented Education (grade levels P-8 and/or 7-12)
- 3.05.3** Career and Technical Education (grade levels 4-8, 7-12 and/or Post Secondary)
- 3.05.4** Content Area Specialist (grade levels P-8 and/or 7-12)

3.05.4.1 The areas of licensure for Content Area Specialist are listed in Appendix A.

3.05.5 Curriculum Program Administrator (grade levels P-8, and/or 7-12)

- 3.06 District Level Administrator-** a superintendent, assistant or associate superintendent, or deputy superintendent. (grade level P-12)
- 3.07 Endorsement-** teaching or administrative licensure areas, which require an initial or standard teaching license, prior to the endorsement being added.
- 3.08 Induction-**the period of time beginning with a teacher's or administrator's first employment as the teacher of record or administrator in an Arkansas public school, cooperative, or agency that requires an Arkansas Initial teaching or initial administrator license.
- 3.09 Initial Teaching License-** a three (3)-year teaching license, issued by the State Board of Education, which allows the license holder to teach in Arkansas public schools.
- 3.10 Level and Area of Licensure:**
- a.) **Level** of licensure - the grade/age level parameters of the teaching license, such as P-4, 4-8, P-8, P-12, 7-12 and PS (post-secondary).
 - b.) **Area** of licensure- the particular content field, including but not limited to, Early Childhood, Middle Childhood Science/Mathematics, Social Studies, and Family and Consumer Sciences.
- 3.11 Mentoring-** the act of a certified mentor providing support and focused feedback to a novice teacher/administrator through the state-adopted mentoring model as a part of the Induction process.
- 3.12 Novice teacher-** any licensed teacher-of-record with less than one (1) year of public school, or accredited private school, classroom teaching experience, not including student internship or substitute teaching.
- 3.13 Performance Assessment-**an assessment tool used for evaluation of the classroom performance of a novice teacher, as part of the Induction process.
- 3.14 Professional License-** a standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who had documented current National Board Certification.
- 3.15 Program of Study** a state-approved teacher preparation curriculum offered at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular licensure area and level.
- 3.16 Provisional License by Reciprocity-** one (1) year teaching license that (may be renewable or non-renewable) allows a teacher coming from out of state or out of

country to be employed as a teacher while completing all requirements necessary for the Initial or Standard/Professional teaching license. Applicants who have participated in, but not completed, an alternate route to licensure in another state are excluded from provisional licensure.

- a. A non-renewable teaching license issued to applicants holding an out-of-state license and that have been required to test and/or take Arkansas History; or
- b. A non-renewable teaching license issued to applicant that have completed their degree in teacher preparation program out of state, but did not license, and that have been required to test and/or take Arkansas History; or
- c. A non-renewable teaching license issued to applicant out-of-country that have met the provisions of section 4.02.6 of this Rule and have been required to test and/or take Arkansas History; or
- d. A renewable teaching license issued to applicants from out-of-state when the teaching areas are not recognized by Arkansas, and they have been required to complete a program of study or additional coursework for Arkansas licensure. It may be renewed twice.

- 3.17 Reciprocity-** the recognition of a teaching license from another state or country based on the terms of the interstate contract agreement and Arkansas rules governing licensure by reciprocity.
- 3.18 Standard Non-Instructional License-** a five (5)-year renewable license, issued by the state, which allows one to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.
- 3.19 Standard Teaching License-** a five (5)-year renewable license, issued by the State Board of Education, which allows the license holder to teach in Arkansas public schools.
- 3.20 State Board Required Assessments-** specific performance –based assessments approved by the State Board of Education.
- 3.21 Teacher-of-Record-** an instructional teacher employed under contract (in a licensed staff position) by a school district or other Arkansas agency or organization requiring an Arkansas teaching license.
- 3.22 Teaching experience-** experience earned while employed as a licensed teacher, administrator, librarian, or counselor for a public or private school, agency or organization in a pre-kindergarten through grade 12 setting.

4.00 REQUIREMENTS FOR OBTAINING INITIAL OR A STANDARD/PROFESSIONAL LICENSURE TEACHING LICENSE BY RECIPROCITY

4.01 Eligibility

4.01.1 Applicants shall hold a valid or expired, initial or standard/professional teaching license from another state or country.

4.01.1.1 Applicants licensing in Added Endorsement Areas as identified in the Areas and Levels of Licensure shall hold or have held a “content teaching area” of licensure.

4.01.2 Any applicant that has completed a teacher preparation program from another

state or country but did not license.

4.02 General Requirements

4.02.1 Teachers licensing through reciprocity with less than one year of teaching experience shall be issued an Initial / Provisional License and participate in the Induction Program (mentoring and the state mandated performance assessment

4.02.2 Any individual who holds a valid teaching license from another state, and who has not graduated from a college/university holding regional/national accreditation and/or a teacher preparation program that holds a national accreditation approved by the U.S. Department of Education, or that is a state approved preparation program, is not eligible for licensure in Arkansas.

4.02.3 Specialty area assessments required for out-of state teacher licensure may be accepted for Arkansas teacher licensure.

4.02.4 Required assessments for Arkansas licensure through reciprocity shall be waived upon providing the following documentation:

4.02.4.1 Valid out-of-state teaching license as a teacher, administrator, librarian, counselor or in other compatible licensure areas as identified in the areas and levels of licensure as adopted by the State Board of Education.

4.02.4.2 Three years of teaching experience as documented on school district, agency or organization letterhead.

OR

4.02.4.3 Score report reflecting a passing score for the Specialty Area Assessment(s) required for the out-of-state teaching license (OR) written verification from the licensing agency that the required Specialty Area Assessment(s) for licensure were successfully completed.

4.02.5 All out-of-country applicants shall have their credentials evaluated by one of the ADE approved private credential evaluation agencies located in the United States.

4.02.5.1 The private evaluation agency shall complete a course-by-course evaluation of the applicant's transcript, indicate the applicant's major area of study and document whether the applicant's degree is equivalent to one that would have been completed at an a regionally accredited institution or an institution of higher education in the United States that holds national accreditation that is approved by the U.S. Department of Education.

4.02.5.2 The private evaluation agency shall also document whether the professional preparation for teacher licensure out-of-country and the

areas of teacher licensure represented by the out-of-country license are equivalent to the a teacher preparation program in the United States that holds national accreditation approved by the US Department of Education, or that is state approved.

- 4.02.5.3** This evaluation will determine eligibility for teacher licensure in Arkansas.
- 4.02.6** Applicants from out of state or out of country with an expired license shall take and pass the Praxis II Specialty Area Test(s) for all areas of standard/professional licensure and the Praxis II Principles of Learning and Teaching for the appropriate level of teacher licensure to be eligible for a standard/professional Arkansas teaching license. Applicants with an expired license from out-of-state or out-of-country shall be eligible for a provisional license.
- 4.02.7** Out-of-state applicants for teacher licensure whose current license was granted without a specialty area assessment or who cannot document at least three years of teaching experience shall take and pass the Praxis II Specialty Area Test for all areas of standard licensure and endorsements and the Praxis II Principles of Learning and Teaching for one of their levels of teacher licensure.
- 4.02.8** All candidates with licensure areas/endorsements from other states with reciprocity agreements through NASDTEC shall receive the Arkansas equivalent licensure area(s)/endorsements, provided all other licensure requirements have been met.
- 4.02.9** Applicants from out-of-state or out-of-country with a license in special education or a related service area(s), i.e. Visual Specialist or Hearing Specialist, seeking a standard teaching license shall initially meet the standards established for such licensure in Arkansas to receive a standard teaching license. A one year, renewable twice, provisional teaching license shall be available for those applicants not meeting the established standards for special education licensure. The applicant shall meet the standards established for special education licensure within three years of receiving a provisional license to be in keeping with the “highest standards” of the Individuals with Disabilities Education Act Amendments of 1997 pertaining to qualified personnel. The Office of Special Education will assist the Office of Professional Licensure in identifying the course of action for meeting Arkansas standards for licensure in special education or related service area(s). The provisional license shall be converted to a standard/professional license upon meeting the established standards including the required Praxis II Specialty Area Assessments for Arkansas special education licensure.
- 4.02.10** Teachers and/or administrators being licensed in Early Childhood P-4, Middle Childhood 4-8 or Secondary Social Studies, shall complete a three-hour course in Arkansas History before receiving a an initial / standard Arkansas teaching license. A one-year, non-renewable provisional teaching license shall be available for those that haven’t completed the three-hour Arkansas History course.
- 4.02.11** Applicants whose standard teaching area(s) are not recognized by Arkansas

shall receive the teaching area and level that most closely parallels their out-of-state or out-of-country licensure area(s).

- 4.02.12** Applicants whose endorsement(s) are not equivalent to an Arkansas endorsement area, shall take the required Praxis II Specialty Area Exam(s) for the Arkansas endorsement area(s) that most closely parallels their out-of-state or out-of-country endorsement area(s) in order to add the Arkansas endorsement area(s) to their standard teaching license. In cases where the endorsement area does not have a subject specific Praxis II Specialty Area Exam, the applicant shall complete the prescribed program of study for the endorsement area and Praxis II Exam assigned to that endorsement area.
- 4.02.13** Standard/professional teaching licenses will become effective January 1 of the year the license is issued and shall expire December 31 of the last year the license is valid. A standard/professional teaching license issued after January 1, 2002 shall be valid for five years.
- 4.02.14** Candidates who completed an out-of-state teacher preparation program but never licensed, shall meet the following requirements for their Initial Arkansas teaching license.
- 4.02.14.1** Submit an application for teacher licensure.
- 4.02.14.2** Submit documentation of having completed a teacher preparation program that holds national accreditation recognized by the U.S. Department of Education, or that is state approved.
- 4.02.14.3** Submit an official transcript(s) reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally accredited or that holds national accreditation that is approved by the U.S. Department of Education.
- 4.02.14.4** Document successful passing of the state required basic skills assessment(s), specialty area assessment(s) for each licensure/endorsement area, and pedagogical assessment for one of their levels of licensure.
- 4.02.14.5** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.
- 4.02.14.6** Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.
- 4.02.14.7** Successfully complete the three-hour, college level, Arkansas History course when required.
- 4.02.14.8** The initial teaching license shall be converted to the five-year, standard/professional Arkansas teaching license upon successful completion of Induction (mentoring and Praxis III-Performance Assessment).

- 4.02.15** Only the areas of licensure and/or endorsement listed on an out-of-state or out-of-country license shall be recognized for licensure through reciprocity.
- 4.02.16** Candidates from out of state that have completed a teacher education program and hold an initial or provisional teaching license shall meet the following requirements for their Arkansas three-year initial teaching license.
- 4.02.16.1** Submit an application for teacher license.
- 4.02.16.2** Submit an official transcript reflecting the completion of a teacher preparation program with a minimum of a bachelor's degree (Master's degree when required), from an institution of higher education that is regionally accredited or that holds national accreditation recognized by the U.S. Department of Education, or that is state approved. The specific program, as well as the institution shall meet this criteria.
- 4.02.16.3** Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally accredited or that holds national accreditation that is recognized by the U.S. Department of Education iH.
- 4.02.16.4** Document testing that was required for the out-of-state initial teaching license. When it cannot be documented that the applicant has met the requirements of Section 4.02.4 of these Rules, the applicant shall successfully complete the state required basic skills assessments(s), specialty area assessment(s) for each licensure/ endorsement area and pedagogical assessment at one of their levels of licensure.
- 4.02.16.5** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.
- 4.02.16.6** Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.
- 4.02.16.7** Candidates shall provide a copy of their out-of-state teaching license to the Office of Professional Licensure.
- 4.02.16.8** Candidates receiving the Initial Arkansas teaching license shall complete Induction (mentoring and Praxis III-Performance Assessment).
- 4.02.16.9** Candidates shall successfully complete the three-hour, college level, Arkansas History course when required.
- 4.02.16.10** The initial teaching license shall be converted to the five-year, standard/professional Arkansas teaching license upon the successful completion of mentoring and the Praxis III –

Performance Assessment.

- 4.02.17** The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.
- 4.02.18** Candidates from out of state that have completed a teacher preparation program and hold a standard teaching license shall meet the following requirements for their five-year, standard Arkansas teaching license.
- 4.02.18.1** Submit an application for teacher licensure.
- 4.02.18.2** Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally accredited or that holds national accreditation that is recognized by the U.S. Department of Education.
- 4.02.18.3** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.
- 4.02.18.4** Successfully clear a child maltreatment central registry check to be conducted by Department of Human Services.
- 4.02.18.5** Provide verification of three years of teaching experience or verification of having successfully passed a specialty area assessment(s) required for the out-of-state teaching license.
- 4.02.18.6** Candidates that cannot verify experience or testing shall successfully pass the state required specialty area assessment(s) for each licensure/endorsement area and pedagogical assessment at one of their levels of licensure.
- 4.02.18.7** Candidates shall provide a copy of their out-of-state teaching license.
- 4.02.18.8** Candidates shall pass the three-hour Arkansas History course when required.
- 4.02.19** Candidates from out-of –state that have completed a teacher preparation program and hold either an expired initial or expired standard teaching license, shall complete the following requirements for their initial or standard/professional teaching license.
- 4.02.19.1** Submit an application for teacher licensure.
- 4.02.19.2** Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally accredited or that holds national accreditation that is recognized by the U.S.

Department of Education.

- 4.02.19.3** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.
- 4.02.19.4** Successfully clear a child maltreatment central registry check to be conducted by Department of Human Services.
- 4.02.19.5** Submit a copy of their expired out-of-state-teaching license.
- 4.02.19.6** Successfully pass the state required specialty area assessment for each licensure/ endorsement area, and the state required pedagogical assessment for one of their levels of licensure.
- 4.02.19.7** Candidates shall successfully pass a three-hour, Arkansas history course when required.
- 4.02.19.8** Candidates receiving the initial Arkansas teaching license shall complete Induction (mentoring and Praxis III-Performance Assessment).
- 4.02.19.9** The initial license shall be converted to the five-year, standard/professional Arkansas teaching license upon the successful completion of mentoring and the Praxis III- Performance.
- 4.02.19.10** Candidates holding an expired teaching license shall be eligible for a provisional teaching license.
- 4.02.20** Candidates who completed an out-of-country teacher preparation program shall meet the following requirements for their initial, Arkansas teaching license.
- 4.02.20.1** Submit an application for teacher licensure.
- 4.02.20.2** Document successful passing of the state required basic skills assessment, specialty area assessment(s) for each licensure/ endorsement area, and pedagogical assessment at one of their levels of licensure.
- 4.02.20.3** Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann § 6-17-410.
- 4.02.20.4** Successfully clear a child maltreatment central registry check to be conducted by Department of Human Services.
- 4.02.20.5** Meet the requirements of section 4.02.6 of these rules.
- 4.02.20.6** Successfully pass the three-hour college level Arkansas History course when required.

- 4.02.20.7** The initial teaching license shall be converted to the five-year, standard/professional Arkansas teaching license upon successful completion of Induction (Mentoring and Praxis III-Performance Assessment).
- 4.02.21** Candidates adding additional licensure/endorsement areas by reciprocity to a current Arkansas teaching license, shall meet the requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement.
- 4.02.22** Candidates choosing not to transfer all licensure/endorsement areas by reciprocity when licensing initially in Arkansas, shall meet the requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement if/when the candidate chooses to add those licensure/endorsement areas at a later date.
- 4.02.23** All candidates for licensure by reciprocity shall clear the required State Police and Federal Bureau of Investigation background checks regardless of previous background checks already completed.
- 4.02.24** All candidates for licensure by reciprocity shall clear a child maltreatment central registry check to be conducted by the Department of Human Services.
- 4.02.25** Effective May 1, 2007, teachers licensing in P.E./Wellness/Leisure by reciprocity, shall be given the licensure code numbers of 227 and/or 228 upon documentation of one year or more of prior coaching experience or eligibility to be employed as a coach.
- 4.02.25.1** A coaching endorsement will not be added automatically to license with these codes, but the teacher will be allowed to coach.
- 4.02.26** When prior coaching experience or eligibility to be employed as a coach cannot be documented, the new licensure code numbers for P.E./Wellness/Leisure of 235 and/or 236 shall be assigned.
- 4.02.26.1** Teachers holding the new licensure code numbers of 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.
- 4.02.26.2** Teachers holding the new licensure code of 235 and/or 236, employed as coaches shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12).
- 4.02.27** Individuals licensing as a Speech Language Pathologist shall meet the following requirements.
- 4.02.27.1** Document completion of a Master's Degree in Speech Language Pathology from a regionally accredited college/university.
- 4.02.27.2** Document successful passing of the required specialty area

assessment.

4.02.27.3 Successfully clear the required State Police and FBI background checks.

4.02.27.4 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.

4.02.28 Individuals licensing as a School Psychology Specialist shall meet the following requirements.

4.02.28.1 Document completion of an advanced degree in School Psychology from a regionally accredited college/university or

4.02.28.2 Document completion of a Master's Degree in Counseling/Psychology with a graduate level program of study in School Psychology from a regionally accredited college/university.

4.02.28.3 Document successful passing of the required Specialty area assessment.

4.02.28.4 Successfully clear the required State Police and FBI background checks.

4.02.28.5 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.

4.02.29 The Office of Professional Licensure reserves the right to license individuals by Reciprocity that have met their state's degree/program of study requirements and testing requirement but have not fulfilled other ancillary requirements for licensure.

5.00 REQUIREMENTS FOR OBTAINING A PROVISIONAL TEACHING LICENSE BY RECIPROCITY

5.01 A one year non-renewable provisional teaching license shall be issued to:

5.01.1 Out-of state or out-of country applicants who:

5.01.1.1 Have completed a teacher preparation but have not licensed or,

5.01.1.2 Hold a provisional, initial, or standard teaching license and,

5.01.1.3 Have been required to take Arkansas History or State- required licensure assessments.

5.02 The one-year non-renewable provisional teaching license shall be issued upon providing the following documentation, to the Office of Professional Licensure.

5.02.1 A completed licensure application form

- 5.02.2** Written documentation of transcript evaluation by a State approved, independent Evaluation agency located in the United States that meets the requirements of Section 4.02.6 of these rules.
 - 5.02.3** Successfully clear the Arkansas State Police and Federal Bureau of Investigation background checks required by Ark. Code Ann. § 6-17-410.
 - 5.02.4** Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services
 - 5.02.5** Official transcripts
 - 5.02.6** Copy of out-of state or out-of country teaching license.
 - 5.02.7** Proof of employment on the Verification of Provisional Licensure Eligibility Form that reflects the employing school district and hire date.
- 5.03** Eligibility for a one-year renewable (two times) provisional teaching license:
- 5.03.1** Out-of-state or out-of-country applicants who
 - 5.03.1.1** Completed a teacher preparation program but have not licensed or,
 - 5.03.1.2** Holds an initial, provisional, or standard teaching license and,
 - 5.03.1.3** Holds licensure/endorsement area (s) that are not equivalent with Arkansas licensure/endorsement areas and,
 - 5.03.2** Completion of one-third of the program of study (coursework) shall be completed before renewing the provisional license for each of the two renewals allowed.
 - 5.03.3** Completion of the program of study (coursework and testing) is required to convert the provisional to a standard Arkansas license.
- 5.04** The one-year renewable (two times) provisional teaching license shall be issued upon providing the following documentation.
- 5.04.1** A complete licensure application form.
 - 5.04.2** Written documentation of transcript evaluation by a state approved, independent evaluation agency located in the United States that meets the requirements of Section 4.02.6 of these rules.
 - 5.04.3** Successfully clearing the State required, Arkansas State Police and Federal Bureau of Investigation background checks.
 - 5.04.4** Successful clearance of a child maltreatment central registry check to be conducted by the Department of Human Services

5.04.5 Official transcripts reflecting completion of one-third of required coursework with no less than six hours per year.

5.04.6 Copy of out-of -state or out-of -country teaching license.

5.04.7 Proof of employment on the Verification of Provisional Licensure Eligibility Form that reflects the employing school district and hire date.

5.05 Applicants wishing to renew the provisional teaching license shall submit the following.

5.05.1 A completed application form

5.05.2 Proof of employment on the Verification of Provisional Licensure Eligibility that reflects the employing school district and hire date.

5.05.3 Verification of having completed the required coursework the preceding year.

5.06 A provisional teaching license shall become effective for one year from the date the teacher/administrator is hired.

5.07 A provisional license shall not be issued to any person possessing a valid Arkansas standard/initial teaching license.

6.00 REQUIREMENTS FOR CONVERTING A PROVISIONAL TEACHING LICENSE TO AN INITIAL OR STANDARD/PROFESSIONAL TEACHING LICENSE BY RECIPROcity

6.01 The one-year non-renewable provisional teaching license shall be converted to the three-year Initial or five year Standard/Professional teaching license when the following documentation has been submitted to the Office of Professional Licensure.

6.01.1 A completed application for licensure requesting the conversion of the provisional teaching license.

6.01.2 Score reports reflecting successful completion of the state required basic skills assessment (all parts), specialty area assessment(s) and pedagogical assessment when required.

6.01.3 Official transcript(s) reflecting the successful completion of a three (3)- hour Arkansas History course when required.

6.02 The one-year renewable provisional teaching license shall be converted to the three-year initial or standard/professional five-year teaching license when the following documentation has been submitted to the Office of Professional Licensure.

6.02.1 A completed application for licensure requesting conversion of the provisional to the three-year initial or five-year standard/professional teaching license.

6.02.2 Official transcript reflecting successful completion of a three (3) hour Arkansas History course when required.

6.02.3 Score report reflecting successful completion of state required content assessment(s), pedagogical assessment and basic skills assessments (all parts) when required.

6.02.4 Official transcript and documentation of successful completion of program of study (coursework) when required.

7.00 REQUIREMENTS FOR CONVERTING AN INITIAL TEACHING LICENSE TO A STANDARD/PROFESSIONAL TEACHING LICENSE.

7.01 The three-year, initial teaching license shall be converted to the five year standard/professional teaching license upon providing the following documentation.

7.01.1 Verification of the successful completion of Induction (Mentoring and the Praxis III-Performance Assessment).

8.00 REQUIREMENTS FOR OBTAINING AN INITIAL BUILDING LEVEL OR CURRICULUM PROGRAM ADMINISTRATOR LICENSE BY RECIPROCITY

8.01 ELIGIBILITY

8.01.1 The applicant shall hold or have previously held a standard “teaching area” of licensure in another state or country.

8.01.2 The applicant shall hold a valid Initial Administrator license or its equivalent in another state or country.

8.01.2.1 There are two Initial Administrator licenses.

8.01.2.1.1 Building Level Administrator,

AND

8.01.2.1.2 Curriculum Program Administrator

8.01.3 Applicants shall have completed a graduate degree from a college/university holding regional/national accreditation recognized by the U.S. Department of Education.

8.01.4 If the graduate degree is not in Educational Leadership, the applicant shall have completed in addition to the degree. a graduate level Educational Leadership program of study holding regional/national accreditation recognized by the U.S. Department of Education in addition to the degree.

8.01.5 If the applicant’s graduate degree and program of study are not from a college/university holding NCATE or TEAC national accreditation as recognized by the US Department of Education then:

8.01.5.1 An applicant with at least one year of administrative experience, in

the licensure area sought, shall receive an appropriate (Initial / Standard) Administrator's License.

An applicant with less than one year of administrative experience, in the licensure area sought, shall complete an Administrator Licensure Completion Plan (ALCP) of study from an approved Arkansas College/ University.

8.01.6 The applicant seeking licensure as an Initial Building Level Administrator shall have a minimum of four years of teaching experience, with three years of classroom teaching experience at the level of licensure being sought.

8.01.6.1 Four (4) years of experience as a school counselor or librarian may be counted toward the total of four (4) years of classroom teaching experience for Building Level Administrator only.

8.01.7 The applicant seeking licensure as an Initial Curriculum Program Administrator shall have a minimum of four years of teaching experience with at least three years of teaching experience at the level or in the area in which the applicant is seeking licensure.

8.01.8 Applicants for licensure as an Initial Curriculum Program Administrator shall also hold Arkansas licensure in the specialty area where applicable.

8.01.8.1 If the specialty area is an added endorsement area gained without a program of study, it will not serve as a platform for gaining the Curriculum Program Administrator License.

9.00 CONVERTING THE INITIAL BUILDING LEVEL ADMINISTRATOR LICENSE TO A STANDARD BUILDING LEVEL ADMINISTRATOR LICENSE

9.01 The Initial Building Level Administrator License shall be converted to a Standard Building Administrator license when:

9.01.1 A minimum of one year work experience as a Building Level Administrator is verified.

9.01.2 The applicant has completed one year of the state mentoring program for Building Level Administrators.

9.01.3 The applicant has passed and submitted a score report for the School Leaders Licensure Assessment.

9.02 If experience and/or testing and/or mentoring were completed out of state, and/or verified, they shall be waived in Arkansas.

10.00 CONVERTING THE INITIAL CURRICULUM PROGRAM ADMINISTRATOR LICENSE TO A STANDARD CURRICULUM PROGRAM ADMINISTRATOR LICENSE

10.00 The Initial Curriculum Program Administrator license shall be converted to a Standard Curriculum Program Administrator license when:

10.00.1 A minimum of one year work experience as a Curriculum Program Administrator is verified.

10.00.2 The applicant has completed one year of the state mentoring program for Curriculum Program Administrator.

10.00.3 The applicant has passed and submitted a score report for the School Leaders Licensure Assessment.

10.02 If experience and/or testing and/or mentoring were completed out of state, and/or verified, they shall be waived in Arkansas.

11.00 REQUIREMENTS FOR OBTAINING A STANDARD/PROFESSIONAL BUILDING LEVEL OR CURRICULUM PROGRAM ADMINISTRATOR LICENSE BY RECIPROCITY

11.01 ELIGIBILITY

11.01.1 The applicant shall hold or shall have previously held a Standard teaching area of licensure in another state or country.

11.01.2 The applicant shall hold a valid Standard Building Level or Curriculum Program Administrator license or the equivalent in another state or country.

11.01.3 Applicants shall have satisfied all requirements in Section 8.01 of these Rules.

11.01.4 The applicant shall have successfully completed a specialty area assessment in Educational Leadership.

11.01.4.1 If no assessment was required out of state, but the applicant has completed three years of employment as an administrator, the Arkansas-required assessment shall be waived.

11.01.4.2 If no assessment was required out of state and the applicant has completed **less than** three years of employment as an administrator, he/she shall take and successfully complete the Arkansas-required assessment for these areas of administration.

11.01.5 When licensed as an Administrator in Arkansas, and employed as such, the administrator shall attend the Beginning Administrator Induction and Follow-up training sessions conducted as part of the State Mentoring Program for Administrators.

12.00 REQUIREMENTS FOR OBTAINING A STANDARD/PROFESSIONAL DISTRICT LEVEL ADMINISTRATOR LICENSE BY RECIPROCITY

12.01 Applicants shall hold or shall have previously held a Standard teaching area of licensure in another state or country.

12.02 Applicants shall hold a valid Standard District Level Administrator license in another state or country.

12.03 Applicants shall hold a valid Standard Building or Curriculum Program Administrator license in another state or country, or

12.03.1 Document a minimum of five years experience as a District Level Administrator

12.04 Applicants shall have satisfied all requirements contained in Section 8.01 of these Rules.

12.04.1 The preparation for District Level Administrator shall consist of an advanced degree in Educational Leadership, or a graduate level degree with an advanced program of study in Educational Leadership.

12.05 District Administrator licensure requires the School Superintendent's Assessment. This test may be waived if:

12.05.1 The applicant successfully completed an assessment out-of-state for this area.

OR

12.05.2 The applicant has completed three years or more of employment as a District Administrator.

13.00 REQUIREMENTS FOR ADDING ADDITIONAL AREAS OF LICENSURE/ENDORSEMENT BY RECIPROCITY

13.01 Applicants shall submit a completed application requesting the addition of the area (s) of licensure or endorsement.

13.02 Applicants shall meet the requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement and/or rules governing a particular licensure/endorsement area.

13.02.1 Applicants shall meet degree, program of study (coursework), Praxis Assessment and experience requirements when required for adding areas of licensure/endorsement.

13.03 Arkansas required Praxis Assessment(s) shall be waived upon providing documentation of having completed the specialty area assessment required for the out-of-state licensure area.

13.03.1 When testing was not required for the out-of-state teaching license, or the licensure area being added by reciprocity is incompatible with the

equivalent Arkansas licensure/endorsement area, the applicant shall successfully complete the required Arkansas Praxis Assessment(s).

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE REQUIREMENTS AND PROCEDURES FOR RENEWING A
STANDARD/PROFESSIONAL ARKANSAS TEACHING LICENSE

October 8, 2007

1.00 PURPOSE

- 1.01** The purpose of these rules is to establish the requirements and procedures for renewing a standard/professional Arkansas teaching license.

2.00 REGULATORY AUTHORITY

- 2.01** These rules are promulgated pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-402 et seq., 25-15-201 et seq., and Acts 169 and 628 of 2007, and Act 1173 of 2009.

3.00 DEFINITIONS- For purposes of these rules, the following terms shall be defined as follows:

- 3.01 Automatic Renewal** - The process of renewing the standard/professional teaching license for those teachers employed in a public school setting, who were teaching the school year prior to the expiration of their teaching license, and who have cleared at least one background check with Arkansas State Police and FBI, and who have met the requirements for professional development.
- 3.02 Central Registry**- The child maltreatment central registry established the Arkansas Department of Human Services, which contains records of cases on all true investigation determinations of reporting child maltreatment.
- 3.03 College Level Coursework** - Coursework taken from a regionally or nationally accredited college/ university that is in the area of licensure (OR) professional education coursework at the current level of licensure (OR) educational technology/computer courses (OR) a combination of the above mentioned (OR) coursework taken to add additional areas to a current teaching license.
- 3.04 Educational Setting** - The employment setting where one is working as a teacher, librarian, counselor, administrator, educational consultant, or substitute teacher. This may be a public or private school, college/ university, educational co-op, Department of Education, adult education setting, or other agency or organization that employs licensed teachers in an educational setting.
- 3.05 Grace Period** - That period of time immediately following the expiration of a standard teaching license, not to exceed one calendar year, to meet general renewal requirements without additional penalties or assessments.
- 3.06 Immediate Previous Year** - The spring and fall semester of the current calendar year, (OR) the spring semester of the current calendar year and the prior fall semester.
- 3.07 Initial Teaching License** refers to a three-year teaching license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.08 Standard Teaching License** refers to a five- year renewable license, issued by the state, which allows one to teach in Arkansas public schools.

- 3.09 Teacher** - An individual who holds a standard/professional Arkansas teaching license (including expired and current), inclusive of educational administration, standard teaching areas, approvals, non-instructional student services, adult education, added endorsements and professional and technical licensure areas.
- 3.10 Teaching Experience** - That time period of experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, or substitute teacher.
- 3.11 Professional Development** - A coordinated set of planned, learning activities for teachers that are standards based and that meet the required Focus Areas for Professional Development and the Approved Professional Development Activities requirements as identified in the Arkansas Department of Education Rules Governing Professional Development (July 2005).
- 3.12 Year of Teaching Experience** - A year of teaching experience shall be a minimum of 120 days per school year or calendar year while employed in an educational setting.
- 3.13 Retired Teacher** - A teacher who has retired and is actively drawing benefits from the Teacher Retirement System.
- 3.14 Professional Teaching License-** A standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

4.00 GENERAL RENEWAL REQUIREMENTS FOR A STANDARD/PROFESSIONAL ARKANSAS TEACHING LICENSE AND FOR A LICENSE THAT HAS BEEN EXPIRED LESS THAN ONE YEAR AND FOR RETIRED TEACHERS.

- 4.01** Teachers holding a current, standard/professional Arkansas teaching license may renew that license upon meeting the following general renewal requirements.
- 4.01.1** Teachers not teaching in a public school setting or teachers that have not met requirements for the automatic renewal of their teaching license shall submit an application for the renewal of their teaching license to the Office of Professional Licensure.
- 4.01.2** At the time of application, the teacher shall provide verification of the following requirements.
- 4.01.2.1** Two years of teaching experience during the previous five (5) years.
(OR)
- 4.01.2.2** One year of teaching experience for the immediate previous year
(OR)
- 4.01.2.3** Successful completion of six hours of college level coursework within the previous five (5) years.
- 4.01.3** A teacher may add partial years of experience over the previous five years to document the two years of teaching experience necessary to renew their teaching license.

4.01.2 Teachers shall provide verification of sixty (60) clock hours of professional development annually, beginning with the 2005-2006_school year.

4.01.2.1 Teachers retiring prior to or after July 31, 2007, while holding a valid Arkansas teaching license, shall have professional development waived when:

4.01.2.1.1 The teacher has provided written documentation of having retired from teaching. This documentation shall be provided by the Arkansas Teacher Retirement System.

4.01.2.1.2 A teaching license that was valid at time of retirement has been expired less than one (1) year.

4.01.2.2 A teacher who retires while holding a valid teaching license, and returns to a licensed employment position with the public school district shall complete within the school year of the return to employment, the professional development required for the year in which the teacher returns and for each year thereafter while employed in the licensed position.

4.01.3 The teacher shall have successfully cleared all background checks as required by law.

4.01.3.1 Teachers who have successfully cleared the State Police and FBI background checks for licensure shall not be subject to another background check for the renewal of their teaching license.

4.01.4 The teacher shall also successfully cleared a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.

4.01.4.1 Central registry checks are only required for initial licensure and the teacher's first renewal.

4.01.5 Teachers renewing a standard/professional teaching license shall pay the required fee for renewal.

4.02 A one year, non-renewable provisional teaching license shall be issued to teachers that have not met general renewal requirements and to teachers whose license has been expired for less than one year, upon meeting the following requirements.

4.02.1 Submission of a completed licensure application form requesting the provisional license.

4.02.2 Teachers who have not successfully cleared the required State Police and FBI background checks shall do so.

4.02.2.1 Teachers who have successfully cleared the required State Police and FBI background checks for licensure, shall not be subject to another background check.

4.02.3 Teachers who have not requested and cleared a child maltreatment central registry check through the Department of Human Services shall do so.

4.02.3.1 Central registry checks are only required for initial licensure and the teacher's first

renewal.

4.02.4 The teacher shall verify employment on the Verification of Eligibility for Provisional Licensure form.

4.03 The one year, non-renewable provisional teaching license, shall be converted to the five year standard/professional teaching license upon meeting the following requirements

4.03.1 Submission of a licensure application form requesting the provisional teaching license be converted to the standard teaching license.

4.03.1 Document the completion of six (6) hours of college level coursework during the previous five years.

AND/OR

4.03.2 Written verification of completion of sixty (60) hours of professional development that was completed within one year of applying for the renewal of the teaching license, or within the year of provisional licensure if a provisional license was issued for employment.

4.03.3 Paying the required fee for renewal

5.00 REQUIREMENTS FOR THE RENEWAL OF A STANDARD/PROFESSIONAL TEACHING LICENSE THAT HAS BEEN EXPIRED FOR ONE (1) YEAR OR LONGER.

5.01 Teachers holding a standard/professional teaching license that has been expired for one (1) year or longer, shall have their license renewed provided they meet the following renewal requirements:

5.01.1 The teacher shall submit a completed application for the renewal of the teaching license to the Office of Professional Licensure.

5.01.2 Teachers shall successfully clear at least one State Police and FBI background check for their teaching license.

5.01.2.1 Teachers who have successfully cleared the required State Police and FBI background checks for licensure shall not be subject to another background check for the renewal of their teaching license.

5.01.3 The teacher shall also successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.

5.01.4 Teachers who have successfully completed a specialty area assessment in at least one licensure/endorsement area shall complete the following requirements:

5.01.4.1 Successfully complete the current state required specialty area assessment in at least one licensure/endorsement area.

5.01.4.1.1 Teachers who have successfully completed the current Praxis II Specialty Area assessment for a licensure/endorsement area shall not be allowed to retake that assessment to meet renewal requirements.

OR

5.01.4.1.2 Successfully complete six hours of college level coursework from a nationally/regionally accredited college or university.

5.01.5 Teachers who have never successfully completed a specialty area assessment in at least one licensure/endorsement area shall successfully complete the current, state required specialty area assessment in at least one of their licensure/endorsement areas and successfully complete the current state required pedagogy assessment at their level of licensure. When the teacher holds licensure at different levels, they may complete the pedagogy assessment at the level of their choice.

5.01.6 Teachers whose license expired after 2005 shall provide verification of sixty (60) clock hours of professional development completed within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

5.01.6.1 A teacher that was holding a valid Arkansas teaching license prior to or after July 31, 2007, at the time of retirement, but whose license has been expired longer than one (1) year, shall also meet requirements of 5.01.5.

5.01.7 Teachers shall pay the required fee for renewal.

5.01.8 A one year, non-renewable provisional teaching license shall be available for teachers not meeting general renewal requirements, and whose standard/professional Arkansas license has been expired for one year or longer upon meeting the following requirements.

5.01.8.1 The teacher shall submit a completed application for the provisional teaching license to the Office of Professional Licensure.

5.01.8.2 The teacher shall have successfully cleared the State Police and FBI background checks as required by law.

5.01.8.2.1 Teachers who have successfully cleared the required State Police and FBI background checks for licensure shall not be subject to another background check.

5.01.8.3 The teacher shall also successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.

5.01.8.4 The teacher shall verify employment on the Eligibility for Provisional Licensure form.

5.02 The one year, non-renewable provisional teaching license shall be converted to the Standard/Professional five year teaching license, upon meeting the following requirements:

5.02.1 For teachers who have successfully completed a specialty area assessment in at least one licensure/endorsement area:

5.02.1.1 Submission of a licensure application form requesting the conversion of the

provisional teaching license.

AND

5.02.1.2 Verification of having successfully completed the required specialty area assessment,

OR

5.02.1.3 Verification of having successfully completed the six (6) hours of college level coursework,

AND

5.02.1.4 Verification of having completed sixty (60) hours of professional development within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

5.02.1.5 Verification of having paid the required fee for renewal.

5.02.2 For teachers who have not completed a specialty area assessment in at least one licensure/endorsement area:

5.02.2.1 Verification of having successfully completed the required specialty area assessment,

AND

5.02.2.2 Verification of having successfully completed the required pedagogy assessment at their level of licensure,

AND

5.02.2.3 Verification of having completed sixty (60) hours of professional development within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

5.02.2.4 Verification of having paid the required fee for renewal

6.00 POLICIES AND PROCEDURES FOR RENEWAL OF A QUALIFIED CANDIDATE'S STANDARD/PROFESSIONAL ARKANSAS TEACHING LICENSE

6.01 The Arkansas standard/professional teaching license shall be renewed for a period of five years.

6.02 The effective date of a renewed teaching license shall be January 1 of the year following the expiration date of the license. See section 6.11.

6.03 The effective date of a renewed teaching license that has been expired longer than one year shall be January 1 of the year renewed.

6.04 A one year non-renewable provisional teaching license shall be available for teachers that have not

met general renewal requirements, hold an expired teaching license, and are employed in a position by schools, and other agencies and organizations that require a current teacher license. Teachers shall have successfully cleared all background checks as required by law.

6.04.1 The one-year provisional teaching license shall be available to those individuals employed as Teachers, Pathwise Mentors, Pathwise Monitors, Praxis III Assessors, Praxis III Assessor Trainers, Test Investigators, Scholastic Audit consultants, and others as defined by the Arkansas Department of Education.

- 6.05** The effective date of a one-year, non-renewable, provisional teaching license shall be the hire date as documented by the employer.
- 6.06** The expiration date of a one-year, non-renewable, provisional teaching license shall be one year from the hire date.
- 6.07** The expiration date of a renewed standard/professional teaching license shall be December 31st of the fifth year.
- 6.08** Individuals not teaching in a public school setting or individuals that have not met requirements for the automatic renewal of their teaching license shall submit an application for the renewal of their teaching license to the Office of Professional Licensure.
- 6.09** Teachers applying for the renewal of their teaching license shall have successfully cleared all background checks as required by law and shall have successfully cleared the child maltreatment central registry check through the Department of Human Services.
- 6.10** There shall be a grace period immediately following the expiration of a standard/professional teaching license, not to exceed one calendar year, to meet general renewal requirements without additional penalties or assessments.
- 6.11** Applications for the renewal of a standard/professional Arkansas teaching license may be submitted to the Office of Professional Licensure as early as January 1 of the year of expiration.
- 6.12** Coursework used for the renewal of a standard/professional teaching license shall be college level and from a regionally/nationally accredited college/university. The coursework shall be in the licensure area(s) held by the teacher (OR) professional education courses at the level of licensure held by the teacher (OR) basic computer/education technology courses (OR) coursework taken to add additional areas to a standard teaching license.
- 6.13** Documentation of experience for renewal purposes shall be provided by a public school superintendent, director of human resources, or director of other agency/organization employing licensed teachers.
- 6.14** Documentation of the required professional development for the renewal of a teaching license shall be provided by a public school superintendent, human resources director, or director of other agency/organization employing licensed teachers.
- 6.15** Teachers that did not meet renewal requirements that were established under Annotated Code § 6-17-601 and 6-17-602 shall meet the renewal requirements that will be required of all teachers and shall be eligible for a one-year provisional teaching license.

- 6.16** The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.
- 6.17** Teachers shall not lose areas or levels of licensure at renewal as a result of transitioning to the new areas and levels of licensure.
- 6.18** Professional development required for the renewal of a standard/professional teaching license shall not be in addition to professional development required to meet standards for accreditation.
- 6.19** Teachers shall be able to add partial years of experience during the previous five years to meet the general renewal requirements.
- 6.20** Professional development shall be required for the renewal of a standard/professional teaching license.
- 6.21** Teachers shall pay the required fee for the renewal of a standard/professional Arkansas teaching license.

ARKANSAS DEPARTMENT OF EDUCATION
 RULES GOVERNING THE ADDITION OF AREAS OF LICENSURE OR ENDORSEMENT
 June 11, 2007

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Addition of Areas of Licensure or Endorsement.
- 1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, and 6-17-402 and 25-15-201 et seq.

2.00 PURPOSE

- 2.01 The purpose of these rules is to identify the policies governing licensure that deal with adding an area of licensure/endorsement to an existing Arkansas teaching license.

3.00 DEFINITIONS – For the purpose of these rules, the following definitions shall apply:

- 3.01 **Additional Licensure Plan (ALP)** shall be the recognized process for allowing a licensed teacher to be employed in an out-of-field teaching position while meeting the program of study competency and assessment requirements for said position.
- 3.02 **Approved Performance Based Program of Study** refers to a program approved by the Arkansas Department of Education and based upon Arkansas licensure standards. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area.
- 3.03 **Endorsement** refers to teaching or administrative licensure areas, which require an initial or standard/professional teaching license, prior to the endorsement being added.
- 3.04 **Exception Area** refers to the specific areas of licensure, which cannot be issued either as an initial license or by testing only. The exception areas include, but are not limited to, the following: Special Education, Counselor, All Other Added Endorsement Areas, Administrative Licenses, Non-Instructional Student Services, and Professional & Technical Permits. Special Education may be issued as an initial license.
- 3.05 **Initial Teaching License** refers to a three-year teaching license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.06 **Level and Area of Licensure – Level** refers to the grade/age level parameters of the teaching license, such as P-4, 4-8, P-8, P-12, 7-12 and PS (post-secondary). **Area** refers to the particular content field, including but not limited to, Early Childhood, Middle Childhood Science/Mathematics, Social Studies, and Family and Consumer Sciences.
- 3.07 **Standard Teaching License** refers to a five- year renewable license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.08 **State Board Required Assessments** refer to specific performance-based assessments approved by the State Board of Education.
- 3.09 **Content/Standard Teaching Area** refer to the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts,

Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.

3.10 Provisional License by Reciprocity a one year teaching license that may or may not be renewed. This license allows a teacher coming from out of state or out of country to be employed as a teacher while completing assessed deficiencies for the Initial or Standard/Professional teaching license.

3.11 Professional Teaching License a standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

4.00 REQUIREMENTS FOR ADDING AN AREA OF LICENSURE OR ENDORSEMENT

4.01 Teachers/administrators shall have a valid Arkansas initial or standard/professional content area teaching license or provisional licensure through reciprocity in order to add an area of licensure or endorsement.

4.02 Teachers adding an additional licensure/endorsement area(s) to their Arkansas teaching license by meeting the program of study requirements of an Arkansas college/university or when adding a licensure/endorsement area by reciprocity, shall meet the following requirements regarding degrees and coursework.

4.02.1 The coursework/degree required for the area(s) that are being added shall have been completed through a college/university that holds regional/national accreditation that is recognized by the U.S. Department of Education or Council for Higher Education Accreditation.

AND

4.02.2 All teacher education coursework shall have been completed through a college/university teacher education program that holds national accreditation that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

4.03 The Additional Licensure Plan (ALP) shall be the recognized process for allowing a licensed teacher to be employed in an out-of-area teaching position while completing the competency and assessment requirements for the new employment position.

4.03.1 Teachers who hold an initial or standard/professional license are eligible to file an ALP in order to be employed in an out-of-area assignment.

4.03.2 Teachers who hold a provisional Arkansas teaching license, which was granted through reciprocity as a result of holding an initial/standard out-of-state license, are also eligible to file an ALP in order to be employed in an out-of-area assignment.

4.04 Teachers working in an out-of-area teaching assignment shall file a completed ALP with their school district and with the Office of Professional Licensure within thirty (30) days of beginning the out-of-field assignment.

4.04.1 Teachers working under an ALP shall have three (3) years from the beginning of the out-

of-area assignment to complete all competency and assessment requirements for the new employment position.

- 4.04.2 When a school district requests a waiver to employ a teacher out-of-area and a program of study is required:
- 4.04.2.1 The teacher shall successfully complete a minimum of three (3) hours of coursework toward the program of study requirements during the first year employed out-of-area, and a minimum of six (6) hours of coursework each of the following two years, when employed out-of-area, in order for the waiver to be approved for the following year.
 - 4.04.2.2 The Specialty Area Assessment(s) required to be designated as a highly qualified teacher in the core academic area shall be successfully completed the first year the teacher is employed out-of-area on an approved waiver.
 - 4.04.2.3 A waiver will not be approved for the following year at such time that the teacher fails to successfully complete the required coursework or testing within the timelines specified above.
- 4.04.3 When a school district has requested a waiver for a teacher being employed out-of-area and the additional area can be added by testing out:
- 4.04.3.1 The teacher shall have successfully completed the content knowledge portion(s) of the required specialty area assessment (s) required to be highly qualified during the first year employed out-of–area on an approved waiver.
 - 4.04.3.2 The remaining part(s) of the specialty area assessment required for licensure in the out-of-area assignment shall be successfully completed by the end of the third year working under an approved waiver.
 - 4.04.3.3 Teachers failing to successfully complete the content knowledge portion of the specialty area assessment required to be highly qualified during the first year employed out-of-area under an approved waiver, shall document a minimum of six (6) hours of coursework in the content area.
 - 4.04.3.4 Teachers failing to successfully complete either the required assessment to be highly qualified or the six (6) hours of coursework in the content area during the first year working under an approved waiver shall not be approved to be employed out-of-area under the same ALP the following year.
- 4.05 The requirements contained in an individual’s ALP are subject to any changes made by the State Board of Education which would necessitate a change in the licensure requirements for that ALP.
- 4.06 The Office of Professional Licensure shall add a licensure/endorsement area(s) to a valid Arkansas Initial or Standard/Professional teaching license upon receiving the following:
- 4.06.1 An application requesting the licensure/endorsement area(s);
 - 4.06.2 Documentation that all program of study requirements (including Arkansas History when required); and
 - 4.06.3 Evidence that all State Board required assessments have been successfully completed.

- 4.07 Teachers or administrators may add an additional licensure area (s) by testing out, only when they hold a content/standard/professional licensure area at the same level as the area being added.
- 4.07.1 Added endorsements such as reading, library media, counselor, journalism, grade 5-6 endorsements, English as a Second Language, educational examiner, coaching, gifted and talented and administrative areas may not be used as a platform for adding other licensure areas by testing out.
- 4.08 Teachers or administrators seeking to add exception areas shall complete an approved performance-based program of study and pass the State Board required assessment(s).
- 4.09 Teachers or administrators seeking to add additional areas of licensure outside their level of licensure shall complete an approved performance-based program of study and pass the State Board required assessment(s).
- 4.10 To add an area of licensure or endorsement for which there is not a State Board required specialty area assessment, a candidate shall successfully complete an approved performance-based program of study and the State Board required pedagogical assessment.
- 4.11 In order to add an area of licensure/endorsement to a license in School Psychology Specialist, Speech Pathology, Adult Education or a Professional Technical Permit area only, the teacher shall complete a teacher preparation program of study to include a practicum/internship and the State Board required specialty area assessment(s), pedagogical assessment and basic skill assessments.
- 4.12 Teachers or administrators adding Early Childhood P-4, Middle Childhood Math/Science and Language Arts/Social Studies 4-8 or Secondary Social Studies 7-12 to their valid Arkansas initial or standard teaching license shall have completed a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.
- 4.13 The Office of Professional Licensure reserves the right to amend and/or rescind an additional area of licensure that is issued in error.
- 4.14 Additional areas/levels of licensure or endorsement shall be added to a valid Arkansas initial or standard/professional teaching license upon receiving documentation that all requirements have been met and upon receiving an application requesting the additional licensure area or endorsement.
- 4.15 A content/standard area teaching license, as identified in the areas and levels of licensure and approved by the State Board of Education, shall be required in order to add licensure areas, endorsements or areas of educational administration.
- 4.16 The Office of Professional Licensure has the authority to assist individual teachers seeking additional licensure areas for which there are no approved programs of study at any of Arkansas' Institute of Higher Education. Examples of such licensure areas to be include but not limited to are: Visual Specialist and Hearing Specialist.
- 4.17 Beginning May 1, 2007, teachers that are adding P.E./Wellness/Leisure to a current Arkansas teaching license, shall receive the new licensure code numbers 235 for (P-8) and 236 for (7-12).
- 4.17.1 Teachers holding the new licensure code numbers 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.

4.17.2 Teachers holding the new licensure code numbers 235 and/or 236 shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12) when employed as a coach.

4.18 Teachers adding the endorsement areas of Guidance and Counseling or School Library Media shall document two years of classroom teaching experience in order to add these areas to a current Arkansas teaching license.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS

June 9, 2008

1.00 Title

- 1.01 These rules shall be known as the Arkansas State Board of Education Rules Governing the Code of Ethics for Arkansas Educators.

2.00 Regulatory Authority

- 2.01 These rules are promulgated pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422 (Act 846 of 2007), and 25-15-201 et seq. and Acts 938, 1283 and 1370 of 2009.

3.00 Purpose

- 3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators (Code) is to define Standards of professional conduct and to outline procedures for investigations and enforcement of the Code.
- 3.02 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premises for the Standards of professional behavior and ethical decision-making established in this *Code of Ethics for Arkansas Educators*. By establishing Standards of ethical conduct, this code promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

4.00 Definitions

For the purposes of these rules, the following terms mean:

- 4.01 **Complaint** is any validated, written and signed statement from the Arkansas Department of Education, local school board, the Arkansas State Board of Education, or public school superintendent of this state filed with the Professional Licensure Standards Board alleging that an educator has breached one or more of the Standards in the Code of Ethics for Educators.
- 4.02 **Conviction** includes a plea of guilty or a plea of *nolo contendere*, or a finding or verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.
- 4.03 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.
- 4.04 **Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social

justice.

- 4.05 **Educator** is a teacher, school or school system administrator or other education personnel who has been issued a teaching license by the Arkansas State Board of Education. For the purposes of the Code, *educator* also refers to a licensed student intern.
- 4.06 **Monitoring** is at a minimum a semi-annual appraisal of the educator's conduct by the Professional Licensure Standards Board through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check or other requested information. The Arkansas State Board of Education specifies the length of the monitoring period.
- 4.07 **Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the Arkansas State Board of Education. Generally, a license under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be reinstated to the original non-probationary teaching license status.
- 4.08 **Reprimand** is a written admonishment from the Arkansas State Board of Education to the license holder for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and shall become a permanent entry in the licensure file of the educator and is associated with a monetary fine of the educator.
- 4.09 **Revocation** is the permanent invalidation of any teaching license held by the educator.
- 4.10 **School-sponsored activity** is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum (i.e., foreign language trips, etc.) whether on school-campus or not.
- 4.11 **Student** is any individual enrolled in the state's public or private schools from pre-kindergarten through grade 12.
- 4.12 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the Arkansas State Board of Education.
- 4.13 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Arkansas State Board of Education.
- 4.14 **Warning** is a written communication from the Arkansas State Board of Education to the license holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action and shall become a permanent entry in the licensure file of the educator.

5.00 Standards of Professional Conduct

The Standards of Professional Conduct are set forth as follows:

- 5.01 **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.**
- 5.02 **Standard 2: An educator maintains competence regarding skills, knowledge, and**

dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.

- 5.03 **Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.**
- 5.04 **Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.**
- 5.05 **Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator’s position for personal gain.**
- 5.06 **Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.**
- 5.07 **Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.**

6.00 Disciplinary Action.

- 6.01 The Professional Licensure Standards Board (Board) is authorized to recommend to the State Board probation, suspension, revocation or denial of a teaching license or the issuance of a reprimand or warning after an investigation is held after notice and an opportunity for a hearing are provided to the license holder. The Board is also authorized to recommend other avenues to assist the educator via training, coursework or rehabilitative treatment. (All costs would be assumed by the educator.) The State Board of Education may direct the Arkansas Department of Education to monitor progress toward the completion of any corrective action. Any of the following shall be considered cause for recommendation of disciplinary action against the holder of a teaching license:
- An initial determination that there is probable cause to believe a breach of any of the Standards of the Code of Ethics in Section 5.00 or any conduct described in the offenses set forth in A.C.A. §§ 6-17-410 (c) (1) – (34) has occurred.
 - A failure to comply with the payment of any imposed fines.
 - Disciplinary action against a teaching license/certificate in another state on grounds consistent with unethical conduct specified in Section 5.00 or as stated in the bullets above in 6.01 of these rules.
 - Allegations submitted through the ADE from the Legislative Joint Audit Committee regarding audit reports for school districts.
- 6.02 An individual whose license has been revoked, denied or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher, in any other in any position during the period of his or her revocation, suspension or denial for a violation of the Arkansas Code of Ethics for Educators that requires the individual to hold an Arkansas teaching license.
- 6.03 The Arkansas State Board of Education shall notify local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported by the Arkansas Department of Education to national officials, including the National Association of State Directors of Teacher

7.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

7.01 In considering and investigating complaints brought before it, the Professional Licensure Standards Board shall follow the procedures set forth in *Appendix A* to these rules, which are hereby fully incorporated into these rules as if fully set forth herein.

8.00 Fines and Fees

8.01 The State Board of Education, for violations of these Standards of Professional Conduct in all areas and as authorized by Ark. Code Ann. § 6-17-422 (Act 846 of 2007):

- a. May impose fines up the amounts listed in *Appendix B* to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.
- b. Shall impose fees for action taken pertaining to an educator's license as set forth in the attachment *Appendix B*.
- c. Shall use the revenue collected by the State Board of Education from the fees and fines imposed per *Appendix B* of these Rules for the operation of the Professional Licensure Standards Board.

Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

1. **Freedom of Information Act (FOIA):**

All records, hearing, meetings, and deliberations of the PLSB relating to an ethics complaint against a licensed educator are confidential and exempt from the Freedom of Information Act. All records relating to an ethics complaint are open for inspection and copying by the person against whom the complaint is lodged, and that individual and his or her representative are entitled to be present during all hearings. A hearing before the State Board of Education to consider possible action against an individual's teaching license based on a recommendation of the PLSB is open to the public, and all records on which the State Board of Education relies during such a hearing is subject to public disclosure under the Freedom of Information Act.

2. **Allegations:**

Any parties wishing to submit an allegation must submit the allegation on the appropriate Allegation Form as developed by the PLSB.

3. **Complaint Received by the PLSB:**

A *complaint* will be deemed a request to investigate. Except as provided in section iv. below, a request for investigation may be a written and validated signed statement of allegations filed with the Arkansas Department of Education, local school board, the Arkansas State Board of Education, or public school superintendent of this state which may be filed with the Professional Licensure Standards Board (PLSB). The request for investigation will be validated (i.e., verified as actually being submitted by the requestor) by the agency listed above with which it is filed and forwarded as a complaint by that agency to the PLSB. When appropriate, the PLSB will provide a copy of the complaint to the superintendent or the president of the local school board (if the educator in question is the superintendent of the district) where the educator is employed.

- i. The Ethics Review Sub-Committee determines whether to investigate.
- ii. Letter sent to complainant about disposition of complaint.
- iii. Letter sent to Superintendent or President of the local school board if appropriate about disposition of complaint.
- iv. The following will automatically go to the sub-committee to open an investigation:
 - a) An affirmative answer concerning criminal or ethical violations on a licensure application.
 - b) Confirmation from the Arkansas State Police or the FBI, regarding criminal convictions.
 - c) Allegations from the Legislative Joint Audit Committee regarding audit reports for school districts.

4. **Investigation Initiated by Professional Licensure Standards Board (PLSB)**

- i. A letter will be sent to the educator requesting information/statement.
- ii. An Investigation is conducted.
- iii. An Investigative Summary will be sent to the Ethics Sub-Committee.

5. **Probable Cause Determination Made**

- i. The Ethics Sub-Committee determines if *probable cause* exists to take a recommendation to the State Board of Education for disciplinary action and, if so, what action.

6. Proposed Action or Hearing Offered

- i. A letter sent notifying the educator and the school district, if appropriate, of proposed PLSB action and the reason for the proposed action.
- ii. Educator may consent to the proposed action or may request a hearing before the Ethic Sub-Committee of the PLSB.
- iii. If an educator does not respond in thirty (30) days, the proposed action becomes a final decision recommended for Arkansas State Board of Education (SBE) action.

7. Subpoena Power:

Both the Professional Licensure Standards Board and the State Board of Education shall have subpoena power to bring before the boards as a witness any person in the state. Any party to a proceeding pending before the Professional Licensure Standards Board or the State Board of Education may request the issuance of a subpoena for the attendance of a witness. Upon approval of the Chair, the Professional Licensure Standards Board or the State Board of Education shall issue the subpoena in the manner as provided by law or rule for the issuance and service of subpoenas in civil cases.

8. PLSB Evidentiary Hearing

- i. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Sub-Committee of the PLSB within ninety (90) days, but no earlier than thirty (30) days, from the date that the PLSB receives the educator's hearing request. Either party may request additional time subject to the subcommittee's approval
- ii. A decision by the Sub-Committee will be made.
- iii. The educator will be notified in writing of the Sub-Committee's decision. The educator may accept the initial decision or request a hearing before the SBE.

9. Evidentiary Hearing Procedures of the PLSB Sub-Committee

- i. The educator shall be notified in writing of the date, time and location of the Ethics Sub-Committee of the Professional Licensure Standards Board (PLSB) meeting at which his/her case will be considered. The notice will also state a deadline by which the educator must submit items to the sub-committee for consideration.
- ii. A representative of the PLSB and the educator (or his/her attorney) shall have up to twenty-five (25) minutes each to present their cases to the sub-committee. The chairperson of the sub-committee, may grant additional time to either or both parties, if necessary.
- iii. Each party will have the opportunity, should it so choose, to make an opening statement. The statement shall be no longer than five (5) minutes in length; any such times used for an opening statement shall be deducted from the time allowed for case presentation listed in ii. above.
- iv. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the hearing subcommittee of the Board first.
- v. Any written documents, photographs or any other items of evidence may be presented to the hearing subcommittee with the permission of the Chairperson. The items of evidence shall be marked as

either “PLSB Exhibit Number 1(et seq.)” or “Educator’s Exhibit Number 1 (et seq.)” After an item of evidence has been allowed to be presented to the hearing subcommittee by the Chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the Chairperson.

- vi. After one party has questioned a witness, the other party shall have the same opportunity.
- vii. Members of the hearing subcommittee shall also have the opportunity to ask questions of any witness or any party.
- viii. While the scope of each party’s presentation ultimately lies within the chairperson’s discretion, case presentation should be arranged in such a way as to avoid redundant testimony.
- ix. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.
- x. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired.
- xi. After the educator has made a closing statement, or waived the opportunity for the same, the representative of the PLSB shall have up to five (5) minutes to make his/her closing statement, if desired.
- xii. After closing statements have been made (or the opportunity to make them has been waived), the hearing subcommittee may orally announce its decision. Alternatively, the hearing subcommittee may take the case under advisement and render a written decision at a later time.
- xiii. A written decision reflecting the hearing subcommittee’s final decision and recommendation shall be promptly prepared by the PLSB for the chairperson of the hearing subcommittee’s signature. A copy of the decision and recommendation shall be timely transmitted to the educator, the PLSB and the SBE.
- xiv. The educator shall have thirty (30) days from the receipt of the decision and recommendation to appeal the sub-committee’s decision to the SBE. Should the educator not file an appeal to the SBE within the above-referenced thirty (30) day time period, the decision of the sub-committee shall become non-appealable.

LIST OF RECOMMENDED ACTIONS AND APPLICABLE FINES

Action Taken	Maximum Fine Amount
<u>Complaint is not substantiated – No action taken, Case file closed</u>	<u>\$0</u>
<u>Educators who violate testing procedures of the state and for whom the subcommittee of the PLSB believes the violation does not rise to the level of a licensure action may be recommended for additional training in the approved testing procedures by the state in lieu of any action recommended to the State Board of Education.</u>	<u>All Expenses paid by the Educator</u>
<u>Recommended Treatment or Rehabilitation by the State Board of Education with periodic monitoring.</u>	<u>All Expenses paid by the Educator</u>
Written Warning by State Board of Education	\$0
Written Reprimand by State Board of Education	\$50
Probation of License	\$75
Suspension of License	\$100
Permanent Revocation of License	\$0

LIST OF APPLICABLE FEES

License Issued	New or Renewal	Fee Amount
One-Year Provisional Teacher's License	New Renewal	\$0.00 \$0.00
Three-Year Initial Teacher's License	New	\$0.00
Five-Year Standard <u>or Professional</u> Teacher's License	New Renewal	\$100.00 \$100.00
Five-Year Vocational Permit	New Renewal	\$100.00 \$100.00
One-Year Professional Teaching Permit	New	\$35.00
Lifetime Teacher's License (Must be 65 <u>62</u> years of age.)	New	\$0.00
Adding Area or Level to Existing License	Not Applicable	\$0.00
Adding Degrees to Existing License (If not occurring at the time of renewal)	Not Applicable	\$50.00
Duplicate License	Not Applicable	\$50.00

Appendix C

**Explanations and Guidelines to Clarify the Intent of
The Standards of Professional Conduct**

The purpose of Appendix C is to provide greater clarity and intent of each professional standard listed in Section 5.00 of this rule. Therefore, Appendix C is not designed to supersede the required standard of professional conduct but rather to provide some rationale of the intent and purpose and thus the proper application of each professional standard of conduct. It is recognized that Appendix C is a general application of the intent and purpose of each professional standard and is considered a guide and not all inclusive of each and every interpretation and application of a professional standard of conduct as required in Section 5.00.

Furthermore, it is recognized that unless specifically stated in a professional standard of conduct listed in Section 5.00 of this rule or specifically required in Appendix C's interpretation of a particular standard of conduct, the alleged unethical conduct by a licensed educator may be considered by the Professional Licensure Standards Board regardless of the mental intent related to the alleged unethical action or omission. However, the Professional Licensure Standards Board may consider the mental intent or capacity of the licensed educator, along with other relevant factors, when determining whether a violation exists and what, if any, disciplinary action to recommend to the Arkansas State Board of Education for alleged violations of this code of ethics.

Standard 1 An educator maintains a professional relationship with each student, both in and outside the classroom

This standard goes to the core of a professional educator's expected conduct and relationship with all students and transcends criminal behavior or other actions which violate law. The professional relationship with students is such behavior and action which promotes at all times the mental, emotional, and physical health and

safety of students. An educator should show respect for and not demean, embarrass, or harass students absent some reasonable educational or disciplinary purpose and never as prohibited by law. A professional relationship is one where the educator maintains a position of teacher/student authority with students even while expressing concern, empathy, and encouragement for students. In that position of authority, an educator may nurture the student's intellectual, physical, emotional, social and civic potential. An educator may display concern and compassion for a student's personal problems and, when appropriate, refer the student for school counseling or other help.

Standard 2 An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.

This standard addresses the professional educator's obligation to implement best practices and maintain competence in skills and knowledge. An educator has many dispositions that are required in the course of instruction such as ensuring that students have access to varying points of view and that instruction reflects current subject matter.

Standard 3 An educator honestly fulfills reporting obligations associated with professional practices.

This standard covers those situations where there is an intentional or knowing attempt to deceive or mislead an educational entity. Honest errors or mistakes or inaccuracies are not intended to be encompassed by this standard. To uphold this standard an educator should be honest when reporting data and information to the Arkansas Department of Education, the Arkansas Bureau of Legislative Audit, the Arkansas State Board of Education, and other state and federal governmental agencies. Honestly reporting grades is also a part of this standard. It is also important that an educator honor this standard when giving information to recommend an individual for employment promotion or licensure as well as when reporting professional qualifications, criminal history, college credits and degrees, awards, and employment history. Similarly the failure to timely submit information covers those situations where there is a knowing failure to submit or provide information. This standard covers those situations described in Ark. Code Ann. § 6-17-410(d) (1) (A) (vii) and (viii) that involve knowingly submitted false or misleading information or knowingly falsifying or directing another to falsify a grade.

Standard 4 An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.

An educator must be a good steward of public funds, personnel and property dedicated to school related purposes. The use and accounting for these resources under the educator's control must comply with state and federal laws that regulate the use of public funds and property. The use of such resources for personal gain, other than incidental personal benefit for which there is no public education purpose would not be in keeping with the intent of this standard.

Standard 5 An educator maintains integrity regarding acceptance of any gratuity, gifts, compensation or favor that might impair or appear to influence professional decision or actions and shall refrain from using the educator's position for personal gain.

The standard is intended to prohibit that conduct which is solely for personal gain and creates an appearance of a conflict of interest in the role as an educator. The standard of conduct called for by this section involves an examination of the total circumstances surrounding the gratuity, gift, compensation, or favor. Factors to consider include the value of the gratuity, gift or favor, the reasonableness of any compensation; the timing of the gratuity, gift, compensation, or favor; and the relationship between the educator and the person from whom the gratuity, gift, compensation, or favor comes. Pursuant to Ark. Code Ann. § 6-24-113 an educator may accept awards and grants as provided for therein. Ark. Code Ann. § 6-24-112 contains some specific prohibited transactions involving gratuities or offers of employment. The second part of this standard requires that the educator does not use the position for personal gain.

Standard 6 An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

At times educators are entitled to and/or for professional reasons need access to certain student records, other educators' records, and standardized testing materials. Much of this information is confidential, and the educator should maintain that confidence unless the disclosure serves some legitimate educational purpose as allowed or required by law. The Federal Education Rights and Privacy Act (FERPA) addresses the confidentiality of certain student records. Such federal and state laws permit disclosure of some student information and restrict the disclosure of other student information. Educators should respect and comply with these and other similar confidentiality laws. Confidential student information may include student academic and disciplinary records, health and medical information, family status and/or income, assessment/testing results, and Social Security information. When standardized tests are administered, educators should maintain the confidentiality of those parts of the standardized test materials that are to remain confidential such as actual test items and test booklets in accordance with state law, regulation, and testing policy. Supervisors may be entitled to access to other educators' personnel records and should maintain the confidentiality of those records.

Standard 7 An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.

This standard sets forth the expectation of the professional educator concerning using, possessing, or being under the influence of the listed substances while on school premises or at school-sponsored activities involving students or being in violation of state law governing the using, possessing or being under the influence of alcohol, tobacco, or unauthorized/illegal drugs while on school property or at school-sponsored activities involving students.

**Arkansas Department of Education
Rules Governing Incentives for Teacher Recruitment and Retention in High
Priority Districts with an Average Daily Membership of 1,000 or Fewer
October 2007**

1.00 Regulatory Authority

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Incentives for Teacher Recruitment and Retention in High Priority Districts.
- 1.02 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-17-811, 25-15-201 et seq. and Act 1044 of 2007 969 of 2009.

2.00 Purpose

The purpose of this rule is to establish the procedures to provide incentives for teacher recruitment and retention in high priority districts.

3.00 Definitions

Unless otherwise specifically stated herein, the term:

- 3.01 Department - Means the Arkansas Department of Education.
- 3.02 High Priority District - Means a public school district identified by the Department by April 15 each year in which eighty percent (80%) or more of public school students are eligible for the free or reduced-price lunch program under the National School Lunch Act based on the October 1 student count of the previous year submitted to the Department of Education; and
- 3.02.01 had a three-quarter average daily membership in the previous year of one thousand (1,000) or fewer students, or
- 3.02.02 qualifying teachers in the resulting school district in an approved voluntary consolidation) or in a receiving district in an approved voluntary annexation shall continue to receive the funding provided under this section if all school districts in the voluntary consolidation or annexation were high-priority districts in the immediately preceding school year, even if the average daily membership of the resulting or receiving school district is one thousand (1,000) or above.
- 3.03 New Teacher Bonus – Means an incentive bonus provided under Sections 4.01.1 through 4.01.3 of these rules to a teacher that who is within the first three (3) years of employment with a single high priority district.
- 3.04 Previous year - Means the school year immediately preceding the current school year.
- 3.05 Retention Bonus - Means an incentive bonus of two-thousand dollars (\$2,000) three thousand dollars (\$3,000) to be paid to a teacher who has received a new teacher bonus and enters his or her fourth or subsequent year of service in the same or other high-

priority school district or for a teacher employed in a high-priority district who does not meet the requirements of Sections 4.01.1 through 4.01.3 of these rules.

- 3.06 Teacher - Means a certified licensed classroom teacher who spends seventy percent (70%) of his or her time working directly with students in a classroom setting teaching all grade-level or subject- matter appropriate classes, including guidance counselors and librarians.

4.00 Incentives

- 4.01 At the end of the school year and upon completion of a licensed teacher's contracted teaching obligation, a teacher licensed by the State Board of Education who enters into a teaching contract and who completes the entire current school year teaching in a high-priority district shall, at the end of the school year and upon completion of his or her contracted teaching obligations, be may be entitled to receive, in addition to all other contracted salary and benefits:

4.01.1 A newly hired teacher who has not previously taught in a high-priority district, a one (1) time one-time signing bonus of four thousand dollars (\$4,000) five thousand dollars (\$5,000) for the first year of service in the district to be paid upon completion of the full year of teaching.

4.01.2 A newly hired teacher who meets the requirements of Section 4.01.1 of these rules, who continues to teach in the same high-priority district and who completes the second full year of contracted teaching obligations, a new teacher bonus in the amount of three thousand dollars (\$3,000) four thousand dollars (\$4,000).

4.01.3 A teacher who meets the requirements of Sections 4.01.1 and 4.01.2 of these rules, who continues to teach in the same high- priority district and who completes the third full year of contracted teaching obligations, a new teacher bonus in the amount of three four thousand dollars (\$3,000) (\$4,000).

4.01.4 A teacher who meets the requirements of Sections 4.01.1 through 4.01.03 of these rules, who enters the fourth or subsequent year of service with the same high-priority district or begins employment with a high-priority district other than the high-priority district where he or she was employed when he or she received any bonuses pursuant to Sections 4.01.1 through 4.01.3 above shall receive a retention bonus in the amount of two thousand dollars (\$2,000) three thousand dollars (\$3,000) for the fourth and each subsequent complete year of service in the high-priority district to be paid at the end of the school year after completing all contractual obligations

4.01.5 A teacher employed in a high priority district who does not meet the requirements of Sections 4.01.1 through 4.01.3 of these rules, shall receive a retention bonus in the amount of two thousand dollars (\$2,000) three thousand dollars (\$3,000) for each complete year of service in the high-priority district to be paid at the end of the school year after completing all contractual obligations.

- 4.02 The Superintendent of the high-priority district where the teacher is employed shall certify in writing to the Department that the teacher has completed all contractual obligations for the school year. The Superintendent shall submit such certification information for applicable teachers to the Department no more than twenty-one (21) calendar days after

the end of the high-priority district's school year.

- 4.03 No teacher is entitled to any incentives outlined in Section 4.01 above unless the teacher has fulfilled all contractual obligations for the current school year.
- 4.04 Any bonus pay awarded to an eligible, full time equivalent teacher who does not work the entire school year shall be pro-rated based on the portion of the school year that the eligible teacher was employed by the high- priority district.) If the funds appropriated and available for the payment of the bonuses under this section are insufficient to pay the maximum bonus amounts to each qualifying teacher, the Department of Education shall distribute the available funding to qualified teachers on a pro rata basis.
- 4.05 The bonus amounts provided under this section are the maximum amounts to be paid to qualifying teachers in high-priority districts, and are subject to the appropriation and availability of funding for the payment of the bonuses.

5.0 Documentation

- 5.01 Beginning in 2007-2008, the Department shall issue by September 1 of each year a list of the high priority districts in which eighty percent (80%) or more of the public school students are eligible for the free or reduced-price lunch program under the National School Lunch Act and that had a three-quarter average daily membership in the previous year of one thousand (1,000) or fewer students.
- 5.02 Beginning in 2007-2008, the Free and Reduced Price Meal calculation shall be based on the list of eligible students in a district as verified by the Child Nutrition Unit of the Department based on the October 1 list of eligible for grades K-12 for the previous school year.
- 5.03 The determination of eligibility for high priority district designation in annexed or consolidated districts is made based on the combination of enrollment, average daily membership and free and reduced price meal calculations for the two or more districts that were annexed or consolidated.
- 5.04 Beginning in 2007-2008, high priority districts shall notify the Department on forms provided by the Department, and identify all eligible teachers employed at the high priority district for the current school year. The district shall list teachers who were not employed by the high priority district during the previous school year and teachers employed the previous school year who continue to be employed for the current school year.
- 5.05 Upon receipt of the form from each high priority district and the written certification from the Superintendent required by Section 4.02 of these rules, the Department shall distribute the funds to the districts who will distribute the appropriate bonuses to the teachers employed by the high priority districts.
- 5.06 Districts will be responsible for the payment of all matching benefit payments.

6.00 Monitoring of Program

- 6.01 It shall be the responsibility of each high- priority district to monitor the incentive bonus distribution in their district and provide data to the Arkansas Department of Education.

6.02 The Arkansas Department of Education's Teacher Recruitment and Retention Unit will collect the data and monitor the total program for the state.