



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA STATE BOARD OF EDUCATION

October 14, 2013

Arkansas Department of Education

ADE Auditorium

9:00 AM

 [Back](#)  [Print](#)

Reports

Report-1 Chair's Report

Presenter: Brenda Gullett

Report-2 Commissioner's Report

Presenter: Dr. Tom Kimbrell

Report-3 Update on Common Core State Standards, PARCC and School Improvement

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

Presenter: Dr. Megan Witonski

Report-4 2013 AAIMS Report

Dr. Ken James will provide an overview of the 2013 AAIMS results.

Presenter: Dr. Ken James, President of AAIMS, and Lynn Harrison, Program Manager of AAIMS

Report-5 34th Arkansas Governor's School

Lyle Rupert, Director of Arkansas Governor's School, will report on the success of the 34th Arkansas Governor's School, which was held this summer at Hendrix College.

Presenter: Dr. Megan Witonski and Lyle Rupert

Report-6 Report on Act 1280

Presenter: Cathi Swan and Dr. Megan Witonski

Consent Agenda

C-1 Minutes - September 9, 2013

Presenter: Deborah Coffman

C-2 Review of Loan and Bond Applications

Pursuant to Arkansas Code Annotated § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refunding 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: Commercial Bonds – 6- 2ndLien – Recommend

Approval; 5- Voted – Recommend Approval

Presenter: *Cindy Hollowell and Amy Woody*

C-3 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

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

Presenter: *John Hoy and Willie Morris*

C-4 Newly Employed, Promotions and Separations

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

Presenter: *Dr. Karen Walters and Clemetta Hood*

C-5 Waivers Request for the Month of October

Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309. Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 251 school districts covering a total of 913 waivers. There were also requests for long-term substitutes from 39 school districts requesting a total of 51 waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed, and either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: *Dr. Karen Walters*

C-6 Report on the Cross County Elementary Technology Academy Class Size Waiver

On October 8, 2012, the State Board of Education considered an amendment request from the Cross County School District to waive the K-grade 6 class size standards from 10.02, 10.02.2, 10.02.3 and 10.02.4 of the Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation. The waiver for the Cross County Elementary Technology Academy was approved for a period of two years with the stipulations that no class exceed the maximum allowed in the ADE Rules Governing Standards for Accreditation by more than five students and that a report be provided to the Commissioner of Education in September 2013 to be shared with the State Board of Education at its October 2013 meeting. This report discusses the use of the class size waiver and provides an update on construction in the district.

Presenter: *Mary Perry*

C-7 Consideration of the Recommendation of the Professional Licensure Standards

Board for Suspension of License for Three (3) Years, Drug and Alcohol Rehabilitation Treatment, and a Fine of \$100 for Case #13-011 – Justin Blake Gregory

The Professional Licensure Standards Board's Ethics Subcommittee is recommending suspension of the teaching license of Justin Gregory for three (3) years and a fine of \$100. Mr. Gregory will be monitored in a drug and alcohol treatment center with the suspension of his license being lifted upon receipt of a statement from a licensed counselor, psychologist, psychiatrist, or clinical social worker whose practice or specialization is in drug and alcohol treatment, that he has successfully completed rehabilitative treatment and that his presence will not pose a safety threat to students for violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Mr. Gregory was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, July 18, 2013, but failed to respond. The timeline for any hearing has now passed.

Presenter: Michael Smith

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of License for One (1) Year and a fine of \$75 for Case 13-070 – James Eric Cannon

The Professional Licensure Standards Board's Ethics Subcommittee is recommending Probation of the License of James Eric Cannon for one (1) year and a fine of \$75 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Cannon was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, July 18, 2013, and has accepted the Ethics Subcommittee recommendation.

Presenter: Michael Smith

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Suspension of License for Two (2) Years and a Fine of \$100 for Case #13-114 – Rhett Alan Kelley

The Professional Licensure Standards Board's Ethics Subcommittee is recommending suspension of the teaching license of Rhett Kelley for two (2) years and a fine of \$100 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Kelley was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, September 19, 2013, and has accepted the Ethics Subcommittee recommendation through an email from his attorney.

Presenter: Michael Smith

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #13-113 – Melville H. Hall

The Professional Licensure Standards Board's Ethics Subcommittee is recommending a written reprimand and a fine of \$50 for Melville H. Hall for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Hall was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, August 19, 2013, but failed to respond. The timeline for any hearing has now passed.

Presenter: Michael Smith

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning for Case #13-128 – Irma White

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

classroom. Ms. White was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, August 19, 2013, and has accepted the Ethics Subcommittee recommendation.

Presenter: Michael Smith

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of License for Two (2) Years and a Fine of \$75 for Case 13-137 – Bonnie Gail Moody

The Professional Licensure Standards Board's Ethics Subcommittee is recommending Probation of the License of Bonnie Moody for two (2) years and a fine of \$75 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Ms. Moody was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, July 19, 2013, and has accepted the Ethics Subcommittee recommendation.

Presenter: Michael Smith

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of License for Three (3) Years and a fine of \$75, as well as Social Media Training for Case 13-142 – Sean Roberts Ryan

The Professional Licensure Standards Board's Ethics Subcommittee is recommending probation of the license of Sean Ryan for three (3) years and a fine of \$75, as well as, training in the appropriate use of social media for educators in the ethics training portion of Arkansas IDEAS for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Ryan was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, August 19, 2013, and has accepted the Ethics Subcommittee recommendation.

Presenter: Michael Smith

C-14 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #13-157 – James Robert Wilson

The Professional Licensure Standards Board's Ethics Subcommittee is recommending a written reprimand and a fine of \$50 for James Wilson for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Wilson was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, August 19, 2013, and has accepted the Ethics Subcommittee recommendation.

Presenter: Michael Smith

C-15 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #T13-004 – Marcia Lynn Scott

The Professional Licensure Standards Board's Ethics Subcommittee is recommending a written reprimand and a fine of \$50 for Marcia Scott for violation of 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. Ms. Scott was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, August 16, 2013, and has accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-16 Consideration of the Recommendation of the Professional Licensure Standards

Board for a Written Reprimand and a fine of \$50 for Case #T13-009 – Carolyn Rae Johnson

The Professional Licensure Standards Board's Ethics Subcommittee is recommending a written reprimand and a fine of \$50 for Carolyn Johnson for violation of 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. Ms. Johnson was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, August 16, 2013, and has accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-17 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning and Training on Proper Testing Procedures for Case #T13-010 – Paulette Hurt

The Professional Licensure Standards Board's Ethics Subcommittee is recommending a written warning and training on proper testing procedures for Paulette Hart for violation of 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. Ms. Hurt was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, August 16, 2013, but failed to respond. The timeline for any hearing has now passed.

Presenter: Michael Smith

C-18 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning for Case #T13-014 – Robin Leann Tate

The Professional Licensure Standards Board's Ethics Subcommittee is recommending a written warning for Robin Leann Tate for violation of 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. Ms. Tate was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, August 16, 2013, but failed to respond. The timeline for any hearing has now passed.

Presenter: Michael Smith

C-19 Consideration of Voluntary Surrender of Arkansas Educator's License – Case # 13-179 – Nicholas Wayne Wooster

Nicholas Wayne Wooster surrendered his teaching license as evidenced by his signed consent form. Arkansas law does not provide for the mere surrender of a license. As a result, the board's acceptance of the surrender of his license will result in its permanent revocation.

Presenter: Michael Smith and Cheryl Reinhart

Action Agenda

A-1 Embedded Courses for schools in the New Tech Network

Act 421 of 2013 allows curriculum frameworks from two (2) separate courses to be taught in a single course, known as a combined or embedded course. Several school districts made application to the Curriculum and Instruction Unit for approval of the combined or embedded course and assured in writing that the curriculum frameworks for both courses will be fully taught in the combined or embedded course. Department staff respectfully requests the Board approve the

embedded courses for Oral Communication with English 9/10, understanding that when the curriculum frameworks for either of the courses is revised, a new course approval request must be submitted and approval must be requested at that time from the Board.

COHORT I (Began 2011-12)

Cross County High School

Lincoln High School

COHORT II (Began 2012-13)

Arkadelphia High School

Dumas High School

El Dorado High School

Highland High School

Hope High School

Marked Tree High School

Riverview High School

Van Buren High School

COHORT III (Began 2013-14)

Blytheville High School

Hillcrest High School

Trumann High School

Rogers New Technology High School

Presenter: *Dr. Tracy Tucker*

A-2 **Consideration for Public Comment: Repeal of Rules and Regulations for Teacher Evaluation**

The Department recommends the repeal of the Rules and Regulations for Teacher Evaluation, as the rules have been replaced and superseded by the Rules Governing the Teacher Excellence and Support System. The Department staff respectfully requests that the State Board authorize the release of the proposed repeal of the rules for public comment.

Presenter: *Cheryl Reinhart*

A-3 **Consideration for Final Approval: Proposed Rules Governing Nontraditional Licensure Programs**

The Department recommended changes to the Arkansas Department of Education Rules Governing Nontraditional Licensure Programs are made to implement Acts 413 and 454 of the 2013 Regular Session of the Arkansas General Assembly, and to update other provisions. The State Board released the proposed rules for public comment on August 12, 2013. A public hearing was held August 27, 2013. Department staff received public comments on the proposed rules and after careful consideration of the public comments made revisions to the proposed rules. The Department staff respectfully requests the State Board give its final approval to the proposed rules.

Presenter: *Cheryl Reinhart*

A-4 **Consideration for Final Approval: Proposed Rules Governing Background Checks and Licensure Revocation**

The Department recommended changes to the Arkansas Department of Education Rules Governing Background Checks and Licensure Revocation to implement Act 455 of the 2013 Regular Session of the Arkansas General Assembly, to update other provisions, and to streamline the rules and for clarity. The State Board released the

proposed rules for public comment August 12, 2013. A public hearing was held August 27, 2013. Department staff received public comments on the proposed rules and after careful consideration of the public comments made revisions to the proposed rules. The Department staff respectfully requests the State Board give its final approval to the proposed rules.

Presenter: Cheryl Reinhart

A-5 Consideration for Final Approval: Proposed Rules Governing Professional Development

The Department recommended changes to the Arkansas Department of Education Rules Governing Nontraditional Licensure Programs are made to implement Acts 413 and 454 of the 2013 Regular Session of the Arkansas General Assembly, and to update other provisions. The State Board released the proposed rules for public comment on August 12, 2013. A public hearing was held August 27, 2013. Department staff received public comments on the proposed rules and after careful consideration of the public comments made revisions to the proposed rules. The Department staff respectfully requests that the State Board give its final approval to the proposed rules.

Presenter: Cheryl Reinhart

A-6 Consideration for Public Comment: Proposed Revisions to the Arkansas Department of Education and Arkansas State Board of Nursing Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering from Diabetes

Act 1232 of 2013 amended Ark. Code Ann. § 17-87-103 regarding the administration of glucagon by trained volunteer school personnel. Revisions to these rules include the necessary changes as the result of Act 1232. Department staff respectfully requests the State Board approve these proposed revisions for public comment.

Presenter: Kendra Clay

A-7 Consideration for Public Comment: Proposed Rules Governing the Code of Ethics for Arkansas Educators

The Department recommends changes to the Rules Governing the Code of Ethics for Arkansas Educators adopted by the Professional Licensure Standards Board to revise the wording of Standard 2 and its accompanying guideline, revise Standard 6 and create a new Standard 7 out of the former Standard 6 and revise the wording of the accompanying guidelines, and renumber and revise the wording and accompanying guideline of Standard 8. The changes also implement a technical change in Act 454 of the 2013 Regular Session and new provisions in the Code of Ethics under Act 1323. The allegation of violation form is attached as an appendix to the rules. The Department staff respectfully requests the State Board authorize the release of the proposed rules for public comment.

Presenter: Cheryl Reinhart

A-8 Hearing on Waiver Request for Teaching License – Karen Donnell Kloss

Karen Donnell Kloss is a licensed educator. On August 28, 2013, the Department advised Ms. Kloss that a background check revealed an offense that disqualifies her for a teaching license. The state board shall not issue a first-time license nor renew an existing license and shall revoke any existing license not up for renewal of a person who has pled guilty or nolo contendere to or has been found guilty of a disqualifying offense listed in Ark. Code Ann. § 6-17-410(c). Ms. Kloss was found guilty of, pled guilty to or pled nolo contendere to a disqualifying offense in 2000. Ms. Kloss has requested a waiver of the disqualifying offense, and is represented by attorney Greg Alagood.

Presenter: Cheryl Reinhart

A-9 Hearing on Waiver Request for Teaching License – Varna Ray Penix

Varna Ray Penix has requested a waiver of the grounds for denial of his application for a teaching license by reciprocity. The state board shall not issue a first-time license nor renew an existing license and shall revoke any existing license not up for renewal of a person who has pled guilty or nolo contendere to or has been found guilty of a disqualifying offense listed in Ark. Code Ann. § 6-17-410(c). Mr. Penix was notified on June 3, 2013, that his background check revealed a disqualifying offense. However, on June 13, 2013, a teaching license was issued to Mr. Penix in error and rescinded on August 22, 2013. On August 22, 2013, Mr. Penix requested a hearing before the State Board to seek a waiver of the offense. Mr. Penix represents himself.

Presenter: Cheryl Reinhart

A-10

Consideration of the Recommendation of the Professional Licensure Standards Board for a One-Year Probation and Fine of \$75 for Case # 13-099 – Lori Michelle Butler

Lori Michelle Butler is a licensed educator. The Professional Licensure Standards Board Ethics Subcommittee is recommending the probation of Ms. Butler's license for one (1) year and the assessment of a fine of fifty dollars (\$50.00) for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Ms. Butler was notified of the Professional Licensure Standards Board's recommendation by certified mail and regular mail dated May 21, 2013. Ms. Butler accepted the recommendations of the PLSB Ethics Subcommittee on June 7, 2013. Ms. Butler's case came before the State Board as a consent agenda item on August 12, 2013; the State Board removed the item from the consent agenda and requested that it be placed on the action agenda for a hearing.

Presenter: Cheryl Reinhart

A-11

Proposed Broadband Resolution

Proposed Broadband Resolution

Presenter: Dr. Tom Kimbrell

Minutes
State Board of Education Meeting
Monday, September 9, 2013

The State Board of Education met Monday, September 9, 2013, in the auditorium of the Department of Education building. Chair Brenda Gullett called the meeting to order at 9 a.m.

Present: Brenda Gullett, Chair; Sam Ledbetter, Vice-Chairman; Alice Mahony; Dr. Jay Barth; Mireya Reith; Vicki Saviers; Toyce Newton; Diane Zook; Dr. Tom Kimbrell, Commissioner; and Alexia Weimer, Teacher of the Year

Absent: Joe Black

Reports

ATOY Announcement

Teacher of the Year, Ali Weimer, announced the Arkansas Teacher of the Year (ATOY) ceremony would be held Monday, September 16, 2013, in the Old Supreme Court Meeting Room of the State Capitol from 10:00a.m. -11:00a.m. Ms. Weimer recognized the sixteen regional finalists: Christina Bishop, Tami Blair, Donna Boyd, Holly Brown, Jonathan Crossley, Lisa Gray, Julie Hilton, Sue Johnston, Debra Lamb, Kimberly Luellen, Laura Place, Ashlee Roberts, Misty Russell, Hollie Thielemier, Jenny Tucker, and Waynetta Villines.

Chair's Report

No report.

Commissioner's Report

Commissioner Kimbrell announced the sixteen finalists for Arkansas Teacher of the Year would receive \$1000 each from ATOY sponsors.

Informational Update on Common Core State Standards, PARCC and School Improvement

Assistant Commissioner Dr. Megan Witonski following up on a previous question from the Board explained Dr. Denise Airola recently conducted a survey about Common Core State Standards. The Division of Learning Services will meet later in the week to utilize this data and work on a communications plan. The state continues to implement LDC/MDC with English, Science, Social Studies,

Career Education, Algebra I and Geometry teachers. On August 19, 2013, PARCC released sample test items for ELA and Math. Dr. Witonski recognized the Student Assessment Unit and Melody Morgan, Director, for their work in preparation for the PARCC assessment. Districts have been identified and notified of random sample field-testing, Spring 2014.

Ms. Newton requested a packet of information/communication regarding CCSS and PARCC.

Consent Agenda

The Board discussed Consent Items C-3, C-5, C-6, C-7, C-8, C-9, C-10, C-11, C-13, C-17, C-18, C-22, and C-23.

Dr. Barth moved, seconded by Ms. Mahony, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - August 12, 2013
- Minutes - August 16, 2013 Special Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- New Hires, Promotions, and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309
- 2013 Education Service Cooperative Evaluation Report
- Consideration of Approval of Education Service Cooperatives' Annual Report
- 2013 Home School Report
- Recommendation for Adoption of Professional Learning Standards
- Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning for Case # 13-101B – Jimmy Jester
- Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of the Educator's License for one (1) year and a Fine of \$75 for Case # 13-105 – James Christopher Holt
- Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of the Educator's License for one (1) year and a Fine of \$75 for Case # 13-108 – Michael Wayne Manning
- Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #13-126 – Tonquion Brock, Jr.
- Consideration of Voluntary Surrender of Arkansas Educator's License – Monica Lee Teel – PLSB Case #12-075

- Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case # 13-062 – Carol Latina-Smith
- Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of the Educator’s License for three (3) years and a fine of \$75 for Case #13-065 – Patricia Ann Perusich
- Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #13-039 – Patricia Ann Perusich
- Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of the Educator’s License for one (1) year and a Fine of \$75 for Case # 13-092 – Kcristii Dawn Record
- Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning for Case # 13-101A – Adam Simmons
- Consideration of the Recommendation of the Professional Licensure Standards Board for Written Warning for PLSB Case #T13-005 – Rhonda Gipson
- Consideration of Voluntary Surrender of Arkansas Educator’s License – Case # 13-147 – Thomas McDonald
- Consideration of Voluntary Surrender of Arkansas Educator’s License – PLSB Case #13-056 - Rowdy Cooper

Action Agenda

Consideration for Approval of Embedded Courses- Elkins High School – Oral Communication and English 9; Bigelow High School – Oral Communication and English 10

Dr. Tracy Tucker, Director of Curriculum and Instruction, stated Act 421 of 2013 allows curriculum frameworks from two (2) separate courses to be taught in a single course, known as a combined or embedded course. Several school districts made application to the Curriculum and Instruction Unit for approval of the combined or embedded course and assured in writing that the curriculum frameworks for both courses will be fully taught in the combined or embedded course. Department staff requested the Board approve the embedded courses as listed below, understanding that when the curriculum frameworks for either of the courses are revised, a new course approval request must be submitted and approval requested from the Board.

- Elkins High School – Oral Communication and English 9
- Bigelow High School – Oral Communication and English 10

Ms. Mahony moved, seconded by Ms. Reith, to approve Embedded Courses for Elkins High School – Oral Communication and English 9 and Bigelow High School – Oral Communication and English 10. The motion carried unanimously.

Consideration for Final Approval: Revision of the Arkansas Department of Education Rules Governing Special Education and Related Services, Due Process

Courtney Salas-Ford, attorney for the Special Education Unit of the Arkansas Department of Education, stated amendments to § 300.154(d) of the federal regulations implementing the Individuals with Disabilities Education Act (IDEA) were published in the Federal Register, February 14, 2013. Revision of the State Rules is necessary to achieve compliance with the new federal requirements. On July 8, 2013, the State Board of Education approved the proposed revision for a public comment period. A public hearing was held August 12, 2013 and the public comment period expired August 16, 2013. Department staff received public comments on the proposed rules and after careful consideration of the public comments made no revision to the proposed rules. Department staff requested the State Board give its final approval to the proposed revision.

Ms. Zook moved, seconded by Ms. Saviers, to approve Revision of the Arkansas Department of Education Rules Governing Special Education and Related Services, Due Process. The motion carried unanimously.

Consideration for Final Approval: District Conversion and Limited Public Charter School Application

Ark. Code Ann. § 6-23-201 requires the State Board to adopt an application form for those wishing to apply to open a district conversion or limited public charter school. The State Board approved the application for public comment on July 8, 2013. A public hearing was held on July 30, 2013. No oral or written comments were received. Department staff requested the State Board give final approval to the proposed application.

Dr. Barth moved, seconded by Ms. Newton, to approve the District Conversion and Limited Public Charter School Application. The motion carried unanimously.

Consideration for Final Approval: Rules Governing Educator Licensure

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart stated the Department recommended changes to the Rules Governing Educator Licensure to implement Acts 413, 454, 455, 969, and 1073 of the Regular Session of the Arkansas General Assembly, to update the sections concerning mentoring, and make corrections to Appendix A – Levels and Areas of Licensure. The State Board released the proposed rules for public comment July 8, 2013. A public hearing was held July 30, 2013. The public comment period expired

August 16, 2013. Department staff received public comments on the proposed rules and after careful consideration of the public comments, made revisions to the proposed rules. Department staff requested the State Board give its final approval to the proposed rules.

Ms. Reith moved, seconded by Ms. Saviers, to approve the Rules Governing Educator Licensure. The motion carried unanimously.

Consideration for Emergency Adoption: Arkansas Department of Education Emergency Rules Governing the Digital Learning Act of 2013

Department Legal Counsel Jeremy Lasiter stated Act 1280 of 2013 established the Digital Learning Act of 2013. Act 1280 of 2013 provides for the expansion of digital learning opportunities to Arkansas public school students. The act requires the Department of Education to promulgate rules to administer a digital learning pilot program for the 2013-2014 school year. Department staff requested the Board grant emergency adoption to the proposed rules.

Ms. Zook moved, seconded by Ms. Saviers, to approve for Emergency Adoption: Arkansas Department of Education Emergency Rules Governing the Digital Learning Act of 2013. The motion carried unanimously.

The Board considered A-6 and A-8 together.

A-6 Consideration for Public Comment: Arkansas Department of Education Rules Governing the Digital Learning Act of 2013

Department Legal Counsel Jeremy Lasiter stated Act 1280 of 2013 established the Digital Learning Act of 2013. Act 1280 of 2013 provides for the expansion of digital learning opportunities to Arkansas public school students. The act requires the Department of Education to promulgate rules to administer a digital learning pilot program for the 2013-2014 school year. Department staff requested the State Board of Education approve the proposed rules for public comment.

The Board requested a strategic plan for digital learning to include goals, actions, timeline, and responsibilities. Dr. Kimbrell asked Dr. Witonski and Mr. Boardman to work on this plan together. This topic was added to the Board's future work session topics. Dr. Barth asked comments related to these rules be included in the public comment.

A-8 Consideration for Public Comment: Proposed Revisions to the Arkansas Department of Education Rules Governing School District Educational Excellence Trust Fund

Acts 1138 and 1278 of 2013 amended Arkansas law related to Educational Excellence Trust Funds. Additionally, the current version of the Arkansas Department of Education Rules Governing School District Educational Excellence Trust Funds has not been revised since 1996. The State Board approved these revisions for public comment on July 8, 2013. One public comment was received. Additional revisions to the rule were made based on the public comment. Department staff requested the State Board approve the proposed rules for a second public comment period.

Dr. Barth moved, seconded by Mr. Ledbetter, to approve (A-6) for Public Comment: Arkansas Department of Education Rules Governing the Digital Learning Act of 2013 and (A-8) for Public Comment: Proposed Revisions to the Arkansas Department of Education Rules Governing School District Educational Excellence Trust Fund. The motion carried unanimously.

Consideration for Public Comment: Proposed Revisions to the Arkansas Department of Education Rules Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members, and Other Parties

Act 608 of 2013 amended Ark. Code Ann. § 6-24-101 et seq. relating to ethical prohibitions for administrators, board members, and employees. Revisions to these rules include the necessary changes based on Act 608 of 2013. Department staff requested the State Board approve these proposed revisions for public comment.

Ms. Newton moved, seconded by Ms. Saviers, to approve for Public Comment: Proposed Revisions to the Arkansas Department of Education Rules Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members, and Other Parties. The motion carried unanimously.

Consideration for Approval: Community Advisory Boards

The Pulaski County Special School District and the Helena-West Helena School District remain in fiscal distress. Both districts remain under state authority. Act 600 of 2013 allows the Commissioner of Education, with the approval of the State Board of Education, to appoint a Community Advisory Board of either five (5) or seven (7) members to serve under the supervision and direction of the Commissioner of Education. The members of the Community Advisory Board shall be residents of the school district(s) and shall serve on a voluntary basis without compensation. The Department of Education shall provide the board with technical assistance and training in, at a minimum, the areas required in Ark. Code Ann. § 6-13-629.

The duties of the Community Advisory Board include: (1) meeting monthly during a regularly scheduled public meeting with the state-appointed administrator regarding the progress of the school district toward correcting all issues that caused the classification of fiscal distress; (2) seeking community input from the patrons of the school district regarding the progress of the public school or school district toward correcting all issues that caused the classification of fiscal distress; (3) conducting hearings and making recommendations to the Commissioner of Education regarding personnel and student discipline matters under the appropriate district policies; (4) working to build community capacity for the continued support of the school district; and (5) submitting quarterly reports to the Commissioner of Education and State Board of Education regarding the progress of the school district toward correcting all issues that caused the classification of fiscal distress.

The members of the Community Advisory Board shall serve at the pleasure of the Commissioner of Education until: (1) the school district is returned to local control and a permanent board of directors is elected and qualified; or (2) the State Board of Education annexes, consolidates, or reconstitutes the school district under the laws of the State of Arkansas.

Commissioner Kimbrell requested approval for the appointment of members to the Community Advisory Boards for the Pulaski County Special School District and the Helena-West Helena School District.

Mr. Daniel Gray, representing Zone 1; Miss Tjuana Byrd, representing Zone 2; Mrs. Margie Snider, representing Zone 4; Mrs. Lindsey Gustafson, representing Zone 5; Dr. Julian McMurray, representing Zone 6; and Ms. Susie Marks, representing Zone 7; were appointed to the PCSSD Community Advisory Board. Zone 3 position remained vacant.

Dr. Steven Murray, representing Zone 1; Mr. Doug Friedlander, representing Zone 2; Mr. Lynn Boone, representing Zone 4; Mrs. Betty Hendrix, representing Zone 5; and Mr. Nathan Bagley, representing Zone 7; were appointed to the Helena-West Helena Community Advisory Board. Zone 3 and Zone 6 positions remained vacant.

Arkansas School Boards Association (ASBA) will provide training to these members.

Ms. Saviers moved, seconded by Ms. Newton, to approve the Community Advisory Boards for PCSSD and Helena-West Helena Districts and to give Dr. Kimbrell the latitude to fill the vacant positions quickly. The motion carried unanimously.

The Board combined A-10 and A-11.

A-10 Report from Vilonia Academy of Service Learning and Technology

In accordance with the stipulation of the three-year district conversion charter renewal granted to the Vilonia Academy of Service Learning and Technology by the State Board of Education, April 10, 2012, representatives of the charter, Debbie Knowles and Susan Loyd, presented the Board with a plan describing the ways in which service learning is incorporated throughout the Vilonia School District.

A-11 Report from Vilonia Academy of Technology

In accordance with the stipulation of the three-year district conversion charter renewal granted to the Vilonia Academy of Technology by the State Board of Education, April 10, 2012, representatives of the charter, Debbie Knowles and Susan Loyd, presented specific information about instructional methods and student achievement.

The Board thanked the presenters for the presentation.
The Board took no action on A-10 or A-11.

Consideration of the Recommendation of the Professional Licensure Standards Board for Suspension of License for Nonpayment of Fine in Case # 13-045, Jonathan Michael Gosdin

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart stated Jonathan Michael Gosdin is a licensed educator. On May 13, 2013, the State Board gave Jonathan Michael Gosdin two (2) years probation and assessed a fine of \$75 in this case. The Professional Licensure Standards Board's Ethics Subcommittee recommended the suspension of the teaching license of Jonathan Michael Gosdin for failure to pay the \$75 fine assessed against him. The State Board may suspend an educator's license for nonpayment of a fine or failure to comply with sanctions imposed as the result of a violation of the Code of Ethics for Arkansas Educators until the educator has complied in full with all applicable sanctions imposed under the authority of Arkansas Administrative Procedures Act Ark. Code Ann. § 25-15-217(d) and the Rules Governing the Code of Ethics for Arkansas Educators. Mr. Gosdin was first notified of the fine June 11, 2013. On August 14, 2013, Mr. Gosdin was notified by certified mail and regular mail the Professional Licensure Standards Board would recommend his license be suspended and not renewed until the fine is paid. Mr. Gosdin has not responded or paid the fine.

Ms. Newton moved, seconded by Ms. Zook, to approve the recommendation of the Professional Licensure Standards Board for Suspension of License for

Nonpayment of Fine in Case # 13-045, Jonathan Michael Gosdin. The motion carried unanimously.

A-13 Consideration of the Recommendation of the Professional Licensure Standards

A-13 was removed from the agenda.

Consideration of Request for Reduced Sanction in PLSB Case #11-063, Tara Chantelle Kegley

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart stated Tara Chantelle Kegley is a licensed educator. On November 14, 2011, the State Board of Education suspended the teaching license of Ms. Kegley for three (3) years, assessed a fine of \$100, and ordered counseling and rehabilitation. Ms. Kegley has completed two (2) years of the suspension and the remaining conditions under the order. She has requested a hearing before the State Board to consider reducing the suspension to the two (2) years completed. Tara Kegley represented herself.

Mr. Ledbetter moved, seconded by Ms. Zook, to approve the request for reduced sanction in PLSB Case #11-063, pending clearance of a background check for Tara Chantelle Kegley. The motion carried unanimously.

A-15 Hearing on Waiver Request for Teaching License – Brittany Burns

A-15 was removed from the agenda.

Hearing on Waiver Request by a Pre-service Teacher – Kayla Nicole Deere

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart stated Kayla Nicole Deere is a pre-service teacher seeking employment for her internship. The State Board shall not issue a first-time license nor renew an existing license and shall revoke any existing license not up for renewal of a person who has pled guilty, or nolo contendere to, or has been found guilty of a disqualifying offense listed in Ark. Code Ann. § 6-17-410(c). Under Act 455 of 2013, a pre-service teacher may request a waiver of the disqualifying offense and Ms. Deere requested a hearing for that purpose. Ms. Deere represented herself.

Mr. Ledbetter moved, seconded by Ms. Newton, to approve the waiver request for pre-service teacher– Kayla Nicole Deere. The motion carried unanimously.

The Board encouraged all patrons to vote in the upcoming School Board elections.

Adjournment

The meeting adjourned at 12:21 p.m.

Minutes recorded by Deborah Coffman.

Section 1
Second Lien Bonds

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

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

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

**STATE BOARD OF EDUCATION MEETING
OCTOBER 14, 2013
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

6 2nd Lien	\$	20,675,000.00
<hr/>		<hr/>
6	\$	20,675,000.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Bald Knob	White	1,265.48	\$1,045,000	8.69%	\$10,549,517	Financing the following partnership projects: replacing the roof at the elementary school (\$400,000) and utility upgrades (\$275,000) and the following non-partnership project: renovate the auditorium (\$325,000); and cost of issuance and underwriter's discount allowance (\$45,000). Any remaining funds will be used for other capital projects and equipment purchases.
East Poinsett County	Poinsett	708.40	\$645,000	6.81%	\$2,205,919	Renovations to the existing gym (\$615,070) and cost of issuance and underwriter's discount allowance (\$29,930) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Greenland	Washington	775.75	\$735,000	9.39%	\$7,656,059	Making additions and renovations to existing athletic facilities (\$702,010) and cost of issuance and underwriter's discount allowance (\$32,990) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Marion	Crittenden	4,102.88	\$10,270,000	13.86%	\$46,231,432	Funding the District's portion of the following non-partnership project: constructing and equipping a new arts center (\$10,000,000) and cost of issuance and underwriter's discount allowance (\$270,000) with any remaining funds to be used for other renovations and/or equipment purchases.
Melbourne	Izard	869.11	\$2,070,000	12.27%	\$8,705,000	Funding the District's portion of the following partnership project: constructing and equipping of a new K-6 school building (Project #1314-3302-001) (\$2,000,000) and cost of issuance and underwriter's discount allowance (\$70,000). Any remaining funds will be used for other renovations and/or equipment purchases.

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Quitman	Cleburne	642.07	\$5,910,000	5.34%	\$9,490,169	Funding the following non-partnership projects: constructing and equipping a new auditorium/gymnasium (\$5,500,000), constructing and equipping a parking lot (\$250,000); and cost of issuance and underwriter's discount allowance (\$160,000). Any remaining funds will be used for other capital projects and/or equipment purchases.

Section 2 Voted Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1201 states the following:

A school district may borrow money and issue negotiable bonds to repay borrowed moneys from school funds for: building and equipping school buildings; making additions and repairs to school buildings; purchasing sites for school buildings; purchasing new or used school buses; refurbishing school buses; providing 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 paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided by law.

**STATE BOARD OF EDUCATION MEETING
OCTOBER 14, 2013
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

5 Voted	\$	42,865,000.00
<hr/>		<hr/>
5	\$	42,865,000.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Blevins	Hempstead	502.77	\$2,240,000	7.05%	\$2,240,000	Refunding the outstanding bonded indebtedness dated June 1, 2003 and November 1, 2006 (\$1,035,000); funding the District's portion of the partnership project related to construction, renovation and equipping of the agricultural building Project #1314-2901-500 (\$885,000); acquiring school buses (\$250,000); and cost of issuance and underwriter's discount allowance (\$70,000). Any remaining funds will be used for other capital improvement projects and/or equipment purchases.
Fayetteville	Washington	9,091.32	\$17,105,000	13.55%	\$182,958,495	Erecting and equipping new school facilities and making additions and improvements to existing facilities (\$16,720,000) and cost of issuance and underwriter's discount allowance (\$385,000).
Flippin	Marion	807.67	\$6,165,000	8.42%	\$8,525,214	Building and equipping a new elementary school (\$6,000,000) and cost of issuance and underwriter's discount allowance (\$165,000). Any remaining funds will be used for other capital projects and equipment purchases.
Hazen	Prairie	645.76	\$6,155,000	9.00%	\$6,179,039	Refunding the District's outstanding November 1, 2003 bond issue (\$580,000); constructing and equipping of the K-12 additions (1314-5903-038) which includes the following projects: a gymnasium/auditorium including an area for the band/choir (\$3,600,000), classroom building "A" including a safe room (\$1,000,000); constructing and equipping offices at the high school building (\$705,000) and demolition of older buildings (\$105,000); and cost of issuance and underwriter's discount allowance (\$165,000). Any remaining funds will be used for other capital projects and equipment purchases.

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Malvern	Hot Spring	2,141.13	\$11,200,000	8.42%	\$16,260,456	Refunding the April 1, 2008 bond issue (\$7,900,000); constructing and equipping the following partnership program project; a new multipurpose center (project #1314-3004-003) (\$3,000,000); and cost of issuance and underwriter's discount allowance (\$300,000). Any remaining funds will be used for other capital projects and equipment purchases.

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

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

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

- A. As of August 31, 2013, State Foundation Funding payments paid for FY 13/14 totaled \$5,604,941 to LRSD, \$3,347,394 to NLRSD, and \$4,067,023 to PCSSD.
- B. As of August 31, 2013, the Magnet Operational Charge paid for FY 13/14 totaled \$14,296,899. The allotment for FY 13/14 was \$14,296,899.
- C. As of August 31, 2013, the M-to-M incentive checks paid for FY 13/14 totaled \$403,709 to LRSD, \$411,823 to NLRSD, and \$1,060,695 to PCSSD.
- D. ADE pays districts three equal installments each year for their transportation budgets.
 - 1. In November 2012, General Finance made the last one-third payment to the Districts for their FY 11/12 transportation budgets. As of December 31, 2012, transportation payments for FY 11/12 totaled \$4,623,452.01 to LRSD, \$1,161,173.60 to NLRSD, and \$2,878,275.70 to PCSSD.
 - 2. In November 2012, General Finance made the first one-third payment to the Districts for their FY 12/13 transportation budgets. As of December 31, 2012, transportation payments for FY 12/13 totaled \$1,530,000.00 to LRSD, \$401,121.35 to NLRSD, and \$1,151,841.67 to PCSSD.
 - 3. In March 2013, General Finance made the second one-third payment to the Districts for their FY 12/13 transportation budgets. As of March 31, 2013, transportation payments for FY 12/13 totaled \$1,530,000.00 to LRSD, \$401,121.35 to NLRSD, and \$1,151,841.67 to PCSSD.
- E. The Office of State Procurement is still waiting on the three districts to provide their final expenditures for 2012-2013 and their estimated expenditures for 2013-2014. As soon as that is provided they will make the final payment for 2012-2013 and the first payment for 2013-2014.

The sixteen (16) new buses that were ordered should be available within the month. Once they are delivered, the districts will be turning in sixteen (16) of the old buses to be sold by Marketing and Redistribution.

I. *Financial Obligations (Continued)*

- F. In July 2012, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY12/13.
- G. In July 2012, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 12/13.

II. *Monitoring Compensatory Education*

On July 11, 2013, the ADE Implementation Phase Working Group met to review the Implementation Phase activities from the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Mr. Jeremy Lasiter, ADE General Counsel, provided an update concerning the desegregation issues currently before the federal court. A two-week hearing is set for December 9-20, 2013, regarding the state's motion to be relieved from the 1989 settlement agreement. ADE will continue to provide assistance to PCSSD regarding desegregation issues in becoming unitary in all areas and that the members of the Implementation Phase Working Group are vital to those efforts. The next Implementation Phase Working Group Meeting is scheduled for October 3, 2013 at 1:30 p.m. in the ADE Auditorium.

III. *A Petition for Election for LRSD will be Supported Should a Millage be Required*

Ongoing. All court pleadings are monitored monthly.

IV. *Repeal Statutes and Regulations that Impede Desegregation*

In June 2011, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 88th Legislative Session, and any new ADE rules or regulations.

V. *Commitment to Principles*

On September 9, 2013, the Arkansas State Board of Education reviewed and approved the PMT and its Executive Summary for the month of August.

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

On July 16, 2013, Patricia Conner and Susan Gray provided technical assistance on the Update on Assessment at the Arkansas Counselor's Conference. It took place at the Hot Springs Convention Center in Hot Springs, Arkansas. The District Test Coordinators from the Pulaski County Special School District and the Little Rock School District were in the session.

VII. *Test Validation*

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

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

VII. *Test Validation (Continued)*

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

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

VIII. *In-Service Training*

On August 6, 2013, ADE conducted a meeting at the Pulaski County Special School District Office. Sherri Thorne, Michele Snyder, Margaret Herrick, and Keith Harris met with Renee Dawson, Kiffany Davis, and Dr. Yolaundra Williams to develop a plan to train instructional facilitators and teachers on the Literacy Design Collaborative (LDC). The presenter was Sherri Thorne, ADE Curriculum and Instruction, English Language Arts (ELA) Specialist. The audience consisted of Renee Dawson, PCSSD Coordinator K-12 Curriculum; Kiffany Davis, PCSSD Literacy Program Manager; and Dr. Yolaundra Williams, PCSSD Program Administrator.

On August 6, 2013, ADE provided professional development at the Pulaski County Special School District Office regarding Literacy Design Collaborative (LDC) for Literacy Instructional Facilitators. The presenter was Sherri Thorne, ADE Curriculum and Instruction, English Language Arts (ELA) Specialist. The audience consisted of Renee Dawson, PCSSD Coordinator K-12 Curriculum; Kiffany Davis, PCSSD Literacy Program Manager; Dr. Yolaundra Williams, PCSSD Program Administrator; and Literacy Instructional Facilitators for 6th – 12th Grades.

On August 8, 20 and 29, ADE conducted Technical Assistance (TA) via email to the District Response to Intervention (RtI) Leadership Team in the Pulaski County Special School District. They provided feedback to District Response to Intervention (RtI) Guidelines document. They offered continuing support as they developed the next draft of the document. The presenters were Dr. Howie Knoff, State Improvement/Personnel Development Grant (SPDG) Director and Jennifer Gonzales, ADE Positive Behavior Support Coordinator for State Improvement/Personnel Development Grant (SPDG).

On August 8, 20 and 29, ADE conducted Technical Assistance (TA) via email to Dr. Laura Bednar, Associate Superintendent, Pulaski County Special School District. They made the District aware of the Federal Race to the Top request for proposal (RFP) and offered to work with them in developing an application for this grant program. The presenters were Dr. Howie Knoff, State Improvement/Personnel Development Grant (SPDG) Director and Jennifer Gonzales, ADE Positive Behavior Support Coordinator for State Improvement/Personnel Development Grant (SPDG).

VIII. *In-Service Training (Continued)*

On August 15, 2013, ADE provided professional development at Fuller Middle School in the Pulaski County Special School District. Keith Harris, Science Specialist, UALR STEM Center, and Michele Snyder, ADE Science Program Advisor for Curriculum and Instruction, provided technical support during a professional development training session at PCSSD on August 15th, guiding participants to develop understanding of the status of Arkansas science education frameworks, Next Generation Science Standards and Literacy Design Collaborative (LDC) Teaching Tasks aligned to the Common Core State Standards. Developing the Teaching Task is the first step in the LDC process. The presenters were Keith Harris, Science Specialist, UALR STEM Center; Michele Snyder, ADE Science Program Advisor for Curriculum and Instruction; and Dr. Yolaundra Williams, PCSSD Program Administrator. The audience consisted of Pulaski County Special School District Middle and High School Science Teachers and Instructional Facilitators.

On August 27, 2013, ADE provided professional development at Arch Ford Cooperative in Plumerville, Arkansas. Karyl Bearden, ADE Professional Development Specialist attended the New Federal Coordinator Professional Development provided by the School Improvement Unit to support the Federal Coordinators attending from the Tri-District area. Federal Coordinators received training on federal rules and regulations regarding school expenditures for support. Coordinators also received training on how to utilize software required for development of district and school plans. The presenters were John Harris, Richard Wilde, and Charlotte Earwood, ADE School Improvement Supervisors. The audience consisted of Pulaski County Special School District and North Little Rock School District Federal Coordinators and Supervisors.

On August 28-29, 2013 ADE conducted a meeting via phone and email. Karyl Bearden, ADE Professional Development Specialist and Dr. Tracy Tucker, ADE Director of Curriculum and Instruction/Professional Development coordinated support for PCSSD's Clinton Magnet Elementary School per request of Jackye Parker, Principal. Karyl Bearden will provide professional development on planning instruction to the staff after school on September 19, 2013. The presenters were Karyl Bearden, Tri-District Professional Development Specialist; Jackye Parker, Principal; and Debbie Browning, Literacy Facilitator.

On September 11, 2013, ADE conducted a Dyslexia Working Group Meeting at the Arkansas Department of Education, Room 201-A. The group met for the purpose of making recommendations to the Arkansas Department of Education for rules and regulations regarding Act 1294. The meeting was spent reading Act 1294 closely and identifying sections that needed rules and regulations to guide educators. The presenter was Jane Dearworth, ADE Professional Development Specialist. The audience consisted of fifteen (15) group members representing stakeholders from across the state and Kiffany Davis, PCSSD Program Administrator K-12.

On September 17 and 19, 2013, ADE conducted a meeting via phone and email. Karyl Bearden, ADE Professional Development Specialist planned professional development for teachers from PCSSD's Clinton Magnet Elementary School with principal, Jackye Parker and Literacy Instructional Facilitator, Debbie Browning. Professional Development requested from Ms. Parker is regarding support for teachers in planning instruction utilizing results from the Developmental Spelling Assessment. The presenters were Jackye Parker, Principal; Debbie Browning, Literacy Instructional Facilitator; and Karyl Bearden, ADE Professional Development Specialist. The audience consisted of school principal and literacy instructional facilitator.

VIII. In-Service Training (Continued)

On September 18, 2013, ADE conducted a meeting at Wilbur Mills Education Service Cooperative (WDMESC) in Beebe, Arkansas Room 3 regarding Math Coaches and Leaders Training. This training for math coaches, curriculum leaders or other educators who will be leaders in helping implement Common Core Standards for mathematics focused on building units. Collaboration with other leaders in the area is valuable aspect to this professional development (PD). The presenter was Tim Brister, Harding University STEM Center Mathematics Specialist; and Pam Allen (WDMESC) Mathematics Specialist. The audience consisted of sixteen (16) Math coaches and leaders from the surrounding area including Takecia Campbell and Elsie Gray, Math Instructional Facilitators in the North Little Rock School District.

On September 19, 2013, ADE provided professional development at Clinton Magnet Elementary School in the Pulaski County Special School District. Karyl Bearden and Kathy Mascuilli, ADE Professional Development Specialists provided professional development for teachers from PCSSD's Clinton Magnet Elementary School and Literacy Instructional Facilitator, Debbie Browning. Professional Development requested from Ms. Parker is regarding support for teachers in planning instruction utilizing results from the Developmental Spelling Assessment. The presenters were Kathy Mascuilli and Karyl Bearden, ADE Literacy Professional Development Specialists. The audience consisted of Grades K-5 Teachers and Literacy Instructional Facilitator.

IX. Financial Assistance to Minority Teacher Candidates

On June 26, 2013, the Office of Educator Licensure submitted a listing of the Spring 2013 minority graduates from Arkansas colleges/universities to Little Rock School District, North Little Rock School District and Pulaski County Special School District.

X. Financial Assistance to Minority Teacher Candidates

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

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

X. Financial Assistance to Minority Teacher Candidates (Continued)

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

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

XI. Minority Recruitment of ADE Staff

The MRC met on July 11, 2013 at the ADE. The 1999 Revised Plan states that the ADE will work to have a percentage of minority employees that reflects “the population of students served” in each division of the department and in the department as a whole for employees rated at Grade 21 and above (not including Grade 99’s). Due to the revision in the employee grade system by the Office of Personnel Management, Grades C121 to C130 were used for the purpose of this report. A graph was also presented that showed the percentage of black, white and other employees for the ADE as a whole and by division. During the quarter ending June 30, 2013, one of the divisions, Accountability exceeded the threshold that was used in the previous plan. The ADE as a whole was 18.64% Black.

XII. School Construction

This goal is completed. No additional reporting is required.

XIII. Assist PCSSD by communicating with local colleges and universities to facilitate lowering the cost of Black History course offerings to its certified staff

Goal completed as of June 1995.

XIV. Scattered Site Housing

This goal is completed. No additional reporting is required.

XV. Standardized Test Selection to Determine Loan Forgiveness

Goal completed as of March 2001.

XVI. Monitor School Improvement Plans - Follow-up and assist schools that have difficulty realizing their school improvement objectives

On August 25, 2011, ADE staff held an ACSIP meeting at NLRSD. The meeting was held in Kristie Ratliff’s office to discuss ACSIP requirements. Diane Gross discussed priorities, interventions, and actions and stressed that actions in the ACSIP plan must be very focused and clear. It was suggested that NLRSD put the budget codes in the action for the Bookkeeper’s reference when paying out. The Peer Review Process for approving building plans was discussed.

XVI. Monitor School Improvement Plans - Follow-up and assist schools that have difficulty realizing their school improvement objectives (Continued)

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

XVII. Data Collection

The ADE Office of Public School Academic Accountability has released the 2010 Arkansas School Performance Report (Report Card). The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually produces a school performance report for each individual public school in the state.

XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations

On June 26, 2013, the ADE participated in a Desegregation Monitoring and Assistance Plan Meeting. Those in attendance were Margie Powell, John Walker, Joy Springer, Sam Jones, Willie Morris, Aleta Fletcher, Linda West, Dr. Linda Remele, Sherman Whitfield, John McCraney, Laura Shirley, Shawn Burgess, Dr. Jerry Guess, Paul Brewer, Terri Rogers, Jenny Dunn, Bridget Frazier and Dr. Janice Warren. The following items were discussed during the meeting:

Continuation of Section C. Student Assignment – One Race Classrooms

The group will be notified of the next meeting by email.

NEWLY EMPLOYED FOR THE PERIOD OF August 20, 2013 – September 26, 2013

*Maggie Bell – Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, effective 09/16/13.

Sky Bledsoe – Public School Program Advisor, Grade C122, Division of Learning Services, Charter/Home School, effective 09/23/13.

*April Daniel – Education Investigator, Grade C121, Division of Human Resources/Licensure, Professional Licensure Standards Board (PLSB), effective 09/16/13.

*Fred Hodge – Administrative Specialist III, Grade C112, Division of Learning Services, Education Renewal Zone, effective 09/03/13. (Rehire)

*Clara Knox – ADE Assistant to Director, Grade C129, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 09/09/13. (Rehire)

Beverly Romanin – ADE Office of Education Renewal Zone Director, Grade C126, Division of Learning Services, OERZ/Scholastic Audit, effective 09/23/13.

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF August 20, 2013 – September 26, 2013

Suzanne Davidson from a Public School Program Manager, Grade C126, Division of Fiscal and Administrative Services, Child Nutrition, to ADE Assistant to Director, Grade C129, Division of Fiscal and Administrative Services, Child Nutrition, effective 09/2/13. Promotion

Karen Franklin from a Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, to Fiscal Support Manager, Grade C123, Division of Fiscal and Administrative Services, Child Nutrition, effective 09/02/13. Promotion

Elbert Harvey from ADE Program Administrator, Grade C124, Division of Learning Services, School Improvement, to Public School Program Manager, Grade C126, Division of Learning Services, School Improvement, effective 09/02/13. Promotion

Laura Richmond from a Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, to a Program Fiscal Manager, Grade C122, Division of Fiscal and Administrative Services, Child Nutrition, effective 09/02/13. Promotion

SEPARATIONS FOR THE PERIOD OF August 20, 2013 – September 26, 2013

*Brittney Green – Administrative Specialist II, Grade C109, Division of Learning Services, Special Education, effective 09/06/13. 1 Year, 9 months, 29 days. 01

*Khedra Henry – Administrative Specialist II, Grade C109, Division of Human Resources/Licensure, PLSB, effective 08/30/13. 0 Years, 4 months, 1 day. 01

*Pamela Jackson – Administrative Specialist II, Grade C109, Division of Learning Services, Child Nutrition, effective 09/13/13. 4 Years, 8 months, 15 days. 01

Wanda Shockey – Education Director of Child Nutrition, Grade C126, Division of Fiscal and Administrative Services, Child Nutrition, effective 08/30/13. 23 Years, 2 months, 4 days. Retirement

*Minority

AASIS Codes:
01 – Voluntary
Retirement

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
1701 Alma School District		5		Business Education; Business Technology; Career Orientation; Work				
			Blackwell, Shilo	Place Readiness	215	FAMILY & CONS. SCIENCE	13-14	Granted
			Dyer, Stacie	ECE P-4; MS Social Studies; Elem K-6	168	Science/Mathema tics 4-8	12-13 13-14	Denied
			Fisher, Angela	ECE P-4; MS Social Studies; Elem K-6; Reading p-12	002	English/Language /Social Studies 4- 8	12-13 13-14	Granted
			Harris, Dee Ann	ECE P-4; Reading; MS English/Social Studies; Elem K-6; Guidance P-12	312	Building Administrator P-8	11-12 12-13 13-14	Granted
			Martin, Sara	Mathematics 7-12; Business Education; Career Orientation	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Denied
			Anders, Jennifer	Middle Childhood Education	232	Sp Education Visual Specialist P. 4	12-13 13-14	Granted
			Anders, Jennifer	Middle Childhood Education	234	Sp Education Visual Specialist 4- 12	12-13 13-14	Granted
			Burnett, Brandey	ECE P-4, Elem 1-6	232	Sp Education Visual Specialist P. 4	13-14	Granted
			Burnett, Brandey	ECE P-4, Elem 1-6	234	Sp Education Visual Specialist 4- 12	13-14	Granted
6091 Blind Ark. School For The		27						
			Anders, Jennifer	Middle Childhood Education	232	Sp Education Visual Specialist P. 4	12-13 13-14	Granted
			Anders, Jennifer	Middle Childhood Education	234	Sp Education Visual Specialist 4- 12	12-13 13-14	Granted
			Burnett, Brandey	ECE P-4, Elem 1-6	232	Sp Education Visual Specialist P. 4	13-14	Granted
			Burnett, Brandey	ECE P-4, Elem 1-6	234	Sp Education Visual Specialist 4- 12	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
Ark. School for the Blind Continued			Caton, James	Art P-12	232	Sp Education Visual Specialist P-4	12-13 13-14	Granted
			Caton, James	Art P-12	234	Sp Education Visual Specialist 4-12	12-13 13-14	Granted
			Combs, Dusty Blake	PE/Wellness/Leisure P-12, Coaching	232	Sp Education Visual Specialist P-4	12-13 13-14	Granted
			Combs, Dusty Blake	PE/Wellness/Leisure P-12, Coaching	234	Sp Education Visual Specialist P-4	12-13 13-14	Granted
			Ganderman, Phyllis	ECE P-4	232	Sp Education Visual Specialist P-4	12-13 13-14	Granted
			Ganderman, Phyllis	ECE P-4	234	Sp Education Visual Specialist 4-12	12-13 13-14	Granted
			Horton, Kelly Ray	ECE P-4	232	Sp Education Visual Specialist P-4	11-12 12-13 13-14	Granted
			Horton, Kelly Ray	ECE P-4	234	Sp Education Visual Specialist 4-12	11-12 12-13 13-14	Granted
			Jackson, Aaron Joseph	Middle Childhood Education, English 7-12, Specia Ed 4-12	299	GUIDANCE & COUNSELING	13-14	Granted
			Jackson, Aaron Joseph	Middle Childhood Education, English 7-12, Specia Ed 4-12	300	GUIDANCE & COUNSELING	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
Ark. School for the Blind Continued			Jensen, Elizabeth Montgomery	Middle Childhood Education	232	Sp Education Visual Specialist P-4	12-13 13-14	Granted
			Jensen, Elizabeth Montgomery	Middle Childhood Education	234	Sp Education Visual Specialist 4-12	12-13 13-14	Granted
			Noles, Amanda Lou	ECE P-4	232	Sp Education Visual Specialist P-4	13-14	Granted
			Noles, Amanda Lou	ECE P-4	234	Sp Education Visual Specialist 4-12	13-14	Granted
			Points, Jamie Elizabeth	ECE P-4, Special Ed P-4	232	Sp Education Visual Specialist P-4	12-13 13-14	Granted
			Points, Jamie Elizabeth	ECE P-4, Special Ed P-4	234	Sp Education Visual Specialist 4-12	12-13 13-14	Granted
			Rasnick, Justin	Speech; Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Smith, Cheryl Beard	ECE P-4, MS Science & Social Studies, Elem K-6	232	Sp Education Visual Specialist P-4	11-12 12-13 13-14	Granted
			Smith, Cheryl Beard	ECE P-4, MS Science & Social Studies, Elem K-6	234	Sp Education Visual Specialist 4-12	11-12 12-13 13-14	Granted
			Strojek, Shenandoah	Social Studies 7-12	232	Sp Education Visual Specialist P-4	11-12 12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
Ark. School For The 6092 Deaf		4	Strojek, Shenandoah	Social Studies 7-12	234	Sp Education Visual Specialist 4- 12	11-12 12-13 13-14	Granted
			Volk, Charles David	Life/Earth Science	232	Sp Education Visual Specialist P 4	11-12 12-13 13-14	Granted
			Volk, Charles David	Life/Earth Science	234	Sp Education Visual Specialist 4- 12	11-12 12-13 13-14	Granted
			Carter, Mary K. Medlock, Sharon Miller, Elizabeth Marie	ECE P-4; Middle Childhood Education Life Science	230 257	Sp Education Instructional Specialist 4-12 MCH SCIENCE Survey of Fine Arts	12-13 13-14 13-14	Granted Granted Granted
Arkadelphia School 1002 District		1	Porter, Frederick	Speech Pathology K- 12	320	Curr/Program Adm/Sped P-12	12-13 13-14	Granted
			Morris, Elizabeth	ECE P-4	299	GUIDANCE & COUNSELING	13-14	Granted
Arkansas Consolidated School District		1	Millican, Janis	Middle Childhood Education, Speech, Business Tech, Career Orientation	166	ENGLISH	12-13 13-14	Denied
			Parks, LaShunda	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Venable, Jennifer Williams, Vashanti Wilson	Elem 1-6, Bldg. Adm. P-8	231	Sp Ed Ech Inst Specialist P-4 Sp Ed Ech Inst Specialist P-4	13-14 12-13 13-14	Granted Granted
Arkansas River ESC		3	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted	

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
4101	Ashdown School District	6	Cauthron, Brian	PE/Wellness/Leisure P-12; Coaching	167	SOCIAL STUDIES	11-12 12-13 13-14	Granted
			Davis, Elizabeth	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13 13-14	Granted
			Pierce, Hope	Middle Childhood Education; Mathematics 7-12	305	Gifted & Talented P-8	12-13 13-14	Granted
			Pierce, Hope	Middle Childhood Education; Mathematics 7-12	306	Gifted & Talented 7-12	12-13 13-14	Granted
			Pounds, Mark	Music 7-12	302	Building Level Administrator 5-12	13-14	Granted
			Rowe, Stephanie	Social Studies 7-12	300	GUIDANCE & COUNSELING	13-14	Granted
7401	Augusta School District	3	Long, Jordan	PE/Wellness/Leisure P-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Martin, Lisa	MS Social Studies, Reading	286	LIBRARY MEDIA SPEC	13-14	Granted
			Winningham, Cheryl	Business Technology	288	GUID. & COUNSELING	13-14	Granted
5401	Barton-Lexa School District	4	Carr, Melanie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Davis, Jasmin	ECE P-4	299	GUIDANCE & COUNSELING	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
3201	Batesville School District	4	Dunigan, Carmen	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13 13-14	Granted
			Williams, Travis Earl	ECE P-4	253	ELEMENTARY	13-14	Granted
			Ballard, Julie	ECE P-4	168	Science/Mathematics 4-8	13-14	Granted
			Luetschwager, Kristin	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
6301	Bauxite School District	4	Sullivan, Lacy (Crites)	Elem 1-6	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Wiles, Kristi	PE/Wellness/Leisure ; coaching, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Brown, Micah	English/Language Arts 7-12	295	Library Media Science P-8	12-13 13-14	Granted
			Brown, Micah	English/Language Arts 7-12	296	Library Media Science 7-12	12-13 13-14	Granted
1601	Bauxite School District Continued	1	Hohn, Drew	PE/Wellness/Leisure P-12	257	MCH SCIENCE	13-14	Granted
			Tew, Steven	Middle Childhood Education	250	BUSINESS TECH	13-14	Denied
1601	Bay School District	1	Brown, Susan	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
5201	Bearden School District	6	Adams, Angelettia	Biology 7-12	002	English/Language /Social Studies 4-8	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Finley, Candi	Art K-12; Guidance K-12	299	GUIDANCE & COUNSELING	09-10 10-11	Granted
			Grice, Amanda	MS Math	200	MATHEMATICS	11-12 13-14	Granted
			Murray, James R.	PE/Wellness/Leisure P-12; English	167	SOCIAL STUDIES	13-14	Granted
			Sullivent, Neeley	PE/Wellness/Leisure P-12	200	MATHEMATICS	13-14	Granted
			Thompson, Christy	PE/Wellness/Leisure P-12	167	SOCIAL STUDIES	12-13 13-14	Granted
			Furbee, Cynthia	English/Language Arts 7-12	307	English As A Second Language P-8	13-14	Granted
			Furbee, Cynthia	English/Language Arts 7-12	308	English As A Second Language 7-12	13-14	Granted
			Glidewell, Seth	PE/Wellness/Leisure P-12, Coaching	002	English/Language /Social Studies 4-8	13-14	Granted
			Glidewell, Seth	PE/Wellness/Leisure P-12, Coaching	168	Science/Mathematics 4-8	13-14	Granted
			Johnson, Makayla	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Kellensworth, Christy	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Martin, Lendall (Bo)	PE/Wellness/Leisure P-12	256	MCH SOC. STUDIES	13-14	Granted
			Powers, Kim L.	English/Language Arts 7-12	255	MCH ENGLISH	13-14	Granted
6302	Benton School District	6						
	Benton School District Continued							
0502	Bergman School District	5						

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
0801	Berryville School District	5	Powers, Kim L.	English/Language Arts 7-12	256	MCH SOC. STUDIES	13-14	Granted
			Yocham, Dennis	Science	200	MATHEMATICS	12-13 13-14	Granted
			Yocham, Tracy	Elem 1-6	299	GUIDANCE & COUNSELING	11-12 12-13 13-14	Granted
			Allen, Larissa	ECE P-4	305	Gifted & Talented P-8	12-13 13-14	Granted
			Allen, Larissa Killingsworth, Andrew	ECE P-4	306	Gifted & Talented 7-12 Science/Mathematics 4-8	12-13 13-14	Granted
3001	Bismarck School District	2	Shadrick, Cheryl		299	GUIDANCE & COUNSELING	13-14	Denied
			Shadrick, Cheryl		300	GUIDANCE & COUNSELING	13-14	Denied
4201	Booneville School District	7	Francis, Bethany	English/Language Arts 7-12	108	JOURNALISM	13-14	Granted
			Mayes, Ashleigh	Art P-12	289	GIFTED & TALENTED Grade 5/6 Endorsement (P-4)	13-14	Granted
			Garner, Gyanna	Special Ed P-4 Bldg. Adm. P-8; Elem K-6, MS PE 5-8, Business Tech	107	CURR/ PROG ADMIN / CURR	12-13 13-14	Granted
			Hart, Karen		280		13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
Cabot School District Continued			Garrett, Jamie	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			House, Rita	Elem 1-6	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Howell, Shelby	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Lewis, Scott	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Minter, Lauren	English/Language Arts 7-12	208	Drama/Speech 7- 12	13-14	Granted
			Randolph, Aaron	Social Studies 7-12	305	Gifted & Talented P-8	12-13 13-14	Granted
			Randolph, Aaron	Social Studies 7-12	306	Gifted & Talented 7-12	12-13 13-14	Granted
			Rusher, Jamie	Business Technology 7-12	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Sherrrod, Lowell	Life/Earth Science	169	Physical /Earth Science 7-12	13-14	Granted
			Spruiell, Ashley	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Waller, Christie	English/Language Arts 7-12	305	Gifted & Talented P-8	13-14	Granted
			Waller, Christie	English/Language Arts 7-12	306	Gifted & Talented 7-12	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
4901	Caddo Hills School District	1	Breashears, Jeri	Business Technology	289	GIFTED & TALENTED	13-14	Granted
3301	Calico Rock School District	4	Russell, Buffy	Special Ed; FACS	295	Library Media Science P-8	11-12 12-13 13-14	Granted
			Russell, Buffy	Special Ed; FACS	296	Library Media Science 7-12	11-12 12-13 13-14	Granted
			Russell, Buffy	Special Ed; FACS	305	Gifted & Talented P-8	12-13 13-14	Granted
			Russell, Buffy	Special Ed; FACS	306	Gifted & Talented 7-12	12-13 13-14	Granted
5204	Camden Fairview School Dist.	4	Curtis, Tirone	PE/Wellness/Leisure P-12	257	MCH SCIENCE	13-14	Denied
			Diemer, Theresa	ECE P-4; Special Ed P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Lilly, Fred	Secondary Principal; MS Science	311	District Administrator P-12	11-12 12-13 13-14	Granted
			Roscoe, Sarah	PE/Wellness/Leisure P-12; Coaching	230	Sp Education Instructional Specialist 4-12	13-14	Granted
4303	Carlisle School District	2	Kittier, Julie	ECE P-4, Elem K-6	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Loor, Dholy	Spanish P-12	108	JOURNALISM	13-14	Granted
3212	Carroll County Learning Center Cedar Ridge School District	1	Bickel, Jessica	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Jones, Cathy	Elem 1-6	253	ELEMENTARY	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied	
1702	Cedarville School District	9	Atwell, Amanda	MS Math	200	MATHEMATICS	12-13	Granted	
			Eversole, Shannon	Social Studies 7-12	004	SPANISH	13-14	Granted	
			Green, Sonya	English/Language Arts 7-12	208	Drama/Speech 7-12	208	13-14	Denied
			Hightower, Jennifer	Social Studies 7-12, JAG	305	Gifted & Talented P-8	305	12-13	Granted
			Hightower, Jennifer	Social Studies 7-12, JAG	306	Gifted & Talented 7-12	306	13-14	Granted
			McElhaney, Nicole	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	230	13-14	Granted
			Smith, Melinda	ECE P-4, Elem K-6	254	MCH MATH	254	13-14	Granted
			Townsend, Leah	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	231	13-14	Granted
			Westerman, Brittany	PE/Wellness/Leisure P-12	169	Physical /Earth Science 7-12	169	13-14	Granted
5502	Centerpoint School District	1	Laster, Christie	Social Studies 7-12	002	English/Language /Social Studies 4-8	13-14	Granted	
			Barnett, Macy	ECE P-4	201	Art P-8	201	13-14	Granted
2402	Charleston School District	8	Barnett, Macy	ECE P-4	202	Art 7-12	13-14	Granted	
			Dooly, Sarah	ECE P-4	230	Sp Education Instructional Specialist 4-12	230	12-13	Granted
			Hobbs, Brett	PE/Wellness/Leisure P-12	167	SOCIAL STUDIES	167	13-14	Granted
			Holt, Jessica	Vocal and Instrumental Music	305	Gifted & Talented P-8	12-13	Granted	
							13-14	Granted	

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
4802 Clarendon School District		5	Holt, Jessica	Vocal and Instrumental Music	306	Gifted & Talented 7-12	12-13 13-14	Granted
			McDonald, Jennifer	MS English/Social Studies; Agri Science 7-12	108	JOURNALISM	13-14	Granted
			Wibbing, Candice	ECE P-4	253	ELEMENTARY	13-14	Granted
			Endsley, Kimberly	Social Studies 7-12	295	Library Media Science P-8	13-14	Granted
			Endsley, Kimberly	Social Studies 7-12	296	Library Media Science 7-12	13-14	Granted
			Hart, Stephanie	PE/Wellness/Leisure P-12	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Steelnd, Lisa	ECE P-4	295	Library Media Science P-8	13-14	Granted
			Steelnd, Lisa	ECE P-4	296	Library Media Science 7-12	13-14	Granted
			Hopson, Amanda	Elem K-6	201	Art P-8	11-12 12-13 13-14	Granted
			Young, Regina	Elem K-6	295	Library Media Science P-8	11-12 12-13 13-14	Granted
7102 Clinton School District		7	Farmer, Shiela	ECE P-4, Elem 1-6. English 7-12, Social Studies 7-12	203	Vocal Music P-8	13-14	Granted
			Farmer, Shiela	ECE P-4, Elem 1-6. English 7-12, Social Studies 7-12	205	Instrumental Music P-8	13-14	Granted
			Keith, Laura	ECE P-4; Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Standridge, Lacey	ECE P-4	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
			Standridge, Lacey	ECE P-4	300	GUIDANCE & COUNSELING	12-13 13-14	Granted
			Vann, Sara	ECE P-4	305	Gifted & Talented P-8	13-14	Granted
			Vann, Sara	ECE P-4	306	Gifted & Talented 7-12	13-14	Granted
1201	Concord School District	1	Johnson, Priscilla	Social Studies 7-12, Guidance P-12	256	MCH SOC. STUDIES	13-14	Granted
			Mott, Allyson	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
5707	Cossatot River School District	6	Mott, Allyson	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Alexander, Kevin	PE/Wellness/Leisure P-12	167	SOCIAL STUDIES	13-14	Granted
			Cusher, Lezlie	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Jewell, Tina	ECE P-4	235	PE/WELLNESS/L EISURE (P-8)	13-14	Granted
0302	Cotter School District	5	Mack, Jeanna	PE/Wellness/Leisure P-12; Coaching	201	Art P-8	13-14	Granted
			Mack, Jeanna	PE/Wellness/Leisure P-12; Coaching	202	Art 7-12	13-14	Granted
			Mendoza, Kaela	Family & Consumer Science 7-12	412	Curr/ Program Admin/Library Media P-12	13-14	Granted
			Lane, Jennifer	ECE P-4	203	Vocal Music P-8	12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Lane, Jennifer	ECE P-4	204	VOCAL MUSIC	12-13 13-14	Granted
	Cotter School District Continued		Parrish, Ashley	Middle Childhood Education	166	ENGLISH	11-12 12-13 13-14	Granted
			Parrish, Ashley	Middle Childhood Education	208	Drama/Speech 7- 12	11-12 12-13 13-14	Granted
			Wynne, Rosemary	Middle Childhood Education	169	Physical /Earth Science 7-12	13-14	Granted
2403	County Line School District	1	Kerns, Janelle	ECE P-4, 5th/6th Endorsement	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
1901	Cross County School District	2	Lacy, Erica McFarland, Jennifer	English/Language Arts 7-12	256	MCH SOC. STUDIES	13-14	Granted
				Life/Earth Science	276	BUILD LEVEL ADMIN.	13-14	Granted
0201	Crossett School District	3	Bohler, Jason	Social Studies 7-12, Coaching	302	Building Level Administrator 5- 12	13-14	Granted
			Johnson, Melinda	English/Language Arts 7-12	108	JOURNALISM	13-14	Granted
			Nason, William	PE K-12	236	PE/WELLNESS/L EISURE (7-12)	13-14	Granted
2601	Cutter-Morning Star Sch. Dist.	4	Gordon, Amy Hawthorn, Christin	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
				ECE P-4	168	Science/Mathema tics 4-8	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			McAfee, Jonathan	Health/PE; Special Ed P-12	276	BUILD LEVEL ADMIN.	13-14	Granted
	Cutter-Morning Star Sch. Dist. Continued		Stewart, Tina	Middle Childhood Education	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
				Curriculum Administrator, Bldg Adm., MS Social Studies, Elem K-6, ESL P-12, ECE P-4	255	MCH ENGLISH	13-14	Granted
7503	Danville School District	6	Geurian, Krista	English/Language Arts 7-12	299	GUIDANCE & COUNSELING	12-13	Granted
			Hettinga, Shawn	English/Language Arts 7-12	300	GUIDANCE & COUNSELING	13-14	Granted
			Hettinga, Shawn	ESL P-12, ECE P-4	109	INSTRUCTIONAL FACILITATOR	13-14	Granted
			Sanders, Tara	ESL P-12, ECE P-4		Sp Education Instructional	12-13	
			Smith, Tye	ECE P-4	230	Specialist 4-12	13-14	Granted
			White, Amanda	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
				ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	
7504	Dardanelle School District	3	Brittany, Curtis	ECE P-4			13-14	Granted
			Collins, Amanda	ECE P-4	253	ELEMENTARY	13-14	Granted
			Gateley,	ECE P-4	253	ELEMENTARY	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied	
0402 Decatur School District		11	Highfill, Jessica	English/Language Arts 7-12;	295	Library Media	11-12		
				Drama/Speech		Science P-8	12-13	Granted	
				English/Language Arts 7-12;		296	Library Media	11-12	
				Drama/Speech			Science 7-12	12-13	Granted
				ECE P-4, MS Social Studies			English As A Second Language P-8	13-14	Granted
				ECE P-4, MS Social Studies			English As A Second Language 7-12	11-12	
				ECE P-4, MS Social Studies			English As A Second Language 7-12	12-13	
				ECE P-4			Gifted & Talented P-8	13-14	Granted
				ECE P-4			Gifted & Talented 7-12	12-13	
				PE/Wellness/Leisure P-12; Coaching			MCH ENGLISH	13-14	Granted
				PE/Wellness/Leisure P-12; Coaching			MCH SCIENCE	13-14	Granted
ECE P-4	Sp Education Instructional Specialist 4-12	13-14	Granted						
English/Language Arts 7-12	JOURNALISM	13-14	Denied						
5106 Deer/Mt. Judea School District		2	Freeman, Earl	Science 7-12	276	BUILD LEVEL ADMIN.	13-14	Granted	
					108				

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Good, Katheryn	Agriculture Education 7-12	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
6701	Dequeen School District	1	Jones, Stefani	Music P-8; ESL P-8; Elem 1-6; Bldg Adm P-12	204	VOCAL MUSIC	13-14	Granted
0901	Dermott School District	2	Snuffer, Angela	English/Language Arts 7-12	295	Library Media Science P-8	12-13	Granted
			Snuffer, Angela	English/Language Arts 7-12	296	Library Media Science 7-12	12-13	Granted
5901	Des Arc School District	6	Calhoun, Michelle	ECE P-4; Reading; MS Social Studies, Elem 1-6	002	English/Language /Social Studies 4-8	12-13	Granted
			Duncan, Christy	School Counsleor, Middle Childhood Education	305	Gifted & Talented P-8	12-13	Granted
			Duncan, Christy	School Counsleor, Middle Childhood Education	306	Gifted & Talented 7-12	12-13	Granted
			Holland, Cheryl	ECE P-4, Middle Childhood Education; Gifted Education	312	Building Administrator P-8	12-13	Granted
			Osborn, Lisa	English/Language Arts 7-12	114	SPEECH	13-14	Granted
			Osborn, Lisa	English/Language Arts 7-12	108	JOURNALISM	13-14	Granted
0101	DeWitt School District	7	Bisswanger, Deane	Secondary PE 7-12	230	Sp Education Instructional Specialist 4-12	11-12	Granted
							12-13	Granted
							13-14	Denied

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Capps, Margaret	MS Science	170	Life/Earth Science 7-12	13-14	Granted
			Davenport, Jean	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Denied
			Patterson, Paige	English/Language Arts 7-12	215	FAMILY & CONS. SCIENCE	13-14	Granted
			Patterson, Paige	English/Language Arts 7-12	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
			White, Daniel	MS Social Studies	168	Science/Mathematics 4-8	12-13 13-14	Granted
			Wilson, Jerome	PE/Wellness/Leisure P-8	170	Life/Earth Science 7-12	13-14	Granted
3102	Dierks School District	3	Allen, Lauren	PE/Wellness/Leisure P-12; Coaching	201	Art P-8	12-13 13-14	Granted
			Leathers, Pat	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Leathers, Pat	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
	Discovery Children's Center - Monticello	1	Cruce, April	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
3502	Dollarway School District	4	Haney, Karen	Elem 1-6, Middle Childhood Education	295	Library Media Science P-8	13-14	Granted
			Haney, Karen	Elem 1-6, Middle Childhood Education	296	Library Media Science 7-12	13-14	Granted
			Harris, Bridgette	Middle Childhood Education	169	Physical /Earth Science 7-12	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Moore, Jerica	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Denied
5802	Dover School District	1	Collins, Ella	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
2104	Dumas School District	8	Johnson, Mary Karen	Elem 1-6	307	English As A Second Language P-8	13-14	Granted
			Johnson, Mary Karen	Elem 1-6	308	English As A Second Language 7-12	13-14	Granted
			Miller, Melissa	Elem 1-6, ESL P-12	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
			Miller, Melissa	Elem 1-6, ESL P-12	300	GUIDANCE & COUNSELING	12-13 13-14	Granted
			Patoka, Jean	Elem 1-6	305	Gifted & Talented P-8	13-14	Granted
			Patoka, Jean	Elem 1-6	306	Gifted & Talented 7-12	13-14	Granted
	Dumas School District Continued		Rainey, David	Secondary Principal, Social Studies 7-12	311	District Administrator P-12	11-12 12-13 13-14	Granted
			Smith, Paul	PE/Wellness/Leisure P-12	167	SOCIAL STUDIES	13-14	Granted
1802	Earle School District	1	Bohanon, Juanita	ECE P-4	302	Building Level Administrator 5-12	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
5608	East Poinsett Co. School Dist.	3	Hobbs, Bridgett	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Taylor, Canesa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Wray, Aimee	Middle Childhood Education	253	ELEMENTARY	13-14	Granted
7001	El Dorado School District	11	Boling, Jill	Elem 1-6	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Gullegos, Kylie	ECE P-4	255	MCH ENGLISH	13-14	Granted
			Herron, Gary	PE K-12	254	MCH MATH	13-14	Granted
			Jones, Charity	ECE P-4	255	MCH ENGLISH	13-14	Granted
			Jones, Charity	ECE P-4	256	MCH SOC. STUDIES	13-14	Granted
			Monden, Jake	PE K-12	169	Physical /Earth Science 7-12	13-14	Granted
			Monden, Jake	PE K-12	170	Life/Earth Science 7-12	13-14	Granted
			Myers, Kaci	Life Science Middle Childhood Education	169	Physical /Earth Science 7-12 SOCIAL STUDIES	13-14	Granted
Smith, Brent	167	13-14	Granted					
Woods, Brooke	Middle Childhood Education	305				Gifted & Talented P-8	11-12	Granted
							12-13	
							13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
Elizabeth Richardson Center		3	Woods, Brooke	Middle Childhood Education	306	Gifted & Talented 7-12	11-12 12-13 13-14	Granted
			Bruder, Tedda	Music P-12, English 7-12	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Forga, Pam Thompson, Brandy	ECE P-4, MS Social Studies, Elementary K-6, Guidance Secondary	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
7201 Elkins School District		4	Evans, Catherine	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13 13-14	Granted
			Fuller, Valentina	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Jones, Erin	English/Language Arts 7-12, Social Studies 7-12	208	Drama/Speech 7-12	13-14	Granted
1408 Emerson-Taylor School District		7	Riley, Christin	ECE P-4, Reading K-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Britt, Michelle	Special Ed P-12	169	Physical /Earth Science 7-12	13-14	Granted
			Britt, Michelle	Special Ed P-12	170	Life/Earth Science 7-12	13-14	Granted
			Davenport, Miranda	Health/PE P-12	300	GUIDANCE & COUNSELING	11-12 12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted / Denied
			Spruell, Vickie	Middle Childhood Education; Elem K-6	312	Building Administrator P-8	12-13 13-14	Granted
			Watson, Amanda	Science 7-12	305	Gifted & Talented P-8	13-14	Granted
			Watson, Amanda	Science 7-12	306	Gifted & Talented 7-12	13-14	Granted
			Whitlock, April	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13 13-14	Granted
4302	England School District	6	Gregory, Carmen	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13 13-14	Granted
			Hoback, Anne	ECE P-4	200	MATHEMATICS	13-14	Granted
			Hudson, Melissa	Elem 1-6	295	Library Media Science P-8	13-14	Granted
			Hudson, Melissa	Elem 1-6	296	Library Media Science 7-12	13-14	Granted
	England School District Continued		Jones, Meagan	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Price, Jerry	Health/PE 7-12	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
0802	Eureka Springs School District	2	Allen, Dale Jr.	Math/English	113	DRAMA	13-14	Granted
			Jewell, Kristen	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
7203	Fayetteville School District	32	Condron, Jennifer	Middle Childhood Education	253	ELEMENTARY	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Esry, Eleanor	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Foster, Bartt	PE P-12, Middle Childhood Education, Coaching	200	MATHEMATICS	13-14	Granted
			Gavrilova, Laurie	ECE P-4	253	ELEMENTARY	13-14	Granted
			Gibbs, Jake	Social Studies 7-12	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
			Harmon, Karen	ECE P-4, English 7-12	295	Library Media Science P-8	13-14	Granted
			Harmon, Karen	ECE P-4, English 7-12	296	Library Media Science 7-12	13-14	Granted
			Hood, Stefanie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Howard, Cynthia	Middle Childhood Education	004	SPANISH	13-14	Granted
			Keen, Justin	Social Studies 7-12; ESL P-12	106	GRADE 5-6 END (SOC. STUD)	12-13 13-14	Granted
			Kelley, Maggie	ECE P-4	305	Gifted & Talented P-8	12-13 13-14	Granted
			Kelley, Maggie	ECE P-4	306	Gifted & Talented 7-12	12-13 13-14	Granted
			Lassiter, Seneca	PE/Wellness/Leisure P-12	167	SOCIAL STUDIES	11-12 12-13 13-14	Granted
			Magness, Cameron	Middle Childhood Education	299	GUIDANCE & COUNSELING	13-14	Granted
	Fayetteville School District Continued							

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
Fayetteville School District Continued			Magness, Cameron	Middle Childhood Education	300	GUIDANCE & COUNSELING	13-14	Granted
			Martin, DeAnna	ECE P-4; Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Newton, Kelly	ECE P-4; Middle Childhood Education; Media Specialist	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			O'Connell, Jeffrey	Physical/Earth Science	212	INDUSTRIAL TECH	13-14	Granted
			Page, Jennifer	Elem 1-6	307	English As A Second Language P-8	12-13 13-14	Granted
			Page, Jennifer	Elem 1-6	308	English As A Second Language 7-12	12-13 13-14	Granted
			Pledger, Brandy	Life/Earth Science	104	GRADE 5-6 END (SCIENCE)	12-13 13-14	Granted
			Radewald, Katherine	English/Language Arts 7-12; ESL P-12; Drama	236	PE/ WELLNESS/ L EISURE (7-12)	13-14	Granted
			Sadler, Jennifer	Business, Math, ESL	229	Adult Education PS	12-13 13-14	Granted
			Scalf, Jacquelyn	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Stephens, Jennifer	English/Language Arts 7-12; Secondary Science	230	Sp Education Instructional Specialist 4-12	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Streigler, Bryan	English/Language Arts 7-12; Business Technology	236	PE/WEELLNESS/EISURE (7-12)	13-14	Granted
			Streigler, Bryan	English/Language Arts 7-12; Business Technology	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
			Taylor, Jessica	Art P-12	229	Adult Education PS	12-13 13-14	Granted
			Thomas, Nathaniel	Mathematics 7-12	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Vellios, Bryce	Vocal Music	002	English/Language /Social Studies 4-8	12-13 13-14	Granted
			Vellios, Bryce	Vocal Music	168	Science/Mathematics 4-8	12-13 13-14	Granted
			Williams, Suzanna	English/Language Arts 7-12; MS English	307	English As A Second Language P-8	13-14	Granted
			Alexander, Ashley	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Brewster, Elizabeth	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Clark-Buchanan, Laura	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Hartley, Alicia	Elem 1-6	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Miller, Cynthia	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
	Fayetteville School District Continued							
	First Step, Inc.	9						

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
4501 Flippin School District		4	Robinson, Caitlin	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Stell, Laura	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Denied
			Summers, Emily	ECE P-4, PE/Wellness/Leisure	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Wyrick, Kaitlynn	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Dyche, Susan	Middle Childhood Education	305	Gifted & Talented P-8	12-13 13-14	Granted
			Dyche, Susan	Middle Childhood Education	306	Gifted & Talented 7-12	12-13 13-14	Granted
			Rainbolt, Sherry	ECE P-4, Elem 1-6	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
			Robertson, Charlotte	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Breazeale, Krysta Jackson, Earl Anthony	Middle Childhood Education	253	ELEMENTARY GUID. & COUNSELING	13-14	Granted
			Lawson, Rhonda Henry	ECE P-4, Elem K-6 Elem 1-6, Special Ed P-12	288 312	Building Administrator P-8 Building Level Administrator 5- 12	13-14	Granted
2002 Fordyce School District		6	Lewis, Todd	Secondary PE; Coaching; Life Science;	302	PHYSICAL SCIENCE	13-14	Granted
			McCollum, Robert	PE/Wellness/Leisure P-12; Coaching	269	MATHEMATICS	13-14	Granted
			Williams, Cory	PE/Wellness/Leisure P-12; Coaching	200		13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied		
4102 Foreman School District		9	Fraday, Lisa	Physical Science 7-12	108	JOURNALISM	13-14	Granted		
			Friday, Cody	PE/Wellness/Leisure P-12; Coaching	254	MCH MATH	13-14	Denied		
			Gross, Robyn	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	12-13 13-14	Granted	
			Hadaway, Kathy	ECE P-4, Elem K-6	299	GUIDANCE & COUNSELING	13-14	13-14	Granted	
			Hadaway, Kathy	ECE P-4, Elem K-6	300	GUIDANCE & COUNSELING	13-14	11-12 12-13	12-13 13-14	Granted
			Hall, John	Middle Childhood Education; Physical/Earth Science; PE P-12, Coaching	167	SOCIAL STUDIES	13-14	13-14	Granted	
4603 Fouke School District		1	Lansdell, Yolanda	ECE P-4; Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted		
			Pinkerton, Shanna	Middle Childhood Education; Business Technology 4-12	200	MATHEMATICS	13-14	13-14	Granted	
			Smith, Kristie	ECE P-4, Elem K-6	295	Library Media Science P-8	13-14	13-14	Granted	
			Formby, Robert	MS Math	200	MATHEMATICS	13-14	13-14	Denied	
2602 Fountain Lake School District		4	Byrd, Celeste	Journalism, Speech, English/Language Arts 7-12	113	DRAMA	13-14	Granted		

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Faulkner, Leslie	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Hughes, Jennifer	Elem 1-6, MS Social Studies	002	English/Language /Social Studies 4-8	12-13 13-14	Denied
	Fountain Lake School District Continued		Webb, Linda	Middle Childhood Education; Elem 1-6, Counseling 7-12	299	GUIDANCE & COUNSELING	12-13 13-14	Denied
	Friendship Community Care	1	Kyle, Cali	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
	Glen Rose School District	2	Wingfield, Christi	ECE P-4; Middle Childhood Education, Elem 1-6	305	Gifted & Talented P-8	13-14	Granted
			Wingfield, Christi	ECE P-4; Middle Childhood Education, Elem 1-6	306	Gifted & Talented 7-12	13-14	Granted
			Davey, Susan	Elem 1-6, MS Science	002	English/Language /Social Studies 4-8	12-13 13-14	Granted
			Davey, Susan	Elem 1-6, MS Science	168	Science/Mathematics 4-8	12-13 13-14	Granted
			Davey, Susan	Elem 1-6, MS Science	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Finch, Sana	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Rouse, Lindsey	ECE P-4, 5th/6th Endorsement	002	English/Language /Social Studies 4-8	11-12 12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Rouse, Lindsey	ECE P-4, 5th/6th Endorsement	305	Gifted & Talented P-8	11-12 12-13 13-14	Granted
	Gosnell School District Continued		Rouse, Lindsey	ECE P-4, 5th/6th Endorsement	306	Gifted & Talented 7-12	11-12 12-13 13-14	Granted
			Shelton, Caitlin	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Whitehead, Angel	ECE P-4, Elem K-6	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
	Gravette School District	3	Carreira, Thomas	Industrial Technology, Marketing, Business Technology	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
			Phillips, Autumn	Elem 1-6	253	ELEMENTARY	13-14	Granted
			Summerford, Stephanie	ECE P-4, MS Social Studies, Elem K-6, Bldg. Adm. P-8	280	CURR/ PROG ADMIN / CURR	13-14	Granted
	Green Forest School District	3	Banks, Zoe	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			James, Shelly	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Wilson, Tammy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
2303 Greenbrier School District		3	Hogg, Sherry	Elem 1-6; Middle Childhood Education	299	GUIDANCE & COUNSELING	13-14	Granted
			Hogg, Sherry	Elem 1-6; Middle Childhood Education	300	GUIDANCE & COUNSELING	13-14	Granted
			Stone, Taylor	PE/Wellness/Leisure P-12, Coaching	002	English/Language /Social Studies 4-8	13-14	Granted
2807 Greene Co. Tech School Dist.		2	Campbell, Beverly	ECE P-4	002	English/Language /Social Studies 4-8	13-14	Granted
			Tyler, Haley Rowland	MS SS/Science/English	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
7204 Greenland School District		1	Ridenoure, Kimberly	ECE P-4	296	Library Media Science 7-12	12-13 13-14	Granted
			Clark, Chelsea	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
6602 Greenwood School District		12	Clements, Leslie	ECE P-4, Business Ed, MS Math, MS Social Studies, Elem K-6	222	MARKETING	13-14	Granted
			Dean, Lisa	Business Education	299	GUIDANCE & COUNSELING	11-12 12-13 13-14	Granted
Greenwood School District Continued			Dean, Lisa	Business Education	300	GUIDANCE & COUNSELING	11-12 12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Denson, Dana	ECE P-4, Elem K-6	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
			Fogleman, Courtney	English/Language Arts 7-12	167	SOCIAL STUDIES	13-14	Granted
			Hart-Staton, Jennifer	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			King, Amy	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13 13-14	Granted
			Quillman, Amber	ECE P-4, Special Ed P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13 13-14	Granted
			Titsworth, Audra	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Wisner, Marsha	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
			Young, Kelly	ECE P-4	235	PE/WELLNESS/L EISURE (P-8)	13-14	Granted
1003	Gurdon School District	8	Clark, Cena	English/Language Arts 7-12	295	Library Media Science P-8	13-14	Granted
			Clark, Cena	English/Language Arts 7-12	296	Library Media Science 7-12	13-14	Granted
			Clark, Judith Riche	Special Ed P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Davis, Dora DeAnne	MS Math	209	ALGEBRA I ENDOS	12-13 13-14	Denied

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied		
			Kirkpatrick, Brandie	PE 7-12	235	PE/WEELLNESS/L EISURE (P-8)	12-13 13-14	Denied		
			Trammel, Mekensie	MS Math/Science	200	MATHEMATICS	13-14	Granted		
			Winkelmeyer, Ashton	Social Studies 7-12	307	English As A Second Language P-8	12-13 13-14	Granted		
			Winkelmeyer, Ashton	Social Studies 7-12	308	English As A Second Language 7-12	12-13 13-14	Granted		
0203 District	Hamburg School District	1	Youngblood, Susan	Social Studies 7-12, MS English/Social Studies, Elem K-6, Reading P-12, ESL P-12	167	SOCIAL STUDIES	13-14	Denied		
0701 District	Hampton School District	6	Lambert, Sandra	Middle Childhood Education; ESL K-12	203	Vocal Music P-8	13-14	Granted		
			Lambert, Sandra	Middle Childhood Education; ESL K-12	204	VOCAL MUSIC	13-14	Granted		
			Lambert, Sandra	Middle Childhood Education; ESL K-12	205	Instrumental Music P-8	13-14	Granted		
	Hampton School District Continued		Lambert, Sandra	Middle Childhood Education; ESL K-12	206	INSTR. MUSIC	13-14	Granted		
			Sanders, Bryan	Social Studies 7-12; Health/PE K-12	200	MATHEMATICS	12-13 13-14	Granted		
			Steelman, Angela	Reading K-12; Elem 1-6	166	ENGLISH	12-13 13-14	Denied		

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
5205	Harmony Grove School District	3	Hale, Sharon Kay	Vocal Music P-12; Gifted and Talented P-12	280	CURR/ PROG ADMIN / CURR	13-14	Granted
			Harris, Angel	Vocal Music P-12	305	Gifted & Talented P-8	13-14	Granted
			Harris, Angel	Vocal Music P-12	306	Gifted & Talented 7-12	13-14	Granted
6304	Harmony Grove School District	1	Mynhier, Casey	ECE P-4	168	Science/Mathematics 4-8	11-12 12-13 13-14	Granted
			Cook, Janea	ECE P-4	168	Science/Mathematics 4-8 Library Media	12-13 13-14	Granted
5602	Harrisburg School District	5	Hesse, Patricia	Elem 1-6; G/T P-12	295	Science P-8	13-14	Granted
			Kimble, Sarah Lynn	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Little, Carol	Social Studies 7-12; School Counseling P-12	201	Art P-8	13-14	Denied
			Wallace, Lesleye	Special Ed P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
0503	Harrison School District	6	Campbell, Jeannie	Spanish, French, English	307	English As A Second Language P-8	11-12 12-13 13-14	Denied
			Campbell, Jeannie	Spanish, French, English	308	English As A Second Language 7-12	11-12 12-13	Denied
			Creamer-Black, Christina	Guidance & Counseling 7-12	299	GUIDANCE & COUNSELING	12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
6604 Hartford School District		4	Kaeser, Kevin	Social Studies 7-12	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
			McCoy, Deeann	Business Technology	168	Science/Mathematics 4-8	13-14	Granted
			Stone, Seth	Middle Childhood Education	236	PE/ WELLNESS/ L EISURE (7-12)	12-13 13-14	Granted
			Gann, Lauren	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Gann, Lauren	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Hays, Joe	Social Studies 7-12; Physical/Earth Science; Life/Earth Science	236	PE/ WELLNESS/ L EISURE (7-12)	13-14	Granted
			McKnight, Eric	PE 7-12	170	Life/Earth Science 7-12	13-14	Granted
			Bradow, Nathaniel	English/Language Arts 7-12; Journalism	114	SPEECH	13-14	Denied
			Edge, Amber	ECE P-4	299	GUIDANCE & COUNSELING	13-14	Granted
			Edge, Amber	ECE P-4	300	GUIDANCE & COUNSELING	13-14	Granted
5903 Hazen School District		8	Halijon, Janice	Middle Childhood Education	169	Physical /Earth Science 7-12	12-13 13-14	Denied
			Halijon, Janice	Middle Childhood Education	170	Life/Earth Science 7-12	12-13 13-14	Denied

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Morgan, Laura	English/Language Arts 7-12	108	JOURNALISM	13-14	Denied
			Rowe, Ryan	Agriculture Education	412	Curr/ Program Admin/Library Media P-12	13-14	Granted
			Zarlingo, Jennifer	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Gowen, Rebecca	FACS	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Screenon, Carrie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Waire, Shelby	FACS	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Brock, Charlotte	FACS, Business Technology 4-12	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
			Lawrence, Paula	Elem 1-6, Art P-12, Library Media P-12	215	FAMILY & CONS. SCIENCE	13-14	Granted
			Weaver, Rebecca	Elem K-6	295	Library Media Science P-8	11-12 12-13 13-14	Granted
			Weaver, Rebecca	Elem K-6	296	Library Media Science 7-12	11-12 12-13 13-14	Granted
			Banks, Justin	Middle Childhood Education	004	SPANISH	13-14	Granted
1202	Heber Springs School District	3						
5803	Hector School District	2						
5403	Helena/ W.Helena School Dist.	2						
0601	Hermitage School District	7						

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Cleveland, Chase	Health/PE P-12	002	English/Language /Social Studies 4-8	13-14	Granted
			Cleveland, Rachel	Health/PE P-12	002	English/Language /Social Studies 4-8	13-14	Granted
			Dickerson, Amy	English/Language Arts 7-12	208	Drama/Speech 7-12	13-14	Granted
			Gregory, Brian	Health/PE P-12	167	SOCIAL STUDIES	13-14	Granted
			Woodard, Justin	Middle Childhood Education	305	Gifted & Talented P-8	11-12 12-13 13-14	Granted
			Woodard, Justin	Middle Childhood Education	306	Gifted & Talented 7-12	11-12 12-13 13-14	Granted
			Thomas, Kimberly Sue	ECE P-4	300	GUIDANCE & COUNSELING	12-13 13-14	Granted
			Arnold, Andrew	PE K-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Arnold, Courtney	Business Ed 4-12	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
			Huckabee, Lavonda	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13 13-14	Granted
			Johnson, Marnie	Mathematics 7-12	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
6804	Highland School District	1						
3809	Hillcrest School District	6						

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Johnson, Marnie	Mathematics 7-12	300	GUIDANCE & COUNSELING	12-13 13-14	Granted
			Tidwell, Karen	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13 13-14	Granted
2903	Hope School District	2	Lee, Taylor	English/Language Arts 7-12	114	SPEECH	13-14	Granted
			Tucker, Christie	English/Language Arts 7-12, Spanish 7-12	114	SPEECH	13-14	Granted
6703	Horatio School District	1	Roberts, Lisa	MS Social Studies, Elem 1-6, ESL P-12	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
2603	Hot Springs School District	9	Abbott, Jennifer	ECE P-4; Middle Childhood Education	169	Physical /Earth Science 7-12	13-14	Granted
			Abbott, Jennifer	ECE P-4; Middle Childhood Education	170	Life/Earth Science 7-12	13-14	Granted
			Berich, Michael	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Bridges, Cathryn	ECE P-4	235	PE/WEELLNESS/L EISURE (P-8)	13-14	Granted
			Chitwood, Laurie	MS Math/Science	113	DRAMA	12-13 13-14	Granted
			Irwin, Karrie	ECE P-4; MS English/Social Studies/ Math	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Walker, Katelyn	ECE P-4	299	GUIDANCE & COUNSELING	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Walker, Katelyn	ECE P-4	300	GUIDANCE & COUNSELING	13-14	Granted
			Wingfield, Suanna	Counselor P-12; Journalism; English/Language Arts 7-12	208	Drama/Speech 7-12	13-14	Granted
3804	Hoxie School District	5	Compton, Katie	ECE P-4, Elem 1-6	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
			Kepner, Heather	Elem 1-6	295	Library Media Science P-8	12-13 13-14	Granted
			Kepner, Heather	ECE P-4, Elem 1-6	296	Library Media Science 7-12	12-13 13-14	Granted
			Vancil, Andrea	PE/Wellness/Leisure P-12	299	GUIDANCE & COUNSELING	11-12 12-13 13-14	Granted
			Vancil, Andrea	PE/Wellness/Leisure P-12	300	GUIDANCE & COUNSELING	11-12 12-13 13-14	Granted
6202	Hughes School District	2	Roberson, Rickye	Middle Childhood Education	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
			Roberts, Carl	Instrumental Music K-12	265	VOCAL MUSIC	13-14	Denied
			Greenfield, Heather	ECE P-4, 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
4401	Huntsville School District	9	Hawkins, Lori	ECE P-4	253	ELEMENTARY	13-14	Granted
			McKenney, Rose	Middle Childhood Education	167	SOCIAL STUDIES		Granted
			Myrick, Julie	Elem 1-6, ESL P-12	253	ELEMENTARY	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Rogers, Janice	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Sisemore, Shea	ECE P-4	299	GUIDANCE & COUNSELING	13-14	Granted
			Sisemore, Shea	ECE P-4	300	GUIDANCE & COUNSELING	13-14	Granted
			Wright, Melissa	English 5-12	299	GUIDANCE & COUNSELING	13-14	Granted
			Wright, Melissa	English 5-12	300	GUIDANCE & COUNSELING	13-14	Granted
			Hatman, Eve	Middle Childhood Education; Bldg. Adm.	169	Physical /Earth Science 7-12	13-14	Granted
			Phillips, Jonathan	Instrumental Music K-12	200	MATHEMATICS	13-14	Granted
			Treat, Charles	Middle Childhood Education	170	Life/Earth Science 7-12	12-13 13-14	Granted
			Walker, Steven	Middle Childhood Education	200	MATHEMATICS	13-14	Granted
			Edwards, Heather	ECE P-4	202	Art 7-12	13-14	Granted
			Kleckley, Henry	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Cantrell, Jeff	Bldg. Level Adm.	311	District Administrator P-12	11-12 12-13 13-14	Granted
			Howard, Donita	Business Education, English 7-12	411	Curr/ Program Admin/Library Media P-12	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Hurley, Joe	Business/Marketing	168	Science/Mathematics 4-8	12-13 13-14	Granted
			Rogers, Derek	PE/Health	167	SOCIAL STUDIES	13-14	Granted
			Trusty, Patrick	Middle Childhood Education	236	PE/WEELLNESS/LEISURE (7-12)	13-14	Granted
			Bliss, Cara DeAnn	Business Ed, Career Preparation, Work Place Readiness, Applied Math I & II	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
		5	Ellison, Kayla	ECE P-4, MS Social Studies, Elem 1-6, Bldg Adm. P-8	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Forbess, Jeffery	Spanish 7-12, ESL P-12	009	MANDARIN CHINESE	13-14	Granted
				Physical/Earth Science; Life/Earth Science; Career Service for Special Population	215	FAMILY & CONS. SCIENCE	13-14	Granted
			Riley, Stephanie	English/Language Arts 7-12	200	MATHEMATICS	12-13 13-14	Granted
			Barnett, Kristi	English/Language Arts 7-12; Social Studies 7-12	300	GUIDANCE & COUNSELING	13-14	Granted
		9	Bickham, James	PE K-12	255	MCH ENGLISH	13-14	Granted
			Carson, Steve	Business Technology 7-12, Industrial Cooperative Training 7-12	222	MARKETING	13-14	Granted
2604	Jessieville School District							
1608	Jonesboro School District							

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Cockrill, Emily	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
	Jonesboro School District Continued		Crain, William	Bldg Adm. P-12, Middle Childhood Education	250	BUSINESS TECH	13-14	Granted
			Etter, Stacey	Middle Childhood Education	253	ELEMENTARY	13-14	Granted
			Kelley, Lindsey	Journalism, English 7-12	299	GUIDANCE & COUNSELING	13-14	Granted
			Kelley, Lindsey	Journalism, English 7-12	300	GUIDANCE & COUNSELING	13-14	Granted
			Watson, Laura	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
	Junction City School 7003 District	1	Harbour, Gwyn	Elem 1-6, MS Social Studies/Science	169	Physical /Earth Science 7-12	13-14	Granted
	5503 Kirby School District	5	Tolleson, Brandi	Family & Consumer Science	299	GUIDANCE & COUNSELING	13-14	Granted
			Tolleson, Brandi	Family & Consumer Science	300	GUIDANCE & COUNSELING	13-14	Granted
			Tweedle, Rikki	Oral Communications	305	Gifted & Talented P-8	13-14	Granted
			Tweedle, Rikki	Oral Communications	306	Gifted & Talented 7-12	13-14	Granted
			Tweedle, Rikki	Oral Communications	166	ENGLISH	13-14	Granted
	Lafayette County 3704 School District	3	Castleman, Lantz	PE/Wellness/Leisure	169	Physical /Earth Science 7-12	13-14	Granted
			Grant, Edwin	PE K-12; Health 7- 12	167	SOCIAL STUDIES	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
2605	Lafayette County School District Continued Lake Hamilton School District	6	Shackelford, Ashly	ECE P-4	260	ART	13-14	Granted
			Brakefield, Halie	ECE P-4	295	Library Media Science P-8	13-14	Granted
			Brakefield, Halie	ECE P-4	296	Library Media Science 7-12	13-14	Granted
			Bridges, Brian	Mathematics 7-12	236	PE/WELLNESS/L EISURE (7-12)	12-13 13-14	Granted
			Galligan, Tania	English/Language Arts 7-12	167	SOCIAL STUDIES	12-13 13-14	Granted
			Logan, Jacob	Middle Childhood Education; Social Studies; Career Academy	114	SPEECH	13-14	Granted
2606	Lakeside School District	8	Moody, Deana	MS Math	200	MATHEMATICS	12-13 13-14	Denied
			Culbreath, Christy	Health/PE	202	Art 7-12	13-14	Granted
			Disney, Katie	ECE P-4, Reading P-12	305	Gifted & Talented P-8	13-14	Granted
			Gerard, Jenny	ECE P-4, MS Math/Science; ESL K-12	003	Spanish P-8	13-14	Granted
			Harris, Lance	Social Studies 7-12	305	Gifted & Talented P-8	13-14	Granted
			Harris, Lance	Social Studies 7-12	168	Science/Mathematics 4-8	13-14	Granted
Lakeside School District Continued			Perrigo, Michelle	English	168	Science/Mathematics 4-8	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Poye, Amanda	ECE P-4	230	Sp Education Instructional Specialist 4-12 Grade 5/6	11-12 12-13 13-14	Granted
			Wells, Derek	ECE P-4	107	Endorsement (P-4)	12-13 13-14	Granted
3604	Lamar School District	2	Buchanan, Lara	Spanish 7-12 English/Language Arts 7-12, Bldg. Level Adm.	166	ENGLISH	13-14	Granted
			Meador, William		300	GUIDANCE & COUNSELING	11-12 12-13 13-14	Granted
6605	Lavaca School District	4	Headley, Dasha	ECE P-4	295	Library Media Science P-8	11-12 12-13 13-14	Granted
			Headley, Dasha	ECE P-4	296	Library Media Science 7-12	11-12 12-13 13-14	Granted
			Today, Shannon	Elem 1-6, Middle Childhood, ESL K-12	295	Library Media Science P-8	12-13 13-14	Granted
			Today, Shannon	Elem 1-6, Middle Childhood, ESL K-12	296	Library Media Science 7-12	12-13 13-14	Granted
			Hampton, Stephanie	English/Language Arts 7-12; Drama/Speech	299	GUIDANCE & COUNSELING	13-14	Denied
			Hampton, Stephanie	English/Language Arts 7-12; Drama/Speech	300	GUIDANCE & COUNSELING	13-14	Denied

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Huffine, Andrea	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Lamb, Malessie Mosier	PE/Wellness/Leisure P-12; Coaching; Driver's Ed	224	Business Technology 4-8	11-12 12-13 13-14	Granted
			Lamb, Malessie Mosier	PE/Wellness/Leisure P-12; Coaching; Driver's Ed	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Sloan, Penny	Middle Childhood Education	299	GUIDANCE & COUNSELING	13-14	Granted
			Sloan, Penny	Middle Childhood Education	300	GUIDANCE & COUNSELING	13-14	Granted
			Whitener, Robert	PE/Wellness/Leisure P-12; Coaching	255	MCH ENGLISH	13-14	Granted
			Whitener, Robert	PE/Wellness/Leisure P-12; Coaching	256	MCH SOC. STUDIES	13-14	Granted
			Brixey, Phyllis	Vocal Music P-12	205	Instrumental Music P-8	13-14	Granted
			Brixey, Phyllis	Vocal Music P-12	206	INSTR. MUSIC	13-14	Granted
			DeWoody, Doyle	Physical/Earth Science	170	Life/Earth Science 7-12	13-14	Granted
			Milligan, Thomas	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Severs, Walter	English/Language Arts 7-12; Social Studies; Career Orientation	114	SPEECH	13-14	Granted
			Baker, Melinda	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
7205 Lincoln School District		5		Vocational Permit; FACS 4-12; PE/Health	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
			Gass, Elizabeth	FACS	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Goddard, Heather	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			McAfee, Rebecca	Middle Childhood Education	305	Gifted & Talented P-8	13-14	Granted
			McAfee, Rebecca	Middle Childhood Education	306	Gifted & Talented 7-12	13-14	Granted
4301 Lonoke School District		8	Mitchell, Stephanie	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Dewey, Holly	Elem K-6, G/T K-12, Bldg Level K-9; Social Studies 7-12	295	Library Media Science P-8	13-14	Granted
			Dewey, Holly	Elem K-6, G/T K-12, Bldg Level K-9; Social Studies 7-12	296	Library Media Science 7-12	13-14	Granted
			Holland, Jennifer	MS Math/English	200	MATHEMATICS	13-14	Granted
			King, Phillip	MS Math/Science, Coaching 7-12	169	Physical /Earth Science 7-12	13-14	Granted
			Lively, Nancy	Elem 1-6, Special Ed P-12	002	English/Language /Social Studies 4- 8	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Mason, Cy	Middle Childhood Education	200	MATHEMATICS	11-12 12-13 13-14	Granted
			Moore, Taggart	PE K-12	167	SOCIAL STUDIES	13-14	Granted
			Reitz, Jena	Middle Childhood Education	200	MATHEMATICS	13-14	Granted
			Bryan, Dana	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13 13-14	Granted
4202	Magazine School District	1				Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
3003	Magnet Cove School Dist.	4	Botteron, Crystal	ECE P-4	230	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Botteron, Crystal	ECE P-4	231	JOURNALISM	12-13 13-14	Granted
			Martin, Kathryn	Art P-12	108	Building Level Administrator 5-12		Granted
			McCutcheon, Whitney	ECE P-4, Special Education P-12	302	Gifted & Talented P-8	13-14 11-12 12-13	Granted
			Callahan, Arrah	ECE P-4	305	Gifted & Talented P-8	13-14	Granted
			Callahan, Arrah	ECE P-4	306	Gifted & Talented 7-12	11-12 12-13 13-14	Granted
			DeVaney, Camille	MS Math	200	MATHEMATICS	13-14	Denied
			Korsmeier, Shelly	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
3004	Malvern School District	5						

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
4712	Manila School District	4	McKinney, Kris	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Curtis, Betheny	Elementary K-6	168	Science/Mathematics 4-8 English/Language /Social Studies 4-8	13-14	Granted
			Owens, Courtney	Social Studies 7-12	002	Science/Mathematics 4-8	13-14	Granted
			Owens, Courtney	Social Studies 7-12	168	Science/Mathematics 4-8	13-14	Granted
6606	Mansfield School District	1	Sullivan, Cristin	PE K-12	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Thompson, Jacy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
1804	Marion School District	12	Bradley, Deborah	Social Studies 7-12; Business 7-12	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Burt, Misty	ECE P-4	295	Library Media Science P-8	13-14	Granted
			Burt, Misty	ECE P-4	296	Library Media Science 7-12	13-14	Granted
			Carter, Christina	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Early, Jessica	ECE P-4	002	English/Language /Social Studies 4-8	12-13 13-14	Granted
			Hutchins, Kimberly	Elem 1-6; MS Social Studies and Math	230	Sp Education Instructional Specialist 4-12	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Long, Sarah	English/Language Arts 7-12	295	Library Media Science P-8	13-14	Granted
			Long, Sarah	English/Language Arts 7-12	296	Library Media Science 7-12	13-14	Granted
			Mize, Rachelle	Elem 1-6	299	GUIDANCE & COUNSELING	11-12 12-13 13-14	Granted
			Singleton, Felisa	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Spence, Sandra	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
	Marion School District Continued		Williams, Justin	PE/Wellness/Leisure P-12	167	SOCIAL STUDIES	12-13 13-14	Granted
	Marked Tree School District	11	Dowdy, Karrie	MS English/Social Studies	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Goff, Alex	Instrumental Music	2010	Survey of Fine Arts	13-14	Granted
			Hicks, Terri	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Kelly, John	Social Studies 7-12	305	Gifted & Talented P-8	11-12 12-13 13-14	Granted
			Kelly, John	Social Studies 7-12	306	Gifted & Talented 7-12	11-12 12-13 13-14	Granted
			Mayers, James	English/Language Arts 7-12	108	JOURNALISM	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			McCrary, Sherry	Elem K-6	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Pharis, Bobbie	English/Language Arts 7-12	299	GUIDANCE & COUNSELING	13-14	Granted
			Pharis, Bobbie	English/Language Arts 7-12	300	GUIDANCE & COUNSELING	13-14	Granted
			Rinaldi, Mike	Science; PE	167	SOCIAL STUDIES	13-14	Denied
			Tyler, Samantha	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
5404	Marvell School District	1	Mackey, Megan	Business Technology	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
2305	Mayflower School District	2	Rhine, Yolanda	ECE P-4	305	Gifted & Talented P-8	12-13 13-14	Granted
			Rhine, Yolanda	ECE P-4	306	Gifted & Talented 7-12	12-13 13-14	Granted
6102	Maynard School District	1	Bindea, Cassandra	ECE P-4	170	Life/Earth Science 7-12	11-12 12-13 13-14	Granted
7403	Mccrory School District	1	Terhune, Haley	FACS	411	Curr/ Program Admin/Library Media P-12	13-14	Denied
3302	Melbourne School District	3	Cooper, Elizabeth	ECE P-4	288	GUID. & COUNSELING	13-14	Granted
			Haney, Peggy	Middle Childhood Education, Special Ed P-12	269	PHYSICAL SCIENCE	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Love, Anita	ECE P-4, Elem 1-6	230	Sp Education Instructional Specialist 4-12	13-14	Granted
5703	Mena School District	1	Gann, Donita	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13 13-14	Granted
	Methodist Family Health	1	Works, Katie	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
3211	Midland School District	4	Bell, Megan	ECE P-4	305	Gifted & Talented P-8	12-13 13-14	Granted
			Bell, Megan	ECE P-4	306	Gifted & Talented 7-12	12-13 13-14	Granted
			Hurst, Karen	Middle Childhood Education; FACS, Life/Earth Science; Business	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
			Hurst, Karen	Middle Childhood Education; FACS, Life/Earth Science; Business	300	GUIDANCE & COUNSELING	12-13 13-14	Granted
2003	Millcreek of Arkansas	2	Glass, Teresa	ECE P-4, Elem 1-6	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Puterbaugh, Christy	Health, Adult Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
2203	Monticello School District	3	Boykin, Heather	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied			
4902 Mount Ida School District		6	Holderfield, Deborah	Business Ed; PE 7-12; Library Media	235	PE/WEELLNESS/L EISURE (P-8)	11-12 12-13 13-14	Granted			
			Reginelli, Kelli	English/Language Arts 7-12; MS English	108	JOURNALISM	13-14	Granted			
			Austin, Melissa	Elem 1-6, Library Media P-12	305	Gifted & Talented P-8	13-14	Granted			
			Austin, Melissa	Elem 1-6, Library Media P-12	306	Gifted & Talented 7-12	13-14	Granted			
			Black, Angie	Elem K-6; Business Technology	203	Vocal Music P-8	12-13 13-14	Denied			
			Black, Angie	Elem K-6; Business Technology	205	Instrumental Music P-8	12-13 13-14	Denied			
			White, Shirell	Social Studies 7-12	299	GUIDANCE & COUNSELING	13-14	Granted			
			White, Shirell	Social Studies 7-12	300	GUIDANCE & COUNSELING	13-14	Granted			
			0303 Mountain Home School District		4	Killian, Tina	English/Language Arts 7-12; Special Ed P-12	299	GUIDANCE & COUNSELING	13-14	Granted
						Killian, Tina	English/Language Arts 7-12; Special Ed P-12	300	GUIDANCE & COUNSELING	13-14	Granted
McGraw, Stephanie	English/Language Arts 7-12; Journalism	299				GUIDANCE & COUNSELING	13-14	Granted			
McGraw, Stephanie	English/Language Arts 7-12; Journalism	300				GUIDANCE & COUNSELING	13-14	Granted			

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied	
6901	Mountain View School District	2	Case, Robert	FACS, Business Ed	305	Gifted & Talented P-8	12-13 13-14	Denied	
			Case, Robert	FACS, Business Ed	306	Gifted & Talented 7-12	12-13 13-14	Denied	
1703	Mountainburg School District	6	Cristee, Courtney	Social Studies 7-12	255	MCH ENGLISH	13-14	Granted	
			Fain, Amanda	English/Language Arts 7-12	208	Drama/Speech 7-12	13-14	Granted	
			Hoelschuer, Randy	Social Studies 7-12	166	ENGLISH	11-12 12-13 13-14	Granted	
			Hooten, Terry	Spanish 7-12	108	JOURNALISM	11-12 12-13 13-14	Granted	
			Loyd, Marilyn	Special Ed K-12	320	Curr/Program Adm/Sped P-12	11-12 12-13 13-14	Granted	
			Phillips, Jeremy	MS Math	200	MATHEMATICS	13-14	Granted	
1704	Mulberry/Mt. Pleasant Bi-County School District	7	Graham, Angela	ECE P-4, ESL P-12	305	Gifted & Talented P-8	11-12 12-13 13-14	Granted	
			Graham, Angela	ECE P-4, ESL P-12	306	Gifted & Talented 7-12	11-12 12-13 13-14	Granted	
				ECE P-4, Spec Ed P-12, Curriculum Program Adm P-12, Bldg. Adm. P-12	311	District Administrator P-12	11-12 12-13 13-14	Granted	
			Higdon, Dana				11-12 12-13 13-14	Granted	
			Hopper, Sheila	Speech Path	320	Curr/Program Adm/Sped P-12	11-12 12-13 13-14	Granted	

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			McCabe, Aimee	ECE P-4	299	GUIDANCE & COUNSELING	13-14	Granted
	Mulberry/Mt. Pleasant Bi-County School District		McCabe, Aimee	ECE P-4	300	GUIDANCE & COUNSELING	13-14	Granted
			Waldrop, Tiffany	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Askins, Leigh Anna	Elem 1-6	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
	N. Little Rock School 6002 District	16	Boone, Kathleen	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Boyd, Renardo	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Burks, Amy	Elem K-6	305	Gifted & Talented P-8	12-13 13-14	Granted
			Burnett, Jessica	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Girdler, Ray	Mathematics 7-12	239	Curriculum/Prog/Adm/Curriculum P-12	12-13 13-14	Granted
			Howey, Kimberly	ECE P-4	295	Library Media Science P-8	13-14	Granted
			Le, Vu	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13 13-14	Granted
			Lovelace, Gwen	Social Studies 7-12	305	Gifted & Talented P-8	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied	
N. Little Rock School District Continued			Lovelace, Gwen	Social Studies 7-12	306	Gifted & Talented 7-12	13-14	Granted	
			McCuen, Beverly	Elem K-6	250	BUSINESS TECH	BUILD LEVEL ADMIN.	13-14	Granted
			McKinley, April	ECE P-4, Elem 1-6, 5th/6th Endorsement	276	ADMIN.	GUID. & COUNSELING	13-14	Granted
			Peacock, Pearce	Elem 1-6; Middle Childhood Education	288	COUNSELING	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Redford, Katie	ECE P-4	231	ECE P-4	Sp Ed Ech Inst Specialist P-4	13-14	Denied
			Ricks, Sharon	Middle Childhood Education	200	MATHEMATICS	MATHEMATICS	13-14	Granted
			Tennison, Christina	Health, PE, Coaching	250	BUSINESS TECH	BUSINESS TECH	13-14	Granted
			Dildine, Joy	ECE P-4	107	Grade 5/6 Endorsement (P-4)	Grade 5/6 Endorsement (P-4)	12-13 13-14	Denied
			Duncan, Tori	PE 7-12	230	Sp Education Instructional Specialist 4-12	Sp Education Instructional Specialist 4-12	13-14	Granted
			Millsap, Shelby	ECE P-4	253	ELEMENTARY	ELEMENTARY	13-14	Denied
Nemo Vista School District		6	Overstreet, Kim	Middle Childhood Education	253	ELEMENTARY	13-14	Granted	
			Trafford, Lindsey	ECE P-4	295	Library Media Science P-8	12-13 13-14	Granted	
			Trafford, Lindsey	ECE P-4	296	Library Media Science 7-12	12-13 13-14	Granted	
			Adamson, Deidre	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	Sp Ed Ech Inst Specialist P-4	13-14	Granted
1611 District	Nettleton School District	4							

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
5008 Nevada School District		3	Nelms, Misty	Physical Education	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Smith, Courtney	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Swift, Jamie	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Glass, Judy	Middle Childhood Education	200	MATHEMATICS	13-14	Granted
			King, Cheri	English/Language Arts 7-12	108	JOURNALISM	12-13 13-14	Granted
			Lamb, Breana	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
3403 Newport School District		3	Gist, Nan Turner	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			McDougl, Ambra	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Woodson, Jerri Mann	MS English/Social Studies	166	ENGLISH Building Administrator P-8	13-14	Granted
0304 Norfolk School District		7	Bradbury, Stacey	English 5-12	312	ENGLISH Building Administrator P-8	13-14 11-12 12-13	Granted
			Havner, Stacy	Middle Childhood Education	166	ENGLISH	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
7006	Norphlet School District	4	Havner, Stacy	Middle Childhood Education	108	JOURNALISM	11-12 12-13 13-14	Granted
			Olson, Keela	Art	299	GUIDANCE & COUNSELING	13-14	Granted
			Olson, Keela	Art	300	GUIDANCE & COUNSELING	13-14	Granted
			Reeves, Brittany	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Sanders, Dustin	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Slater, Stacy	ECE P-4	305	Gifted & Talented P-8	12-13 13-14	Granted
			Slater, Stacy	ECE P-4	306	Gifted & Talented 7-12	12-13 13-14	Granted
			Toombs, Kerry	Elem 1-6, Science MS English, English 7-12, Art P-12, Oral Communications 7-12	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			White, Jennifer	12	113	DRAMA	13-14	Granted
			France, Jimmie	MS English/Social Studies	168	Science/Mathematics 4-8	13-14	Denied
0504	Omaha School District	1	Caplinger, Stacy	Middle Childhood Education	004	SPANISH	13-14	Granted
4713	Osceola School District	3	Clayton, Veronica	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Cooper, Kami	ECE P-4	201	Art P-8	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
5706 Ouachita River School District		6	Carmack, Patricia	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Craver, Amanda	ECE P-4	295	Library Media Science P-8	12-13 13-14	Granted
			Craver, Amanda Manning, Stephanie	ECE P-4	296	Library Media Science 7-12	12-13 13-14	Granted
			Olmstead, Stephanie	ECE P-4 Business Technology 4-12	166 411	ENGLISH Career Orientation	12-13 13-14	Denied Granted
			Standridge, Lisa	Elem 1-6, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Fulmer, Amanda	ECE P-4	300	GUIDANCE & COUNSELING	13-14	Granted
3005 Ouachita School District		6	Ivy, Rebecca	Middle Childhood Education	200	MATHEMATICS	13-14	Granted
			Lewis, Christie	Business Ed, Middle Childhood Education	166	ENGLISH	13-14	Granted
			Lewis, Christie	Business Ed, Middle Childhood Education	208	Drama/Speech 7-12	13-14	Granted
			Poiries, Rena	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
OUR Educational Service Cooperative		1	White, Anita	Social Studies, Business Education	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
			Gilbert, Heather	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
6505 District	Ozark Mountain School District	11	Harris, Jordan	ECE P-4	231	Sp Ed Ech Inst	12-13	Granted
			Anderson, Mary	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Breer, Tara	ECE P-4, Special Ed P-4	230	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Buckland-Brummond, Cyndi	MS English/Language Arts	254	MCH MATH	13-14	Granted
			Gilley, Kim	Elem 1-6, Middle Childhood, English 7-12	295	Library Media Science P-8	12-13	Granted
			Gilley, Kim	Elem 1-6, Middle Childhood, English 7-12	296	Library Media Science 7-12	13-14	Granted
			Marshall, Micki	Journalism, English 7-12, Drama/Speech, Marketing, Oral Communications, Career Orientation	299	GUIDANCE & COUNSELING	13-14	Granted
			Marshall, Micki	Journalism, English 7-12, Drama/Speech, Marketing, Oral Communications, Career Orientation	300	GUIDANCE & COUNSELING	13-14	Granted
			Saylor, Rose	Elem 1-6; Bldg Adm P-8, MS Social Studies	280	CURR/ PROG ADMIN / CURR	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Sherrod, Steven	Mathematics 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Willis, Wayne	Middle Childhood Education	276	BUILD LEVEL ADMIN.	13-14	Denied
			Wilson, Monique	English 7-12; Oral Communications; Drama	108	JOURNALISM	13-14	Granted
2404	Ozark School District	3	Culver, Brad	Elem K-6	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
			McLaughlin, Lana	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13 13-14	Granted
			Meadors, Casey	ECE P-4	255	MCH ENGLISH	13-14	Denied
6205	Palestine-Wheatley Sch. Dist.	1	Knowlton, Carey	Middle Childhood Education	169	Physical /Earth Science 7-12	13-14	Granted
2808	Paragould School District	8	Carpenter, Nikki	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Foster, Whitney	English/Language Arts 7-12	114	SPEECH	13-14	Granted
			Gay, James	PE/Wellness/Leisure P-12, Coaching	167	SOCIAL STUDIES	13-14	Granted
			Hinkle, Cori	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
			Hollis, Jenny	English/Language Arts 7-12	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
			Hollis, Jenny	English/Language Arts 7-12	300	GUIDANCE & COUNSELING	12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Honeycutt, Danielle	Spanish P-12	307	English As A Second Language P-8	13-14	Granted
			Honeycutt, Danielle	Spanish P-12	308	English As A Second Language 7-12	13-14	Granted
1104	Piggott School District	2	Jolly, Misty	Middle Childhood Education	170	Life/Earth Science 7-12	13-14	Granted
			Morgan, Pam	Elem P-6	295	Library Media Science P-8	12-13 13-14	Granted
3505	Pine Bluff School District	1	Hayes, Viola	Middle Childhood Education	200	MATHEMATICS	13-14	Granted
6103	Pocahontas School District	6	Hausman, Anthony	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Hausman, Emily	Middle Childhood Education; Elem 1-6	295	Library Media Science P-8	13-14	Granted
			Hausman, Emily	Middle Childhood Education; Elem 1-6	296	Library Media Science 7-12	13-14	Granted
			Hogan, Jillian	ECE P-4, Bldg. Adm	002	English/Language /Social Studies 4- 8	13-14	Granted
			Sullinger, Rachel	English/Language Arts 7-12	108	JOURNALISM	12-13 13-14	Granted
			Watson, Lawana	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
5804	Pottsville School District	2	Bruce, Amy	ECE P-4	107	Grade 5/6 Endorsement (P- 4)	12-13 13-14	Granted
			Sweeden, Cresha	Mathematics 7-12; Transisiton Math	168	Science/Mathema tics 4-8	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
7206 Prairie Grove School District		10	Hunt, Amanda	Social Studies 7-12	299	GUIDANCE & COUNSELING	11-12 12-13 13-14	Granted
			Hunt, Amanda	Social Studies 7-12	300	GUIDANCE & COUNSELING	11-12 12-13 13-14	Granted
			Huynh, Thao	Life/Earth Science; Physical/Earth Science	200	MATHEMATICS	13-14	Granted
			Miner, Stephanie	English/Language Arts 7-12	108	JOURNALISM	12-13 13-14	Granted
			Sellers, Brandi	English/Language Arts 7-12	002	English/Language /Social Studies 4-8	13-14	Granted
			Shepard, Tonya	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
			Wetzel, Mari	ECE P-4	002	English/Language /Social Studies 4-8	13-14	Granted
			Wetzel, Mari	ECE P-4	168	Science/Mathematics 4-8	13-14	Granted
			Weyl, Jennifer	ECE P-4	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
			Weyl, Jennifer	ECE P-4	300	GUIDANCE & COUNSELING	12-13 13-14	Granted
5006 Prescott School District		4	Applegate, Shelly	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Brown, James	PE/Wellness/Leisure P-12, Coaching	200	MATHEMATICS	13-14	Granted
			Cameron					

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
6006	Pulaski Co. Spec. School Dist.	1	Galarza, James C.	Health, PE, MS Social Studies, Coaching, Bldg Level Adm. P-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Magga, Daniel Lee	PE/Wellness/Leisure P-12, Coaching	200	MATHEMATICS	12-13 13-14	Granted Granted
1203	Quitman School District	7	Sparks, Gena	Special P-12	320	Curr/Program Adm/Sped P-12	11-12 12-13 13-14	Granted
			Brock, Marilyn	Science 7-12, Math 7-12	203	Vocal Music P-8 Instrumental Music P-8	13-14	Denied
			Brock, Marilyn	Science 7-12, Math 7-12	205	Building Level Administrator 5-12	13-14	Denied
1106	Rector School District	1	Bunch, Brett	Social Studies 7-12	302	GIFTED & TALENTED	13-14	Granted
			Passmore, Johnny	MS Math, Science, SS	289	Drama/Speech P-8	13-14	Granted
			Ward, Amy	MS Math, Science, SS	207	Drama/Speech 7-12	13-14	Granted
			Ward, Amy	MS Math, Science, SS	208	Sp Education Instructional Specialist 4-12	13-14	Granted
7310	Rose Bud School District	2	West, Mary	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Pelts, Donnatha	Business Education	230	Sp Education Instructional Specialist 4-12	13-14	Denied
			Perez, Michael	PE/Wellness/Leisure P-12; Coaching	257	MCH SCIENCE	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Wortham, Stephanie	PE/Wellness/Leisure P-12; Coaching	170	Life/Earth Science 7-12	13-14	Granted
5805	Russellville School District	4	Edgin, Josh Forehand, Leigh Anne	Middle Childhood Education, PE/Wellness/Leisure	302	Building Level Administrator 5-12	13-14	Granted
	Russellville School District Continued		Musser, Kristen	MS Social Studies, Elem 1-6 ECE P-4; Middle Childhood Education	299 229	GUIDANCE & COUNSELING Adult Education PS	13-14 12-13 13-14	Granted Granted Granted
6502	Searcy County School District	9	Whorton, Sheila Caston, Bennetta	Business Technology ECE P-4, Elem K-6	230 312	Sp Education Instructional Specialist 4-12 Building Administrator P-8	13-14 13-14	Granted Granted
			Chadwick, Latisha	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Harris, Bradley	Social Studies 7-12; PE P-12	200	MATHEMATICS	13-14	Granted
			Hollis, Terin	ECE P-4; Music K-12	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted Granted
			Lewis, Rebecca	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Massey, Heath	Life/Earth Science; Physical/Earth Science	236	PE/Wellness/L EISURE (7-12)	13-14	Granted
			Phillips, Kenny	Secondary PE/ MS Science	167	SOCIAL STUDIES	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Searight, Randolph	English/Language Arts 7-12; Music K-12	167	SOCIAL STUDIES	13-14	Granted
			Woods, Nadra	Secondary Science	236	PE/ WELLNESS/ L EISURE (7-12)	13-14	Granted
7311	Searcy School District	7	Boatman, Renee	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Cantrell, Jessica	Middle Childhood Education, Mathematics 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Estes, Audrey	Business Education; Coaching	200	MATHEMATICS	13-14	Granted
			Figley, Christy	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Hendricks, Bailey	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Kelley, Mark Smith, Allana Nicole	PE/Wellness/Leisure P-12; Coaching	412	Curr/ Program Admin/Library Media P-12	13-14	Granted
			Deveney, Joan	ECE P-4, PE/Wellness/Leisure ECE P-4, 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
2705	Sheridan School District	4	Jacques, James	Business Technology	411	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Stroud, Shona	ECE P-4, 5th/6th Endorsement, Special Ed	230	Curr/ Program Admin/Library Media P-12 Sp Education Instructional Specialist 4-12	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
7104 Shirley School District		6	Walton, Ashley	ECE P-4	231	Sp Ed Ech Inst	12-13	Granted
			Gentry, Amanda	ECE P-4, Reading P-12	299	SPECIALIST P-4 GUIDANCE & COUNSELING	13-14	Granted
			Loter, Brooke	FACS	411	Curr/ Program Admin/Library Media P-12	12-13 13-14	Granted
			Mannon, Jessica	Art P-12	295	Library Media Science P-8	13-14	Granted
			Mannon, Jessica	Art P-12	296	Library Media Science 7-12	13-14	Granted
			Mannon, Jessica	Art P-12	305	Gifted & Talented P-8	13-14	Granted
			Mannon, Jessica	Art P-12	306	Gifted & Talented 7-12	13-14	Granted
			DeShazo, Sheila	ECE P-4, Vocal Music P-8, Instrumental Music P-8	204	VOCAL MUSIC	13-14	Granted
			DeShazo, Sheila	ECE P-4, Vocal Music P-8, Instrumental Music P-8	206	INSTR. MUSIC	13-14	Granted
			Winston, Burton	Middle Childhood Education	200	MATHEMATICS	11-12 12-13 13-14	Granted
1507 So. Conway Co. School District		6	Henderson, Anna	Middle Childhood Education; Art P-12	305	Gifted & Talented P-8	13-14	Granted
			Henderson, Anna	Middle Childhood Education; Art P-12	306	Gifted & Talented 7-12	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
So. Conway Co. School District Continued			Livingston, Karey	Physical/Earth Science; Life/Earth Science; Bldg Adm 5-12; Physics	312	Building Administrator P-8	13-14	Granted
			Long, Jerome	Middle Childhood Education; PE/Wellness/Leisure P-12; Coaching	250	BUSINESS TECH	13-14	Granted
			Scroggins, Joseph	Middle Childhood Education; PE/Wellness/Leisure P-12; Coaching	167	SOCIAL STUDIES	13-14	Granted
			Stidham, Lori	PE 7-12; Mathematics 7-12; Secondary Principal; Curriculum Specialist K-12	312	Building Administrator P-8	13-14	Granted
			Fleming, Joshua	PE/Wellness/Leisure P-12; Coaching	166	ENGLISH	13-14	Granted
			Fortson, William	MS Social Studies, Art K-12	302	Building Level Administrator 5-12	13-14	Granted
			Griffin, Charles	Business Technology; PE/Wellness/Leisure	302	Building Level Administrator 5-12	12-13 13-14	Granted
			Lancaster, Leslie	ECE P-4; Middle Childhood Education, Elem 1-6	296	Library Media Science 7-12	13-14	Granted
			Milligan, Amanda	PE/Wellness/Leisure P-12; Coaching	224	Business Technology 4-8	12-13 13-14	Granted
			So. Miss. County 4706 School Dist.		12			
So. Miss. County School District								

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Milligan, Amanda	PE/Wellness/Leisure P-12; Coaching	225	Business Technology 7-12	12-13 13-14	Granted
			Pugh, Ella Louise	Elem 1-6	253	ELEMENTARY	13-14	Granted
			Ransone, Morgan	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Robinson, Ronna	Elem 1-6, Special Ed P-12	295	Library Media Science P-8	11-12 12-13 13-14	Granted
			Robinson, Ronna	Elem 1-6, Special Ed P-12	296	Library Media Science 7-12	11-12 12-13 13-14	Granted
			Stewart, Christy	ECE P-4, Elem 1-6	299	GUIDANCE & COUNSELING	13-14	Granted
			Stewart, Christy	ECE P-4, Elem 1-6	300	GUIDANCE & COUNSELING	13-14	Granted
			Jones, Traci	PE, English, Social Studies, Special Ed	236	PE/Wellness/L EISURE (7-12)	13-14	Granted
			Jones, Traci	PE; Special Ed; Admin; MS Social Studies	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
			Hulse, Shammi	ECE P-4; Special Ed	305	Gifted & Talented P-8	12-13 13-14	Granted
			Lovell, Tonya	Elem 1-6; MS Social Studies	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
			Galloway, Dana	ECE P-4	286	LIBRARY MEDIA SPEC	13-14	Granted
			Moran, Julie	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
5504	South Pike County School District	2						
7105	South Side School District	2						
3209	Southside School District	3						

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied		
2906 Spring Hill School District		5	Qualls, Adair	English/Language Arts 7-12	108	JOURNALISM	13-14	Granted		
			Carter, Ted	Secondary PE/Coaching	236	PE/ WELLNESS/ LEISURE (7-12)	13-14	Granted		
			Finley, Todd	PE P-12	236	PE/ WELLNESS/ LEISURE (7-12)	13-14	Granted		
			Lewis, Nash	ECE P-4	253	ELEMENTARY	13-14	Granted		
			Neely, Darla	ECE P-4	201	Art P-8	13-14	Granted		
4003 Star City School District		8	Neely, Darla	ECE P-4	202	Art 7-12	13-14	Granted		
			Branson, Stacie	ECE P-4	305	Gifted & Talented P-8	12-13	Granted		
			Branson, Stacie	ECE P-4	306	Gifted & Talented 7-12	12-13	Granted		
			Farabough, Jeri	Speech Path P-12	282	CURR/ PROG ADMIN / SP.ED	13-14	Granted		
Star City School District Continued			Jones, Julian	PE/Wellness/Leisure P-12; Coaching	230	Sp Education Instructional Specialist 4-12	13-14	Granted		
			Matthews, Ellen	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted		
			Riley, Stefanie	ECE P-4, 5th/6th Endorsement, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted		
			Ritchie, Samantha	PE/Wellness/Leisure P-12; Coaching	168	Science/Mathematics 4-8	13-14	Granted		

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
5206 Stephens School District		6	Trantham, Stephanie	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Baig, Maryam	Art 7-12	201	Art P-8	11-12 12-13 13-14	Granted
			Muldrew, Kelly	PE, Health, Coaching	257	MCH SCIENCE	13-14	Granted
			Muldrew, Kelly	PE, Health, Coaching	255	MCH ENGLISH	13-14	Granted
			Nivens, Christine	Mathematics 7-12	169	Physical /Earth Science 7-12	13-14	Granted
			Odom, Michael	Music P-12	276	BUILD LEVEL ADMIN.	13-14	Granted
7009 Stepping Stone, DDTCS Facility		5	Snider, Carolyn	Elem 1-6, MS English	166	ENGLISH	13-14	Granted
			Howard, April	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
			Morey, Kami	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Sizemore, Jessica	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Denied
			Tompkins, Chandra	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Yates, Sara	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Denied
7009 Strong-Huttig School District		5	Brown, Calandra	Life/Earth Science	254	MCH MATH	13-14	Denied

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Brown, Calandra	Life/Earth Science	256	MCH SOC. STUDIES	13-14	Denied
			Brown, Calandra	Life/Earth Science	257	MCH SCIENCE	13-14	Denied
			Porter, Jason Allan	PE/Wellness/Leisure P-12	167	SOCIAL STUDIES	02-03 03-04 04-05	Denied
			Travis, Kaci Ann	Business Technology	411	Curr/ Program Admin/Library Media P-12	13-14	Granted
			Gibbons, Julia	Physical/Earth Science, Biology, Chemistry	004	SPANISH	13-14	Granted
			Jasso, Kristen	English/Language Arts 7-12	208	Drama/Speech 7- 12	13-14	Granted
			Jones, Reilee	Middle Childhood Education, Special Ed P-12	299	GUIDANCE & COUNSELING	13-14	Granted
			Jones, Reilee	Middle Childhood Education, Special Ed P-12	300	GUIDANCE & COUNSELING	13-14	Granted
			Knight, Elizabeth	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Neal, Bridget	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Mars, Autumn	English/Language Arts 7-12	230	Instructional Specialist 4-12	13-14	Granted
			Tennyson, Lisa	Elem K-6; G/T K-12; Middle Childhood Education; Bldg. Adm. K-8	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
0104	Stuttgart School District	6						
	Stuttgart School District Continued							
5605	Trumann School District	2						

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
0505 Valley Springs School District		2	Mangrum, Clarissa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	
				ECE P-4; Middle Childhood Education, Elem 1-6	296	Library Media Science 7-12	12-13	Granted
			Scott, Kim	School Psychology Specialist	299	GUIDANCE & COUNSELING	13-14	Granted
1612 Valley View School District		8	Cook, Leah				13-14	Granted
			Harrell, Laura	ECE P-4	208	Drama/Speech 7-12	12-13	Granted
			Lamberson, Jacob	PE/Wellness/Leisure P-12	167	SOCIAL STUDIES	13-14	Granted
Valley View School District Continued			Pruett, Mika	Elem 1-6; MS Social Studies	295	Library Media Science P-8	13-14	Granted
			Rapert, Brooklynn	Physical/Earth Science; Life/Earth Science	412	Curr/ Program Admin/Library Media P-12	13-14	Granted
			Sherman, Shannon	Mathematics 7-12	236	PE/WELLNESS/L EISURE (7-12)	13-14	Granted
1705 Van Buren School District		1	Smith, Tracey	Elem 1-6; MS Social Studies	002	English/Language /Social Studies 4-8	13-14	Granted
			Teat, Shelley	ECE P-4, Elem 1-6	305	Gifted & Talented P-8	13-14	Granted
			Lewis, Gina	Business Technology	410	Curr/ Program Admin/Library Media P-12	13-14	Granted
2307 Vilonia School District		7	Blair, Sara Beth	Physical/Earth Science; Content Specific Science	299	GUIDANCE & COUNSELING	13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Blair, Sara Beth	Physical/Earth Science; Content Specific Science	300	GUIDANCE & COUNSELING	13-14	Granted
			Loyd, Sherry	MS English; Coaching; MS Social Studies; Elementary 1-6	295	Library Media Science P-8	13-14	Granted
			Loyd, Sherry	MS English; Coaching; MS Social Studies; Elementary 1-6	296	Library Media Science 7-12	13-14	Granted
	Vilonia School District Continued		Nichols, Brandi	PE/Wellness/Leisure P-12; Coaching	170	Life/Earth Science 7-12	13-14	Granted
			Riba, Michael	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Sewell, Matthew	Bldg Adm. P-12; Coaching; Special Ed P-12	320	Curr/Program Adm/Sped P-12	11-12 12-13 13-14	Granted
2503	Viola School District	1	Hurst, Vicki	Bldg Adm. K-8; Math 7-12; Guidance K-12	313	Building Administrator 7-12	13-14	Granted
	Vista Health, Inc.	4	Guarino, Carrie	ECE P-4; Middle Childhood Education; ESL	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Gwaltney, Lynnsey	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Hatton, Jason	PE P-8; Coaching 7-12	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
6401 Waldron School District		4	Wallace, Sara	ECE P-4, Elem 1-6	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Black, Samantha	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Chagnon, Caitlan	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Lipham, Chris	Health, PE, Coaching	302	Building Level Administrator 5-12	12-13 13-14	Granted
0602 Warren School District		3	Napier, Judi	ECE P-4; Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Huitt, Jade	ECE P-4	299	GUIDANCE & COUNSELING	13-14	Granted
			Robinson, Nicole	Elem 1-6	288	GUID. & COUNSELING	13-14	Granted
			Williams, John D.	Mathematics 7-12	168	Science/Mathematics 4-8	13-14	Granted
3509 Watson Chapel School District		4	Bearden, Bryan	PE/Wellness/Leisure P-12	170	Lifer/Earth Science 7-12	13-14	Granted
			Jeffers, Gerald	Social Studies 7-12	295	Library Media Science P-8	13-14	Granted
			Jeffers, Gerald	Social Studies 7-12	296	Library Media Science 7-12	13-14	Granted
			Taylor, Zach	PE/Wellness/Leisure P-12	167	SOCIAL STUDIES	13-14	Granted
7208 West Fork School District		2	Allen, Crysan	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied		
1803	West Memphis School District	7	Kirk, Lisa	PE 7-12, Business 4-8, MS Social Studies; Career Orientation	250	BUSINESS TECH Building Administrator P-8	13-14	Granted		
			Adams, Cassie	Middle Childhood Education	312		13-14	Granted		
			Evans, Sharmane	ECE P-4	295	Library Media Science P-8		12-13 13-14	Granted	
			Evans, Sharmane	ECE P-4	296	Library Media Science 7-12		12-13 13-14	Granted	
			Fortenberry, Charli	MS Math/English Middle Childhood Education	257	MCH SCIENCE		13-14	Granted	
			Randle, Callie		200	MATHEMATICS English/Language /Social Studies 4-8		13-14	Granted	
			Sotelo, Emily	ECE P-4	002			13-14	Granted	
1204	West Side School District	3	Sotelo, Emily	ECE P-4	168	Science/Mathematics 4-8	13-14	Granted		
			Francisco, Shawna	ECE P-4	107	Grade 5/6 Endorsement (P-4)		12-13 13-14	Granted	
			McNew, Malina	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4		11-12 12-13 13-14	Granted	
			McNew, Malina	Middle Childhood Education		Sp Education Instructional Specialist 4-12		11-12 12-13 13-14	Granted	
			McNew, Malina		230					
			McNew, Malina							

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
7509	Western Yell Co. School Dist.	1	Vire, Jared	Social Studies 7-12	114	SPEECH	13-14	Granted
1602	Westside Cons. School District	2	Bullard, Steven	Health/PE K-12	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
3606	Westside School District	3	Pratt, Monica Schouweiler, Christa Ann Wells, Kathryn Wells, Kathryn	Elem 1-6; MS Social Studies English/Language Arts 7-12 Art P-12 Art P-12	230 170 305 306	Sp Education Instructional Specialist 4-12 Life/Earth Science 7-12 Gifted & Talented P-8 Gifted & Talented 7-12	11-12 12-13 13-14 13-14 13-14	Granted Granted Granted Granted
3510	White Hall School District	3	Farley, Susan Welden, Crystal Welden, Crystal	MS English, Business, English 7-12, ECE P-4 ECE P-4	411 203 205	Curr/ Program Admin/Library Media P-12 Vocal Music P-8 Instrumental Music P-8	13-14 13-14 13-14	Granted Granted Granted
7320	Wilbur D. Mills ESC	3	Hall, Kimberly Hicks, Tammy Weatherford, Crystal	ECE P-4 ECE P-4, Elem 1-6, MS Social Studies ECE P-4	231 231 231	Sp Ed Ech Inst Specialist P-4 Sp Ed Ech Inst Specialist P-4 Sp Ed Ech Inst Specialist P-4	13-14 13-14 13-14 13-14	Granted Granted Granted Granted
1505	Wonderview School District	3	Edwards, Robert McClaren, Carla	Health/PE K-12 Business, FACS	167 299	SOCIAL STUDIES GUIDANCE & COUNSELING	13-14 13-14	Granted Granted

000000Additional Licensure Waiver Requests
2013-2014

October State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
	Wonderview School District Continued		Zachary, Calyn	Health/PE K-12	167	SOCIAL STUDIES	13-14	Granted
1304	Woodlawn School District	1	Alderman, Joseph	PE/Wellness/Leisure P-12; Coaching	256	MCH SOC. STUDIES	13-14	Granted
1905	Wynne School District	5	Casbeer, Kristin	ECE P-4	201	Art P-8	13-14	Granted
			Collins, Stephen	PE/Wellness/Leisure P-12; Coaching	167	SOCIAL STUDIES	13-14	Granted
			McClendon, Karen	ECE P-4	305	Gifted & Talented P-8	13-14	Granted
			McClendon, Karen	ECE P-4	306	Gifted & Talented 7-12	13-14	Granted
			Widby, Haley	Life/Earth Science	169	Physical /Earth Science 7-12	13-14	Granted
	Youth Home, Inc.	1	Atkins, Laura	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
School Districts		913	Total Waivers Requested This Month		Total Waivers Granted This Month		858	
251 Requesting Waivers This Month					Total Waivers Denied This Month		55	
					Total Waivers Requested This Month		913	

000000Long Term Substitute Requests
2013-2014

October State Board Agenda

LEA	District	Substitute Name	Subject	Teacher of Record	Granted/ Denied
6092	Ark. School For The Deaf	Bryant, Karen Elizabeth	Social Studies	Sherman, Bryan Wayne	Granted
	Arkansas School for Math and Science	Daste, Holly	French	Lauren Marston	Granted
4101	Ashdown School District	Sheppard, Tyler	Math 7-12	Smith, Denise	Granted
7301	Bald Knob School District	Dugger, Marcelle	Special Education	Goacher, Lindsay	Granted
0801	Berryville School District	Moon, Michael	Music	None	Granted
1605	Buffalo Is. Central Sch. Dist.	Miller, Melissa	Math - 7th Grade	Holt, Brenda	Granted
5707	Cossatot River School District	Alexander, Waymon	FACS	None	Granted
0402	Decatur School District	Fisher, Rebekah	Library Media	Mills, Jordan	Granted
3502	Dollarway School District	Reynolds, Jennie	Spanish	None	Granted
			Middle School		
2202	Drew Central School District	Brown, Clay	Counselor	Smith, Pam	Granted
7001	El Dorado School District	Farrin, Katie	Journalism	None	Granted
7203	Fayetteville School District	Stuart, Sarah Beth	Gifted and Talented	Kelley, Maggie	Granted
2303	Greenbrier School District	Alexander, Mary Jo	Computer Business	Walls, Alyson	Granted
6602	Greenwood School District	Chamness, Brenda	Physical Science	Roberts, Shanna	Granted
0203	Hamburg School District	Wales, Cody	PE - Elementary	Vail, Tana	Granted
0503	Harrison School District	Grant-Earl, Mary Beth	Career Orientation	None	Granted
5403	Helena/ W.Helena School Dist.	Ford, Ever Jean	Library Media	Faulkner, Anna	Granted
5403	Helena/ W.Helena School Dist.	Rose, Shirley	Art	Murckson, Terrell	Granted
6804	Highland School District	Barnes, Mary Elizabeth	Math 8-12 (ALE)	None	Granted
6703	Horatio School District	Dunn, Daniel	Band	None	Granted
4401	Huntsville School District	Hornback, Rebecca	Social Studies 7-12	Thomas, Jodi	Granted
5503	Kirby School District	Caldwell, Kayla	FACS	Tolleson, Brandi	Granted
5503	Kirby School District	McKinney, Sara	Physical Science	Jackson, Renita	Granted
0506	Lead Hill School District	Paty, Greta	Mathematics	Huddleston, Stephanie	Granted
4301	Lonoke School District	Nelson, Donna	Mathematics	Jasso, Laurel	Granted

000000Long Term Substitute Requests
2013-2014

October State Board Agenda

LEA	District	Substitute Name	Subject	Teacher of Record	Granted/ Denied
3004	Malvern School District	Humund, Jarrod	MS Math	Wei, Judy	Granted
3104	Mineral Springs School Dist.	Dunn, Angela	Vocal Music	None	Granted
2203	Monticello School District	Kuhn, Katherine	Choir	None	Granted
0303	Mountain Home School District	Keener, Morgan	Agriculture Science	None	Granted
1703	Mountainburg School District	Cluck, Loren	English 7-12	Traci Kannett	Granted
1704	Mulberry/Mt. Pleasant Bi-County School District	Griffith, Traci	Special Ed K-4	Burt, Tammy	Granted
3505	Pine Bluff School District	Grayer, Pamela	Elementary	None	Granted
3505	Pine Bluff School District	Lee, Della M.	5th Grade	Pruitt, Mollie	Granted
3505	Pine Bluff School District	Pulliam, Chanta	Elementary	None	Granted
3505	Pine Bluff School District	Vaughan, Rose	Kindergarten	None	Granted
0405	Rogers School District	Anderson, Jeff	Business Ed - Computer Programming	None	Granted
0405	Rogers School District	Bowers, Taylor	English 7-12	Spicer, Elizabeth	Granted
0405	Rogers School District	Grotts, Jerome	Medical Professions/Speech	Bufford, Lonna	Granted
0405	Rogers School District	Noble, Kristi	Medical Professions/Speech	Bufford, Lonna	Granted
0405	Rogers School District	Price, Paul	8th Grade Math	Kappen, Dana	Granted
2705	Sheridan School District	Robson, Kenneth	Language Arts 8th Grade	Lewallen, Lindsey	Granted
7104	Shirley School District	Knapp, Kathryn	Speech/English	Cotley, Peggy	Granted
7104	Shirley School District	Wade, Carol	6th Language Arts/Social Studies	Kyle, Brittney	Granted
4003	Star City School District	Bolen, Jasmine	English 7th/8th	Rowland, Brooks	Granted
0104	Stuttgart School District	Ashley, Joseph	Elementary	Frizzell, Ashley	Granted
5605	Trumann School District	Simpson, Stuart	Mathematics	None	Granted

000000Long Term Substitute Requests
2013-2014

October State Board Agenda

LEA	District	Substitute Name	Subject	Teacher of Record	Granted/ Denied
2307	Vilonia School District	Barrett, Sophia	Oral Communications / Drama	Allen, Katy	Granted
1803	West Memphis School District	Broyles, Tawanna	Construction	Penis, Varna Ray	Granted
1803	West Memphis School District	Lloyd, David	Technology	Phillips, Whitney	Granted
1803	West Memphis School District	Sharpe, Stacy Arnett	Math 7-12	Greene, Lillian	Granted
1204	West Side School District	Long, Rhonda	FACS	Robbins, Etta	Granted
			Instrumental/Vocal		
			Music		
39	Districts Requesting Long Term Substitutes This Month			Total Long Term Substitutes Requested This Month	51

Cross County School District

M. Carolyn Wilson, Superintendent

BOARD MEMBERS:

Joan Ball
President

Ricky Harrison
Vice President

Craig T. Walker
Secretary

Dennis Stevenson

James Matlock

Richard Imboden

Shane Bell

Date: September 4, 2013

Re: Class size waiver

To: Dr. Kimbrell and Members of the Board:

Cross County Elementary Technology Academy has gotten off to a great start this year. The Board granted the school a class size waiver at the October 2012 State Board of Education meeting. The waiver approval indicated K-6 class size waivers from standards 10.02, 10.02.2, 10.02.3, and 10.02.4 for the Arkansas Department of Education Rules Governing Standards for Accreditation. The state approved class sizes can exceed the minimum by no more than five students.

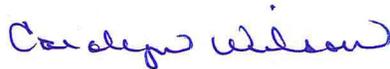
As of August 22, 2013, the school's enrollment is 368 students in grades K-6 that is up seventeen students from last year. So the school is experiencing continuing growth in student enrollment. Class sizes for each grade are as follows with the maximum class size with the waiver indicated:

KA: 18 (Max. 27)	2A: 26 (Max. 30)	4A: 28 (Max. 33)
KB: 19	2B: 27	4B: 26
KC: 18	3A: 19 (Max. 30)	5A: 23 (Max. 33)
1A: 28 (Max. 30)	3B: 19	5B: 23
1B: 28		6A: 32 (Max. 33)
		6B: 32

The school's current growth is concentrated at grades 1, 2, and 6. The district decided to eliminate a K-1 split class used the 2012-2013 year and expand to three kindergarten classes to keep those class sizes smaller for the 2013-2014 year.

While class size has its challenges, the school is benefitting from academic growth and sustainability, and the school is requesting to continue the waiver with the student population growth in the elementary classes. The District has plans in place to begin construction that will add two additional classrooms to the existing building. If everything goes according to schedule the addition will be completed for the 2014-2015 school year.

Regards,



Carolyn Wilson

Cross County Administrative Offices
M. Carolyn Wilson, Superintendent
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3338 ext 3000
870-588-3565 fax

Cross County Elementary Technology
Academy
Stephen Prince, Principal
2622 Hwy 42
P.O. Box 300
Cherry Valley, AR 72324
870-588-3327 ext 3050
870-588-4454 fax

Cross County High School
A New Tech School
Jennifer McFarland, Principal
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3337 ext 3020
870-588-4606 fax



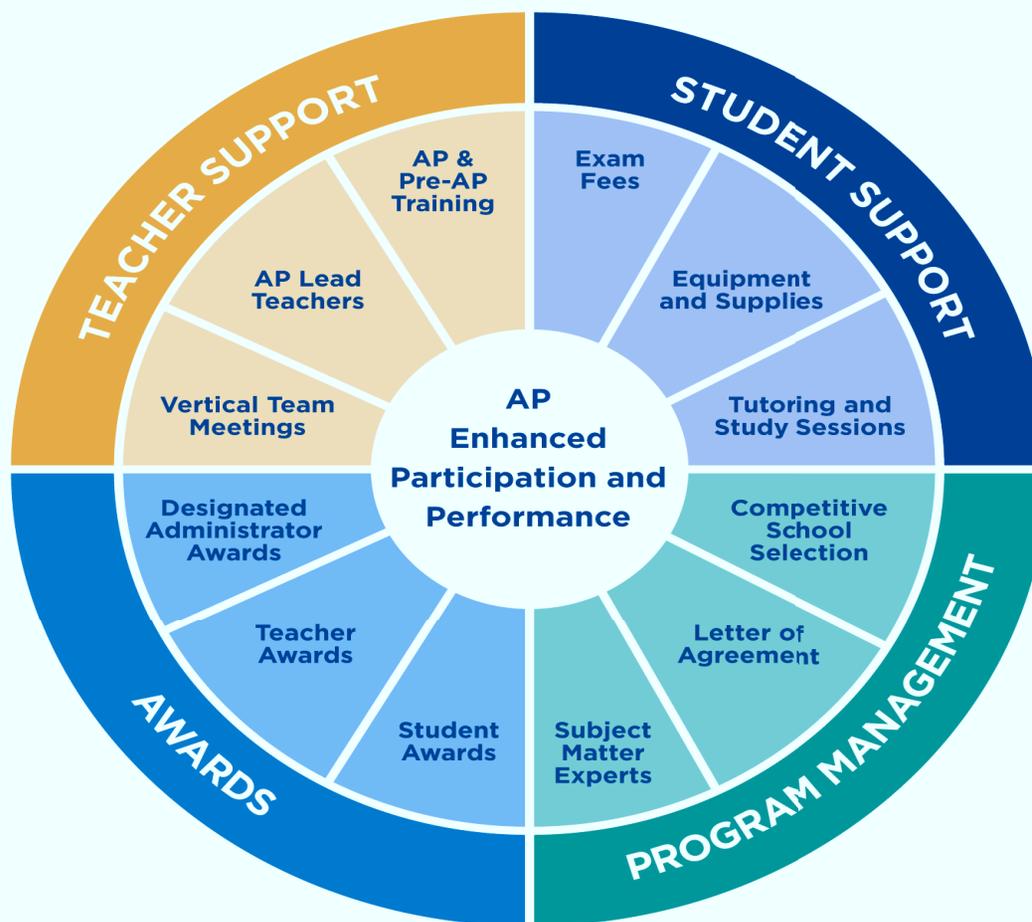
Arkansas Advanced Initiative for Math and Science **AP Training and Incentive Program**

Arkansas AIMS
Advanced Initiative for Math and Science
encouraging rigor, rewarding excellence



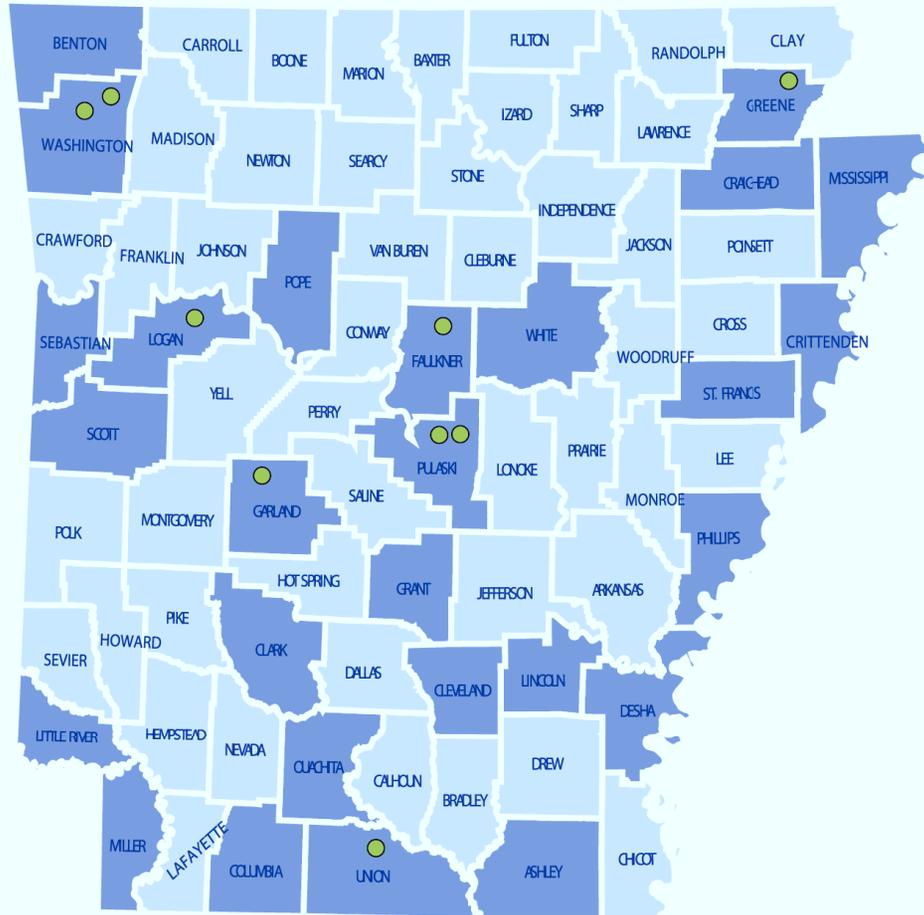


NMSI's APTIP Elements of Success Wheel





Group 1 Schools, 2008-2009



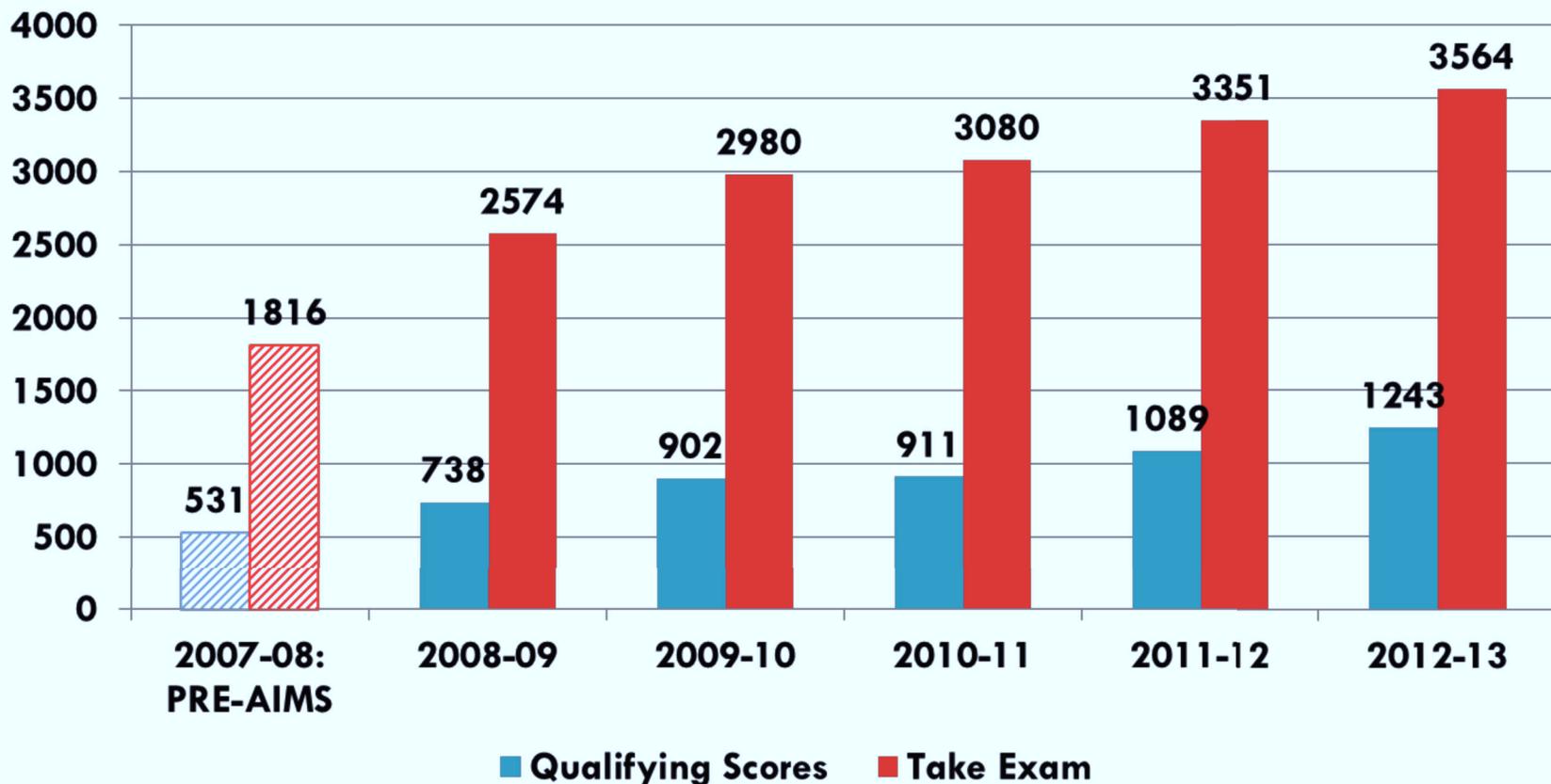
High School	District	County
Booneville	Booneville	Logan
El Dorado	El Dorado	Union
Lake Hamilton	Lake Hamilton	Garland
Greene County Tech	Greene Co. Tech School	Greene
Har-Ber High School	Springdale	Washington
Springdale	Springdale	Washington
Greenbrier	Greenbrier	Faulkner
Parkview Magnet	Little Rock	Pulaski
Wilbur Mills	Pulaski Co Special	Pulaski





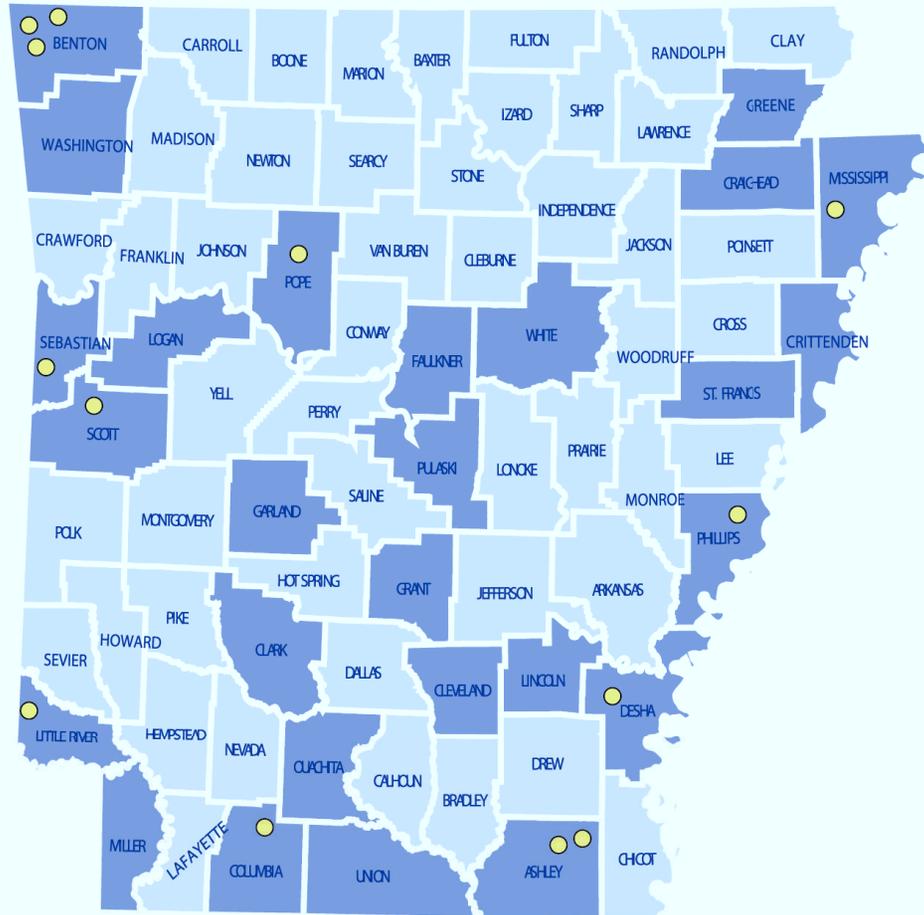
AR AIMS– Group 1 (9 Schools) AP Math, Science, and English Students

The Original 9 AR AIMS Schools Have Seen a 134% Increase in Qualifying Scores and an 96.3% Increase in Students Taking a MSE AP Exam Over the Past 5 Years in the Program!





Group 2 Schools, 2009-2010



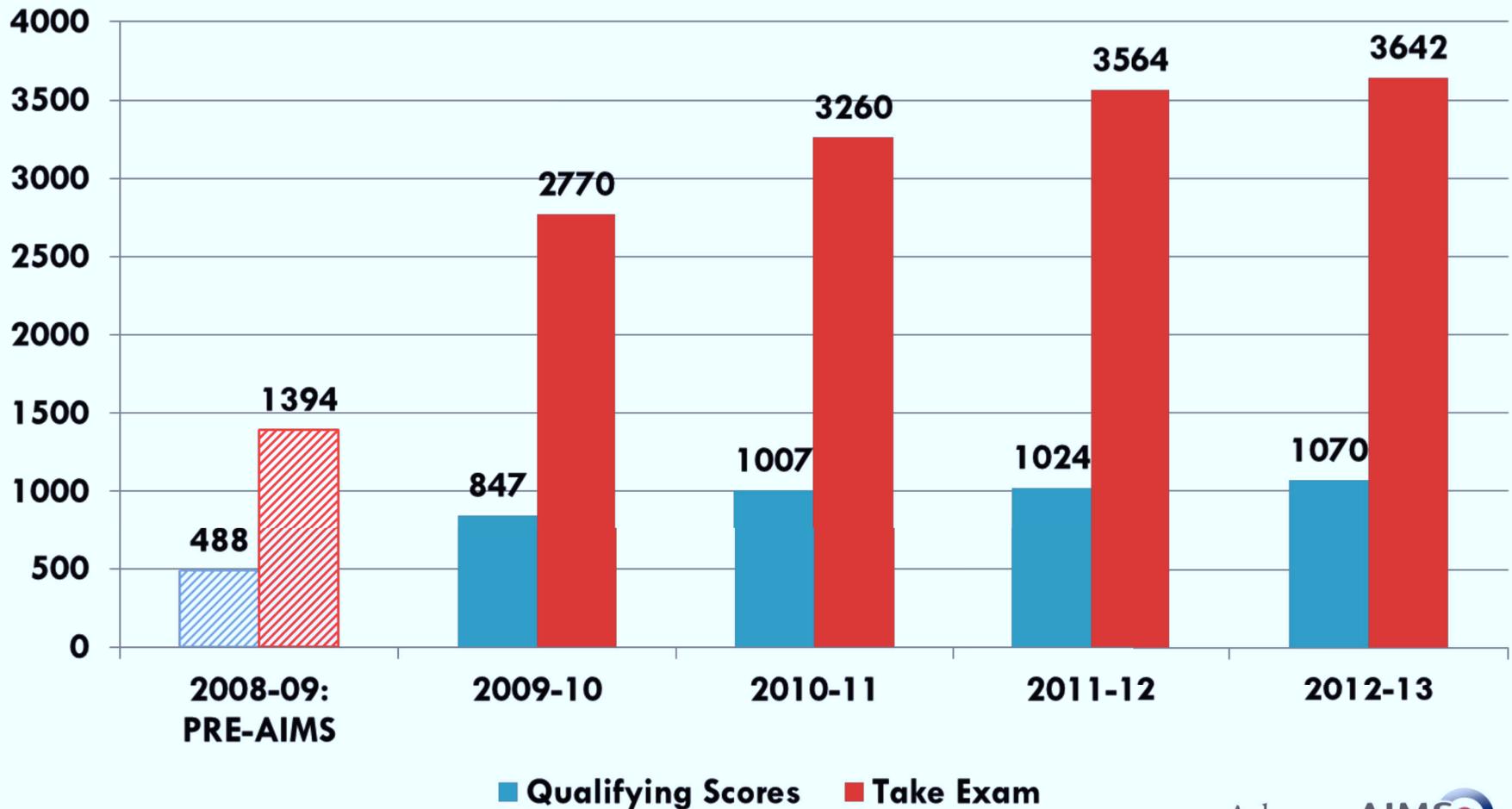
High School	District	County
Ashdown	Ashdown	Little River
Crosset	Crossett	Ashley
Dumas	Dumas	Desha
Hamburg	Hamburg	Ashley
Magnolia	Magnolia	Columbia
Waldron	Waldron	Scott
Kipp: Delta College Prep	Kipp: Delta Coll Prep HS	Phillips
Rivercrest	So. Miss. County	Mississippi
Northside	Fort Smith	Sebastian
Pea Ridge	Pea Ridge	Benton
Rogers Heritage	Rogers	Benton
Rogers	Rogers	Benton
Russellville	Russellville	Pope





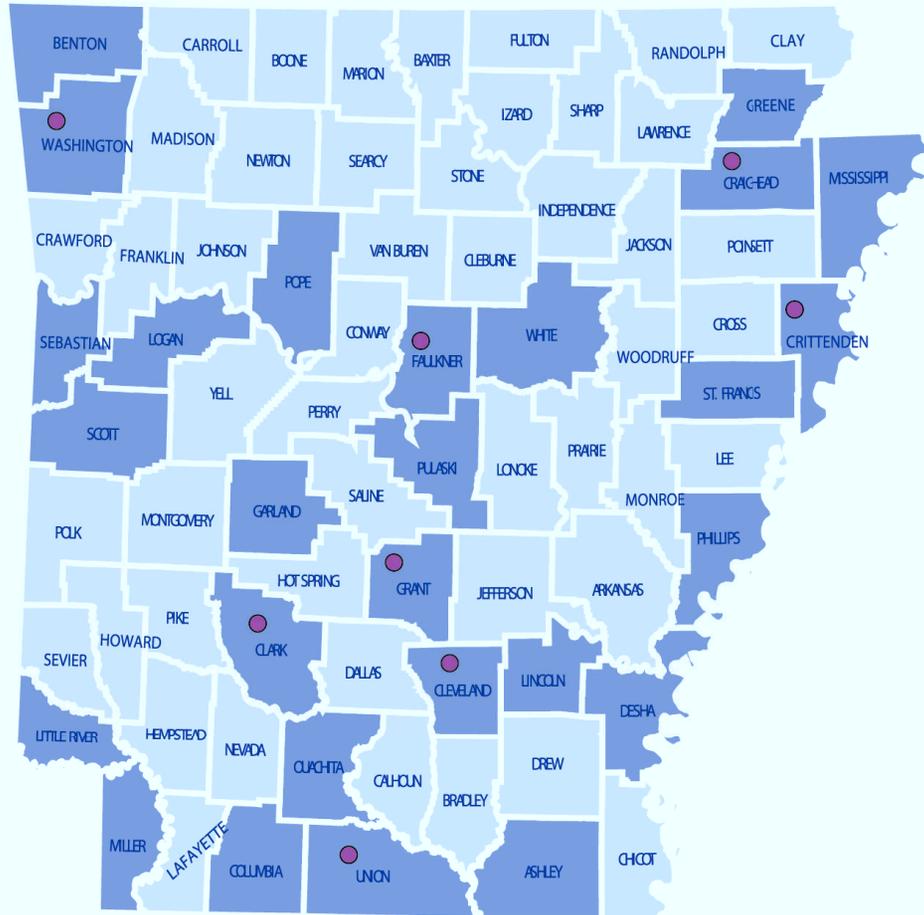
AR AIMS– Group 2 (13 Schools) AP Math, Science, and English Students

The 13 Group 2 Schools Have Seen a 119% Increase in Qualifying Scores and a 161% Increase in Students Taking a MSE AP Exam Over the Past 4 Years in the Program!





Group 3 Schools, 2010-2011



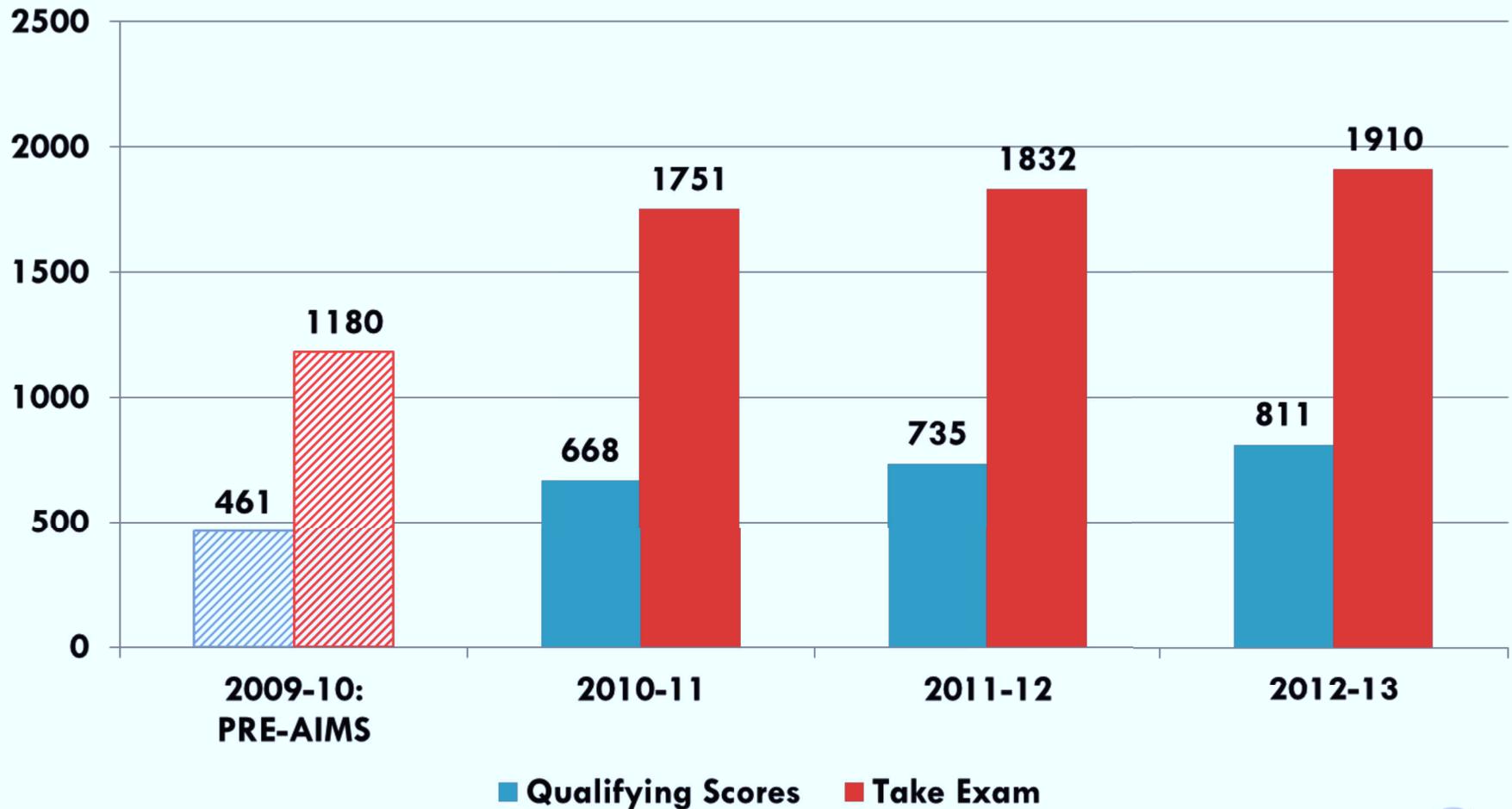
High School	District	County
Arkadelphia	Arkadelphia	Clark
Rison	Cleveland County	Cleveland
Sheridan	Sheridan	Grant
Smackover	Smackover	Union
Jonesboro	Jonesboro	Craighead
West Memphis	West Memphis	Crittenden
Prairie Grove	Prairie Grove	Washington
Conway	Conway	Faulkner





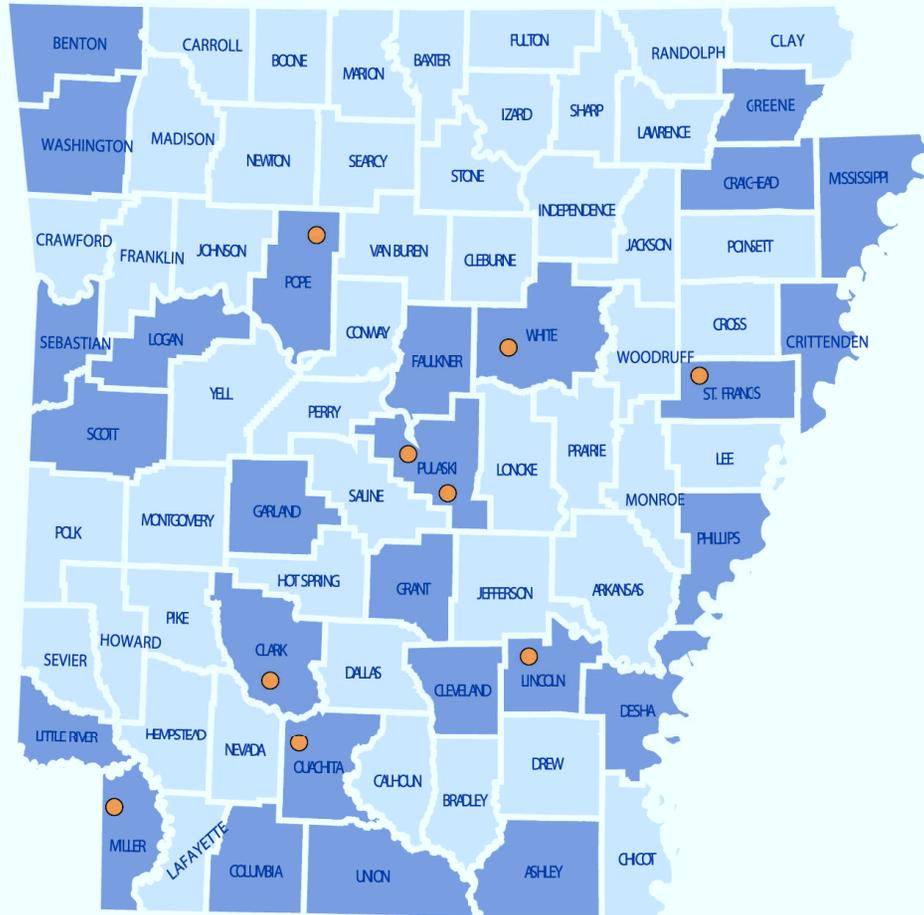
AR AIMS– Group 3 (8 Schools) AP Math, Science, and English Students

The 8 Group 3 Schools Have Seen a 76% Increase in Qualifying Scores and a 62% Increase in Students Taking a MSE AP Exam Over the Past 3 Years in the Program!





Group 4 Schools, 2011-2012



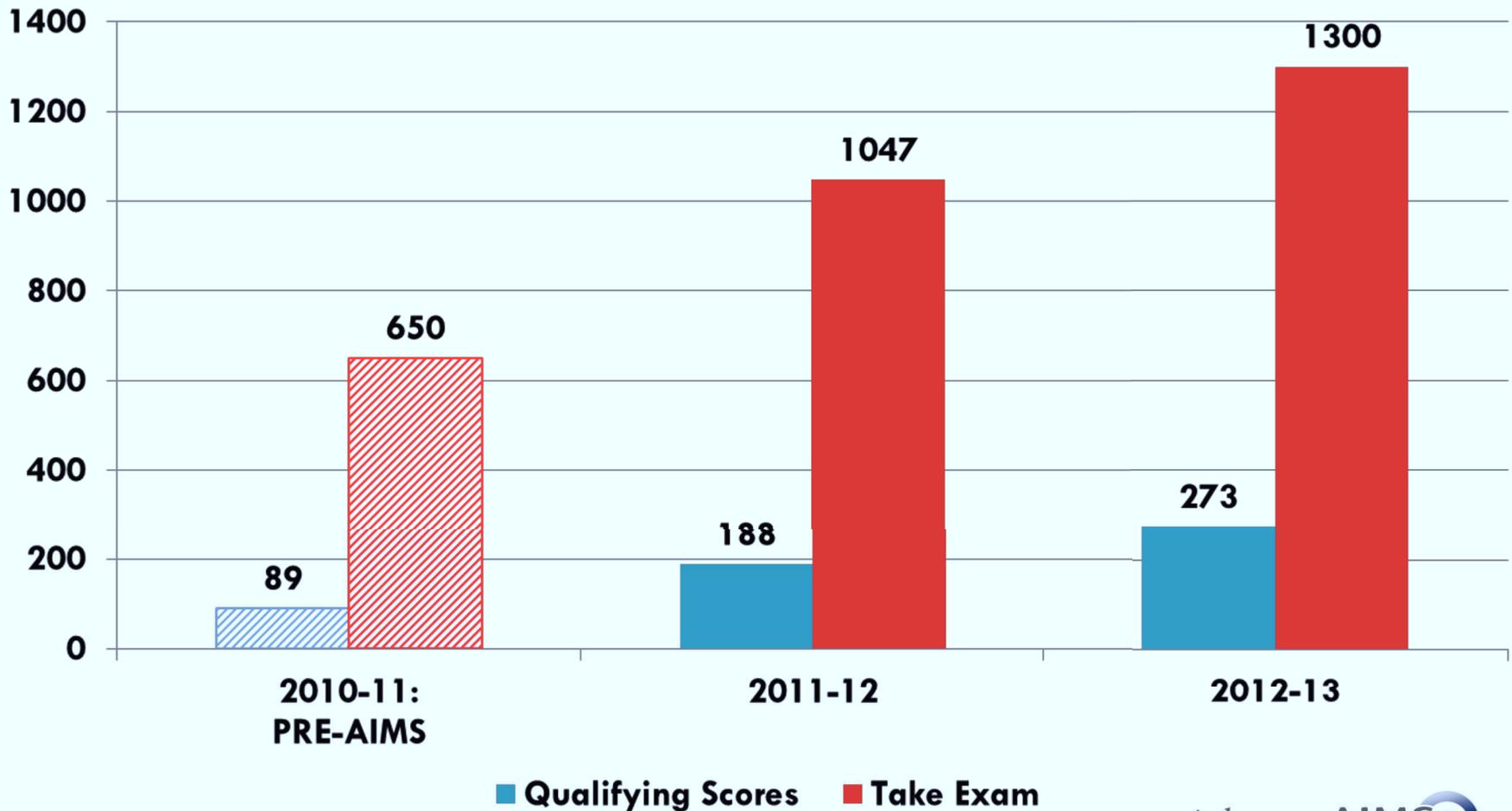
High School	District	County
Beebe	Beebe	White County
Camden Fairview	Camden Fairview	Ouachita
Centerpoint	Centerpoint	Clark
Dover	Dover	Pope
Forrest City	Forrest City	St. Francis
Jacksonville	Pulaski Co Special	Pulaski
Star City	Star City	Lincoln
Arkansas	Texarkana	Miller
North Pulaski	Pulaski Co Special	Pulaski

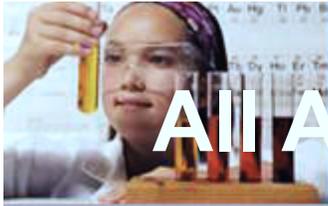




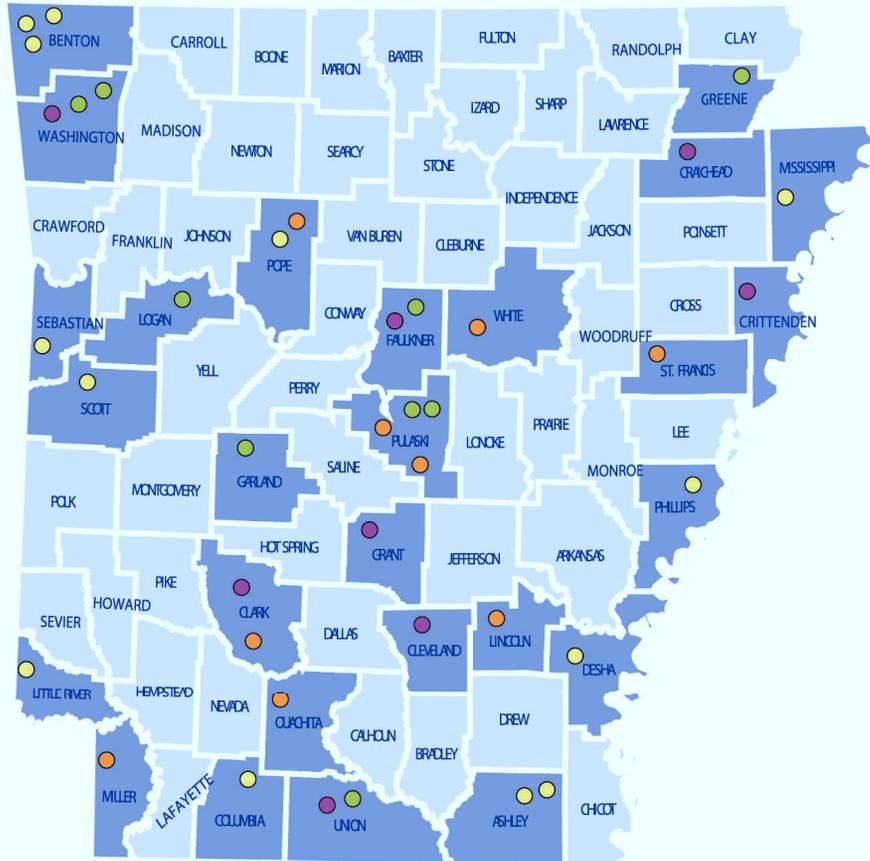
AR AIMS– Group 4 (9 Schools) AP Math, Science, and English Students

The 9 Group 4 Schools Have Seen a 207% Increase in Qualifying Scores and a 100% Increase in Students Taking a MSE AP Exam in 2 years in the Program!





All AR AIMS Schools

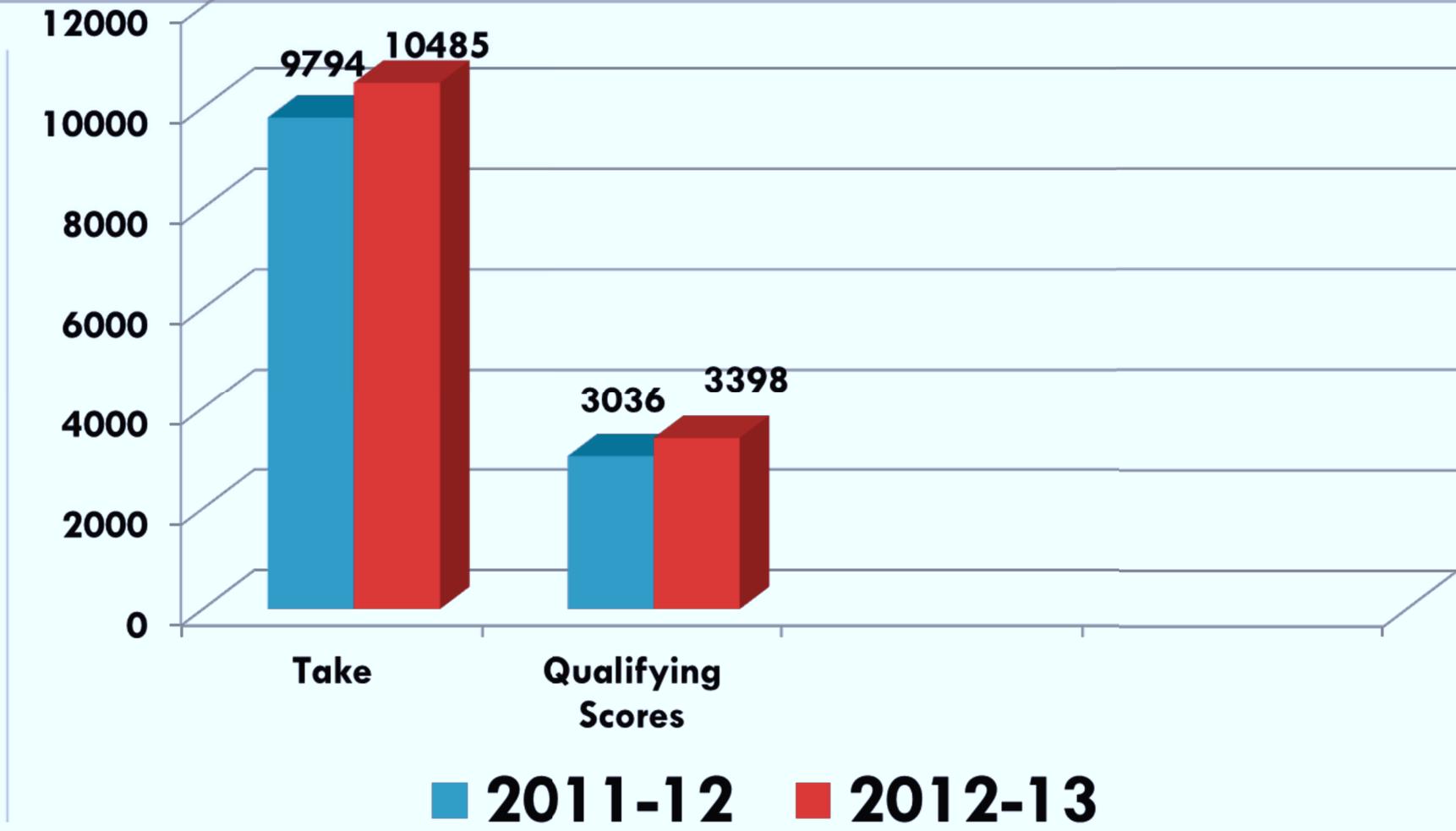


- Cohort 1 (9 schools starting in 08-09 school year)
- Cohort 2 (13 schools starting in 09-10 school year)
- Cohort 3 (8 schools starting in 10-11 school year)
- Cohort 4 (9 schools starting in 11-12 school year)

High School	District	County	High School	District	County
Booneville	Booneville	Logan	Rogers	Rogers	Benton
El Dorado	El Dorado	Union	Russellville	Russellville	Pope
Lake Hamilton	Lake Hamilton	Garland	Arkadelphia	Arkadelphia	Clark
Greene County Tech	Greene Co. Tech School	Greene	Rison	Cleveland County	Cleveland
Har-Ber High School	Springdale	Washington	Sheridan	Sheridan	Grant
Springdale	Springdale	Washington	Smackover	Smackover	Union
Greenbrier	Greenbrier	Faulkner	Jonesboro	Jonesboro	Craighead
Parkview Magnet	Little Rock	Pulaski	West Memphis	West Memphis	Crittenden
Wilbur Mills	Pulaski Co Special	Pulaski	Prairie Grove	Prairie Grove	Washington
Ashdown	Ashdown	Little River	Conway	Conway	Faulkner
Crossett	Crossett	Ashley	Beebe	Beebe	White County
Dumas	Dumas	Desha	Camden Fairview	Camden Fairview	Ouachita
Hamburg	Hamburg	Ashley	Centerpoint	Centerpoint	Clark
Magnolia	Magnolia	Columbia	Dover	Dover	Pope
Waldron	Waldron	Scott	Forrest City	Forrest City	St. Francis
Kipp: Delta College Prep	Kipp: Delta Coll Prep HS	Phillips	Jacksonville	Pulaski Co Special	Pulaski
Rivercrest	So. Miss. County	Mississippi	Star City	Star City	Lincoln
Northside	Fort Smith	Sebastian	Arkansas	Texarkana	Miller
Pea Ridge	Pea Ridge	Benton	North Pulaski	Pulaski Co Special	Pulaski
Rogers Heritage	Rogers	Benton			



One Year Increases AR AIMSTake and Qualifying Scores MSE Exams





STATE RANKINGS FOR INCREASES IN PASSING SCORES FROM 2008-2013

TOP 20 STATES

MSE- All

AL	118%
KY	105%
LA	76%
AR	67%
AZ	65%
IN	62%
ID	57%
GA	56%
MA	56%
NV	52%
ME	51%
HI	49%
RI	48%
OH	48%
VA	48%
CT	48%
IL	46%
UT	46%
MN	45%
NE	45%

MSE - Minorities

AR	200%
AL	198%
KY	180%
IN	174%
MA	163%
DE	156%
IL	151%
AZ	146%
CT	139%
LA	139%
PA	135%
IA	125%
UT	119%
NV	116%
MN	109%
KS	108%
WI	106%
GA	102%
WA	101%
VA	97%

Math/Science-All

AL	117%
KY	105%
AR	94%
AZ	82%
LA	77%
ME	76%
IN	68%
GA	67%
VA	63%
RI	63%
TX	61%
NE	60%
MA	57%
WA	55%
NV	55%
IA	54%
WV	54%
CO	53%
CT	51%
OH	51%

Math/Sci - Minorities

AR	368%
AL	199%
DE	195%
KY	183%
AZ	183%
IN	175%
MA	161%
CT	159%
IL	154%
PA	134%
WA	133%
TX	119%
GA	117%
VA	116%
WI	114%
CA	113%
CO	112%
US	111%
NY	110%
OK	110%



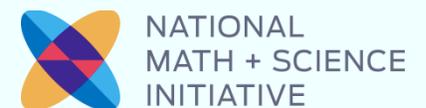
STATE RANKINGS FOR INCREASES IN QUALIFYING SCORES FROM 2008-2013

TOP 20 STATES

All Exams

All Exams - Minorities

AL	117.8%	AR	200.0%
KY	105.1%	AL	198.1%
LA	75.9%	KY	180.0%
AR	67.3%	ID	178.9%
AZ	65.0%	IN	174.3%
IN	62.3%	MA	162.7%
ID	56.8%	DE	155.7%
GA	56.0%	IL	150.9%
MA	55.9%	AZ	145.8%
DC	55.7%	CT	139.5%
NV	52.4%	LA	139.4%
ME	51.0%	PA	135.3%
WY	50.1%	IA	125.5%
HI	48.6%	UT	118.9%
RI	48.4%	NV	116.4%
OH	48.3%	MN	109.4%
VA	48.3%	KS	107.9%
CT	47.9%	WI	106.2%
IL	46.0%	GA	102.3%
UT	45.5%	WA	100.5%

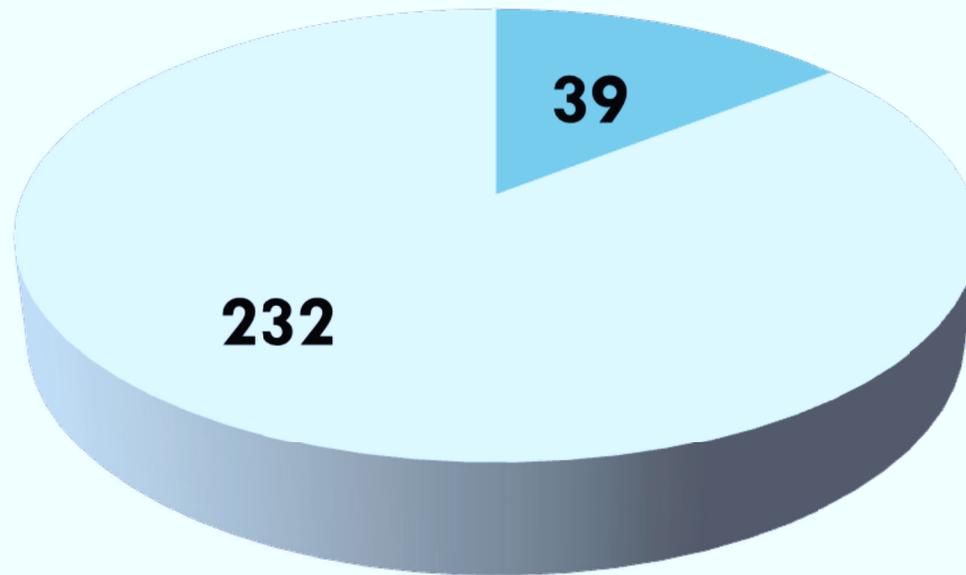




2012-13 AR AIMS and Arkansas Schools Reporting MSE Exams

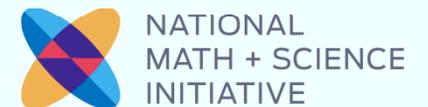
AAIMS Schools – 14.4% of schools

of Schools Reporting



■ AR AIMS ■ Arkansas

Source: NMSI and The College Board

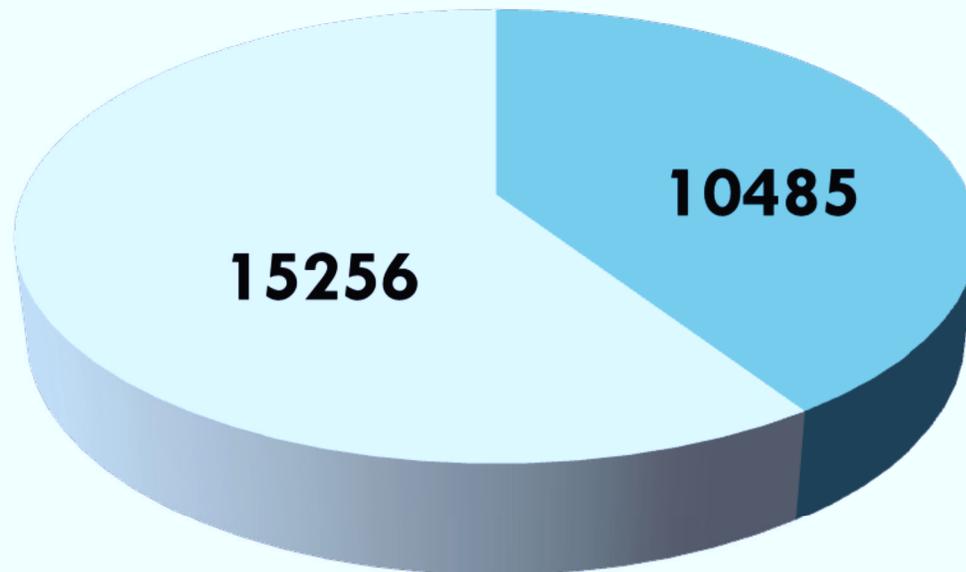




2012-13 AR AIMS and Arkansas Schools Reporting MSE Exams

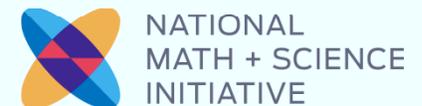
AR AIMS– 14.4% of schools; 41% of AP MSE Exams Taken

of AP MSE Exams Taken



■ AR AIMS ■ Arkansas

Source: NMSI and The College Board

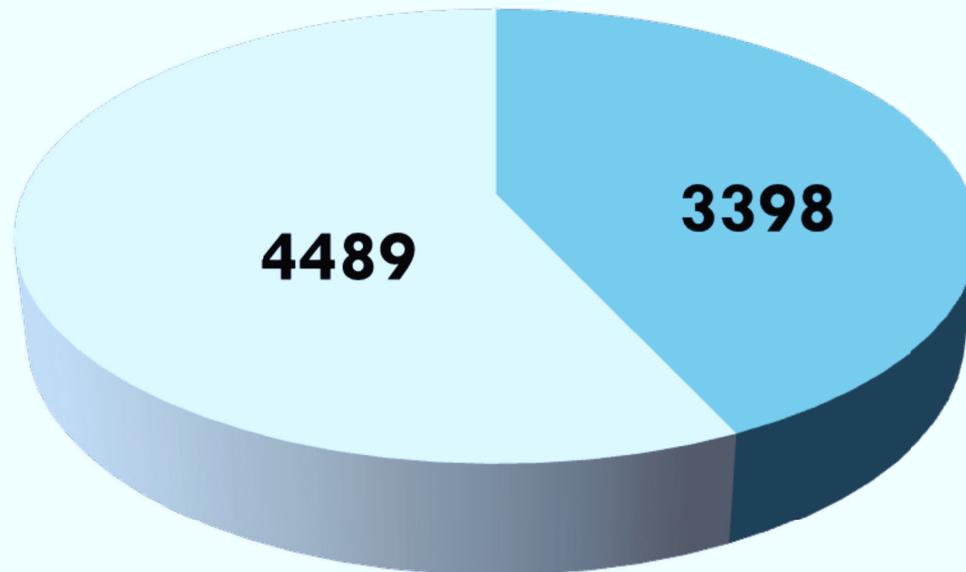




2012-13 AR AIMS and Arkansas Schools Reporting MSE

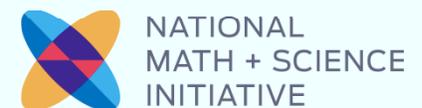
AR AIMS– 14.4% of schools; 43% of AP MSE Exam Qualifying Scores

of AP MSE Exam Qualifying Scores



■ AR AIMS ■ Arkansas

Source: NMSI and The College Board

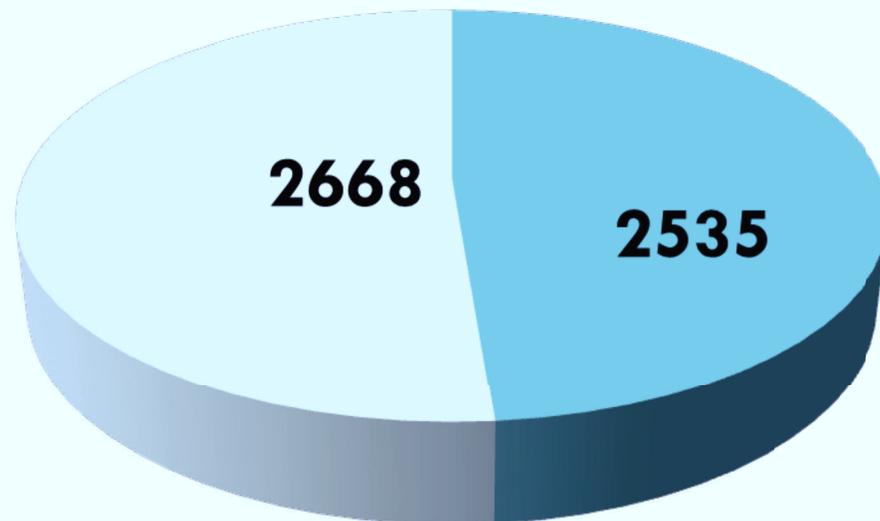




2012-13 AR AIMS & Arkansas Reporting Minority* MSE Exams

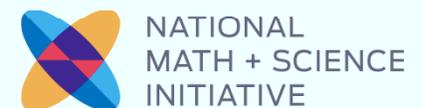
AR AIMS– 14.4% of schools; 49% of AP MSE Exams Taken

***# of AP MSE Exams Taken by African American and Hispanic Students**



■ **AR AIMS** □ **Arkansas**

Source: NMSI and The College Board

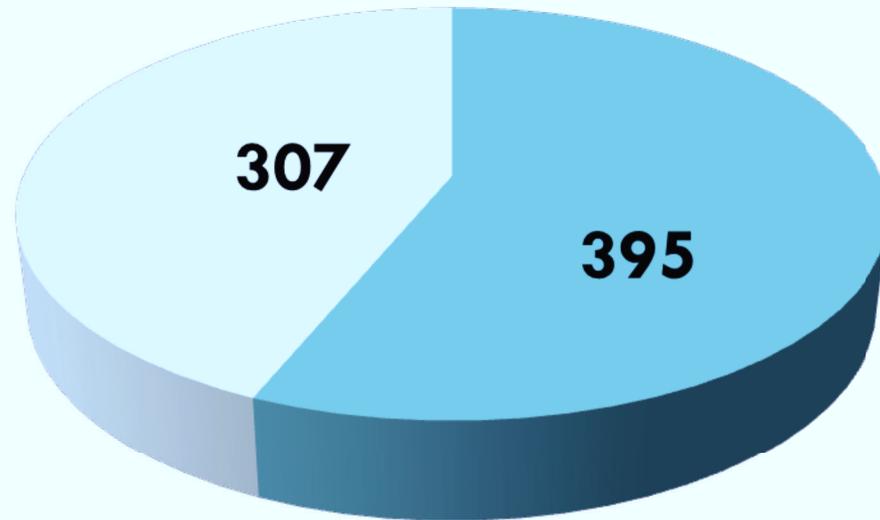




2012-13 AR AIMS & Arkansas Reporting Minority* MSE Exams

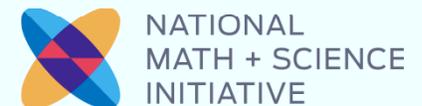
AR AIMS– 14.4% of schools; 56% of AP MSE Exam Qualifying Scores

of AP MSE Exam Qualifying Scores by African American and Hispanic Students



■ **AR AIMS** ■ **Arkansas**

Source: NMSI and The College Board

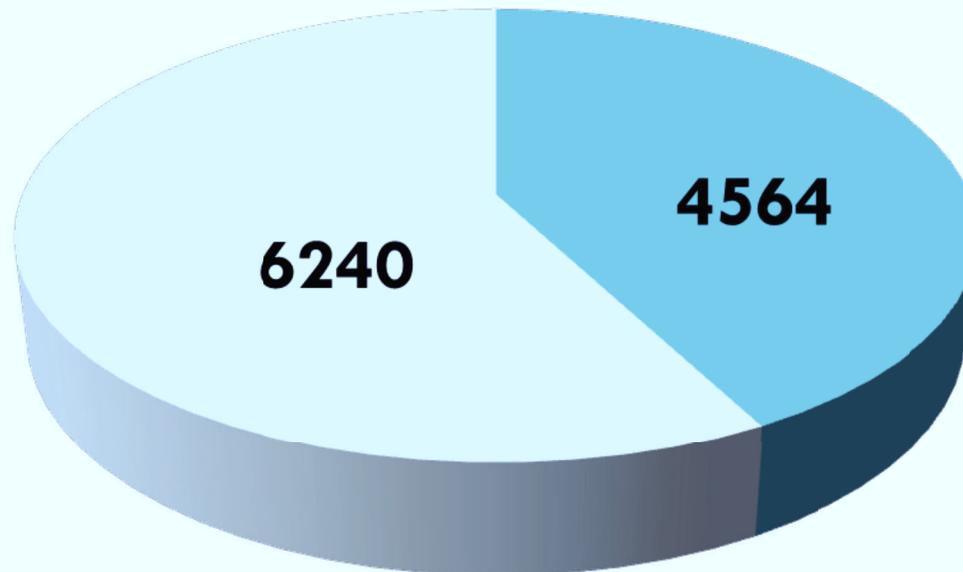




2012-13 AR AIMS and Arkansas Schools Reporting MS Exams

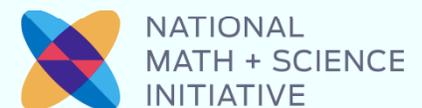
AR AIMS– 14.4% of schools; 42% of AP MS Exams Taken

of AP Math and Science Exams Taken



■ AR AIMS ■ Arkansas

Source: NMSI and The College Board

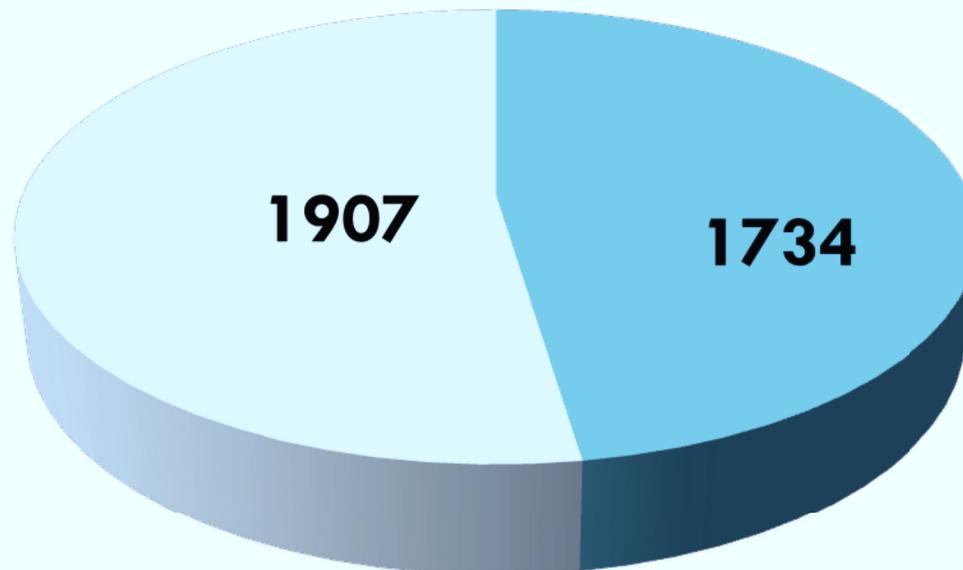




2012-13 AR AIMS and Arkansas Schools Reporting MS Exams

AR AIMS– 14.4% of schools; 48% of AP MS Exam Qualifying Scores

of AP MSE Exam Qualifying Scores



■ AR AIMS ■ Arkansas

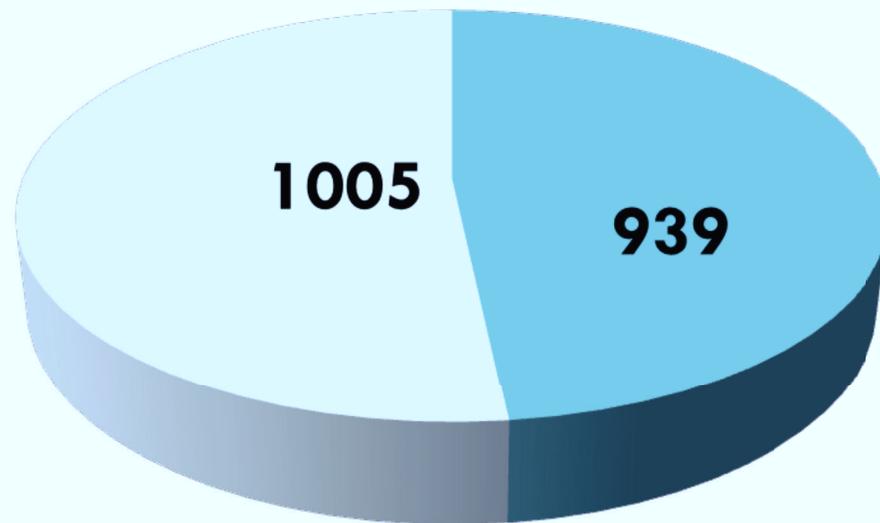
Source: NMSI and The College Board



2012-13 AR AIMS & Arkansas Reporting Minority* MS Exams

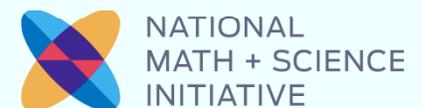
AR AIMS– 14.4% of schools; 48% of AP MS Exams Taken

***# of AP MSE Exams Taken by African American and Hispanic Students**



■ **AR AIMS** □ **Arkansas**

Source: NMSI and The College Board

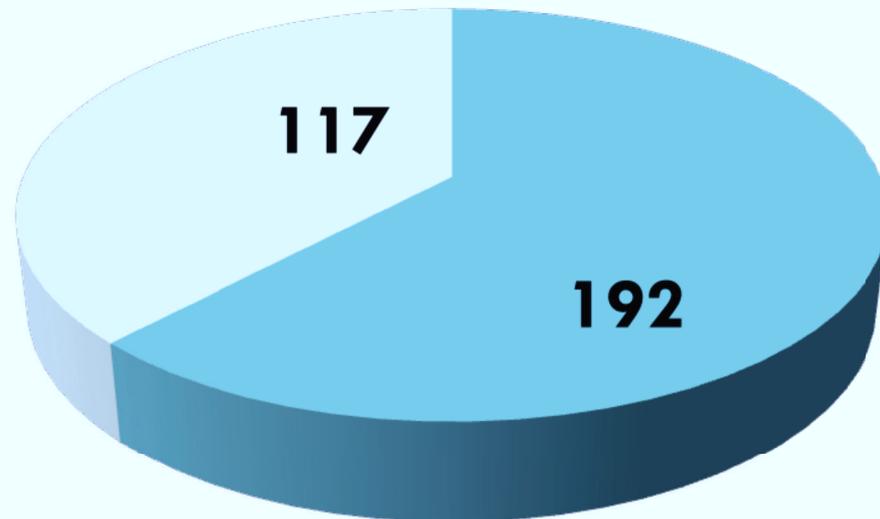




2012-13 AR AIMS & Arkansas Reporting Minority* MS Exams

AR AIMS– 14.4% of schools; 62% of AP MS Exam Qualifying Scores

of AP MSE Exam Qualifying Scores by African American and Hispanic Students



■ **AR AIMS** ■ **Arkansas**

Source: NMSI and The College Board



Conclusions

- AR AIMS schools account for the dramatic increase in the number of students taking AP math, science, and English classes.
- AR AIMS schools account for the significant increase in the number of qualifying scores on AP math, science, and English exams.
- AR AIMS schools account for the state's increase in minority students taking AP courses and achieving qualifying scores.





Conclusions

- AR AIMS is a STEM model that produces results!
- AR AIMS is making a difference in the state by changing expectations and achievement!
- The correlation between Advanced Placement and college success is obvious!





Arkansas Governor's School



HENDRIX

COLLEGE

Comprehensive Governor's School Model

- Curricular
- Co-Curricular
- Extra-Curricular

- Integrated disciplines

- 20 states – 60 programs (approx.)

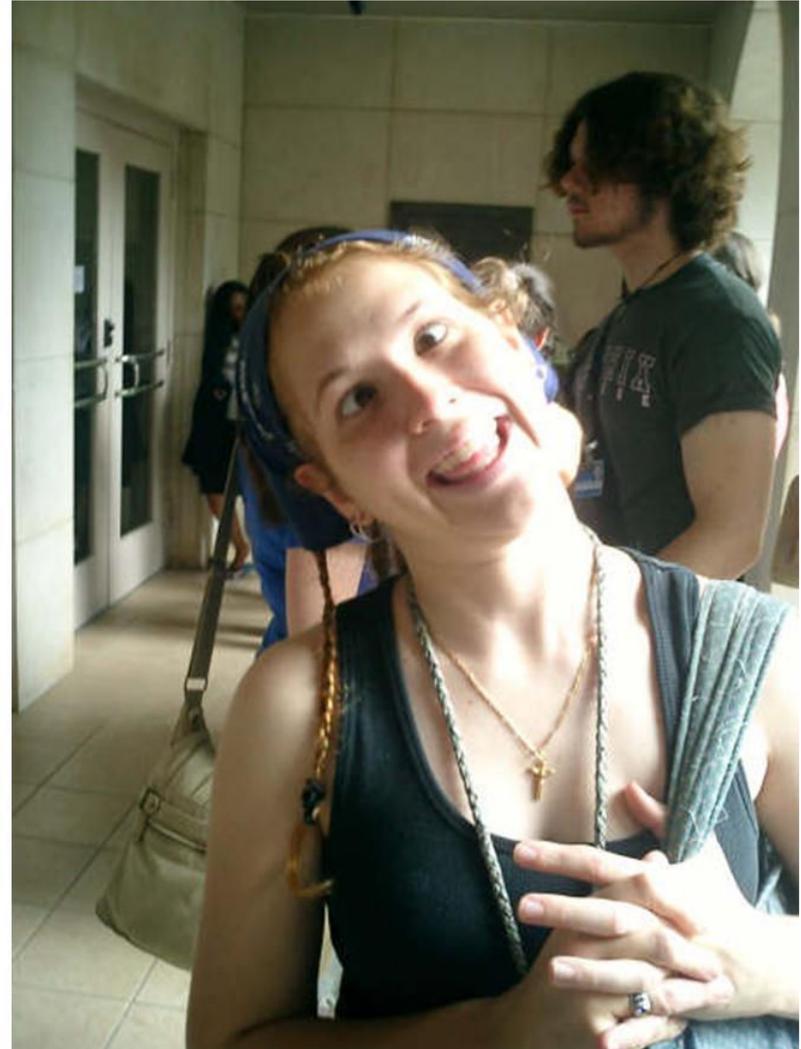


Arkansas Governor's School

- 35th year
- 6-week residential program
- 400 gifted and talented students
- No cost to the students
- Over 80 faculty and staff
- 12,953 alumni
- Nominated by high school teachers and counselors
- Applications reviewed by state committee

The Ideal Student has:

- High intellectual potential
- Outstanding ability in an academic or artistic area
- Evidence of giftedness
- Creativity
- High motivation
- Social, emotional, and intellectual maturity



Curriculum – Area I

Special Aptitude Development

- Arts
 - Drama
 - Choral Music
 - Instrumental Music
 - Visual Arts
- Academics
 - English/Language Arts
 - Mathematics
 - Natural Science
 - Social Science

Curriculum – Area II

General Conceptual Development



Curriculum – Area III

Personal and Social Development









Typical Day at AGS

- Classes between 9:00-3:50 M-F
- Classes 9:00-11:50 Saturday morning
- 4:10/6:10 Seminars M-F
- Tuesday/Thursday special speakers
- Thursday evening required films
- Evenings and Weekends – Social and recreational activities

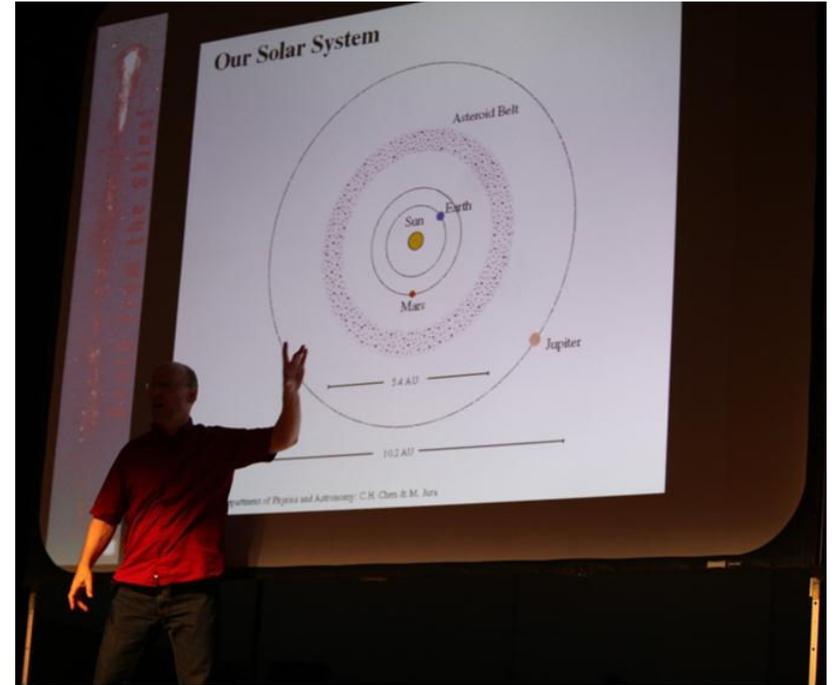
Wellness and Athletic Center



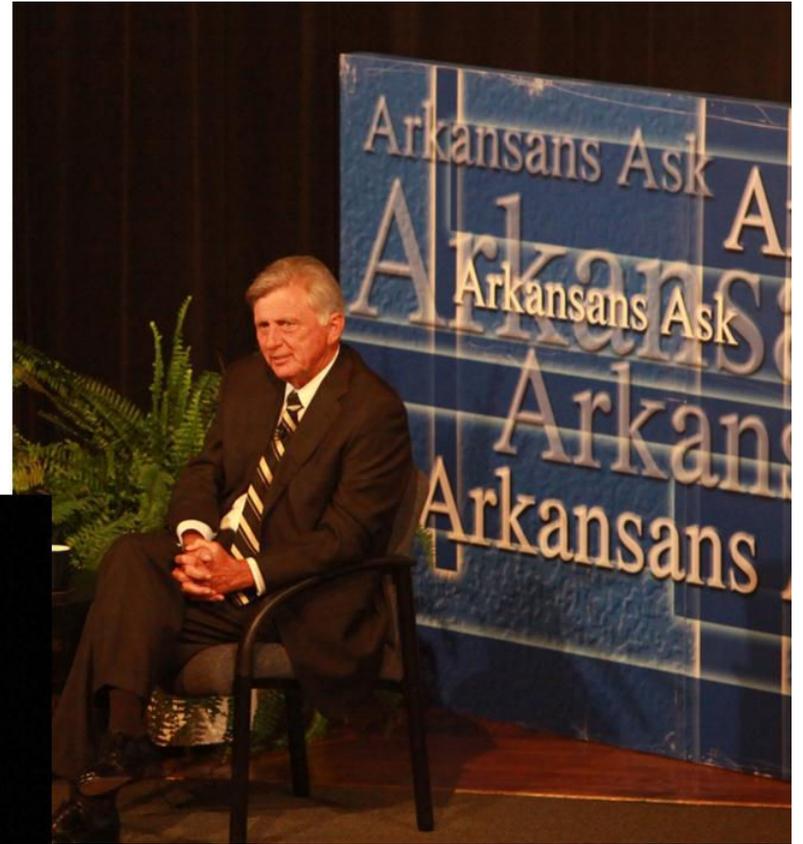










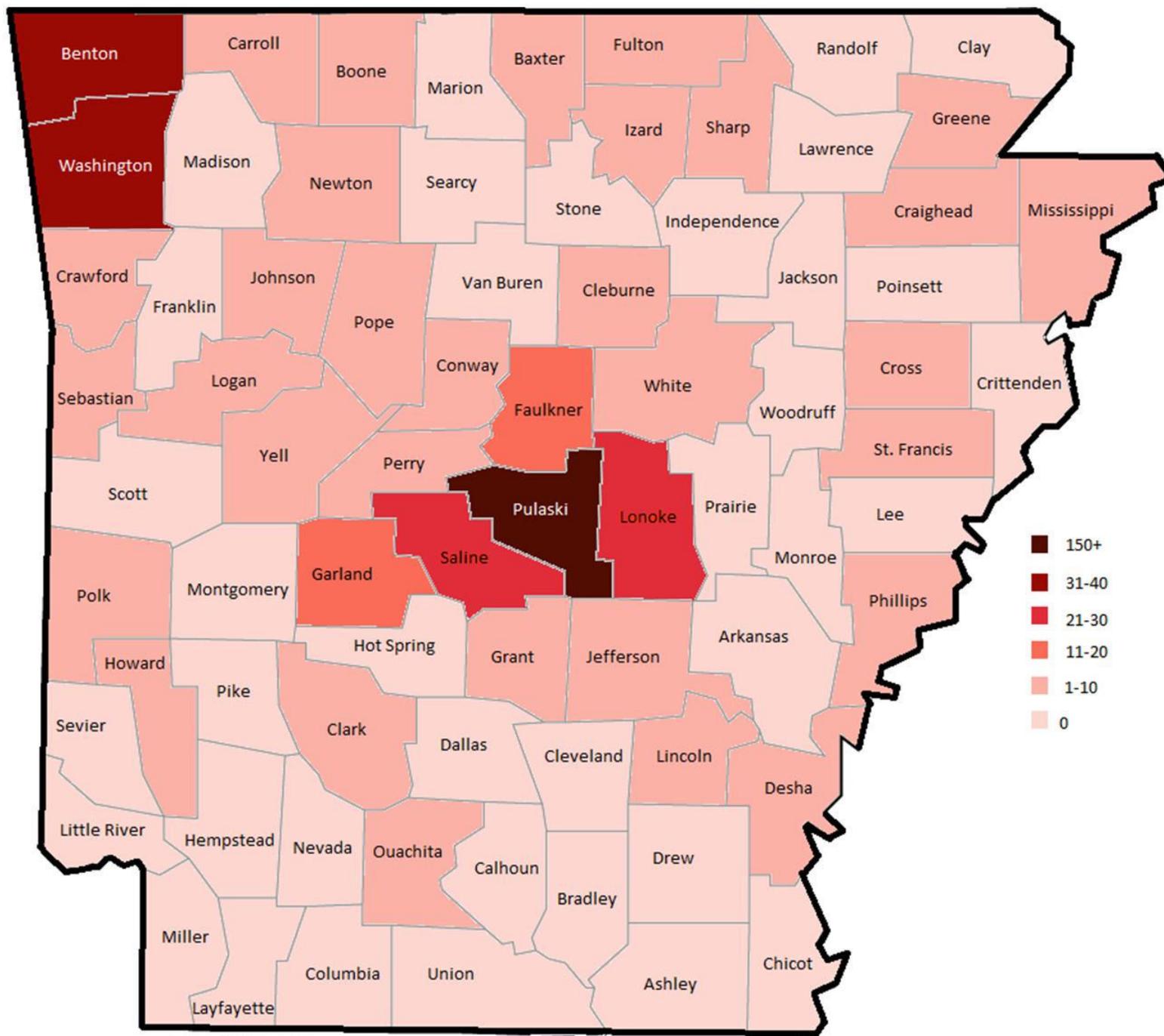


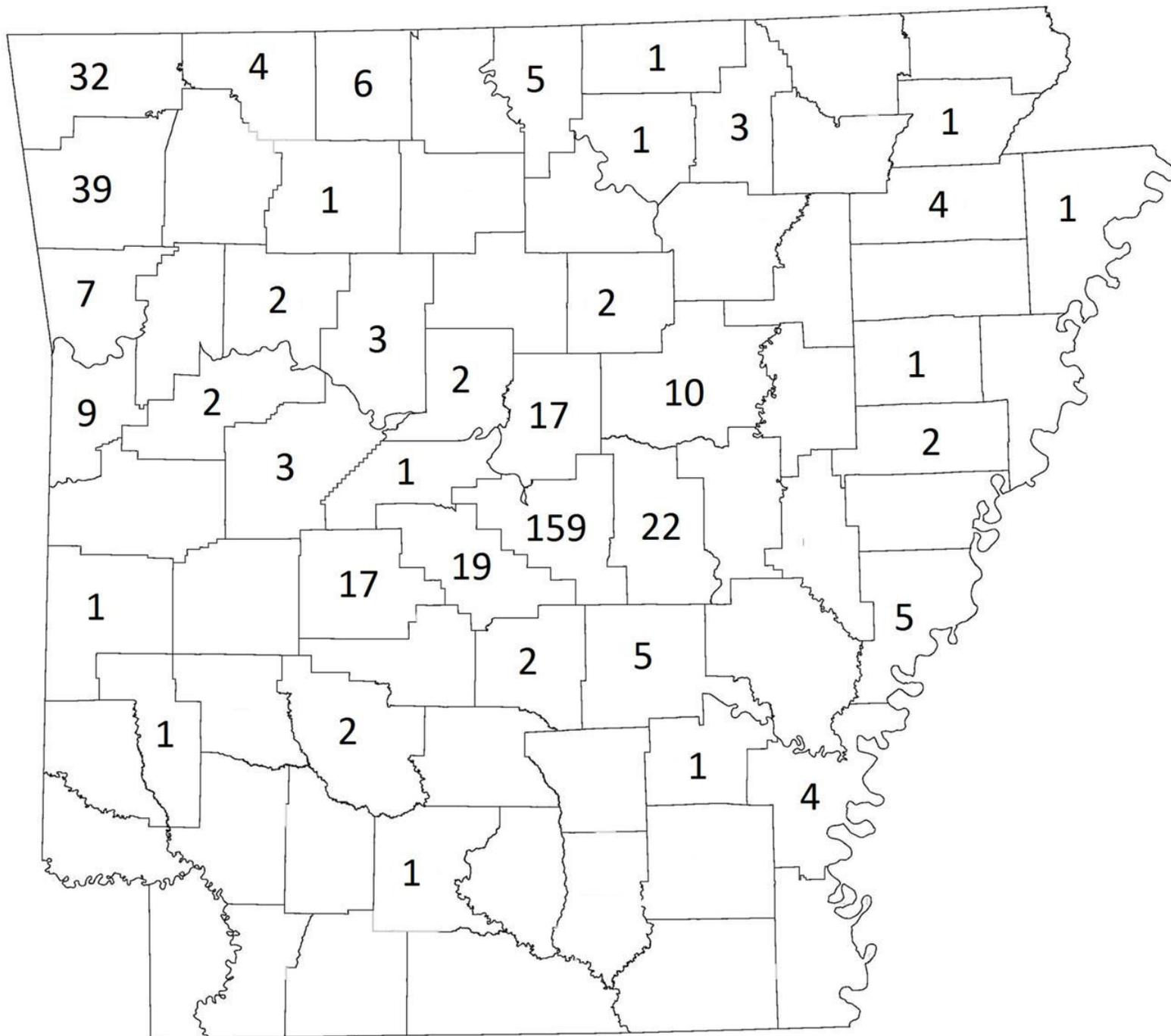




Student Demographics

	2007	2008	2009	2010	2011	2012	2013
Applicants	508	490	549	649	588	701	615
Counties Represented	39	43	45	48	45	44	45
Schools Represented	73	89	90	109	99	100	105





Student Demographics

	2007	2008	2009	2010	2011	2012	2013
Asian					37	57	43
African American	65	63	63	54	47	36	41
Hispanic					22	22	20
White	268	265	270	274	285	272	284
Other*	59	58	62	68	4	7	11
Total	392	386	395	396	395	394	399
Female	247	237	241	234	253	237	233
Male	145	149	154	162	142	157	166
Total	392	386	395	396	395	394	399



www.hendrix.edu/ags

- Info on AGS
- Class descriptions
- Weekly activities from past sessions
- Several years of student evaluation responses
- Video and photos
- Faculty and Staff applications



Arkansas Governor's School



HENDRIX

COLLEGE

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: Arkadelphia

Name of School: Arkadelphia High School

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the Arkansas State Board of Education as a result of the model's advanced oral communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and interaction with the audience.

All of teachers at Arkansas' New Tech Network schools who are participating in these New Tech classrooms have received extensive professional development this summer on these rubrics and how they are to be used to assess student work. NTN will continue to provide on-going professional development throughout the school year to help teachers understand the rubrics and understand how to provide scaffolding lessons to help the learners reach proficiency in their Oral Communication skills.

In comparing the Arkansas Frameworks for Oral Communication to the Oral Communication Rubric that NTN schools will be using as a part of the along with the actual classroom practices that will be the result of implementing the New Tech design, we are confident that we will be addressing all of the components of the Arkansas Frameworks as our learners progress. As such, we seek to award a ½ unit of Oral Communication credit to students who have successfully completed an English Language Arts course that is taught by a teacher who is implementing Project Based Learning that is aligned with the expectations of the New Tech Network.

Given the deep correlation between Arkansas Oral Communication standards in 41600 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools assure the fulfillment of the Oral Communications Smart Core course requirement by signing and submitting this Statement of Assurance. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication and English curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network Schoolwide Learning Outcome rubrics.

Monnie White
Superintendent Signature

8/8/13
Date

[Signature]
Principal Signature

8/8/13
Date

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: Blytheville School District

Name of School: Blytheville High School: A New Tech School

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the Arkansas State Board of Education as a result of the model's advanced oral communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and interaction with the audience.

All of teachers at Arkansas' New Tech Network schools who are participating in these New Tech classrooms have received extensive professional development this summer on these rubrics and how they are to be used to assess student work. NTN will continue to provide on-going professional development throughout the school year to help teachers understand the rubrics and understand how to provide scaffolding lessons to help the learners reach proficiency in their Oral Communication skills.

In comparing the Arkansas Frameworks for Oral Communication to the Oral Communication Rubric that NTN schools will be using as a part of the along with the actual classroom practices that will be the result of implementing the New Tech design, we are confident that we will be addressing all of the components of the Arkansas Frameworks as our learners progress. As such, we seek to award a ½ unit of Oral Communication credit to students who have successfully completed an English Language Arts course that is taught by a teacher who is implementing Project Based Learning that is aligned with the expectations of the New Tech Network.

Given the deep correlation between Arkansas Oral Communication standards in 41600 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools assure the fulfillment of the Oral Communications Smart Core course requirement by signing and submitting this Statement of Assurance. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication and English curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network Schoolwide Learning Outcome rubrics.



Superintendent Signature

8/8/13
Date



Principal Signature

8/8/13
Date

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: Lincoln School District

Name of School: Lincoln New Tech High School

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the Arkansas State Board of Education as a result of the model's advanced oral communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and interaction with the audience.

All of teachers at Arkansas' New Tech Network schools who are participating in these New Tech classrooms have received extensive professional development this summer on these rubrics and how they are to be used to assess student work. NTN will continue to provide on-going professional development throughout the school year to help teachers understand the rubrics and understand how to provide scaffolding lessons to help the learners reach proficiency in their Oral Communication skills.

In comparing the Arkansas Frameworks for Oral Communication to the Oral Communication Rubric that NTN schools will be using as a part of the along with the actual classroom practices that will be the result of implementing the New Tech design, we are confident that we will be addressing all of the components of the Arkansas Frameworks as our learners progress. As such, we seek to award a ½ unit of Oral Communication credit to students who have successfully completed an English Language Arts course that is taught by a teacher who is implementing Project Based Learning that is aligned with the expectations of the New Tech Network.

Given the deep correlation between Arkansas Oral Communication standards in 41600 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools assure the fulfillment of the Oral Communications Smart Core course requirement by signing and submitting this Statement of Assurance. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication and English curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network Schoolwide Learning Outcome rubrics.



Supervintendent Signature

9-30-13
Date



Principal Signature

9-30-13
Date

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: Dumas School District
Name of School: Dumas New Tech High School

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the Arkansas State Board of Education as a result of the model's advanced oral communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and interaction with the audience.

All of teachers at Arkansas' New Tech Network schools who are participating in these New Tech classrooms have received extensive professional development this summer on these rubrics and how they are to be used to assess student work. NTN will continue to provide on-going professional development throughout the school year to help teachers understand the rubrics and understand how to provide scaffolding lessons to help the learners reach proficiency in their Oral Communication skills.

In comparing the Arkansas Frameworks for Oral Communication to the Oral Communication Rubric that NTN schools will be using as a part of the along with the actual classroom practices that will be the result of implementing the New Tech design, we are confident that we will be addressing all of the components of the Arkansas Frameworks as our learners progress. As such, we seek to award a ½ unit of Oral Communication credit to students who have successfully completed an English Language Arts course that is taught by a teacher who is implementing Project Based Learning that is aligned with the expectations of the New Tech Network.

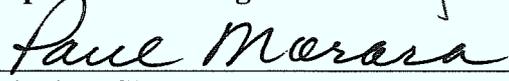
Given the deep correlation between Arkansas Oral Communication standards in 41600 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools assure the fulfillment of the Oral Communications Smart Core course requirement by signing and submitting this Statement of Assurance. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication and English curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network Schoolwide Learning Outcome rubrics.



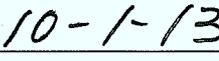
Superintendent Signature



Date



Principal Signature



Date

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: Highland

Name of School: Highland High School

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the Arkansas State Board of Education as a result of the model's advanced oral communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and interaction with the audience.

All of teachers at Arkansas' New Tech Network schools who are participating in these New Tech classrooms have received extensive professional development this summer on these rubrics and how they are to be used to assess student work. NTN will continue to provide on-going professional development throughout the school year to help teachers understand the rubrics and understand how to provide scaffolding lessons to help the learners reach proficiency in their Oral Communication skills.

In comparing the Arkansas Frameworks for Oral Communication to the Oral Communication Rubric that NTN schools will be using as a part of the along with the actual classroom practices that will be the result of implementing the New Tech design, we are confident that we will be addressing all of the components of the Arkansas Frameworks as our learners progress. As such, we seek to award a ½ unit of Oral Communication credit to students who have successfully completed an English Language Arts course that is taught by a teacher who is implementing Project Based Learning that is aligned with the expectations of the New Tech Network.

Given the deep correlation between Arkansas Oral Communication standards in 41600 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools assure the fulfillment of the Oral Communications Smart Core course requirement by signing and submitting this Statement of Assurance. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication and English curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network Schoolwide Learning Outcome rubrics.

Tracy Webb
Superintendent Signature

10-1-13
Date

Kara Mantine
Principal Signature

10-1-13
Date

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: *Marked Tree School District*
Name of School: *Marked Tree High School*

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the Arkansas State Board of Education as a result of the model's advanced oral communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and interaction with the audience.

All of teachers at Arkansas' New Tech Network schools who are participating in these New Tech classrooms have received extensive professional development this summer on these rubrics and how they are to be used to assess student work. NTN will continue to provide on-going professional development throughout the school year to help teachers understand the rubrics and understand how to provide scaffolding lessons to help the learners reach proficiency in their Oral Communication skills.

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: *El Dorado Public Schools*
Name of School: *El Dorado High School (El Dorado New Tech)*

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the Arkansas State Board of Education as a result of the model's advanced oral communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and interaction with the audience.

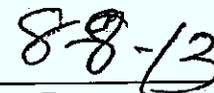
All of teachers at Arkansas' New Tech Network schools who are participating in these New Tech classrooms have received extensive professional development this summer on these rubrics and how they are to be used to assess student work. NTN will continue to provide on-going professional development throughout the school year to help teachers understand the rubrics and understand how to provide scaffolding lessons to help the learners reach proficiency in their Oral Communication skills.

In comparing the Arkansas Frameworks for Oral Communication to the Oral Communication Rubric that NTN schools will be using as a part of the along with the actual classroom practices that will be the result of implementing the New Tech design, we are confident that we will be addressing all of the components of the Arkansas Frameworks as our learners progress. As such, we seek to award a ½ unit of Oral Communication credit to students who have successfully completed an English Language Arts course that is taught by a teacher who is implementing Project Based Learning that is aligned with the expectations of the New Tech Network.

Given the deep correlation between Arkansas Oral Communication standards in 41600 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools assure the fulfillment of the Oral Communications Smart Core course requirement by signing and submitting this Statement of Assurance. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication and English curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network Schoolwide Learning Outcome rubrics.



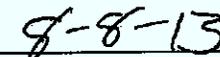
Superintendent Signature



Date



Principal Signature



Date

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: Hillcrest
Name of School: Hillcrest High School

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the result of the model's advanced oral communication standards to meet the requirements and interdisciplinary approach to meeting the aforementioned Arkansas State standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express information in formal settings. To that end, students are systematically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group processes, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every every year throughout a student's tenure.

Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in the Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and audience interaction with the audience.

All of teachers at Arkansas' New Tech Network schools who are participating in these classrooms have received extensive professional development this summer on how they are to be used to assess student work. NTN will continue to provide ongoing professional development throughout the school year to help teachers understand the rubrics and lessons to help the learners reach proficiency in their Oral Communication skills.

In comparing the Arkansas Frameworks for Oral Communication to the Oral Communication Rubric that NTN schools will be using as a part of the along with the actual classroom practices that will be implementing addressing all of the components of the Arkansas Frameworks as our learners progress. As such, we seek to award a 1/2 unit of Oral Communication credit to students who have successfully completed an English Language Arts course that is taught by a teacher who is implementing Project Based Learning that is aligned with the expectations of the New Tech Network.

Given the deep correlation between Arkansas Oral Communication standards in 416000 and the value the New Tech Network places on the deeper learning goal of communication, I Districts or Schools assure the fulfillment of the Oral Communications Smart Core course requirement by

signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network Schoolwide Learning Outcome rubrics.



Superintendent Signature

8-8-13

Date



Principal Signature

8-8-13

Date

**SMART CORE ORAL COMMUNICATIONS
WAIVER FORM (GRADUATING CLASS OF 2012 and beyond)
Arkansas Department of Education—October 2011**

Name of District: Hope

Name of School: Hope High School, Hope Academy of Science and Technology

Arkansas schools and districts who have or will elect to implement the New Tech Network approach are eligible to request a waiver from offering the Arkansas Smart Core required courses of Oral Communications 416000 (1/2 unit) and/or Oral Communications 414010 (1 unit) from the Arkansas State Board of Education as a result of the model's advanced communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Given the deep correlation between Arkansas Oral Communication standards in both 41600 and 414010 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools may request a waiver of the Oral Communications Smart Core course requirement by signing and submitting this Smart Core Waiver Form. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network schoolwide learning outcome rubrics.

Superintendent Signature

Principal Signature

Date

8/2/13
Date

Hope Academy of Science and Technology
Hope High School

Oral Communications Waiver Justification

In the Hope Academy of Science and Technology we have implemented project-based learning models in our instructional approach. Students in this program of study are presented a problem to solve and through a series of workshops, research, and group problem-solving efforts present the results of their project. Additionally, they conduct presentations up to two to three times a week while reporting out on the progress of their projects. Students also have to communicate daily within the framework of their projects. Students are evaluated during their presentations through the use of the Oral Communication Rubric adopted by the New Tech Network.

The primary course students will be evaluated with against this rubric and gain credit for this class is a blended class of Contemporary American History and 9th Grade English. However, other courses students take in the Academy of Science and Technology will also utilize the attached rubric for evaluating oral communications.

Protocols for how oral communications is embedded in coursework:

Students are required to explore how they will share information with their teachers and classes by addressing the following challenges. Utilizing the following criteria, students will create presentations that will best communicate their project results against the New Tech Network Rubric.

Criteria-

Communication Challenges

1. Students will evaluate various communication challenges.

Communication Process

2. Students will demonstrate the communication process.

Communication Forms

3. Students will use effective forms of communication

Hope Academy of Science and Technology
Hope High School

Oral Communications Waiver Justification

NTN Oral Communication, High School
The ability to communicate knowledge and thinking through effective oral presentations



	EMERGING EO	DEVELOPING DP	PROFICIENT College Ready	PA	ADVANCED College Level
Clarity <i>What is the substance that the student can present a clear perspective and line of reasoning?</i>	<ul style="list-style-type: none"> Presents an unclear perspective Line of reasoning is absent, unclear, or difficult to follow 	<ul style="list-style-type: none"> Presents a general perspective Line of reasoning is not followed 	<ul style="list-style-type: none"> Presents a clear perspective Line of reasoning is clear and easy to follow Addresses alternative or opposing perspectives when appropriate 		<ul style="list-style-type: none"> Presents a clear and strong perspective Line of reasoning is clear and convincing Addresses alternative or opposing perspectives in a way that supports one's own perspective
Evidence <i>What is the substance that the student can present a perspective with supporting evidence?</i>	<ul style="list-style-type: none"> Draws on facts, experience, or research in a minimal way Demonstrates limited understanding of the topic 	<ul style="list-style-type: none"> Draws on facts, experience, or research inconsistently Demonstrates an incomplete or uneven understanding of the topic 	<ul style="list-style-type: none"> Draws on facts, experiences and research to support a perspective Demonstrates an understanding of the topic 		<ul style="list-style-type: none"> Draws on experience and research consistently to support a perspective Demonstrates an in-depth understanding of the topic
Organization <i>What is the substance that the student can present a perspective in a way that reveals audience understanding?</i>	<ul style="list-style-type: none"> Weak organization Missing or partial flow from the presenter's ideas and line of reasoning 	<ul style="list-style-type: none"> Partial organization Partial flow from audience understanding to line of reasoning 	<ul style="list-style-type: none"> Organization is appropriate to the purpose, audience, and task and reveals the line of reasoning Transitions guide audience understanding 		<ul style="list-style-type: none"> Organization is appropriate to the purpose and audience and supports the line of reasoning Effective transitions and sustain audience engagement while providing a convincing conclusion
Language Use <i>What is the substance that the student can present a perspective and body language to support audience understanding?</i>	<ul style="list-style-type: none"> Uses imprecise language that is unsuited to the purpose, audience, and task Speakers over words including with audience understanding 	<ul style="list-style-type: none"> Uses imprecise language that is not well suited to the purpose, audience, and task Speaking is not well timed Use of words and phrases that detract from audience understanding 	<ul style="list-style-type: none"> Uses appropriate language and style that is suited to the purpose, audience, and task Speaking is fluid and easy to follow 		<ul style="list-style-type: none"> Uses sophisticated and varied language that is suited to the purpose, audience, and task Speaking is consistently fluid and easy to follow
Use of Digital Media / Visual Displays <i>What is the substance that the student can present a perspective and support audience understanding?</i>	<ul style="list-style-type: none"> Use of media or visual displays are confusing, extraneous, or distracting 	<ul style="list-style-type: none"> Digital media or visual displays are infrequently and/or used 	<ul style="list-style-type: none"> Digital media or visual displays are appealing, informative, and support audience engagement and understanding 		<ul style="list-style-type: none"> Digital media or visual displays are appealing, informative, and support audience engagement and understanding

2014-2015 North Carolina State



Understanding?					
Presentation Skills <i>What is the substance that the student can control and use appropriate body language and persuasive skills to ensure audience engagement?</i>	<ul style="list-style-type: none"> Makes minimal use of presentation skills; lacks control of body posture, does not make eye contact, voice is unclear and inaudible, and pace of presentation is too slow or too rushed Presenter's energy and affect are unsuitable for the audience and purpose of the presentation 	<ul style="list-style-type: none"> Demonstrates a command of some aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing Presenter's energy and affect are usually appropriate for the audience and purpose of the presentation, with minor issues 	<ul style="list-style-type: none"> Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing Presenter's energy and affect are appropriate for the audience and support engagement 		<ul style="list-style-type: none"> Demonstrates consistent command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing in a way that keeps the audience engaged Presenter maintains a presence and captivating energy that is appropriate to the audience and purpose of the presentation
Interaction with Audience <i>What is the substance that the student can respond to audience questions effectively?</i>	<ul style="list-style-type: none"> Provides a vague response to questions, demonstrates a minimal command of the facts or understanding of the topic 	<ul style="list-style-type: none"> Provides an indirect or partial response to questions, demonstrates a partial command of the facts or understanding of the topic 	<ul style="list-style-type: none"> Provides a direct and complete response to questions, demonstrates an adequate command of the facts and understanding of the topic 		<ul style="list-style-type: none"> Provides a precise and persuasive response to questions, demonstrates an in-depth understanding of the facts and topic

Hope Academy of Science and Technology
Hope High School

Oral Communications Waiver Justification

The New Tech rubric addresses the 2012 Oral Communication Frameworks published by the Arkansas Department of Education in the following areas.

English 9 curriculum will involve:

CF.3.OC1S.12 Interpret oral readings from literary and informational texts using appropriate vocal expressions:

Clarity- CP.2.OC1S.1 Analyze the effect of the communication channel on the sending and receiving of messages

CC.1.OC1S.2 Analyze the reduction of communication barriers:

Evidence- CF.3.OC1S.3 Participate in a range of collaborative discussions

CF.3.OC1S.10 Prepare formal speeches

CC.1.OC1S.1 Apply principles of ethical communication appropriate to context

Organization- CF.3.OC1S.11 Present information, findings, and supporting evidence clearly, concisely, and logically in formal and informal speeches.

Language Use- CF.3.OC1S.8 Demonstrate appropriate business etiquette:

CP.2.OC1S.10 Adjust messages based on feedback

CP.2.OC1S.7 Use context appropriate oral messages

CP.2.OC1S.2 Examine intrapersonal communication

CP.2.OC1S.3 Demonstrate mutual respect in interpersonal communication

Use of Digital Media/ Visual Displays-

CP.2.OC1S.11 Use digital media strategically in a variety of communication tasks (e.g., audio, graphic, interactive elements, textual, visual)

CC.1.OC1S.3 Identify advantages and disadvantages of electronically mediated and mass communication (e.g., ethics, propaganda, proper procedures, safety)

Presentation Skills

CP.2.OC1S.9 Demonstrate effective nonverbal communication skills

CP.2.OC1S.8 Speak while maintaining a formal style and objective tone

CP.2.OC1S.10 Adjust messages based on feedback:

CF.3.OC1S.1 Participate in various communication groups

CF.3.OC1S.2 Demonstrate conversation skills in informal communication

CF.3.OC1S.3 Participate in a range of collaborative discussions

CF.3.OC1S.9 Present informal speeches adapting the message to a variety of contexts and tasks

Hope Academy of Science and Technology
Hope High School

Oral Communications Waiver Justification

Interaction with Audience

- CP.2.OC1S.5 Demonstrate appropriate appreciative, critical, empathetic, and reflective listening skills in formal and informal situations
- CF.3.OC1S.5 Participate in democratic decision-making
- CF.3.OC1S.6 Prepare an interview
- CF.3.OC1S.7 Conduct an interview
- CP.2.OC1S.4 Demonstrate the ability to give and receive constructive criticism

Students will also participate in critiquing each other utilizing the New Tech Rubric in order to meet the following standards:

- CP.2.OC1S.6 Critique oral messages:
- CF.3.OC1S.9 Present informal speeches adapting the message to a variety of contexts and tasks

Students continually work together in groups. At the conclusion of projects students conduct a reflective activity where they evaluate each other using the following rubric. This incorporates the following standards as well.

- CF.3.OC1S.4 Engage in cooperative team-building
- CF.3.OC1S.5 Participate in democratic decision-making

NEW TECHNOLOGY HIGH SCHOOL		NAME OF PERSON BEING EVALUATED _____		
PEER COLLABORATION AND TEAMWORK RUBRIC				
CRITERIA	WEIGHT	UNSATISFACTORY	PROFICIENT	ADVANCED
LEADERSHIP AND INITIATIVE	25%	Group member played a passive role, generating few new ideas, tended to only do what they were told to do by others, or did not seek help when needed. 0 5 10 15	Group member played an active role in generating new ideas, took initiative in defining tasks, organized and completed and sought help when needed. 12 17 19 21	In addition to the "Proficient" qualities, the group member provided leadership to the group by thoughtfully organizing and dividing the work, checking on progress, or providing focus and direction for the group. 23 24 25
		EXAMPLE / COMMENT		
FACILITATION AND SUPPORT	25%	Group member seemed unable or unwilling to help others, made non-constructive criticisms toward the project or other group members or was distracted often members. 0 5 15	Group member demonstrated willingness to help other group members when asked, actively listened to the ideas of others, and helped create a positive work environment. 17 19 21	In addition to the "Proficient" qualities, the group member actively directed and others to understand how each member was progressing and how he or she may be of help. 23 24 25
		EXAMPLE / COMMENT		
CONTRIBUTIONS AND WORK ETHIC	50%	Group member was often off task, did not complete assignments or duties, or had attendance problems that significantly impeded progress on project. May have worked hard but on relatively unimportant parts of the project. 0 15 30	Group member was prepared to work each day, met due dates by completing assignments/duties, and worked hard on the project a most of the time. If absent, other group members knew the reason and progress was not significantly impeded. 31 32 42	In addition to the "Proficient" qualities, the group member made it up for work left undone by other group members, demonstrated willingness to spend significant time outside of class/school to complete the project. 44 48 50
		EXAMPLE / COMMENT		

Course Approval Request Form

District Name: HOPE PUBLIC SCHOOLS School Name: HOPE HIGH SCHOOL LEA# 2903012

Contact Person: Mr. Sam Bray Phone: (870) 777-3451 E-mail: Sam.Bray@hpsdistrict.org

Name of Course: Oral Communications Length course: 2 - semester
(one-semester, two-semester or two-year course)

Amount of credit: 1 unit Area of credit: ELA/ORAL COMM.

Curriculum Framework to which course is connected: ELA

Name of Teacher: Ms. Christy Tucker Area(s) of licensure: English 9 - 12

The following summer contact information (administrator, teacher or counselor) is required if the approval request is submitted after May 1st of the school year before you intend to teach the course:

Name: _____

Phone (home or cell): _____ E-mail: _____

Please check one of the following:

- Course should be considered part of the 38 courses required by Standards for Accreditation
 Course should be considered for graduation credit only

Required information attachments to this submission form must be in this order:

- I. Course Outline with specific connections to the appropriate curriculum framework and student learning expectations (detailed course outline and student learning expectation numbers).
- II. List of instructional materials, teaching resources and equipment to be used for this course.
- III. Description of targeted student population for which this course is intended and a statement of any prerequisites for students enrolling in this course.
- IV. Description or examples of how this course will emphasize application, problem solving and higher-order thinking skills.
- V. Description of instructional strategies to address diverse learner needs.
- VI. Description or examples of assessments appropriate for this course.
- VII. Description or examples of hands-on activities or labs that will be done in this course.

NOTE: Multi-year courses (e.g., Band, Choral Music, Journalism, Physical Education, Debate, etc.) must indicate how each course differs from the course the year before and after, with particular emphasis on different applications and skills each year.

- After the review by the course approval committee, requests receive one of three possible responses: approval, disapproval, or request for further information. Schools will be notified in writing of committee findings, but often other communications occur before, during, and after the committee review.
- Additionally, each school seeking approval must insure that students enrolled in this course participate in appropriate (end-of-course and/or grade level) assessments and that students are well prepared to demonstrate proficiency on the state assessments. Failure on the part of a school to prepare students can constitute a due process error.

Additional Quality Points

Schools applying for weighted credit as an honors course and/or weighted concurrent credit course must specify ways in which the honors/weighted concurrent credit course(s) meet and exceed the Arkansas Curriculum Frameworks and are comparable in rigor to the requirements of Advanced Placement courses. Refer to the ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and For Optional Use in Public Elementary Schools.

Requests for assistance and submission requests should be directed to:

Thomas Coy, Public School Program Coordinator
Arkansas Department of Education
Curriculum and Instruction
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
Phone: (501) 682-4250
thomas.coy@arkansas.gov

Course Approval Request Form

District Name: Hope Public Schools School Name: Hope High School LEA # 2903017

Contact Person: Mr. Sam Bray Phone: (501) 777-3457 E-mail: Sam.Bray@hpsdistrict.org

Name of Course: D&P Communications Length course: 2-semester
(one-semester, two-semester, or two-year course)

Amount of credit: 1 unit Area of credit: EPA / Oral Comm.

Curriculum Framework to which course is connected: EPA

Name of Teacher: Mrs. Christy Tucker Area(s) of licensure: English 9-12

The following summer contact information (administrator, teacher or counselor) is required if the approval request is submitted after May 1st of the school year before you intend to teach the course:

Name: _____

Phone (home or cell): _____ E-mail: _____

Please check one of the following:

- Course should be considered part of the 38 courses required by Standards for Accreditation
- Course should be considered for graduation credit only

Required information attachments to this submission form must be in this order:

- I. Course Outline with specific connections to the appropriate curriculum framework and student learning expectations (detailed course outline and student learning expectation numbers).
- II. List of instructional materials, teaching resources and equipment to be used for this course.
- III. Description of targeted student population for which this course is intended and a statement of any prerequisites for students enrolling in this course.
- IV. Description or examples of how this course will emphasize application, problem solving and higher-order thinking skills.
- V. Description of instructional strategies to address diverse learner needs.
- VI. Description or examples of assessments appropriate for this course.
- VII. Description or examples of hands-on activities or labs that will be done in this course.

NOTE: Multi-year courses (e.g., Band, Choral Music, Journalism, Physical Education, Debate, etc.) must indicate how each course differs from the course the year before and after, with particular emphasis on different applications and skills each year.

- After the review by the course approval committee, requests receive one of three possible responses: approval, disapproval, or request for further information. Schools will be notified in writing of committee findings, but often other communications occur before, during, and after the committee review.
- Additionally, each school seeking approval must insure that students enrolled in this course participate in appropriate (end-of-course and/or grade level) assessments and that students are well prepared to demonstrate proficiency on the state assessments. Failure on the part of a school to prepare students can constitute a due process error.

Additional Quality Points

Schools applying for weighted credit as an honors course and/or weighted concurrent credit course must specify ways in which the honors/weighted concurrent credit course(s) meet and exceed the Arkansas Curriculum Frameworks and are comparable in rigor to the requirements of Advanced Placement courses. Refer to the ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and For Optional Use in Public Elementary Schools.

Requests for assistance and submission requests should be directed to:

Thomas Coy, Public School Program Coordinator
Arkansas Department of Education
Curriculum and Instruction
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
Phone: (501) 682-4250
thomas.coy@arkansas.gov

Course Approval Request Form

District Name: HOPE PUBLIC SCHOOLS School Name: HOPE HIGH SCHOOL LEA # 2903012

Contact Person: Mr. Sam Bray Phone: (870) 777-3451 E-mail: Sam.Bray@hpsdistrict.org

Name of Course: Oral Communications Length course: 2 - semester
(one-semester, two-semester, or two-year course)

Amount of credit: 1 unit Area of credit: ELA/ORAL COMM.

Curriculum Framework to which course is connected: ELA

Name of Teacher: Mr. Taylor Lee Area(s) of licensure: English 9 - 12

The following summer contact information (administrator, teacher or counselor) is required if the approval request is submitted after May 1st of the school year before you intend to teach the course:

Name: _____

Phone (home or cell): _____ E-mail: _____

Please check one of the following:

- Course should be considered part of the 38 courses required by Standards for Accreditation
 Course should be considered for graduation credit only

Required information attachments to this submission form must be in this order:

- I. Course Outline with specific connections to the appropriate curriculum framework and student learning expectations (detailed course outline and student learning expectation numbers).
- II. List of instructional materials, teaching resources and equipment to be used for this course.
- III. Description of targeted student population for which this course is intended and a statement of any prerequisites for students enrolling in this course.
- IV. Description or examples of how this course will emphasize application, problem solving and higher-order thinking skills.
- V. Description of instructional strategies to address diverse learner needs.
- VI. Description or examples of assessments appropriate for this course.
- VII. Description or examples of hands-on activities or labs that will be done in this course.

NOTE: Multi-year courses (e.g., Band, Choral Music, Journalism, Physical Education, Debate, etc.) must indicate how each course differs from the course the year before and after, with particular emphasis on different applications and skills each year.

- After the review by the course approval committee, requests receive one of three possible responses: approval, disapproval, or request for further information. Schools will be notified in writing of committee findings, but often other communications occur before, during, and after the committee review.
- Additionally, each school seeking approval must insure that students enrolled in this course participate in appropriate (end-of-course and/or grade level) assessments and that students are well prepared to demonstrate proficiency on the state assessments. Failure on the part of a school to prepare students can constitute a due process error.

Additional Quality Points

Schools applying for weighted credit as an honors course and/or weighted concurrent credit course must specify ways in which the honors/weighted concurrent credit course(s) meet and exceed the Arkansas Curriculum Frameworks and are comparable in rigor to the requirements of Advanced Placement courses. Refer to the ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and For Optional Use in Public Elementary Schools.

Requests for assistance and submission requests should be directed to:

Thomas Coy, Public School Program Coordinator
Arkansas Department of Education
Curriculum and Instruction
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
Phone: (501) 682-4250
thomas.coy@arkansas.gov

Course Approval Request Form

District Name: Hope Public Schools School Name: Hope High School LEA # 2903012
Contact Person: Mr. Sam Bray Phone: (870) 977-3351 E-mail: Sam.Bray@hpsd.k12.ar.gov
Name of Course: DRAI Communications Length course: 2-semester
(one-semester, two-semester, or two-year course)
Amount of credit: 1 unit Area of credit: ELA / DRAI (COMM)
Curriculum Framework to which course is connected: ELA
Name of Teacher: YITZ TAYLOR Lee Area(s) of licensure: English 9-12

The following summer contact information (administrator, teacher or counselor) is required if the approval request is submitted after May 1st of the school year before you intend to teach the course:

Name: _____

Phone (home or cell): _____ E-mail: _____

Please check one of the following:

- Course should be considered part of the 38 courses required by Standards for Accreditation
 Course should be considered for graduation credit only

Required information attachments to this submission form must be in this order:

- I. Course Outline with specific connections to the appropriate curriculum framework and student learning expectations (detailed course outline and student learning expectation numbers).
- II. List of instructional materials, teaching resources and equipment to be used for this course.
- III. Description of targeted student population for which this course is intended and a statement of any prerequisites for students enrolling in this course.
- IV. Description or examples of how this course will emphasize application, problem solving and higher-order thinking skills.
- V. Description of instructional strategies to address diverse learner needs.
- VI. Description or examples of assessments appropriate for this course.
- VII. Description or examples of hands-on activities or labs that will be done in this course.

NOTE Multi-year courses (e.g., Band, Choral Music, Journalism, Physical Education, Debate, etc.) must indicate how each course differs from the course the year before and after, with particular emphasis on different applications and skills each year.

- After the review by the course approval committee, requests receive one of three possible responses: approval, disapproval, or request for further information. Schools will be notified in writing of committee findings, but often other communications occur before, during, and after the committee review.
- Additionally, each school seeking approval must insure that students enrolled in this course participate in appropriate (end-of-course and/or grade level) assessments and that students are well prepared to demonstrate proficiency on the state assessments. Failure on the part of a school to prepare students can constitute a due process error.

Additional Quality Points

Schools applying for weighted credit as an honors course and/or weighted concurrent credit course must specify ways in which the honors/weighted concurrent credit course(s) meet and exceed the Arkansas Curriculum Frameworks and are comparable in rigor to the requirements of Advanced Placement courses. Refer to the ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and For Optional Use in Public Elementary Schools.

Requests for assistance and submission requests should be directed to:

Thomas Coy, Public School Program Coordinator
Arkansas Department of Education
Curriculum and Instruction
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
Phone: (501) 682-4250
thomas_coy@arkansas.gov

Hope Academy of Science and Technology
Hope High School

Oral Communications Waiver Justification

In the Hope Academy of Science and Technology we have implemented project-based learning models in our instructional approach. Students in this program of study are presented a problem to solve and through a series of workshops, research, and group problem-solving efforts present the results of their project. Additionally, they conduct presentations up to two to three times a week while reporting out on the progress of their projects. Students also have to communicate daily within the framework of their projects. Students are evaluated during their presentations through the use of the Oral Communication Rubric adopted by the New Tech Network.

The primary course students will be evaluated with against this rubric and gain credit for this class is a blended class of Contemporary American History and 9th Grade English. However, other courses students take in the Academy of Science and Technology will also utilize the attached rubric for evaluating oral communications.

Protocols for how oral communications is embedded in coursework:

Students are required to explore how they will share information with their teachers and classes by addressing the following challenges. Utilizing the following criteria, students will create presentations that will best communicate their project results against the New Tech Network Rubric.

Criteria-

Communication Challenges

1. Students will evaluate various communication challenges.

Communication Process

2. Students will demonstrate the communication process.

Communication Forms

3. Students will use effective forms of communication

Hope Academy of Science and Technology Hope High School

Oral Communications Waiver Justification

NTN Oral Communication, High School

The ability to communicate knowledge and thinking through effective oral presentations.



NewTechNetwork

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
CLARITY <i>What is the evidence that the student can present a clear perspective and line of reasoning?</i>	<ul style="list-style-type: none"> Presents an unclear perspective Line of reasoning is absent, unclear, or difficult to follow 		<ul style="list-style-type: none"> Presents a general perspective Line of reasoning can be followed 		<ul style="list-style-type: none"> Presents a clear perspective Line of reasoning is clear and easy to follow Addresses alternative or opposing perspectives when appropriate 		<ul style="list-style-type: none"> Presents a clear and original perspective Line of reasoning is clear and convincing Addresses alternative or opposing perspectives in a way that sharpens one's own perspective
EVIDENCE <i>What is the evidence that the student can present a perspective with supportive evidence?</i>	<ul style="list-style-type: none"> Draws on facts, experience, or research in a minimal way Demonstrates limited understanding of the topic 		<ul style="list-style-type: none"> Draws on facts, experience, and/or research inconsistently Demonstrates an incomplete or uneven understanding of the topic 		<ul style="list-style-type: none"> Draws on facts, experiences and research to support a perspective Demonstrates an understanding of the topic 		<ul style="list-style-type: none"> Facts, experience and research are synthesized to support a perspective Demonstrate an in-depth understanding of the topic
ORGANIZATION <i>What is the evidence that the student can organize a presentation in a way that supports audience understanding?</i>	<ul style="list-style-type: none"> A lack of organization makes it difficult to follow the presenter's ideas and line of reasoning 		<ul style="list-style-type: none"> Inconsistencies in organization and limited use of transitions detract from audience understanding of line of reasoning 		<ul style="list-style-type: none"> Organization is appropriate to the purpose, audience, and task and reveals the line of reasoning Transitions guide audience understanding 		<ul style="list-style-type: none"> Organization is appropriate to the purpose and audience and supports the line of reasoning Effectively hooks and sustains audience engagement, while providing a convincing conclusion.
LANGUAGE USE <i>What is the evidence that the student can use language appropriately and fluently to support audience understanding?</i>	<ul style="list-style-type: none"> Uses language and style that is unsuited to the purpose, audience, and task Stumbles over words, interfering with audience understanding 		<ul style="list-style-type: none"> Uses language and style that is at times unsuited to the purpose, audience, and task Speaking is fluid with minor lapses of awkward or incorrect language use that detracts from audience understanding 		<ul style="list-style-type: none"> Uses appropriate language and style that is suited to the purpose, audience, and task Speaking is fluid and easy to follow 		<ul style="list-style-type: none"> Uses sophisticated and varied language that is suited to the purpose, audience, and task Speaking is consistently fluid and easy to follow
USE OF DIGITAL MEDIA / VISUAL DISPLAYS <i>What is the evidence that the student can use digital media/visual displays to engage and support audience</i>	<ul style="list-style-type: none"> Digital media or visual displays are confusing, extraneous, or distracting 		<ul style="list-style-type: none"> Digital media or visual displays are informative and relevant 		<ul style="list-style-type: none"> Digital media or visual displays are appealing, informative, and support audience engagement and understanding 		<ul style="list-style-type: none"> Digital media or visual displays are polished, informative, and support audience engagement and understanding

©2013 New Tech Network, June 6, 2013

PRESENTATION SKILLS <i>What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement?</i>	<ul style="list-style-type: none"> Makes minimal use of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed Presenter's energy and affect are unsuitable for the audience and purpose of the presentation 		<ul style="list-style-type: none"> Demonstrates a command of some aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing Presenter's energy, and/or affect are usually appropriate for the audience and purpose of the presentation, with minor lapses 		<ul style="list-style-type: none"> Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing Presenter's energy and affect are appropriate for the audience and support engagement 		<ul style="list-style-type: none"> Demonstrates consistent command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing in a way that keeps the audience engaged Presenter maintains a presence and a captivating energy that is appropriate to the audience and purpose of the presentation
INTERACTION WITH AUDIENCE <i>What is the evidence that the student can respond to audience questions effectively?</i>	<ul style="list-style-type: none"> Provides a vague response to questions; demonstrates a minimal command of the facts or understanding of the topic 		<ul style="list-style-type: none"> Provides an indirect or partial response to questions; demonstrate a partial command of the facts or understanding of the topic 		<ul style="list-style-type: none"> Provides a direct and complete response to questions; demonstrates an adequate command of the facts and understanding of the topic 		<ul style="list-style-type: none"> Provides a precise and persuasive response to questions; demonstrates an in-depth understanding of the facts and topic

Hope Academy of Science and Technology
Hope High School

Oral Communications Waiver Justification

The New Tech rubric addresses the 2012 Oral Communication Frameworks published by the Arkansas Department of Education in the following areas.

English 9 curriculum will involve:

CF.3.OC1S.12 Interpret oral readings from literary and informational texts using appropriate vocal expressions:

Clarity- CP.2.OC1S.1 Analyze the effect of the communication channel on the sending and receiving of messages

CC.1.OC1S.2 Analyze the reduction of communication barriers:

Evidence- CF.3.OC1S.3 Participate in a range of collaborative discussions

CF.3.OC1S.10 Prepare formal speeches

CC.1.OC1S.1 Apply principles of ethical communication appropriate to context

Organization- CF.3.OC1S.11 Present information, findings, and supporting evidence clearly, concisely, and logically in formal and informal speeches.

Language Use- CF.3.OC1S.8 Demonstrate appropriate business etiquette:

CP.2.OC1S.10 Adjust messages based on feedback

CP.2.OC1S.7 Use context appropriate oral messages

CP.2.OC1S.2 Examine intrapersonal communication

CP.2.OC1S.3 Demonstrate mutual respect in interpersonal communication

Use of Digital Media/ Visual Displays-

CP.2.OC1S.11 Use digital media strategically in a variety of communication tasks (e.g., audio, graphic, interactive elements, textual, visual)

CC.1.OC1S.3 Identify advantages and disadvantages of electronically mediated and mass communication (e.g., ethics, propaganda, proper procedures, safety)

Presentation Skills

CP.2.OC1S.9 Demonstrate effective nonverbal communication skills

CP.2.OC1S.8 Speak while maintaining a formal style and objective tone

CP.2.OC1S.10 Adjust messages based on feedback:

CF.3.OC1S.1 Participate in various communication groups

CF.3.OC1S.2 Demonstrate conversation skills in informal communication

CF.3.OC1S.3 Participate in a range of collaborative discussions

CF.3.OC1S.9 Present informal speeches adapting the message to a variety of contexts and tasks

Hope Academy of Science and Technology
Hope High School

Oral Communications Waiver Justification

Interaction with Audience

- CP.2.OC1S.5 Demonstrate appropriate appreciative, critical, empathetic, and reflective listening skills in formal and informal situations
- CF.3.OC1S.5 Participate in democratic decision-making
- CF.3.OC1S.6 Prepare an interview
- CF.3.OC1S.7 Conduct an interview
- CP.2.OC1S.4 Demonstrate the ability to give and receive constructive criticism

Students will also participate in critiquing each other utilizing the New Tech Rubric in order to meet the following standards:

- CP.2.OC1S.6 Critique oral messages:
- CF.3.OC1S.9 Present informal speeches adapting the message to a variety of contexts and tasks

Students continually work together in groups. At the conclusion of projects students conduct a reflective activity where they evaluate each other using the following rubric. This incorporates the following standards as well.

- CF.3.OC1S.4 Engage in cooperative team-building
- CF.3.OC1S.5 Participate in democratic decision-making



**NEW TECHNOLOGY HIGH SCHOOL
PEER COLLABORATION AND TEAMWORK RUBRIC**

NAME OF PERSON BEING EVALUATED _____

CRITERIA	WEIGHT	UNSATISFACTORY	PROFICIENT	ADVANCED
LEADERSHIP AND INITIATIVE	25%	Group member played a passive role, generating few new ideas; tended to only do what they were told to do by others, or did not seek help when needed. 0 5 15	Group member played an active role in generating new ideas, took initiative in getting tasks organized and completed and sought help when needed. 17 19 21	In addition to the "Proficient" qualities, the group member provided leadership to the group by thoughtfully organizing and dividing the work, checking on progress, or providing focus and direction for the project. 23 24 25
EXAMPLE / COMMENT:				
FACILITATION AND SUPPORT	25%	Group member seemed unable or unwilling to help others, made non-constructive criticisms toward the project or other group members or was distracted other members. 0 5 15	Group member demonstrated willingness to help other group members when asked, actively listened to the ideas of others, and helped create a positive work environment. 17 19 21	In addition to the "Proficient" qualities, the group member would actively checked with others to understand how each member was progressing and how he or she may be of help. 23 24 25
EXAMPLE / COMMENT:				
CONTRIBUTIONS AND WORK ETHIC	50%	Group member was often off task, did not complete assignments or duties, or had attendance problems that significantly impeded progress on project. May have worked hard but on relatively unimportant parts of the project. 0 15 30	Group member was prepared to work each day, met due dates by completing assignments/duties, and worked hard on the project a most of the time. If absent, other group members knew the reason and progress was not significantly impeded. 34 38 42	In addition to the "Proficient" qualities, the group member made up for work left undone by other group members, demonstrated willingness to spend significant time outside of class/school to complete the project. 44 46 50
EXAMPLE / COMMENT:				

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: Riverview School District

Name of School: Riverview High School

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the Arkansas State Board of Education as a result of the model's advanced oral communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

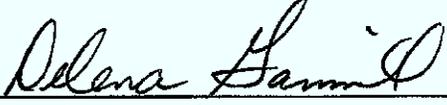
Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and interaction with the audience.

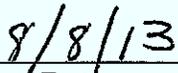
All of teachers at Arkansas' New Tech Network schools who are participating in these New Tech classrooms have received extensive professional development this summer on these rubrics and how they are to be used to assess student work. NTN will continue to provide on-going professional development throughout the school year to help teachers understand the rubrics and understand how to provide scaffolding lessons to help the learners reach proficiency in their Oral Communication skills.

In comparing the Arkansas Frameworks for Oral Communication to the Oral Communication Rubric that NTN schools will be using as a part of the along with the actual classroom practices that will be the result of implementing the New Tech design, we are confident that we will be addressing all of the components of the Arkansas Frameworks as our learners progress. As such, we seek to award a ½ unit of Oral Communication credit to students who have successfully completed an English Language Arts course that is taught by a teacher who is implementing Project Based Learning that is aligned with the expectations of the New Tech Network.

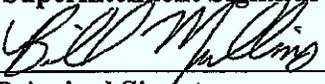
Given the deep correlation between Arkansas Oral Communication standards in 41600 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools assure the fulfillment of the Oral Communications Smart Core course requirement by signing and submitting this Statement of Assurance. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication and English curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network Schoolwide Learning Outcome rubrics.



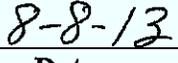
Superintendent Signature



Date



Principal Signature



Date

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: Rogers Public Schools

Name of School: Rogers New Technology High School

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the Arkansas State Board of Education as a result of the model's advanced oral communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and interaction with the audience.

All of teachers at Arkansas' New Tech Network schools who are participating in these New Tech classrooms have received extensive professional development this summer on these rubrics and how they are to be used to assess student work. NTN will continue to provide on-going professional development throughout the school year to help teachers understand the rubrics and understand how to provide scaffolding lessons to help the learners reach proficiency in their Oral Communication skills.

In comparing the Arkansas Frameworks for Oral Communication to the Oral Communication Rubric that NTN schools will be using as a part of the along with the actual classroom practices that will be the result of implementing the New Tech design, we are confident that we will be addressing all of the components of the Arkansas Frameworks as our learners progress. As such, we seek to award a ½ unit of Oral Communication credit to students who have successfully completed an English Language Arts course that is taught by a teacher who is implementing Project Based Learning that is aligned with the expectations of the New Tech Network.

Given the deep correlation between Arkansas Oral Communication standards in 41600 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools assure the fulfillment of the Oral Communications Smart Core course requirement by signing and submitting this Statement of Assurance. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication and English curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network Schoolwide Learning Outcome rubrics.

Jamie Durr
Superintendent Signature

August 9, 2013
Date

J. Lana Apple
Principal Signature

August 9, 2013
Date

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: Trumann

Name of School: Trumann High School

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the Arkansas State Board of Education as a result of the model's advanced oral communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and interaction with the audience.

All of teachers at Arkansas' New Tech Network schools who are participating in these New Tech classrooms have received extensive professional development this summer on these rubrics and how they are to be used to assess student work. NTN will continue to provide on-going professional development throughout the school year to help teachers understand the rubrics and understand how to provide scaffolding lessons to help the learners reach proficiency in their Oral Communication skills.

In comparing the Arkansas Frameworks for Oral Communication to the Oral Communication Rubric that NTN schools will be using as a part of the along with the actual classroom practices that will be the result of implementing the New Tech design, we are confident that we will be addressing all of the components of the Arkansas Frameworks as our learners progress. As such, we seek to award a ½ unit of Oral Communication credit to students who have successfully completed an English Language Arts course that is taught by a teacher who is implementing Project Based Learning that is aligned with the expectations of the New Tech Network.

Given the deep correlation between Arkansas Oral Communication standards in 41600 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools assure the fulfillment of the Oral Communications Smart Core course requirement by signing and submitting this Statement of Assurance. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication and English curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network Schoolwide Learning Outcome rubrics.

Myra Graham
Superintendent Signature

8-8-13
Date

Wanda Joe Dyke
Principal Signature

8-8-13
Date

Please Fax & Mail to:

Thomas Coy

Arkansas Department of Education—October 2011

Phone: 501-682-4250

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: *Van Buren*
Name of School:

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the Arkansas State Board of Education as a result of the model's advanced oral communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and interaction with the audience.

All of teachers at Arkansas' New Tech Network schools who are participating in these New Tech classrooms have received extensive professional development this summer on these rubrics and how they are to be used to assess student work. NTN will continue to provide on-going professional development throughout the school year to help teachers understand the rubrics and understand how to provide scaffolding lessons to help the learners reach proficiency in their Oral Communication skills.

RECEIVED

AUG 15 2013

Arkansas Department of Education—October 2011

CURRICULUM, ASSESSMENT
& RESEARCH UNIT

In comparing the Arkansas Frameworks for Oral Communication to the Oral Communication Rubric that NTN schools will be using as a part of the along with the actual classroom practices that will be the result of implementing the New Tech design, we are confident that we will be addressing all of the components of the Arkansas Frameworks as our learners progress. As such, we seek to award a ½ unit of Oral Communication credit to students who have successfully completed an English Language Arts course that is taught by a teacher who is implementing Project Based Learning that is aligned with the expectations of the New Tech Network.

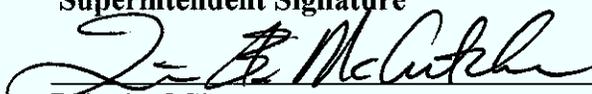
Given the deep correlation between Arkansas Oral Communication standards in 41600 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools assure the fulfillment of the Oral Communications Smart Core course requirement by signing and submitting this Statement of Assurance. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication and English curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network Schoolwide Learning Outcome rubrics.



Superintendent Signature

7/9/13

Date



Principal Signature

7/9/13

Date

**STATEMENT OF ASSURANCE
SMART CORE ORAL COMMUNICATIONS
EMBEDDED COURSE REQUEST (CLASS OF 2013 and beyond)**

Name of District: Cross County School District

Name of School: Cross County High School, *A New Tech School*

Arkansas schools and districts who have or will elect to implement the New Tech Network (NTN) approach seek permission to offer the Arkansas Smart Core required course of Oral Communications 416000 (1/2 unit) as an embedded course with English classes from the Arkansas State Board of Education as a result of the model's advanced oral communications requirements and interdisciplinary approach to meeting the aforementioned Arkansas state standards.

Each school in the New Tech Network requires students to effectively collaborate to communicate foundational understanding of core content knowledge and to express ideas and present information in formal and informal settings. To that end, students are systematically and systemically taught and assessed on their ability to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations, while preparing to present that knowledge to a panel of external experts from the business and/or local community. Students in New Tech Network schools engage in this cycle of learning, collaborating, applying and presenting, on average, more than 60 times per year and by leveraging a variety of media for different audiences and contexts. In doing so, students demonstrate proficiency in group process, conflict resolution and decision-making skills through iterative, productive, and structured collaborative processes that are assessed in every course of every year throughout a student's tenure.

Each Arkansas school in the New Tech Network has adopted Oral Communication as a Schoolwide Learning Outcome that is assessed throughout the year in all classes in a variety of ways. All schools will be using a research-based rubric for Oral Communication (included in Course Approval Request) that has been developed by the New Tech Network to assure college and career readiness. The rubric assesses:

- Learner's ability to present a clear perspective and line of reasoning in his/her presentations.
- Learner's ability to use evidence in their presentations and to demonstrate an understanding of the topics of his/her presentations.
- Learner's organization, use of appropriate language, and the use of digital media and visual displays.
- Learner's presentation skills and interaction with the audience.

All of teachers at Arkansas' New Tech Network schools who are participating in these New Tech classrooms have received extensive professional development this summer on these rubrics and how they are to be used to assess student work. NTN will continue to provide on-going professional development throughout the school year to help teachers understand the rubrics and understand how to provide scaffolding lessons to help the learners reach proficiency in their Oral Communication skills.

In comparing the Arkansas Frameworks for Oral Communication to the Oral Communication Rubric that NTN schools will be using as a part of the along with the actual classroom practices that will be the result of implementing the New Tech design, we are confident that we will be addressing all of the components of the Arkansas Frameworks as our learners progress. As such, we seek to award a ½ unit of Oral Communication credit to students who have successfully completed an English Language Arts course that is taught by a teacher who is implementing Project Based Learning that is aligned with the expectations of the New Tech Network.

Given the deep correlation between Arkansas Oral Communication standards in 41600 and the value the New Tech Network places on the deeper learning goal of communication, Districts or Schools assure the fulfillment of the Oral Communications Smart Core course requirement by signing and submitting this Statement of Assurance. In doing so, districts or schools acknowledge that they are responsible for ensuring students can demonstrate all of the skills set forth in the Oral Communication and English curricula cited above and, by virtue of their signature below, assure that they can provide documented evidence of student mastery of said standards through their New Tech Network Schoolwide Learning Outcome rubrics.



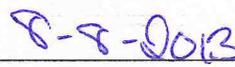
Superintendent Signature



Date



Principal Signature



Date

Teacher Evaluation

1.00 Regulatory Authority

1.01 These regulations shall be known as the Arkansas Department of Education Rules and Regulations For Teacher Evaluation.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-11-105.

2.00 Purpose

2.01 The purpose of these regulations is to provide guidance to local districts to design teacher evaluation systems that promote the professional growth of all teachers and enhance learning for all students.

3.00 Philosophy

Evaluation is viewed by the Arkansas Department of Education as a collaborative process, not an event. Evaluation should facilitate or support system wide change. To this end, the school district shall develop teacher evaluation systems that:

3.01 supports the induction of the probationary teacher into the teaching profession and the school district,

3.02 promotes the professional growth of career teachers.

3.03 prompts an improvement in unsatisfactory performance, and

3.04 provides criteria for making responsible personnel decisions.

4.00 Criteria

Local district's shall develop a teacher evaluation system that reflects:

4.01 The philosophy of Arkansas Department of Education and the philosophy of the local district regarding teacher evaluation.

4.02 A sound professional development program that promotes continuous growth of teachers.

4.03 A collegial relationship among the supervisors and teachers.

4.04 A staff development training program for supervisors and teachers.

4.05 A set of teacher competencies descriptive of the local district's expectations and aligned with teacher licensure principles.

5.00 Written Evidence of Personnel Evaluation Plan

5.01 The teacher evaluation plan shall be reviewed and/or revised annually.

5.02 The local district's teacher evaluation system shall be reflected in every school district's improvement plan.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE NONTRADITIONAL LICENSURE PROGRAMS
_____, 2013

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures for obtaining teacher licensure through the Arkansas Department of Education (ADE) Nontraditional Licensure Programs.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Nontraditional Licensure Programs.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-409 and 25-15-204; and Acts 413 and 454 of 2013.

3.0 DEFINITIONS

For the purpose of these Rules the following terms shall be defined to mean:

3.01 Accelerated Teaching Program - a program intended for college graduates that provides intensive training and support for a period of two (2) or more years for teaching and leading in schools, including the Teach for America program, the Arkansas Teacher Corps program offered by the University of Arkansas at Fayetteville, or another accelerated teaching program approved by the Department.

3.02 Area of Licensure - a particular content field as approved by the State Board of Education.

3.03 Arkansas Professional Pathway to Educator Licensure Program (APPEL) - the program administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree (and have passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas public school with a Provisional Teaching License. The program requirements consist of two (2) years of teaching and instructional modules, which must be completed within three (3) years.

3.04 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 is provided mentoring support and accelerated professional development during the induction period.

- 3.05 Level of Licensure** - the grade/age level parameter of the teaching license content area as approved by the State Board of Education.
- 3.06 Mentor** - a licensed master teacher with a minimum of three (3) years of successful teaching experience who is trained in the state-adopted mentoring model.
- 3.07 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 enhancing instructional skills, classroom management, and professional behavior.
- 3.08 Nontraditional Licensure Program** - an alternative licensure program under these rules, including the Arkansas Professional Pathway to Educator Licensure program, the Professional Provisional Teaching License, the Accelerated Teaching Program Provisional and Standard Teaching License, and the Master's Degree in Teaching Provisional and Standard Teaching License.
- 3.09 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.
- 3.10 Program of Study** - a curriculum offered at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. 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 Professional Teaching License** - a three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school.
- 3.12 Provisional Teaching License** - a temporary teaching license available to candidates who have not completed all requirements for the Standard Arkansas teaching license. A Provisional Teaching License is subject to revocation for failure to complete annual requirements for the applicable nontraditional licensure program.
- 3.13 Standard Teaching License** - a five-year renewable license, issued by the State Board of Education, which allows one to teach in Arkansas public schools under these rules and under the Rules Governing Educator Licensure.
- 3.14 Teacher of Record** - an individual (or individuals in co-teaching assignments) who has been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures.

4.0 REQUIREMENTS FOR OBTAINING AN APPEL PROVISIONAL AND STANDARD TEACHING LICENSE

4.01 The following is required for admission to the APPEL program:

4.01.1 A completed APPEL program application with all required accompanying documentation.

4.01.2 Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

4.01.2.1 For out-of-country candidates, an official college transcript evaluation from a private credential evaluation agency documenting that the bachelor's degree is equivalent to a four-year degree from an institution of higher learning in the United States that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. The evaluation by a private credential evaluation agency must be a course-by-course evaluation prepared in English indicating the candidate's major course of study to include documentation of the candidate's cumulative Grade Point Average (GPA).

4.01.3 Documentation of a minimum cumulative undergraduate or graduate grade point average (GPA) of 2.50 or a minimum GPA of 2.75 for the last 60 credit hours of coursework.

4.01.3.1 Candidates for the APPEL program may be exempt from the standard minimum GPA requirement if all the following conditions are met:

4.01.3.1.1 Have at least fifteen (15) years of experience in the field related to the teaching/licensure subject area.

4.01.3.1.2 Demonstrate a minimum of a 2.0 undergraduate or graduate grade point average.

4.01.3.1.3 Submit one (1) letter of justification from the applicant expressing the relevance of the applicants' credentials to teach the subject in question.

- 4.02.1** Be admitted into the APPEL program;
- 4.02.1** Be assigned to an APPEL program satellite site for instructional modules and successfully complete all required APPEL program instructional modules, including the summer instructional modules.
 - 4.02.1.1** To maintain the Provisional Teaching License, the candidate must continue and successfully complete the school year instructional modules;
- 4.02.3** Document employment as a teacher-of-record, teaching a minimum of three (3) hours per day in the appropriate licensure area(s), with a certified mentor approved by the ADE in an Arkansas public school during the provisional licensure period of one (1) year if participating in the one-year APPEL program track or two (2) years if participating in the two-year APPEL program track.
 - 4.02.3.1** If appropriate employment is not secured by October 1 of the year of admission into the APPEL program, the candidate shall be maintained on “hold” (one year only), until the following year.
 - 4.02.3.2** A candidate on “hold” shall not be issued a license and shall be required to teach the following year. (The candidate shall still be required to complete two (2) years of teaching within a three-year period.);
- 4.02.4** Be mentored according to the Arkansas Department of Education Rules Governing Educator Licensure;
- 4.02.5** Pass the appropriate state-mandated pedagogical assessment;
 - 4.02.5.1** If the pedagogical assessment is not successfully completed within the APPEL program period, the Provisional Teaching License will be revoked. The participant will be allowed to attend ADE-scheduled remedial sessions for one (1) year, during which time the participant may attempt to pass the assessment and, if successful, will be issued a Standard Teaching License.
 - 4.02.5.2** If the pedagogical assessment is not successfully completed within the remedial year as provided under Section 4.02.5.1, the participant will be administratively withdrawn from the program.

- 4.02.6** Adhere to and abide by all the policies and procedures as outlined in the published APPEL Program Handbook for the year of admission.
- 4.03** A two-year Provisional Teaching License is issued to an APPEL program participant at the beginning of the first year of participation in the program.
- 4.04** A Provisional Teaching License under the APPEL program is issued to a participant in one (1) license area (except as follows) based upon the areas and levels of teaching assignment approved by the State Board of Education.
- 4.04.1** A Middle School APPEL participant must be licensed in two (2) or more of the four (4) middle school content areas of math, science, social studies, and language arts, and may have one (1) or more endorsements approved by the State Board of Education.
- 4.04.2** A Secondary APPEL participant may be issued a Provisional Teaching License secondary licensure content or in one (1) license content area with one (1) endorsement added.
- 4.04.2.1** To be licensed in two (2) areas, a Secondary participant must have successfully completed all state-mandated content specific licensure assessments for both areas, and have a teaching assignment in both licensure areas. (A participant wishing to add social studies must also complete the required three (3) college credit-hours of Arkansas History, in advance of licensure.)
- 4.04.2.2** A Secondary participant with one (1) licensure area may add one (1) endorsement if the participant completes the required program of study, if applicable for the endorsement, successfully completes the state-mandated assessment for the endorsement, and has a teaching assignment in the endorsement area.
- 4.05** An APPEL participant may not file an ALP or teach in an out-of-licensure area while enrolled in the APPEL program.
- 4.06** There are two (2) tracks in the APPEL program: a one-year program or a two-year program.
- 4.06.1** Candidates with a four-year degree who have completed a program of study in the field of Education (all coursework with the exception of Student Teaching) may be eligible to complete a one-year program if their degree was awarded within five (5) years of the date of application.

4.06.2 Candidates with a four-year degree, who have not completed a program of study in the field of Education, or those whose Education degree was awarded more than five (5) years before the date of application, must complete a two-year program.

4.07 A Standard Teaching License will be issued to an APPEL participant upon the participant's successful completion of the APPEL program.

4.08 Annual enrollment in the APPEL program may be limited by:

4.08.1 Licensure requirements.

4.08.2 Licensure area and level of candidates (shortage areas may be given preference).

4.08.3 Program capacity (in which case applications will not be accepted after capacity is reached).

5.0 PROVISIONAL PROFESSIONAL TEACHING LICENSE

5.01 A Provisional Professional Teaching License (PPTL):

5.01.1 Is a nonrenewable three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school.

5.01.2 Is issued for one (1) or more licensure content areas.

5.02 To obtain a Provisional Professional Teaching License a candidate must:

5.02.1 Hold a bachelor's degree from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

5.02.1.1 The candidate must provide documentation of a minimum cumulative undergraduate or graduate grade point average (GPA) of 2.50 or a minimum GPA of 2.75 for the last 60 credit hours of coursework.

5.02.2 Have a minimum of three (3) years of working experience in the content area of the class to be taught.

5.02.3 Be offered employment to teach classes for credit in an Arkansas public school.

- 5.02.4** Submit one (1) letter of justification from the applicant expressing the relevance of the applicant's credentials to teach the subject in question.
- 5.02.5** Have two (2) professional letters of recommendation submitted by references to the Office of Educator Licensure.
- 5.02.6** Pass all appropriate state-mandated basic skills and content-knowledge assessment(s) for the specific licensure area(s) sought.
- 5.02.7** Pass a criminal background check and Child Maltreatment Central Registry check.
- 5.03** An individual who receives a three-year Provisional Professional Teaching License shall complete, in the first year of provisional licensure, twenty-four (24) hours of training in pedagogy as determined by the Department of Education.
 - 5.03.1** The twenty-four (24) hours of training in pedagogy are in addition to and not considered a part of the sixty (60) hours of professional development required for a Standard Teaching License.
- 5.04** To obtain a Standard Teaching License, an individual holding a Provisional Professional Teaching License must:
 - 5.04.1** Undergo a summative evaluation at the end of three (3) years of provisional licensure;
 - 5.04.1.1** The applicant must have been identified by the employing school district as proficient or above on the summative evaluation.
 - 5.04.2** Submit passing scores on the state-required pedagogical assessment or its substantial equivalent for the content area in which the applicant seeks to teach;
 - 5.04.2.1** The assessment shall be administered no earlier than the completion of the first academic school year of teaching and before the expiration of the three-year provisional license.
 - 5.04.3** Provide a recommendation from the superintendent of the employing school district for full licensure; and
 - 5.04.4** Pay applicable licensure fees as established by the State Board of Education pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

6.0 ACCELERATED TEACHING PROGRAM PROVISIONAL AND STANDARD LICENSURE

- 6.01** An Accelerated Teaching Program Provisional License is a nonrenewable provisional teaching license valid for the term of the accelerated teaching program issued to a participant in an accelerated teaching program who meets the following criteria:
- 6.01.1** Is a participant in an accelerated teaching program;
 - 6.01.2** Passes a criminal background check and Child Maltreatment Central Registry check;
 - 6.01.3** Submits an official score report reflecting passing scores, as approved by the State Board of Education, on all appropriate state-mandated content knowledge assessment(s) for the specific licensure area(s) sought;
 - 6.01.4** Is teaching in an Arkansas public school; and
 - 6.01.5** Successfully completes three (3) college credit-hours of Arkansas History, if required by the grade level or content area in which the participant is teaching, at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation, within one (1) year of the issuance of the provisional license.
- 6.02** So long as an individual possesses an Accelerated Teaching Program Provisional License, the individual must participate in mentoring as provided in the Arkansas Department of Education Rules Governing Educator Licensure, or a substantial equivalent offered by the accelerated teaching program and approved by the Department.
- 6.03** To obtain a Standard Teaching License, an individual who has completed an accelerated teaching program must:
- 6.03.1** Submit an application for licensure;
 - 6.03.2** Furnish evidence of successful completion of the accelerated teaching program;
 - 6.03.3** Pass a criminal background check and Child Maltreatment Central Registry check;

6.03.4 Submit an official score report reflecting passing scores, as approved by the State Board of Education, on all appropriate state-mandated pedagogical and content-area assessment(s); and

6.03.5 If required by the grade level or content area for which the applicant seeks licensure, furnish evidence of successful completion of three (3) college credit-hours of Arkansas History at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

6.04 An applicant who meets all requirements of Section 6.03 except completion of the three-hour Arkansas History course and who has not previously held an Accelerated Teaching Program Provisional License may complete the Arkansas History requirement under a one-year nonrenewable Provisional Teaching License. If the Arkansas History requirement is completed during the one-year provisional licensure period, the applicant may be issued a Standard Teaching License.

7.0 MASTER'S DEGREE IN TEACHING PROVISIONAL AND STANDARD LICENSURE

7.01 An individual enrolled in a master's degree in teaching program (MAT, M.Ed., or MTLL) may obtain a Provisional Teaching License if the individual:

7.01.1 Submits evidence of enrollment in a master's degree in teaching program that:

7.01.1.1 Is from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; and

7.01.1.2 Either has attained recognition from its affiliated Council for Accreditation of Educator Preparation (CAEP) Specialized Professional Association (SPA), is accredited by a CAEP recognized organization associated with the field of study, or is recommended for approval based upon results of a CAEP or state review of the program;

7.01.2 Maintains a grade point average of 2.75 in the master's degree in teaching program;

7.01.3 Passes a criminal background check and Child Maltreatment Central Registry check;

- 7.01.4** Documents employment as a teacher-of-record, teaching a minimum of three (3) hours per day in the appropriate licensure area(s), with a certified mentor approved by the ADE in an Arkansas public school during the provisional licensure period.
- 7.02** A Provisional Teaching License under this Section 7 is issued in one (1) license area (except as follows) based upon the areas and levels of teaching assignment approved by the State Board of Education.

 - 7.02.1** A Provisional Teaching License under this Section 7 may be issued in two (2) secondary licensure content areas or in one (1) license content area with one (1) endorsement added.
 - 7.02.2** An applicant for a provisional license in two (2) areas must successfully complete all state-mandated content specific licensure assessments for both areas, and have a teaching assignment, in both licensure areas.
 - 7.02.3** An applicant for a provisional license in one (1) licensure area may add one (1) endorsement if the applicant completes the required program of study, if applicable for the endorsement, successfully completes the state-mandated assessment for the endorsement, and has a teaching assignment in the endorsement area.
- 7.03** To obtain a Standard Teaching License under these Rules, an individual holding a master's degree in teaching (MAT, M.Ed., or MTLL) must:

 - 7.03.1** Submit official transcript(s) documenting an awarded master's degree in teaching from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation, and whose teacher preparation program is:
 - 7.03.1.1** Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation;
 - 7.03.1.2** Accredited by the Teacher Education Accreditation Council (TEAC) or Council for Accreditation of Educator Preparation (CAEP); or
 - 7.03.1.3** Approved by a member entity of the National Association of State Directors of Teacher Education and Certification (NASDTEC);

- 7.03.2** Pass a criminal background check and Child Maltreatment Central Registry check;
- 7.03.3** Submit an official score report reflecting passing scores, as approved by the State Board of Education, on the appropriate state-mandated pedagogical and content-area assessment(s);
- 7.03.4** If required by the grade level or content area for which the applicant seeks licensure, furnish evidence of successful completion of three (3) college credit-hours in Arkansas History at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; and
- 7.03.5** If required by the grade level or content area for which the applicant seeks licensure, furnish evidence of successful completion of six (6) college credit-hours in Methods of Teaching Reading (completed with a grade of “C” or better) at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
- 7.03.6** A one-year, non-renewable provisional teaching license shall be available for an applicant who holds a master’s degree in teaching but has not successfully completed the required three (3) hours of Arkansas History or six (6) hours of Methods of Teaching Reading, and who has never held a Master’s Degree in Teaching Provisional License.
- 7.04** Upon employment in a public school, an individual receiving a Standard Teaching License under this Section 7 shall participate in mentoring as required by the Rules Governing Educator Licensure, unless the individual has completed mentoring or a substantial equivalent approved by the Department within one (1) year prior to the date of licensure.

Public Comment Matrix – Proposed Rules Governing Nontraditional Licensure Programs Public Comment Period Ending: 9/9/2013

Date	Respondent	Comment	ADE Response
8/12/13	Alice Mahony, State Board of Education	I would like to see a reference to Troops to Teachers in these rules so that our military personnel will know that these rules apply to them.	Comment considered, but no change was made. A participant in Troops to Teachers is already eligible for participation in nontraditional licensure programs if he/she meets the requirements of any of the programs. The Department commits to providing information to the Troops to Teachers program and participants to support the participation of military personnel in the nontraditional licensure programs.
8/20/13	Gary Ritter, University of Arkansas Office of Education Policy	<p>(1) Under Definitions 3.0 we could be defined similar to how Teach for America is defined. Below is the suggested language modeled off the definition of TFA.</p> <ul style="list-style-type: none"> • Arkansas Teacher Corps – a licensure program operated by the University of Arkansas – College of Education and Health Professions, consisting of recent college graduates and professionals of all academic majors and career interests with connections to the state of Arkansas who 	(1) Comment considered. In light of the definition added for an “accelerated teaching program,” the definition of Teach For America (Section 3.14) is no longer necessary and therefore has been removed. Similarly, there is no need to define the Arkansas Teacher Corps.

Date	Respondent	Comment	ADE Response
		<p>commit to serve three (3) consecutive years of classroom teaching in a high-need, low-income or rural school.</p>	
		<p>(2) Under section 6.01 – “two-year” could be changed to “two or more year” to match the definition of an accelerated teaching program (3.01). Generally, Teach for America license would be two-year licenses to match their program and ours would be three-year licenses to match our program.</p>	<p>(2) Comment considered and a change was made to 6.01.</p>
		<p>(3) Under section 6.02 “Teach for America” could be changed to “an accelerated teaching program” or just removed.</p>	<p>(3) Comment considered and a change was made to 6.02.</p>
		<p>(4) Under section 6.03.5.2 – “year” should be changed to “years” since both TFA and ATC are 2-3 year programs.</p>	<p>(4) Comment considered and a change was made by adding 6.04 to provide clarity. The reference here to “year” is to a provisional license issued under a very specific circumstance.</p>
<p>9/20/13</p>	<p>Tripp Walter, Arkansas Public School Resource Center</p>	<p>(1) Section 3.01 – Does not define the approval process like the Professional Development program.</p>	<p>(1) Comment considered, but no change is made. The approval process for teacher preparation programs is under the Policies Governing Programs for Educator Licensure</p>

Date	Respondent	Comment	ADE Response
			Offered by Colleges and Universities in Arkansas (1989). Those policies are currently in the process of promulgation as a new rule.
		(2) Section 3.04 - Should it say “induction” not “license period” because that would be a longer time than the induction time frame, or say “novice license period”?	(2) Comment considered and a change was made to 3.04 to read “induction” period.
		(3) Section 3.06 – What are the approved models? Who approves them and where are they listed?	(3) Comment considered, but no change was made. Information concerning the current state model is available on the Department’s website at http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-inductionmentoring .. The Department will transition to the AIMS model effective beginning in 2014.
		(4) Section 3.07 – Substitute the word “skills” for “behavior”.	(4) Comment considered, but no change was made. The term “professional behavior” is used in the Code of Ethics for Arkansas Educators. Professionalism is emphasized in Danielson’s Domain 4, included within the Teacher Excellence and Support System.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING
BACKGROUND CHECKS AND LICENSE REVOCATION
_____, 2013**

1.00 REGULATORY AUTHORITY AND PURPOSE

- 1.01 These rules shall be known as Arkansas Department of Education Rules Governing Background Checks and License Revocation.
- 1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-410, 6-17-411, 6-17-414, 6-17-421, 25-15-201 et seq., and Act 455 of 2013.
- 1.03 It is the purpose of these rules to set forth the requirements for a criminal background check and a Child Maltreatment Central Registry check for:
 - 1.03.1 Each first-time applicant for a license issued by the State Board of Education;
 - 1.03.2 Each applicant for his or her license renewal;
 - 1.03.3 Each applicant for initial employment in a licensed staff position with a public school district or open-enrollment public charter school;
 - 1.03.4 Each applicant for initial employment or non-continuous reemployment in a non-licensed staff position with a public school district, open-enrollment public charter school, or education service cooperative; and
 - 1.03.5 Each preservice teacher.
- 1.04 It is further the purpose of these rules to prescribe the procedure for revocation, suspension, or placing on probation of an educational license.
- 1.05 It is further the purpose of these rules to clarify whose criminal records check and Child Maltreatment Central Registry check fees shall be paid by the Department of Education.
- 1.06 It is further the purpose of these rules to clarify that superintendents and charter school directors shall have the responsibility of reporting licensure violations of teachers and fraudulent acts by Fiscal Officers to the State Board.

2.00 DEFINITIONS

For the purposes of these rules:

- 2.01 “Affected District” – A public school district that loses territory or students as a result of annexation, consolidation, or detachment.
- 2.02 “Applicant” – Includes any individual:
 - 2.02.1 Applying for his or her first license to be issued by the State Board of Education;
 - 2.02.2 Applying for his or her license renewal;
 - 2.02.3 Seeking initial employment in a licensed staff position with a public school district or open-enrollment public charter school;
 - 2.02.4 Seeking initial employment or non-continuous reemployment in a non-licensed staff position with a public school district, open-enrollment public charter school, or education service cooperative;
 - 2.02.5 Seeking initial employment as a Fiscal Officer of a public school district or open-enrollment public charter school;
 - 2.02.6 Seeking registered volunteer status pursuant to the Arkansas Registered Volunteers Program Act, Ark. Code Ann. § 6-22-101 et seq.; or
 - 2.02.7 Who is a preservice teacher.
- 2.03 “Breach of Fiduciary Trust” – the wrongful misappropriation by a person of any fund or property, which had lawfully been committed to him or her in a fiduciary character.
- 2.04 “Department” – Arkansas Department of Education.
- 2.05 “Educational entity” – means a school district, an open-enrollment public charter school, or an education service cooperative.
- 2.06 “Employment” – Includes any contract of hire, whether written or oral, whether express or implied, for any type of work on behalf of an educational entity, whether full-time or part-time, and whether permanent or temporary.

- 2.06.1 “Employment” also specifically includes without limitation:
 - 2.06.1.1 Service as a substitute teacher, whether paid or unpaid;
 - 2.06.1.2 Student teacher internships, whether paid or unpaid; and
 - 2.06.1.3 Volunteer work pursuant to the Arkansas Registered Volunteers Program Act, Ark. Code Ann. § 6-22-101 et seq.
- 2.07 “Fiscal Officer” – Any licensed or non-licensed employee of a public school district, open-enrollment public charter school, or education service cooperative who has any right, duty, or responsibility to access funds of a school district in excess of five thousand dollars (\$5,000), specifically including without limitation superintendents, Fiscal Officers and bookkeepers.
- 2.08 “Fraud” – All acts, omissions and concealments involving a breach of a legal or equitable duty and resulting in damage to another.
- 2.09 “Fraudulent Act” – An act:
 - 2.09.1 Performed willfully and with the specific intent to deceive or cheat for the purpose of either causing some financial loss to another or bringing about some financial gain to the actor; and
 - 2.09.2 For which the actor has pleaded guilty or nolo contendere to or has been found guilty by any court in this state, by a court in another state, or by a federal court.
- 2.10 “Initial employment” means the first time that an applicant has been employed by a public school district, open-enrollment public charter school, or education service cooperative.
- 2.11 “Law enforcement officer” – A state police officer, a city police officer, a sheriff or a deputy sheriff.
- 2.12 “Letter of provisional eligibility” – A six-month, non-renewable letter of provisional eligibility for licensure issued by the State Board of Education to an applicant for first-time licensure during the period that a criminal records check and Child Maltreatment Central Registry check are being conducted.

- 2.13 “Non-continuous reemployment” means employment in a public school district, open-enrollment public charter school, or education service cooperative by an applicant who was previously employed by the same entity but not at any point during the immediately preceding school year.
- 2.14 “Non-licensed staff position” means a position with a public school district, open-enrollment public charter school, or education service cooperative, which position does not require the holder of the position to possess an Arkansas teacher’s license. “Non-licensed staff position” includes a parental monitor on a school bus as permitted under A.C.A. § 6-19-127.
- 2.15 “Preservice teacher” means an unlicensed person admitted to a teacher preparation program approved by the Department that is offered by an institution of higher education in this state.
- 2.16 “Receiving or resulting public school district” – A public school district that is created or gains territory or students as the result of a consolidation, annexation, or detachment.
- 2.17 “State Board” – Arkansas State Board of Education.

3.00 LICENSURE, LICENSE RENEWALS, AND LICENSE REVOCATION

- 3.01 Unless a waiver is granted pursuant to this Section 3.0, the State Board shall not issue a license or license renewal to, and shall revoke, suspend, or place on probation the existing license of, any individual who:
 - 3.01.1 Has pled guilty, pled nolo contendere to, or been found guilty of any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410;
 - 3.01.2 Has an expunged or a pardoned conviction for any sexual or physical abuse offense committed against a child or any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410;
 - 3.01.3 Has a true report in the Child Maltreatment Central Registry;
 - 3.01.4 Holds a teaching or similar license obtained by fraudulent means;
 - 3.01.5 Has had a teaching or similar license revoked in another state;

- 3.01.6 Intentionally compromises the validity or security of any student test or testing program administered by or required by the State Board or the Department of Education;
 - 3.01.7 Has the completed examination test score of any testing program required by the State Board for teacher licensure declared invalid by the testing program company and so reported to the Department of Education by the testing company;
 - 3.01.8 Fails to establish or maintain the necessary requirements and standards set forth in Arkansas law or State Board rules and regulations for teacher licensure;
 - 3.01.9 Knowingly submits or provides false or misleading information or knowingly failing to submit or provide information requested or required by law to the Department of Education, the State Board, or the Division of Legislative Audit; or
 - 3.01.10 Knowingly falsifies or directs another to falsify any grade given to a student, whether the grade was given for an individual assignment or examination or at the conclusion of a regular grading period.
- 3.02 Before denying an application for licensure or renewal, or taking action against an existing license, the Department shall provide to the Applicant or licensee a written notice of the reason for the action and shall afford the Applicant or licensee the opportunity to request a hearing before the State Board.
- 3.02.1 Upon receiving the written notice required by this section a person may:
 - 3.02.1.1 Decline to answer the notice, in which case the State Board shall hold a hearing to establish by a preponderance of the evidence that cause for the proposed action exists;
 - 3.02.1.2 Contest the allegations of fact and request a hearing in writing, in which case the person shall be given an evidentiary hearing before the State Board if one is requested;
 - 3.02.1.3 Admit the allegations of fact and request a hearing before the State Board to request a waiver; or

- 3.02.1.4 Stipulate or reach a negotiated agreement, which must be approved by the State Board.
- 3.02.2 A preservice teacher who receives notice under this section and who desires to request a hearing before applying for licensure shall submit to the Department the following items with the written request for a hearing:
 - 3.02.2.1 Proof of acceptance or enrollment in a teacher preparation program approved by the Department; and
 - 3.02.2.2 A written recommendation from the teacher preparation program.
- 3.02.3 A written request for hearing by the Applicant, licensee, or board of directors of a school district or open-enrollment public charter school must be received by the Department's Office of Legal Services no more than thirty (30) days after the receipt of the notice of denial, nonrenewal, or other action by the Applicant or licensee.
 - 3.02.3.1 If the person requesting a hearing fails to appear at the hearing, the hearing shall proceed in the manner described in Section 3.02.1.1 above.
- 3.03 Any hearing shall comply with the procedures set forth in Section 8.00 herein.
- 3.04 Circumstances for which a waiver may be granted after a hearing pursuant to Sections 3.02 or 3.03 shall include without limitation the following:
 - 3.04.1 The age at which the crime or incident was committed;
 - 3.04.2 The circumstances surrounding the crime or incident;
 - 3.04.3 The length of time since the crime or incident;
 - 3.04.4 Subsequent work history;
 - 3.04.5 Employment references;
 - 3.04.6 Character references; and

- 3.04.7 Other evidence demonstrating that the applicant does not pose a threat to the health or safety of school children or school personnel.
- 3.05 After a hearing, the State Board may take one (1) or more of the following actions:
 - 3.05.1 Revoke a license permanently;
 - 3.05.2 Suspend a license for a terminable period of time or indefinitely;
 - 3.05.3 Place or grant a license on probationary status for a terminable period of time with the license to be revoked or suspended if the probationary period is not successfully completed;
 - 3.05.4 Impose a monetary penalty not to exceed five hundred dollars (\$500.00) for each violation;
 - 3.05.5 Require a licensee to complete appropriate professional development programs, education courses, or both;
 - 3.05.6 Require a licensee to successfully complete a licensing examination, credentialing examination, or any other examination required by law or rule to obtain a permit, license, endorsement, or licensure area;
 - 3.05.7 Impose conditions or restrictions on the teaching or educational activities of the licensee;
 - 3.05.8 Impose any other requirement or penalty as may be appropriate under the circumstances of the case and which would achieve the Board's desired disciplinary purposes, but which would not impair the public health or welfare; or
 - 3.05.9 Take no action against a license.
- 3.06 If, after a hearing, the State Board approves a waiver for a preservice teacher:
 - 3.06.1 The individual may obtain a license only upon:
 - 3.06.1.1 Successful completion of the teacher preparation program for which the preservice teacher has provided proof of acceptance or enrollment under Section 3.02.2.1; and

3.06.1.2 Fulfillment of all other requirements for licensure.

3.06.2 A waiver granted under this Section 3.06 shall also operate as a waiver under Ark. Code Ann. § 6-17-414 for the preservice teacher to work for a school district as a student teacher.

4.00 BACKGROUND CHECKS REQUIRED FOR LICENSURE AND SCHOOL EMPLOYMENT

4.01 Except as otherwise provided herein, an Applicant may not be issued a first-time license or license renewal, nor may an Applicant be employed by a public school district or open-enrollment public charter school, without the successful completion of a criminal records check and the successful completion of a Child Maltreatment Central Registry check as required by these Rules.

4.02 Applicants for a first-time license issued by the State Board:

4.02.1 Each first-time Applicant for a license issued by the State Board shall be required to apply to:

4.02.1.1 The Identification Bureau of the Department of Arkansas State Police for a criminal records check; and

4.02.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.

4.02.2 A background check for a first-time Applicant for a license obtained during the twelve (12) months before the license is issued meets the requirement under 4.02.1 for the first-time Applicant.

4.02.3 The State Board may issue a six-month, non-renewable letter of provisional eligibility for licensure to a first-time Applicant if the Applicant meets all other qualifications, pending the results of the nationwide criminal records and Child Maltreatment Central Registry checks.

4.02.4 The Commissioner of Education may extend the period of provisional eligibility to the end of the contract year if:

- 4.02.4.1 The Applicant is employed by a public school district or open-enrollment public charter school; and
- 4.02.4.2 Results of the criminal records check or Child Maltreatment Central Registry check are delayed.
- 4.02.5 The letter of provisional eligibility will immediately become invalid upon receipt of information that the Applicant has a true report on the Child Maltreatment Central Registry or information obtained from the criminal records check from the Arkansas State Police or the FBI, or other eligibility information, indicating that the applicant has pled guilty or nolo contendere to, or has been found guilty of, any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410.
- 4.02.6 The Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check.

4.03 Applicants for a license renewal:

- 4.03.1 Each Applicant for license renewal shall be required to apply to:
 - 4.03.1.1 The Identification Bureau of the Department of Arkansas State Police for a criminal records check; and
 - 4.03.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.
- 4.03.2 The Applicant should begin the process of obtaining the criminal records check and Child Maltreatment Central Registry check by **July 1** of the year in which the Applicant's license expires.
- 4.03.3 The State Board may issue a six-month, non-renewable letter of provisional eligibility for licensure to a first-time Applicant if the Applicant meets all other qualifications, pending the results of the nationwide criminal records and Child Maltreatment Central Registry checks.

- 4.03.4 The Commissioner of Education may extend the period of provisional eligibility to the end of the contract year if:
 - 4.03.4.1 The Applicant is employed by a public school district or open-enrollment public charter school; and
 - 4.03.4.2 Results of the criminal records check or Child Maltreatment Central Registry check are delayed.
- 4.03.5 The letter of provisional eligibility will immediately become invalid upon receipt of information that the Applicant has a true report on the Child Maltreatment Central Registry or information obtained from the criminal records check from the Arkansas State Police or the FBI, or other eligibility information, indicating that the applicant has pled guilty or nolo contendere to, or has been found guilty of, any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410.
- 4.03.3 This Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check.

4.04 Preservice teachers:

- 4.04.1 Each Applicant who is a preservice teacher shall apply to:
 - 4.04.1.1 The Identification Bureau of the Department of Arkansas State Police for a criminal records check; and
 - 4.04.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.
- 4.04.2 The Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check.
- 4.04.3 These rules do not require an institution of higher education to bar a student from enrollment due to a disqualifying criminal conviction or a true report in the Child Maltreatment Central Registry.

4.05 Applicants for employment in a licensed staff position:

- 4.05.1 Each Applicant for initial employment or non-continuous reemployment in a licensed staff position for an educational entity shall be required as a condition of employment to apply to:
 - 4.05.1.1 The Identification Bureau of the Department of Arkansas State Police for a criminal records check; and
 - 4.05.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.
- 4.05.2 The board of directors of a receiving or resulting public school district in a consolidation, annexation, or detachment may waive the requirements of this Section 4.05 for personnel who were employed by an affected district immediately prior to the annexation, consolidation, or detachment and who had a complete criminal records check conducted as a condition of the person's most recent employment with the affected district as required under this section.
- 4.05.3 An educational entity shall not employ in a licensed staff position any individual who has a true report in the Child Maltreatment Central Registry, unless the State Board granted a waiver by awarding a license or renewal under Section 3.00 herein.
- 4.05.4 An educational entity shall not employ in a licensed staff position any individual who has pled guilty, pled nolo contendere to, or been found guilty of any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410, unless the State Board granted a waiver by awarding a license or renewal under Section 3.00 herein.
- 4.05.5 An educational entity may offer provisional employment to an affected Applicant pending receipt of the results of the nationwide criminal records or Child Maltreatment Central Registry checks.
- 4.05.6 The Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check, unless the board of directors of the employing educational entity chooses to pay the fees.

4.05 Applicants for employment in a non-licensed staff position:

- 4.06.1 Each Applicant for initial employment or non-continuous reemployment in a non-licensed staff position for an educational entity, shall be required as a condition of employment to apply to:
 - 4.06.1.1 The Identification Bureau of the Department of Arkansas State Police for a criminal records check; and
 - 4.06.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.
- 4.06.2 The board of directors of a receiving or resulting public school district in a consolidation, annexation, or detachment may waive the requirements of this Section 4.06 for personnel who were employed by an affected district immediately prior to the annexation, consolidation, or detachment and who had a complete criminal records check conducted as a condition of the person's most recent employment with the affected district as required under this section.
- 4.06.3 An educational entity shall not employ in a non-licensed staff position any individual who has a true report in the Child Maltreatment Central Registry or who has pled guilty or nolo contendere to, or has been found guilty of, any offense identified in Ark. Code Ann. § 6-17-414(b).
- 4.06.4 An educational entity may offer provisional employment to an affected Applicant pending receipt of the results of the nationwide criminal records or Child Maltreatment Central Registry checks.
- 4.06.5 The Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check, unless the board of directors of the employing educational entity chooses to pay the fees.
- 4.06.6 Notwithstanding the provisions of Section 4.05.5, an educational entity may at its discretion require criminal records checks and Child Maltreatment Central Registry checks of existing non-licensed employees in the same manner as set forth herein, so long as the educational entity pays the full cost

of the criminal records checks and Child Maltreatment Central Registry checks.

4.06.7 If an applicant for employment has been determined ineligible for employment because the applicant has a true report in the Child Maltreatment Central Registry, or has pled guilty or nolo contendere to, or has been found guilty of, any offense identified in Ark. Code Ann. § 6-17-414(b), the board of directors of the educational entity shall provide a written notice to the applicant and shall afford the applicant the opportunity to request a waiver.

4.06.7.1 The waiver shall be requested no more than thirty (30) days after receipt of the notice of the denial of employment.

4.06.7.2 The waiver may be requested by:

4.06.7.2.1 The hiring official;

4.06.7.2.2 The affected applicant; or

4.06.7.2.3 The person subject to dismissal.

4.06.7.3 Circumstances for which a waiver may be granted shall include without limitation the following:

4.06.7.3.1 The age at which the incident was committed;

4.06.7.3.2 The circumstances surrounding the incident;

4.06.7.3.3 The length of time since the incident;

4.06.7.3.4 Subsequent work history;

4.06.7.3.5 Employment references;

4.06.7.4.6 Character references; and

4.06.7.3.7 Other evidence demonstrating that the applicant does not pose a threat to the health or safety of school children or school personnel.

4.06.07.4 The board of directors of the educational entity may grant the waiver by adopting a written resolution identifying the applicant by name and listing the specific facts and circumstances for which the waiver is being granted.

4.06.07.4.1 A waiver request may be discussed and acted upon by the board of directors only in an open public meeting and not in an executive session.

4.06.07.4.2 After adopting the resolution, the board of directors shall immediately provide a copy of the resolution and waiver request to the Department.

5.00 BACKGROUND CHECK PROCEDURES

5.01 The criminal records check and Child Maltreatment Central Registry check required by these Rules shall be initiated by the submission to the Department of a release of information signed by the Applicant.

5.01.1 For the purposes of these Rules, a criminal records check shall consist of a statewide criminal records check to be conducted by the Department of Arkansas State Police and a nationwide criminal records check to be conducted by the Federal Bureau of Investigation.

5.01.2 Criminal records checks shall conform to the applicable federal or state standards and shall include the taking of fingerprints. The Identification Bureau of the Department of Arkansas State Police may maintain these fingerprints in the automated fingerprint identification system.

5.01.3 Each applicant shall provide fingerprints by completing the State Police fingerprint card in the presence of a law enforcement officer, and shall have the law enforcement officer sign the fingerprint card and give his/her jurisdiction, the date and his/her badge number, or by any other method approved by the Department of Education.

5.01.4 If a legible set of fingerprints, as determined by the Identification Bureau of the Department of Arkansas State Police, cannot be obtained after a minimum of three (3) attempts, the Department of Education shall determine

eligibility for licensure or employment based upon a name check by the Identification Bureau of the Department of Arkansas State Police and the Federal Bureau of Investigation.

- 5.01.5 To be valid for consideration, a criminal records check or Child Maltreatment Central Registry check must have been completed no earlier than twelve (12) months prior to the application for licensure, renewal, or employment.
- 5.02 Any information received by the Department from the Department of Arkansas State Police, the Department of Human Services, or the Federal Bureau of Investigation pursuant to these Rules shall not be available for examination except by the affected applicant or his or her duly authorized representative, and no record, file, or document shall be removed from the custody of the Department of Education.
 - 5.02.1 Any information made available to the affected applicant for licensure or the person whose license is subject to revocation shall be information pertaining to that applicant only.
 - 5.02.2 Rights of privilege and confidentiality established under this section shall not extend to any document created for purposes other than this background check.
 - 5.02.3 For Applicants seeking employment, the Department may disclose to the employing public school district, open-enrollment public charter school, or education service cooperative only whether the Applicant is eligible for employment.
- 5.03 New or existing employees of an educational entity who have a contract with or work for more than one (1) school district in one (1) school year shall be required to have only one (1) criminal records check and one (1) Child Maltreatment Central Registry check to satisfy the requirements of all employing school districts for that year.

6.00 REPORTING REQUIREMENTS FOR SUPERINTENDENTS AND CHARTER SCHOOL DIRECTORS

- 6.01 The superintendent of each public school district and the director of each open-enrollment public charter school shall report in writing by certified mail to the Department's Office of Legal Services the name of any employee of the district or school, whether currently employed or previously employed at any time during the two (2) preceding school years, who:

- 6.01.1 Has pled guilty or nolo contendere, or has been found guilty, of any offense listed in Ark. Code Ann. §§ 6-17-410(c) or 6-17-414(b);
 - 6.01.2 Holds a teaching or similar license obtained by fraudulent means;
 - 6.01.3 Has had a teaching or similar license revoked in another state;
 - 6.01.4 Has intentionally compromised the validity or security of any student test or testing program administered or required by the Department;
 - 6.01.5 Has knowingly submitted falsified information or failed to submit information requested or required by law to the Department, the State Board, or the Division of Legislative Audit; or
 - 6.01.6 Has a true report in the Child Maltreatment Central Registry.
- 6.02 The superintendent of each public school district and the director of each open-enrollment public charter school shall report in writing by certified mail to the Department's Office of Legal Services the name of any Fiscal Officer of the district or school, whether currently employed or previously employed at any time during the two (2) preceding school years, who has pled guilty or nolo contendere to, or has been found guilty of, a fraudulent act.
- 6.03 Failure of a superintendent to report a violation by certified mail within five (5) calendar days of knowledge as listed in Section 6.01 may result in sanctions imposed by the State Board, including but not limited to loss of accreditation.

7.00 FISCAL OFFICERS

- 7.01 In addition to the requirements of Section 4.00, an educational entity shall not employ as a Fiscal Officer any individual who has pled guilty or nolo contendere to, or has been found guilty of, a fraudulent act.
- 7.02 A currently-employed Fiscal Officer of an educational entity who has pled guilty or nolo contendere to, or has been found guilty of, a fraudulent act shall be dismissed from employment with the educational entity.
 - 7.02.1 Within five (5) days of knowledge of the plea or conviction, the educational entity shall serve written notice of termination on the Fiscal Officer in person or by certified mail. The notice

shall advise the Fiscal Officer of his or her right to a hearing before the State Board.

- 7.02.2 The Fiscal Officer may, within thirty (30) days of service of the written notice of termination, request a hearing before the State Board by sending a written request via certified mail to the Department's Office of Legal Services.
- 7.02.3 If the Fiscal Officer does not timely request a hearing before the State Board, termination shall become effective thirty (30) days after the date of service of the written notice of termination.
- 7.02.4 Termination of employment pursuant to this subsection shall not be subject to the requirements of the Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1501 et seq. or the Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 et seq.
- 7.03 Any individual found ineligible for employment or dismissed from employment under Section 7.00 may, within thirty (30) days of service of the written notice of denial of employment or written notice of termination, request a hearing before the State Board by sending a written request via certified mail to the Department's Office of Legal Services.
- 7.04 Circumstances for which a waiver may be granted shall include without limitation the following:
 - 7.04.1 The age of the Fiscal Officer at the time the criminal act occurred;
 - 7.04.2 The length of time since the conviction;
 - 7.04.3 Whether the Fiscal Officer has pled guilty or nolo contendere to, or has been found guilty of, any other criminal violations since the original conviction;
 - 7.04.4 Whether the original conviction was expunged or pardoned; and
 - 7.04.5 Any other relevant facts.
- 7.05 The hearing shall follow the procedures set forth in Section 8.00 of these Rules.

- 7.06 After making its decision, the State Board shall reduce its decision to writing and shall mail copies of the decision to the Fiscal Officer or Applicant and the Superintendent of the affected school district.

8.00 STATE BOARD HEARING PROCEDURES

- 8.01 Each party shall exchange exhibits and witness lists thirty (30) calendar days before the scheduled hearing date, unless both parties agree to a shorter period of time.
- 8.02 Requests for subpoenas must be received in the Office of Legal Counsel not less than ten (10) calendar days before the hearing date.
- 8.03 Each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the Department of Education. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.
- 8.04 Each party will be given twenty (20) minutes to present their cases, beginning with the representative of the Department of Education. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their cases.
- 8.05 Every witness giving oral testimony must be sworn under oath by the court reporter and shall be subject to direct examination, cross examination, and questioning by the State Board.
- 8.06 For the purposes of the record, documents offered during the hearing by the Department of Education shall be clearly marked in sequential, numeric order (1, 2, 3).
- 8.07 For the purposes of the record, documents offered during the hearing by the appealing public school district, open-enrollment public charter school, Applicant, or licensee shall be clearly marked in sequential, alphabetic letters (A, B, C).
- 8.08 The Department of Education shall have the burden of proving, by a preponderance of the evidence, that cause for the proposed licensure action exists, and that the recommended disposition from the Department be adopted.
- 8.09 While the scope of each party's presentation ultimately lies within the Board Chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.

- 8.10 After both parties have presented their cases, the State Board may allow each party to present limited rebuttal testimony.
- 8.11 After making its decision, the State Board shall reduce its decision to writing and shall mail copies of the decision to each party, each party's attorney, and the superintendent or director of any interested public school district or open-enrollment public charter school.
- 8.12 The Board's written decision shall constitute the final agency action for purposes of judicial review pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Public Comment Matrix – Proposed Rules Governing Background Checks and Licensure Revocation
 Public Comment Period Ending: 9/19/13

Date	Respondent	Comment	ADE Response
8/12/13	Diane Zook, State Board of Education	The rules should specify that cafeteria or janitorial contract workers have to undergo background checks	Considered, without change. Under Ark. Code Ann. § 6-17-414, persons in “nonlicensed staff positions” are required to have background checks. The law further provides that school districts may waive disqualifying offenses for employment of “employees” after a public hearing. Reading the statute as a whole and applying the principle of statutory construction that requires interpreting the “plain meaning” of the language, it would appear that “nonlicensed staff positions” refers only to employees of the school district. Contract workers are not employees of the school district, but are instead employees of the contracting company and to parental monitors on school buses (see Ark. Code Ann. § 6-17-414((h), as amended by Act 455 of the 2013 Regular Session). Therefore, the legislature would need to change the law to require background checks for these contract workers.
8/20/13	Tripp Walter, Arkansas Public School Resource Center	(1) Section 1.03.3 – Add “or the Arkansas Department of Education”.	(1) Comment considered, but no change was made.

Date	Respondent	Comment	ADE Response
		<p>(2) Section 1.03.4 - Add “Arkansas Department of Education”?</p> <p>(3) Section 2.02.4 - Add “or the Arkansas Department of Education”.</p> <p>(4) Section 2.02.5 - Add “or the Arkansas Department of Education”.</p> <p>(5) Section 2.05 – Add “Arkansas Department of Education”.</p> <p>(6) Section 2.07 - Add “Arkansas Department of Education”.</p> <p>(7) Section 2.10 - Add “Arkansas Department of Education”.</p> <p>(8) Section 2.13 - Add “Arkansas Department of Education”.</p> <p>(9) Section 2.14 - Add “Arkansas Department of Education”.</p> <p>(10) Section 3.02.1.1 – Why is State Board capitalized here and is in lower case the next 2 times it is mentioned?</p> <p>(11) Section 3.06.1.1 – Has “teacher preparation program” been defined? Do we need to be more specific?</p> <p>(12) Section 4.01 – Add “Arkansas Department of Education or an educational service cooperative.”</p> <p>(13) Section 4.02.4.1 - Add “Arkansas Department of Education or an</p>	<p>(2) Comment considered, but no change was made.</p> <p>(3) Comment considered, but no change was made.</p> <p>(4) Comment considered, but no change was made.</p> <p>(5) Comment considered, but no change was made.</p> <p>(6) Comment considered, but no change was made.</p> <p>(7) Comment considered, but no change was made.</p> <p>(8) Comment considered, but no change was made.</p> <p>(9) Comment considered, but no change was made.</p> <p>(10) Comment considered and as this is a typographical error it is corrected here and throughout the rules.</p> <p>(11) Comment considered. A reference to Section 3.02.2.1 is added.</p> <p>(12) Comment considered, but no change was made.</p> <p>(13) Comment considered, but no change was made.</p>

Date	Respondent	Comment	ADE Response
		educational service cooperative.” (14) Section 4.03.4.1 - Add “Arkansas Department of Education or an educational service cooperative.”	(14) Comment considered, but no change was made.

**ARKANSAS DEPARTMENT OF EDUCATION
 RULES GOVERNING PROFESSIONAL DEVELOPMENT
 _____, 2013**

Table of Contents

Section 1.0 Regulatory Authority 1

Section 2.0 Purposes 1

Section 3.0 Definitions 2

Section 4.0 Minimum Annual Requirements for Licensure 3

Section 5.0 Scheduled Professional Development 7

5.04.1 Child Maltreatment Mandated Reporter 7

5.04.2 Parent Involvement 8

5.04.3 Teen Suicide Awareness and Prevention 8

5.04.4 Arkansas History 9

Section 6.0 Requirements for Specific Licensure Areas 9

6.01 Administrator 9

6.02 Athletic Coaches 9

6.03 Advanced Placement 10

6.04 Adult Education 10

Section 7.0 New Licensure and Renewals 10

Section 8.0 Professional Development Criteria 11

Section 9.0 School and School District Professional Development Plans 13

Section 10.0 Educator Professional Learning Plans 14

Section 11.0 Provider and Program Approval 14

Section 12.0 Funding 15

Section 13.0 Reporting, Monitoring and Evaluation 15

1.0 Regulatory Authority

- 1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing Professional Development.
- 1.02 The State Board of Education (SBE) enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-10-122, 6-10-123, 6-11-105, 6-15-1004, 6-15-1703, 6-17-701 et seq., 6-20-2204, 6-20-2305, 6-61-133, and 25-15-201 et seq., and Act 969 of 2013.

2.0 Purposes

- 2.01 It is the purpose of these Rules to develop a high quality professional development system for all educators.

- 2.02 The purpose of professional development is to improve knowledge and skills in order to facilitate individual, team, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency on the state academic standards.

3.0 Definitions

- 3.01 Professional Development—a set of coordinated planned learning activities for educators that:
- 3.01.1 Improves the knowledge, skills, and effectiveness of teachers, including the ability to apply what is learned;
 - 3.01.2 Improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills, including the ability to apply what is learned;
 - 3.01.3 Leads to improved student academic achievement;
 - 3.01.4 Is research-based and standards-based;
 - 3.01.5 May incorporate educational technology as a component of the professional development; and
 - 3.01.6 May provide educators with knowledge and skills needed to teach:
 - 3.01.6.1 Students with disabilities, including without limitation, autism;
 - 3.01.6.2 Culturally and linguistically diverse students; and
 - 3.01.6.3 Gifted students.
- 3.02 Educator – any individual holding a license issued by the State Board of Education, specifically including without limitation teachers, administrators, library media specialists, and counselors.
- 3.03 ArkansasIDEAS — is Internet Delivered Education for Arkansas Schools, a partnership between the ADE and the Arkansas Educational Television Network (AETN) to provide through the AETN access to high-quality, online professional development for Arkansas licensed educators.
- 3.04 Arkansas Comprehensive School Improvement Plan (ACSIP)—a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student

performance and any academic achievement gap as evidenced in the Arkansas Comprehensive Assessment Program as defined in ADE rules.

- 3.05 Learning Teams—a group of educators who meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels..
- 3.06 Study Groups - a group of educators who meet to learn, implement, and reflect on research-based techniques in a focus area(s). Members read and discuss current research, examine and reflect on effective instruction, or examine student work.
- 3.07 Professional Development Plan - outlines the professional development program of activities for a district, school, or educator that is based on student data and is aligned to the ACSIP.
- 3.08 Approved Professional Development Provider - means any organization which provides content for professional development credit, whether delivered in a face-to-face or electronic mode of delivery, whose content has been approved by the ADE to meet the annual professional development credit requirements imposed upon educators by Arkansas Statutes and ADE Rules.
- 3.09 Mentoring/coaching – means increasing capacity for coaching and mentoring others to assist in growth of instructional skills and effectiveness of colleagues.
- 3.10 One professional development day is equal to six (6) hours of professional development credit.
- 3.11 Professional Development Program (“Program”) means a course of instruction intended to provide content that fulfills the requirement for professional development credit for educators.
- 3.12 Illness – means disorder of health of an educator or an educator’s immediate family (to include a spouse, child, parent, or other relative living in the same household as the educator).
- 3.13 ADE – means the Arkansas Department of Education.

4.0 Minimum Annual Requirements For Licensure

- 4.01 All educators shall complete sixty (60) hours of approved professional development each year required under these Rules.

- 4.02 The 60-hours professional development requirement must be fulfilled between July 1 and June 30 or June 1 and May 31 as approved by the local district. The local district shall document the district's option.
- 4.02.1 For educators and administrators who are not currently employed by a school district, the educator shall fulfill the professional development requirement as provided in the Arkansas Department of Education Rules Governing Educator Licensure.
- 4.03 Approved professional development activities that occur during the instructional day or outside the educator's annual contract days may apply toward the 60-hour minimum professional development requirement.
- 4.04 Educators in positions not directly related to instructional activities shall be responsible for completing sixty (60) hours of professional development each year. However, the focus of their professional development may be prorated among those areas specifically related to their job assignment as approved by the employing education agency.
- 4.05 Any educator who misses any part of regularly scheduled professional development activities for any reason (such as illness) must make up that time in other approved professional development activities so that the 60 required hours of professional development are earned during the approved timeframe required under Section 4.02 of these Rules, except as provided below:
- 4.05.1 If the educator is absent because of illness of the educator or the educator's immediate family, the educator shall be allowed to make up the hours missed during the remainder of the current school year or succeeding school year.
- 4.05.2 An educator shall complete any missed hours of professional development through professional development that is:
- 4.05.2.1 Substantially similar to the professional development missed and approved by the person responsible for the educator's summative evaluation under the Teacher Excellence and Support System; and
- 4.05.2.2 Delivered by any method, online or otherwise, approved by ADE under these Rules.
- 4.06 Any educator who provides approved professional development may count two (2) hours professional development credit for each one (1) hour of time spent in presenting professional development content.

4.07 College Courses

4.07.1 A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as fifteen (15) hours of professional development, if the college credit:

4.07.1.1 Is related to and enhances the educator's knowledge of the subject area in which the educator is currently employed and is related to the educator's professional learning plan under the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System;

4.07.1.2 Is part of the requirement for the educator to obtain additional certification in a subject matter that has been designated by the ADE as having a critical shortage of educators; or

4.07.1.3 Is otherwise approved by the ADE as a graduate level course eligible for professional development credit.

4.07.1.4 No more than half of the required 60-hours of professional development time may be met through college credit hours.

4.07.2 Graduate level courses in educational leadership are eligible for professional development credit based on approval by the ADE. The focus of the course must specifically relate to the job assignment as approved by the employing educational agency.

4.08 An educator may be entitled to up to twelve (12) hours of professional development credit approved by the district/school which may be applied toward the sixty (60) hour professional development requirement for that time period at the beginning of each school year which is used to plan and prepare curriculum or develop other instructional material provided:

4.08.1 The time is spent in his/her instructional classroom, office or media center at the public school;

4.08.2 The time is prior to the first student teacher interaction day of the school year; and

4.08.3 The time is spent in the focus areas listed in Section 8.02 of these Rules, and may include but are not limited to the following:

- 4.08.3.1 Grade level and/or vertical team planning to integrate subject areas;
- 4.08.3.2 Team work to analyze student data;
- 4.08.3.3 Team work to develop academic improvement plans (AIP) or individual educational programs (IEP);
- 4.08.3.4 Developing and/or revising curriculum, including student-centered units and assessments aligned to state curriculum frameworks;
- 4.08.3.5 Professional book studies;
- 4.08.3.6 Developing intervention strategies to support remediation and/or acceleration;
- 4.08.3.7 Developing and/or revising the Arkansas Comprehensive School Improvement Plan (ACSIP);
- 4.08.3.8 Pursuing study as noted in an educator's professional learning plan; and
- 4.08.3.9 Arkansas IDEAS, on-line professional development, related to ACSIP or the educator's professional learning plan.
 - 4.08.3.9.1 An educator who obtains professional development from ArkansasIDEAS for the purpose of this subsection 4.08.3.9 may also use ArkansasIDEAS to obtain other professional development under these Rules.
- 4.08.4 No professional development credit shall be given for activities under Section 4.08 of these Rules unless those activities meet the criteria and standard requirements under Sections 8.01 and 8.02 of these Rules. Specific activities which do not qualify include without limitation:
 - 4.08.4.1 Making and putting up bulletin boards;
 - 4.08.4.2 Clerical work associated with documents such as ACSIP, AIP and IEPs; and
 - 4.08.4.3 Administrative faculty or team administrative meetings.

4.08.5 Educators shall be entitled to earn one (1) hour of professional development for each hour of approved preparation, not to exceed twelve (12) hours.

4.09 Nothing in this Section 4 shall prevent or restrict a school district from requiring additional in-service training.

5.0 Scheduled Professional Development

5.01 The professional development required under this Section 5 shall not be provided by a school district or open-enrollment public charter school, but shall be provided by:

5.01.1 ADE, including ArkansasIDEAS;

5.01.2 An institution of higher education; or

5.01.3 A provider approved by ADE, including an education service cooperative.

5.02 The two (2) hours in each area of professional development required under Section 5 shall be counted in the school year in which the professional development is taken toward the minimum number of hours of professional development required for educators for that school year.

5.03 If an educator obtains additional hours above the minimum requirements of Section 5, the educator may count those additional hours toward the total minimum hours of professional development required for educators for that school year.

5.04 A school district or an open-enrollment public charter school shall make available to the appropriate educator professional development on the following schedule as part of the 60-hour minimum annual requirement:

5.04.1 Child Maltreatment Mandated Reporter

5.04.1.1 In the 2013-2014 school year and every fourth year thereafter, all educators shall obtain two (2) hours of professional development in:

5.01.4.1.1 Recognizing the signs and symptoms of child maltreatment;

5.01.4.1.2 The legal requirements of the Child Maltreatment Act, Ark. Code Ann. § 12-

18-101 et seq., and the duties of mandated reporters under the Act;

5.01.4.1.3 Methods for managing disclosures regarding child victims; and

5.01.4.1.4 Methods for connecting a victim of child maltreatment to appropriate in-school services and other agencies, programs, and services needed to provide the child with the emotional and educational support the child needs to continue to be successful in school.

5.04.1.2 The child maltreatment professional development required under this section shall be based on curriculum approved by the Arkansas Child Abuse/Rape/Domestic Violence Commission and may be obtained in-person or online.

5.04.2 Parent Involvement

5.04.2.1 In the 2014-2015 school year and every fourth school year thereafter, each teacher shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies.

5.04.2.2 In the 2014-2015 school year and every fourth school year thereafter, each administrator shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation.

5.04.3 Teen Suicide Awareness and Prevention

5.04.3.1 In the 2015-2016 school year and every fourth school year thereafter, all educators shall obtain two (2) hours of professional development in teen suicide awareness and prevention.

5.04.3.2 The required professional development under this section may be accomplished by self-review of suitable suicide prevention materials approved by ADE.

5.04.4 Arkansas History

- 5.04.4.1 In the 2016-2017 school year and every fourth school year thereafter, each teacher who provides instruction in Arkansas history shall obtain two (2) hours of professional development in Arkansas history.

6.0 Requirements for Specific Licensure Areas

6.01 Administrator

- 6.01.1 For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.
- 6.01.2 This training may include without limitation the Initial, Tier 1 (twelve (12) hours) and Tier 2 (four (4) hours) training required for superintendents and district designees by the Arkansas Department of Education Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.
- 6.01.3 An applicant for a building-level administrator license shall successfully complete the teacher evaluation professional development program.
- 6.01.3.1 An educator who receives an initial building level administrator's license shall complete the credentialing assessment for the teacher evaluation professional development program either before or after receiving the initial building level administrator's license.

6.02 Athletic Coaches

At least once every three (3) years, each person employed as an athletic coach shall obtain training in recognition and management of the following events or conditions that may be encountered by a student during athletic training and physical activities:

- 6.02.1 A concussion, dehydration, or other health emergency;
- 6.02.2 An environmental issue that threatens the health or safety of students; and
- 6.02.3 A communicable disease.

6.02.4 The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety.

6.03 Advanced Placement

Each hour of approved training received by educators related to teaching an advance placement class for a subject covered by the College Board and Educational Testing Service shall count as professional development up to a maximum of thirty (30) hours.

6.04 Adult Education

Educators working solely part time in one of the following settings shall be required to obtain thirty (30) hours of professional development.

6.04.1 Adult basic education;

6.04.2 General adult education;

6.04.3 English as a second language for adults; and

6.04.4 General Educational Development Test examiners.

7.0 New Licensure and Renewals

7.01 Before a first-time teaching license may be issued by ADE, the applicant for the license shall verify to ADE that the applicant has obtained within the twelve-month period before the license is issued the professional development required under the Arkansas Department of Education Rules Governing Educator Licensure.

7.02 Sixty (60) approved professional development hours annually are required to renew a license issued by the State Board of Education.

7.02.1 To renew a teaching license, an educator shall participate in continuing education and professional development based on the educator's evaluation and professional learning plan under the Teacher Excellence and Support System, and as required by law or by rule of the State Board.

7.03 Those educators who have not maintained a license but who wish to renew their license shall be required to meet the conditions of the Arkansas Department of Education Rules Governing Educator Licensure.

7.04 An educator meeting the criteria of Section 6.04 of these rules who has not maintained a current license but who wishes to renew his or her license shall be

required to meet the conditions of the Arkansas Department of Education Rules Governing Educator Licensure.

- 7.05 All Institutions of Higher Education will be required to maintain documentation for employees who wish to meet the professional development hours to maintain a license according to, and in compliance with this Rule.

8.0 Professional Development Criteria

- 8.01 All approved professional development shall be aligned to the standards developed by the State Board of Education.
- 8.02 Approved professional development activities shall relate to the following focus areas:
- 8.02.1 Content (K-12);
 - 8.02.2 Instructional strategies;
 - 8.02.3 Assessment/data-driven decision making;
 - 8.02.4 Advocacy/leadership/fiscal management;
 - 8.02.5 Systemic change process;
 - 8.02.6 Standards, frameworks, and curriculum alignment;
 - 8.02.7 Supervision;
 - 8.02.8 Mentoring/peer coaching;
 - 8.02.9 Next generation learning/integrated technology;
 - 8.02.10 Principles of learning/developmental stages/diverse learners;
 - 8.02.11 Cognitive research;
 - 8.02.12 Parent involvement/academic planning & scholarship;
 - 8.02.13 Collaborative learning community;
 - 8.02.14 Student health and wellness, which may include but not limited to appropriate training for anticipated rescuers in the use of
 - 8.02.14.1 automated external defibrillator; or

- 8.02.14.2 cardiopulmonary resuscitation;
- 8.02.15 The Code of Ethics for Arkansas Educators.
- 8.03 Approved professional development takes on many forms and may be earned in the following ways:
 - 8.03.1 Conferences/workshops/institutes
 - 8.03.2 Mentoring/peer coaching;
 - 8.03.3 Study groups/learning teams;
 - 8.03.4 National Board for Professional Teaching Standards Certification;
 - 8.03.5 Distance and online learning;
 - 8.03.6 Internships;
 - 8.03.7 State/district/school programs;
 - 8.03.8 College/university course work;
 - 8.03.9 Action research; or
 - 8.03.10 Individually-guided, as noted in an educator's individual professional development plan.
- 8.04 Requirements for ArkansasIDEAS include:
 - 8.04.1 The ADE shall determine the content and approve all professional development delivered through the Arkansas On-line Professional Development Initiative that counts toward the required sixty (60) hours.
 - 8.04.2 The ADE shall select courses/products, which are research-based and are available from sources, with expertise in technology delivered professional development courses.
 - 8.04.3 Online professional development courses shall include online registration, assessment, course evaluation, and attendance and completion documents.

9.0 School and School District Professional Development Plans

- 9.01 Each school district and school shall develop and implement a professional development plan.
- 9.01.1 Teachers, administrators, and paraprofessionals shall be involved in the design, implementation and evaluation of their respective professional development offerings under the school and school district professional development plan.
- 9.01.2 An educator may count toward the 60-hour minimum professional development requirement under these rules each hour of training included in the professional development plan that is mandated by law or by rule, including without limitation in the following areas:
- 9.01.2.1 School Fire Marshal Program under A.C.A. § 6-10-110;
- 9.01.2.2 Tornado safety under A.C.A. § 6-10-121;
- 9.01.2.3 Literacy assessment and/or mathematics assessment under A.C.A. § 6-15-420;
- 9.01.2.4 Test security and confidentiality under A.C.A. § 6-15-438;
- 9.01.2.5 Emergency plans for terrorist attacks under A.C.A. § 6-15-1302;
- 9.01.2.6 Anti-bullying policies under A.C.A. § 6-18-514;
- 9.01.2.7 Teacher Excellence and Support System under A.C.A. § 6-17-2804;
- 9.01.2.8 Student discipline training under A.C.A. § 6-18-502;
- 9.01.2.9 Student Services Program under A.C.A. § 6-18-1004;
- 9.01.2.10 Training required by ADE under academic, fiscal, and facilities distress laws and rules; and
- 9.01.2.11 Annual active shooter drills under Act 484 of 2013.
- 9.02 School Improvement and ACSIP

- 9.02.1 School and district professional development plans shall be included in the Arkansas School Improvement Plan (ACSIP) and shall be reviewed annually by the school/district and the ADE.
- 9.02.2 The ACSIP will include an assurance statement that each educator in the school/district shall have an individual professional development plan that has been developed in cooperation and collaboration with the educator and the school and/or district consistent with the Teacher Effectiveness and Support System.
- 9.02.3 ADE may require specific professional development programs for the district or the school designated in school improvement or academic distress.
- 9.02.4 These requirements may become part of the district or school school improvement plan.

10.0 Educator Professional Learning Plans

- 10.01 Each educator, working together with the educator's evaluator, shall develop a professional learning plan for the educator that meets the requirements of the Teacher Excellence and Support System.
 - 10.01.1 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the educator's professional learning plan as required by the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

11.0 Provider and Program Approval Process

- 11.01 All professional development providers and programs must be approved by the ADE in order to provide credit toward the 60-hour requirement.
 - 11.01.1 The following entities and agencies are not required to obtain approval as an Approved Professional Development Provider:
 - 11.01.1.1 An Arkansas public school district that provides a professional development program solely to its own personnel;
 - 11.01.1.2 An Education Cooperative that provides professional development to districts/schools;
 - 11.01.1.3 The Arkansas Department of Education;

- 11.01.1.4 The Arkansas Department of Career Education; and
 - 11.01.1.5 The Arkansas Department of Human Services Division of Child Care and Early Childhood Education.
- 11.02 At least thirty (30) days before a program is offered to educators, the professional development provider shall provide a detailed description of the entire program including staff qualifications to the ADE in an electronic format prescribed by ADE.
- 11.03 The ADE shall promptly review the content of the program for compliance with all applicable statutes and ADE rules to determine if any or all of the program content shall be deemed to provide professional development credit and shall establish the time period the professional development provider is approved to offer the program.
- 11.04 Upon notification by the ADE of approval of the program (or a part or parts thereof) for professional development credit, the professional development provider may enroll participants in the program and offer the program for professional development credit for the set time period.
- 11.05 The program provider shall be responsible for the preparation and dissemination of proof of completion of the program (or parts thereof) to all attendees. All such proofs, or copies thereof, shall be submitted by the attendees who are employed by an Arkansas school district to the superintendent of the district.

12.00 Funding

- 12.01 Professional Development Funding provided under Ark. Code Ann. § 6-20-2305 must be directed to activities that meet the conditions described in these Rules and shall not be used for any other purpose unless otherwise allowed by law or rule.

13.00 Reporting, Monitoring, and Evaluation

- 13.01 Each school district shall maintain all documents for its employees which reflect completion of professional development programs, whether such programs were provided by an outside organization or by the district itself.
- 13.02 Each school district shall report the amount of all professional development programs completed by its employees to the ADE at the time and in the manner specified by the ADE.
- 13.03 The ADE may monitor all school districts, and all educators to whom these Rules apply, for compliance with these requirements, and may administer appropriate sanctions specified in statute and Rule, including the Arkansas Department of

Education Rules Governing the Code_of Ethics for Arkansas Educators, to any district or educator whom it finds to be in noncompliance or for dishonesty in reporting under these Rules.

- 13.03.1 Regular monitoring activities of the professional development requirements within these Rules shall occur when the superintendent of the school district provides written assurance to the Commissioner of Education as required by law. However, the ADE may directly monitor the professional development activities of any school or school district to determine compliance with the professional development requirements.
- 13.04 The criteria for evaluating the impact of professional development shall be the improvement of student achievement on state-mandated assessments, other related indicators as defined by ACTAAP, and the evaluations of the professional development offerings. These data shall be used to revise ACSIP and the district, school and individual professional development plans associated with the local improvement plan.

Public Comment Matrix – Proposed Rules Governing Professional Development Public Comment Period Ending: 9/19/2013

Date	Respondent	Comment	ADE Response
8/7/13	Sheryl Norwood, ADE	<p>(1) The reference in 7.01 to “Section 5” needs to be more specific, for example, “5.04.1, 5.04.2, and 5.04.3”</p> <p>(2) The Arkansas History requirement needs to be consistent with the licensure rules</p>	<p>(1) Comment considered and a change was made. There is a need to distinguish between the licensure requirement and the professional development requirement for renewing a license. Therefore, the Department has revised the language in 7.01 to reference the licensure requirement in the Rules Governing Educator Licensure.</p> <p>(2) Comment considered, but no change was made. The Arkansas History requirement for licensure involves course work, and is different than the requirement for professional development in the law. The proposed rules reflect the legal requirement for professional development.</p>
8/12/13	Alice Mahony, State Board of Education	(1) Professional development on bullying is not addressed in these rules. I would like to see that our teachers are getting instruction on antibullying.	(1) Comment considered, but no change was made. Under Ark. Code Ann. § 6-18-514(f) “A school district shall provide training on compliance with the antibullying policies to all public school district employees responsible for reporting or investigating bullying under this section.” Professional development credit is given for this training under Section 9.01.2.6 of the rules.

Date	Respondent	Comment	ADE Response
		(2) These rules do not address professional development on delivery of insulin at school.	(2) Comment considered, but no change was made. The administration of glucagon is covered in the Arkansas Department of Education And Arkansas State Board of Nursing Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering From Type 1 Diabetes.
8/12/13	Dr. Jay Barth, State Board of Education	These rules need to ensure that school personnel know about school district antibullying policies.	See the response to Alice Mahony's comment (1).
8/27/13	Missy Hixson, AACIA	The 4 year schedule/cycle has been well received and I have no suggestions for changes to the pending rules. There is slight confusion on Child Maltreatment for PD vs. licensure and I hope it is resolved or clarified.	Comment considered, and a change was made to Section 7.01 of the rules to clarify this.
9/17/13	Sandra Johnson, Ozarks Unlimited Resource Educational Service Cooperative	<p>Suggestion: To include gifted education in component 3 - Definitions - along with other special needs students</p> <p>Add: 3.01.6.3 Gifted students</p> <p>GIFTED AND TALENTED Program Approval Standards require that there is a plan for staff development specific to the needs of gifted students that includes opportunities to increase knowledge for teachers, administrators, support staff,</p>	Comment considered, and the recommended change was made. Under the Arkansas Department of Education Rules Governing Gifted and Talented Program Approval Standards, to qualify for funding for a gifted and talented program, a school must provide professional development "specific to the needs of gifted students that includes all faculty, when appropriate, based on local educational needs of gifted students." Therefore, the change seems appropriate.

Date	Respondent	Comment	ADE Response
		<p>and even board members on a regular basis. It states that "plans for ongoing training in gifted and talented education are incorporated into the district's total staff development plan." If this is a state requirement to meet standards, it would only seem appropriate to include this in the rules governing professional development.</p> <p>I think the inclusion of this in the PD rules would help support the work of gifted coordinators as they facilitate meaningful professional development for their districts.</p>	
9/17/13	Mary Kathryn Stein, ADE	<p>The Gifted & Talented Standards (2009) include requirements for professional development which are not currently included in the Professional Development Standards. We would encourage including the Gifted & Talented Standards for professional development in a revision of the rules.</p> <p>5.01 There is a written plan for gifted and talented staff development specific to the needs of gifted students that includes all faculty, when appropriate, based on local educational needs of gifted students.</p>	See the response to the comment made by Sandra Johnson.

Date	Respondent	Comment	ADE Response
		<p>5.02 Opportunities to increase knowledge of the education of gifted and talented students are provided for continuing and new school board members, school and district administrators, teachers and support staff on a continuing and regular basis.</p> <p>The narrative relating to 5.0 Staff Development further describes the requirements for staff development.</p> <p>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.</p> <p>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</p>	

Date	Respondent	Comment	ADE Response
		<p>school staff but specifically necessary for all new staff are: (1) characteristics and needs of the gifted; (2) identification procedures; (3) curriculum and teaching strategies; (4) creativity; (5) utilization of community resources; (6) program evaluation; (7) district's philosophy and program model for gifted students; and (8) overview of state requirements.</p> <p>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.</p>	
9/17/13	Barbara Pritchard, Fayetteville Schools	<p>Under the definitions section, please add along with other special needs student listings: 3.01.6.3 Gifted students</p> <p>The AR gifted and talented program approval standards for gifted education require a district plan for staff development that is specific relative to the needs of gifted students. That requirement speaks to a district plan that</p>	See the response to the comment made by Sandra Johnson.

Date	Respondent	Comment	ADE Response
		<p>has "ongoing training in gifted and talented education and that it is part of the district's total staff development plan". It follows then that this important expectation should be included in the rules pending so that all teachers, administrators and staff members are knowledgeable about the needs of these students who reside in every school district in the state. Staff development for education of gifted and talented students should include activities that enable school personnel to accept, know, value and serve the learning needs of these students. Staff development encourages involvement with and commitment to the students and to the program opportunities within each district. It offers teachers information about adaptation and appropriate management of the learning environment in ways that encourage the potential of all students.</p>	
9/18/13	Kristina Gaylord, Lafayette County School District	<p>I would like to suggest that gifted and talented professional development needs to be included in provided professional development for all teachers which is during the mandated professional development hours required the week before students return to school. This would help teachers understand how a</p>	<p>See the response to the comment made by Sandra Johnson.</p>

Date	Respondent	Comment	ADE Response
		<p>gifted student learns and why "they behave or respond the way they do". I am in my second year of teaching/coordinating GT and I get complaints about GT students all the time. It doesn't matter how much PD I provide for them. I believe it will have to be enforced in rules/laws by the state in order for the teachers to take it seriously.</p>	
9/19/13	John E. Jones, III, Lee County School District	G/T professional development should be included in the new rules.	See the response to the comment made by Sandra Johnson.
9/20/13	Tripp Walter, Arkansas Public School Resource Center	<p>(1) Section 3.01 – Not only improves their knowledge, but gives them the skills to use that knowledge and implement their new skills and learning.</p> <p>Section 3.01.1 – Needs to lead to implementation within the classroom; the improved knowledge, skills and effective strategies that teachers learn.</p> <p>Section 3.01.3 – Add “with the implementation of the new skills and knowledge gained from participation in the professional development.”</p> <p>(2) Section 3.01.4 – Add “is utilized in</p>	<p>(1) Comments were considered, and a change was made to incorporate the concept that professional development is intended to be more than “sit and get”, and should incorporate elements that provide practical skills for using and implementing what the participant has learned.</p> <p>(2) Comment considered, but no change</p>

Date	Respondent	Comment	ADE Response
		<p>the evaluation of licensed staff;"</p> <p>(3) Section 3.03 - Add "and offers one source of professional development services supported by the state of Arkansas and made available to every licensed educator."</p> <p>(4) Section 4.02 - If a licensed educator is not currently employed by a district – what is the expectation?</p> <p>Section 4.04 – What if an educator is not currently employed but is meeting certification standards?</p> <p>(5) Section 4.05 - "Illness" was defined above – so why use "sickness" here?</p> <p>(6) Section 4.07.1.1 – Add "and approved by the employing educational agency."</p>	<p>was made. The use of professional development for evaluation of teachers is covered by the Rules Governing the Teacher Excellence and Support System.</p> <p>(3) Comment considered, but no change was made.</p> <p>(4) Comment considered, and a change was made to clarify that under the Rules Governing Educator Licensure, an educator who is not currently employed must provide documentation to the Department of Education to evidence the compliance with the professional development requirements.</p> <p>(5) Comment considered, and a change was made to substitute the word "sickness" with the defined term "illness".</p> <p>(6) Comment considered, and a change was made. The "approval" by an educational agency should be part of the process of developing a teacher's</p>

Date	Respondent	Comment	ADE Response
		<p>(7) Section 4.07.1.3 – Shouldn't this last sentence be contained in a stand-alone Section 4.07.1.4? It is unrelated to the first sentence and addresses all of the requirements under Section 4.07.</p> <p>(8) Section 5.04.1.2 – Add “digitally”.</p> <p>(9) Section 5.04.3.2 –Add “or using digital delivery.”</p> <p>(10) Section 6.01.3.1 – Use the words “credentialing examination” instead of “certificate assessment”.</p>	<p>professional learning plan, which is covered by the Rules Governing the Teacher Excellence and Support System. That is a process that includes input from both the teacher and the evaluator.</p> <p>(7) Comment considered, and the recommended change was made.</p> <p>(8) Comment considered, but no change was made. The rule language tracks the law, Ark. Code Ann. § 6-61-133, which provides for the required training concerning child maltreatment.</p> <p>(9) Comment considered, but no change was made. The language “suitable suicide prevention materials approved by ADE” which could include various delivery methods.</p> <p>(10) Comment considered, and a change was made to correct the term.</p>

Date	Respondent	Comment	ADE Response
		<p>(11) Section 6.02 – Add “an athletic” before “coach” on line 1.</p> <p>(12) Section 6.03 Advanced Placement – Add “annually”.</p> <p>(13) Section 8.03.05 – Add “digital”.</p> <p>(14) Section 9.01.1 – Change “the school or school district” to “the school and/or school district”.</p> <p>(15) Section 13.04 – Delete “other related indicators as defined by ACTAAP” since it states state-mandated assessments.</p>	<p>(11) Comment considered, and a change was made.</p> <p>(12) Comment considered, but no change was made. The thirty hours of training referenced in this section is not an annual requirement.</p> <p>(13) Comment considered, but no change was made.</p> <p>(14) Comment considered, and the “or” was changed to “and”.</p> <p>(15) Comment considered, but no change was made. There are factors in ACTAAP that are not state-mandated assessments that are important considerations.</p>

**ARKANSAS DEPARTMENT OF EDUCATION AND ARKANSAS STATE BOARD OF
NURSING RULES GOVERNING THE ADMINISTRATION OF GLUCAGON TO
ARKANSAS PUBLIC SCHOOL STUDENTS SUFFERING FROM ~~TYPE 1~~ DIABETES
2013**

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education and Arkansas State Board of Nursing Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering from ~~Type 1~~ Diabetes.
- 1.02 These rules are enacted pursuant to the Arkansas State Board of Education,^s authority under Ark. Code Ann. §§ 6-11-105, 17-87-103 and 25-15-201 et seq.
- 1.03 These rules are enacted pursuant to the Arkansas State Board of Nursing,^s authority under Ark. Code Ann. §§~~17-87-203~~, 17-87-103 and 25-15-201 et seq.

2.00 PURPOSE

- 2.01 The purpose of these rules is to set forth protocols and procedures for the administration of glucagon by trained volunteer school personnel to Arkansas public school students who suffer from ~~Type 1~~ diabetes.

3.00 DEFINITIONS

- 3.01 „Diabetes,, „a medical condition diagnosed by a licensed healthcare practitioner in which blood glucose levels are above normal.
- 3.01~~2~~ „Emergency Situation,, „ circumstance in which students with low blood glucose cannot be treated with a glucose-containing substance by mouth because the student is unconscious or having a seizure.
- 3.01~~3~~ „Glucagon,, „ an injectable hormone prescribed by a licensed healthcare practitioner that raises the level of glucose in the blood. Glucagon is dispensed as a „Glucagon Emergency Kit,, or a „Glucagon Emergency Kit for Low Blood Sugar,, A ~~„licensed healthcare practitioner,, includes, but is not limited to, Medical Doctors, Doctor of Osteopathy, Advanced Practice Nurse, Registered Nurse Practitioners, or Physician Assistants with prescriptive authority or who work under physician-approved protocols.~~

- 3.04 „Licensed Healthcare Practitioner,, -includes, but is not limited to, Medical Doctors, Doctor of Osteopathy, Advanced Practice Nurse, Registered Nurse Practitioners, or Physician Assistants with prescriptive authority or who work under physician-approved protocols.
- 3.035 „Licensed School Nurse Employed by a School District,, ,, those nurses employed by an Arkansas public school district or open-enrollment public charter school who hold the following licenses or certificate:
- ~~3.03.13.05.1~~ Registered Nurse (RN);
- ~~3.03.23.05.2~~ Advanced Practice Nurse (APN); or
- ~~3.03.33.05.3~~ Diabetic Nurse Educators.
- ~~3.03.43.05.4~~ This definition does not include License Practical Nurses (LPNs). LPNs may assist in the provision of training under these rules. However, training under these rules must be performed by Registered Nurses, Advance Practice Nurses or Diabetic Nurse Educators.
- 3.046 „Other Healthcare Professional,, ,, includes the following:
- ~~3.04.13.06.1~~ Registered Nurse (RN);
- ~~3.04.23.06.2~~ Advanced Practice Nurse (APN);
- ~~3.04.33.06.3~~ Diabetic Nurse Educators;
- ~~3.04.43.06.4~~ Medical Doctors (MD);
- ~~3.04.53.06.5~~ Registered Nurse Practitioners;
- ~~3.04.63.06.6~~ Doctors of Osteopathy; and
- ~~3.04.73.06.7~~ Physician Assistants.
- ~~3.05~~ ~~„Type 1 Diabetes,, ,, sometimes referred to as „insulin dependent diabetes,, a medical condition diagnosed by a licensed healthcare provider and caused by the human body,,s failure to produce insulin.~~

3.067 „Trained Volunteer School Personnel,, ,, Licensed or classified personnel employed by an Arkansas public school district or open-enrollment public charter school who volunteer and successfully complete training for the administration of glucagon to students suffering from ~~Type 1~~ diabetes.

4.00 GENERAL REQUIREMENTS

- 4.01 Trained volunteer school personnel designated as care providers in a plan developed under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq., as it existed on July 1, 201~~4~~3, who have been trained by a licensed nurse employed by a school district or other healthcare professional, may, in emergency situations, administer glucagon to students who suffer from ~~Type 1~~ diabetes.
- 4.02 The training listed in Sections 4.01 and 6.00 of these rules shall be conducted at least annually, regardless of whether a volunteer has previously completed training. Nothing in these rules prohibits training from being conducted more often than annually.
- 4.03 No trained volunteer school personnel designated as care providers pursuant to these rules may administer glucagon to a student who suffers from ~~Type 1~~ diabetes unless the parent or guardian of the student first signs a written authorization allowing the administration of glucagon to the student by a trained volunteer school personnel designated as a care provider.
- 4.04 When a school nurse is available and on site during an emergency situation, the school nurse shall administer glucagon to the student, when necessary. Volunteer school personnel who are designated as care providers and trained to administer glucagon shall provide glucagon injections only in the absence or unavailability of a school nurse.
- 4.05 The training outlined in these rules is intended to be provided to volunteer school personnel. No school personnel shall be required, pressured or otherwise subjected to duress in such a manner as to compel their participation in training. Prior to receiving training, volunteers must sign a written acknowledgement indicating their desire to volunteer.

5.00 PROTECTION FROM LIABILITY

A school district, school district employee, or an agent of a school district, including a healthcare professional who trained volunteer school personnel designated as care

providers, shall not be liable for any damages resulting from his or her actions or inactions under these rules or under Ark. Code Ann. § 17-87-103.

6.00 TRAINING OF VOLUNTEERS

- 6.01 Training under these rules shall include, at a minimum, the following components:
- 6.01.1 What glucagon is and how glucagon works;
 - 6.01.2 When, how and by whom glucagon may be prescribed;
 - 6.01.3 The requirements of Arkansas law pertaining to the administration of glucagon injections to Arkansas public school students suffering from ~~Type 1~~ diabetes;
 - 6.01.4 When glucagon should be administered, how glucagon should be prepared, the dosage and side effects of glucagon, and follow-up care after glucagon is administered;
 - 6.01.5 How glucagon should be stored, including identifying the expiration date and need for replacement;
 - 6.01.6 The role of the school nurse in the administration of glucagon and the delegation of the administration of glucagon; and
 - 6.01.7 The signs of hypoglycemia in students with ~~Type 1~~ diabetes, including techniques and practices used to prevent the need for glucagon.
- 6.02 Visual and audio aids may be used during the training required under these rules, but at least one individual listed in Sections 3.035 and 3.046 of these rules must be physically present to provide the training.
- 6.03 Before a volunteer may be deemed to have successfully completed the training required under these rules, a person listed in Sections 3.035 and 3.046 must sign a certification indicating that the volunteer has successfully completed all aspects of training and that the volunteer has successfully demonstrated mastery of procedures involving the administration of glucagon. No person listed in Sections 3.035 and 3.046 shall sign such a certification unless such person, in his or her professional judgment, believes that a volunteer has successfully completed all

aspects of training and that the volunteer has successfully demonstrated mastery of procedures involving the administration of glucagon.

6.04 The Arkansas State Board of Nursing and the Arkansas Department of Education, in collaboration with the Arkansas School Nurses Association and diabetic education experts, shall identify and approve education programs that meet the requirements of Section 6.01 of these rules. Training under these rules shall be given according to the education programs approved under this section.

6.04.1 The Arkansas State Board of Nursing and the Arkansas Department of Education shall maintain and publish a list of approved education programs that meet the requirements of Section 6.01 of these rules. The list of approved education programs may be published on the websites of the Arkansas State Board of Nursing and the Arkansas Department of Education.

6.04.2 The Arkansas State Board of Nursing and the Arkansas Department of Education, in collaboration with the Arkansas School Nurses Association and diabetic education experts, shall at least annually review the requirements associated with the administration of glucagon and shall, if necessary, recommend for adoption by the Arkansas State Board of Nursing and the Arkansas State Board of Education any revisions to these rules.

7.00 RECORDS

7.01 Records of volunteer training ~~must~~ shall be kept on file at each school.

7.02 For each student with ~~Type 1~~ diabetes who attends the school, the school district shall maintain a copy of the plan developed under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq., as it existed on July 1, 2014~~3~~, a list of volunteer school personnel who are designated as care providers and trained to administer glucagon, and a copy of the parent,~~s~~ or guardian,~~s~~ signed authorization. The list of volunteer school personnel who are designated as care providers and trained to administer glucagon and a copy of the parent,~~s~~ or guardian,~~s~~ signed authorization shall also be attached to the student,~~s~~ Individualized Health Plan (IHP).

7.03 The list of volunteer school personnel who are designated as care providers and trained to administer glucagon shall only include the names of such personnel

who successfully complete the required training as set forth in Section 6.00 of these rules. The list of volunteer school personnel trained to administer glucagon for each school should be published and made known to all school personnel.

- 7.04 The principal of each school, in conjunction with each school nurse, shall properly maintain all such records.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS
 _____, 2014

1.00 Title

- 1.01 These rules shall be known as the Arkansas Department 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, 6-17-425, 6-17-426, 6-17-428, ~~and~~ 25-15-201 et seq., and Acts 454 and 1323 of 2013.
- 2.02 All rules, procedures, hearings and appeals relating to the Code of Ethics complaints shall be promulgated and implemented under the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

3.00 Purpose

- 3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators ~~(Code)~~ is to define standards of ethical conduct and to outline procedures for receiving complaints, authorizing and conducting investigations, and recommending enforcement of the Code of Ethics.
- 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~~ the Code of Ethics 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 Applicability

- 4.01 The valid Arkansas teaching license of any person shall be subject to the conditions, requirements, and mandates of the ~~code of ethics~~ Code of Ethics, procedures, and recommendations for enforcement.

4.02 A building-level administrator in an Arkansas public school shall file an ethics complaint if he or she observes or has reasonable cause to suspect that an

educator has violated Standard 1 of the Code of Ethics involving the sexual abuse of a student.

4.03 The failure to submit an ethics complaint under Section 4.02 of these rules is a violation of the Code of Ethics.

5.00 Definitions

5.01 Acted upon means that the State Board of Education has taken an action to address an ethics complaint by revoking, suspending, or imposing another sanction upon an educator's license.

5.02 **An Authorized Ethics Complaint Investigation** is an ethics complaint that has been: (1) verified by the Chief Investigator of the Professional Licensure Standards Board as being submitted by an identifiable person; and (2) authorized for investigation based upon reasonable belief by the Ethics Subcommittee of the PLSB that if the allegation is true, it would constitute a violation of the Code of Ethics as set forth in these rules committed by an Arkansas educator after September 1, 2008. The Ethics Subcommittee of the PLSB shall investigate an ethics complaint that it determines is credible. (Ark. Code Ann. § 6-17-428)

5.0203 **Code of Ethics** ~~or Code~~ means the ~~code of ethics for educators~~ Code of Ethics for Arkansas Educators established by the Professional Licensure Standards Board under Ark. Code. Ann. § 6-17-422.

5.0304 **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.

5.0405 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.

5.0506 **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.

5.0607 **Educator** means a person holding a valid Arkansas teacher's or administrator's license issued by the State Board of Education.

5.0708 **Ethics Complaint** means a document that states facts constituting an alleged

ethics violation of the ~~code of ethics~~Code of Ethics and is signed under penalty of perjury by the person filing the ethics complaint. An ethics complaint may also be a finding made in an audit report forwarded to the ADE by the Arkansas Joint Legislative Auditing Committee under Ark. Code Ann. § 6-17-426.

~~5.0809~~ **5.0809 Ethics Subcommittee** means the subcommittee established by the Professional Licensure Standards Board to receive and investigate ethics complaints, enforce the Code of Ethics, including making recommendations to the State Board of Education for a written warning, a written reprimand, or the placement of conditions or restrictions on the activities of the educator or the revocation, suspension, or probation or nonrenewal of a license. The Ethics Subcommittee may issue a Private Letter of Caution. The Ethics Subcommittee may also dismiss an ethics complaint if it finds there is no ethics violation.

~~5.0910~~ **5.0910 Ethics Violation** is an act or omission on the part of an educator, when the educator knew, or reasonably should have known, that such acts or omissions were in violation of the Code of Ethics as set forth in these rules. An ethics violation does not include a reasonable mistake made in good faith, or acts or omissions taken in accordance with the reasonable instructions of a supervisor or, an act or omission under circumstances in which the educator had a reasonable belief that failure to follow the instructions of a supervisor would result in an adverse job action against the educator.

~~5.1011~~ **5.1011 Filed** means the document has been stamped with a date acknowledging when the document arrived at the offices of the PLSB staff.

~~5.11 — Private Letter of Caution is a non-punitive communication from the Ethics Subcommittee to an educator in response to an ethics complaint against the educator. Private Letters of Caution may be provided to an educator by the Ethics Subcommittee of the PLSB in lieu of recommending other discipline. Private Letters of Caution do not make any factual findings but inform the educator that the conduct alleged in the complaint or its investigation falls within the broad range of the Code of Ethics but that the circumstances and mitigating factors do not warrant disciplinary action. Private Letters of Caution remain in the files retained by the PLSB staff, but are not placed in an educator's licensure file at the ADE. A Private Letter of Caution is not submitted to the State Board of Education for approval and it does not constitute a sanction for the purposes of the Code of Ethics for Arkansas Educators. As a result, Private Letters of Caution cannot be basis for a request for an evidentiary hearing before the Ethics Subcommittee or the State Board of Education.~~

~~5.12~~ **5.12 Monitoring Conditions or Restrictions** may include any actions or alternative sanctions allowed under the Administrative Procedures Act, including at a minimum a semi-annual appraisal of the educator's conduct by the PLSB staff through contact with the educator and his or her employer or other appropriate persons. Such conditions or restrictions may include, but are not limited to

requiring that an educator, at the educator's expense, submit a new criminal background check or submit other requested information such as current employment, compliance with recommended counseling, treatment, education or training. The Ethics Subcommittee may recommend ~~to~~ the length of the monitoring period to the State Board of Education.

5.13 Pre-kindergarten means an early childhood education program that serves students from birth to enrollment in kindergarten.

~~5.13~~ **5.14 Preponderance of Evidence** is the greater weight of the relevant evidence; superior evidentiary weight that, though not sufficient to free the mind wholly from all reasonable doubt, is still sufficient to include a fair and impartial mind to one side of the issue rather than the other. It is determined by considering all of the relevant evidence and deciding which evidence is more credible. A preponderance of the evidence is not necessarily determined by the greater number of witnesses or documents presented. If, on any allegation against an educator, it cannot be determined whether the allegation is more likely true than not true, the allegation cannot be considered to have been proved.

5.15 Private Letter of Caution is a non-punitive communication from the Ethics Subcommittee to an educator in response to an ethics complaint against the educator. Private Letters of Caution may be provided to an educator by the Ethics Subcommittee of the PLSB in lieu of recommending other discipline. Private Letters of Caution do not make any factual findings but inform the educator that the conduct alleged in the complaint or its investigation falls within the broad range of the Code of Ethics but that the circumstances and mitigating factors do not warrant disciplinary action. Private Letters of Caution remain in the files retained by the PLSB staff, but are not placed in an educator's licensure file at the ADE. A Private Letter of Caution is not submitted to the State Board of Education for approval and it does not constitute a sanction for the purposes of the Code of Ethics for Arkansas Educators. As a result, Private Letters of Caution cannot be basis for a request for an evidentiary hearing before the Ethics Subcommittee or the State Board of Education.

~~5.14~~ **5.16 Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the State Board. Generally, an educator whose license is 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.

~~5.15~~ **5.17 Public Information** for the purpose of these rules is information coming from news media or public record.

~~5.16~~ **5.18 Reasonable belief** is a belief based upon knowledge of facts and circumstances that are reasonably trustworthy, and that would justify a reasonable person's belief that: (1) a violation of the Code of Ethics as set forth in these rules has been committed; and (2) that the named educator committed such a violation. A

reasonable belief is not based upon mere suspicion or conjecture.

- 5.1719 **Received** means the date the ethics complaint was presented to the Ethics Subcommittee for authorization of an investigation.
- 5.1820 **Relevant evidence** (or material evidence) is evidence having any tendency to make the existence of any fact that is of consequence to the determination of the matter more probable or less probable than it would be without the evidence.
- 5.1921 **Reprimand** is a written admonishment from the State Board to the named educator for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and is associated with a monetary fine of the educator. In the absence of further unethical conduct, a reprimand will remain in the licensure file of the educator for a period of two (2) years from the date the reprimand is imposed by the State Board. The reprimand will remain permanently in the files retained by PLSB staff.
- 5.2022 **Revocation** is the permanent invalidation of any teaching or administrator's license held by the educator.
- 5.23 School hiring official means the person designated by a school who is responsible for hiring or making final recommendations for the hiring of an educator who holds an Arkansas teaching or administrator's license.
- 5.2124 **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.
- 5.25 Sexual abuse has the same meaning as given to the term in Ark. Code Ann. § 12-18-103(18)(D) as it applies to a caretaker, but shall include a victim who is younger than twenty-one (21) years of age and is still a student.
- 5.2226 **Student** is any individual enrolled in the state's public or Private-private schools from pre-kindergarten through grade 12.
- 5.2327 **Supervisor** under these rules mean an administrator authorized by the district or school board to administer professional employee discipline up to and including recommending termination or nonrenewal.
- 5.2428 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the State Board.
- 5.2529 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by the State Board.

5.2630 **Warning** is a written communication from the State Board to the named educator that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action. In the absence of further unethical conduct, a warning will remain in the licensure file of the educator for a period of two (2) years from the date the warning is imposed by the State Board. The warning will remain permanently in the files retained by PLSB staff.

6.00 The Code of Ethics for Arkansas Educators

The Standards of Ethical Conduct are set forth as follows:

- 6.01 **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.**
- 6.02 **Standard 2: An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, ~~and dispositions,~~ and responsibilities relating to his or/her organizational position, ~~subject matter, and/or pedagogical practice.~~**
- 6.03 **Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.**
- 6.04 **Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.**
- 6.05 **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.**
- 6.06 **Standard 6: An educator keeps in confidence ~~information about students and colleagues obtained in the course of professional service, including~~ secure standardized test materials and results and maintains integrity regarding test administration procedures, ~~unless disclosure serves a professional purpose or is allowed by law.~~**
- 6.07 **Standard 7: An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is confidential information protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.**
- 6.08 **Standard ~~7~~8: An educator refrains from using, possessing and/or being**

under the influence of alcohol, ~~tobacco~~, or unauthorized drugs ~~or~~ substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco related products, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

7.00 Recommended Disciplinary Action

7.01 The ~~PLSB~~-Ethics Subcommittee is authorized to recommend to the State Board probation, suspension, revocation or nonrenewal of a teaching license or the issuance of a reprimand or warning. The ~~PLSB~~-Ethics Subcommittee is also authorized to recommend the placement of conditions or restrictions on the activities of the educator that would assist the educator via training, coursework or rehabilitative treatment. (All costs would be paid by the educator.) The State Board may direct the ADE 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 license:

~~a~~ 7.01.1 An initial determination by the Ethics Subcommittee that there is a reasonable belief that a violation of the Code of Ethics as set forth in these rules has occurred.

~~b~~ 7.01.2 Following an evidentiary hearing before the Ethics Subcommittee, the Ethics Subcommittee finds, by a preponderance of the evidence, that there is a reasonable belief that an educator violated the Code of Ethics as set forth in these rules.

~~c~~ 7.01.3 A failure to comply with the payment of any imposed fines, fees, or other conditions or restrictions imposed by the State Board of Education.

~~d~~ 7.01.4 Audit reports forwarded to the ADE by the Arkansas Legislative Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.

~~e~~ 7.01.5 Disciplinary action against a teaching license/certificate in another state on grounds inconsistent with ethical conduct specified in Section 6.00 or as stated in this section.

7.02 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, official and/or judge of a school-sponsored activity or be employed in any other position with a school district, open enrollment public charter school, or education service cooperative during the period of his or her revocation, suspension or denial for a violation of the Arkansas Code of Ethics for Educators.

7.03 Suspensions and revocations are reported by the ADE to national officials,

including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

- 7.04 In lieu of imposing a disciplinary action as set forth above, the PLSB Ethics Subcommittee may provide the accused educator with a Private Letter of Caution.

8.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

- 8.01 In considering and investigating complaints brought before it, the Ethics Subcommittee 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.

8.02 With the exception of a private letter of caution, all recommendations of the Ethics Subcommittee are presented to the State Board of Education. The State Board of Education may approve, reject, or modify a recommendation of the Ethics Subcommittee, and may refer a case back to the Ethics Subcommittee for further consideration or for an evidentiary hearing.

8.03 The State Board, in making its determination on the recommendation of the Ethics Subcommittee, may require the testimony of the educator against whom the Ethics Subcommittee has recommended a sanction.

9.00 Fines and Fees

- 9.01 The State Board, for violations of the Code of Ethics in all areas and as authorized by Ark. Code Ann. §§ 6-17-422(h)(3)(c) and 6-17-428:

a.9.01.1 May impose fines up to 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.9.01.2 May impose fees for action taken pertaining to an educator's license as set forth in the attachment Appendix B.

c.9.01.3 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.

d.9.02 An educator shall pay a fine imposed by the State Board within ninety (90) days of the State Board's final order.

9.03 Failure to pay fines and fees may result in the Ethics Subcommittee

recommending that the State Board suspend the educator's license pursuant to Ark. Code Ann. § 25-15-217. The Department will not renew a license until all fines and fees have been paid.

10.00 Disclosure of Records

- 10.01 When the State Board has disciplined an educator for violation of the Code of Ethics by placing the educator on probation, suspension, or non-renewing, or revoking the educator's license, these actions will be reported by the Office of Professional-Educator Licensure and may be posted in its electronic database such that the records are viewable to school districts and other authorized personnel. In addition, these actions may be reported to other national education organizations or agencies such as the NASTDEC clearinghouse.
- 10.02 When the State Board has issued a warning or reprimand for violation of the Code of Ethics, these will be reported to the Office of Professional-Educator Licensure but are not posted in its electronic database. The Office of Professional-Educator Licensure will report reprimands or warnings if requested.
- 10.03 Records of the PLSB Ethics Subcommittee shall be retained in accordance with the Arkansas General Records Retention Schedule.
- 10.04 In accordance with Ark. Code Ann. § 6-17-428, all records and all hearings, meetings, and deliberations of the Professional Licensure Standards Board and its Ethics Subcommittee relating to an ethics complaint are confidential and exempt from the Freedom of Information Act of 1967, Ark. Code Ann. § 25-19-101 et seq.
- 10.05 In accordance with Ark. Code Ann. § 25-15-208, disclosure shall not be required of the research or records, correspondence, reports, or memoranda to the extent that they contain the opinions, theories, or conclusions of the attorney for the agency or members of his or her staff or other state agents.

**Procedures for the Investigative Process
and Final Recommendation for Disposition of an Ethics Complaint**

1. Applicability of the Administrative Procedure Act

All rules, procedures, hearings and appeals relating to the Code of Ethics shall be promulgated and implemented under the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

2. Freedom of Information Act (FOIA):

All records, hearings, meetings, and deliberations of the PLSB relating to an ethics complaint against an administrator or teacher are confidential and exempt from the Freedom of Information Act. All records pertaining to an ethics complaint are open for inspection and copying by the person against whom the complaint is lodged. The person against whom the complaint is lodged and his or her representative are entitled to be present during all hearings. A hearing before the State Board to consider the possible revocation, suspension, or other sanction of an administrator's or a teacher's license based on a recommendation of the PLSB for enforcement of an alleged ethics violation, including without limitation an informal disposition by the State Board of an ethics complaint by stipulation, settlement, consent order, or default is open to the public. All records on which the State Board relies during such a hearing to make its decision are subject to public disclosure under the Freedom of Information Act.

3. Allegations:

Any person or party wishing to submit an allegation must use the ~~appropriate~~ allegation of violation form ~~as~~ developed by the PLSB and attached to these rules as Appendix D. It may be filed with the PLSB through the Department of Education, a public school district, or a public school superintendent. If an allegation form is filed with a public school district or a public school superintendent, the public school district or superintendent must forward all signed allegations directly to the Department of Education. Failure to forward an allegation of violation form may be considered a violation of the Code of Ethics.

4. Allegations Received by the PLSB Ethics Subcommittee:

An allegation will become a complaint once it has been: (1) verified by the Chief Investigator of the PLSB as being submitted by an identifiable person; and (2) is credible and if true, would constitute a violation of the Code as set forth in these rules, committed by an Arkansas educator after September 1, 2008. An allegation shall be processed as follows:

- i.a. Initial Review: The Chief Investigator of the PLSB will thoroughly review the allegation and verify that the allegation has been submitted by an identifiable person and was signed under penalty of perjury.

ii.b. Authority to Investigate: The Ethics Subcommittee will determine whether to grant authority to the PLSB investigative staff to investigate the allegation. Authority to investigate the allegation will be based upon a reasonable belief that the allegation, if true, constitutes a violation of the Code as set forth in these rules and was committed by the alleged educator after September 1, 2008. Any member of the Ethics Sub-Committee of the PLSB who works with or for the educator against whom the allegation is submitted shall recuse himself/herself from any discussion, hearing, or deliberations concerning the accused educator. The Ethics Subcommittee is not limited to the standard alleged on the form but may consider all of the evidence submitted with the allegation in determining which, if any, standard may have been violated

a)i. Authority to Investigate Denied: If the Ethics Subcommittee votes not to authorize investigation, the allegation shall be dismissed and the matter shall be closed without further action against the educator.

b)ii. Authority to Investigate Granted: If the Ethics Subcommittee votes to authorize investigation of the allegation, the allegation becomes an authorized ethics complaint. The PLSB staff shall notify the named educator in writing concerning the initiation of the investigation and provide the educator with a copy of the complaint within ten (10) calendar days of authorization. The PLSB staff shall provide to the educator under investigation 1) written notice of the investigation and nature of the alleged ethics violation and, 2) a copy of the documents and evidence concerning the facts alleged in the ethics complaint, provisions of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to an ethics violation and the applicable rules in effect at the time the ethics complaint is filed.

e)iii. Automatic Investigation: The following will automatically go to the Ethics ~~Sub-Committee~~Subcommittee of the PLSB for the opening of an investigation:

(4A) Public information that an educator may have committed a violation the Code of Ethics. In the event that PLSB staff or PLSB-Ethics Subcommittee members discover public information that an educator may have committed a violation of the Code of Ethics, the PLSB staff or any member of the Ethics Subcommittee may request that the Ethics Subcommittee Chair file an allegation form with the Department. If the Ethics Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Ethics Subcommittee for the limited purpose of resolving the newly filed complaint.

(2B) Audit reports forwarded to the ADE by the Arkansas Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.

iii.c. Requesting additional authority to investigate: If, in the course of an authorized investigation, PLSB staff discovers credible information that the named educator has committed additional violations of the Code, the PLSB staff may request additional authority to investigate from the Ethics Subcommittee. In the event that PLSB staff discovers credible information that another educator has violated the Code of Ethics, the PLSB staff may request that the Ethics Subcommittee Chair file an allegation form with the Department. If the Ethics Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Ethics Subcommittee for the limited purpose of resolving the newly filed complaint.

iv.d. Completion of the Investigation: The Ethics Subcommittee shall complete its investigation of an ethics complaint and take action within one hundred fifty (150) days of authorizing the investigation or, if a hearing is conducted, within one hundred eighty (180) days of authorizing the investigation. Upon completion of the investigation and final report of investigation, the PLSB staff will send the final report of investigation to the accused educator or his/her attorney via certified and regular mail. The educator shall be provided with:

(1)i. A copy of the documents and evidence concerning the investigation of the ethics complaint and,

(2)ii. Written notice that the Ethics Subcommittee will consider taking action against the named educator and,

(3)iii. A copy of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to the ethics violation authorized for investigation, and

(4)iv. A copy of the rules in effect at the time the ethics complaint is filed.

(5)v. The named educator or his/her attorney will be allowed thirty (30) calendar days from receipt of the notice, documentation, and evidence from the Ethics Subcommittee or its staff to submit any further response in writing. At the conclusion of the thirty (30) calendar days or upon receiving the written response from the educator, the PLSB staff will send the final report of investigation and educator's response to the members of the Ethics Subcommittee.

v.c. Initial Recommendation of the Ethics Subcommittee: At the next scheduled meeting of the Ethics Subcommittee, the Ethics Subcommittee shall review the results of the investigation including the PLSB staff's final report of investigation and any written response from the educator who is the subject of the ethics complaint. Following such a review, if the Ethics Subcommittee finds

that a reasonable belief exists that the educator violated the Code as set forth in these rules, the Ethics Subcommittee shall issue an initial decision and may recommend any appropriate action as set forth in Appendix B. The initial recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

a).i. Notification of the Educator: The PLSB staff will notify the named educator in writing of the recommendation of the Ethics Subcommittee. The named educator may accept in writing the recommendation of the Ethics Subcommittee of the PLSB or request in writing an evidentiary hearing before the Ethics Subcommittee. The PLSB staff will inform the educator that following an evidentiary hearing, the Ethics Subcommittee may find that no reasonable belief that a violation of the Code exists, or could find that a reasonable belief that violation of the Code exists and recommend any appropriate action as set forth in Appendix B.

b).ii. Private Letter of Caution: The Ethics ~~Sub-Committee~~Subcommittee of the PLSB may also issue a Private Letter of Caution in lieu of recommending an action set forth in Appendix B.

vi.f. Waiver of Evidentiary Hearing: If an educator fails to respond to notification of the initial recommendation of the Ethics Subcommittee within thirty (30) days, the initial recommendation will become a final recommendation without an evidentiary hearing and will be forwarded to the State Board for consideration.

vii.g. If the educator accepts the Ethics Subcommittee's recommendation or waives a response, the PLSB staff shall notify the educator that the final recommendation will be submitted to the State Board as part of its consent agenda.

5. Waiver or Request of ~~a~~an Ethics Subcommittee Evidentiary Hearing

i.a. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Subcommittee within one hundred eighty (180) days of receiving the complaint as is defined in these rules. Either party may request additional time. Such a request shall be in writing and shall set forth the reason(s) for which additional time is needed. The time limitations may be waived when reasonable under the circumstances, including without limitation, inclement weather, state or national emergencies, or other unforeseeable events by the:

a.i. Educator if the time limitation is imposed upon the Ethics Subcommittee;
or

b.ii. Ethics Subcommittee if the time limitation is imposed upon the educator;
or

~~e.iii.~~ A written stipulation between the educator and the PLSB staff attorney with the approval of the Ethics Subcommittee.

~~ii.b.~~ Within ten (10) calendar days following the findings and recommendation of the Ethics Subcommittee, the PLSB staff will notify the educator in writing of the Ethics Subcommittee's evidentiary hearing findings and recommendations. The educator may accept the evidentiary recommendation or object and request a review by the State Board pursuant to Section 9 of this Appendix. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

~~ii.c.~~ Waiver of State Board Review: If an educator fails to respond to notification of the Ethics Subcommittee's evidentiary hearing recommendation within fourteen (14) days, the evidentiary hearing recommendation will become a final recommendation and will be forwarded to the State Board.

6. Motions

- a. An educator or his or her representative who has requested an evidentiary hearing may file a motion by serving it on the attorney for the PLSB who shall record the date it is received and promptly transmit the motion(s) to the Ethics Subcommittee for its consideration at the next available Ethics Subcommittee meeting.
- b. Filing a motion that requests that the Ethics Subcommittee take action prior to the requested or scheduled evidentiary hearing tolls the time limits set out in these rules and Ark. Code Ann. § 6-17-428.
- c. Requests regarding procedural matters, including requests for additional time for the hearing or for continuation of a hearing or proposed stipulated settlements, may be considered on the motions or papers submitted. The PLSB attorney and the educator may enter a stipulation to dispose of any procedural or substantive matters at any time subject to final approval by the Ethics Subcommittee.

7. Evidentiary Hearing Procedures of the PLSB Ethics Subcommittee

~~ia.~~ The educator and the PLSB may be represented by representatives of their choosing.

~~ii.b.~~ The educator shall be notified in writing of the date, time and location of the Ethics Subcommittee 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 Ethics Subcommittee for consideration. Items submitted may be rejected if not timely. Educators and PLSB staff are encouraged to submit all documentary

evidence by the deadline so that the Ethics Subcommittee will be prepared to expeditiously address the case at the evidentiary hearing.

- iii.c. 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 Ethics Subcommittee. The chairperson of the Ethics Subcommittee may grant additional time to either or both parties, if necessary.
- iv.d. 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. The chairperson of the Ethics Subcommittee may grant additional time to either or both parties, if necessary.
- v.e. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the Ethics Subcommittee first.
- vi.f. Any written documents, photographs or any other items of evidence may be presented to the hearing Ethics 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 ~~Sub-committee~~Ethics 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.
- vii.g. After one party has questioned a witness, the other party shall have the same opportunity.
- viii.h. Members of the hearing Ethics Subcommittee shall also have the opportunity to ask questions of any witness or any party at any time.
- ix.i. 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.
- x.j. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.
- xi.k. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired. The chairperson of the Ethics Subcommittee may grant additional time if necessary.
- xii.l. 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. The chairperson of the Ethics Subcommittee may grant additional time if necessary.
- xiii.m. After closing statements have been made (or the opportunity to make them has

been waived), the hearing Ethics Subcommittee may orally announce its decision. Alternatively, the hearing Ethics Subcommittee may take the case under advisement and render a written decision at a later time.

- ~~xiv~~n. During an evidentiary hearing, the “preponderance of the evidence” standard shall be used by the Ethics Subcommittee to determine whether a violation of the Code occurred. If the Ethics Subcommittee finds that a violation occurred, it may issue a recommendation for appropriate sanction to the Arkansas State Board of Education. The representative of the PLSB will have the burden of proving each fact of consequence to the determination by a preponderance of the evidence. The Ethics Sub may also issue a non-punitive Private Letter of Caution Letter.
- ~~xv~~o. A written decision reflecting the hearing Ethics Subcommittee’s final findings and recommendation shall be promptly prepared by the PLSB staff attorney for the chairperson’s signature. A copy of the findings and recommendations shall be transmitted in a timely manner to the educator. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.
- ~~xvi~~p. The educator shall have fourteen (14) days from the receipt of the final findings and recommendations to object and request a State Board Review pursuant to Section 9 of this Appendix. Should the educator not request a review by the State Board within the above-referenced fourteen (14) day time period, the findings and recommendations of the Ethics Subcommittee shall become final.

8. Subpoena Power:

- ~~i~~a. At the request of a party to a proceeding pending before the PLSB or the Ethics Subcommittee or the State Board of Education, the Chair of the PLSB or the Ethics Subcommittee or the State Board of Education may, as appropriate, issue a subpoena and bring before the PLSB, the Ethics Subcommittee or the State Board as a witness any person in this state. The PLSB, the Ethics Subcommittee or the State Board may, on their own motion, issue a subpoena at any time.
- ~~ii~~b. A party requesting a subpoena must make the request in writing to either the PLSB staff attorney or the State Board attorney, as appropriate. Requests for subpoenas made to the PLSB shall be delivered to the Office of the PLSB Attorney no later than ten (10) calendar days prior to the PLSB hearing for which the subpoena is requested. Requests for subpoenas made to the State Board shall be delivered to the Office of General Counsel of the ADE no later than ten (10) calendar days prior to the State Board hearing for which the subpoena is requested.
- ~~iii~~c. The subpoena shall:

- a) i. Be in the name of either the PLSB, the Ethics Subcommittee, or the State Board;
- b) ii. State the name of the proceeding; and
- e) iii. Command each person to whom it is directed to give testimony at the time and place specified in the subpoena in one (1) of the following ways:
 - (iA) In person;
 - (iiB) Before a certified court reporter under oath at the place of the witness' residence or employment;
 - (iiiC) By video-taped deposition at the place of the witness' residence or employment; or
 - (ivD) By live video communications from the witness' residence, place of employment, or a nearby facility capable of providing video transmission to the board that has subpoenaed the witness.
- d) iv. The manner of providing testimony under the subpoena shall be conducted by video conference testimony unless another manner is agreed upon by the board or commission and the person who is the subject of the subpoena.
- v.d. The subpoena may require the witness to bring with him or her any book, writing, or other thing under his or her control that he or she is bound by law to produce in evidence.
- ve. Service of the subpoena shall be in the manner as provided by law or rule for the service of subpoenas in civil cases.
- vif. A witness who has been served by subpoena and who appears in person to testify at the trial or case pending before the PLSB, the Ethics Subcommittee or the State Board shall be reimbursed for travel and attendance as provided by law.
- vii.g. If a witness is served with a subpoena and fails to provide testimony in obedience to the subpoena, the PLSB, the Ethics Subcommittee or the State Board may apply to the circuit court of the county in which the PLSB, the Ethics Subcommittee or the State Board is holding the proceeding for an order causing the arrest of the witness and directing that the witness be brought before the court.
- viii.h. The court will have the power to punish the disobedient witness for contempt as provided by the Arkansas Rules of Civil Procedure.
- ix.i. A witness who has been served with a subpoena may challenge the validity of

the subpoena in the circuit court of the county in which the witness resides or is employed.

9. State Board Review

- a. When an educator objects to the Ethics Subcommittee's evidentiary hearing findings and recommendation, the educator may request a review by the State Board of Education by notifying the attorney for the PLSB in writing within fourteen (14) days.
- b. Within ten (10) days of requesting a review, the educator will have an opportunity to file written exceptions and briefs regarding the Ethics Subcommittee's evidentiary hearing findings and recommendation.
- c. The PLSB attorney may file a written response to the educator's exceptions and brief within ten (10) days of receipt of the educator's exceptions and brief.
- d. The PLSB attorney shall prepare a redacted copy of the Ethics Subcommittee hearing transcript and hearing exhibits to be filed with State Board of Education.
- e. The PLSB's findings and recommendations, the educator's exceptions and brief, and the PLSB's response, and the redacted transcript will be submitted to the State Board of Education at the next available meeting date.
- f. Either the PLSB or the educator may request oral argument. If oral argument is requested, the PLSB attorney shall introduce the item on the agenda, then the educator will then have ten (10) minutes to present an oral argument in opposition to the findings and recommendations. The PLSB's attorney will then have (10) minutes for oral argument in support of the findings and recommendations. Upon good cause shown, the Chairperson of the State Board may grant either party additional time for oral argument.
- g. After consideration of the findings and recommendations, the records, exceptions, briefs, and arguments, the State Board of Education shall issue a final decision or order in writing or stated on the record. The final decision shall include findings of fact and conclusions of law, separately stated. The educator shall be served personally or by mail with a copy of the final decision or order.

LIST OF ACTIONS & APPLICABLE FINES

Action Taken	Maximum Fine Amount
Complaint is not substantiated – No action taken; Case closed.	\$0
Educators who violate testing procedures of the state and for whom the Ethics Subcommittee of the PLSB believes the violation does not rise to the level of an ethics violation may be recommended for additional training in the approved testing procedures by the state.	All expenses paid by the educator.
Compliance with conditions or restrictions or recommended treatment or rehabilitation with periodic monitoring.	All expenses paid by the educator.
Private Letter of Caution	\$0
Written Warning	\$0
Written Reprimand	\$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	\$0.00
	Renewal	\$0.00
Five-Year Standard Teacher's License	New	\$75.00
	Renewal	\$75.00
Five-Year Vocational Permit	New	\$75.00
	Renewal	\$75.00
One-Year Professional Teaching Permit	New	\$35.00
Lifetime Teacher's License (Must be 62 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	\$0.00
Duplicate License	Not Applicable	\$50.00

Explanations and Guidelines to Clarify the Intent of The Code of Ethics

The purpose of Appendix C is to provide greater clarity and intent of each ethical standard listed in Section 6.00 of this rule. Therefore, Appendix C is not designed to supersede the required standard of ethical conduct but rather to provide some rationale of the intent and purpose and thus the proper application of each ethical standard of conduct. It is recognized that Appendix C is a general application of the intent and purpose of each ethical standard and is considered a guide and not all inclusive of each and every interpretation and application of the Code as required in Section 6.00.

Moreover, it is recognized that unless specifically stated in a standard of conduct listed in Section 6.00 of these rules 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.

Furthermore, it is recognized that the Code of Ethics is designed as a model of minimum standards for maintaining the public's respect for, and support of, those holding a license issued by the State Board of Education. It is not intended to regulate the employer/employee or contract relationship between any public school district and its educators. The Code is an overarching and superior set of standards and rules intended to establish and contribute 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.

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 educator/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 his or her professional practice inclusive of skills, knowledge, and dispositions and responsibilities relating to his or 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. The professional educator shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation (a) unfairly exclude any student or colleague from participation in any program, or (b) deny benefits or grant any advantage to any student or colleague. Furthermore, an educator shall not intentionally or knowingly misrepresent facts or make false or malicious statements about a student, parent or guardian, colleague, or the school system.

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. The State Board of Education may take direct action to revoke, suspend, or place on probation an educator whose conduct violates Ark. Code Ann. § 6-17-410(d)(1)(A)(vii) and (viii) without submission of an ethics complaint. It is important to note that noncompliance with mandated child abuse reporting laws also falls with this standard.

Standard 4 An educator entrusted with public funds and property, including school sponsored activity funds, 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 ~~information about students and colleagues obtained in the course of professional service, including~~ secure standardized test materials and results and maintains integrity regarding test administration procedures, 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. Educators should be reminded that this standard is in addition to conduct prohibited under Ark. Code Ann. §§ 6-15-438, 6-17-410(d)(1)(A)(iii) and the Arkansas Department of Education Rules Governing Testing Improprieties. The State Board may take direct action ~~against an educator~~ to revoke, suspend, or place on probation, the license of an educator whose conduct violates this section without the filing of an ethics complaint.~~

Standard 7 An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator’s professional

services that is confidential information protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

At times educators are entitled to and/or for professional reasons need access to certain student records, as well as other educators' records. 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. Similarly, educators should not disclose confidential information about colleagues unless the disclosure serves some legitimate professional purpose as allowed or required by law. Educators shall not knowingly or maliciously disclose confidential information about a student or colleague.

Standard 8 An educator refrains from using, possessing and/or being under the influence of alcohol, ~~tobacco~~, or unauthorized drugs ~~or~~ substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products 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/substances while on school property or at school-sponsored activities involving students.

PLSB Case No. _____

Code of Ethics for Arkansas Educators Allegation of Violation Form

Allegation made against:
Name of Licensed Educator _____ Date of Incident _____

Educator's Address _____

Educator's Phone (w) _____ (c) _____ (h) _____ Email _____

Educator's Work/School _____ Phone _____

School Address _____ City _____ Zip _____

Name of School District _____ Phone _____

District Office Address _____ City _____ Zip _____

* If this is a Standard 1 Allegation and you are a mandated reporter who believes suspected child maltreatment has occurred pursuant to A.C.A. § 12-12-501 et. seq, did you report it to the Arkansas State Police Child Abuse Hotline? Yes _____ No _____

(See the attached instruction page for a listing of the each of the Standards of Conduct.)

Brief Statement Describing the Alleged Conduct: (Please be as specific as possible; attach additional pages as needed.)

List the name of any other person, agency, or authority to whom the alleged conduct has been reported:

List the names and contact information of any witnesses and list and attach any documents, photographs or other evidence you have to support your allegation(s)

Allegation is being made by (check appropriate box) Educator Administrator Parent Other

Complainant's Name _____ E-mail: _____

Address _____ Daytime Phone _____

City, State, Zip _____ Other Phone/Cell _____

BY SIGNING BELOW, I SWEAR OR AFFIRM THAT THE FOREGOING STATEMENTS ARE TRUE TO THE BEST OF MY KNOWLEDGE AND BELIEF UNDER PENALTY OF PERJURY.

Complainant's Signature: _____ Date _____

Send to: Dr. Karen Cushman Walters, Assistant Commissioner for HR/Licensure
Arkansas Department of Education
Four Capitol Mall, Room 102
Little Rock, AR 72201

Allegation Validated by: _____ Date: _____
--

DIRECTIONS FOR COMPLETING ALLEGATION FORM

This form should be used to submit an allegation of a violation of the Code of Ethics against a currently licensed Arkansas educator or administrator.

Name of Educator: Means the name of the person whose conduct is alleged to have violated the Code of Ethics.

Date of Incident: Be specific if a date specific is known. If there is a date range/school year/event, list that date range.

- Standard 1:** An educator maintains a professional relationship with each student, both in and outside the classroom.
- Standard 2:** An educator maintains competence regarding skills, knowledge, and dispositions relating to his or her professional practice inclusive of skills, knowledge, disposition, and responsibilities relating to his or her organizational position.
- Standard 3:** An educator honestly fulfills reporting obligations associated with professional practices.
- Standard 4:** An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.
- 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.
- Standard 6:** An educator keeps in confidence secure standardized test materials and results and maintains integrity regarding test administration procedures.
- Standard 7:** An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is confidential information protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.
- Standard 8:** An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs or substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

Brief Statement Describing the Alleged Conduct: Please write a short factual description of the events or conduct that you believe violates the Code of Ethics. Be specific with regard to the names of person involved, the names of the students, and the names of any witnesses. Please use dates, even if approximate, wherever appropriate.

Reporting to Other Persons, Agencies, or Authorities: Please identify any other reporting or other steps to resolve the issue that you have undertaken concerning the alleged conduct and the outcome of the reporting.

Witnesses, Documents, and Photographs: List the name and contact information for any person you believe may have additional information regarding the unethical conduct. Please **submit copies** of the documents and/or copies of the photographs with your form and list them.

Complainant's Name: Means the name of the person who is making the allegation. If it is on behalf of a school district, it means the district's contact for this complaint such as the superintendent, or the superintendent's designee.

Perjury: Act 1045 of 2011 requires that complainants sign the allegation form under penalty of perjury. Signing under penalty of perjury means that you believe that the facts and circumstances alleged are true, it does not mean that the information will ultimately be proven to be true.

A RESOLUTION
FROM
THE ARKANSAS STATE BOARD OF EDUCATION

The vision of the Arkansas State Board of Education is that all public schools are connected to the robust broadband infrastructure necessary for instructional Internet access and student participation in a world-class online learning experience.

Signature of the Chair
of the Arkansas State Board of Education

Date