



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA STATE BOARD OF EDUCATION

September 9, 2013

Arkansas Department of Education

ADE auditorium

9:00 AM

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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

Consent Agenda

C-1 Minutes - August 12, 2013

Presenter: Deborah Coffman

C-2 Minutes - August 16, 2013 Special Meeting

Presenter: Deborah Coffman

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 September report summarizes the PMT for August.

Presenter: John Hoy and Willie Morris

C-4 New Hires, Promotions, and Separations

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 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 62 school districts covering a total of 152 waivers. There were also requests for long-term substitutes from one (1) school district requesting a total of one (1) waiver 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 2013 Education Service Cooperative Evaluation Report

In accordance with Ark. Code Ann. §6-13-1021, the Arkansas Department of Education Rules Governing Education Service Cooperatives August 2012 establish guidelines of Arkansas' Regional Service Cooperatives. Legislation requires each education service cooperative be evaluated during the 2012-13 school year and every five (5) years thereafter. A summary with numerical ratings on each of the required elements, an overall rating as awarded by each independent evaluation committee, and comments and/or recommendation when warranted for clarification are presented to the Board. The State Board shall acknowledge receipt of the report and comment on any deficiencies identified in the report that should be corrected for the education service cooperative to remain eligible for base funding.

Presenter: Dr. Charles Watson

C-7 Consideration of Approval of Education Service Cooperatives' Annual Report

Arkansas Code Annotated § 6-13-1020 requires education service cooperatives file annual reports including policies and procedures with the Department of Education for State Board approval.

Presenter: Dr. Tom Kimbrell

C-8 2013 Home School Report

A summary report is provided to the State Board of Education and reflects the aggregate student data by county and district for the 17,215 Arkansas students who were home schooled in 2012-2013.

Presenter: Lisa Crook

C-9 Recommendation for Adoption of Professional Learning Standards

Act 969 of 2013 repealed the professional development standards as recommended by the National Staff Development Council. The National Staff Development Council has since become Learning Forward. Learning Forward revised professional learning standards in 2011. The Standards for Professional Learning describe the attributes of effective professional learning to guide the decisions and practices of all educators with the responsibility to fund, organize, implement and evaluate professional learning. Arkansas Department of Education staff respectfully requests the State Board of Education adopt the Standards for Professional Learning for Arkansas.

Presenter: Dr. Tracy Tucker

C-10

Consideration of the Recommendation of the Professional Licensure Standards

Board for a Written Warning for Case # 13-101B – Jimmy Jester

The Professional Licensure Standards Board's Ethics Subcommittee is recommending a written warning for Jimmy Jester for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Jester was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated July 18, 2013, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-11 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 - Beau Phillip Thompson

The Professional Licensure Standards Board's Ethics Subcommittee is recommending probation of the teaching license of Beau Thompson 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. Thompson was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated July 21, 2013, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-12 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 # 13-106 – James Christopher Holt

The Professional Licensure Standards Board's Ethics Subcommittee is recommending probation of the teaching license of James Holt 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. Holt was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated July 18, 2013, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-13 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

The Professional Licensure Standards Board's Ethics Subcommittee is recommending probation of the teaching license of Michael Manning 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. Manning was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated July 19, 2013, and accepted the recommendation of the Ethics Subcommittee.

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 #13-126 – Tonquion Brock, Jr.

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

Presenter: Michael Smith

C-15 Consideration of Voluntary Surrender of Arkansas Educator’s License – Monica Lee Teel – PLSB Case #12-075

Monica Teel surrendered her teaching license as evidenced by her 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 her license will result in its permanent revocation.

Presenter: Cheryl Reinhart and 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 # 13-062 – Carol Latina-Smith

The Professional Licensure Standards Board’s Ethics Subcommittee is recommending a written reprimand and a fine of \$50 for violation of 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/her organizational position, subject matter, and/or pedagogical practice and Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Ms. Smith was notified of the Professional Licensure Standards Board’s recommendation by certified and regular mail dated June 21, 2013, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-17 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

The Professional Licensure Standards Board’s Ethics Subcommittee is recommending probation of the teaching license of Patricia Perusich for three (3) 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 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. Perusich was notified of the Professional Licensure Standards Board’s recommendation by certified and regular mail dated April 26, 2013, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-18 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

The Professional Licensure Standards Board’s Ethics Subcommittee is recommending a written reprimand and a fine of \$50 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Ms. Perusich was notified of the Professional Licensure Standards Board’s recommendation by certified and regular mail dated April 26, 2013, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-19 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

The Professional Licensure Standards Board’s Ethics Subcommittee is recommending probation of the teaching license of Kcristii Dawn Record 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 and Standard 4: An educator entrusted

with public funds and property honors that trust with honest, responsible stewardship. Ms. Record was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated July 18, 2013, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-20 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning for Case # 13-101A – Adam Simmons

The Professional Licensure Standards Board's Ethics Subcommittee is recommending a written warning for Adam Simmons for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Simmons was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated July 18, 2013, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-21 Consideration of the Recommendation of the Professional Licensure Standards Board for Written Warning for PLSB Case #T13-005 – Rhonda Gipson

The Professional Licensure Standards Board's Ethics Subcommittee is recommending a written warning for Rhonda Gipson 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. Gipson was notified of the Professional Licensure Standards Board recommendation by certified and regular mail dated July 18, 2013, and accepted the recommendation of the Ethics Subcommittee.

Presenter: Michael Smith

C-22 Consideration of Voluntary Surrender of Arkansas Educator's License – Case # 13-147 – Thomas McDonald

Thomas McDonald 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: Cheryl Reinhart and Michael Smith

C-23 Consideration of Voluntary Surrender of Arkansas Educator's License – PLSB Case #13-056 - Rowdy Cooper

Rowdy Cooper 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: Cheryl Reinhart and Michael Smith

Action Agenda

A-1 Consideration for Approval of Embedded Courses- Elkins High School – Oral Communication and English 9; Bigelow High School – Oral Communication and English 10

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 as listed below, 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 granted at that time by the Board.
Elkins High School – Oral Communication and English 9; Bigelow High School – Oral Communication and English
10

Presenter: Dr. Tracy Tucker

A-2 Consideration for Final Approval: Revision of the Arkansas Department of Education Rules Governing Special Education and Related Services, Due Process

On February 14, 2013, amendments to § 300.154(d) of the federal regulations implementing the Individuals with Disabilities Education Act (IDEA) were published in the Federal Register. 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. Arkansas Department of Education staff respectfully requests the State Board give its final approval to the proposed revision.

Presenter: Courtney Salas-Ford

A-3 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 respectfully requests the State Board give final approval to the proposed application.

Presenter: Mary Perry

A-4 Consideration for Final Approval: Rules Governing Educator Licensure

The Department recommends 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. The Department staff respectfully requests that the State Board give its final approval to the proposed rules.

Presenter: Cheryl Reinhart

A-5 Consideration for Emergency Adoption: Arkansas Department of Education Emergency Rules Governing the Digital Learning Act of 2013

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. Accordingly, Department staff respectfully requests the State Board of Education grant emergency adoption to the proposed rules.

Presenter: Dr. Megan Witonski and Jeremy Lasiter

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

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. Accordingly, Department staff respectfully requests that the State Board of Education approve the proposed rules for public comment.

Presenter: Dr. Megan Witonski and Jeremy Lasiter

A-7 **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 respectfully requests the State Board approve these proposed revisions for public comment.

Presenter: Kendra Clay

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. Accordingly, Department staff respectfully requests that the State Board approve the proposed rules for a second public comment period.

Presenter: Kendra Clay

A-9 **Consideration for Approval: Community Advisory Board**

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.

The Commissioner of Education requests 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.

Presenter: Dr. Tom Kimbrell

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 appear to present the Board with a plan describing the ways in which service learning could be incorporated throughout the Vilonia School District.

Presenter: Mary Perry

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 appear before the Board to provide specific information about instructional methods and student achievement.

Presenter: Mary Perry

A-12 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

Jonathan Michael Gosdin is a licensed educator. May 13, 2013, the State Board suspended the teaching license of Jonathan Michael Gosdin for two (2) years and assessed a fine of \$75 in this case. The Professional Licensure Standards Board's Ethics Subcommittee is recommending 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 the 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.

Presenter: Cheryl Reinhart

A-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Suspension of License for Nonpayment of Fine in Case # 13-066, Elizabeth Diana Newlun

Elizabeth Diana Newlun is a licensed educator. On July 8, 2013 the State Board placed Elizabeth Diana Newlun's license on probation for three (3) years and assessed a fine of \$75 in this case. The Professional Licensure Standards Board's Ethics Subcommittee is recommending the suspension of the teaching license of Elizabeth Diana Newlun for failure to pay the \$75 fine assessed against her. 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 the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-217(d) and the Rules Governing the Code of Ethics for Arkansas Educators. Ms. Newlun was first notified of the fine July 9, 2013. On August 14, 2013, Ms. Newlun was notified by certified mail and regular mail that the fine remained unpaid and that the Professional Licensure Standards Board would recommend her license be suspended and not renewed until the fine is paid. Ms. Newlun has not

responded or paid the fine.

Presenter: Cheryl Reinhart

A-14 Consideration of Request for Reduced Sanction in PLSB Case #11-063, Tara Chantelle Kegley

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.

Presenter: Cheryl Reinhart

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

Brittany Burns is a licensed educator. She has requested a waiver of the grounds for revocation of her standard 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. Burns is represented by her attorney, Clayton Blackstock.

Presenter: Cheryl Reinhart

A-16 Hearing on Waiver Request by a Preservice Teacher – Kayla Nicole Deere

Kayla Nicole Deere is a preservice 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 preservice teacher may request a waiver of the disqualifying offense and Ms. Deere has requested a hearing for that purpose. Ms. Deere represents herself.

Presenter: Cheryl Reinhart

Minutes
State Board of Education Meeting
Monday, August 12, 2013

The State Board of Education met Monday, August 12, 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; Joe Black; Mireya Reith; Vicki Saviers; Toyce Newton; Diane Zook; and Dr. Tom Kimbrell, Commissioner

Absent: Alexia Weimer, Teacher of the Year

Reports

Chair's Report

Ms. Gullett reported Alice Mahony, Dr. Jay Barth, Denise Airola and she attended the National Association of State Boards of Education (NASBE) annual conference. Dr. Barth was elected to the NASBE Board of Directors representing the southern region. Ms. Gullett also recognized Ms. Mahony's work on the NASBE Board. Ms. Mahony met with the Governmental Affairs committee during the NASBE conference.

Ms. Mahony inquired about potential wavier requests to ESEA Flexibility. Dr. Kimbrell said the Department would seek a waiver to extend the timeline for using student growth to make employment decisions in the teacher evaluation.

Ms. Gullett recently presented at the Camden-Fairview and Harmony Grove teacher appreciation breakfast.

Commissioner's Report

Commissioner Kimbrell reported school would begin August 19 for most schools in the state. He highlighted the ***Flashing Red. Kids Ahead.*** campaign to bring awareness to bus safety. Dr. Kimbrell thanked Ms. Susie Everett, from Everett Buick GMC, for her promotion of this campaign.

Commissioner Kimbrell thanked Ms. Gullett, Ms. Mahony, Ms. Zook, and Ms. Saviers for participating in the recent Joint Education Committee meeting. He also recognized Ms. Zook's husband and his role in supporting the Common Core State Standards. Ms. Gullett presented before the Joint Education Committee, July 23. Dr. Kimbrell thanked the Board for their continued support

of Common Core State Standards.

Update on Common Core State Standards, PARCC and School Improvement

Assistant Commissioner Dr. Megan Witonski reported the curriculum committee completed Foreign Language and Library Media Framework revisions and will be preparing for future Board approval. Professional development specialists facilitated Literacy Design Collaborative and Mathematics Design Collaborate (LDC/MDC) professional development across the state. Dr. Witonski recognized the education co-ops and SREB for their roles in support of LDC/MDC.

Ms. Melody Morgan, Director of Student Assessment, will provide communication to superintendents regarding plans to field test PARCC assessments. PARCC sample test items will be released soon.

Ms. Saviers commented on New York's dip in test scores. A decline in scores is expected because the assessment is more rigorous. Dr. Witonski agreed the new assessments should not be compared to current Benchmark assessments.

Dr. Barth questioned how the Department would communicate with districts and community. Dr. Witonski reported the state is working on a communication plan. Dr. Kimbrell announced the Department's new Director of Communications, Kimberly Friedman, would begin work August 19.

Ms. Gullett recognized Dr. Witonski's leadership in the implementation of Common Core State Standards and the new assessments.

Consent Agenda

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of Educator License for One (1) Year and a Fine of \$75 for Case #13-099 – Lori Michelle Butler

The Board agreed to pull C-9 from the consent agenda and refer the item for consideration at a later date.

Ms. Newton moved, seconded by Dr. Barth, to approve the remaining items on the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - July 8, 2013
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

- New Hires, Promotions and Separations
- Review of Loan and Bond Applications
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309
- Consideration of Voluntary Surrender of Arkansas Educator's License – Seth Parsons – PLSB Case 13-032
- Consideration of Voluntary Surrender of Arkansas Educator's License – Stephanie Bradshaw – PLSB Case 13-135
- Consideration of Voluntary Surrender of Arkansas Educator's License – Brent Gunnels – PLSB Case 13-134

Ms. Gullett recognized Ms. Coffman, Chief of Staff, for her work on the minutes and agenda.

Action Agenda

Ms. Gullett asked the Board to consider A-19 through A-24 at the beginning of the action agenda.

A-19 Consideration for Public Comment: Proposed Rules Governing Background Checks and Licensure Revocation

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart recommended changes to the Rules Governing Background Checks and Licensure Revocation to implement Act 455 of the 2013 Regular Session of the Arkansas General Assembly and to update other provisions. Department staff requested the State Board approve the proposed rules for public comment.

Mr. Ledbetter moved, seconded by Ms. Newton, to approve for public comment the Rules Governing Background Checks and Licensure Revocation. The motion carried unanimously.

A-20 Consideration for Public Comment: Proposed Rules Governing Nontraditional Licensure Programs

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart recommended changes to the Rules Governing Nontraditional Licensure Programs to implement Acts 413 and 454 of the 2013 Regular Session of the Arkansas General Assembly and to update other provisions. Department staff requested the State Board approve the proposed rules for public comment.

Dr. Barth moved, seconded by Ms. Reith, to approve for public comment the Proposed Rules Governing Nontraditional Licensure Programs. The motion carried unanimously.

A-21 Consideration for Public Comment: Proposed Rules Governing Professional Development

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart recommended changes to the Rules Governing Professional Development to implement Act 969 of the 2013 Regular Session of the Arkansas General Assembly and to update other provisions. Department staff requested the State Board approve the proposed rules for public comment.

Board members expressed concern about the need for anti-bullying and student health services professional development. They asked their concerns be noted in the comments for the Rules.

Ms. Reith moved, seconded by Mr. Black, to approve for public comment the Proposed Rules Governing Professional Development. The motion carried unanimously.

A-22 Consideration for Final Approval: Revisions to Arkansas Department of Education Rules Governing Public Charter Schools

Department Attorney Jeremy Lasiter stated Act 509 of 2013 amended Arkansas law related to public charter schools. The current Arkansas Department of Education rules should be updated in accordance with Act 509 of 2013. On June 10, 2013, the State Board of Education approved the proposed revisions for a public comment period. A public hearing was held June 27, 2013, and the public comment period expired July 15, 2013. No public comments were received. Department staff requested the State Board give its final approval to the proposed revisions.

Ms. Newton moved, seconded by Ms. Saviers, to approve revisions to the Arkansas Department of Education Rules Governing Public Charter Schools. The motion carried unanimously.

A-23 Consideration for Emergency Adoption: Arkansas Department of Education Rules Governing Public Charter Schools

Department Attorney Jeremy Lasiter stated Act 509 of 2013 amended Arkansas law related to public charter schools. In part, Act 509 of 2013 requires the Arkansas Department of Education to become a charter school authorizer. Act 509 of 2013 takes effect August 16, 2013. Department staff requested the State Board grant emergency adoption of the revised rules.

Mr. Ledbetter moved, seconded by Ms. Saviers, to approve for emergency adoption the Arkansas Department of Education Rules Governing Public Charter Schools. The motion carried unanimously.

A-24 Consideration for Final Approval: Open-Enrollment Public Charter School New Application

Department Attorney Jeremy Lasiter stated Ark. Code Ann. § 6-23-301 requires the State Board to adopt an application form for those wishing to apply to open an open-enrollment public charter school. On June 10, 2013, the State Board of Education approved the proposed application for a public comment period. A public hearing was held June 27, 2013, and the public comment period expired July 15, 2013. Department staff received one public comment. No revisions to the application were made based upon the comment. Department staff requested the State Board give its final approval to the proposed application.

Ms. Saviers moved, seconded by Ms. Zook, to approve the Open-Enrollment Public Charter School New Application. The motion carried unanimously.

Consideration of Arkansas Better Chance 2013-2014 Grants

Ms. Paige Cox, Administrator of the Arkansas Better Chance (State Pre-K) and Professional Development/Program Support of the Division of Child Care and Early Childhood Education at the Arkansas Department of Human Services, presented 2013-2014 Arkansas Better Chance Program grants of \$498,685.00 for approval.

Ms. Zook moved, seconded by Dr. Barth, to approve the Arkansas Better Chance 2013-2014 grants. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – Aldridge

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Ms. Sabrina Aldridge filed an appeal of the decision of the Palestine-Wheatley School District to deny the school choice applications of J. Aldridge and M. Aldridge.

Dr. Barth moved, seconded by Ms. Mahony, to deny the appeal from denial of school choice application - Aldridge. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – Pipkin

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Wade and Robin Pipkin filed an appeal of the decision of the Palestine-Wheatley School District to deny the school choice application of M. Pipkin.

Mr. Black moved, seconded by Ms. Newton, to deny the appeal from denial of school choice application - Pipkin. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – Anderson

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Ms. Leslie Anderson filed an appeal of the decision of the Palestine-Wheatley School District to deny the school choice applications of S. Anderson and K. Anderson.

Ms. Mahony moved, seconded by Dr. Barth, to deny the appeal from denial of school choice application - Anderson. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – Miller

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Ms. Melissa Miller filed an appeal of the decision of the Palestine-Wheatley School District to deny the school choice application of S. Miller.

Ms. Zook said she is voting with the law, but she does not agree with it.

Ms. Mahony moved, seconded by Mr. Black, to deny the appeal from denial of school choice application - Miller. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – Mefford

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Ms. Shara Mefford filed an appeal of the decision of the Wynne School District to deny her child's school choice application.

Mr. Ledbetter moved, seconded by Ms. Newton, to deny the appeal from denial of school choice application - Mefford. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – Barnett

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Marvin and Monica Barnett filed an appeal of the decision of the Wynne School District to deny the school choice application of M. Barnett.

Ms. Monica Barnett, parent, requested transfer because she needed before and after school care for her child.

Mr. Sam Jones, attorney for the Forrest City School District, asked the Board to include briefs from recent hearings for consideration.

Dr. Barth moved, seconded by Ms. Newton, to deny the appeal from denial of school choice application - Barnett. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – O’Neal

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Ms. Amanda O’Neal filed an appeal of the decision of the White Hall School District to deny the school choice application of T. O’Neal.

Ms. Newton moved, seconded by Ms. Mahony, to deny the appeal from denial of school choice application – O’Neal. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – McCarroll

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Carole McCarroll filed an appeal of the decision of the White Hall School District to deny the school choice applications of A. McCarroll (7), A. McCarroll (10), and A. McCarroll (13).

Ms. Mahony moved, seconded by Ms. Newton, to deny the appeal from denial of school choice application - McCarroll. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – Shirley

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Ms. Jill Shirley filed an appeal of the decision of the Lonoke School District to deny the school choice application of H. Shirley and A. Bearden.

Ms. Tammy Tucker, representing Cabot School District, requested information sent by the superintendent to Mr. Lasiter be included in the Board materials. Mr. Lasiter indicated the materials were included in the Board materials.

Ms. Zook asked Ms. Tucker how information was shared with parents. Ms. Tucker said an ad was placed in the newspaper and on the local television channel.

Mr. Ledbetter moved, seconded by Dr. Barth, to deny the appeal from denial of school choice application - Shirley. Ms. Zook opposed. The motion carried.

Consideration of Appeal from Denial of School Choice Application – Hale

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Ms. LaShonda Hale filed an appeal of the decision of the Marion School District to deny the school choice application of J. Williams.

Ms. LaShonda Hale, parent, stated she submitted an application which was approved. She later received a denial.

Mr. Lasiter noted districts are required to submit 3% net maximum limit data. The Hughes School District 3% net maximum limit would be eleven (11) students.

Ms. Hale requested a transfer due to her son's health and the uncertainty of the district's future status.

The decision was made to table the motion until information could be acquired from Hughes Schools District.

Mr. Lasiter reported the superintendent received eleven (11) applications from West Memphis before receiving any applications from Marion. They were approved in order of receipt.

The decision was made to table the motion for the second time until additional information could be acquired from Hughes Schools District.

Mr. Lasiter shared an email from Hughes School District stating that they approved students on a first-come basis until they reached the 3% net maximum limit. If a person is denied this year, that application then moves to the top of the list for the next year.

The Board expressed concern that the information should be reported electronically for a more timely review by parents.

Ms. Zook moved, seconded by Ms. Saviers, to grant the appeal from denial of school choice application - Hale. Mr. Ledbetter, Dr. Barth, Mr. Black, Ms. Mahony, and Ms. Reith voted – no. Ms. Zook, Ms. Saviers, and Ms. Newton voted – yes. The final vote was five opposed to three approved. The motion was denied.

Consideration of Appeal from Denial of School Choice Application – Ezelle

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Mr. Stephen Ezelle filed an appeal of the decision of the Lakeside (Garland County) School District to deny the school choice application of B. Ezelle. Because the Lakeside School District is located in Garland County, the district is subject to a desegregation order in the case of Davis, et al. v. Hot Springs School District, et al. The desegregation order in the Davis case requires school choice transfers in Garland County to be administered under the Arkansas Public School Choice Act of 1989. Accordingly, this appeal was conducted pursuant to the procedures contained in Ark. Code Ann. § 6-18-206 (repealed).

Ms. Stephen Ezelle, parent, requested the Board approve his appeal based on student health and academic scores.

Dr. Barth asked Mr. Ezelle why he checked the wrong box for race on the application. Mr. Ezelle stated that it was an oversight on his part.

Ms. Zook asked if Mr. Ezelle resubmitted his application with the correction. Mr. Ezelle stated he resubmitted after the application date had passed.

Ms. Newton moved, seconded by Dr. Barth, to deny the appeal from denial of school choice application - Ezelle. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application –

Farmer

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Ms. Darlene Farmer filed an appeal of the decision of the Lakeside (Garland County) School District to deny the school choice application of C. Farmer. Because the Lakeside School District is located in Garland County, the district is subject to a desegregation order in the case of Davis, et al. v. Hot Springs School District, et al. The desegregation order in the Davis case requires school choice transfers in Garland County to be administered under the Arkansas Public School Choice Act of 1989. Accordingly, this appeal was conducted pursuant to the procedures contained in Ark. Code Ann. § 6-18-206 (repealed).

Ms. Darlene Farmer, parent, explained that she filed an appeal on behalf of her daughter because she is two or more races. Her daughter is currently attending private school.

Mr. Ledbetter moved, seconded by Ms. Newton, to deny the appeal from denial of school choice application. Ms. Zook opposed. The motion carried.

Consideration of Appeal from Denial of School Choice Application – Rayburn-Moore

Pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Ms. Tracy Rayburn-Moore filed an appeal of the decision of the Cabot School District to deny the school choice application of D. Rayburn.

The parent, Ms. Tracy Rayburn-Moore, withdrew the consideration prior to the Board meeting. Ms. Rayburn-Moore's appeal was removed from the State Board's agenda.

Hearing on Waiver Request for Teacher's License – LeKeysha Rakell Blackmon

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart stated LeKeysha Rakell Blackman requested a waiver of the grounds for denial of her application for a provisional 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. Blackman was found guilty of felony theft of property in 1994. Ms. Blackman represented herself.

Ms. Newton moved, seconded by Mr. Black, to accept the waiver request for teacher's license with a two-year probation and another background check at the end of the two-year probation period - Blackmon. The motion carried unanimously.

Hearing on Revocation of Teaching License – Lance Delbert Campbell

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart stated Lance Delbert Campbell is a licensed educator. 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). On April 1, 2013, Mr. Campbell pled guilty and was found guilty of the following two (2) felony offenses: sexual assault in the first degree, and pandering or possessing visual or print medium depicting sexually explicit conduct involving a child. Mr. Campbell was notified June 24, 2013, that the Department would seek a revocation of his license. The time period for requesting a hearing has expired and Mr. Campbell did not request a hearing to waive the offenses.

Dr. Barth moved, seconded by Ms. Mahony, to accept the surrender of Mr. Campbell's teaching license. The motion carried unanimously.

Hearing on Waiver Request for Teaching License – Deanna Gwen Griffey

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart stated Deanna Gwen Griffey is a licensed educator. She requested a waiver of the grounds for revocation of her standard 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. Griffey was found guilty of a felony violation of the Uniform Controlled Substances Act in 1989. Ms. Griffey consulted an attorney, Elizabeth Danielson. Ms. Griffey represented herself.

Dr. Barth moved, seconded by Mr. Ledbetter, to accept the waiver without probation for teaching license - Griffey. The motion carried unanimously.

Hearing on Waiver Request for Teaching License – James Wagner

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart stated James Wagner is a licensed educator. He requested a waiver of the grounds for

revocation of his standard 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 a true report on the Child Maltreatment Central Registry, Ark. Code Ann. § 6-17-410(c). Mr. Wagner's name was placed on the Child Maltreatment Central Registry in 2012. Attorney Greg Alagood represented Mr. Wagner.

Mr. Alagood stated that Mr. Wagner's name went on the registry in April 2013. Mr. Wagner accidentally left a child on a bus at the conclusion of the morning bus route in 2012. DHS did submit a true finding. James Wagner has been a licensed educator for eight years. He received National Board recognition in 2009 while teaching in Pottsville. He has a contract with England School District but is currently on suspension with pay pending the decision of the Board.

Mr. Eddie Johnson, Superintendent of England School District, explained he suspended Mr. Wagner with pay and requested the Board not approve the waiver.

Dr. Barth asked if there is a process to be removed from the Maltreatment Central Registry. Mr. Alagood explained Mr. Wagner is not eligible to have his name removed from the registry.

Ms. Newton moved, seconded by Ms. Mahony, to accept the waiver for teaching license with a two-year probation and another background check at the end of the two-year probation period - Wagner. The motion carried unanimously.

The Board discussed meeting on Sunday afternoon for a working session prior to the September Board meeting. Topics to be discussed include school choice options and broadband.

Adjournment

The meeting adjourned at 1:45 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Special Meeting
Friday, August 16, 2013

The State Board of Education met Friday, August 16, 2013, in the auditorium of the Department of Education building. Sam Ledbetter, Vice-Chairman, called the special meeting to order at 11:00 a.m.

Present (in person): Sam Ledbetter, Vice-Chairman; Vicki Saviers; Diane Zook; and Dr. Tom Kimbrell, Commissioner;

Present (by conference phone): Brenda Gullett, Chair; Alice Mahony; Dr. Jay Barth; Mireya Reith; and Toyce Newton

Absent: Joe Black and Alexia Weimer, Teacher of the Year

Reports

Report-1 Chair's Report
No report.

Report-2 Commissioner's Report
No report.

Action Agenda

**Consideration of Appeal from Denial of School Choice Application –
Atteberry**

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Ms. Angela Atteberry filed an appeal of the decision of the Gosnell School District to deny the school choice applications of E. Atteberry and A. Atteberry. The Gosnell School District denied the applications because the resident school district, in this case the Blytheville School District, declared an exemption from the Public School Choice Act of 2013 due to the Blytheville School District being subject to a desegregation order.

Angela Atteberry, parent, spoke by conference call and requested to move her children from Blytheville to Gosnell.

Bonard Mace, Superintendent of Gosnell School District, spoke by conference call and stated the district denied the Atteberry application because Blytheville

declared an exemption based on the desegregation order.

Richard Atwill, Superintendent of Blytheville School District, stated Blytheville is currently under a desegregation order.

Ms. Zook stated the Board has no authority to overrule a desegregation order.

Ms. Zook moved, seconded by Ms. Saviers, to deny the appeal from denial of school choice application - Atteberry. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – Beard

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, Ms. Jessica Beard filed an appeal of the decision of the DeWitt School District to deny the school choice applications of R. Beard and C. Beard. The DeWitt School District denied the applications because the resident school district, in this case the Marvell School District, declared an exemption from the Public School Choice Act of 2013 due to the Marvell School District being subject to a desegregation order.

Jessica Beard, parent, stated her children attended private school previously and she requested her children attend the DeWitt School District.

Dr. Lynne Dardenne, Superintendent of DeWitt School District, sent a letter of denial to the Beard family based on the Marvell exemption.

Sam Jones, attorney representing Marvell School District, noted the exemption based on the desegregation order. He asked that previous submissions related to school choice be added to the record.

Ms. Newton moved, seconded by Ms. Gullett, to deny the appeal for school choice application - Beard. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – Chastain

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules governing the Public School Choice Act of 2013, Ms. Connie Chastain filed an appeal of the decision of the DeWitt School District to deny the school choice application of W. Chastain. The DeWitt School District denied the application because the resident school district, in this case the Marvell School District, declared an exemption from the Public School Choice Act of 2013 due to the Marvell School

District being subject to a desegregation order.

Connie Chastain, grandparent, requested her grandson attend DeWitt Public School.

Dr. Lynne Dardenne, Superintendent of DeWitt School District, sent a letter of denial to the Chastain family based on the Marvell exemption.

Mr. Sam Jones, attorney representing Marvell School District, noted the exemption based on the desegregation order. He asked that previous submissions related to school choice be added to the record.

Ms. Chastain stated her grandson attended the Academy but needs additional services.

Dr. Ruth Densen, Superintendent of Marvell School District, stated the district would provide services for this student.

Ms. Mahony moved, seconded by Dr. Barth, to deny the appeal from denial of school choice application - Chastain. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – Hearron

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules governing the Public School Choice Act of 2013, Terry and Jessica Hearron filed an appeal of the decision of the Mansfield School District to deny the school choice applications of T. Hearron, M. Hearron, and C. Hearron. The Mansfield School District denied the applications because the resident school district, in this case the Hartford School District, reached its 3% net maximum limit on the number of students who could transfer out of the Hartford School District.

Mr. Terry Hearron, parent, indicated academics and parent meetings are the reasons he requested to transfer his children to the Mansfield School District. Mr. Hearron has resigned as Board President of Hartford School District.

Ms. Jessica Hearron, parent, stated she was told that her application was within the 3% net maximum limit.

Ms. Zook expressed displeasure because the districts did not participate in the special board meeting.

Ms. Newton moved, seconded by Ms. Mahony, to deny the appeal from denial of school choice application - Hearron. The motion carried unanimously.

Consideration of Appeal from Denial of School Choice Application – Potthast

Department Attorney Jeremy Lasiter stated pursuant to Act 1227 of 2013 and the Arkansas Department of Education Emergency Rules governing the Public School Choice Act of 2013, Ms. Tonya Potthast filed an appeal of the decision of the Alma School District to deny the school choice applications of K. Potthast, G. Potthast, and J. Potthast. The Alma School District denied the applications because the resident school district, in this case the Mulberry School District, reached its 3% net maximum limit on the number of students who could transfer out of the Mulberry School District.

Ms. Tonya Potthast, parent, participated by phone and requested her children attend Alma School District because of bullying issues.

Department Attorney Lori Freno referenced a letter from the superintendent of Mulberry School District about the process for determining the number of students that may transfer within the 3% net maximum limit.

Dr. Barth moved, seconded by Ms. Newton, to deny the appeal from denial of school choice application - Potthast. The motion carried unanimously.

Ms. Zook requested ADE collect data on school choice. Mr. Lasiter stated the Department will collect this data as noted in the School Choice Act.

The Board encouraged all parents to consider requesting a legal transfer. The Board also asked Mr. Laister to follow up with each district about possible openings under the 3% net maximum limit.

Adjournment

The meeting adjourned at 12:44 p.m.

Minutes recorded by Deborah Coffman.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
AUGUST 31, 2013

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

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

- A. As of June 30, 2013, State Foundation Funding payments paid for FY 12/13 totaled \$60,870,386 to LRSD, \$34,310,988 to NLRSD, and \$42,447,890 to PCSSD.
- B. As of July 31, 2013, the Magnet Operational Charge paid for FY 12/13 totaled \$14,296,899. The allotment for FY 12/13 was \$14,296,899.
- C. As of May 31, 2013, the M-to-M incentive checks paid for FY 12/13 totaled \$4,037,091 to LRSD, \$4,118,488 to NLRSD, and \$10,606,954 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. On June 6, 2013, the bid for sixteen (16) new Magnet and M to M buses was awarded by the Office of State Procurement to Diamond State Bus Sales in Conway, AR. The cost of the buses is broken down below:

Four (4) 47 passenger buses - \$69,314.00 each = \$277,256.00.

Twelve (12) 65 passenger buses - \$71,073.00 each = \$852,876.00

The grand total for purchasing sixteen (16) new buses for the Magnet and M to M program is \$1,130,132.00.

The buses should be delivered sometime in the early Fall.

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 August 12, 2013, the Arkansas State Board of Education reviewed and approved the PMT and its Executive Summary for the month of July.

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 July 8-9, 2013, ADE provided professional development at the I. Dodd Wilson Building, Rooms 105 A and B at the University of Arkansas Medical Services (UAMS) in Little Rock, Arkansas regarding Integrated Pest Management and Chemical Use Reduction for Home, Garden and Schools. This 2-day/8 hour program addressed pesticide management practices and chemical use reduction in the home to promote better indoor air quality, healthier homes and healthier people. Teachers will be given materials and advice and encouraged to incorporate ideas into science curriculum. Innovative Aspect: This program will apply liberating structures to enable the successful engagement of target groups on environmental and science topics. These liberating structures have the potential to promote listening, build relationships, encourage open communication, prompt critical thinking, and generate ownership and stewardship for sustainable outcomes on various topics. Teachers can apply these models for use in the classroom and working with students. The presenters were Dr. Alesia Ferguson, UAMS; Dr. Ilias Kavouras, UAMS; Dr. Robert Ulmer, UALR Dept. of Speech Communication; Keith Harris, UALR Arkansas Partnership for STEM Education. The audience consisted of Little Rock, North Little Rock and Pulaski County Special School District Middle and High School Teachers.

On July 16, 2013, ADE provided professional development at the Walker Research Center Conference Room, Minority Center for Excellence in Math and Science at the University of Arkansas at Pine Bluff regarding Integrated Pest Management and Chemical Use Reduction for Home, Garden and Schools – Day 1. This 2-day/8 hour program addressed pesticide management practices and chemical use reduction in the home to promote better indoor air quality, healthier homes and healthier people. Teachers will be given materials and advice and encouraged to incorporate ideas into science curriculum. Innovative Aspect: This program will apply liberating structures to enable the successful engagement of target groups on environmental and science topics. These liberating structures have the potential to promote listening, build relationships, encourage open communication, prompt critical thinking, and generate ownership and stewardship for sustainable outcomes on various topics. Teachers can apply these models for use in the classroom and working with students. The presenters were Dr. Alesia Ferguson, UAMS; Dr. Ilias Kavouras, UAMS; Dr. Robert Ulmer, UALR Dept. of Speech Communication; Keith Harris, UALR Arkansas Partnership for STEM Education. The audience consisted of Little Rock, North Little Rock, and Pulaski County Special School District Middle and High School Science Teachers.

VIII. *In-Service Training (Continued)*

On July 17, 2013, ADE provided professional development at the Walker Research Center Conference Room, Minority Center for Excellence in Math and Science at the University of Arkansas at Pine Bluff regarding Integrated Pest Management and Chemical Use Reduction for Home, Garden and Schools – Day 2. This 2-day/8 hour program addressed pesticide management practices and chemical use reduction in the home to promote better indoor air quality, healthier homes and healthier people. Teachers will be given materials and advice and encouraged to incorporate ideas into science curriculum. Innovative Aspect: This program will apply liberating structures to enable the successful engagement of target groups on environmental and science topics. These liberating structures have the potential to promote listening, build relationships, encourage open communication, prompt critical thinking, and generate ownership and stewardship for sustainable outcomes on various topics. Teachers can apply these models for use in the classroom and working with students. The presenters were Dr. Alesia Ferguson, UAMS; Dr. Ilias Kavouras, UAMS; Dr. Shelton Fitzpatrick, Minority Center for Excellence in Math and Science, UAPB; Keith Harris, UALR Arkansas Partnership for STEM Education. The audience consisted of Little Rock, North Little Rock and Pulaski County Special School District Middle and High School Science Teachers.

On July 22-24, 2013, ADE staff provided professional development at the Arkansas River Education Service Cooperative (ARESC) in Pine Bluff, Arkansas, regarding Literacy Design Collaborative (LDC). In this 3 day workshop participants will develop a deeper understanding of the Common Core State Standards for literacy and math that also is specific to English Language Arts (ELA), social studies, science, and elective/career and technical disciplines. ADE and Co-op Specialists will support and collaborate with teachers throughout this process. Explore templates for writing tasks. Understand the difference between a reading and writing assignment that deepens students' ability to read complex materials and to prepare written statements on those materials. Create a two to four week module that will be used with students that aligns to standards specific to a discipline area. The presenters were Dee Davis, Literacy Specialist ARESC; Sherri Thorne and Kathy Mascuilli, ADE Literacy Specialists; Michele Snyder, ADE Science Specialist; and Keith, Harris, ADE Science Specialist, Arkansas Partnership for STEM Education, UALR. The audience consisted of Little Rock, North Little Rock and Pulaski County Special School District High School English, Social Studies/History, Science, and Career and Technical Education Teachers, administrators, and instructional facilitators.

On August 8, 2013, ADE conducted a meeting at Dunbar Middle School in the Little Rock School District. Jennifer Gonzales and Lisa Johnson met with counselors at Dunbar Middle School to outline a plan to implement Positive Behavior Support System activities. The presenter was Jennifer Gonzales, Arkansas State Personnel Development Grant Positive Behavior Support Coordinator. The audience consisted of Lisa Johnson, Arkansas State Personnel Development Grant Behavior Consultant; Beverly Robinson and Jo Evelyn Elston, Counselors.

On August 15, 2013, ADE conducted a meeting at the Little Rock School District Administration Building, Board Room. The representatives from Pearson Learning Company which is the External Provider for Little Rock School District Priority and Focus Schools, Little Rock School District Curriculum and Instruction Team, and School Improvement Specialists from ADE met to establish collaborative lines of communication for the work that will be done by all the schools for the upcoming 2013-14 school year. The presenters were Dr. Dennis Glasgow, Asst. Superintendent, Little Rock School District; Judy Bryant, Pearson Coordinator for Arkansas Schools; and Dr. Robert Toney, ADE School Improvement Specialist. The audience consisted of Pearson Learning Company staff, Little Rock School District Curriculum and Instruction Team, and ADE School Improvement Specialist.

VIII. *In-Service Training (Continued)*

On August 15, 2013, ADE provided professional development at Sylvan Hills Middle School in the Pulaski County Special School District. Sherri Thorne, ADE English Language Arts (ELA) Specialist, Curriculum and Instruction provided technical support during a curriculum development meeting with (PCSSD) 11th and 12th Grade English Language Arts (ELA) Teachers. This meeting followed a professional development training of trainers session at PCSSD on August 6th, provided by ADE and UALR STEM Specialists. Instructional Facilitators, Phyllis Ray and Gayle Phelps, took the lead as they guided participants to develop understandings, essential questions, 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 Phyllis Ray and Gayle Phelps, PCSSD Instructional Facilitators; and Sherri Thorne, ADE Curriculum and Instruction, English Language Arts (ELA) Specialist. The audience consisted of all PCSSD 11th and 12th Grade English Language Arts (ELA) Teachers.

On August 15, 2013, ADE provided professional development at the Pulaski County Special School District (PCSSD) Administration Building. Margaret Herrick, ADE Social Studies Specialist, Curriculum and Instruction provided technical support, an overview of the Common Core Literacy Standards for History/Social Studies, Science, and Technical Subjects, and information on upcoming developments/projects in social studies during a curriculum development meeting with PCSSD 6th – 12th Grade Social Studies Teachers. This meeting followed a professional development training of trainers session at PCSSD on August 6, 2013, provided by ADE and UALR STEM Specialists. Curriculum Coordinator, Renee Dawson took the lead and Instructional Facilitator, Nancy Fisher, Djuana Dudeck, and LaDonna Warner, guided participants to develop a nine-week Literacy Design Collaborative (LDC) Teaching Task(s) aligned to the PCSSD end on nine-week writing assignment on “culture”. Nancy and LaDonna presented information on the first fourteen slides of the August 6, 2013 training as an overview of LDC and Djuana gave PCSSD teachers information on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments being developed and technology resources. The presenters were PCSSD personnel: Renee Dawson, Coordinator K-12 Curriculum; Djuana Dudeck, Instructional Specialist; Nancy Fisher and LaDonna Warner, Instructional Facilitators; and Margaret Herrick, ADE Curriculum and Instruction, Social Studies Specialist. The audience consisted of Grades 6-12 PCSSD Social Studies Teachers.

On August 15, 2013, ADE provided professional development at Sylvan Hills Middle School in the Pulaski County Special School District and PCSSD Administration Building. Karyl Bearden, ADE Professional Development Specialist, provided technical support during a professional development training of trainers session at PCSSD on August 15th, provided by ADE and PCSSD instructional facilitators. Instructional Facilitators, Betsy Pruss, Sharon Grimes, Casey Dally, and Nancy Fischer, took the lead as they guided participants to develop understandings, essential questions, 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. As a follow-up to the professional development, Karyl Bearden facilitated a debriefing to discuss the progress, process, and next steps for continuing work. The presenters were Betsy Pruss (Maumelle Middle School), Casey Dally (Robinson Middle School), Sharon Grimes (Sylvan Hills Middle School), and Nancy Fischer (North Pulaski), Instructional Facilitators for 6th - 8th Grades; Karyl Bearden, ADE Professional Development Specialist; and Margaret Herrick, ADE Curriculum and Instruction Specialist. The audience consisted of instructional facilitators, all PCSSD 6th – 12th Grade Teachers and Karyl Bearden, ADE Professional Development Specialist.

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)

<u>2011-12 TOP</u>		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 July 20, 2013 – August 19, 2013

*Roxie Browning – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 07/22/13.

Charlotte Earwood – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 08/12/13.

Kimberly Freidman – Public Relations Director, Grade C129, Central Administration, Communications Office, effective 08/19/13.

Misty Harp – Public School Program Advisor, Grade C122, Division of Human Resources/Licensure, Office of Educator Effectiveness, effective 08/12/13.

Aaron Hughes – APSCN Field Analyst, Grade C121, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 07/22/13.

Michael Saracini – Administrative Analyst, Grade C115, Division of Human Resources/Licensure, Office of Educator Effectiveness, effective 07/22/13.

Richard Wilde – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 07/22/13.

PROMOTIONS/DEMOTION/LATERAL TRANSFERS FOR THE PERIOD OF July 20, 2013 – August 19, 2013

*Linda Jenkins from a Senior Software Support Analyst, Grade C123, Division of Research and Technology, Data Reporting and Systems, to an Information Systems Coordinator, Grade C124, Division of Research and Technology, Data Reporting and Systems, effective 08/05/13. Promotion

*Venus Torrence from a Public School Program Advisor, Grade C122, Public School Accountability, Federal and State Monitoring, to Public School Program Advisor, Grade C122, Division of Human Resources/Licensure, Educator Licensure, effective 07/22/13. Lateral transfer

SEPARATIONS FOR THE PERIOD OF July 20, 2013 – August 19, 2013

Michael Ames – Public School Program Advisor, Grade C122, Division of Research and Technology, Data Reporting and Systems, effective 07/31/2013. 25 Years, 8 months, 22 days. Retirement

Keri Burkman – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, 1 Year, 5 months, 26 days. 01

*Robert Coates – Accountant I, Grade C116, Division of Learning Services, Special Education, effective 08/15/13. 6 Years, 11 months, 24 days. 01

Debra Farris – Education Investigator, Grade C121, Division of Human Resources/Licensure, Professional Licensure Standards Board (PLSB), effective 08/05/13. 4 Years, 4 months, 1 day. 02

Paula Rawls – Public School Program Manager, Grade C126, Division of Learning Services, effective 08/09/13. 0 Years, 11 months, 19 days. 01

*Minority

AASIS Codes:

01 – Voluntary

02- Involuntary

Retirement

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LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied	
Academics Plus Charter School		1	Smith, Donna L.	Elem 1-6, MS Science/Social Studies	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted	
				PE K-12		231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
				ECE P-4		230	Sp Education Instructional Specialist 4-12	13-14	Granted
7301 Bald Knob School District		5	Goacher, Lindsay	Curriculum Administrator	276	BUILD LEVEL ADMIN.	13-14	Granted	
				Middle Childhood Education	299	GUIDANCE & COUNSELING	13-14	Granted	
				Middle Childhood Education	300	GUIDANCE & COUNSELING	13-14	Granted	
				Health/PE P-12	276	BUILD LEVEL ADMIN.	13-14	Granted	
				Life/Earth Science	169	Physical /Earth Science 7-12	13-14	Granted	
5401 Barton-Lexa School District		4	Caldwell, Tiffany	Social Studies 7-12	236	PE/WEELLNESS/LEI SURE (7-12)	13-14	Granted	
				ECE P-4, Middle Childhood Education, Social Studies 7-12	295	Library Media Science P-8	13-14	Granted	
				ECE P-4, Middle Childhood Education, Social Studies 7-12	296	Library Media Science 7-12	13-14	Granted	
				PE/Health 7-12	167	SOCIAL STUDIES	13-14	Granted	
3201 Batesville School District		1	Palese, Nick						

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LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
	Benton County School of the Arts	2	Pearson, Marla	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
				ECE P-4, Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
6302	Benton School District	1	McGuire, Meagan	Art 7-12, Business Tech 7-12	201	Art P-8	13-14	Granted
0401	Bentonville School District	1	Poore, Michael	Bldg. Level Adm.	311	District Administrator P-12	11-12 12-13 13-14	Granted
0801	Berryville School District	1	Gardner, Rachel	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
3001	Bismarck School District	4	Coleman, Ellen	Bldg. Adm.; MS Math/Social Studies; Elem 1-6	239	Curriculum/Prog/Ad m/Curriculum P-12	12-13 13-14	Granted
				ECE P-4, Social Studies 7-12	299	GUIDANCE & COUNSELING	13-14	Granted
2901	Blevins School District	2	Kizer, Spencer	ECE P-4, Social Studies 7-12	300	GUIDANCE & COUNSELING	13-14	Granted
				English/Language Arts 7-12	108	JOURNALISM	13-14	Denied
				PE; Health	170	Life/Earth Science 7-12	13-14	Granted
				PE; Health; Social Studies	230	Sp Education Instructional Specialist 4-12	13-14	Granted

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LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
1305	Cleveland County School District	2	Ottley, Lori	ECE P-4, ESL P-12	295	Library Media Science P-8	13-14	Granted
				ECE P-4, ESL P-12	296	Library Media Science 7-12	13-14	Granted
1901	Cross County School District	4	Burton, Leanna	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
				English/Language Arts 7-12	256	MCH SOC. STUDIES	13-14	Denied
				Life/Earth Science	276	BUILD LEVEL ADMIN.	13-14	Denied
				Elementary Principal; Elem 1-6	300	GUIDANCE & COUNSELING	11-12 12-13 13-14	Granted
0201	Crossett School District	8	Barnett, Courtney	Middle Childhood Education	299	GUIDANCE & COUNSELING	12-13 13-14	Granted
				Middle Childhood Education	300	GUIDANCE & COUNSELING	12-13 13-14	Granted
				Physical/Earth Science; Mathematics	170	Life/Earth Science 7-12	13-14	Granted
				ECE P-4, Elem K-6, MS Social Studies	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
			Staley, Patricia	ECE P-4, Elem K-6, MS Social Studies	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Wall, Lindsey	English/Language Arts 7-12	208	Drama/Speech 7-12	13-14	Granted

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LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			White, Jennifer	Business Education	295	Library Media Science P-8	13-14	Granted
			White, Jennifer	Business Education	296	Library Media Science 7-12	13-14	Granted
		2	Brooks, Joshua	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
	Delta Family		Daley, Vickie	MS Math, Elem K-6	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
		2	Jackson, Gabriel	Middle Childhood Education	312	Building Administrator P-8	13-14	Granted
	2104 Dumas School District		Jackson, Gabriel	Middle Childhood Education	302	Building Level Administrator 5-12	13-14	Granted
		1	Ernst, Patricia	Business Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
	E-Stem Public Charter School		Aynes, Marcus	PE/Wellness/Leisure; coaching	170	Life/Earth Science 7-12	13-14	Granted
	5301 District	1	Jeffcoat, Tammy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
	East End School District	2	Starling, Ashley	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
	Easter Seals of Arkansas		Daniels, Kylie	Elem 1-6; MS English and Social Studies	230	Sp Education Instructional Specialist 4-12	13-14	Granted
	7202 District	4	Jones, Lorie	ECE P-4, Middle Childhood Education	295	Library Media Science P-8	13-14	Granted

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LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Silva, Evan	Social Studies 7-12	305	Gifted & Talented P-8	13-14	Granted
			Silva, Evan	Social Studies 7-12	306	Gifted & Talented 7-12	13-14	Granted
4102	Foreman School District	1	Cody, Kimberly K.	Mathematics 7-12	276	BUILD LEVEL ADMIN.	13-14	Granted
3002	Glen Rose School District	3	Farber, Tonya	MS Social Studies, Elem 1-6	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Wingfield, Christi	ECE P-4, Middle Childhood Education, Elem K-6, Gifted Education K-12	299	GUIDANCE & COUNSELING	13-14	Granted
			Wingfield, Christi	ECE P-4, Middle Childhood Education, Elem K-6, Gifted Education K-12	300	GUIDANCE & COUNSELING	13-14	Granted
2807	Greene Co. Tech School Dist.	8	DeSpain, Cassie	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Gunnells, Elizabeth	ECE P-4	299	GUIDANCE & COUNSELING	13-14	Granted
			Gunnells, Elizabeth	ECE P-4	300	GUIDANCE & COUNSELING	13-14	Granted
			Housley, Jessica	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted

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LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Ross, Misty	Elem K-6	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Smith, Jordan	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Tyler, Haley Rowland	MS Social Studies /Science /English	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Denied
			Wilkins, Julie	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Bryant, Valerie	Business Technology	108	JOURNALISM	13-14	Granted
			Crump, Brooke	English/Language Arts 7-12	113	DRAMA	13-14	Granted
6304	Harmony Grove School District	2	Goodson, Kelly	Elem K-6	280	CURR/ PROG ADMIN / CURR	13-14	Granted
			Scribner, Valerie Annette	Business Education	280	CURR/ PROG ADMIN / CURR	13-14	Granted
			Shackleford, James Clinton	Bldg. Level Adm.	311	District Administrator P-12	13-14	Granted
6202	Hughes School District	2	Light, Maleigha	Life/Earth Science	169	Physical /Earth Science 7-12	13-14	Granted
			Roberson, Rickye	Middle Childhood Education	288	GUID. & COUNSELING	13-14	Granted
3405	Jackson Co. School District	5	Holland, Angelia	Business Ed; Vocational Endorsement	300	GUIDANCE & COUNSELING	12-13 13-14	Granted

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LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Metzger, Kristy	Elem K-6	276	BUILD LEVEL ADMIN.	13-14	Granted
			Watson, Elizabeth	ECE P-4	295	Library Media Science P-8	13-14	Granted
			Watson, Elizabeth	ECE P-4	296	Library Media Science 7-12	13-14	Granted
			Wood, Tanya	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13 13-14	Granted
	Jenkins Memorial Center	1	Blasengame, Sandra	Business Ed; Special Ed 4-12	231	Sec Tech Center Director 7-12	13-14	Granted
	Junction City School District	3	Husky, Jessica	ECE P-4	002	English/Language/Social Studies 4-8	13-14	Granted
	Junction City School District Continued		Husky, Jessica	ECE P-4	168	Science/Mathematics 4-8	13-14	Granted
	Lafayette County School District	2	Newcomb, Kimberly	ECE P-4	002	English/Language/Social Studies 4-8	13-14	Granted
			Brady, Jacqueline	Business Technology	215	FAMILY & CONS. SCIENCE	13-14	Denied
			Castleman, Lantz	PE/Wellness/Lisure	169	Physical/Earth Science 7-12	13-14	Denied
				ECE P-4, MS English/Social Studies, Library Media P-12				
	6605 Lavaca School District	3	Newhart, Marcie	ECE P-4, MS English/Social Studies, Library Media P-12	204	VOCAL MUSIC	13-14	Granted
			Newhart, Marcie	ECE P-4, MS English/Social Studies, Library Media P-12	206	INSTR. MUSIC	13-14	Granted

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LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
				ECE P-4, MS English/Social Studies, Library Media P-12	167	SOCIAL STUDIES District Administrator P-12	13-14	Granted
7205	Lincoln School District	1	Spears, Mary Ann	Building Administrator	311		13-14	Granted
6606	Mansfield School District	2	Cothran, Timothy	MS Social Studies	167	SOCIAL STUDIES	13-14	Denied
			Hunt, Eryn	Speech; Journalism; English/Language Arts 7-12	113	DRAMA	12-13 13-14	Denied
1804	Marion School District	1	Shelton, Sara	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
2105	McGehee School District	8	Brown, DeDarick	PE K-12	167	SOCIAL STUDIES	13-14	Granted
			Canada, Tawana	ECE P-4, Elem 1-6	230	Sec Tech Center Director 7-12	11-12 12-13 13-14	Granted
			Herren, LeeAnn	Elem 1-6	203	Vocal Music P-8	13-14	Granted
			Herren, LeeAnn	Elem 1-6	205	Instrumental Music P-8	13-14	Granted
			Pipes, Amanda	English/Language Arts 7-12	004	SPANISH	13-14	Granted
			Rippee, Anna Elizabeth	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Smith, Billy	PE/Wellness/Leisure P-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted

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LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Thomas, Rebecca	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
	Methodist Family Health	1	Sims, Kimberly	MS English/Social Studies	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
	Mountain View School District	2	Misenheimer, Lisa	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Willis, Ashely	Business Technology	411	Career Orientation	13-14	Granted
			Blake, Teresa	Physical / Earth Science, Life / Earth Science	200	MATHEMATICS	13-14	Granted
	5008 Nevada School District	5	King, Cheri	English/Language Arts 7-12	108	JOURNALISM	12-13 13-14	Denied
			Lamb, Breana	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Denied
			Whatley, Roy	Health, PE, coaching, MS Math	002	English/Language/Social Studies 4-8	13-14	Granted
			Whatley, Roy	Health, PE, coaching, MS Math	168	Science/Mathematics 4-8	13-14	Granted
	Northcentral Educational Service Cooperative	1	Harrolson, Abby	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted

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LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
0504 Omaha School District		4	Allen, Eugenia	Art	169	Physical /Earth Science 7-12	13-14	Granted
			Millsap, Kelly	Middle Childhood Education	166	ENGLISH	13-14	Granted
			Reiff, Jacki	English/Language Arts 7-12	108	JOURNALISM	09-10 10-11 11-12	Denied
			White, Lori	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	08-09 09-10 10-11	Denied
Ozark Guidance		3	Gunsolus, Eric	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
			Harris, Jordan	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Denied
			Morton, Monica	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
6505 Ozark Mountain School District		1	Pilgrim, Laruel	Middle Childhood Education	200	MATHEMATICS	11-12 12-13 13-14	Granted
			Barnes, Jenny	Elem K-6	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13 13-14	Granted
Pinnacle Pointe		5	Anderson, Lisa Marie	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted

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LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Collins, Kimberly	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Houston, LaDale	Special Education 4-12	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
			Stewart, Christian	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Weikel, Elizabeth	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
7206	Prairie Grove School District	1	Hixson, Robin "Missy"	Curriculum Administrator	311	District Administrator P-12	13-14	Granted
5006	Prescott School District	2	Stone, Courtney Leigh	Social Studies 7-12	299	GUIDANCE & COUNSELING	13-14	Granted
			Stone, Courtney Leigh	Social Studies 7-12	300	GUIDANCE & COUNSELING	13-14	Granted
1106	Rector School District	1	Henderson, Nathan	Physical Education K-12	312	Building Administrator P-8	11-12 12-13 13-14	Granted
7307	Riverview School District	1	Koch, Alicia	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
5805	Russellville School District	8	Edgin, Josh	Middle Childhood Education, PE/Wellness/Leisure	302	Building Level Administrator 5-12	13-14	Denied
			George, Andrea	English/Language Arts 7-12	300	GUIDANCE & COUNSELING	11-12 12-13 13-14	Granted

000000Additional Licensure Waiver Requests
2013-2014

September State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
South Arkansas Developmental Center for Children and Families	Texarkana School District	1	Jinks, Marta	ECE P-4, Elem K-6	231	Sec Tech Center Director 7-12	13-14	Granted
			Blacknall, Charles	Business Technology 4-12	299	GUIDANCE & COUNSELING	13-14	Granted
			Blacknall, Charles	Business Technology 4-12	300	GUIDANCE & COUNSELING	13-14	Granted
4605	Trumann School District	3	Heflin, Teresa	Business Technology 7-12	222	MARKETING	13-14	Granted
			Beard, Taryn	ECE P-4, Elem 1-6	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Burnette, Aubrie	Middle Childhood Education	200	MATHEMATICS	13-14	Granted
1612	Valley Behavioral Health	1	Gibson, Erin	English/Language Arts 7-12	108	JOURNALISM	13-14	Granted
			Birch, Becky	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Miller, Sara	Gifted K-12; ECE P-4	276	BUILD LEVEL ADMIN.	13-14	Granted
6401	Vista Health, Inc.	1	Chism, P.W. (Pat)	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Brown, Jessica	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Price, Sara	ECE P-4, Library Media K-12	289	GIFTED & TALENTED	13-14	Granted
7509	Western Yell Co. School Dist.	1						

000000Additional Licensure Waiver Requests
2013-2014

September State Board Meeting

LEA	District	# Waivers Requested	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
3510	White Hall School District	3	Philmon, Donna	Spanish	167	SOCIAL STUDIES	13-14	Granted
			Welden, Crystal	ECE P-4	203	Vocal Music P-8	13-14	Denied
			Welden, Crystal	ECE P-4	205	Instrumental Music P-8	13-14	Denied
	Woodridge Behavioral Care	3	Doby, Tina	Elem 1-6	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
			Parnell, Amanda	Special Ed P-4	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Denied
			Pendergrass, Neysa	Elem K-6	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
			Total # Districts Requesting Waivers this Month 62		# Waivers Requested this Month 152	# Waivers Granted this Month 134	# Waivers Denied this Month 18	# Waivers Requested this Month 152

000000Long Term Substitute Requests
2013-2014

September State Board Agenda

LEA	District	Substitute Name	Subject	Teacher of Record	Granted/ Denied
	Benton Civitan Center	Edmundson, Leigh	Special Ed P-4	Hensley, Dawn	Granted

Evaluation of the Regional Service Cooperatives
FY 2012-2013
Charles D. Watson, Ed.D.

INTRODUCTION

Ark. Code Ann. §6-13-1021 and Arkansas Department of Education (ADE) Rules Governing Education Service Cooperatives as adopted August 2012, establish guidelines for the evaluation of Arkansas' Regional Service Cooperatives. Legislation required that each education service cooperative be evaluated during the 2012-2013 school year and required that the evaluation include two distinct components: a detailed self-study and an on-site visit by an evaluation committee. The Arkansas Department of Education contracted with Dr. Charles D. Watson to advise the ADE legal staff in developing Rules that guide the evaluation process. Dr. Watson was also contracted to serve as a liaison between ADE and the regional service cooperative staff(s) in carrying out the evaluation process. His experience as a staff member of ADE and his previous work with the cooperatives to carry out two previous evaluation cycles make contributed to the overall organization and structure for carrying out these site evaluations.

Prior to the onset of the self-study and on-site visit, a comprehensive evaluation guide and rubric were developed and adopted by the State Board of Education in the Rules established under ACA §6-13-1021. Dr. Watson met with cooperative directors and teacher center coordinators from each of the fifteen regional service cooperatives prior to beginning the self-study. Each of the five areas of evaluation and the rubric for each were discussed and a plan of action was initiated. In October 2012, a schedule of visits to take place in the spring 2013 was established. Each cooperative began the process of conducting a self-study. During the self-study process, each local staff was directed to assimilate evidence of performance in each of the five areas of evaluation. Documentation to support the performance was collected and displayed for review by the on-site visiting committee. The self-study document from each site is provided as an attachment to this report.

A one-day evaluation committee visit to each of the fifteen sites was scheduled and completed between January 30, 2013, and May 14, 2013. In keeping with ACA §6-13-102, an on-site visiting committee was formed to include nine (9) members to include:

- Department of Education Staff Member*¹
- Classroom Teacher*
- School Administrator*
- College Staff Member*
- Present or former Employee of an Education Service Agency*
- Member of Local School District Board of Directors
- Business/Industry Representative
- Two Parents of student attending schools in the service area.

Recommendations of potential visiting committee members were sought from each of the regional service cooperatives. Invitations were made from ADE. Care was taken to ensure diversity on each committee.

¹ These committee members were selected from schools outside the cooperative service area.

The schedule of on-site visits is provided as Attachment ____ .

Each site visit followed a set agenda and each was facilitated by Dr. Charles D. Watson. Having one member of the visiting committee consistent from site to site helped with assuring consistency among the committees and to provide for some degree of reliability of the ratings on the rubrics.

This document contains a summary with numerical ratings on each of the required elements, an overall rating as awarded by each independent evaluation committee, and comments and/or recommendation when warranted for clarification.

DEVELOPMENT OF THE EVALUATION RUBRIC

In October 2011, the Arkansas Department of Education awarded a professional service contract to Dr. Charles D. Watson for the purpose of collaborating with the Department and with the Directors and Teacher Center Coordinators of the regional service cooperatives to develop an evaluation rubric and establish procedures for the first round of cooperative evaluation under Ark. Code Ann. §6-13-1021.

Dr. Watson met with the cooperative representatives at their annual October retreat. The working session included a review of the requirements for evaluation as contained in the legislation at which time the strands for the self-study and site visit were outlined. Strands composing the content of each evaluation as identified in legislation are the following:

- Service Adequacy
- User satisfaction,
- Staff Qualifications,
- Performance and Administrative Effectiveness,
- Extent of local support

Following the October meeting, Dr. Watson assumed the lead in editing the work accomplished at the retreat. Legislated program and administrative requirements were aligned with the five strands. Dr. Watson and a sub-committee from the cooperative directors and teacher center coordinators drafted a self-study document outline and created a five-point rubric. Dr. Dennis Martin, Director, Northcentral Arkansas Educational Service Cooperative and Kathy Heagwood, Teacher Center Coordinator, DeQueen Mena Education Service Cooperative coordinated communication on the work of the design group to the directors and teacher center coordinators.

One major point of discussion regarding the requirements stated in the proposed rubric was related to the potential impact of student achievement data on the overall performance of the cooperatives. The proposed rubric for the service adequacy strand required that the cooperative be able to demonstrate that programs provided for professional development for teachers and other school personnel be aligned with the identified academic needs of the schools and that some attempt be made to show that a schools' overall improvement was or could be linked to services provided by the cooperative. Although a means for validating a cooperative's performance related to student achievement remains somewhat inconclusive, it was determined that such data should be provided and that the criteria should remain one of the outcomes for a rating of five (5) – the highest rating on the rubric.

The rubric was adopted by the cooperatives in December 2011.

In January 2012, Dr. Watson and the legal team at ADE began the process of developing Rules for the administration of cooperatives of which the evaluation process was only one component. The Rules were first presented to the State Board of Education for public comment in March 2012. A two-month period of public comment including one public hearing was conducted by the ADE legal team with final adoption by the State Board of Education in June 2012. The Rules completed the Administrative Procedures process in August 2012.

SELF-STUDY

At the 2012 cooperative retreat, Dr. Watson again reviewed the expectations for conducting the self-study and responded to questions regarding the rubric, the overall proposed design of the self-study and a possible timeline for conducting the study. The recommendation was made that the organization of the document should be consistent with the rubric design and exhibits provided should also be coded and aligned with the outline. It was determined that each site would submit a draft to Dr. Watson approximately three weeks prior to the on-site visit and that he would offer comments related to the organization of the document and to make recommendation for revisions that would help align the self-study document with the rubric and make it easier for the visiting committee to follow. Also, at that meeting the schedule of on-site visits were scheduled. All visits were to be conducted between the end of January and no later than Mid-May of 2013.

ORGANIZATION FOR ON-SITE VISITS

One of the primary facets of organizing for the self-study was the identification, selection and contact of potential members of the self-study team. As previously noted, each cooperative staff was charged with making suggestions for team members to compose the team within the given parameters as established in the Rule. Dr. Watson was charged with the responsibility of making the final team selection and confirming participation. This was done approximately four-to six weeks prior to the visit.

Each site visit was conducted using the following agenda for the day.

Agenda On-Site Visit

9:30 – 10:00	Welcome and Orientation Charles Watson and Cooperative Staff
10:00 – 11:45	Review Self-Study Document and Supporting Data Consultations with Cooperative Staff
11:45 – 12:45	Lunch with Cooperative Board and Area Administrators
12:45 – 1:30	Completing Rubric and Making Recommendations
1:30 – 2:00	Summary and Exit Conference
2:00	Adjourn

At each site, the visiting team was divided into two working groups. One group was assigned Service Adequacy and User satisfaction and the second group was assigned Staff Qualifications, Performance and Administrative Effectiveness, and Extent of local support. Each group was assigned the task of carefully reviewing the self-study document along with the evidence provided to support the assertions made in the self-study, then assigning a numerical rating based on the printed rubric. During the summary, the two groups shared findings, recommendation and commendations and the ratings. An opportunity was provided for discussion and confirmation between the groups. For the final rating or the overall rating, each member –independently – was asked to assign an overall rating. A numerical average was determined to reflect the final evaluation rating at each site.

During the lunch time the visiting committee had an opportunity to interact with key staff from the cooperative. Also, in most cases, representatives from the local cooperative governing board were invited to attend. Not only was there a time for asking questions of the staff and local administrators, at most sites, a representative of the governing board shared comments about the nature of the work of the cooperative and highlighted ways in which the cooperative staff supported the needs of the local districts.

An exit conference was held with the Chair providing a summary of the findings, recommendations and ratings. The local cooperative director and teacher center coordinator were invited to comment or reflect on the ratings.

REPORTING

Each regional service cooperative received a summary of the findings of the visiting committee along with the ratings for its cooperative. A compilation of the ratings and overall findings are shared with the ADE, the State Board of Education and with the cooperatives.

OVERALL FINDINGS WITH RECOMMENDATIONS

The following bulleted comments reflect consistent observations and finding across the fifteen regional service cooperatives.

- Representatives from local districts affirmed the administrative and programmatic support received from the regional service cooperatives. Services span the gamut from instructional support for teachers and academic programs to individual services for students in a variety of areas including, but not limited to pre-school, special education, and gifted and talented.
- Although there is a variety of structures through which local districts contribute and support financially the services provided by the cooperatives, each site must continue to generate funds through fee-for-service, cooperative funding agreements (special education supervisors, technology services, etc.), contracts with ADE and other service agencies, and grants. It was observed that in many cooperatives, considerable staff time is spent in preparing grant proposals and responding to required reporting.
- Cooperative services across the state vary greatly as do the documented need for staffing to provide such services. With very limited exception, administrative staff members and program staff meet expected levels of licensure and certification. Care is taken to select staff based on qualification and collaborative interview processes; state requirements of annual personnel evaluation are met.

- The state base funding of approximately \$408,000 represents slightly less than one half of the total operational budget at one cooperative and less than one tenth (0.10) of the overall budget in others.
- Cooperatives are responsive to common needs and assist the ADE with the implementation of new programs. Two examples are cited in which all cooperatives are at some stage of implementation: Common Core State Standards implementation and the new teacher evaluation model.
- Cooperative staffs are becoming more skilled and articulate in the use of student performance data and helping schools provide focused instruction to meet the identified academic needs of the individual schools and districts.
- The area of most concern is the cooperatives' ability to clearly address the issue of improved academic performance. ACA §6-13-102 suggests that evidence should be provided to support improved services that can be linked to student performance at the local district level. A small number of cooperatives have made major strides in meeting this expectation (e.g. Great Rivers and Dawson); however, others agree that this is an important expectation but that the use of data and alignment of programs that will link student performance and services is not complete at this time.
- There was an attempt through the rubric and by the Chair of each visiting committee to standardize the ratings across the 15 site visits. That attempt was somewhat successful. Since each committee was independent and the Chair was the only overlapping committee member, there are cases in which the ratings may seem inconsistent. It was viewed by the Chair as important to preserve the integrity of the individual committees.

Recommendations:

- During the 2013-2014 academic year the cooperative staffs should seek to share the work underway that seeks to provide alignment of cooperative services with student performance at the local school level. Not all alignment structures must be the same, but sharing promising practices among the cooperatives will provide a focus on such alignment and will hopefully minimize the developmental work required at each site. This work cannot be accomplished in one session and will ultimately require a commitment to the alignment process if such work is to be successful.
- The local funding structure that allows local districts to pay-as-you-go or fee-for-service that is prevalent in many cooperatives makes budgeting and cash flow a concern. It is recommended that whenever possible the concept of local districts "purchasing" professional development and other services be an annual contract amount based on the number of teachers or number of students in a local district. Cooperatives that have this budgeting structure seem to have better budget control and a stronger cash flow throughout the year.
- In keeping with the work being initiated from ADE through the cooperatives for teacher performance evaluation, cooperatives should seek to build on that system and develop and similar process for staff evaluation. That system should include a rubric and should be implemented consistently across all cooperatives in the state.

SUMMARY

Without exception, the visiting committees found that regional service cooperatives were serving the schools and students of their areas of service with supporting services and with a great deal of efficiency

and local support. There is consistency of programs across the state, yet there are varied approaches to service and a variety of services, which in part is consistent with the established needs of the service region.

Perhaps the greatest value of the self-study and on-site visit process was the information gained by the staff at each site as the self-study document was being prepared. Without exception, each site confirmed the value of taking an objective look at the work and service and following those findings with a commitment to better meet the needs of districts, schools, and students in the service region.

From a very personal observation, it's amazing to observe the tenacity and creativity from the cooperative staffs that take a very small state allocation (\$408,000) and grow a program with a multiple million dollar budget that meets such a variety of academic needs across the state. The listing could be endless, but of particular note are programs for pre-school children and their parents, children and their parents with special needs, mathematics and literacy specialists, technology specialists, resources for gifted and talented programs, distance learning courses to meet curriculum requirements and small and/or rural districts, and cooperative purchasing of supplies.

On the pages following the reader will find the following:

- Date for the on-site evaluation for each of the 15 regional cooperative sites.
- The general rubric that will be used as a guide for the self-study and for on-site committee review.
- A summary of the visiting committee findings with comments, recommendations and ratings as recommended by each independent on-site committee. The summaries are arranged by date of the evaluation visit.

Schedule of Evaluation Site Visits
Regional Service Cooperatives
All dates are 2013

Wednesday, January 30	DeQueen/Mena
Friday, February 1	Wilbur D. Mills
Wednesday, February 13	OUR
Friday, February 22	Dawson
Monday, February 25	Great Rivers
Monday, March 4	Southeast
Friday, March 8	Crowley's Ridge
Monday, March 11	Arch Ford
Friday, March 15	Arkansas River
Friday, April 5	Northeast
Monday, April 8	South Central
Friday, April 19	Southwest
Friday, April 26	Northcentral
Friday, May 10	Western
Tuesday, May 14	Northwest

Self-Study Document
Regional Service Cooperative Evaluations
FY 2012-13

Service Adequacy

Prepare a narrative description and provide data to support the adequacy of service of the regional service cooperative in meeting the documented needs and priorities of the local school districts in the established service territory. The narrative should include documentation for each of the following criteria:

- Design and administer such surveys (inquiries), which may be required to determine the service needs of school districts in the education service cooperative and develop plans to provide such needed services.
- Employ such personnel as may be required to provide the services requested by the schools districts and documented by the surveys.
- Describe the extent to which state, local, and other resources collectively are deemed to meet the educational needs of participating local school districts as determined by assessments conducted.
- Describe the organization and staffing of the teacher center and how the center contributes toward the adequacy of services to each of the districts in the service territory.
 - Staff development
 - Curriculum and assessment
- Provide data that supports adequacy of services provided through the programming of the regional service cooperative in meeting documented needs of the local districts in the following areas:
 - Needs assessment
 - School improvement planning
 - Staff development
 - Curriculum development
 - Instructional materials
 - Adult and vocational education
 - Programs for students with disabilities/including gifted and talented
 - Arkansas Department of Education Priorities such as
 - Adoption of Common Core State Standards
 - Adoption of teacher evaluation model
- Establish cooperative relationships with other education service cooperatives, school districts, and other agencies to provide programs and services for children and adults residing within the service territory.
- Show how the services local districts are provided to meet and/or exceed accreditation standards and student performance expectation thus equalizing educational opportunity for the member districts.
- Demonstrate how cooperative programming and sharing of services help extend educational resources of the local districts.

- Demonstrate how cooperative programming and services provided through the regional service cooperative extend the priorities of the Department of Education. The State Board of Education and/or the General Assembly.
- Describe the organization and staffing of a technology training center (if one exists) and provide data to support the adequacy of the center based on services to local districts, types of training provided, support for providing data to the Arkansas Public School Computer Network, purchasing of equipment and software for instructional and/or administrative support to the local districts.

1	2	3	4	5
Adequacy is supported by broad general statements with minimal or no specifics related to data that support adequacy of service. Services provided inconsistent with needs assessment if such data are available.	The operation and management of the teacher center are detailed but no data are presented to provide evidence cooperative services are provided to meet the districts' needs.	Data such as use records and teacher session evaluations are provided, but there is no synthesis of the data and use of the data is limited and not directed for future planning that would enhance local district student performance	Data supporting the effective operation of the teacher center, resources, curriculum, professional development and technology are provided, but the narrative description is inconsistent with data provided or not linked to documented needs.	Summative data are provided for all phases of the program and evidence is provided to support improved services that can be linked to student performance at the local district level. Narrative coherent with data and documents adequacy of services to meet identified needs.

User Satisfaction:

User satisfaction shall be determined and reported as a result of annual feedback from end users in the schools included in the service territory. To accomplish the user satisfaction the following criteria are established consistent with statutes, which authorize and/or otherwise govern the performance of the regional service cooperative.

Educational Service Cooperatives shall:

- Promote coordination between school district and the Department of Education in order to provide services, which are consistent with the needs identified by school districts and the educational priorities of the State as established by the General Assembly or the State Board of Education.
- Conduct annual surveys and needs assessments to assist the cooperative in its first priority of helping school districts improve educational programming and practice.
 - Describe procedures of data collection such as surveys and/or visits to local schools to meet with school personnel (administration and instructional staff).
 - Affirm that the focus of the cooperative programming coordinates with emphases of the State Department of Education and does not duplicate services provided directly by the Department.
 - Attest to collecting data in such fashion as to minimize duplication of reporting to the extent possible.
- Collect and report data documenting participant satisfaction with services provided. Such data may include but not be limited to the following:
 - User satisfaction surveys of services provided.
 - Evaluations from individual participants in the professional development events conducted by cooperative staff and consultants.
 - Evaluations of direct services provided to school districts and individual schools such as group purchasing, shared professional staff (special education supervisors, federal programs administration, gifted and talented supervisors, etc.)

Scoring Rubric – User Satisfaction

1	2	3	4	5
Adequacy is supported by broad general statements with minimal or no specifics related to data that support adequacy of service. Services provided inconsistent with needs assessment if such data are available.	The operation and management of the teacher center are detailed but no data are presented to provide evidence that teacher/administrator satisfaction has been achieved.	Data such as use records and teacher session evaluations are provided, but there is no synthesis of the data and the description is limited to organization not teacher satisfaction or future offerings.	Data supporting the effective operation of the teacher center, professional development and technology are provided, but the narrative description is inconsistent with data provided or not linked to documented needs.	Summative data are provided for all phases of the program and evidence is provided to support improved district satisfaction linked to teacher and student performance. Narrative coherent with data and documents adequacy of services to meet identified needs.

Performance and Administration Effectiveness

The impact of the education service cooperative is dependent on the effective and efficient performance of the director, teacher center coordinator and staff. In this section of the review, provide such policy documents and assessment strategies (with data) that determine the extent of effective administration and management of the cooperative. The following legislative guidance provides the foundation for performance and administrative effectiveness.

- Establish policies and procedures for the operation and management of the education service cooperative, which shall be in written form and shall be filed with the State Board of Education.
- Prepare and disseminate an annual budget estimating income and expenses for programs and services in accordance with procedures established by the State Board of education.
- Maintain fiscal accounting procedures in keeping with APSCN and appropriate standard accounting procedures.
- Address recommendations (if any) from the most recent (five-year) evaluation report.
- Document the development and publication of an annual report.
 - Summary of personnel actions for the previous year
 - Annual expenditure report
 - Report from most recent audit by Legislative Joint Auditing Committee with status of any recommendations.
- Provide copies of current personnel policies and state when the current policies were most recently reviewed.
 - Document that all personnel meet minimum certification requirements for the position(s) held.
 - Describe the process for staff performance evaluation and display the rubric used to conduct such personnel reviews. Describe the extent to which staff performance evaluations lead to merit pay or salary increases.
 - Describe the process adopted by the Board of Directors to review and evaluate the administrative effectiveness of the Director of the education service cooperative.

1	2	3	4	5
Cooperative budgets are prepared but do not seem to be used for administration of the cooperative. There are audit findings from recent state audits that have not been addressed. Personnel policies, if available, are out of date and have not been reviewed for over 5 years.	Personnel policies are in place and up-to-date, but there is no evidence of performance evaluation of the director or staff. Annual reports have been prepared and submitted the ADE/State Board, but were not posted nor submitted to LEA members. Follow-up to audit report documents is incomplete.	Budgets and accounting policies are current and most audit findings have been addressed, but changes may not be fully implemented. Personnel policies are in place but have not been reviewed in the past three years. The director and staff have documented performance evaluations within the past three years. Annual reports are prepared, but not distributed to all local school participants.	There is clear documentation of performance of the director and staff. There is documentation of a recent state audit, but one or more deficiencies have not been addressed. There is staff performance evaluation, but there is no evidence of performance evaluation of the director. Annual reports are prepared and distributed, but not posted for public review.	The regional service cooperative has personnel policies that are up-to-date (reviewed with the past year). Annual reports are developed, submitted to ADE/State Board and to local school district. Any audit findings from the most recent audit report have been addressed completely. There is documentation of an annual performance evaluation of the director and staff.

Staff Qualifications

Staffing of the regional service Cooperative is partially set by State Statute and further determined by programming and priorities set by the Board of Directors. Supporting documents submitted should include qualifications for all professional staff, personnel policies, and procedures adopted for performance evaluations of all program staff. State Statutes set the following conditions as minimal expectations for evaluating staff qualifications.

- The Board of Directors shall employ a director of the education service cooperative who shall serve as the nonvoting executive officer of the Board.
 - The director shall hold an administrator’s certificate and meet all requirements to serve as a superintendent of schools in the State of Arkansas
 - The director shall have a level of education and administrative experience consistent with obtaining administrative licensure and shall obtain the approval of the State Board of Education.
- The Cooperative staff shall be employed upon recommendation of the director of the education service cooperative and shall include such personnel as may be required to provide the services requested by the school districts in the area.
 - The Director and staff shall carry out such duties which may be required for the efficient operation of the education service cooperative to which the Board is responsible.
 - Each education service cooperative shall provide a teacher center as its basic curriculum and staff development capability.
 - Education service cooperatives may provide shared educational programs and services such as needs assessment and school improvement planning, staff development, curriculum development, itinerant teachers, instructional materials, adult and vocational education, programs for gifted and talented, education for children with disabilities, alternative educational programs, secondary area vocational centers, community-based education programs and other services which the State Board of Education may approve or which school districts may support with local funds.
 - Each education service cooperative established is authorized to establish a technology training center and employ a technology coordinator who has demonstrated expertise in computer technology and staff development.
- Personnel of education service cooperatives shall be employed in accordance with laws, rules, regulations and procedures applicable to the school districts of this State.
- Certification requirements shall be the same as those expected of persons holding similar positions in local school districts.

Scoring Rubric

1	2	3	4	5
Fifty percent or more of the staff hold positions for which they lack full licensure/certification . Employment decisions seem to be based on criteria other than professional licensure standards.	Employment decisions are made without regard for licensure requirements, a deficiency plan is in place, but the employee fails to meet expected progress and is not dismissed.	Fewer than 25% fail to meet appropriate licensure requirements. In cases where an employ was hired without having proper licensure, strategies were implemented to assure the employee becomes fully qualified in a reasonable amount of time.	Employment decisions are generally based on licensure qualifications; however, there may be documented reasons to employ a person (s) for a position in which there is no qualified individual available.	All staff meet or exceed licensure qualifications for the position to which they are employed. Employment decisions are always based on professional qualifications.

Extent of Local Financial Support

Prepare a narrative that will define the Cooperative’s procedures regarding local financial support. Documentation should include evidence of financial stability of the regional service cooperative and its financial ability to serve the local school districts. Other areas of interest would be external grants or partnerships; contractual agreements with local districts for services; a description of any additional non-formula state revenue.

The following statements from legislation further help define the documentation for extent of financial support.

- Document regarding financial status from the annual report to their constituent school districts for the year’s operations on a school-by-school, service-by-service accounting basis should be part of the exhibit for this section. Reports shall also include how any balances in particular service accounts must be apportioned and returned to the schools involved or credited to their accounts for the following year.
- School district may contract with their education service cooperative for services and part-time personnel to be supported in whole or in part by local funds, but no school districts shall be assessed a membership fee.
- School districts within one (1) education service cooperative may also contract for services with another education service cooperative.
- Categorical state or federal funds may be assigned to any educational service cooperative upon approval of its governing body and under conditions set by the State Board of Education.

1	2	3	4	5
Local districts do not support programs or extended services by purchasing additional services with local funds. There are no external grants to support extended services to local districts	The regional service cooperative documents proposals to extend services to local districts, but a limited number of districts opt to purchase services with local funds. No external grants are submitted to extend local services.	At least 50% of the local districts support the cooperative in offering extended services in one or two activities or events or purchased services with local district funds. Regional service cooperative develops proposals for external funding but is not successful with acquiring outside funding.	External grants are secured but not all local districts participate in the extended services. At least half, but not all, LEAs enter in two or more externally funded activities or events supported with local contributions.	Resources of the educational service cooperative are enhanced by forming support networks among the member schools to provide extended services, provide new services, combine funding to support programs such as group purchasing thus maximizing local school district funding. All or most all of the member LEAs participate by purchasing services., providing released time for staff to engage in specialized training and services.

DeQueen Mena Educational Service Cooperative
On-Site Evaluation Summary Report
Wednesday, January 30, 2013

The DeQueen Mena Education Service Cooperative on-site visit was conducted on Wednesday, January 30, 2013. The visiting committee included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Ms. Beth Neal, Teacher Center Coordinator, Dawson ESC
- Jarod Bray, High School Principal, Kirby School District
- Susan Hicks, Teacher, Murfreesboro School District
- Dr. Gary Smithey, Professor, Henderson State University
- Tem Gunter, Tyson Foods, DeQueen
- Sandy Huntsberger, School Board Member, DeQueen School District
- Megan Tibbs, Parent, Mena School District
- Tara Currence, Parent, Ashdown Pre-School

Service Adequacy

Rubric Rating: 5

Comments:

- The cooperative collects both quantitative and qualitative data regarding the needs and status of the schools served in this region of the state. There is evidence that the survey data are used to determine programs and service needed in the local districts.
- The cooperative staff is aggressive in working with school administrators to identify and meet the needs of local schools and districts.
- The cooperative uses data to help districts decide on professional development for the school and for individual teachers. However, attempts are just beginning to align data with services provided and with student performance.
- There is evidence that the staff is very dedicated to the process of identifying local school needs and is working collaboratively to meet those needs.

Recommendation:

- Work with the other regional service cooperatives to further develop the process of alignment of achievement needs from local districts with services provided and performance results on state and national exams.

User Satisfaction

Rating 4

Comments:

- The staff has developed a systemic process for analyzing feedback from local districts and schools. Note: evidence indicates that a portion of each monthly staff meeting is dedicated to a review of services provided for that month.
- The Committee pointed out that there are a number of individual service providers working in schools on a regular basis. There did not seem to be a strategy or process by which duplication of services could be identified and avoided.
- Evidence showed that the cooperative collects a lot of satisfaction data on paper. Due to the large number of respondents, the process of sifting through and analyzing the returns was limited.
- It was observed that most of the user satisfaction surveys tended to be regarding specific events and perhaps there is a gap in collecting data regarding the “overall” satisfaction with the services.
- One of the parents on the visiting team reported that she is the mother of a child with special needs and that the cooperative provides exceptional services to the child’s teacher as well as helping her understand and be prepared for in-school and non-school related issues.
- The school board representative reported receiving personalized training regarding her role on a local school board and that such training is provided to all board members from districts serviced by the cooperative.

Recommendations:

- Consider changing the process of data collection from paper/pencil methodology to an electronic data system. Such an upgrade would ease the amount of time spent to consolidate and analyze the data.
- Expand the user satisfaction surveys to include more global input, rather than just input regarding a specific workshop or event.

Performance and Administrative Effectiveness

Rating 4

Comments:

- Three of the four recommendations from the evaluation report five years ago were completed. One recommendation to add a secondary mathematics specialist to the staff was not considered due to cost factor and the perceived need that a person to work with elementary teachers was the greater need. There is still an interest in the creation of a position for secondary mathematics specialists when funds permit.
- The documentation on personnel policies indicated that those policies have not been updated in recent years.
- There appears to be a need for inclusion of professional growth plans for staff as part of their annual review and evaluation process.

Recommendations:

- Continue to review options for adding a position to provide professional development and services for secondary mathematics.

- Review the timing and process for updating the personnel policies. Include options for discussion regarding professional growth plans as part of the overall staff evaluation process.

Staff Qualifications

Rating 5

Comments:

- All staff meets or exceeds professional requirements for the position held.

There were no recommendations.

Extent of Local Financial Support

Rating 5

Comments:

- Local districts have the option for participating of various services of the cooperative. However, most districts have a high degree of participation. Districts support programs with a fee per teacher for professional development and fee per established program for shared services such as services of a gifted and talented supervisor.
- The cooperative applies for and has been successful in securing state contracts as well as grants to support local programming.

There were no recommendations for this area.

Overall Rating: 4.5

Wilbur D. Mills Education Service Cooperative
On-Site Evaluation Summary Report
Friday, February 1, 2013

The Wilbur D. Mills Education Service Cooperative on-site evaluation visit was conducted on Friday, February 1, 2013. The visiting committee included the following:

- Charles D. Watson, Chairman, representing the Arkansas Department of Education
- Karla Ault, Teacher, Vilonia School District
- Dean Stanley, Superintendent Pleasant Planes School District
- Dr. Mike Hall, Associate Professor, Arkansas State University, Jonesboro
- Rick Nance, Director, OUR Regional Service Cooperative
- Brenda McKown, Member, Beebe School District Board of Directors
- Dewit Yingling, Banker, Beebe
- Nikki King, Parent Representative
- Vicki King, Parent Representative

Service Adequacy

Rating 4

Comments:

- There was a great amount of data provided regarding adequacy of services. The team questioned the extent to which the data were analyzed and used in the overall management of the program.
- The data provided seemed to indicate that there was always an opportunity for participants to provide feedback data following a workshop or other professional develop. However, it appears that return rate was quite low. There was no evidence of follow-up to secure evaluation from all participants.
- Data that were collected were provided for review by the evaluation team, but there seemed to be some gap in analysis of the data and a process for feedback to program improvement.
- There did not seem to be much effort to date on aligning service with performance data from participating schools. This is an area that will need immediate attention in the near future.
- Higher education collaborative structures with Harding University were observed and are functioning well. Wilbur Mills Cooperative has a long history of shared services with Harding. Public institutions of higher education such as ASU (Jonesboro) or University of Central Arkansas would also be valuable resources for grant participation in the future.

Recommendations:

- Be more aggressive in getting feed-back from workshop/professional development participants.
- Attend to the assimilation of the feed-back data from professional development sessions to learn from the comments and ratings. Rather than glance at the evaluations returned, do a complete analysis and make results available to presenters and to program planners.

- Consider shifting professional development evaluations and overall user satisfaction surveys to electronic means, which can more efficiently provide summaries quickly.
- Use results from grant-funded programs (such as MSP) to propel research on teacher knowledge and effectiveness.
- Join staffs from other cooperatives in an effort to design ways to use data to design programs that will support student performance.

User Satisfaction

Rating 4.5

Comments:

- Evidence supports the observation that there is a limited amount of data collected that intends to provide satisfaction about the overall cooperative operation. Data do exist – to some extent – to determine satisfaction with professional development sessions. However, there seems to be a trend for participants to skip the evaluation activity.
- There appears to be a need to assess the satisfaction of the broad program of the cooperative in a more effective manner
- Not all programs and services are included in the evaluation process.

Recommendations:

- Improve the overall quality and quantity of evaluations and extend the evaluation process to broader audiences than those participating in professional development session.
- Design a formal way to seek user satisfaction from all schools in the region. (It is known that there is informal evaluation from interaction with school administrators, but the process needs to go beyond the informal.)
- Move toward electronic data collection and analysis.
- Seek to determine a way to link services and student performance. This will most likely be a statewide effort in the very near future.

Performance and Administrative Effectiveness

Rating 4.5

Comments:

- The process of evaluation of the director has not been formalized during the three years he has served in the director's position. There is evidence of a very informal discussion about performance as part of a Board of Directors meeting.

Recommendations

- Establish a formal process for evaluation of the position of the director and engage in an evaluation of the performance on an annual basis.

- Design a rubric for the director's evaluation that can provide consistent information regarding performance and be easily interpreted by the Board and others who may seek such information.

Staff Qualifications

Rating 5

Comments:

- All staff members are qualified and have experience in the areas for which they are hired and are working.

There were no recommendations.

Extent of Local Financial Support

Rating 5

Comments:

- All 16 school districts in the region participate in services of the cooperative.
- School Districts contribute to a professional development consortium, which uses funds to organize and provide training for teacher across the region. Funds not spend during the year are "banked" during the year and used for cooperative wide events.
- Accumulated funds have been used to renovate space in downtown Beebe. A building program is underway to provide more up-to-date facilities for professional development sessions and to allow greater use of technology.

There were no recommendations

Final Rating 4.5

OUR Regional Service Cooperative
On-Site Evaluation Summary Report
Wednesday, February 13, 2013

The OUR Regional Service Cooperative evaluation team met on Wednesday, February 13, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Diana Bradshaw, Teacher, Booneville High School
- Julie Morgan, Assistant to the Provost, Arkansas Tech University
- Jeff Williams, Director, Wilbur D. Mills Education Service Cooperative
- Rick Williams, School Board Member, Bergman School District
- Carolyn Arnold, Senior Vice President, Community First Bank, Harrison
- Steve Powers, Parent, Harrison School District
- Jeffrey Wheeler, Parent, Valley Springs School District

Service Adequacy

Rating 5

Comments

- The self-study document and supporting evidence indicate that OUR Cooperative is focused on meeting the needs of local districts in the region.
- Data support that the cooperative efforts to align school needs with services provided and there is a beginning attempt to track student performance.
- The variety of services provided – especially through professional development – are noted and well documented.
- Surveys and data collection methodology tends to be with paper/pencil tools. The transparency and disaggregation of data would be enhanced if electronic data collection methods were more widely incorporated.

Recommendations

- The decision-making process based on data collection and assimilation should be more transparent.
- Explore the use of electronic data collection tools and make the results more transparent when it comes to professional development, technology and other related services.

User Satisfaction

Rating 4

Comments

- The cooperative seeks to determine the needs of each local district in the service area. Strategies for collecting the data are limited to paper/pencil returns.

- The cooperative reports a difficulty in acquiring individual/class student data from the local districts. This difficulty significantly limits the ability of the cooperative to link services provided with student performance.
- It appears that the data collection process currently used limits the cooperatives ability to track user satisfaction for professional development – especially when attempting to make the connection with local school/district effectiveness.

Recommendations

- Explore ways to make the linkage between local district needs and student performance.
- Support efforts across cooperatives to study the data collection linkage process with student performance.
- Explore ways to work with local school districts to directly retrieve local school data.

Performance and Administrative Effectiveness

Rating 5

Comments

- Administrative procedures were clearly documented and evidence supports that all aspects of the administration are in keeping with acceptable practice.
- Copies of annual report were available for review and there was documentation that those reports were appropriately filed with the state and with each local district.

There were no recommendations

Staff Qualifications

Rating 5

Comments

- Evidence was provided supporting the self-study stating that all staff members were appropriately certified and qualified for the job that they do.
- All staff licenses were up-to-date and available for review by the visiting committee.

There were no recommendations

Extent of Local Financial Support

Rating 5

Comments

- The cooperative provides a wide variety of services and programs – not all schools/districts take full advantage of the services provided.

- Because of the pay-for-service policy, budgeting seems somewhat difficult especially when it comes to scheduling and contracting for professional development.
- Some programs supported by competitive grants that have been popular with schools have ended due to the non-renewal of grant funding. One such example was the College/Career Readiness program. Those services are no longer available.
- Although this should not be considered a negative comment, there is considerable variation in the level of participation in various programs provided by the cooperative.
- A small percentage of the cooperative budget is based on a fee-for-service option for schools to participate in professional development. Fees are not collected unless teachers actually participate in the professional development

Recommendations

- Explore ways to replace funding lost by the closing of grants previously awarded to the cooperative. Look at the assessment data to determine which new services might be provided by grant funds.
- Seek alternative ways of support professional development rather than assessing districts for teachers who actually participate. Many cooperatives assess school districts a flat fee for professional development based on the number of teachers in a district. This type of fee structure provides greater stability for professional development attendance and collection of fees.

Final rating 4.5

Dawson Education Service Cooperative
On-Site Evaluation Summary Report
Friday, February 22, 2013

The Dawson Education Service Cooperative evaluation team met on Friday, February 22, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Brandi Shoptaw, teacher, Farmington School District
- Ronnie Duckett, district administration office, Mena Public Schools
- Dr. Terry Berry, Provost, Southern Arkansas University
- Lenett Thrasher, teacher center coordinator, Arch Ford Education Service Cooperative
- Karrie Goodman, school board member, Arkadelphia Public Schools
- Shelly Lowe, Arkadelphia Chamber of Commerce²
- Cindy Turner, parent, Arkadelphia Public Schools
- Alesha Norris, parent, Bismark Public Schools

Service Adequacy

Rating 5

Comments

- The self-study and supporting documentation support an articulated process for determining needs of each local district. There is evidence of extensive communications with local administrators and teacher center representatives to determine priorities for services of the cooperative.
- Student performance data seem to be key to decision making for planning for services to the local schools and districts.
- The process of disaggregation of student data could be considered as a model for other cooperatives and would be a good starting point for broader study by the cooperatives in meeting the performance expectation.

There were no recommendations

User Satisfaction

Rating 5

Comments

- User satisfaction data are collected in two major ways: (1) data from schools and districts based on surveys made at strategic points during the academic year, and (2) from evaluations conducted at the end of professional development events.

² Did not attend due to last minute professional obligation

- Student performance data appear to be a major factor used for planning professional development and other services offered by the cooperative.
- Data collected for participants in professional development and other services are reviewed immediately and used for future decision-making.

There were no recommendations

Performance and Administrative Effectiveness

Rating 4.5

Comments

- The leadership of the Dawson Cooperative (both director and teacher center coordinator) has changed over the past two years. The change has enabled the new staff to assess process and program effectiveness, which has brought new ideas and program emphases – this is considered a positive at this time.
- The transition of leadership has created some areas of need and one that was noted in the self-study was the inability to locate the findings from the previous evaluation. Thus, there was a void in providing an update in addressing any recommendations from the previous study.
- All reporting and required policy statements were current and in place as required.
- Although facilities are not reviewed as a specific item in this section (or study) it is noted that over the past five years, a major renovation of space has occurred in downtown Arkadelphia. The cooperative has contributed to the rebuilding and refurbishing of vacant buildings, which are attractive and serving the needs of the cooperative well.

Recommendations

- A copy of the recommendation from the previous five-year evaluation can be retrieved from ADE. It is recommended that those finding be secured if for no other reason than to have a complete history of evaluation and performance on file.
- Having the facility located in a downtown area of the city provides parking issues, especially when large sessions are provided. Providing additional parking near the cooperative facility would ease the noted problem of adequate parking.

Staff Qualifications

Rating 5

Comments

- Documentation provided supports the self-study indicating that all staff members meet or exceed certification or licensure requirements for the position held.
- Of note when addressing the question related to advertising and securing new or replacement professional staff, the cooperative administration works closely with the local districts when an applicant for a position is coming from one of the local districts.

There were no recommendations

Extent of Local Financial Support

Rating 5

Comments

- It is noted that all 23 districts who are members of the cooperative participate in services of the cooperative.
- The professional development consortium collects \$125 per teacher from each district, which goes to support the professional development offerings of the schools. Such a model provides secure budgeting and allows for forward planning of services.
- It was noted in the self-study that the needs of the participating districts do vary widely, but all districts seem supportive of local district needs when planning programming is underway.
- A large percentage of the overall budget comes from grant and contract funds. Although this is a major boost and a way to provide services, it is noted that significant staff time must go into preparation, management and reporting on grant activities.

There were no recommendations.

Overall Rating 5

Great Rivers Education Service Cooperative
On-Site Evaluation Summary Report
Monday, February 25, 2013

The Great Rivers Education Service Cooperative evaluation team met on Monday, February 25, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Leigh Price, Classroom Teacher, Star City School District
- Jeannie Huddle, Asst. Superintendent, Little Rock Public Schools
- Ann E. Raines, Faculty Member, College of Education, University of Arkansas, Fayetteville
- Rodger Harlan, Retired, Director Wilbur D. Mills Education Service Cooperative
- Gehric Bruce, Member, School Board, West Memphis School District
- Kyle Miller, Business Representative
- Vicki Wilborn, Parent, Marvell School District
- Lakesia M. Chandler, Parent, Helena-West Helena School District.

Service Adequacy

Rating 4.5

Comments

- Since the last evaluation cooperative services have been redirected and focused to be more site based and linked to very specific identified needs. Often provided services include mentoring for individual teachers with demonstration lessons and direct intervention into the classroom.
- The self-study report and the supporting data indicate that major accomplishments have been made in improving student performance in the Delta area schools.
- Participation in the professional development activities in recent years has increased from 59% in 2009 to 94% of schools in the service territory.
- Services provided are carefully aligned with student performance data and areas of need are highlighted so that teachers are provided assistance in highest needs areas.
- One successful activity for the cooperative staff has been the collaboration with the local district (schools) in using data and prioritizing services, thus leading the school into a school improvement planning process.
- Documented increases in student performance on statewide tests support are a result of the work of the cooperative staff and school leaders.
- When expertise for a specific training is identified and such expertise is not available in the cooperative, then the cooperative will go outside and contract with individuals who have the needed skills.

Recommendations

- Even with the progress being made in student performance, there continues to be a need for greater involvement of building principals and instructional facilitators at the district level. Seek

ways to require local instructional leaders to be directly engaged in the professional development activities and in school improvement planning.

- Providing individual or even school based professional development limits the ability to work with more teachers or more needs areas at one time. Find ways to streamline the training so that teachers with common needs across schools might share a common training.

Service Adequacy

Rating 4.5

Comments

- The cooperative prioritizes services for schools based on documented needs of a school. It is not always possible to provide all needed services for all schools during one academic year.
- Data collected from participants in cooperative led activities is carefully read and analyzed for information that can help future training as well as suggestions from participants as to what changes might further enhance the services provided.
- With changes in format of professional development delivery and with training aligned with identified needs, the response to the training by teacher has significantly improved. And, there is an indication that it will improve again for the 2012-2013 academic year.

Recommendations

- Continue to engage schools and teachers in the process of aligned instruction with the new Common Core State Standards and student assessments.
- Continue to use the evaluations from professional development to improve services and to update instructional strategies.

Performance and Administrative Effectiveness

Rating 5

Comments

- The cooperative is commended for its shift of priority from large-scale professional development to more services directed to school and even classroom needs. However, this comes at a price, that is the need to prioritize schools that receive these very focused services.
- All required reports are submitted and posted as required by statute.
- Special note: The director was appointed by ADE Commissioner Dr. Tom Kimbrell to be interim local superintendent to the financially and academically distressed Helena-West Helena School District. This assignment has required the diversion of attention from the director. However, the cooperative functions efficiently with the stepped up services of the assistant director and other staff.

There are no recommendations.

Staff Qualifications

Rating 5

Comments

- Supporting documents indicate that all staff meet or exceed minimum qualifications and/or certification for the position they hold.
- In the midst of seemingly highly mobile population and severely declining local district enrollments, the cooperative has maintained quality staff and a staff that is committed to improving student performance.

There are no recommendations

Extent of Local Financial Support

Rating 5

Comments

- One hundred percent (100%) of the districts in this cooperative region participate in services provided and contribute toward the successful program management.
- Local district administrators attending a lunch event during the evaluation were exceptionally supportive of the services provided and acknowledged the seemingly upturn in student performance.
- Local districts contribute to a number of cooperative projects that require funds from local districts. Generally those funds are assessed on a per-student basis. Such local funding structure allows for better budget control and for more efficient planning for future services.
- Perhaps the strongest comment from superintendents was that everyone is willing to share and help meet the needs of the neediest schools in the delta region.
- A comment from the self-study that was borne out from superintendents, "Great Rivers Cooperative and its member districts have become more of a 'family' unit rather than an instructional unit, with school districts willing to give and share services and offer whatever support is needed."

There are no recommendations

Final Rating 5

Southeast Arkansas Education Cooperative
On-Site Evaluation Summary Report
Monday, March 4, 2013

The Southeast Arkansas Education Cooperative evaluation team met on Monday, March 4, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Phil Wesson, Teacher, Sheridan School District
- Bonnie Haynie, Asst. Superintendent, El Dorado School District
- Guy Santucci, Adjunct Professor, Harding University
- Phillip Young, Director, Arch Ford Education Service Cooperative
- Renee Johnson, Director Human Resources, C & L Electric Cooperative
- Lee Busby, Member, Monticello School District
- Julie Adams, Parent, DeWitt School District
- Ramona Sawyer, Parent, Crossett School District

Service Adequacy

Rating 5

Comments

- In both the self-study document and the evidence provided there is a rich supply of data to support the tenet that services to the local districts are linked to student performance data.
- There is an intended focus that programs and services are research based as well as data driven.
- Services provided serve a wide range of programs and interests. For example there is a strong pre-K program for students in the area, the cooperative provides distance learning services to many districts across Arkansas, there is a strong professional development component, and finally there is a foster grandparent program that trains older adults to work in schools to support instruction in many ways especially in listening to children read.
- With all the services in place and the structure of the self-study, one could discern that the intent of the programming is to maintain current programs rather than look for new needs as identified in the student performance data.

Recommendations

- Continue to be open to documented needs of teachers and schools based on student performance data. Use the performance data to set priorities and to inform the need for redirected services and professional development.

User Satisfaction

Rating 5

Comments

- All professional development sessions are evaluated at the close of every session. There is evidence that those surveys are collated and results are provided to the provider of professional development as well as to the decision makers.
- The cooperative staff has begun to structure surveys using electronic tools, which will increase the efficiency of tabulating and reporting.
- The visiting team had an opportunity to share lunch with many of the local area superintendents. One superintendent stated, "The cooperative provides great opportunities for professional development to meet the needs of rural schools. Our schools don't have the personnel or expertise to provide the type and quality of training our teachers receive."
- A wealth of data was presented to support the self-study report. The data included both survey forms with individual responses as well as the summary data.

Recommendations

- Continue to work locally and with cooperatives from across the state to expand the knowledge base and skills needed to link student performance data with school improvement data and align services provided.

Performance and Administrative Effectiveness

Rating 5

Comments

- All required reports were complete, appropriately filed and disseminated to local districts through the Board.
- Recommendations from the previous self-study and evaluation were adopted.
- The cooperative has recently added to the facility with added space for distance learning teachers, office space for pre-school programs and other staff, and additional professional development space.

There were no recommendations

Staff Qualifications

Rating 5

Comments

- As reported in the self-study and verified on site, the cooperative staff meets or exceeds minimum qualifications and licensure for the position held.
- All employment decisions are reached by a professional process to assure that highly qualified and professional individuals are employed when vacancies occur.
- The cooperative is fortunate to have a well trained staff with considerable experience. Such stability within the staff is a strong factor in understanding the needs of each local district.

There are no recommendations

Extent of Local Financial Support

Rating 5

Comments

- The cooperative is very active is seeking (and receiving) grants and contracts that provide most of the funding for programs and resources at this cooperative. The \$408,000 base funding from the state makes up a small fraction of the total budget of this cooperative.
- Member districts participate in funding of programs for professional development and other consortia funded initiatives by signing a memorandum of understanding each year. Such agreements help the cooperative manage the budget so as to maintain aggressive balances from year to year.
- In addition to local support for funded programs, the distance learning program reaches to schools across the state. This program continues to grow and provides sound instruction in courses with limited enrollments and/or courses that is hard to staff, especially in the smaller and more rural districts.

There are no recommendations.

Crowley's Ridge Educational Service Cooperative
On-Site Evaluation Summary Report
Friday, March 8, 2013

The Crowley's Ridge Educational Service Cooperative evaluation team met on Friday, March 8, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Virginia Browning, Classroom Teacher, Pine Bluff School District
- James O'Neal, Federal Programs Coordinator, Stuttgart School District
- Lyric Seymore, Instructor, Southeast Arkansas Technical College, Pine Bluff
- Kay Simpson, Teacher Center Coordinator, Arkansas River Educational Service Cooperative
- Barbara Warren, Director, Arkansas River Educational Service Cooperative
- Jeanne Glover, Board Member, East Poinsett County School District
- Tommy Simpson, Owner, Checkers Pizza, Harrisburg
- Tracy Casebier, Parent, Harrisburg School District
- Holly Adams, Parent, Harrisburg School District

Service Adequacy

Rating 4

Comments

- With recent staff changes and other transitions within the management of the cooperative, much of the data from past years has been lost. Thus the amount of data available for inclusion in the self-study and in documentation was limited to one year.
- The Hippy program is new for this cooperative. It was started in the 2011-2012 school year, which limits data to one year.
- There is no evidence that student performance plays a role in the determination of programs planned or offered by the cooperative. The self-study did not produce evidence of linking student performance with cooperative programming.

Recommendations

- Develop a plan for accumulating and preserving data to support local programming.
- Set a priority to collect student-level data that can inform local programming and then use the disaggregated data to help establish priorities for professional development and other services.
- Seek input from other cooperatives such as Great Rivers or Dawson who have demonstrated success with collecting and using student data for professional development decisions.

User Satisfaction

Rating 4.5

Comments

- There is some evidence of surveys to professional development participants. However, there is no documentation to support that there has been any analysis or aggregation of the data or that the results were used to inform professional development providers. It is noted that for some sessions presenters could review the individual responses. There is no way to document the percentage of return of these surveys to participants.
- What user satisfaction data exists is limited to one year. Other data seems to be lost in transition of staff.
- There is no attempt to link programs provided to student performance.
- The overall participation from all districts in the cooperative region seems limited, especially from some of the larger districts in the area.

Recommendations

- Make a directed effort to collect individual evaluations of workshops and sessions for teachers and administrators.
- For each session aggregate the data and provide the data to the presenter. Cooperative staff should use the user satisfaction data in planning future sessions.
- Professional development offerings and other programming of the cooperative should be linked to the individual student data from each local district.
- A study of local programming and extended offerings that involve all schools in the cooperative area might help broaden participation from some of the districts that choose not to support the cooperative.
- Work with local districts to secure the student data so that the cooperative can begin to focus more of its programming on student performance.

Performance and Administrative Effectiveness

Rating 5

Comments

- The employee handbook was updated and in place for decision making on personnel evaluations and employment of new staff.
- Consideration was given to all recommendations from the previous evaluation.
- There is a formal process for review and evaluation of the performance of the director.

There were no recommendations

Staff Qualifications

Rating 5

Comments

- The self-study document and supporting evidence indicate that all staff members meet or exceed minimum qualifications or licensure for the position they hold.

There are no recommendations

Extent of Local Financial Support

Rating 5

Comments

- It is reported that all local districts support the cooperative and its programming with an annual payment of \$100 per FTE with a cap of \$20,000. With this cap it would appear that the largest districts are paying a disproportional share for services. It was also noted that participation in professional development from the larger districts is often lower percentage wise because of the capabilities of those districts to offer similar services in the local schools without teachers having to travel.
- Districts select other cooperative services based on district needs and interests. Some of the smaller districts utilize some of these services more than the larger districts.
- With the state revenue, plus grants and contracts, along with the other group services, the cooperative appears to be on sound financial footing.

There were no recommendations.

Final rating 4.5

Arch Ford Education Service Cooperative
On-Site Evaluation Summary Report
Monday, March 11, 2013

The Arch Ford Education Service Cooperative Evaluation team met on Monday, March 11, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Rena Baker, Elementary Classroom Teacher, Clarksville School District
- Myra Graham, Superintendent, Trumann School District
- Pat Widders, Faculty, University of Arkansas at Fort Smith
- Phoebe Bailey, Director, Southwest Arkansas Education Service Cooperative
- Greg Oaks, Member, Greenbrier School Board, Greenbrier School District
- Kathlyn Arnett, Business Representative, First Security Bank, Greenbrier
- Casey Squires, Parent, Solgohachia, Arkansas
- Jennifer Lisenbey, Parent, Plainview, Arkansas

The Chair of the visiting committee invokes a special privilege of commendation to the staff of Arch Ford Regional Service Cooperative for the format in preparing and distributing the self-study document. Although the document was available as a paper copy, committee members received the document in electronic format with an I-pad. In addition to providing paper documents as support data, each reference in the self-study was hyperlinked to an electronic copy of the document, which made reading and following the references exceptionally user friendly. CW

Service Adequacy

Rating 5

Comments

- This cooperative engages many ways of gathering and assimilating data: on-line, wikis, paper/pencil questionnaires, and personal interviews with local administrators. The success here is that the cooperative not only collects the data, but it is analyzed and fed back into the management of the cooperative and its programs
- Student performance data are available with the cooperation of the local districts. Those data are used to link services, thus more closely aligning the programming with local school and district needs.
- There is evidence of a tracking system that will allow the cooperative to link teacher participation in cooperative services with student performance on both “chunk” tests and with end of the year standardized tests.
- Technology has become a major partner in the data collection and analysis process at this cooperative.
- The cooperative has extended some services beyond the established regional area to include the Arkansas School for the Blind.
- Group purchasing services have and continue to be a great financial benefit to the membership of this cooperative, but to local districts well beyond the service territory.

- Services of the cooperative have broadened to meet identified needs for distance learning delivery. Such courses are important to the small and rural schools across the state when teachers are not available or there is not sufficient need to support the services of a fully certified teacher in content areas such as foreign languages, physics, chemistry, etc.
- The visiting team raised a question about the involvement of special education staff members and others who may provide specialization services such as gifted and talented in the overall disaggregation and utilization of the student performance data.

There were no recommendations.

User Satisfaction

Rating 5

Comments

- The user satisfaction data from many years was provided – in original and aggregated formats. It's good to see the transition of data collection moving from paper/pencil to electronic databases.
- The fact that local districts allow faculty to schedule participation in cooperative provided services during the school day is a good indication of the confidence placed in the need for and adequacy of services provided.

There were no recommendations

Performance and Administrative Effectiveness

Rating 5

Comments

- There is evidence to document “stellar” performance in services to local schools and districts in the region and beyond.
- All required state and local reporting was documented.
- There is a sound system of staff observation and evaluation. Policies and handbooks regarding staff performance are in place and documents suggest that each staff member is aware of the policies.

Recommendations

- As the state moves to performance based evaluations, it is evident that the model does not exactly fit cooperative staff positions; however, it would be advantageous to this cooperative as well as the others across the state to begin the process of revising the staff evaluation process in keeping with the appropriate parts of the new state personnel evaluation system.
- A performance rubric for staff evaluations would increase the effectiveness of such personnel reviews and provide a way to help staff who are doing a good job continue to grow in improved services.

- The committee acknowledged that long-range planning is done, but it also noted that there was little evidence of published documents that provide guidance for three to five years in the future. Explore ways to make long-range plans become part of the dissemination of information from the cooperative.

Staff Qualifications

Rating 5

Comments

- It is evident that the staff is competent and well qualified for the positions held. Documents provided support the observation that all staff meet or exceed the minimum qualification for positions held.
- It is noted that many staff exceed minimum qualifications. There are 21 positions that require a minimum of a Bachelor's degree of those 17 hold at least a Master's degree.

There were no recommendations

Extent of Local Financial Support

Rating 5

Comments

- The cooperative has 100% participation from its member school districts. Not all participate in every service offered many contribute additional resources to support the participation.
- Services available to schools and districts beyond include the group purchasing and printing.
- The cooperative manages support for Home School Testing for families across the state.
- The total cooperative budget reflects a number of grants and contracts the proceeds of which far exceed the basic state appropriation of approximately \$408,000.
- The staff has been aggressive in writing proposals, many of which have been funded to support the work within the cooperative, and also to support the work of curriculum development and implementation statewide.

There were no recommendations.

Final rating 5

Arkansas River Education Service Cooperative
On-Site Evaluation Summary Report
Friday, March 15, 2013

The Arkansas River Education Service Cooperative evaluation team met on Friday, March 15, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- The teacher member of the team was unable to attend.
- Bonard Mace, Superintendent, Gosnell School District
- Cindy Hinson, Faculty, Arkansas State University, Jonesboro
- John Manning, Director, Crowley's Ridge Education Service Cooperative
- Napoleon Davis, Administrator, Stuttgart Public Schools
- Jeff Collins, Business Owner, Pine Bluff
- Dr. Anissa Buckner, Parent, Pine Bluff School District
- Carol Eagle, Parent, White Hall School District

Arkansas River Education Service Cooperative serves the smallest number of districts when compared to the other cooperatives in Arkansas. The leadership of the two major positions changed approximately two years prior to the beginning of the self-study. Data needed to adequately respond to the programming of the cooperative is limited to the most recent two years. This entity should be considered to be in a major rebuilding phase. There is evidence that the new director is charting a course of action that will lead to greater participation from the local districts and to collection and use of performance data to support the decision-making necessary to manage and structure a viable service center.

Service Adequacy

Rating 4

Comments

- The lack of adequate data limits the cooperative's ability to totally respond to the expectations of this section.
- Work accomplished over the past two years supports a major turnaround in services and confidence of the local districts in the services of this cooperative.
- With limited data, there is no opportunity to link student performance data to services and thus align those services with the needs of districts and schools.
- Over the past two years the cooperative is building capacity for structuring a data base that will meet the needs of Service Adequacy as defined in the Rubric.
- The committee felt strongly that a rating of 4 for this criterion was appropriate because of progress and work accomplished in the two years that the current director and teacher center coordinator have been leading this cooperative.

Recommendations

- Continue to build on the two years of data available and as those data are added clearly define services related to needs documented in the data.
- Work with other cooperatives in the state – for example Great Rivers Educational Service Cooperative or Dawson – for expertise in data mining and designing services that align with school (even teacher) needs.
- Strengthen the relationship with all schools and districts in the cooperative so as to improve the confidence in the services provided by the cooperative and schools are willing to buy into the expense of teacher time to participate in professional development sessions.

User Satisfaction

Rating 4

Comments

- Like Service Adequacy, User Satisfaction data prior to the past two years does not exist.
- For the past two years, there is adequate data collected to reflect participant's satisfaction with professional development and other direct services. However, only minimal evidence was provided to suggest these data have been disaggregated, are used to improve professional development, and/or used to identify the need for new services.
- It was the opinion of the committee that improvements being made in the collection, aggregation and use of data will see major improvement in the coming years. The new administration is committed to correcting these identified deficiencies.

Recommendations

- Focus like a laser on data and assure local schools and districts that services provided will be linked to the greatest needs.
- Consider a visit to Great Rivers Educational Cooperative to observe the way they collect and use student performance data to structure professional development for individual or small groups of teachers. Great Rivers have made significant improvement in improving student performance and it appears to be linked to use of data to design interventions.

Performance and Administrative Effectiveness

Rating 4.5

Comments

- If the visiting team were to focus solely on the past two years, there is a very different picture emerging from that of the previous evaluation and the first three years since the last evaluation.
- The strength of this rating reflects the visiting committee's belief about what is to come, not what has happened in the past.
- The director has met individually with superintendents and principals to further understand the unique needs of the schools and districts.

- Reports for the past two years have been completed, filed and made available to schools in the area as required by statute.

Recommendations

- Continue to build the relationships with the individual schools and districts.
- Assure with actions to the local administrators that local district needs and needs of individual teachers will be considered in future planning.
- Seek to work with cooperatives from across the state to design and shape professional staff evaluations around the new model being implemented by the State Department of Education. Such a model is necessary, but there is no reason for fifteen entities to work on it independently.

Staff Qualifications

Rating 4.5

Comments

- With the exception of the director, all staff meet or exceed minimum staff qualifications and licensure for positions held.
- The director does not hold certification for a local district superintendent, which is required by statute.
- The director has a deficiency removal plan and is actively working toward removing this deficiency.

Recommendations

- The director must continue to take courses in pursuit of the school administrator's certificate.

Extent of Local Financial Support

Rating 4

Comments

- Budget, funding and cash flow should be considered a concern for long-term efficient operation.
- The primary funding is based on a state allocation of approximately \$408,000 and a small number of state and federal grants.
- There is limited or no base revenue from local districts for services. However, as the need arises, fees are charged based on participation in professional development and other direct services. Such a structure makes it almost impossible to budget and to provide quality professional development because the planning and financial commitment is often made before the participation is determined.
- To be successful over time, the cooperative must find or generate new sources of revenue and convince the local districts that a different way of supporting quality professional development is essential.

Recommendations

- Work closely with the Board through data collection and other strategies to seek their support and that of all local districts in formation of a professional development consortium. Districts should be will in to contribute an amount per FTE in support of such a consortium. There are many cooperatives who use this structure to increase base funding – it's hard to see how the cooperative can continue to provide services with the limited local commitment.
- Consider offering some opportunities for cost savings to districts either through cooperative purchasing or share such services with other cooperatives such as Arch Ford who have well established and successful group purchasing experience.
- If the first recommendation cannot be accomplished, the cooperative administration and Board must seek alternative funding to support a lean budget.
- Additional grants and/or contracts would be a temporary fix for new funding. Writing grants and seeking contracts takes time and expertise. An assessment of the staff's potential in the grant development might be a first step.

Final Rating 4

Northeast Arkansas Education Cooperative
On-Site Evaluation Summary Report
Friday, April 5, 2013

The Northeast Arkansas Education Cooperative evaluation met on Friday, April 5, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Letitia Mosler, Classroom Teacher, Westside School District
- Sherry Moody, District Level Administrator, Valley View School District
- Dr. Mike Hall, Associate Professor of Mathematics, Arkansas State University
- Mark Gibson, Teacher Center Coordinator, Northcentral Education Cooperative
- Dr. Brad Baine, School Board Member, Paragould School District
- Gary Little, Vice President, First National Bank, Walnut Ridge
- Melissa Powell, Parent, Lynn, AR
- Gina Davis, Parent, Corning School District

Service Adequacy

Rating 4.5

Comments

- Annually the cooperative staff meets with administrators to determine the needs for professional development and other services.
- The Board plays an important role in the decisions on services provided by the cooperative.
- The president of the Cooperative Board of Directors joined the team for lunch and spoke to the group regarding services provided and adequacy. He stated that the cooperative was responsive to requests from districts and that the schools in the area valued the services provided.
- There is a lack of evidence that student performance is a key factor in determining the needs of teachers in each local district.
- Evidence provided showed that data are collected from participants in most if not all professional development sessions and other services provided. However, these data did not seem to be aggregated into a profile that would provide clear vision for the user's view of adequacy of services.
- The Cooperative facility has been expanded to accommodate more concurrent sessions and larger group sessions, which provides more opportunities for local participants.

Recommendations

- Develop a process whereby at least annually all participant evaluations and feedback from administrators and users is aggregated so that it can be more helpful in determining future programming for the cooperative.
- Collaborate with other cooperatives such as Dawson or Great Rivers who are doing a good job with using student performance data to inform the need for services and begin the process of

linking student performance needs and school improvement status of local schools into the overall planning process.

- Adopt as an immediate goal the need to improve student performance in some local schools and use data to focus on teacher needs.

User Satisfaction

Rating 4.5

Comments

- The visiting committee commended the staff for its organization of the self-study the organization of supporting documents related to the rubric.
- Professional development sessions all seemed to have an evaluation questionnaire which was completed by a large percentage of participants. However, in many cases there was no evidence that the data from those questionnaires was assimilated into a summary, which would help inform the overall process.
- There was limited evidence that a priority for professional development sessions was based on student performance data.

Recommendations

- Work with local districts and schools to get student-level performance data, which can serve as a basis for planning focused professional development for teachers.
- Consider moving data collection efforts to an electronic format, which has the capacity to aggregate the data once collection is complete.

Performance and Administrative Effectiveness

Rating 4.5

Comments

- Documentation provided in the self-study report as well as supporting evidence indicates that the administration of the cooperative is sound and effective. Attention is given annually to budget preparation, overall assessment of effectiveness, and personnel policy updates.
- Detailed updates on the recommendations from the previous five-year study were provided in the self-study document.
- The administration is commended for moving many of the personnel documents and policy manuals to electronic format and evidence supports that these documents are updated annually with an annual evaluation of each staff member.

Recommendations

- As the Department of Education professional staff evaluation system emerges, this cooperative should join with other cooperatives in reviewing the staff evaluation system to make it consistent – where feasible – with that of the Department of Education document.

- As the trend toward performance assessment based on student assessment becomes practical, the administration should seek greater access to local district student performance data and then work with districts and schools to plan toward programming more based on the student data.
- Continue to improve and use measures of collecting needs data from local districts.

Staff Qualifications

Rating 4.5

Comments

- The self-study report as well as supporting documentation indicates that the professional staff members are well qualified for the positions held and that each meets or exceeds minimum state licensure requirements for the position.
- The director is appropriately licensed and has in-depth experience as a classroom teacher, as an administrator and experience as a teacher center coordinator prior to employment as the director. The cooperative Board president indicates that there is good communications with school administrators.

Recommendations

- As performance measures for staff members (and the director) change, update the evaluation tools and add a rubric that will focus on moving toward student success in schools.

Extent of Local Financial Support

Rating 5

Comments

- This cooperative has done an outstanding job of seeking grant and contract funds to help meet the service needs of the schools in the region.
- There is a professional development consortium, which operates as a separate budget item in the cooperative budget. All 13 local districts contribute annually to the professional development fund. Revenue from this fund supports all the programming for professional development. There is an advisory panel composed of school representatives that helps establish the priorities for services and programs offered throughout the year.
- The cooperative also makes available to the member schools shared service options for programs such as gifted and talented, special education, early childhood, and others. Supporting professional staff members in this way provides the smaller districts an opportunity to have the support from specialists in these areas on a part time basis.
- It is worthy of note that the state allocation is just over \$408,000 and the local cooperative total budget is approximately \$5.5 million annually. These data support the fact that grants, state contracts, and local contributions make up the vast majority of the cooperative budget.

There were no recommendations.

Final rating 4.5

South Central Service Cooperative
On-Site Evaluation Summary Report
Monday, April 8, 2013

The South Central Service cooperative evaluation met on Monday, April 8, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Peggy Bray, Classroom Teacher, Genoa Central High School
- Dr. David Rainey, Superintendent, Dumas School District
- Dr. Peggy Doss, Dean, School of Education, University of Arkansas at Monticello
- David Henderson, Technology Coordinator, Southwest Arkansas Education Cooperative
- Rev. Eddie Moore, School Board Member, Camden Fairview School District
- Tessa Wilson, President, BancorpSouth, Camden³
- Misty Bounds, Parent, Harmony Grove School District
- Jennifer While, Parent, Magnolia School District

One of the major recommendations from the study of five years ago was to update or replace the facility that houses the staff and provides a place for professional development. A new facility was constructed and opened in January 2011. It's a new modern facility with staff offices, adequate space for professional development sessions and other events, and parking to accommodate a large meeting or conference.

Service Adequacy

Rating 4.5

Comments

- The Cooperative staff uses a variety of strategies to retrieve data from local schools that serve as a basis for program planning. It was noted that data collection is becoming technology based and electronic surveys are used to secure needs assessment data.
- The programs of the Cooperative are structured in such a way that each year each local school/district must reaffirm an intent to participate. A number of smaller districts have been consolidated and other districts are losing enrollments, which mean that there are fewer students around which to build programs and revenue.
- The Cooperative staff seeks to collaborate with local district administrators to review student assessment data so that program offerings are consistent with student needs. There are surveys either paper/pencil or on-line seeking to get input from participants regarding the adequacy of services. However, the return rate is less that desired. This lack of return may reflect an indifference to the process or the timing for completing the surveys may need to be restructures.

Recommendations

³ Ms. Wilson was unable to attend, notified too late to get replacement

- Study the issue of surveys not being returned and explore different strategies that could be used to get participation.
- There have been attempts to collect data that will verify alignment of student performance needs with teacher needs and programming linked to each. These strategies and specifically linked to the State MSP grant. To date results seem to be inconclusive as to the overall impact of the work. Continue to explore ways of linking student performance and the work classroom teachers do in the classroom.

User Satisfaction

Rating 4.5

Comments

- The Cooperative prepares and hands out lots of surveys and has begun to use electronic questionnaires for some programs. However, the return rate is not very high, which probably skews the results.
- There are multiple ways used by the staff to keep in touch with the local administrators. The director and teacher center coordinator visit each school and district office at various time throughout the year. Also, the content specialists (mathematics, literacy, technology, etc.) visit the local administrators at their school sites each year. Valuable information is obtained through these interviews.
- One could almost view the program as a collection of discrete offerings that school administrators can choose from each year. The comment was made if participation dwindles in one area, that area cannot be offered because schools/districts contribute to the support of each area independently.
- Declining school enrollments and school consolidations have reduced the overall budget of the cooperative in recent years.

Recommendations

- Continue to encourage school administrators that program choices, especially for professional development, should be made around student performance and around teachers of classes that demonstrate poor performance.
- As budget continue to decline, it may be necessary to make choices about future offerings. Try to keep student performance and new curriculum needs at the forefront of professional development.
- Seek to get higher response rates on surveys to fully understand the user satisfaction of clients.

Performance and Administrative Effectiveness

Rating 4.5

Comments

- Great progress was made in meeting the recommendations from the previous five-year report. Perhaps the major accomplishment was the completion of the new facility, which has enhanced the local programming simply due to the structure of the building.
- There is an annual review/evaluation of staff at the Cooperative. This includes a review of the director, which is conducted by the Cooperative Board.
- Audits indicate that there are no exceptions and all required documents are completed and filed with the Arkansas Department of Education and the member districts.

Recommendations

- In keeping with the new teacher evaluation process initiated by the Arkansas Department of Education, consideration should be given to establishing a performance rubric for the staff that will take the evaluations to the next level of professionalism.

Staff Qualifications

Rating 5

Comments

- All staff members are highly qualified and meet or exceed licensure standards for the position in which they are employed.

There were no recommendations

Extent of Local Financial Support

Rating 5

Comments

- Participation in any or all of the programs offered by the Cooperative is completely voluntary on the part of each local district. Each program seems to operate independently and is funded based on local support. For example at present there are thirteen member districts and nine of those districts elect to participate in the professional development consortium. Those nine members pay a per teacher fee, which must support the programs offered throughout the year. Such structure provides for great flexibility on the part of the districts, but it makes budgeting somewhat tentative. The director noted that when programs are not funded sufficient to manage the program, that may mean that staff members responsible for that program may experience reduction in force.
- Beyond the basic allocation from the Department of Education (approximately \$408,000) other revenues are generated by consortium participation, state and federal grants and some contracts.
- The cooperative seems to be sound financially with limited reserves each year.

There were no recommendations

Overall Rating 4.5

Southwest Arkansas Education Cooperative
On-Site Evaluation Summary Report
Friday, April 19, 2013

The Southwest Arkansas Education Cooperative evaluation met on Friday, April 19, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Amy Chambers, Classroom Teacher, Nashville Elementary School
- Ken Muldrew, Superintendent, Stephens School District
- Dr. Debe Kinkaid, Professor of Mathematics, Southern Arkansas University, Magnolia
- Lenett Thrasher, Teacher Center Coordinator, Arch Ford Education Service Cooperative
- Denny Dickinson, School Board Member, Hope School District
- Dennis Ramsey, President, Summit Bank, Hope, Arkansas
- Pam Lewellen, Parent, Hope School District
- Dr. Jennifer Methvin, Parent, Hope School District

Southwest Arkansas Education Cooperative moved into new facilities in August 2010. The new building, which is located on the campus of University of Arkansas Community College in Hope, was funded in part by a partnership with the College, the City of Hope and the US Department of Agriculture Rural Development Program. The facility houses offices for the staff, the teacher resource center, training rooms for professional development and adequate parking that will accommodate the largest training that can be staged in the facility. The construction of the new facility was a recommendation from the study of five years ago.

User Satisfaction

Rating 5

Comments

- There are only ten school districts that make up this cooperative.
- The self-study as well as the evidence provided suggests that each year schools receive a survey seeking input into the services and professional development needs of schools and individual teachers. These surveys are aggregated and priorities are set for the year. It was noted that often priorities are revised during the year based on input from the schools.
- The cooperative offers 13 different initiatives which are available to schools to join. Many of those programs are based on school surveys and each year districts can choose which of the programs they will join. Not all districts participate in all programs.
- In responding to the annual survey or needs assessment, local districts are encouraged to keep in mind student performance data as priorities are being developed. However, at this point the cooperative does not seem to have access to student-level data from which to base program decisions.
- Professional development in mathematics and language arts are based on the Common Core State Standards and the math and literacy specialists are working diligently with teachers of those subjects to be ready for curriculum implementation and the change of assessment systems based on the PARCC assessments.

- The teacher center which provides a variety of support for teachers and teaching continues to be a viable and active part of the work of this cooperative. Teachers can share materials obtained through the cooperative and there is access to materials for making visual displays and other hands-on teaching materials.
- The cooperative collects many different types of data to assist in program planning. There is evidence that the data are aggregated and results are used as staff visits school administrators prior to the time when they are required to make participation decisions for the next year.
- One data point that seems unique is a log of the number of visits and the hours spent by all the staff in visiting each school in the region.

Recommendations

- Work with local districts to get access to student level data at the cooperative. That would allow for greater access to the data and would allow more in-depth analysis of student data in planning for services to be provided.
- Consider having staff to keep journal notes of the types of activities conducted when working in the schools. It's one thing to document time spent, but it's a definite talking point with the superintendent when the coop can tell how many hours were spent and what the outcome was. Also, this is another reason for having student level assessments so that cooperative staff members will be prepared to interact with the administrators about student performance.
- Meetings focused around job-alike session should be expanded to include grade level or subject contest especially related to Common Core State Standards.

User Satisfaction

Rating 5

Comments

- It appears that data are available to document teacher participation and their satisfaction with each professional development event held. Those data are aggregated and provided to the presenter as well as to the schools. This is a data rich cooperative and the data are used appropriately.
- In the early childhood program the facilitator of this activity surveys parents to determine the success of the program in working with each child.

There were no recommendations

Performance and Administrative Effectiveness

Rating 5

Comments

- The cooperative director and teacher center coordinator are both new in their positions with less than one year's experience. However, the director has worked in two other positions in this cooperative: she served as a mathematics specialist, teacher center coordinator/assistant

director and was employed as director to begin in July 1, 2012. Ms. Bailey meets all licensure and experience requirements for the position.

- There is documentation that recommendations from the previous evaluation have been address and most adopted.
- Policy manuals and staff evaluations are current and those manuals are reviewed annually.
- There is evidence of success in funding from grant proposals submitted to state and federal agencies.

Recommendations

- Given changes that are taking place with teacher assessment and evaluation and led by the Arkansas Department of Education, consider collaborative efforts with other cooperatives to begin the process of establishing a performance evaluation system for staff based of student performance in the schools.

Staff Qualifications

Rating 5

Comments

- All staff members employed by the cooperative meet or exceed minimum qualification or licensure for the position they hold.
- All staff members are engaged in evaluations each year.
- There is evidence of collaboration with the local community college and to a lesser extent with the University of Southern Arkansas to extend and/or provide programming for the local districts.

There were no recommendations.

Extent of Local Financial Support

Rating 5

Comments

- Local districts participate in the cooperative budget by joining the various consortia. The number of consortia in which any one district participates varies from year to year. Districts have to make those choices in the spring of each year.
- The professional development consortium operates during the 2012-2013 academic year with all 10 of the member school districts participating. Each district contributes \$100 per teacher unit toward to professional development of teachers and administrators in the area.
- The total budget for the cooperative is slightly less than \$1 million annually. Of that amount approximately \$408,000 is allocated by the state. Local districts purchase services and the cooperative has funded grants and contracts from federal and state sources to make up the difference.

- It appears that budget is challenged to support the staff, provide services as needed and meet expectations of the 10 districts served. To a great extent the budget issue is a function of the small number of districts and declining enrollment in rural Arkansas schools.

There were no recommendations.

Final Rating 5

Northcentral Arkansas Education Service Cooperative
On-Site Evaluation Summary Report
Friday, April 26, 2013

The Northcentral Arkansas Education Service Cooperative evaluation team met on Friday, April 26, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Gary Ash, Classroom Teacher, Flippin School District
- Dale Query, Administrator, Flippin School District
- Guy Santucci, Adjunct Professor, Harding University
- Jeff Williams, Director, Wilbur Mills Education Service Cooperative
- Phil Ferguson, Member, School Board, Batesville School District
- Andy Gunther, Sales Manager, Freedom Ford, Melbourne, AR
- Toni Lawrence, Parent
- Danny Brightwell, Grandparent, Melbourne School District

Service Adequacy

Rating 5

Comments

- Collection and use of data is considered an essential input into planning for this cooperative. There are a variety of sources of data including student performance data, target testing and surveys to the administrators and teacher from the local districts. The cooperative staff members meet individually with each local district to review the district's data and to monitor services to the districts and schools.
- The teacher center focuses it work on professional development needs of faculty and the identified needs as determined from student performance assessments.
- Services to teachers and schools from the media resource at the cooperative continue to be a frequently used service, which is supported by contributions by local districts.
- Curriculum services to teachers and professional development has shifted to the implementation of Common Core State Standards.

There were no recommendations

User Satisfaction

Rating 5

- There are sixteen districts in the region of service. The cooperative staff members meet with leaders in each school annually to update data and to reassess the needs for services and professional development.
- Each event is followed up with a questionnaire to collect information and to evaluate the effectiveness of the program. Those data are aggregated and used in the planning for future sessions.

- There is evidence that data collected do reflect student performance data such data is linked to services provided over the academic year.
- School improvement data show that all schools in this cooperative area are meeting student performance expectations thus no school or district is listed in school improvement as defined by the No Child Left Behind Legislation.
- Job descriptions as reported in the self-study document demonstrate the importance the cooperative places on having each staff member linked to local districts by program and by maintaining updated information from the local districts.

Recommendations

- Most of the data collection – especially surveys to local districts – seems to be paper/pencil based. Consider moving to more electronic delivery of questionnaires from which the results can be electronically tabulated, which is much more efficient.

Performance and Administrative Effectiveness

Rating 5

Comments

- There was documentation that recommendations from the previous study were considered and implemented. One area that could still be improved is the dissemination of information about the successful practices and the role the cooperative plays in supporting educational programs across the 16 area schools.
- All employees are evaluated on an annual basis as is the director. Results of those evaluations were provided for review by the committee.
- Through the Board of Directors there is a formal process through which the overall cooperative performance is evaluated annually.

Recommendations

- In keeping with the new teacher evaluation model being developed and implemented from the Arkansas Department of Education, the regional cooperatives should work together to develop or modify such a tool that would enhance the staff evaluation process by adopting rubrics for the evaluation model.

Staff Qualifications

Rating 5

Comments

- All staff positions are filled with individuals who meet or exceed minimum qualifications for the position held.
- Hiring of new staff is based on meeting the qualifications for the position and collaborative interview processes.

There were no recommendations

Extent of Local Financial Support

Rating 4

Comments

- Financial records are sound and each year each district can track participation and track funds paid to the cooperative for services of the various group efforts.
- The Media Center upkeep and distribution operates on \$1.00 assessment per student per year. It was noted that this nominal amount is inadequate to cover the services, which include delivery, replenishment of materials, and other costs for upkeep and replacement of items.
- In order to supplement the approximately \$408,000 state allocation, the cooperative applies for grants and contracts from state and federal sources.
- Local districts pay to support a number of local programs and shared professional services.
- Professional development – one of the cooperative’s major efforts each year – is supported by fee-for-service. Which means that revenue is dependent of teacher (and administrators) attending sessions. Without a consortium of schools with pro-rata funding per teacher or per student (as with the teacher center) it is difficult to budget or to be assured that registrations will cover costs.
- Building upkeep and planned expansions to accommodate new programs and staff resources have been paid from regular budgeted funds rather than seek bonded indebtedness.

Recommendations

- Continue to explore the possibility of establishing an annual fee structure based on the number of teachers or the number of students to support the professional development program of this cooperative.
- If the media center operation is to continue, it should be funded so that it is not a drain on other programs.

Final Rating 4.75

Western Arkansas Education Cooperative
On-Site Evaluation summary Report
Friday, May 10, 2013

The Western Arkansas Education Cooperative evaluation team met on Friday, May 10, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Sammie Beene, Classroom Teacher, Nemo Vista Public Schools
- Jim Loyd, Superintendent, Two Rivers School District
- Paul Dean, Adjunct Instructor, Harding University
- Mike Van Dyke, Director, Northwest Arkansas Education Service Cooperative
- Susan Gattis, Member, County Line School Board
- Jim Wooley, Vice-President, First Western Bank, Ratcliff, AR
- Julie Street, Parent, Paris School District
- Melinda Stubblefield, Parent, Charleston School District

Service Adequacy

Rating 5

Comments

- The cooperative is making intense efforts to work with local districts to secure and disaggregate student performance data as part of the planning for services and for professional development.
- The cooperative staff meets with each local superintendent annually to review the student performance data and to get feedback about programming needs for the coming year. The results of these visits are collected and factored into the design of professional development offerings as well as for larger projects that could be provided through the cooperative.
- Data collection related to service adequacy and user satisfaction is moving to electronic transmission. The use of electronic measures, mostly through e-mail directly to the superintendents and principals, is an efficient use of time for both cooperative staff and for local district administrators.
- The cooperative works with the Department of Education to facilitate training in priority areas as determined by the Department. Examples include Common Core State Standards, PARCC assessment, and teacher evaluation.

There were no recommendations

User Satisfaction

Rating 5

Comments

- The cooperative utilizes many different surveys to determine user satisfaction. At the conclusion of each professional development session, participants are expected to complete an

evaluation. These evaluations are collected, consolidated and results factored into improving sessions and to adapting sessions to meet the needs of teachers and administrators.

- At the end of each year, consortia programs such as gifted and talented survey member schools for an evaluation of services provided. The specialists meet with participants and use all input to improve or modify services for the following year.
- Student data is becoming more prominent as a key factor in determining overall success of professional development and other initiatives sponsored by the cooperative.

There were no recommendations

Performance and Administration Effectiveness

Rating 5

Comments

- All policy statements and reports were complete and appropriately filed with the Department of Education and with local districts.
- There have been no audit exceptions over the past five years.
- Recommendations from the previous evaluation were addressed and adopted as appropriate.
- All staff members have a performance evaluation on file, although they may not be completed every year. The director is evaluated by the Cooperative Board.
- A collaborative process is in place to provide suggestions for hiring of new staff.

Recommendations

- As Department of Education completes and implements the teacher evaluation model, this cooperative should consider working with the other cooperatives to develop a performance evaluation rubric that will address student performance as well as other job-related issues as defined in the job descriptions.

Staff Qualifications

Rating 5

Comments

- All staff members meet or exceed minimum qualifications or licensure for the position which they hold.
- The Board of Directors is active and takes a major responsibility for the guidance of cooperative operation.
- Mr. Fenter has been the director of this cooperative since it was initially organized. This tenure of service affords him the understanding of management of cooperatives, but also affords him the opportunity to provide leadership to other directors across the state.

There were no recommendations

Extent of Local Financial Support

Rating 5

Comments

- School Districts are provided the opportunity to participate in a number of local consortia. For example of the 22 local districts in this region, 15 are enrolled in the professional development consortium, 21 are enrolled in the Perking consortium, and all 22 participate in gifted and talented and early childhood programs.
- The cooperative manages a number of state and federal grants and contracts. Each of these requires local district participation and approval before a proposal is submitted for funding.
- It is noted that the base allocation from the state for cooperative operation and management is approximately \$408,000. This amount is a small fraction of the overall budget. It should also be noted that the base allocation has not increased in several years.
- Of the 22 local districts that make up the membership of this cooperative, there is great diversity among them in size as well as student body make-up. The larger districts such as Fort Smith, Alma and Van Buren are of sufficient size that they have professional staff that can be responsible for conducting professional development on site, thus teachers do not have to travel to secure those required professional development hours.

There were no recommendations

Final rating 5

Northwest Arkansas Education Service Cooperative
On-Site Evaluation Summary Report
Tuesday, May 14, 2013

The Northwest Arkansas Education Service Cooperative evaluation team met on Tuesday, May 14, 2013. The evaluation team included the following:

- Dr. Charles D. Watson, Chair, representing the Arkansas Department of Education
- Pattie Murphy, Classroom Teacher, Cedarville School District
- Dennis Copeland, Superintendent, Mountainburg School District
- Dr. Glenda Ezell, Education Faculty, University of The Ozarks, Clarksville
- Bob Cochenour, Technology Coordinator, Western Education Service Cooperative
- Lanny Rice, School Board Member, Prairie Grove School District
- Kim Davis, Business Executive, Northwest Council, Springdale
- Danielle Rose, Parent, Pea Ridge School District
- Donna Hudspeth, Parent, Prairie Grove School District

Service Adequacy

Rating 4.5

Comments

- The linking of information provided in the self-study document with the supporting documentations was not always easy to follow, thus the committee has concern that some of the information may have been provided, but was missed in the short time available for committee work.
- There are many different aspects of the needs assessment process. Each major component of the program has an accompanying assessment along with data to support the accomplishments and the data are collected annually. However, the needs assessment process has not begun to be linked to student performance data from the schools.
- It was noted that local school data are only available to the cooperatives when it is provided by the local districts. Many of the larger districts in the service territory have sufficient staff to do data disaggregation and planning based on data.
- The leadership of the cooperative has changed (both director and teacher center coordinator) in the past two years.

Recommendations

- Work more closely with the local districts in an effort to retrieve student-level performance data. Such data will be essential to future planning and linking services to meet the identified needs of the schools based on that data.
- The diversity among schools in this region is great as is the diversity of the student population being served. For example Springdale School District, one of the state's larger districts, has a student population that has greater than 50% Hispanic students. Future programming should begin to focus on the academic needs of these students if the cooperative is going to address student academic needs.

User Satisfaction

Rating 4.5

Comments

- User satisfaction data is now being collected – at least in part – using on-line technology. The use of electronic data systems will allow more options in data analysis and linkage with populations. The gap seems to be the percentage of participants who take time to complete the surveys.
- The challenge remains to link data collection and assessment measures to student performance data.
- There is good documentation that services provided are based on district/school surveys and programming is based on the surveys.
- Google documents provide a way of sharing information among the districts and that has proven successful.

Recommendations

- The key recommendation remains with the link of student performance data to services and programs provided by the cooperative and then assessing successes based on improved student performance.
- The cooperative may want to engage in a dialogue with other cooperatives that are making progress with student performance data. Good examples to consider might be Great Rivers or Dawson. However, be aware that Great Rivers has a much different service base, but the process of working with individual schools might be of help.

Performance and Administrative Effectiveness

Rating 5

Comments

- All required reports were complete and appropriately filed with the Department of Education and with the local districts.
- Personnel policies for staff were up-to-date and are being used to evaluation staff on an annual basis.
- Although the administrative leadership is new, many recommendations from the previous study were implanted. Others were deemed not feasible at this time due to financial costs or programming priorities of the cooperative and local districts. One recommendation for consortium funding for professional development has not been implemented and will be a recommendation again in Section V.

Recommendations

- As the state moves toward staff evaluation for teachers using performance measures for teacher evaluation, the cooperative may want to consider working with other cooperatives and develop a performance based evaluation system for cooperative personnel.
- There was a question about documentation for the staff in completing and recording the required 60 clock hours of professional development each year. It is probably a documentation and reporting issue.

Staff Qualifications

Rating 5

Comments

- All staff members meet or exceed the minimum qualifications for the positions held.
- Employment decisions are based on qualifications and interviews include other cooperative staff.

There were no recommendations.

Extent of Local Financial Support

Rating 4.5

Comments

- The cooperative secures many grants and contracts from state and federal sources. These contracts allow for extended services that would not otherwise be available. Often there are multiple districts participating in each program.
- The previous evaluation encouraged the cooperative to consider a fee for service, not a pay as you go type organization – especially for professional development. So far that has not happened cooperative wide. However, this past year two local districts are participating in a pilot program where they pay \$100 per teacher FTE into the consortium for professional development. There are no evaluation data at this point.
- Other than the pilot program involving two districts, participants from across the cooperative region (and some from other regions) attend training session with a cost for service fee for each session. Local districts are billed for services.

Recommendations

- Institute the consortium for professional development where each district contributes an amount (\$100 per FTE seems common across the state) for the establishment of funds to support professional development. As it currently exists, trainings are planned with no assurance that funds will be collected to cover costs. Ultimately, such structure could lead to a liability on the cooperative's part if a number of sessions went unsubscribed.

- With the number of grants and contracts, a grants coordinator is still a good idea. Obviously, funding is an issue, but salary could be written into grants to pay for such a person.

Final Rating 4.5



Home School Report

2012-2013

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Introduction

In order to promote collaboration between home school parents, public schools, and the Arkansas Department of Education (ADE), a Home School Office has been established and staffed at the ADE.

Questions or requests for assistance should be directed to:

Lisa Crook
Home School Office
Four Capitol Mall – Slot 3
Little Rock, AR 72201
(501) 682-1874

Email: Lisa.crook@arkansas.gov

<http://arkansased.org/>

<http://arkansased.org/about/schools/home.html>

Data Sources

Parents or legal guardians who choose to provide a home school for their children are required by law to submit current year Notice of Intent to Home School and Waiver forms to the superintendent of their local school district each year within the established deadlines. Meeting this annual requirement maintains legal home school status for the parents or legal guardians.

School districts are required to submit a copy of each form to the Arkansas Department of Education (ADE) for statistical and testing purposes. This report comprises data submitted by the 239 school districts in Arkansas. The accuracy, completeness and timeliness of the data are reliant upon the parents/guardians' compliance with legislation and the school districts' submissions of the information to the ADE.

Estimates of grade level completed are based on date of birth when incomplete information was submitted regarding grade level.

ARKANSAS CODE ANNOTATED
§ 6-15-501 through § 6-15-508
Current through the Regular Session
of the 86th General Assembly
(2007)
Home School Law

6-15-501. Definition.

As used in this subchapter “home school” means a school provided by a parent or legal guardian for his or her own children.

History. Acts 1985(1st Ex. Sess.), No. 40, 2; 1985(1st Ex. Sess.), No. 42, 2; A.S.A. 1947, 80-1503.5.

6-15-502. Rules, regulations, and procedures for monitoring and enforcing provisions.

(a) The provisions of § 6-18-201(a) shall be self-executing, and the State Board of Education shall have no authority to promulgate rules, regulations, or guidelines for the enforcement or administration thereof.

(b) The board is empowered to make such reasonable rules and regulations required for the proper administration of this subchapter which are not inconsistent with the intent of this subchapter.

History. Acts 1985 (1st Ex. Sess.), No. 40, § 7; 1985 (1st Ex. Sess.), No. 42, § 7; A.S.A. 1947, § 80-1503.10; Acts 1995, No. 1296, § 15; 1997, No. 400, § 1.

6-15-503. Prerequisites to home schooling.

(a)(1) Parents or guardians desiring to provide a home school for their children must give written notice to the superintendent of their local school district of their intent to provide a home school for their children and sign a waiver acknowledging that the State of Arkansas is not liable for the education of their children during the time that the parents choose to home school:

(A) At the beginning of each school year but no later than August 15; or

(B) By December 15 for parents who decide to start home schooling at the beginning of the spring semester; or

(C) Subject to the provisions of subsection (d) of this section, fourteen (14) calendar days prior to withdrawing the children from the local school district and at the beginning of each school year thereafter. The superintendent or the local school board may waive the fourteen-day waiting period.

(2) Within thirty (30) calendar days of establishing residency within the district, parents or guardians moving into the school district during the school year must give written notice to the superintendent of their local school district of their intent to provide a home school for their children and sign a waiver acknowledging that the State of Arkansas is not liable for the education of their children during the time that the parents choose to home school.

(3) The notice must include:

(A) The name, date of birth, grade level, and the name and address of the school last attended, if any, of each student involved;

(B) The location of the home school;

(C) The basic core curriculum to be offered;

(D) The proposed schedule of instruction; and

(E) The qualifications of the parent-teacher.

(4) Parents or guardians shall deliver written notice in person to the superintendent of their local school district the first time such notice is given.

(b) This information may be used only for statistical purposes and test administration.

(c) Each local school district shall report the statistical data required by this section to the Department of Education each year.

(d)(1) No public school student shall be eligible for enrollment in a home school if the student is currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive unexcused absences.

(2) Public school students who are under disciplinary action by the local school district shall be eligible for enrollment in a home school if:

(A) The superintendent or local school board chooses to allow the child to enroll in a home school;

(B) The disciplinary action against the student has been completed or the school semester has ended, whichever occurs first; or

(C) The student has been expelled.

History. Acts 1985 (1st Ex. Sess.), No. 40, § 3; 1985 (1st Ex. Sess.), No. 42, § 3; A.S.A. 1947, § 80-1503.6; Acts 1987, No. 260, § 1; 1995, No. 522, § 1; 1997, No. 400, § 2; 1999, No. 1117, §§ 1, 2.

6-15-504. Home-schooled students - Achievement tests - Enrollment or reenrollment in local schools.

(a) Each student enrolled in a home school program who is considered to be at grade level or no more than two (2) years beyond the normal age for the appropriate grade for which the state mandates norm-referenced tests for public school students shall be tested using a nationally recognized norm-referenced achievement test selected by the State Board of Education.

(b)(1)(A) The administration of the tests required of home-schooled students shall be by the directors of the education service cooperatives established under § 6-13-1001 et seq. or as otherwise designated by the Department of Education.

(B) For the purposes of this section, the superintendents of the Little Rock School District, North Little Rock School District, and Pulaski County Special School District shall act in lieu of an education service cooperative director.

(2) The directors of the education service cooperatives shall establish a common set of procedures approved by the Director of the Department of Education for the proper administration of the tests required by this section.

(3) The administration shall include purchasing the test materials, giving the tests, scoring and interpreting the tests, and reporting test results.

(c) The cost of testing required by this section shall be the responsibility of the department when the tests are administered by the directors of the education service cooperatives or other department designees.

(d)(1) Alternate testing procedures may be approved by the director of an education service cooperative after consultation with the parents of a home-schooled student.

(2) However, any costs associated with an alternate testing procedure shall be the responsibility of the parents.

(e)(1)(A) Any student who refuses to participate in the testing program or the alternate testing program required by this section has not met the statutory prerequisites for home schooling and, as any other student, shall be subject to the applicable Arkansas laws regarding truancy.

(B) After a student corrects any refusal to participate in the testing program or the alternate testing program as determined by the department and required by this subsection, the student shall be restored to home school status after his or her parent or guardian has complied with all requirements of § 6-15-503.

(2) This subsection shall not be applicable to any parent who can present written acknowledgement that the child has been enrolled in a public, private, or parochial school within thirty (30) days of the administration of the state-mandated achievement test.

(f)(1) Each local school district may assess any home-schooled student who enrolls or reenrolls in the district in order to determine proper educational placement.

(2) Among other means of assessment, the local school district shall utilize the norm-referenced test approved by the board to assess the student and shall determine placement in the appropriate grade level as indicated by the test results.

(g) Any home-schooled student who enrolls or reenrolls in a local school district must attend classes for at least nine (9) months immediately before graduation before the student can become eligible to receive a high school diploma from the district.

History. Acts 1985 (1st Ex. Sess.), No. 40, § 4; 1985 (1st Ex. Sess.), No. 42, § 4; A.S.A. 1947, § 80-1503.7; Acts 1995, No. 522, § 2; 1997, No. 400, § 3; 1999, No. 1117, § 3; 2003, No. 1793, § 1.

6-15-505. [Repealed.]

Repealed.

6-15-506. [Repealed.]

Repealed.

6-15-507. Ineligibility of home schools for local, state, or federal funds.

(a)(1) Home schools authorized by this subchapter are not entitled to local, state, or federal funds allocated to a public school district.

(2) For purposes of this section, eligible children with disabilities identified under the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq., in home school settings shall be given the same consideration afforded to students in private school settings for special education services as provided for in that act.

(b) School districts providing services to home school students shall be eligible for local, state, or federal funds allocated or approved for such services.

History. Acts 1985 (1st Ex. Sess.), No. 40, § 8; 1985 (1st Ex. Sess.), No. 42, § 8; A.S.A. 1947, § 80-1503.11; Acts 1997, No. 400, § 6; 2003, No. 1793, § 2.

6-15-508. Home schooling prohibited if a sex offender resides in the home.

(a) No child may be home schooled if any person residing in the home with the child is required to register under the Sex and Child Offender Registration Act of 1997, § 12-12-901 et seq.

(b) Upon petition to the sentencing court from the child's parent or guardian, the sentencing court may enter a written order specifically waiving the restriction in subsection (a) of this section.

(c) This section shall not apply if the child to be home schooled is the person registered under the Sex and Child Offender Registration Act of 1997, § 12-12-901 et seq.

History. Acts 2001, No. 1787, § 1.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING HOME SCHOOLS**

August 2007

1.00 REGULATORY AUTHORITY

1.01 These regulations shall be known as Arkansas Department of Education Rules Governing Home Schools.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-501 et seq., 25-15-201 et seq., and Act 824 of 2007.

2.00 PURPOSE

It is the purpose of these regulations to set reasonable guidelines for the operation of Home Schools.

3.00 DEFINITIONS

For the purpose of these rules and regulations:

3.01 A "home school" is a school provided by a parent or legal guardian for his or her own child.

3.02 A "testing window" is an established testing calendar as determined by the Arkansas Department of Education.

3.03 "Alternate testing procedures" refers to any testing date(s) and/or location(s) within the testing window and approved by the education service cooperatives and Pulaski County school districts for home school students.

3.04 "A norm-referenced test (NRT)" is any testing instrument required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the performance of the achievement of students who comprise the norming or standardization group for a particular commercial instrument.

3.05 An "individualized education program (IEP)" is a written record of decisions reached between parent/guardian and school personnel jointly describing the educational program for a child with a disability.

3.06 "Current school year" is the official period of time for pupil/teacher interaction within the school district policy which follows the requirements in Ark. Code Ann. § 6-10-106 (Repl. 1993) (Uniform dates for beginning and ending a school year).

4.00 GENERAL

- 4.01 Under Arkansas law children between the ages of five (5) and seventeen (17) on or before September 15 of that year, in accordance with Ark. Code Ann. § 6-18-201 (Supp. 1997), as amended by Act 570 of 1999 must attend school.
- 4.02 A parent/guardian who intends to home school a child in accordance with Ark. Code Ann. § 6-18-201 [as amended] must enroll the child in a home school at the beginning of each school year but no later than August 15 for the fall semester, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing. The superintendent or local school board may waive the fourteen (14) day waiting period.
- 4.03 No public school student shall be eligible for enrollment in a home school if the student is currently under disciplinary action for violation of any written school policy including, but not limited to, excessive unexcused absences. Exceptions to this requirement are outlined in Section 4.04.
- 4.04 Public school students who are under disciplinary action by the local school district shall be eligible for enrollment in a home school if:
- 4.04.1 The superintendent or local school board chooses to allow the child to enroll in a home school;
 - 4.04.2 The disciplinary action against the student has been completed or at the end of a school semester, whichever occurs first; or
 - 4.04.3 The student has been expelled.
- 4.05 Parent/guardian may elect for a child, who will not be kindergarten age in accordance with Ark. Code Ann. § 6-18-201, [as amended], not to attend kindergarten by filing a Kindergarten Waiver form with the local school district office.
- 4.06 Home school students who enroll in a public, private or parochial school during the time they are home schooling cannot re-enter home schooling until new Notice of Intent and Waiver forms are completed and returned to the local school district.
- 4.07 Home school students who are in the required grade levels for which the state mandates norm-referenced testing and who are no more than two (2) years beyond the normal age for the required grade levels must take a standardized norm-referenced test as identified by the Arkansas Department of Education, and the results will be used for reporting purposes only.

- 4.08 Any student who refuses to participate in the required testing program shall be subject to the applicable Arkansas laws regarding truancy. This Section shall not be applicable to any parent that can present written acknowledgement that their child has been enrolled in a public, private or parochial school within thirty (30) days of the administration of the state-mandated tests.
- 4.09 Books, curricula or materials are not required to be furnished by the Arkansas Department of Education, local school district or education service cooperative. It is the responsibility of the parent/guardian to purchase all books, curricula or materials that they use in home schooling.

5.00 NOTICE OF INTENT

- 5.01 Parents or Guardians who plan to home school must file written notice by completing and returning the printed current year Notice of Intent and Waiver forms to the public school superintendent's office of their local school district by August 15 for the beginning of each school year, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing the child from the local school district during the school year. Parents or guardians must sign a waiver acknowledging that the State of Arkansas is not liable for the education of their child(ren) during the time that parent chooses to home school. The Notice of Intent and Waiver forms are valid for the entire school year if filed at the beginning of the school year or for the remainder of the school year if filed during the school year. There are no exceptions to these filing requirements except as outlined in 5.02.
- 5.02 Parents or guardians moving into a school district during the school year must file the current year printed Notice of Intent and Waiver forms with their local public school superintendent's office within thirty (30) calendar days of establishing residency within the district.
- 5.03 The required Notice of Intent and Waiver forms must be the printed current year forms obtained from your local superintendent's office and must include the following information for reporting and test administration purposes only:
- 5.03.1 The name, date of birth and grade level of each child and the name and address of the public, private, home school or parochial school last attended, if any, for each student.
 - 5.03.2 The location of the home school (mailing address).
 - 5.03.3 A brief description of the basic core curriculum to be used and the subjects to be taught.
 - 5.03.4 Schedule of instruction to be followed (hours per day; days per week; number of weeks).

- 5.03.5 The education qualifications of the parent/guardian/teacher(s).
- 5.03.6 Parents or guardians shall deliver written notice in person to the superintendent of their local school district the first time such notice is given.

6.00 TESTING REQUIRED – ACHIEVEMENT TESTS

- 6.01 Test administration of home school students shall be under the direction of the education service cooperatives and the Pulaski County school districts. Achievement testing will be held during the testing window identified by the Arkansas Department of Education.
- 6.02 The education service cooperatives and Pulaski County school districts will ensure that all test materials are secure before testing, between and following test administration and provide the Arkansas Department of Education, for approval by the Director, with a common set of procedures for test administration of home school students in the required grade levels. These common set of procedures must include security measures to ensure that appropriate testing conditions and protocol have been followed as specified in the test administration materials.
- 6.03 Each student enrolled in home school who is considered to be in the required grades or no more than two (2) years beyond the age appropriate grade will be tested by using the State identified norm-referenced achievement test.
- 6.04 Parents/guardians or groups of home school parents/guardians requesting alternate testing procedures, protocols, locations and/or timeframe must be submitted in writing three (3) weeks prior to the testing window to the education service cooperatives or the Pulaski County school districts and testing must remain within the State identified testing dates. If approved, alternate testing procedure costs, other than the testing materials, shall be the responsibility of the parent/guardian.
- 6.05 Alternate testing procedures and protocol will be arranged by the education service cooperatives and Pulaski County school districts.
- 6.06 Requests from parent/guardian whose child(ren) cannot test on Saturdays due to religious reasons will be accommodated. Parent/guardians must indicate in the appropriate section at the time they file their Notice of Intent that their child(ren) cannot test on Saturdays due to religious reasons.

7.00 TEST RESULTS

Test results for home school students will be used for reporting purposes only. The parent/guardian will receive the individual student profile. The Arkansas Department of Education will receive the administrative summaries. The administrative summaries will not contain personally identifiable information.

8.00 TRANSFER OF STUDENTS

- 8.01 Students transferring from a home school to a school which is accredited by the Arkansas Department of Education shall be evaluated by the staff of the accredited school to determine proper placement. As part of the ongoing assessment process, a State identified norm-referenced achievement test shall be one of the instruments utilized.
- 8.02 Home Schools are not accredited by the Arkansas Department of Education. There are no grades, credits, transcripts or diploma provided by the Arkansas Department of Education, education service cooperative or by the local school district for students enrolled in home school.
- 8.03 Any home school student who re-enters a local school district must attend classes for at least nine (9) months immediately prior to graduation before the student can become eligible to receive a high school diploma from the local school district.

9.00 STUDENTS WITH DISABILITIES

- 9.01 By way of these regulations, it shall be the policy of the State Board of Education that school districts provide a genuine opportunity (see 34 C.F.R. Sec. 76.651(a)) to students who are home-schooled with disabilities, as defined in state regulations, to access special education and related services from the district where they reside. This policy is not to be construed as conferring the procedural protections and rights under Part B of the Individuals with Disabilities Education Act (IDEA) to such students and their parent/guardians.
- 9.02 Each student with disabilities in the required grades who participates in the norm-referenced testing program shall, upon notification in the application for testing, be eligible for any or all modifications allowed by the test procedures. The use of such modifications will be approved by the educational services cooperative director or his designee.

10.00 DRIVER'S PERMIT/LICENSE

A student enrolled in a home school shall present proof of home schooling in the form of a notarized copy of the Notice of Intent along with an application for an instructional permit or driver's license. The parent/guardian has the responsibility of providing the notarized copy.

**Students Withdrawn from Home School
2012-2013**

18,326 **Students Enrolled in Home School**

- 1,111 ***Students Withdrawn**

17,215 **Final Enrollment for 2012-2013**

*The accuracy, completeness and timeliness of the number of students withdrawn are reliant upon the individual notification by home school parents/legal guardians and school districts that a student is no longer enrolled in home school.

***Arkansas Home School Student Count by County
School Year 2012-2013***

State Total: 17,215

<i>County</i>	<i>Number of Students</i>	<i>County</i>	<i>Number of Students</i>
ARKANSAS	100	LITTLE RIVER	56
ASHLEY	85	LOGAN	95
BAXTER	329	LONOKE	498
BENTON	2,000	MADISON	204
BOONE	293	MARION	119
BRADLEY	47	MILLER	132
CALHOUN	15	MISSISSIPPI	132
CARROLL	203	MONROE	38
CHICOT	32	MONTGOMERY	68
CLARK	106	NEVADA	51
CLAY	72	NEWTON	88
CLEBURNE	209	OUACHITA	71
CLEVELAND	50	PERRY	93
COLUMBIA	86	PHILLIPS	26
CONWAY	76	PIKE	101
CRAIGHEAD	566	POINSETT	110
CRAWFORD	412	POLK	247
CRITTENDEN	125	POPE	290
CROSS	75	PRAIRIE	45
DALLAS	15	PULASKI	1,994
DESHA	22	RANDOLPH	98
DREW	85	SALINE	489
FAULKNER	938	SCOTT	47
FRANKLIN	118	SEARCY	160
FULTON	89	SEBASTIAN	636
GARLAND	553	SEVIER	55
GRANT	168	SHARP	134
GREENE	235	ST FRANCIS	103
HEMPSTEAD	88	STONE	140
HOT SPRING	194	UNION	130
HOWARD	71	VAN BUREN	132
INDEPENDENCE	218	WASHINGTON	1,211
IZARD	78	WHITE	716
JACKSON	42	WOODRUFF	64
JEFFERSON	302	YELL	92
JOHNSON	208		
LAFAYETTE	32		
LAWRENCE	104		
LEE	36		
LINCOLN	73		

***Arkansas Home School Student Count by District
School Year 2012-2013***

State Total: 17,215

<i>District</i>	<i>Number of Students</i>	<i>District</i>	<i>Number of Students</i>
ALMA SCHOOL DISTRICT	109	COTTER SCHOOL DISTRICT	41
ALPENA SCHOOL DISTRICT	21	COUNTY LINE SCHOOL DISTRICT	28
ARKADELPHIA SCHOOL DISTRICT	93	CROSS COUNTY SCHOOL DISTRICT	31
ARMOREL SCHOOL DISTRICT	14	CROSSETT SCHOOL DISTRICT	44
ASHDOWN SCHOOL DISTRICT	33	CUTTER-MORNING STAR SCH. DIST.	40
ATKINS SCHOOL DISTRICT	31	DANVILLE SCHOOL DISTRICT	13
AUGUSTA SCHOOL DISTRICT	21	DARDANELLE SCHOOL DISTRICT	48
BALD KNOB SCHOOL DISTRICT	66	DECATUR SCHOOL DISTRICT	19
BARTON-LEXA SCHOOL DISTRICT	6	DEER/MT. JUDEA SCHOOL DISTRICT	10
BATESVILLE SCHOOL DISTRICT	84	DEQUEEN SCHOOL DISTRICT	44
BAUXITE SCHOOL DISTRICT	42	DERMOTT SCHOOL DISTRICT	13
BAY SCHOOL DISTRICT	6	DES ARC SCHOOL DISTRICT	25
BEEBE SCHOOL DISTRICT	155	DEWITT SCHOOL DISTRICT	67
BENTON SCHOOL DISTRICT	110	DIERKS SCHOOL DISTRICT	15
BENTONVILLE SCHOOL DISTRICT	773	DOLLARWAY SCHOOL DISTRICT	22
BERGMAN SCHOOL DISTRICT	46	DOVER SCHOOL DISTRICT	60
BERRYVILLE SCHOOL DISTRICT	91	DREW CENTRAL SCHOOL DISTRICT	44
BISMARCK SCHOOL DISTRICT	44	DUMAS SCHOOL DISTRICT	7
BLEVINS SCHOOL DISTRICT	10	EARLE SCHOOL DISTRICT	2
BLYTHEVILLE SCHOOL DISTRICT	28	EAST END SCHOOL DISTRICT	49
BOONEVILLE SCHOOL DISTRICT	42	EAST POINSETT CO. SCHOOL DIST.	10
BRADFORD SCHOOL DISTRICT	13	EL DORADO SCHOOL DISTRICT	71
BRADLEY SCHOOL DISTRICT	15	ELKINS SCHOOL DISTRICT	45
BRINKLEY SCHOOL DISTRICT	17	EMERSON-TAYLOR SCHOOL DISTRI	9
BROOKLAND SCHOOL DISTRICT	84	ENGLAND SCHOOL DISTRICT	28
BRYANT SCHOOL DISTRICT	291	EUREKA SPRINGS SCHOOL DISTRICT	45
BUFFALO IS. CENTRAL SCH. DIST.	19	FARMINGTON SCHOOL DISTRICT	130
CABOT SCHOOL DISTRICT	399	FAYETTEVILLE SCHOOL DISTRICT	312
CADDO HILLS SCHOOL DISTRICT	35	FLIPPIN SCHOOL DISTRICT	35
CALICO ROCK SCHOOL DISTRICT	25	FORDYCE SCHOOL DISTRICT	15
CAMDEN FAIRVIEW SCHOOL DIST.	57	FOREMAN SCHOOL DISTRICT	23
CARLISLE SCHOOL DISTRICT	18	FORREST CITY SCHOOL DISTRICT	92
CAVE CITY SCHOOL DISTRICT	77	FORT SMITH SCHOOL DISTRICT	410
CEDAR RIDGE SCHOOL DISTRICT	40	FOUKE SCHOOL DISTRICT	39
CEDARVILLE SCHOOL DISTRICT	33	FOUNTAIN LAKE SCHOOL DISTRICT	75
CENTERPOINT SCHOOL DISTRICT	46	GENOA CENTRAL SCHOOL DISTRICT	16
CHARLESTON SCHOOL DISTRICT	17	GENTRY SCHOOL DISTRICT	82
CLARENDON SCHOOL DISTRICT	21	GLEN ROSE SCHOOL DISTRICT	36
CLARKSVILLE SCHOOL DISTRICT	86	GOSNELL SCHOOL DISTRICT	16
CLEVELAND COUNTY SCHOOL DIST.	41	GRAVETTE SCHOOL DISTRICT	161
CLINTON SCHOOL DISTRICT	78	GREEN FOREST SCHOOL DISTRICT	67
CONCORD SCHOOL DISTRICT	32	GREENBRIER SCHOOL DISTRICT	165
CONWAY SCHOOL DISTRICT	515	GREENE CO. TECH SCHOOL DIST.	106
CORNING SCHOOL DISTRICT	36	GREENLAND SCHOOL DISTRICT	70
COSSATOT RIVER SCHOOL DIST	54	GREENWOOD SCHOOL DISTRICT	111

<i>District</i>	<i>Number of Students</i>	<i>District</i>	<i>Number of Students</i>
GURDON SCHOOL DISTRICT	13	MANSFIELD SCHOOL DISTRICT	41
GUY-PERKINS SCHOOL DISTRICT	35	MARION SCHOOL DISTRICT	82
HACKETT SCHOOL DISTRICT	8	MARKED TREE SCHOOL DISTRICT	15
HAMBURG SCHOOL DISTRICT	41	MARMADUKE SCHOOL DISTRICT	25
HAMPTON SCHOOL DISTRICT	15	MARVELL SCHOOL DISTRICT	6
HARMONY GROVE SCH DIST(OUACH	14	MAYFLOWER SCHOOL DISTRICT	58
HARMONY GROVE SCH DIST(SALINE	46	MAYNARD SCHOOL DISTRICT	31
HARRISBURG SCHOOL DISTRICT	31	MCCRORY SCHOOL DISTRICT	43
HARRISON SCHOOL DISTRICT	144	MCGEHEE SCHOOL DISTRICT	15
HARTFORD SCHOOL DISTRICT	12	MELBOURNE SCHOOL DISTRICT	35
HAZEN SCHOOL DISTRICT	20	MENA SCHOOL DISTRICT	151
HEBER SPRINGS SCHOOL DISTRICT	106	MIDLAND SCHOOL DISTRICT	47
HECTOR SCHOOL DISTRICT	23	MINERAL SPRINGS SCHOOL DIST.	2
HELENA/ W.HELENA SCHOOL DIST.	14	MONTICELLO SCHOOL DISTRICT	41
HERMITAGE SCHOOL DISTRICT	15	MOUNT IDA SCHOOL DISTRICT	33
HIGHLAND SCHOOL DISTRICT	57	MOUNTAIN HOME SCHOOL DISTRICT	263
HILLCREST SCHOOL DISTRICT	38	MOUNTAIN PINE SCHOOL DISTRICT	18
HOPE SCHOOL DISTRICT	69	MOUNTAIN VIEW SCHOOL DISTRICT	140
HORATIO SCHOOL DISTRICT	11	MOUNTAINBURG SCHOOL DISTRICT	31
HOT SPRINGS SCHOOL DISTRICT	157	MT. VERNON/ENOLA SCHOOL DIST.	43
HOXIE SCHOOL DISTRICT	20	MULBERRY SCHOOL DISTRICT	46
HUGHES SCHOOL DISTRICT	7	N. LITTLE ROCK SCHOOL DISTRICT	181
HUNTSVILLE SCHOOL DISTRICT	204	NASHVILLE SCHOOL DISTRICT	54
IZARD CO. CONS. SCHOOL DIST.	18	NEMO VISTA SCHOOL DISTRICT	18
JACKSON CO. SCHOOL DISTRICT	15	NETTLETON SCHOOL DISTRICT	77
JASPER SCHOOL DISTRICT	78	NEVADA SCHOOL DISTRICT	38
JESSIEVILLE SCHOOL DISTRICT	21	NEWPORT SCHOOL DISTRICT	27
JONESBORO SCHOOL DISTRICT	239	NORFORK SCHOOL DISTRICT	25
JUNCTION CITY SCHOOL DISTRICT	10	NORPHLET SCHOOL DISTRICT	8
KIRBY SCHOOL DISTRICT	21	OMAHA SCHOOL DISTRICT	29
LAFAYETTE COUNTY SCHOOL DIST	17	OSCEOLA SCHOOL DISTRICT	16
LAKE HAMILTON SCHOOL DISTRICT	140	OUACHITA RIVER SCHOOL DISTRICT	42
LAKESIDE SCHOOL DIST(CHICOT)	19	OUACHITA SCHOOL DISTRICT	6
LAKESIDE SCHOOL DIST(GARLAND)	102	OZARK MOUNTAIN SCHOOL DISTRICT	54
LAMAR SCHOOL DISTRICT	83	OZARK SCHOOL DISTRICT	73
LAVACA SCHOOL DISTRICT	54	PALESTINE-WHEATLEY SCH. DIST.	4
LAWRENCE COUNTY SCHOOL DISTR	27	PANGBURN SCHOOL DISTRICT	47
LEAD HILL SCHOOL DISTRICT	15	PARAGOULD SCHOOL DISTRICT	104
LEE COUNTY SCHOOL DISTRICT	36	PARIS SCHOOL DISTRICT	22
LINCOLN SCHOOL DISTRICT	55	PARKERS CHAPEL SCHOOL DIST.	6
LITTLE ROCK SCHOOL DISTRICT	610	PEA RIDGE SCHOOL DISTRICT	71
LONOKE SCHOOL DISTRICT	53	PERRYVILLE SCHOOL DISTRICT	44
MAGAZINE SCHOOL DISTRICT	24	PIGGOTT SCHOOL DISTRICT	23
MAGNET COVE SCHOOL DIST.	21	PINE BLUFF SCHOOL DISTRICT	20
MAGNOLIA SCHOOL DISTRICT	77	POCAHONTAS SCHOOL DISTRICT	67
MALVERN SCHOOL DISTRICT	87	POTTSVILLE SCHOOL DISTRICT	40
MAMMOTH SPRING SCHOOL DISTRI	12	POYEN SCHOOL DISTRICT	5
MANILA SCHOOL DISTRICT	30	PRAIRIE GROVE SCHOOL DISTRICT	71

<i>District</i>	<i>Number of Students</i>	<i>District</i>	<i>Number of Students</i>
PRESCOTT SCHOOL DISTRICT	13	WOODLAWN SCHOOL DISTRICT	9
PULASKI CO. SPEC. SCHOOL DIST.	1203	WYNNE SCHOOL DISTRICT	44
QUITMAN SCHOOL DISTRICT	41	YELLVILLE-SUMMIT SCHOOL DIST.	84
RECTOR SCHOOL DISTRICT	13		
RIVERSIDE SCHOOL DISTRICT	15		
RIVERVIEW SCHOOL DISTRICT	74		
ROGERS SCHOOL DISTRICT	606		
ROSE BUD SCHOOL DISTRICT	60		
RUSSELLVILLE SCHOOL DISTRICT	136		
SALEM SCHOOL DISTRICT	46		
SCRANTON SCHOOL DISTRICT	7		
SEARCY COUNTY SCHOOL DISTRICT	106		
SEARCY SCHOOL DISTRICT	267		
SHERIDAN SCHOOL DISTRICT	163		
SHIRLEY SCHOOL DISTRICT	34		
SILOAM SPRINGS SCHOOL DISTRICT	288		
SLOAN-HENDRIX SCHOOL DIST.	19		
SMACKOVER SCHOOL DISTRICT	21		
SO. CONWAY CO. SCHOOL DISTRICT	54		
SO. MISS. COUNTY SCHOOL DIST.	28		
SOUTH PIKE COUNTY SCHOOL DIST	34		
SOUTH SIDE SCH DIST(VANBUREN)	20		
SOUTHSIDE SCH DIST(INDEPENDEN	47		
SPRING HILL SCHOOL DISTRICT	9		
SPRINGDALE SCHOOL DISTRICT	452		
STAR CITY SCHOOL DISTRICT	73		
STRONG-HUTTIG SCHOOL DISTRICT	14		
STUTTGART SCHOOL DISTRICT	33		
TEXARKANA SCHOOL DISTRICT	77		
TRUMANN SCHOOL DISTRICT	54		
TWO RIVERS SCHOOL DISTRICT	29		
VALLEY SPRINGS SCHOOL DISTRICT	38		
VALLEY VIEW SCHOOL DISTRICT	67		
VAN BUREN SCHOOL DISTRICT	193		
VILONIA SCHOOL DISTRICT	122		
VIOLA SCHOOL DISTRICT	31		
WALDRON SCHOOL DISTRICT	47		
WARREN SCHOOL DISTRICT	32		
WATSON CHAPEL SCHOOL DISTRICT	85		
WEST FORK SCHOOL DISTRICT	76		
WEST MEMPHIS SCHOOL DISTRICT	41		
WEST SIDE SCHOOL DIST(CLEBURN	30		
WESTERN YELL CO. SCHOOL DIST.	2		
WESTSIDE CONS. SCH DIST(CRAIGH	59		
WESTSIDE SCHOOL DIST(JOHNSON)	39		
WHITE CO. CENTRAL SCHOOL DIST.	34		
WHITE HALL SCHOOL DISTRICT	175		
WONDERVIEW SCHOOL DISTRICT	4		

***Arkansas Home School Student Count by Grade Level
School Year 2012-2013***

<i>Kindergarten:</i>	1,076
<i>First Grade:</i>	1,194
<i>Second Grade:</i>	1,155
<i>Third Grade:</i>	1,124
<i>Fourth Grade:</i>	1,137
<i>Fifth Grade:</i>	1,156
<i>Sixth Grade:</i>	1,237
<i>Seventh Grade:</i>	1,342
<i>Eighth Grade:</i>	1,322
<i>Ninth Grade:</i>	1,440
<i>Tenth Grade:</i>	2,093
<i>Eleventh Grade:</i>	1,759
<i>Twelfth Grade:</i>	1,180
<i>Statewide Total:</i>	<hr/> 17,215

Home School Enrollments by Grade and Gender

School Year 2012-2013

	<u>Males</u>	<u>Females</u>
<i>Kindergarten</i>	567	509
<i>First</i>	632	562
<i>Second</i>	601	554
<i>Third</i>	598	526
<i>Fourth</i>	607	530
<i>Fifth</i>	628	528
<i>Sixth</i>	640	597
<i>Seventh</i>	678	664
<i>Eighth</i>	665	657
<i>Ninth</i>	702	738
<i>Tenth</i>	1,051	1,042
<i>Eleventh</i>	809	950
<i>Twelfth</i>	573	607
<i>Totals by Gender</i>	8,751	8,464
 <i>Grand Total</i>	 17,215	

Home School Student Count for 2012-2013 School Year
By County, District and Grade

<i>County LEA</i>	<i>District</i>	<i>Kinder</i>	<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>	<i>Six</i>	<i>Seven</i>	<i>Eight</i>	<i>Nine</i>	<i>Ten</i>	<i>Eleven</i>	<i>Twelve</i>	<i>Total</i>
ARKANSAS															
0101	DEWITT SCHOOL DISTRICT	2	5	2	6	3	9	4	3	4	4	13	7	5	67
0104	STUTTGART SCHOOL DISTRICT	1	3	1	1	1	3	1	1	2	5	6	4	4	33
	ARKANSAS TOTALS	3	8	3	7	4	12	5	4	6	9	19	11	9	100
ASHLEY															
0201	CROSSETT SCHOOL DISTRICT	2	1	3	2	0	1	2	1	2	2	11	15	2	44
0203	HAMBURG SCHOOL DISTRICT	2	1	3	0	2	1	3	3	0	3	11	6	6	41
	ASHLEY TOTALS	4	2	6	2	2	2	5	4	2	5	22	21	8	85
BAXTER															
0302	COTTER SCHOOL DISTRICT	3	5	7	0	2	4	0	2	4	5	5	3	1	41
0303	MOUNTAIN HOME SCHOOL DISTRICT	15	19	18	19	16	15	17	15	21	24	35	29	20	263
0304	NORFORK SCHOOL DISTRICT	1	1	2	0	3	3	3	2	4	0	3	0	3	25
	BAXTER TOTALS	19	25	27	19	21	22	20	19	29	29	43	32	24	329
BENTON															
0401	BENTONVILLE SCHOOL DISTRICT	71	61	68	56	66	68	55	59	54	45	77	49	44	773
0402	DECATUR SCHOOL DISTRICT	1	2	2	2	2	0	0	3	1	1	3	1	1	19
0403	GENTRY SCHOOL DISTRICT	2	6	5	5	7	7	5	8	10	10	7	7	3	82
0404	GRAVETTE SCHOOL DISTRICT	17	12	6	9	10	8	11	16	12	12	18	18	12	161
0405	ROGERS SCHOOL DISTRICT	41	43	48	39	44	43	47	47	45	45	66	55	43	606
0406	SILAM SPRINGS SCHOOL DISTRICT	24	36	16	23	21	25	20	17	24	18	20	28	16	288
0407	PEA RIDGE SCHOOL DISTRICT	5	5	6	6	4	8	7	4	7	8	4	5	2	71
	BENTON TOTALS	161	165	151	140	154	159	145	154	153	139	195	163	121	2000
BOONE															
0501	ALPENA SCHOOL DISTRICT	1	2	2	0	3	1	0	4	1	0	3	1	3	21
0502	BERGMAN SCHOOL DISTRICT	5	7	3	5	2	3	6	5	2	2	2	3	1	46
0503	HARRISON SCHOOL DISTRICT	7	9	12	7	8	11	14	9	12	16	15	11	13	144
0504	OMAHA SCHOOL DISTRICT	2	3	3	3	2	3	2	2	1	3	2	3	0	29
0505	VALLEY SPRINGS SCHOOL DISTRICT	0	2	1	2	3	1	4	6	1	7	7	2	2	38
0506	LEAD HILL SCHOOL DISTRICT	0	2	2	1	2	1	1	1	0	1	1	2	1	15
	BOONE TOTALS	15	25	23	18	20	20	27	27	17	29	30	22	20	293

Home School Student Count for 2012-2013 School Year
By County, District and Grade

<i>County LEA</i>	<i>District</i>	<i>Kinder</i>	<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>	<i>Six</i>	<i>Seven</i>	<i>Eight</i>	<i>Nine</i>	<i>Ten</i>	<i>Eleven</i>	<i>Twelve</i>	<i>Total</i>
BRADLEY															
0601	HERMITAGE SCHOOL DISTRICT	1	0	0	1	0	0	3	1	2	1	1	4	1	15
0602	WARREN SCHOOL DISTRICT	1	1	2	0	1	2	0	0	1	11	5	4	4	32
BRADLEY TOTALS		2	1	2	1	1	2	3	1	3	12	6	8	5	47
CALHOUN															
0701	HAMPTON SCHOOL DISTRICT	1	1	1	3	1	2	1	1	2	1	0	1	0	15
CALHOUN TOTALS		1	1	1	3	1	2	1	1	2	1	0	1	0	15
CARROLL															
0801	BERRYVILLE SCHOOL DISTRICT	6	7	8	3	7	5	4	8	4	12	14	6	7	91
0802	EUREKA SPRINGS SCHOOL DISTRICT	4	2	2	2	4	0	3	5	4	2	8	5	4	45
0803	GREEN FOREST SCHOOL DISTRICT	5	6	2	3	6	5	4	3	5	3	12	6	7	67
CARROLL TOTALS		15	15	12	8	17	10	11	16	13	17	34	17	18	203
CHICOT															
0901	DERMOTT SCHOOL DISTRICT	0	1	2	1	1	0	1	0	3	2	2	0	0	13
0903	LAKESIDE SCHOOL DIST(CHICOT)	0	3	0	0	1	0	0	2	1	2	5	4	1	19
CHICOT TOTALS		0	4	2	1	2	0	1	2	4	4	7	4	1	32
CLARK															
1002	ARKADELPHIA SCHOOL DISTRICT	10	9	12	7	11	4	5	6	11	7	3	5	3	93
1003	GURDON SCHOOL DISTRICT	0	1	1	1	0	1	1	2	1	2	1	1	1	13
CLARK TOTALS		10	10	13	8	11	5	6	8	12	9	4	6	4	106
CLAY															
1101	CORNING SCHOOL DISTRICT	1	1	2	1	2	3	3	2	2	5	5	4	5	36
1104	PIGGOTT SCHOOL DISTRICT	1	0	1	3	1	2	1	3	1	5	3	2	0	23
1106	RECTOR SCHOOL DISTRICT	0	1	2	0	0	1	1	2	0	1	2	2	1	13
CLAY TOTALS		2	2	5	4	3	6	5	7	3	11	10	8	6	72

Home School Student Count for 2012-2013 School Year
By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
CLEBURNE															
1201	CONCORD SCHOOL DISTRICT	2	2	4	4	4	3	1	1	2	2	1	6	0	32
1202	HEBER SPRINGS SCHOOL DISTRICT	5	7	9	4	3	8	12	14	8	12	7	12	5	106
1203	QUITMAN SCHOOL DISTRICT	2	2	3	5	3	3	5	4	2	4	2	5	1	41
1204	WEST SIDE SCHOOL DIST(CLEBURNE	2	2	2	1	3	3	2	2	1	2	7	1	2	30
CLEBURNE TOTALS		11	13	18	14	13	17	20	21	13	20	17	24	8	209
CLEVELAND															
1304	WOODLAWN SCHOOL DISTRICT	1	3	1	0	0	1	1	1	0	1	0	0	0	9
1305	CLEVELAND COUNTY SCHOOL DIST.	3	1	3	1	1	3	0	5	2	6	11	5	0	41
CLEVELAND TOTALS		4	4	4	1	1	4	1	6	2	7	11	5	0	50
COLUMBIA															
1402	MAGNOLIA SCHOOL DISTRICT	5	4	3	4	7	3	4	9	4	5	11	12	6	77
1408	EMERSON-TAYLOR SCHOOL DISTRICT	1	2	2	1	1	0	1	1	0	0	0	0	0	9
COLUMBIA TOTALS		6	6	5	5	8	3	5	10	4	5	11	12	6	86
CONWAY															
1503	NEMO VISTA SCHOOL DISTRICT	0	0	1	1	1	0	1	3	2	1	5	0	3	18
1505	WONDERVIEW SCHOOL DISTRICT	0	0	0	1	0	0	0	0	0	1	0	0	2	4
1507	SO. CONWAY CO. SCHOOL DISTRICT	2	4	1	2	3	5	5	5	7	2	6	7	5	54
CONWAY TOTALS		2	4	2	4	4	5	6	8	9	4	11	7	10	76
CRAIGHEAD															
1601	BAY SCHOOL DISTRICT	0	0	1	1	0	0	0	0	1	0	1	1	1	6
1602	WESTSIDE CONS. SCH DIST(CRAIGH	2	2	3	2	4	2	4	6	7	11	6	6	4	59
1603	BROOKLAND SCHOOL DISTRICT	9	4	7	4	7	2	7	7	5	9	9	11	3	84
1605	BUFFALO IS. CENTRAL SCH. DIST.	1	1	1	0	1	0	1	1	1	2	6	4	0	19
1608	JONESBORO SCHOOL DISTRICT	17	14	15	16	8	12	8	13	17	21	32	34	32	239
1611	NETTLETON SCHOOL DISTRICT	5	9	5	1	8	6	7	7	5	7	10	3	4	77
1612	VALLEY VIEW SCHOOL DISTRICT	6	1	7	3	4	5	1	9	3	10	9	3	6	67
1613	RIVERSIDE SCHOOL DISTRICT	1	1	0	0	1	1	1	2	2	2	2	2	0	15
CRAIGHEAD TOTALS		41	32	39	27	33	28	29	45	41	62	75	64	50	566

Home School Student Count for 2012-2013 School Year
By County, District and Grade

<i>County LEA</i>	<i>District</i>	<i>Kinder</i>	<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>	<i>Six</i>	<i>Seven</i>	<i>Eight</i>	<i>Nine</i>	<i>Ten</i>	<i>Eleven</i>	<i>Twelve</i>	<i>Total</i>
CRAWFORD															
1701	ALMA SCHOOL DISTRICT	8	9	12	7	8	8	9	8	5	11	10	10	4	109
1702	CEDARVILLE SCHOOL DISTRICT	2	3	3	2	0	3	2	3	3	3	4	3	2	33
1703	MOUNTAINBURG SCHOOL DISTRICT	3	2	4	1	4	1	3	4	1	3	1	2	2	31
1704	MULBERRY SCHOOL DISTRICT	3	6	2	5	4	6	2	3	4	3	3	2	3	46
1705	VAN BUREN SCHOOL DISTRICT	12	12	11	10	10	14	13	18	15	12	20	26	20	193
CRAWFORD TOTALS		28	32	32	25	26	32	29	36	28	32	38	43	31	412
CRITTENDEN															
1802	EARLE SCHOOL DISTRICT	1	0	0	0	0	1	0	0	0	0	0	0	0	2
1803	WEST MEMPHIS SCHOOL DISTRICT	4	3	5	0	6	1	5	1	5	5	5	1	0	41
1804	MARION SCHOOL DISTRICT	7	8	6	6	7	5	5	3	9	5	8	9	4	82
CRITTENDEN TOTALS		12	11	11	6	13	7	10	4	14	10	13	10	4	125
CROSS															
1901	CROSS COUNTY SCHOOL DISTRICT	0	0	0	4	2	1	3	0	3	1	6	6	5	31
1905	WYNNE SCHOOL DISTRICT	0	2	4	1	3	2	4	4	2	3	9	8	2	44
CROSS TOTALS		0	2	4	5	5	3	7	4	5	4	15	14	7	75
DALLAS															
2002	FORDYCE SCHOOL DISTRICT	0	0	0	2	1	2	6	0	3	0	0	0	1	15
DALLAS TOTALS		0	0	0	2	1	2	6	0	3	0	0	0	1	15
DESHA															
2104	DUMAS SCHOOL DISTRICT	0	0	2	0	0	0	0	0	0	4	1	0	0	7
2105	MCGEHEE SCHOOL DISTRICT	0	0	1	1	1	1	2	0	2	0	1	5	1	15
DESHA TOTALS		0	0	3	1	1	1	2	0	2	4	2	5	1	22
DREW															
2202	DREW CENTRAL SCHOOL DISTRICT	3	3	2	3	2	3	1	1	5	5	10	3	3	44
2203	MONTICELLO SCHOOL DISTRICT	1	1	2	4	1	2	3	3	5	6	4	6	3	41
DREW TOTALS		4	4	4	7	3	5	4	4	10	11	14	9	6	85

Home School Student Count for 2012-2013 School Year
By County, District and Grade

<i>County LEA</i>	<i>District</i>	<i>Kinder</i>	<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>	<i>Six</i>	<i>Seven</i>	<i>Eight</i>	<i>Nine</i>	<i>Ten</i>	<i>Eleven</i>	<i>Twelve</i>	<i>Total</i>
FAULKNER															
2301	CONWAY SCHOOL DISTRICT	38	38	43	36	44	29	39	32	32	49	43	63	29	515
2303	GREENBRIER SCHOOL DISTRICT	13	11	21	10	11	10	6	8	22	9	16	16	12	165
2304	GUY-PERKINS SCHOOL DISTRICT	4	3	2	3	2	2	4	1	3	4	4	3	0	35
2305	MAYFLOWER SCHOOL DISTRICT	3	4	4	8	6	5	5	3	7	2	6	4	1	58
2306	MT. VERNON/ENOLA SCHOOL DIST.	1	4	0	3	4	7	2	4	5	1	4	3	5	43
2307	VILONIA SCHOOL DISTRICT	10	11	7	9	4	8	9	11	9	8	17	12	7	122
	FAULKNER TOTALS	69	71	77	69	71	61	65	59	78	73	90	101	54	938
FRANKLIN															
2402	CHARLESTON SCHOOL DISTRICT	0	1	0	2	0	1	1	2	2	2	3	2	1	17
2403	COUNTY LINE SCHOOL DISTRICT	2	1	2	2	0	2	2	2	3	4	3	2	3	28
2404	OZARK SCHOOL DISTRICT	2	5	4	4	3	5	3	3	7	10	19	7	1	73
	FRANKLIN TOTALS	4	7	6	8	3	8	6	7	12	16	25	11	5	118
FULTON															
2501	MAMMOTH SPRING SCHOOL DISTRICT	0	0	1	1	2	0	1	1	0	2	1	2	1	12
2502	SALEM SCHOOL DISTRICT	6	2	5	1	4	3	7	1	7	2	2	3	3	46
2503	VIOLA SCHOOL DISTRICT	1	4	1	4	1	3	3	2	2	3	4	1	2	31
	FULTON TOTALS	7	6	7	6	7	6	11	4	9	7	7	6	6	89
GARLAND															
2601	CUTTER-MORNING STAR SCH. DIST.	4	2	2	2	3	2	3	2	6	1	6	6	1	40
2602	FOUNTAIN LAKE SCHOOL DISTRICT	9	4	7	5	2	4	4	7	3	5	11	6	8	75
2603	HOT SPRINGS SCHOOL DISTRICT	15	9	6	12	6	10	5	11	12	15	34	14	8	157
2604	JESSIEVILLE SCHOOL DISTRICT	2	1	1	1	2	0	0	3	1	2	3	2	3	21
2605	LAKE HAMILTON SCHOOL DISTRICT	5	9	3	5	6	14	15	13	8	19	13	17	13	140
2606	LAKESIDE SCHOOL DIST(GARLAND)	7	5	3	8	2	3	7	8	5	7	15	19	13	102
2607	MOUNTAIN PINE SCHOOL DISTRICT	1	0	1	4	3	2	1	2	0	1	2	0	1	18
	GARLAND TOTALS	43	30	23	37	24	35	35	46	35	50	84	64	47	553
GRANT															
2703	POYEN SCHOOL DISTRICT	0	0	1	0	0	0	0	0	0	0	1	1	2	5
2705	SHERIDAN SCHOOL DISTRICT	6	10	6	13	10	17	18	13	14	10	16	16	14	163
	GRANT TOTALS	6	10	7	13	10	17	18	13	14	10	17	17	16	168

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GREENE															
2803	MARMADUKE SCHOOL DISTRICT	1	0	2	1	1	0	0	2	2	4	3	9	0	25
2807	GREENE CO. TECH SCHOOL DIST.	1	9	4	7	7	6	3	4	11	7	15	16	16	106
2808	PARAGOULD SCHOOL DISTRICT	5	4	7	5	5	5	7	6	5	7	16	22	10	104
GREENE TOTALS		7	13	13	13	13	11	10	12	18	18	34	47	26	235
HEMPSTEAD															
2901	BLEVINS SCHOOL DISTRICT	0	0	0	1	1	2	0	1	0	3	2	0	0	10
2903	HOPE SCHOOL DISTRICT	8	4	4	5	3	6	4	5	6	6	12	3	3	69
2906	SPRING HILL SCHOOL DISTRICT	0	0	0	0	0	0	0	0	0	0	1	8	0	9
HEMPSTEAD TOTALS		8	4	4	6	4	8	4	6	6	9	15	11	3	88
HOT SPRING															
3001	BISMARCK SCHOOL DISTRICT	2	0	3	1	4	5	1	12	3	4	3	6	0	44
3002	GLEN ROSE SCHOOL DISTRICT	2	2	1	2	3	1	4	5	2	4	4	1	5	36
3003	MAGNET COVE SCHOOL DIST.	1	1	0	2	0	0	1	0	2	3	2	7	2	21
3004	MALVERN SCHOOL DISTRICT	2	6	11	5	4	2	8	5	5	8	13	10	8	87
3005	OUACHITA SCHOOL DISTRICT	0	0	2	1	1	0	0	0	1	0	0	1	0	6
HOT SPRING TOTALS		7	9	17	11	12	8	14	22	13	19	22	25	15	194
HOWARD															
3102	DIERKS SCHOOL DISTRICT	1	0	2	1	2	0	1	0	3	0	2	2	1	15
3104	MINERAL SPRINGS SCHOOL DIST.	0	0	0	0	0	0	0	1	0	0	0	1	0	2
3105	NASHVILLE SCHOOL DISTRICT	5	2	4	5	2	2	2	6	3	4	4	8	7	54
HOWARD TOTALS		6	2	6	6	4	2	3	7	6	4	6	11	8	71
INDEPENDENCE															
3201	BATESVILLE SCHOOL DISTRICT	2	6	9	4	5	11	12	7	6	9	6	7	0	84
3209	SOUTHSIDE SCH DIST(INDEPENDENC	0	3	2	3	1	4	2	0	3	4	12	4	9	47
3211	MIDLAND SCHOOL DISTRICT	3	4	2	5	2	4	4	6	3	3	5	3	3	47
3212	CEDAR RIDGE SCHOOL DISTRICT	3	4	1	3	2	2	3	3	4	4	5	2	4	40
INDEPENDENCE TOTALS		8	17	14	15	10	21	21	16	16	20	28	16	16	218

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IZARD															
3301	CALICO ROCK SCHOOL DISTRICT	1	2	3	1	1	1	4	5	2	2	0	2	1	25
3302	MELBOURNE SCHOOL DISTRICT	3	1	3	1	2	3	2	4	2	5	5	2	2	35
3306	IZARD CO. CONS. SCHOOL DIST.	1	2	1	1	1	2	2	0	1	2	1	3	1	18
	IZARD TOTALS	5	5	7	3	4	6	8	9	5	9	6	7	4	78
JACKSON															
3403	NEWPORT SCHOOL DISTRICT	1	0	0	1	1	2	1	0	2	3	7	4	5	27
3405	JACKSON CO. SCHOOL DISTRICT	0	1	0	0	1	0	1	0	1	3	4	4	0	15
	JACKSON TOTALS	1	1	0	1	2	2	2	0	3	6	11	8	5	42
JEFFERSON															
3502	DOLLARWAY SCHOOL DISTRICT	1	1	1	1	0	2	3	2	1	5	4	1	0	22
3505	PINE BLUFF SCHOOL DISTRICT	0	1	2	0	1	2	1	2	4	1	3	1	2	20
3509	WATSON CHAPEL SCHOOL DISTRICT	4	3	6	6	7	7	7	4	9	14	5	6	7	85
3510	WHITE HALL SCHOOL DISTRICT	5	14	12	18	11	14	19	14	13	16	20	10	9	175
	JEFFERSON TOTALS	10	19	21	25	19	25	30	22	27	36	32	18	18	302
JOHNSON															
3601	CLARKSVILLE SCHOOL DISTRICT	2	4	4	5	2	2	6	5	9	8	20	11	8	86
3604	LAMAR SCHOOL DISTRICT	4	8	4	2	5	8	10	6	9	4	6	8	9	83
3606	WESTSIDE SCHOOL DIST(JOHNSON)	2	1	1	3	2	0	2	1	4	2	10	4	7	39
	JOHNSON TOTALS	8	13	9	10	9	10	18	12	22	14	36	23	24	208
LAFAYETTE															
3701	BRADLEY SCHOOL DISTRICT	1	0	2	0	2	2	1	1	0	2	2	1	1	15
3704	LAFAYETTE COUNTY SCHOOL DISTRI	0	2	1	1	1	1	2	1	3	1	1	2	1	17
	LAFAYETTE TOTALS	1	2	3	1	3	3	3	2	3	3	3	3	2	32
LAWRENCE															
3804	HOXIE SCHOOL DISTRICT	1	0	1	0	0	1	0	1	2	4	5	3	2	20
3806	SLOAN-HENDRIX SCHOOL DIST.	2	1	0	2	1	1	1	2	2	2	4	1	0	19
3809	HILLCREST SCHOOL DISTRICT	2	1	5	2	3	2	2	2	3	5	5	3	3	38
3810	LAWRENCE COUNTY SCHOOL DISTRI	0	2	2	1	0	1	3	0	2	3	5	5	3	27
	LAWRENCE TOTALS	5	4	8	5	4	5	6	5	9	14	19	12	8	104

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LEE															
3904	LEE COUNTY SCHOOL DISTRICT	4	0	4	3	3	5	1	3	2	3	3	2	3	36
	LEE TOTALS	4	0	4	3	3	5	1	3	2	3	3	2	3	36
LINCOLN															
4003	STAR CITY SCHOOL DISTRICT	3	6	4	4	6	3	6	9	3	8	11	6	4	73
	LINCOLN TOTALS	3	6	4	4	6	3	6	9	3	8	11	6	4	73
LITTLE RIVER															
4101	ASHDOWN SCHOOL DISTRICT	0	3	2	1	2	0	5	2	4	2	6	4	2	33
4102	FOREMAN SCHOOL DISTRICT	0	4	0	1	1	2	0	1	1	3	3	3	4	23
	LITTLE RIVER TOTALS	0	7	2	2	3	2	5	3	5	5	9	7	6	56
LOGAN															
4201	BOONEVILLE SCHOOL DISTRICT	1	2	4	1	3	3	4	2	8	1	4	6	3	42
4202	MAGAZINE SCHOOL DISTRICT	0	0	3	1	1	1	1	0	1	4	5	4	3	24
4203	PARIS SCHOOL DISTRICT	2	0	2	3	1	0	2	2	2	1	4	2	1	22
4204	SCRANTON SCHOOL DISTRICT	0	0	0	0	0	0	0	2	1	1	2	1	0	7
	LOGAN TOTALS	3	2	9	5	5	4	7	6	12	7	15	13	7	95
LONOKE															
4301	LONOKE SCHOOL DISTRICT	1	2	4	2	2	3	6	3	5	6	7	7	5	53
4302	ENGLAND SCHOOL DISTRICT	0	1	0	2	1	2	2	5	4	1	5	4	1	28
4303	CARLISLE SCHOOL DISTRICT	0	0	1	1	3	0	1	2	0	0	3	5	2	18
4304	CABOT SCHOOL DISTRICT	26	29	28	30	33	33	34	25	24	14	61	40	22	399
	LONOKE TOTALS	27	32	33	35	39	38	43	35	33	21	76	56	30	498
MADISON															
4401	HUNTSVILLE SCHOOL DISTRICT	14	14	9	18	8	8	13	22	22	14	30	22	10	204
	MADISON TOTALS	14	14	9	18	8	8	13	22	22	14	30	22	10	204
MARION															
4501	FLIPPIN SCHOOL DISTRICT	2	1	2	3	2	1	3	3	4	2	4	6	2	35
4502	YELLVILLE-SUMMIT SCHOOL DIST.	5	6	11	8	4	10	1	6	6	9	7	6	5	84
	MARION TOTALS	7	7	13	11	6	11	4	9	10	11	11	12	7	119

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MILLER															
4602	GENOA CENTRAL SCHOOL DISTRICT	0	2	1	1	0	1	1	0	2	1	2	4	1	16
4603	FOUKE SCHOOL DISTRICT	4	1	5	3	4	0	2	6	4	5	1	3	1	39
4605	TEXARKANA SCHOOL DISTRICT	5	7	5	5	3	7	6	7	4	4	14	8	2	77
MILLER TOTALS		9	10	11	9	7	8	9	13	10	10	17	15	4	132
MISSISSIPPI															
4701	ARMOREL SCHOOL DISTRICT	1	1	2	1	0	1	1	0	1	1	2	3	0	14
4702	BLYTHEVILLE SCHOOL DISTRICT	0	0	2	1	2	2	1	4	2	5	8	0	1	28
4706	SO. MISS. COUNTY SCHOOL DIST.	2	1	3	1	3	2	2	1	5	1	5	0	2	28
4708	GOSNELL SCHOOL DISTRICT	1	1	0	0	0	0	0	0	0	1	4	5	4	16
4712	MANILA SCHOOL DISTRICT	3	2	1	2	2	2	2	3	2	4	3	3	1	30
4713	OSCEOLA SCHOOL DISTRICT	1	1	0	1	0	1	2	0	1	2	1	3	3	16
MISSISSIPPI TOTALS		8	6	8	6	7	8	8	8	11	14	23	14	11	132
MONROE															
4801	BRINKLEY SCHOOL DISTRICT	0	1	0	1	1	0	0	3	2	1	2	3	3	17
4802	CLARENDON SCHOOL DISTRICT	0	1	1	2	3	0	0	1	2	5	2	3	1	21
MONROE TOTALS		0	2	1	3	4	0	0	4	4	6	4	6	4	38
MONTGOMERY															
4901	CADDO HILLS SCHOOL DISTRICT	1	1	1	2	3	2	5	3	2	2	9	3	1	35
4902	MOUNT IDA SCHOOL DISTRICT	2	2	2	0	1	6	3	1	3	1	4	4	4	33
MONTGOMERY TOTALS		3	3	3	2	4	8	8	4	5	3	13	7	5	68
NEVADA															
5006	PRESCOTT SCHOOL DISTRICT	0	1	2	0	1	0	1	1	0	0	1	3	3	13
5008	NEVADA SCHOOL DISTRICT	1	3	5	1	2	2	4	2	2	4	4	4	4	38
NEVADA TOTALS		1	4	7	1	3	2	5	3	2	4	5	7	7	51
NEWTON															
5102	JASPER SCHOOL DISTRICT	6	2	6	6	7	7	9	4	7	5	8	8	3	78
5106	DEER/MT. JUDEA SCHOOL DISTRICT	1	2	1	0	2	1	0	2	0	1	0	0	0	10
NEWTON TOTALS		7	4	7	6	9	8	9	6	7	6	8	8	3	88

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OUACHITA															
5204	CAMDEN FAIRVIEW SCHOOL DIST.	3	2	9	5	5	7	5	5	4	4	5	2	1	57
5205	HARMONY GROVE SCH DIST(OUACHIT	3	1	1	1	0	2	3	0	1	0	0	1	1	14
OUACHITA TOTALS		6	3	10	6	5	9	8	5	5	4	5	3	2	71
PERRY															
5301	EAST END SCHOOL DISTRICT	2	1	0	3	4	3	7	2	9	5	5	6	2	49
5303	PERRYVILLE SCHOOL DISTRICT	4	1	0	0	3	1	2	2	2	6	7	8	8	44
PERRY TOTALS		6	2	0	3	7	4	9	4	11	11	12	14	10	93
PHILLIPS															
5401	BARTON-LEXA SCHOOL DISTRICT	0	0	0	0	1	0	1	1	1	0	2	0	0	6
5403	HELENA/ W.HELENA SCHOOL DIST.	1	1	1	0	1	1	0	2	0	1	5	0	1	14
5404	MARVELL SCHOOL DISTRICT	1	1	0	1	0	1	0	0	0	0	0	2	0	6
PHILLIPS TOTALS		2	2	1	1	2	2	1	3	1	1	7	2	1	26
PIKE															
5502	CENTERPOINT SCHOOL DISTRICT	1	2	3	4	6	4	4	6	2	0	4	5	5	46
5503	KIRBY SCHOOL DISTRICT	1	1	1	1	3	3	0	4	3	0	2	1	1	21
5504	SOUTH PIKE COUNTY SCHOOL DIST	2	2	0	1	0	4	2	2	3	6	4	6	2	34
PIKE TOTALS		4	5	4	6	9	11	6	12	8	6	10	12	8	101
POINSETT															
5602	HARRISBURG SCHOOL DISTRICT	2	1	1	0	1	2	0	2	2	7	8	4	1	31
5604	MARKED TREE SCHOOL DISTRICT	0	0	0	0	1	1	0	0	2	0	5	3	3	15
5605	TRUMANN SCHOOL DISTRICT	0	1	1	5	0	4	4	2	4	4	15	7	7	54
5608	EAST POINSETT CO. SCHOOL DIST.	2	0	1	0	0	1	0	2	1	1	1	0	1	10
POINSETT TOTALS		4	2	3	5	2	8	4	6	9	12	29	14	12	110
POLK															
5703	MENA SCHOOL DISTRICT	9	7	7	14	16	9	10	13	11	10	18	16	11	151
5706	OUACHITA RIVER SCHOOL DISTRICT	4	0	4	0	4	2	0	5	5	3	7	4	4	42
5707	COSSATOT RIVER SCHOOL DIST	2	2	0	3	7	2	3	4	4	3	10	6	8	54
POLK TOTALS		15	9	11	17	27	13	13	22	20	16	35	26	23	247

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POPE															
5801	ATKINS SCHOOL DISTRICT	1	1	0	3	0	2	0	1	4	3	8	5	3	31
5802	DOVER SCHOOL DISTRICT	4	3	8	5	1	2	7	4	7	3	10	5	1	60
5803	HECTOR SCHOOL DISTRICT	4	2	2	2	2	1	0	2	2	2	2	0	2	23
5804	POTTSVILLE SCHOOL DISTRICT	2	2	4	3	3	1	3	2	5	2	4	6	3	40
5805	RUSSELLVILLE SCHOOL DISTRICT	18	8	10	13	7	1	16	13	9	12	11	11	7	136
POPE TOTALS		29	16	24	26	13	7	26	22	27	22	35	27	16	290
PRAIRIE															
5901	DES ARC SCHOOL DISTRICT	2	3	3	1	3	4	1	0	2	1	4	1	0	25
5903	HAZEN SCHOOL DISTRICT	0	1	2	1	1	3	0	2	2	1	1	2	4	20
PRAIRIE TOTALS		2	4	5	2	4	7	1	2	4	2	5	3	4	45
PULASKI															
6001	LITTLE ROCK SCHOOL DISTRICT	38	46	33	43	39	43	38	53	50	55	74	55	43	610
6002	N. LITTLE ROCK SCHOOL DISTRICT	10	15	13	14	15	10	15	13	11	11	24	18	12	181
6003	PULASKI CO. SPEC. SCHOOL DIST.	71	91	87	84	69	82	102	99	102	104	131	116	65	1203
PULASKI TOTALS		119	152	133	141	123	135	155	165	163	170	229	189	120	1994
RANDOLPH															
6102	MAYNARD SCHOOL DISTRICT	1	1	0	3	2	1	4	3	2	2	5	5	2	31
6103	POCAHONTAS SCHOOL DISTRICT	3	4	3	6	3	6	4	2	8	2	13	10	3	67
RANDOLPH TOTALS		4	5	3	9	5	7	8	5	10	4	18	15	5	98
SALINE															
6301	BAUXITE SCHOOL DISTRICT	0	3	3	3	2	3	2	4	1	2	7	7	5	42
6302	BENTON SCHOOL DISTRICT	5	13	10	9	4	7	6	4	5	9	7	17	14	110
6303	BRYANT SCHOOL DISTRICT	24	24	16	13	25	16	16	29	19	19	34	38	18	291
6304	HARMONY GROVE SCH DIST(SALINE)	2	1	0	3	2	5	3	2	2	6	5	7	8	46
SALINE TOTALS		31	41	29	28	33	31	27	39	27	36	53	69	45	489
SCOTT															
6401	WALDRON SCHOOL DISTRICT	4	0	2	4	3	2	3	5	5	1	9	6	3	47
SCOTT TOTALS		4	0	2	4	3	2	3	5	5	1	9	6	3	47

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SEARCY															
6502	SEARCY COUNTY SCHOOL DISTRICT	6	14	3	12	10	5	7	5	7	6	17	8	6	106
6505	OZARK MOUNTAIN SCHOOL DISTRICT	5	3	0	4	3	5	2	4	7	2	11	2	6	54
SEARCY TOTALS		11	17	3	16	13	10	9	9	14	8	28	10	12	160
SEBASTIAN															
6601	FORT SMITH SCHOOL DISTRICT	24	40	26	26	31	36	23	37	22	35	45	45	20	410
6602	GREENWOOD SCHOOL DISTRICT	10	6	6	10	9	5	4	9	11	13	11	8	9	111
6603	HACKETT SCHOOL DISTRICT	0	0	1	0	2	0	0	2	0	0	0	3	0	8
6604	HARTFORD SCHOOL DISTRICT	1	1	1	0	2	0	1	2	2	0	1	0	1	12
6605	LAVACA SCHOOL DISTRICT	4	4	3	2	3	5	5	3	6	8	3	5	3	54
6606	MANSFIELD SCHOOL DISTRICT	2	0	4	3	3	5	1	3	4	3	6	5	2	41
SEBASTIAN TOTALS		41	51	41	41	50	51	34	56	45	59	66	66	35	636
SEVIER															
6701	DEQUEEN SCHOOL DISTRICT	1	0	5	1	1	1	1	4	8	5	5	6	6	44
6703	HORATIO SCHOOL DISTRICT	0	0	0	0	1	1	0	0	3	1	2	1	2	11
SEVIER TOTALS		1	0	5	1	2	2	1	4	11	6	7	7	8	55
SHARP															
6802	CAVE CITY SCHOOL DISTRICT	4	4	6	2	3	9	9	8	3	5	14	7	3	77
6804	HIGHLAND SCHOOL DISTRICT	6	3	6	1	0	7	2	1	4	5	10	7	5	57
SHARP TOTALS		10	7	12	3	3	16	11	9	7	10	24	14	8	134
ST FRANCIS															
6201	FORREST CITY SCHOOL DISTRICT	3	3	5	6	4	7	9	12	6	13	11	9	4	92
6202	HUGHES SCHOOL DISTRICT	0	1	0	0	0	0	1	2	1	0	1	0	1	7
6205	PALESTINE-WHEATLEY SCH. DIST.	0	0	1	0	0	0	0	0	2	0	0	1	0	4
ST FRANCIS TOTALS		3	4	6	6	4	7	10	14	9	13	12	10	5	103
STONE															
6901	MOUNTAIN VIEW SCHOOL DISTRICT	7	8	4	14	7	6	9	14	10	16	16	11	18	140
STONE TOTALS		7	8	4	14	7	6	9	14	10	16	16	11	18	140

Home School Student Count for 2012-2013 School Year
By County, District and Grade

<i>County LEA</i>	<i>District</i>	<i>Kinder</i>	<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>	<i>Six</i>	<i>Seven</i>	<i>Eight</i>	<i>Nine</i>	<i>Ten</i>	<i>Eleven</i>	<i>Twelve</i>	<i>Total</i>
<i>UNION</i>															
7001	EL DORADO SCHOOL DISTRICT	3	2	4	4	6	12	5	4	7	5	8	7	4	71
7003	JUNCTION CITY SCHOOL DISTRICT	0	0	1	0	1	0	0	0	1	0	2	3	2	10
7006	NORPHLET SCHOOL DISTRICT	0	1	0	0	0	0	2	1	0	2	0	0	2	8
7007	PARKERS CHAPEL SCHOOL DIST.	0	1	0	0	0	0	0	0	0	3	1	1	0	6
7008	SMACKOVER SCHOOL DISTRICT	0	4	2	2	2	1	2	4	1	1	0	1	1	21
7009	STRONG-HUTTIG SCHOOL DISTRICT	0	1	1	0	1	1	1	2	2	4	0	0	1	14
UNION TOTALS		3	9	8	6	10	14	10	11	11	15	11	12	10	130
<i>VAN BUREN</i>															
7102	CLINTON SCHOOL DISTRICT	3	11	7	2	5	5	2	2	4	1	19	14	3	78
7104	SHIRLEY SCHOOL DISTRICT	5	1	1	0	1	3	4	5	2	7	0	1	4	34
7105	SOUTH SIDE SCH DIST(VANBUREN)	1	3	1	1	2	1	1	1	0	3	3	1	2	20
VAN BUREN TOTALS		9	15	9	3	8	9	7	8	6	11	22	16	9	132
<i>WASHINGTON</i>															
7201	ELKINS SCHOOL DISTRICT	4	2	3	2	0	4	6	6	2	6	4	3	3	45
7202	FARMINGTON SCHOOL DISTRICT	11	15	9	5	10	7	7	18	12	9	9	12	6	130
7203	FAYETTEVILLE SCHOOL DISTRICT	30	26	30	24	25	23	20	25	18	16	38	24	13	312
7204	GREENLAND SCHOOL DISTRICT	4	6	9	3	10	8	4	7	3	4	3	8	1	70
7205	LINCOLN SCHOOL DISTRICT	8	4	2	4	4	5	4	4	4	3	2	5	6	55
7206	PRAIRIE GROVE SCHOOL DISTRICT	2	8	10	5	9	5	6	6	6	7	1	3	3	71
7207	SPRINGDALE SCHOOL DISTRICT	28	38	30	39	36	28	41	31	36	36	36	44	29	452
7208	WEST FORK SCHOOL DISTRICT	2	8	7	6	5	6	7	6	6	6	4	6	7	76
WASHINGTON TOTALS		89	107	100	88	99	86	95	103	87	87	97	105	68	1211

Home School Student Count for 2012-2013 School Year
By County, District and Grade

<i>County LEA</i>	<i>District</i>	<i>Kinder</i>	<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>	<i>Six</i>	<i>Seven</i>	<i>Eight</i>	<i>Nine</i>	<i>Ten</i>	<i>Eleven</i>	<i>Twelve</i>	<i>Total</i>
WHITE															
7301	BALD KNOB SCHOOL DISTRICT	2	4	6	5	6	4	8	6	3	7	5	4	6	66
7302	BEEBE SCHOOL DISTRICT	8	13	7	7	14	7	15	13	13	16	21	15	6	155
7303	BRADFORD SCHOOL DISTRICT	0	1	0	1	2	0	1	1	1	0	3	2	1	13
7304	WHITE CO. CENTRAL SCHOOL DIST.	2	1	0	3	1	1	4	3	1	3	9	4	2	34
7307	RIVERVIEW SCHOOL DISTRICT	4	3	2	2	5	1	1	3	6	10	17	10	10	74
7309	PANGBURN SCHOOL DISTRICT	2	3	4	4	2	3	7	3	3	1	6	3	6	47
7310	ROSE BUD SCHOOL DISTRICT	6	7	4	5	4	4	7	6	0	5	4	4	4	60
7311	SEARCY SCHOOL DISTRICT	22	15	13	19	17	10	19	24	15	31	37	29	16	267
WHITE TOTALS		46	47	36	46	51	30	62	59	42	73	102	71	51	716
WOODRUFF															
7401	AUGUSTA SCHOOL DISTRICT	0	2	1	1	3	1	0	5	0	1	5	0	2	21
7403	MCCRORY SCHOOL DISTRICT	5	3	2	1	2	2	2	4	4	5	6	5	2	43
WOODRUFF TOTALS		5	5	3	2	5	3	2	9	4	6	11	5	4	64
YELL															
7503	DANVILLE SCHOOL DISTRICT	0	1	0	1	0	0	1	2	2	2	0	4	0	13
7504	DARDANELLE SCHOOL DISTRICT	2	1	3	3	4	3	4	3	4	3	10	5	3	48
7509	WESTERN YELL CO. SCHOOL DIST.	0	0	0	0	0	0	1	0	0	0	0	0	1	2
7510	TWO RIVERS SCHOOL DISTRICT	2	5	0	4	1	3	0	3	3	2	3	2	1	29
YELL TOTALS		4	7	3	8	5	6	6	8	9	7	13	11	5	92
STATEWIDE TOTALS:		1076	1194	1155	1124	1137	1156	1237	1342	1322	1440	2093	1759	1180	17,215

Percent Home School Students by District

District Description	District Enrollment	Home School Enrollment	Percent Home School Enrollment
ALMA SCHOOL DISTRICT	3360	109	3.2
ALPENA SCHOOL DISTRICT	559	21	3.8
ARKADELPHIA SCHOOL DISTRICT	1982	93	4.7
ARMOREL SCHOOL DISTRICT	430	14	3.3
ASHDOWN SCHOOL DISTRICT	1431	33	2.3
ATKINS SCHOOL DISTRICT	991	31	3.1
AUGUSTA SCHOOL DISTRICT	462	21	4.5
BALD KNOB SCHOOL DISTRICT	1264	66	5.2
BARTON-LEXA SCHOOL DISTRICT	832	6	0.7
BATESVILLE SCHOOL DISTRICT	2914	84	2.9
BAUXITE SCHOOL DISTRICT	1539	42	2.7
BAY SCHOOL DISTRICT	573	6	1.0
BEEBE SCHOOL DISTRICT	3175	155	4.9
BENTON SCHOOL DISTRICT	4768	110	2.3
BENTONVILLE SCHOOL DISTRICT	14880	773	5.2
BERGMAN SCHOOL DISTRICT	1090	46	4.2
BERRYVILLE SCHOOL DISTRICT	1974	91	4.6
BISMARCK SCHOOL DISTRICT	1033	44	4.3
BLEVINS SCHOOL DISTRICT	496	10	2.0
BLYTHEVILLE SCHOOL DISTRICT	2593	28	1.1
BOONEVILLE SCHOOL DISTRICT	1321	42	3.2
BRADFORD SCHOOL DISTRICT	458	13	2.8
BRADLEY SCHOOL DISTRICT	360	15	4.2
BRINKLEY SCHOOL DISTRICT	591	17	2.9
BROOKLAND SCHOOL DISTRICT	1858	84	4.5
BRYANT SCHOOL DISTRICT	8620	291	3.4
BUFFALO IS. CENTRAL SCH. DIST.	794	19	2.4
CABOT SCHOOL DISTRICT	10167	399	3.9
CADDO HILLS SCHOOL DISTRICT	575	35	6.1
CALICO ROCK SCHOOL DISTRICT	401	25	6.2

District Description	District Enrollment	Home School Enrollment	Percent Home School Enrollment
CAMDEN FAIRVIEW SCHOOL DIST.	2429	57	2.3
CARLISLE SCHOOL DISTRICT	717	18	2.5
CAVE CITY SCHOOL DISTRICT	1362	77	5.7
CEDAR RIDGE SCHOOL DISTRICT	828	40	4.8
CEDARVILLE SCHOOL DISTRICT	894	33	3.7
CENTERPOINT SCHOOL DISTRICT	963	46	4.8
CHARLESTON SCHOOL DISTRICT	870	17	2.0
CLARENDON SCHOOL DISTRICT	547	21	3.8
CLARKSVILLE SCHOOL DISTRICT	2590	86	3.3
CLEVELAND COUNTY SCHOOL DIST.	850	41	4.8
CLINTON SCHOOL DISTRICT	1327	78	5.9
CONCORD SCHOOL DISTRICT	466	32	6.9
CONWAY SCHOOL DISTRICT	9630	515	5.3
CORNING SCHOOL DISTRICT	989	36	3.6
COSSATOT RIVER SCHOOL DIST	1119	54	4.8
COTTER SCHOOL DISTRICT	646	41	6.3
COUNTY LINE SCHOOL DISTRICT	450	28	6.2
CROSS COUNTY SCHOOL DISTRICT	619	31	5.0
CROSSETT SCHOOL DISTRICT	1823	44	2.4
CUTTER-MORNING STAR SCH. DIST.	583	40	6.9
DANVILLE SCHOOL DISTRICT	876	13	1.5
DARDANELLE SCHOOL DISTRICT	2017	48	2.4
DECATUR SCHOOL DISTRICT	526	19	3.6
DEER/MT. JUDEA SCHOOL DISTRICT	366	10	2.7
DEQUEEN SCHOOL DISTRICT	2413	44	1.8
DERMOTT SCHOOL DISTRICT	391	13	3.3
DES ARC SCHOOL DISTRICT	584	25	4.3
DEWITT SCHOOL DISTRICT	1295	67	5.2
DIERKS SCHOOL DISTRICT	563	15	2.7
DOLLARWAY SCHOOL DISTRICT	1299	22	1.7
DOVER SCHOOL DISTRICT	1402	60	4.3
DREW CENTRAL SCHOOL DISTRICT	941	44	4.7

District Description	District Enrollment	Home School Enrollment	Percent Home School Enrollment
DUMAS SCHOOL DISTRICT	1458	7	0.5
EARLE SCHOOL DISTRICT	645	2	0.3
EAST END SCHOOL DISTRICT	623	49	7.9
EAST POINSETT CO. SCHOOL DIST.	709	10	1.4
EL DORADO SCHOOL DISTRICT	4474	71	1.6
ELKINS SCHOOL DISTRICT	1114	45	4.0
EMERSON-TAYLOR SCHOOL DISTRICT	625	9	1.4
ENGLAND SCHOOL DISTRICT	721	28	3.9
EUREKA SPRINGS SCHOOL DISTRICT	615	45	7.3
FARMINGTON SCHOOL DISTRICT	2283	130	5.7
FAYETTEVILLE SCHOOL DISTRICT	9142	312	3.4
FLIPPIN SCHOOL DISTRICT	815	35	4.3
FORDYCE SCHOOL DISTRICT	863	15	1.7
FOREMAN SCHOOL DISTRICT	562	23	4.1
FORREST CITY SCHOOL DISTRICT	2974	92	3.1
FORT SMITH SCHOOL DISTRICT	14049	410	2.9
FOUKE SCHOOL DISTRICT	999	39	3.9
FOUNTAIN LAKE SCHOOL DISTRICT	1284	75	5.8
GENOA CENTRAL SCHOOL DISTRICT	1073	16	1.5
GENTRY SCHOOL DISTRICT	1398	82	5.9
GLEN ROSE SCHOOL DISTRICT	980	36	3.7
GOSNELL SCHOOL DISTRICT	1376	16	1.2
GRAVETTE SCHOOL DISTRICT	1814	161	8.9
GREEN FOREST SCHOOL DISTRICT	1258	67	5.3
GREENBRIER SCHOOL DISTRICT	3296	165	5.0
GREENE CO. TECH SCHOOL DIST.	3482	106	3.0
GREENLAND SCHOOL DISTRICT	776	70	9.0
GREENWOOD SCHOOL DISTRICT	3592	111	3.1
GURDON SCHOOL DISTRICT	760	13	1.7
GUY-PERKINS SCHOOL DISTRICT	429	35	8.2
HACKETT SCHOOL DISTRICT	641	8	1.2
HAMBURG SCHOOL DISTRICT	1896	41	2.2

District Description	District Enrollment	Home School Enrollment	Percent Home School Enrollment
HAMPTON SCHOOL DISTRICT	529	15	2.8
HARMONY GROVE SCH DIST(OUACHIT	1022	14	1.4
HARMONY GROVE SCH DIST(SALINE)	1060	46	4.3
HARRISBURG SCHOOL DISTRICT	1377	31	2.3
HARRISON SCHOOL DISTRICT	2773	144	5.2
HARTFORD SCHOOL DISTRICT	356	12	3.4
HAZEN SCHOOL DISTRICT	635	20	3.1
HEBER SPRINGS SCHOOL DISTRICT	1802	106	5.9
HECTOR SCHOOL DISTRICT	603	23	3.8
HELENA/ W.HELENA SCHOOL DIST.	1654	14	0.8
HERMITAGE SCHOOL DISTRICT	430	15	3.5
HIGHLAND SCHOOL DISTRICT	1530	57	3.7
HILLCREST SCHOOL DISTRICT	362	38	10.5
HOPE SCHOOL DISTRICT	2489	69	2.8
HORATIO SCHOOL DISTRICT	835	11	1.3
HOT SPRINGS SCHOOL DISTRICT	3628	157	4.3
HOXIE SCHOOL DISTRICT	868	20	2.3
HUGHES SCHOOL DISTRICT	348	7	2.0
HUNTSVILLE SCHOOL DISTRICT	2267	204	9.0
IZARD CO. CONS. SCHOOL DIST.	503	18	3.6
JACKSON CO. SCHOOL DISTRICT	830	15	1.8
JASPER SCHOOL DISTRICT	894	78	8.7
JESSIEVILLE SCHOOL DISTRICT	915	21	2.3
JONESBORO SCHOOL DISTRICT	5520	239	4.3
JUNCTION CITY SCHOOL DISTRICT	526	10	1.9
KIRBY SCHOOL DISTRICT	356	21	5.9
LAFAYETTE COUNTY SCHOOL DISTRI	704	17	2.4
LAKE HAMILTON SCHOOL DISTRICT	4363	140	3.2
LAKESIDE SCHOOL DIST(CHICOT)	1103	19	1.7
LAKESIDE SCHOOL DIST(GARLAND)	3202	102	3.2
LAMAR SCHOOL DISTRICT	1159	83	7.2
LAVACA SCHOOL DISTRICT	851	54	6.3

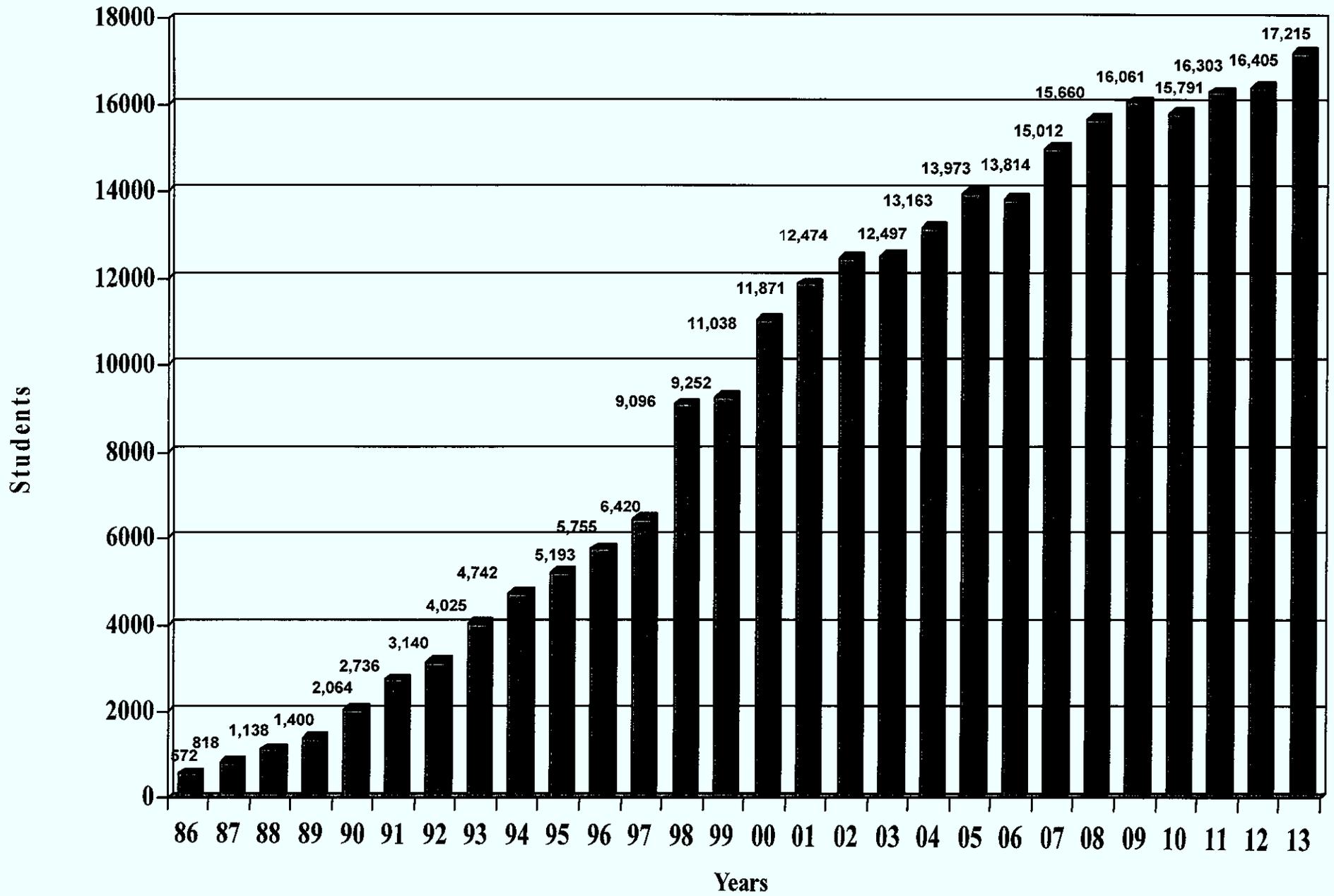
District Description	District Enrollment	Home School Enrollment	Percent Home School Enrollment
LAWRENCE COUNTY SCHOOL DISTRIC	1125	27	2.4
LEAD HILL SCHOOL DISTRICT	361	15	4.2
LEE COUNTY SCHOOL DISTRICT	920	36	3.9
LINCOLN SCHOOL DISTRICT	1240	55	4.4
LITTLE ROCK SCHOOL DISTRICT	23594	610	2.6
LONOKE SCHOOL DISTRICT	1838	53	2.9
MAGAZINE SCHOOL DISTRICT	540	24	4.4
MAGNET COVE SCHOOL DIST.	638	21	3.3
MAGNOLIA SCHOOL DISTRICT	2725	77	2.8
MALVERN SCHOOL DISTRICT	2143	87	4.1
MAMMOTH SPRING SCHOOL DISTRICT	460	12	2.6
MANILA SCHOOL DISTRICT	1024	30	2.9
MANSFIELD SCHOOL DISTRICT	880	41	4.7
MARION SCHOOL DISTRICT	4110	82	2.0
MARKED TREE SCHOOL DISTRICT	572	15	2.6
MARMADUKE SCHOOL DISTRICT	714	25	3.5
MARVELL-ELAINE SCHOOL DISTRICT	451	6	1.3
MAYFLOWER SCHOOL DISTRICT	1141	58	5.1
MAYNARD SCHOOL DISTRICT	441	31	7.0
MCCRORY SCHOOL DISTRICT	630	43	6.8
MCGEHEE SCHOOL DISTRICT	1151	15	1.3
MELBOURNE SCHOOL DISTRICT	880	35	4.0
MENA SCHOOL DISTRICT	1859	151	8.1
MIDLAND SCHOOL DISTRICT	526	47	8.9
MINERAL SPRINGS SCHOOL DIST.	449	2	0.4
MONTICELLO SCHOOL DISTRICT	2106	41	1.9
MOUNT IDA SCHOOL DISTRICT	515	33	6.4
MOUNTAIN HOME SCHOOL DISTRICT	3987	263	6.6
MOUNTAIN PINE SCHOOL DISTRICT	590	18	3.1
MOUNTAIN VIEW SCHOOL DISTRICT	1704	140	8.2
MOUNTAINBURG SCHOOL DISTRICT	711	31	4.4
MT. VERNON/ENOLA SCHOOL DIST.	481	43	8.9

District Description	District Enrollment	Home School Enrollment	Percent Home School Enrollment
MULBERRY SCHOOL DISTRICT	348	46	13.2
N. LITTLE ROCK SCHOOL DISTRICT	8610	181	2.1
NASHVILLE SCHOOL DISTRICT	1981	54	2.7
NEMO VISTA SCHOOL DISTRICT	479	18	3.8
NETTLETON SCHOOL DISTRICT	3214	77	2.4
NEVADA SCHOOL DISTRICT	375	38	10.1
NEWPORT SCHOOL DISTRICT	1332	27	2.0
NORFORK SCHOOL DISTRICT	451	25	5.5
NORPHLET SCHOOL DISTRICT	412	8	1.9
OMAHA SCHOOL DISTRICT	422	29	6.9
OSCEOLA SCHOOL DISTRICT	1310	16	1.2
OUACHITA RIVER SCHOOL DISTRICT	701	42	6.0
OUACHITA SCHOOL DISTRICT	469	6	1.3
OZARK MOUNTAIN SCHOOL DISTRICT	635	54	8.5
OZARK SCHOOL DISTRICT	1905	73	3.8
PALESTINE-WHEATLEY SCH. DIST.	671	4	0.6
PANGBURN SCHOOL DISTRICT	782	47	6.0
PARAGOULD SCHOOL DISTRICT	2904	104	3.6
PARIS SCHOOL DISTRICT	1118	22	2.0
PARKERS CHAPEL SCHOOL DIST.	663	6	0.9
PEA RIDGE SCHOOL DISTRICT	1685	71	4.2
PERRYVILLE SCHOOL DISTRICT	994	44	4.4
PIGGOTT SCHOOL DISTRICT	891	23	2.6
PINE BLUFF SCHOOL DISTRICT	4452	20	0.4
POCAHONTAS SCHOOL DISTRICT	1874	67	3.6
POTTSVILLE SCHOOL DISTRICT	1624	40	2.5
POYEN SCHOOL DISTRICT	563	5	0.9
PRAIRIE GROVE SCHOOL DISTRICT	1845	71	3.8
PRESCOTT SCHOOL DISTRICT	1084	13	1.2
PULASKI CO. SPEC. SCHOOL DIST.	17245	1203	7.0
QUITMAN SCHOOL DISTRICT	647	41	6.3
RECTOR SCHOOL DISTRICT	589	13	2.2

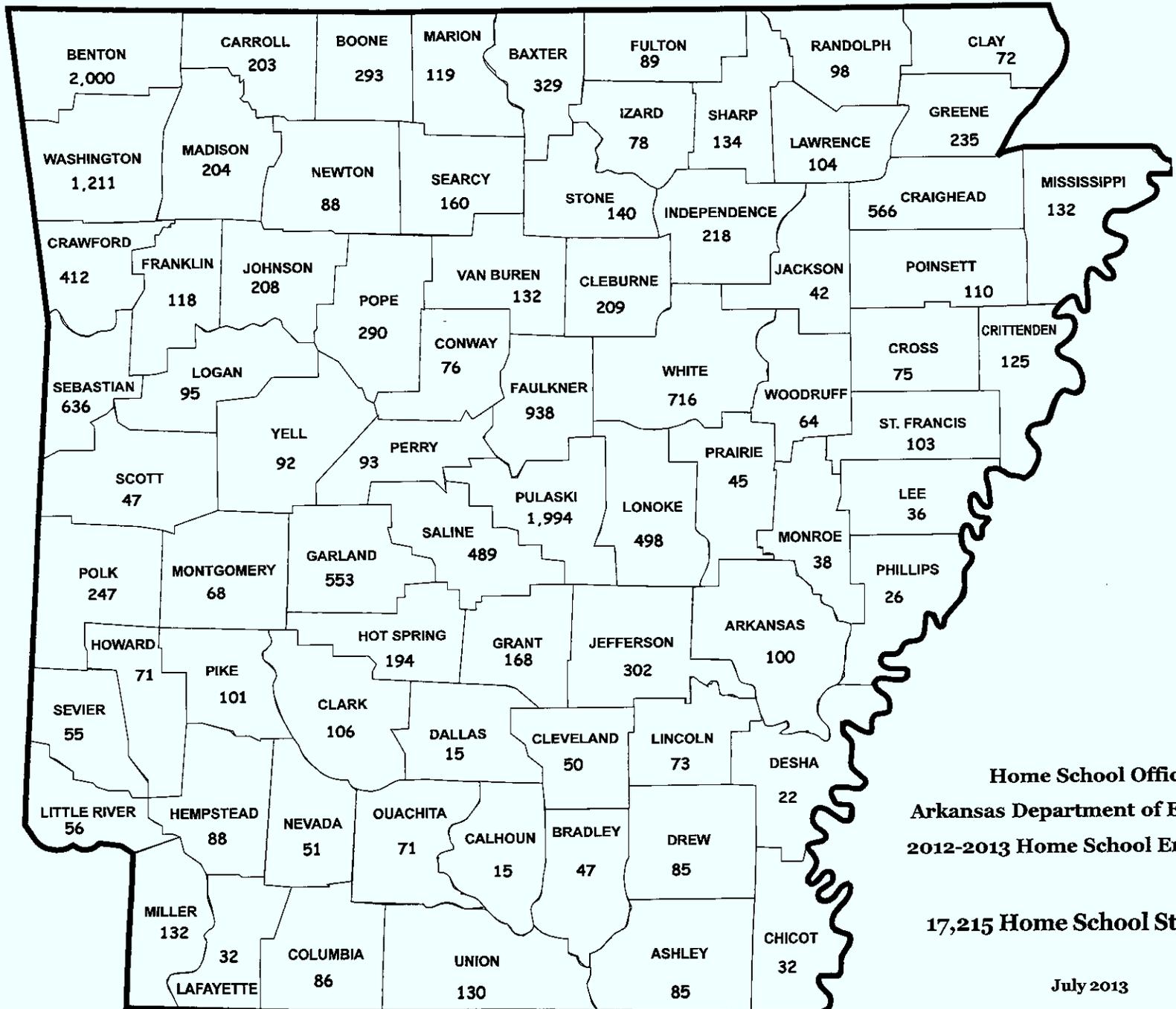
District Description	District Enrollment	Home School Enrollment	Percent Home School Enrollment
RIVERSIDE SCHOOL DISTRICT	817	15	1.8
RIVERVIEW SCHOOL DISTRICT	1406	74	5.3
ROGERS SCHOOL DISTRICT	14452	606	4.2
ROSE BUD SCHOOL DISTRICT	827	60	7.3
RUSSELLVILLE SCHOOL DISTRICT	5045	136	2.7
SALEM SCHOOL DISTRICT	761	46	6.0
SCRANTON SCHOOL DISTRICT	398	7	1.8
SEARCY COUNTY SCHOOL DISTRICT	914	106	11.6
SEARCY SCHOOL DISTRICT	4186	267	6.4
SHERIDAN SCHOOL DISTRICT	4183	163	3.9
SHIRLEY SCHOOL DISTRICT	418	34	8.1
SILOAM SPRINGS SCHOOL DISTRICT	3959	288	7.3
SLOAN-HENDRIX SCHOOL DIST.	664	19	2.9
SMACKOVER SCHOOL DISTRICT	806	21	2.6
SO. CONWAY CO. SCHOOL DISTRICT	2206	54	2.4
SO. MISS. COUNTY SCHOOL DIST.	1302	28	2.2
SOUTH PIKE COUNTY SCHOOL DIST	696	34	4.9
SOUTH SIDE SCH DIST(VANBUREN)	486	20	4.1
SOUTHSIDE SCH DIST(INDEPENDENC	1622	47	2.9
SPRING HILL SCHOOL DISTRICT	575	9	1.6
SPRINGDALE SCHOOL DISTRICT	20141	452	2.2
STAR CITY SCHOOL DISTRICT	1607	73	4.5
STRONG-HUTTIG SCHOOL DISTRICT	427	14	3.3
STUTTGART SCHOOL DISTRICT	1760	33	1.9
TEXARKANA SCHOOL DISTRICT	4342	77	1.8
TRUMANN SCHOOL DISTRICT	1569	54	3.4
TWO RIVERS SCHOOL DISTRICT	807	29	3.6
VALLEY SPRINGS SCHOOL DISTRICT	938	38	4.1
VALLEY VIEW SCHOOL DISTRICT	2521	67	2.7
VAN BUREN SCHOOL DISTRICT	5919	193	3.3
VILONIA SCHOOL DISTRICT	3180	122	3.8
VIOLA SCHOOL DISTRICT	406	31	7.6

District Description	District Enrollment	Home School Enrollment	Percent Home School Enrollment
WALDRON SCHOOL DISTRICT	1565	47	3.0
WARREN SCHOOL DISTRICT	1583	32	2.0
WATSON CHAPEL SCHOOL DISTRICT	2992	85	2.8
WEST FORK SCHOOL DISTRICT	1193	76	6.4
WEST MEMPHIS SCHOOL DISTRICT	5615	41	0.7
WEST SIDE SCHOOL DIST(CLEBURNE	440	30	6.8
WESTERN YELL CO. SCHOOL DIST.	449	2	0.4
WESTSIDE CONS. SCH DIST(CRAIGH	1651	59	3.6
WESTSIDE SCHOOL DIST(JOHNSON)	634	39	6.2
WHITE CO. CENTRAL SCHOOL DIST.	666	34	5.1
WHITE HALL SCHOOL DISTRICT	2993	175	5.8
WONDERVIEW SCHOOL DISTRICT	436	4	0.9
WOODLAWN SCHOOL DISTRICT	534	9	1.7
WYNNE SCHOOL DISTRICT	2827	44	1.6
YELLVILLE-SUMMIT SCHOOL DIST.	769	84	10.9

**Arkansas Department of Education - Home School Enrollment
1985-1986 Through 2012-2013**



**Final Enrollment 2011-2012
July 2013**



Home School Office
 Arkansas Department of Education
 2012-2013 Home School Enrollment

17,215 Home School Students

July 2013

Home School Office - Arkansas Department of Education
Home School - 2011

State Summary and Totals	Spring of 2011 Home School percentile		
3rd Grade			
Reading Comprehension	0.63		
Prob. Solv. & Data Interp.	0.57		
4th Grade			
Reading Comprehension	0.68		
Prob. Solv. & Data Interp.	0.61		
5th Grade			
Reading Comprehension	0.67		
Prob. Solv. & Data Interp.	0.61		
6th Grade			
Reading Comprehension	0.64		
Prob. Solv. & Data Interp.	0.58		
7th Grade			
Reading Comprehension	0.65		
Prob. Solv. & Data Interp.	0.60		
8th Grade			
Reading Comprehension	0.63		
Prob. Solv. & Data Interp.	0.59		
9th Grade			
Reading Comprehension	0.63		
Concepts & Problem Solving	0.56		

Home School Office - Arkansas Department of Education
Home School - 2012

State Summary and Totals	Spring of 2012 Home School percentile		
3rd Grade			
Reading Comprehension	0.59		
Prob. Solv. & Data Interp.	0.53		
4th Grade			
Reading Comprehension	0.64		
Prob. Solv. & Data Interp.	0.57		
5th Grade			
Reading Comprehension	0.64		
Prob. Solv. & Data Interp.	0.58		
6th Grade			
Reading Comprehension	0.61		
Prob. Solv. & Data Interp.	0.52		
7th Grade			
Reading Comprehension	0.63		
Prob. Solv. & Data Interp.	0.58		
8th Grade			
Reading Comprehension	0.62		
Prob. Solv. & Data Interp.	0.57		
9th Grade			
Reading Comprehension	0.63		
Concepts & Problem Solving	0.57		

Home School Office - Arkansas Department of Education
Home School - 2013

State Summary and Totals	Spring of 2013 Home School percentile		
3rd Grade			
Reading Comprehension	0.63		
Prob. Solv. & Data Interp.	0.56		
4th Grade			
Reading Comprehension	0.68		
Prob. Solv. & Data Interp.	0.62		
5th Grade			
Reading Comprehension	0.68		
Prob. Solv. & Data Interp.	0.60		
6th Grade			
Reading Comprehension	0.65		
Prob. Solv. & Data Interp.	0.59		
7th Grade			
Reading Comprehension	0.63		
Prob. Solv. & Data Interp.	0.58		
8th Grade			
Reading Comprehension	0.65		
Prob. Solv. & Data Interp.	0.59		
9th Grade			
Reading Comprehension	0.63		
Concepts & Problem Solving	0.56		

FILE FORMS EVERY YEAR: PART A AND B must be returned to the Superintendent's Office EACH YEAR no later than August 15, or by December 15 to begin home schooling the second semester, or during the year with a 14-calendar day waiting period. Only the Superintendent or local School Board has the authority to waive the 14-day waiting period. Please retain a copy of the completed form for your files.

2011-2012 School Year

(Do not modify/revise ADE forms)

District LEA # _____ (District use only)

Submit/Mail all forms to Superintendent's Office ONLY

Check your local phone book or Arkansas Department Of Education website for district address

TESTING: State law requires that home school students in grades 3 through 9 test every year. The tentative test date for home school students will be in April of 2012. Please check the Home School Testing website for more information at <http://www.arhomeschooltesting.org> Parents/legal guardians that are registered for the current school year will receive written notification of the test dates, times, and sites later in the school year. Please contact the Arkansas Home School Testing Office if you have questions regarding testing. (501) 354-3136

Notice of Intent to Home School

Arkansas Department of Education-Home School Office (501) 682-1874

<http://arkansased.org/about/schools/home.html>

PART A – Please print (forms must be legible to be accepted)

In accordance with the procedures established for the Implementation of Act 1117 of 1999, I/we hereby give notice to _____, Superintendent of the

_____ School District, _____ County, of my/our intent to provide home instruction to my/our own child(ren) located at:

_____, _____, AR _____, beginning date for 2011-2012 _____.
Print or Type Parent's Address **City** **Zip** **(Month/Day/Year)**

Parent's mailing address if different from above: _____ (for mailing test notification/results)

Further, I/we agree that my/our child(ren) will take a nationally recognized standardized achievement test as required in A.C.A. 6-15-504. The test will be administered to home school students in grades 3 through 9 during the testing window for the current school year. The Arkansas Department of Education recommends that you notify the local school district of any change of address or if you discontinue to home school. In order to maintain legal home school status, current year forms must be filed every year by the established deadlines. During the school year, new forms must be submitted within 30 days of the parent(s) moving to a new school district.

PRINT name of parent/guardian _____

()
 Phone Number (Optional) _____

Occupation (Optional) _____

Today's Date _____

Student Information:

Name of School Last Attended: _____

PRINT or TYPE STUDENT'S NAME				Date of Birth Month/Day/Year	Sex (Circle one)	GRADE LEVEL COMPLETED LAST SCHOOL YEAR (Circle one)	GRADE LEVEL STUDENT IS IN THIS YEAR STUDENTS IN GRADES 3 through 9 MUST TEST (Testing - April 2012)	Permanently Exempt from Home School Testing Grades 3-9 <i>Per Home School Test Coordinator</i> Place check in box	Type of School Last Attended (Circle one)
*Student has an IEP on file	<i>Please print clearly and legible</i> <u>Give Full Legal Name</u>								
	FIRST	MIDDLE	LAST						
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Public Parochial Private Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Public Parochial Private Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Public Parochial Private Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Public Parochial Private Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Public Parochial Private Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Public Parochial Private Home

Part B Notice of Intent to Home School and Waiver forms must be filed every year by the established deadlines.

HOME SCHOOL WAIVER FORM

(Do not modify/revise form)

Arkansas Code Annotated § 6-15-503, as amended by Act 1117 of 1999, requires that parents and guardians who wish to home school their children, sign a waiver acknowledging that the State of Arkansas is not liable for the education of their children during the time the parent or guardian chooses to home school.

By my signature below, I hereby certify and agree as follows:

- 1) I am the parent or legal guardian of the child(ren) listed below.
- 2) I have fully read and understand the terms of this waiver.
- 3) As of the date I sign this waiver, I hereby acknowledge that the State of Arkansas is not liable for the education of the child(ren) listed below during the time I choose to home school the child(ren).

Please print clearly and legible. Give student's Legal Name.

STUDENTS FIRST, MIDDLE, AND LAST NAME	DATE OF BIRTH

Signature of Parent/Guardian

Date

Address

Phone (area code & number)

City, State, Zip

Learning Forwards: Standards for Professional Learning

Standards for Professional Learning is the third iteration of standards outlining the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results. Learning Forward, with the contribution of 40 professional associations and education organizations, developed the Standards for Professional Learning. The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. The standards are not a prescription for how education leaders and public officials should address all the challenges related to improving the performance of educators and their students. Instead, the standards focus on one critical issue -- professional learning.

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. □□

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. □□

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. □□

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. □□

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. □□

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change. □

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Source: Learning Forward. (2011). Standards for Professional Learning. More information is available at <http://www.learningforward.org/standards-for-professional-learning>.

Eric Saunders
Superintendent

Dewayne Wammack
Principal



Bigelow High School 114 W. Panther Drive Bigelow, AR 72016
501-759-2602 office
501-759-3081 fax

August 2, 2013

To the Arkansas State Board of Education:

Bigelow High in the East End School District is requesting you grant approval for the embedding of Oral Communication frameworks into our English II classes. Our English II teacher is also our Oral Communication teacher and has provided a map of how the frameworks for both Oral Communications and English II will be taught throughout the year enhancing both curriculums. The standards and frameworks for Oral Communication blends with the English frameworks and as presented in our course approval request, can easily be addressed throughout the year while teaching the English standards. Documentation of frameworks being taught will be maintained by the teacher and office.

We appreciate your consideration and approval of this request. I will be glad to provide further information if needed. Thank you for all you do for the children of our Arkansas.

Sincerely,



Dr. Eric Saunders, Ed. D.
Superintendent



Dewayne Wammack, Ed. S.
Principal

Elkins School District

"Committed to Excellence"

349 N. Center
Elkins, AR 72727
(479) 643-2172
Fax: (479) 643-3605

August 8, 2013

Mr. Thomas Coy
Four Capitol Mall, Room 301-B
Little Rock, AR 72201

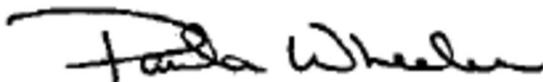
Dear Mr. Coy:

I am writing this letter on behalf of Elkins High School, Elkins School District in response to our course approval request to embed Oral Communications into our English 9 curriculum.

This letter is to certify that all of the curriculum frameworks for the two separate courses will be fully taught in the proposed combined or embedded course. Much effort has been given to the combining of the two frameworks to ensure that students receive the information necessary to meet both the Oral Communication frameworks as well as the English 9 frameworks in order to receive 1.5 credits for the combined course.

Thank you for your assistance in this matter and I anxiously await approval from the State Board of Education. If you need anything further, please feel free to contact me.

Sincerely,



Paula Wheeler, Principal
Elkins High School

K-2 Primary Elementary Office: 643-3380
Middle School Office: 643-2552

3-6 Elementary Office: 643-3382
High School Office: 643-3381

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Public Comments – Due Process (9.00)

Date	Respondent	Comment	ADE Response
8/16/2013	Tripp Walter Attorney Arkansas Public School Resource Center	<p>What does the state consider to be "reasonable amount of time"? The timelines have always been so rigorous on 7 days, 14 days, 30 days, 60 days, 90 days. Parents need to be notified in a reasonable amount of time---the 7 days works well. School districts & Charters need a "timeline" that is clear. It doesn't need to be a "perception" of what is reasonable.</p> <p>The Prior Written Notice of Action requires a 7-day "wait period" to allow parents time on decision-making. This is fair; however, on evaluation and informed consent, there should not be a 7-day waiting period. It should indicate that the Team can take immediate action to begin the evaluation process.</p> <p>We are obligated to provide FAPE for all services. The schools do not have a problem providing FAPE; however, when parents have MCD, and they have granted permission to access and bill those services, where is the accountability for the parents when they don't maintain the MCD benefits for Well-Child Check-ups? Also, where's the accountability when the child is not making significant progress in therapy because of medical issues and even non-compliance on the parent's part. Schools spend thousands of dollars on related services in an effort to provide FAPE, and this continues to be "hot topic" for legislatures because of budgets, money, cut-backs, etc. But again, schools provide FAPE, and students have MCD benefits, but we can't access them because the parent hasn't maintained the required WCC. What can we do on this?</p> <p>The IEP Team has more decision-making authority when the parents have been reasonably notified and documentation supports this. But we want to be sure we can "initially place" without the parents' consent after these same reasonable efforts are in place. We want our parents involved, but too many students are losing ground and falling further and further behind when we can't reach the parents within a "reasonable" amount of time.</p> <p>In general, in some sections (<i>i.e.</i> page 10 or 11) whenever "public school district" is used it is followed by "or an open-enrollment charter school but in other sections (<i>i.e.</i> page 9, 18.05.5.1 or 18.06.1.1 or page 12, 18.06.4.1), it does not include nor address open-enrollment charter school. Could this inconsistency result in differing interpretations of the sections of the rules?</p> <p>Page 9, 18.05.4.3 does not state who will receive the prorated reimbursement – the facility or the district.</p>	Comments considered. No changes were made to the proposed rule as a result of this comment.

Public Comments – Due Process (9.00)

8/12/2013	<p>Rebecca Kilburn, PT Facilitator of Related Services, Medicaid & Catastrophic Pulaski County Special School District</p>	<p>If we have consent on file, do we have to get new consent? If consent is in place, it could be in place until next conference? We got 90% of consents in spring. For example, in the spring, speech therapy for 90 minutes, reduced to 60 for this school year; got consent in spring, do we have to get new consent?</p> <p>Medicaid in the Schools (MITS) posted new consent forms on website. They are ADE-SPED required forms. There is not a place to put school name on required forms. Can that be addressed or considered for larger districts?</p> <p>Consent for health related services also posted on MITS website. Will IDEA consent cover health related services for special education students?</p>	<p>Comments considered. No changes were made to the proposed rule as a result of this comment.</p>
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ARKANSAS DEPARTMENT OF EDUCATION
SPECIAL EDUCATION AND RELATED SERVICES
9.00 DUE PROCESS
Rev. July 2013 ~~2010~~

9.01 GENERAL RESPONSIBIITY OF PUBLIC AGENCIES

It shall be the responsibility of each public agency providing special education and related services to establish, maintain, and implement procedural safeguards that meet the requirements of this part and 34 CFR 300.500 - 300.536.

9.02 OPPORTUNITY TO EXAMINE RECORDS; PARENT PARTICIPATION IN MEETINGS

9.02.1 Opportunity to Examine Records.

9.02.1.1 The parents of a child with a disability must be afforded, in accordance with the procedures of §§ 16.01 - 16.09 of these regulations and 34 CFR 300.613 - 300.621, an opportunity to -

9.02.1.2 Inspect and review all education records with respect to -

A. The identification, evaluation, and educational placement of the child; and

B. The provision of FAPE to the child.

9.02.2 Parent participation in meetings.

9.02.2.1 The parents of a child with a disability must have any opportunity to participate in meetings with respect to –

A. The identification, evaluation, and educational placement of the child; and

B. The provision of FAPE to the child.

9.02.2.2 Each public agency shall provide notice consistent with § 8.06.1.1A and 8.06.2.1 of these regulations and 34 CFR 300.322(a)(1) and (b)(1) to ensure that parents of children with disabilities have the

opportunity to participate in meetings described in § 9.02.2.1 of this part.

9.02.2.3 A meeting does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

9.02.3 Parent involvement in placement decisions.

9.02.3.1 Each public agency must ensure that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent's child.

9.02.3.2 In implementing the requirements of § 9.02.3.1 of this part, the public agency must use procedures consistent with the procedures described in §§ 8.06.1.1 and 8.06.2.1 of these regulations and 34 CFR 300.322(a) through (b)(1).

9.02.3.3 If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the public agency must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.

9.02.3.4 A placement decision may be made by a group without the involvement of a parent, if the public agency is unable to obtain the parent's participation in the decision. In this case, the public agency must have a record of its attempt to ensure their involvement

9.03 INDEPENDENT EDUCATIONAL EVALUATION

9.03.1 General.

9.03.1.1 The parents of a child with a disability have the right under this part to obtain an independent educational evaluation of the child, subject to §§ 9.03.2 - 9.03.5 of this part.

9.03.1.2 Each public agency must provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations as set forth in § 9.03.5 of this part.

9.03.1.3 For the purposes of this part -

A. Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question; and

B. Public expense means that the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with § 5.02 of these regulations and 34 CFR 300.103.

9.03.2 Parent right to evaluation at public expense.

9.03.2.1 A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency, subject to the conditions in paragraph 9.03.2.2 – 9.03.2.4 of this section.

9.03.2.2 If a parent requests an independent educational evaluation at public expense, the public agency must, without unnecessary delay, either -

A. File a due process complaint to request a hearing to show that its evaluation is appropriate; or

B. Ensure that an independent educational evaluation is provided at public expense, unless the agency demonstrates in a hearing under § 10.00 of these regulations and 34 CFR 300.507 through 300.513 that the evaluation obtained by the parent did not meet agency criteria.

9.03.2.3 If the public agency files a due process complaint notice to request a hearing and the final decision is that the agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.

9.03.2.4 If a parent requests an independent educational evaluation, the public agency may ask for the parent's reason why he or she objects to the public evaluation. However, the explanation by the parent may not be required and the public agency may not unreasonably delay either providing the independent educational evaluation at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation.

9.03.2.5 A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

9.03.3 Parent-Initiated Evaluations.

If the parent obtains an independent educational evaluation at public expense or shares with the public agency an evaluation obtained at private expense, the results of the evaluation -

9.03.3.1 Must be considered by the public agency, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child; and

9.03.3.2 May be presented by any party as evidence at a hearing on a due process complaint under these regulations regarding that child.

9.03.4 Requests for evaluations by hearing officers.

If a hearing officer requests an independent educational evaluation as part of a hearing on a due process complaint, the cost of the evaluation must be at public expense.

9.03.5 Agency Criteria.

9.03.5.1 If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the public agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation.

9.03.5.2 Except for the criteria described in § 9.03.5.1 of this part, a public agency may not impose conditions or time lines related to obtaining an independent educational evaluation at public expense.

9.04 PRIOR NOTICE BY PUBLIC AGENCY; CONTENT OF NOTICE

9.04.1 Notice.

9.04.1.1 Written notice that meets the requirements of § 9.04.2 of this part must be given to the parents of a child with a disability a reasonable time before the public agency -

- A. Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
- B. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

9.04.1.2 If the notice described under § 9.04.1.1 of this part relates to an action proposed by the public agency that also requires parental consent under § 9.06 of these regulations and 34 CFR 300.300, the agency may give notice at the same time it requests parent consent.

9.04.2 Content of Notice.

The notice required under § 9.04.1 of this part must include -

- 9.04.2.1 A description of the action proposed or refused by the agency;
- 9.04.2.2 An explanation of why the agency proposes or refuses to take the action;
- 9.04.2.3 A description of other options that the IEP team considered and the reasons why those options were rejected;
- 9.04.2.4 A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;
- 9.04.2.5 A description of other factors that are relevant to the agency's proposal or refusal;
- 9.04.2.6 A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
- 9.04.2.7 Sources for parents to contact to obtain assistance in understanding the provisions of this part.

9.04.3 Notice in understandable language.

- 9.04.3.1 The notice required under § 9.04.1 of this part must be -
 - A. Written in language understandable to the general public; and
 - B. Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

- 9.04.3.2 If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure -
- A. That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - B. That the parent understands the content of the notice; and
 - C. That there is written evidence that the requirements in § 9.04.3.2A and B of this part have been met.

9.05 PROCEDURAL SAFEGUARDS NOTICE

9.05.1 General.

9.05.1.1 A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents, only one time a school year, except that a copy also must be given to the parents, at a minimum -

- A. Upon initial referral or parent request for evaluation;
- B. Upon receipt of the first State complaint under 34 CFR 300.151 – 300.153 and upon receipt of the first due process complaint under 34 CFR 300.507 in a school year;
- C. In accordance with the discipline procedures in 34CFR 300.530(h); and
- D. Upon request by a parent.

9.05.2 Internet Web site. A public agency may place a current copy of the procedural safeguards notice on its Internet Web site if a Web site exists.

9.05.3 Contents.

9.05.3.1 The procedural safeguards notice must include a full explanation of all of the procedural safeguards available under §§ 9.00, 13.00, and 16.00 of these regulations and 34 CFR 300.148, 300.151 through 300.153, 300.300, 300.502 through 300.503, 300.505 through 300.518, 300.520, 300.530 through 300.536 and 300.610 through 300.625 relating to -

- A. Independent educational evaluation;
- B. Prior written notice;
- C. Parental consent;
- D. Access to educational records;
- E. Opportunity to present and resolve complaints through the due process complaint and State complaint procedures, including –
 - 1. The time period in which to file a complaint;
 - 2. The opportunity for the agency to resolve the complaint; and
 - 3. The difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
- F. The child's placement during the pendency of any due process proceedings;
- G. Procedures for students who are subject to placement in an interim alternative educational setting;
- H. Requirements for unilateral placement by parents of children in private schools at public expense;

- I. The availability of Mediation under 34 CFR 300.506 and § 10.00 of these regulations;
- J. Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;
- K. Civil actions, including the time period in which to file those actions; and
- L. Attorneys' fees.

9.05.4 Notice in understandable language.

The notice required under § 9.05.1 of this part must meet the requirements of § 9.04.3 of these regulations and 34 CFR 300.503(c).

9.05.5 Electronic Mail

A parent of a child with a disability may elect to receive notices required by 34 CFR 300.503, 300.504, and 300.508 by an electronic mail communication, if the public agency makes that option available.

9.06 PARENTAL CONSENT

9.06.1 Parental consent for initial evaluation.

9.06.1.1 The public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under 34 CFR 300.8 must, after providing notice consistent with 34 CFR 300.503 and 300.504, obtain informed consent, consistent with 34 CFR 300.9, from the parent of the child before conducting the evaluation.

9.06.1.2 Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.

9.06.1.3 The public agency must make reasonable efforts to obtain the informed consent from the parent for an

initial evaluation to determine whether the child is a child with a disability.

9.06.1.4 For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, the public agency is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if –

- A. Despite reasonable efforts to do so, the public agency cannot discover the whereabouts of the parent of the child;
- B. The rights of the parents of the child have been terminated in accordance with State law; or
- C. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

9.06.2 If the parents of a child with a disability enrolled in public school or seeking to be enrolled in public school does not provide consent for initial evaluation or the parent fails to respond to a request to provide consent, the public agency may, but is not required to, pursue the initial evaluation of the child by using the due process procedures under § 10.00 of these regulations and 34 CFR 300.507-300.516, or the mediation procedures under § 10.00 and 34 CFR 300.506 if appropriate, except to the extent inconsistent with State law relating to parental consent. The public agency does not violate its obligation under 34 CFR 300.111 and 300.301 through 300.311 if it declines to pursue the evaluation.

9.06.3 Parental Consent for Services.

9.06.3.1 A public agency that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child.

- 9.06.3.2 The public agency must make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child.
- 9.06.3.3 If the parent of a child fails to respond or refuses to consent to services under this section, the public agency may not use mediation procedures under 34 CFR 300.506 or due process procedures under 300.507 through 300.516 in order to obtain agreement or a ruling that the services may be provided to the child.
- 9.06.3.4 If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, the public agency –
- A. Will not be considered to be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the public agency requests consent; and
 - B. Is not required to convene an IEP Team meeting or develop an IEP under 34 CFR 300.320 and 300.234 for the child for the special education and related services for which the public agency requests such consent.

9.06.4 Failure to respond to request for reevaluation.

- 9.06.4.1 Each public agency must obtain informed parental consent, in accordance with 34 CFR 300.300(a)(1), prior to conducting any reevaluation of a child with a disability.
- 9.06.4.2 If the parent refuses to consent to the reevaluation, the public agency may, but it is not required to, pursue the reevaluation by using the consent override procedures described in 34 CFR 300.300(a)(3).

- 9.06.4.3 The public agency does not violate its obligations under 34 CFR 300.311 and 300.301 through 300.311 if it declines to pursue the evaluation or reevaluation.
- 9.06.4.4 Informed parental consent need not be obtained for reevaluation if the public agency can demonstrate that it made reasonable efforts to obtain such consent, and the child's parent has failed to respond.
- 9.06.4.5 To meet the reasonable efforts requirement in § 9.06.3.2 of this part, the public agency must document its attempts to obtain parental consent using the procedures in 34 CFR 300.322(d).

9.06.5 Other Consent Requirements.

- 9.06.5.1 Parental consent is not required before –
 - A. Reviewing existing data as part of an evaluation or reevaluation; or
 - B. Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.
- 9.06.5.2 Limitation.

A public agency may not use a parent's refusal to consent to one service or activity under § 9.06.1 to deny the parent or child any other service, benefit, or activity of the public agency, except as required by this part.
- 9.06.5.3 Parent of a child who is home schooled or placed in a private school by the parents.
 - A. If a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the public

agency may not use the consent override procedures described in this section; and

- B. The public agency is not required to consider the child as eligible for services under 34 CFR 300.132 through 300.144.

9.06.6 Student with disabilities who are covered by public benefits or insurance.

9.06.6.1 Consent. Prior to accessing a student's or parent's public benefits or insurance for the first time, and after providing notification to the student's parents consistent with § 9.06.6.2 of this part, the public agency must obtain written consent from the parent that:

A. Meets the confidentiality requirements of 34 CFR §§ 99.30 and 300.622, which require that the consent specify the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to a particular student), the purpose of the disclosure (e.g., billing for special education services), and the agency to which the disclosure may be made (e.g., the State's public benefits or insurance program, such as Medicaid); and

B. Specifies that the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for special education services provided by the public agency.

9.06.6.2 Notification. Prior to accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, the public agency must provide the student's parents with written notification, consistent with the requirements of § 9.04.3 of this part and 34 CFR § 300.503(c), that includes:

- A. A statement of the parental consent provisions in § 9.06.6.1 of this part;
- B. A statement that the parents are not required to sign up for or enroll in public benefits or insurance programs in order for their child to receive a free appropriate public education under Part B of the IDEA;
- C. A statement that the parents are not required to incur an out-of-pocket expense, such as the payment of a deductible or co-pay amount, incurred in filing a claim for services provided;
- D. A statement that the public agency may not use the student's benefits under a public benefits or insurance program if that use would:
 - 1. Decrease available lifetime coverage or any other insured benefit;
 - 2. Result in the family paying for services that would otherwise be covered by the public benefits or insurance program, and that are required for the student outside of the time the student is in school;
 - 3. Increase premiums or lead to the discontinuation of benefits or insurance; or
 - 4. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures;
- E. A statement that the parents have the right, pursuant to 34 CFR Parts 99 and 300, to withdraw their consent to disclosure of their child's personally identifiable information to the agency responsible for the administration

of the State's public benefits or insurance program (e.g., Medicaid) at any time; and

- F. A statement that the withdrawal of consent or refusal to provide consent under 34 CFR Parts 99 and 300 to disclose personally identifiable information to the agency responsible for the administration of the State's public benefits or insurance program (e.g., Medicaid) does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

9.06.7 Students with disabilities who are covered by private insurance.

With regard to services required to provide a free appropriate public education to an eligible student under 34 CFR Part 300, a public agency may access the parents' private insurance proceeds only if the parents provide consent consistent with § 9.06.6.1 of this part. Each time the public agency proposes to access the parents' private insurance proceeds, the agency must obtain such parental consent, and inform the parents that their refusal to permit the public agency to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

9.07 TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

9.07.1 General.

9.07.1.1 When a child with a disability reaches the age of majority under State law that applies to all students (age 18 in Arkansas), except for a student with a disability who has been determined to be incompetent or incapacitated under State law -

- A. The public agency must provide any notice required by Part B of the IDEA and these regulations to both the child and the Parents; and
- B. All other rights accorded to parents under Part B of the IDEA and these regulations transfer to the child; and

- C. All rights accorded to parents under Part B of the IDEA and these regulations transfer to children who are incarcerated in an adult or juvenile, State or local correctional institution.
- D. Whenever a State provides for the transfer of rights under this part pursuant to §9.07.1 A and B of this part, the agency must notify the child and the parent of the transfer of rights. (See form: Letter of Notification of Transfer of Rights.)

9.07.1.2 The LEA must use the procedures established by the State for appointing the parent of a child with a disability, or if the parent is not available, another appropriate individual; to represent the educational interest of the child throughout the period of the child's eligibility under Part B of the Act if, under State law, a child who has reached the age of majority, but has not been determined to be incompetent, can be determined not to have the ability to provide informed consent with respect to the child's educational program.

9.07.2 Legal Guardianship

9.07.2.1 In accordance with Arkansas Code Annotated §28-65-101 et seq. and §28-65-201 et seq. any person may file a petition for the appointment of himself or herself or some other qualified person as guardian of an incapacitated person.

9.07.2.2 Arkansas Code Annotated §28-65-101(5)(A) defines an "incapacitated person" to mean a person who is impaired by reason of a disability such as mental illness, mental deficiency, physical illness, chronic use of drugs or chronic intoxication to the extent of lacking sufficient understanding or capacity to make or communicate decisions to meet the essential requirements for his or her health or safety or to manage his or her estate.

9.07.2.3 Arkansas Code Annotated §28-65-101(3) defines a

“Guardian” as one appointed by a court to have care and custody of the person or of the estate, or of both, of an incapacitated person.

9.07.2.4 Jurisdiction of Courts

- A. The jurisdiction of the circuit courts over all matters of guardianship, other than guardianships ad litem in other courts, shall be exclusive, subject to the right of appeal. (Arkansas Code Annotated §28-65-107(a))
- B. If a juvenile is the subject matter of an open case filed under the Arkansas Juvenile Code of 1989, §9-27-301 et seq., the guardianship petition shall be filed in that case if the juvenile resides in Arkansas.

9.07.2.5 Rights of Incapacitated Persons

- A. An incapacitated person for whom a guardian has been appointed is not presumed to be incompetent and retains all legal and civil rights except those which have been expressly limited by court order or have been specifically granted by order to the guardian by the court.

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Public Comments – District Conversion and Limited Public Charter School Application

Date	Respondent	Comment	ADE Response

**ARKANSAS DEPARTMENT OF EDUCATION
 RULES GOVERNING EDUCATOR LICENSURE**

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1.0 Regulatory Authority and Purpose

- 1.01 These Rules shall be known as Arkansas Department of Education Rules Governing Educator Licensure.
- 1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-401 et seq., and 25-15-201 et seq.
- 1.03 The purposes of these Rules are to:
 - 1.03.1 Establish requirements and procedures for the issuance, licensure, relicensure, and continuance of licensure of educators in the public schools of this state, as required by Ark. Code Ann. § 6-17-402;
 - 1.03.2 Provide for the acceptance of educator licenses by reciprocity, as required by Ark. Code Ann. § 6-17-403;
 - 1.03.3 Implement as a prerequisite to licensure the requirement of basic-skills, pedagogical, and content-area assessments, as required by Ark. Code Ann. §§ 6-17-402, 6-17-601, & 6-15-1004;
 - 1.03.4 Implement as a prerequisite to licensure the requirement of college coursework in Arkansas History for certain educators, as required by Ark. Code Ann. § 6-17-418; and
 - 1.03.5 Provide for the issuance of provisional licenses, as required by Ark. Code Ann. §§ 6-17-403 & 6-17-418.
- 1.04 These Rules provide three pathways to educator licensure:
 - 1.04.1 Completion of a bachelor's or higher degree from an accredited teacher preparation program at an accredited college or university;
 - 1.04.2 Completion of an accredited speech-language pathology or school psychology program; and
 - 1.04.3 Licensure by reciprocity.
- 1.05 In addition to the pathways contained in these Rules, the Department's Rules Governing the Non-Traditional Licensure Program provide other pathways to licensure for individuals holding a bachelor's degree or higher from an accredited college or university, including without limitation:
 - 1.05.1 Completion of the Arkansas Professional Pathway to Educator Licensure (APPEL), formerly known as the Non-Traditional Licensure Program;

- 1.05.2 Professional Teaching Permits and Provisional Professional Teaching Licenses for experienced professionals to teach in their areas of expertise;
 - 1.05.3 Acceptance into an accelerated teaching program, such as Teach For America or the University of Arkansas' Arkansas Teacher Corps; and
 - 1.05.4 Completion of a master's degree in teaching from an accredited teacher preparation program at an accredited college or university.
- 1.06 In addition to the pathways contained in these Rules, the Arkansas Department of Career Education Program Policies and Procedures for Career and Technical Education provide other pathways to licensure for individuals who meet that Department's requirements and who:
- 1.06.1 Hold a bachelor's or higher degree in the career or technical area to be taught; or
 - 1.06.2 Document a minimum of four (4) years of experience in the career or technical area to be taught, and hold a high school diploma or GED credential.

2.0 Definitions

For the purposes of these Rules:

- 2.01 "Accredited College or University" means 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.
- 2.01.1 In addition to any approvals required under these Rules, institutions of higher education may be subject to other applicable laws or regulations, including without limitation Ark. Code Ann. § 6-61-301 et seq. and the Policies, Rules, and Regulations of the Arkansas Higher Education Coordinating Board.
- 2.02 "Accredited Speech-Language Pathology or School Psychology Program" means a speech-language pathology or school psychology program that is offered by an accredited college or university, and the program is:
- 2.02.1 Nationally accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association; or

- 2.02.2 Nationally accredited in school psychology by the Commission on Accreditation of the American Psychological Association; or
 - 2.02.3 Approved by the National Association of School Psychologists; or
 - 2.02.4 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
- 2.03 “Accredited Teacher Preparation Program” means a teacher preparation program that is:
- 2.03.1 Nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), or Council for Accreditation of Educator Preparation (CAEP); or
 - 2.03.2 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or
 - 2.03.3 Approved by the licensing authority of a state government.
- 2.04 “Additional Licensure Plan (ALP)” means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License or Provisional License (by reciprocity only) to accept employment or assignment in an out-of-area position, prior to completion of the requirements for the required endorsement, licensure content area, or level of licensure, for no more than three (3) years dependent on successful progress towards completion.
- 2.05 ”Administrator License” means a five (5)-year renewable license, issued by the State Board, which allows the license holder to serve as an administrator in Arkansas public schools. Administrator licenses include:
- 2.05.1 Curriculum/Program Administrator – A school leader who is responsible for program development and administration, and who may be responsible for employment evaluation decisions, in one (1) of the following areas:
 - 2.05.1.1 Special Education;
 - 2.05.1.2 Gifted and Talented Education;
 - 2.05.1.3 Career and Technical Education;
 - 2.05.1.4 Content Area Specialist, in a licensure content area;
 - 2.05.1.5 Curriculum Specialist; or
 - 2.05.1.6 Adult Education;

- 2.05.2 Building-Level Administrator – A Principal, Assistant Principal, or Vice Principal in an Arkansas public school or in the Arkansas Correctional Schools;
- 2.05.3 District-Level Administrator – A superintendent, assistant/associate superintendent, or deputy superintendent.
- 2.06 “Administrator Licensure Completion Plan (ALCP)” means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License to accept employment as an administrator, prior to completion of the requirements for an Administrator License, for no more than three (3) years dependent on successful progress towards completion.
- 2.07 “Ancillary License” means a five (5)-year renewable license, issued by the State Board, that does not require prior classroom teaching experience, and which allows the license holder to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.
- 2.08 “Beginning Administrator” means an individual who:
 - 2.08.1 Holds an Administrator License and has less than one (1) year of public administrative experience, not including student internship; or
 - 2.08.2 Is employed as an administrator under an ALCP and waiver by a public school district, open-enrollment public charter school, or other organization that serves public schools.
- 2.09 “Department” means the Arkansas Department of Education.
- 2.10 “Endorsement” means a teaching or administrative licensure area which may be added only to an existing Standard License and may not be issued as a first-time license.
- 2.11 “Exception Area Endorsement” means an endorsement which may be added to a Standard License only by:
 - 2.11.1 The completion of a program of study; or
 - 2.11.2 Reciprocity recognition of a license endorsement from another state or country.
- 2.12 “Good Standing” means, for the purpose of reciprocity, that:
 - 2.12.1 There are no ethics or similar proceedings pending against a licensee;

- 2.12.2 The licensee has not been sanctioned for ethics or similar charges against the license during the two (2) most recent years of teaching experience, if any; and
- 2.12.3 The license is current in the licensing state or country.
- 2.13 “Highly-Qualified Teacher” means a teacher who is highly qualified as defined by the Department’s Rules Governing Highly Qualified Teachers Promulgated Pursuant to the No Child Left Behind Act of 2001.
- 2.15 “Internship” means a practical administrative or curricular experience within a program of study, which provides the candidate with practice in the specific licensure content area, or in the specific administrative area and level sought.
 - 2.14.1 Internships must take place in a K-12 public or private school, the Arkansas Correctional Schools, or in another setting as approved by the Department.
 - 2.14.2 A separate internship is required for each administrative area and level sought.
- 2.15 “Level of Licensure” means the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.
- 2.16 “Licensure Content Area” means a particular content field as recognized by the State Board. Licensure content areas are listed in Appendix A, Areas and Levels of Licensure.
- 2.17 “Novice Teacher” means a licensed teacher employed under an employment contract with a public school or district who:
 - 2.17.1 Has less than one (1) year of public school classroom teaching experience, not including student internship or substitute teaching; and
 - 2.17.2 Has been assigned lead responsibility for a student’s learning in a subject/course aligned with Department standards/frameworks.
- 2.18 “Out-of-Area Position” means a licensed position requiring a particular license, endorsement, licensure content area, or level of licensure that the employee filling the position does not currently hold.
- 2.19 “Program of Study” means a curriculum that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement, licensure content area, or level of licensure, and is:
 - 2.19.1 Provided by one (1) or more accredited colleges or universities;

- 2.19.2 Aligned with Arkansas licensure standards; and
- 2.19.3 Approved by the Department.
- 2.20 “Provisional License” means a temporary one-year license, issued by the State Board, which allows the license holder to teach or work in Arkansas public schools. For the purpose of these Rules, “Provisional License” does not include a provisional license issued pursuant to the Department’s Rules Governing the Non-Traditional Licensure Program.
- 2.21 “Reciprocity” means the recognition of a teaching license from another state or country based on these Rules or the terms of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement for Educator Licensure.
- 2.22 “School Psychology Specialist” means an individual holding an Ancillary License in School Psychology. A School Psychology Specialist may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules, but is not eligible to add any other licensure content area, endorsement, or level of licensure except by completing a teacher preparation program as required by Section 4.02 of these Rules.
- 2.23 “Speech Language Pathologist” means an individual holding an Ancillary License in Speech Pathology. A Speech Language Pathologist may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules, but is not eligible to add any other licensure content area, endorsement, or level of licensure except by completing a teacher preparation program as required by Section 4.02 of these Rules.
- 2.24 ”Standard License” means a five (5)-year renewable license, issued by the State Board, which allows the license holder to teach in Arkansas public schools.
- 2.24.1 “Standard License” includes an Advanced License issued pursuant to the Department’s Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007).
- 2.25 “Standard License Equivalent” means a current, unrestricted, non-probationary, non-provisional teaching license that allows an individual to work as a teacher, administrator, counselor, or library media specialist in another state’s public schools and is in good standing with the licensing state.
- 2.26 “State Board” means the Arkansas State Board of Education.
- 2.27 “Successful Completion” means, solely in relation to post-secondary credit-hours taken to add an endorsement or administrator licensure to a license:

- 2.27.1 Maintaining a minimum grade-point average (GPA) of 2.50 for undergraduate-level coursework; and
- 2.27.2 Maintaining a minimum grade-point average (GPA) of 3.00 for graduate-level coursework.
- 2.28 "Waiver" means an approval granted by the Department allowing a public school district or open-enrollment public charter school to employ:
 - 2.28.1 A licensed individual in an out-of-area position for more than thirty (30) days during one (1) school year; or
 - 2.28.2 An unlicensed or non-degreed substitute teacher in an out-of-area position for more than thirty (30) consecutive days during one (1) semester.

3.0 Instructional License Requirements

Standard License – Traditional (Expired or No Previous License)

- 3.01 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant who does not hold a current, valid educator license from Arkansas or another state or country:
 - 3.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
 - 3.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation.
 - 3.01.2.1 An unlicensed person admitted to a teacher education program approved by the Department who is disqualified from licensure as a result of the background checks required under Ark. Code Ann. § 6-17-410(c) may apply for a waiver of the disqualification under the Rules Governing Background Checks and License Revocation;
 - 3.01.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board;
 - 3.01.4 An official transcript from an accredited college or university documenting an awarded bachelor's degree or higher;

- 3.01.5 Documentation of successful completion of an accredited teacher preparation program;
 - 3.01.5.1 An awarded education degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer signs and verifies the application for licensure;
 - 3.01.5.2 An awarded education degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;
 - 3.01.5.3 An applicant who has never been licensed and whose most recent education degree or teacher preparation program was completed more than ten (10) years before the date of application shall be required to complete a program of study as determined by an accredited teacher preparation program;
- 3.01.6 For an applicant seeking licensure in Early Childhood (P-4), Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university;
 - 3.01.6.1 The reference to Early Childhood (P-4) here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.
- 3.01.7 For an applicant holding an expired license from another state or country, a copy of the expired license; and
- 3.01.8 Documentation of the completion of the following professional development, which may be obtained through the Arkansas IDEAS Portal, the applicant's teacher education program, or other method of delivery approved by the Department under the Rules Governing Professional Development:
 - 3.01.8.1 Two (2) hours of parental involvement;
 - 3.01.8.2 Two (2) hours of child maltreatment training; and
 - 3.01.8.3 Two (2) hours of teen suicide awareness and prevention.

Standard License - Reciprocity

- 3.02 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant holding a current, valid educator license from and in good standing with another state or country:
- 3.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
 - 3.02.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;
 - 3.02.3 A copy of the out-of-state or out-of-country license(s) held by the applicant;
 - 3.02.4 An official score report: (a) reflecting passing scores on the appropriate basic-skills, pedagogical, and content-area assessments required by the licensing state; or (b) if the licensing state does not require such assessments, reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board.
 - 3.02.4.1 This requirement shall be waived upon the receipt of documentation on school district, agency, or organization letterhead of at least three (3) years of experience in another state as a licensed teacher, administrator, library media specialist, or counselor, or similar licensed experience in a licensure content area or level of licensure;
 - 3.02.5 An official transcript documenting an awarded bachelor's degree or higher from an accredited college or university;
 - 3.02.6 Documentation of one (1) of the following:
 - 3.02.6.1 Successful completion of a program of teacher education at an accredited college or university, but only if the applicant possesses a Standard License Equivalent;
 - 3.02.6.2 Successful completion of an accredited teacher preparation program; or
 - 3.02.6.3 Current certification from the National Board of Professional Teaching Standards; and

- 3.02.7 For applicants seeking licensure in Early Childhood (P-4), Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university;
 - 3.02.7.1 The reference to Early Childhood (P-4) here applies only to an applicant who entered a P-4 teacher education program before Fall 2015; and
- 3.02.8 Documentation of the completion of the following professional development through the Arkansas IDEAS Portal:
 - 3.02.8.1 Two (2) hours of parental involvement;
 - 3.02.8.2 Two (2) hours of child maltreatment training; and
 - 3.02.8.3 Two (2) hours of teen suicide awareness and prevention.
- 3.02.9 An applicant holding an expired license from another state or country may seek licensure by complying with the requirements of Section 3.01 of these Rules.

Provisional License

- 3.03 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to an applicant who:
 - 3.03.1 Submits a completed application for Provisional licensure, with payment of any fees (if applicable) as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
 - 3.03.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an educator license; and
 - 3.03.3 Meets all of the requirements of Sections 3.01 or 3.02 of these Rules except for:
 - 3.03.3.1 Successful completion of Arkansas History coursework required by 3.01.6 or 3.02.7; or
 - 3.03.3.2 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical and content-area assessments as mandated by the State Board, as required by 3.01.3 or 3.02.4.

4.0 Ancillary License Requirements

- 4.01 The Office of Educator Licensure shall issue an Ancillary License in Speech Language Pathology or School Psychology upon receipt of the following from an applicant, whether or not the applicant is licensed in another state:
- 4.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
 - 4.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;
 - 4.01.3 An official score report reflecting passing scores, as approved by the State Board, on the specialty area assessment for Speech Pathology or School Psychology as mandated by the State Board; and
 - 4.01.4 Documentation of one (1) of the following:
 - 4.01.4.1 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in Speech Language Pathology, and either:
 - 4.01.4.1.1 Successful completion of a graduate-level, accredited Speech-Language Pathology program; or
 - 4.01.4.1.2 Certification of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association; or
 - 4.01.4.2 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in School Psychology, Counseling, or Psychology, and successful completion of a graduate-level, accredited School Psychology program.
- 4.02 The Office of Educator Licensure shall add a licensure content area, endorsement, or level of licensure to an Ancillary License only upon receipt of the following from an applicant:
- 4.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

- 4.02.2 An official transcript documenting the successful completion of:
 - 4.02.2.1 A program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught;
 - 4.02.2.2 The Arkansas Professional Pathway to Teacher Licensure (APPTL), formerly known as the Non-Traditional Licensure Program; or
 - 4.02.2.3 Any other pathway to licensure permitted by the Department's Rules Governing the Non-Traditional Licensure Program;
- 4.02.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessment(s) as mandated by the State Board; and
- 4.02.4 Documentation of the licensed experience, if any, required by these Rules for the licensure content area, endorsement, or level of licensure sought.
- 4.03 Notwithstanding the requirements of Section 4.02, an individual holding an Ancillary License in Speech Language Pathology or School Psychology may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules.

5.0 Endorsements, Areas and Levels of Licensure

- 5.01 Except as otherwise provided herein, a Standard License shall be issued for and shall reflect only those licensure content areas, endorsements, and levels of licensure that are recognized by the State Board.
 - 5.01.1 Content areas, levels, and endorsements listed on an out-of-state license shall be recognized for licensure through reciprocity, as follows:
 - 5.01.1.1 An applicant from a state with a reciprocity agreement through the National Association of State Directors of Teacher Education and Certification (NASDTEC) shall receive the Arkansas-equivalent licensure content areas, endorsements, or levels of licensure provided all other licensure requirements have been met.
 - 5.01.1.2 An applicant whose content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.

- 5.01.1.3 If none of the content areas or endorsements listed on an out-of-state license parallel an Arkansas licensure content area, the Office of Educator Licensure shall issue a license reflecting the same content area or endorsement reflected on the out-of-state license, with a notation that the identified content area or endorsement is by reciprocity and does not conform to an Arkansas-approved licensure content area or endorsement.
- 5.01.2 Content areas, levels, and endorsements listed on an out-of-country license may be recognized for reciprocity in accordance with the credential evaluation required in Section 8.04 of these Rules. An applicant whose content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-country licensure area, endorsement, or level.
- 5.01.3 For the purpose of reciprocity, the Office of Educator Licensure may reference and utilize any licensure content area, endorsement, or level of licensure that has ever been recognized by the State Board in the past, regardless of whether the area, endorsement or level is current.
- 5.01.4 Only the content areas, levels, or endorsements specifically listed on an out-of-state or out-of-country license shall be recognized for licensure through reciprocity.

Addition of Areas and Endorsements

- 5.02 The Office of Educator Licensure shall add an endorsement, licensure content area, or level of license to a Standard License upon receipt of the following from an applicant:
 - 5.02.1 A completed application for addition of area, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
 - 5.02.2 If required by Appendix A or by Section 5.03 below, an official transcript from an accredited college or university documenting completion of a Department-approved program of study;
 - 5.02.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical or specialty-area assessment as mandated by the State Board, or as mandated by the state where the program of study was completed if that state requires an assessment; and

- 5.02.4 For applicants seeking addition of Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university.
- 5.02.5 All teacher education coursework must be completed at an accredited teacher preparation program.
- 5.03 No licensure content area or level of licensure may be added to a license by testing out if the area or level is more than one level above or below that of the initial license held by the licensee. Specifically, a Department-approved program of study at an accredited college or university is a required pre-requisite for:
 - 5.03.1 Adding any exception area endorsement to any license;
 - 5.03.2 Adding any K-6 licensure content area to a license with an initial licensure level of 7-12, or K-12;
 - 5.03.3 Adding any 4-8 licensure content area to a license with an initial licensure level of B-K;
 - 5.03.4 Adding any 4-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, or 1-6;
 - 5.03.5 Adding any 7-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, or 1-6; and
 - 5.03.6 Adding any K-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, 4-8, 4-12, P-8, or 7-12.
 - 5.03.7 The reference to an initial licensure level of P-4 here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.
- 5.04 A licensure content area, endorsement, or level of licensure may be transferred by reciprocity to an existing Arkansas license only by following the requirements of Sections 5.02 and 5.03 above.
 - 5.04.1 All coursework and testing completed for the purpose of adding an additional licensure area or areas for reciprocity shall first be applied to the out-of-state license before adding the new area or areas by reciprocity.
- 5.05 The Office of Educator Licensure shall add a licensure content area, endorsement, or level of licensure to an adult education license, a school counselor license issued as an initial licensure area, or career and technical permit that was issued pursuant to regulations established by the Arkansas Department of Career Education, only upon receipt of the following from an applicant:

- 5.05.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 5.05.2 An official transcript documenting the successful completion of:
 - 5.05.2.1 A program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught;
 - 5.05.2.2 The Arkansas Professional Pathway to Educator Licensure (APPEL), formerly known as the Non-Traditional Licensure Program; or
 - 5.05.2.3 Any other pathway to licensure permitted by the Department's Rules Governing Nontraditional Licensure Programs; and
- 5.05.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessment(s) as mandated by the State Board.
- 5.05.4 Notwithstanding the requirements of Section 5.02, an individual holding school counseling as an initial licensure area may add Building-Level Administrator by meeting the requirements of Section 6.01.

Additional Licensure Plans (ALP)

- 5.06 The Office of Educator Licensure shall issue an Additional Licensure Plan (ALP) to an individual holding a Standard License and employed in an out-of-area position, upon the submission of a completed application for an ALP, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).
 - 5.06.1 An ALP is valid for a maximum of three (3) years and is not renewable.
 - 5.06.2 An ALP requiring a Department-approved program of study shall remain valid only so long as the applicant:
 - 5.06.2.1 Successfully completes in the first year of the ALP any specialty-area assessment required to be designated as a highly-qualified teacher; and
 - 5.06.2.2 Successfully completes a minimum of three (3) hours of program-of-study coursework in the first year of the ALP and a

minimum of six (6) hours of Department-approved program-of-study coursework in both the second and third years.

5.06.3 An ALP requiring testing only shall remain valid only so long as the applicant, by the end of each year of the ALP, either:

5.06.3.1 Successfully completes the content-knowledge portion(s) of the required specialty-area assessment required to be designated as a highly-qualified teacher; or

5.06.3.2 Successfully completes a minimum of six (6) hours of coursework in the content area at an accredited college or university.

5.06.4 An individual holding a provisional license issued by reciprocity is eligible for an ALP subject to the remaining requirements of this Section 5.06.

5.06.5 Whether or not an ALP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Section 9.0 of these Rules.

6.0 Administrator License Requirements

Building-Level Administrator License

6.01 The Office of Educator Licensure shall issue a Building-Level Administrator License upon receipt of the following from an applicant holding a current, Arkansas Standard License in a content teaching area, as a school counselor that was issued as an initial licensure area, or in a career and technical area:

6.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.01.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

6.01.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;

6.01.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure

Officer and Education Leadership Chairperson sign and verify the application for licensure;

6.01.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

6.01.4 If the master's degree is not in Educational Leadership, an official transcript documenting successful completion of a Department-approved, graduate-level program of study reflective of the standards for building-level administrator licensure, to include an internship with adequate and substantial experiences at both the K-6 and 7-12 levels;

6.01.4.1 An applicant who has never received an administrator license and whose program of study in Educational Leadership was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;

6.01.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

6.01.6 Documentation of at least four (4) years of P-12 experience as a licensed classroom teacher, school counselor, or library media specialist.

6.01.6.1 One (1) year of experience is defined as a minimum of one hundred twenty (120) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.

6.01.6.2 Experience as an Educational Examiner, Adult Education, Athletic Director/Coaching, School Administrator, Speech Pathologist, or School Psychology Specialist shall not count towards this experience requirement.

6.01.6.3 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

6.01.6.4 Teaching experience in a career and technical education area as recognized by the State Board may satisfy this requirement

only if the educator has obtained a bachelor's degree or higher in:

6.01.6.4.1 The career and technical education area taught by the educator; or

6.01.6.4.2 Another licensure content area that is related to the career and technical education area taught by the educator; and

6.01.7 Documentation that the educator has successfully completed the teacher evaluation professional development program.

6.01.7.1 A person who receives an initial Building-Level Administrator's license shall complete the certification assessment for the teacher evaluation professional development program before or after receiving the initial Building-Level Administrator's license.

Curriculum/Program Administrator License

6.02 The Office of Educator Licensure shall issue a Curriculum/Program Administrator License upon receipt of the following from an applicant holding a Standard License in the relevant area, or an Ancillary License in Speech Language Pathology or School Psychology:

6.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.02.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

6.02.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area, or in a Career and Technical Education area recognized by the Arkansas Department of Career Education;

6.02.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chairperson sign and verify the application for licensure;

- 6.02.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;
- 6.02.4 An official transcript documenting successful completion of a graduate-level program of study reflective of the standards for curriculum/program administrator licensure, to include an internship;
 - 6.02.4.1 An applicant who has never received an administrator license and whose program of study for curriculum/program administrator licensure was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;
- 6.02.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;
- 6.02.6 Documentation of at least four (4) years of licensed experience in the relevant area as follows:
 - 6.02.6.1 Special Education – Classroom teaching experience in special education, or experience in speech language pathology or school psychology, while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract;
 - 6.02.6.2 Gifted and Talented Education – Classroom teaching experience in the area of gifted and talented education;
 - 6.02.6.3 Career and Technical Education – Classroom teaching experience in one (1) or more career and technical education areas as recognized by the State Board, if the educator has obtained a bachelor’s degree or higher in:
 - 6.02.6.3.1 The career and technical education area taught by the educator; or
 - 6.02.6.3.2 Another licensure content area that is related to the career and technical education area taught by the educator, as determined by the Department; and
- 6.02.7 Documentation that the educator has successfully completed the teacher evaluation professional development program.

- 6.02.7.1 A person who receives an initial Building-Level Administrator's license shall complete the certification assessment for the teacher evaluation professional development program before or after receiving the initial Building-Level Administrator's license.
- 6.02.7.2 Content Area Specialist – Classroom teaching experience in a licensure content area;
- 6.02.7.3 Curriculum Specialist – Experience as a school counselor, library media specialist, or classroom teacher in any licensure content area or level of licensure; or
- 6.02.7.4 Adult Education – Classroom teaching experience in the area of adult education.
- 6.02.7.5 One (1) year of experience is defined as a minimum of one hundred twenty (120) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.
- 6.02.7.6 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

District-Level Administrator License

- 6.03 The Office of Educator Licensure shall issue a District-Level Administrator License upon receipt of the following from an applicant holding a Building-Level or Curriculum/Program Administrator License:
 - 6.03.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
 - 6.03.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;
 - 6.03.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;

- 6.03.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chairperson sign and verify the application for licensure;
- 6.03.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;
- 6.03.4 An official transcript documenting successful completion of a Department-approved, graduate-level program of study, above and beyond a master's degree, reflective of the standards for district-level administrator licensure, to include an internship;
 - 6.03.4.1 An applicant whose program of study for district-level administrator licensure was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;
- 6.03.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;
- 6.03.6 Documentation of at least four (4) years of licensed experience as required by Section 6.01.6 or 6.02.6 above, or four (4) years of building-level administrator experience; and
- 6.03.7 Documentation of at least one (1) year of experience as a building-level or curriculum/program administrator.
 - 6.03.7.1 One (1) year of experience is defined as requiring a minimum of one hundred twenty (120) days of full-time work, in a single school year, with a minimum of fifty percent (50%) of each day spent as a building-level or curriculum/program administrator.
 - 6.03.7.2 This one-year experience requirement may be satisfied by experience with an education service cooperative or the Department, if the Department determines that the experience is substantially equivalent to building-level administration experience.

Administrator Licensure Completion Plan (ALCP)

- 6.04 The Office of Educator Licensure shall issue an Administrator Licensure Completion Plan (ALCP) to an individual employed in an out-of-area position who:
- 6.04.1 Submits a completed application for an ALCP, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
 - 6.04.1.1 The application must be verified by the Educational Leadership Chairperson of the accredited college or university where the degree or program of study is offered;
 - 6.04.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an Administrator License;
 - 6.04.2.1 Employment must be verified by an authorized representative of the public school district, charter school, agency or organization; and
 - 6.04.3 Meets all of the requirements of Sections 6.01, 6.02, or 6.03 of these Rules except for:
 - 6.04.3.1 Successful completion of an awarded master's or higher degree as required by 6.01.3, 6.02.3, or 6.03.3;
 - 6.04.3.2 Successful completion of a graduate-level program of study as required by 6.01.4, 6.02.4, or 6.03.4; or
 - 6.04.3.3 Submission of an official score report reflecting passing scores on the appropriate administrative licensure assessment, as required by 6.01.5, 6.02.5, or 6.03.5.
 - 6.04.4 An ALCP is valid for a maximum of three (3) years, is not renewable, and shall remain valid so long as the applicant:
 - 6.04.4.1 Remains employed with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an Administrator License;
 - 6.04.4.2 Holds the degree required by 6.01.3, 6.02.3, or 6.03.3, or remains enrolled and actively participates in the appropriate degree program; and

6.04.4.3 Has completed, or remains enrolled and actively participates in the appropriate program of study required by 6.01.4, 6.02.4, or 6.03.4.

6.04.4.4 Active participation in a degree program or program of study means successful completion of a minimum of three (3) hours of graduate-level coursework in the first year of the ALCP, and a minimum of six (6) hours of graduate-level coursework in both the second and third years of the ALCP.

6.04.5 Whether or not an ALCP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Section 9.0 of these Rules.

7.0 License Renewal

Professional Development Requirements for License Renewal

7.01 Except as specifically provided herein, no license issued by the State Board may be renewed unless the following requirements of this Section 7.01 are met.

7.01.1 Every individual holding a license issued by the State Board shall document completion of sixty (60) or more hours of approved professional development each year, as required by the Department's Rules Governing Professional Development.

7.01.2 Professional development completion may be documented by:

7.01.2.1 Submitting verification, by an authorized representative of the school, district, or organization employing the licensee, that the licensee has completed all professional development required during the term of the license; or

7.01.2.2 Submitting proof of completion of professional development hours attended.

7.01.3 Professional development completion shall be waived for a teacher who is retired, as verified by the Arkansas Teacher Retirement System (ATRS).

7.01.4 A retired teacher who returns to licensed employment shall complete the professional development required for the year in which the person applies for license renewal and in each year thereafter while employed in a licensed position.

Renewal of Current / Recently Expired Licenses

- 7.02 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that is current or has been expired for less than one (1) year, upon receipt of the following from a licensee:
- 7.02.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
 - 7.02.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation; and
 - 7.02.3 Documentation of professional development completion, as required by Section 7.01.
 - 7.02.4 An individual unable to document professional development completion may be eligible for a Provisional License by meeting the criteria of Section 7.05 of these Rules.
- 7.03 The Office of Educator Licensure may, in the last effective year of a license, automatically renew a Standard, Ancillary, or Administrator License, if:
- 7.03.1 The licensee is employed, during the last effective year of the license, by an Arkansas public school district, open-enrollment public charter school, education service cooperative, or the Department;
 - 7.03.2 The licensee or the licensee's employer pays any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and
 - 7.03.3 The Office of Educator Licensure is able to document from its records that the licensee has satisfied the background check and professional development requirements of Sections 7.01 and 7.02.2.

Renewal of Licenses Expired More Than One (1) Year

- 7.04 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that has been expired for more than one (1) year, upon receipt of the following from a licensee:
- 7.04.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

- 7.04.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation; and
- 7.04.3 Documentation of completion of sixty (60) or more hours of approved professional development.
- 7.04.4 An individual required to take additional professional development may be eligible for a Provisional License by meeting the criteria of Section 7.05 of these Rules.

Provisional Licenses

- 7.05 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to a licensee who holds a current or expired Standard, Ancillary, or Administrator License, and who:
 - 7.05.1 Submits a completed application for Provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
 - 7.05.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization in a position that requires an educator license; and
 - 7.05.3 Meets all of the requirements of Sections 7.02 or 7.04 of these Rules except for verification of professional development as required by 7.01.
 - 7.05.4 The Provisional License may be converted to a Standard, Ancillary, or Administrator License upon the submission of written verification of completion of sixty (60) hours of approved professional development that was completed during the one-year term of the Provisional License.
- 7.06 Applications for license renewal may be submitted to the Office of Educator Licensure no earlier than January 1 of the year of expiration of the license.

8.0 General Provisions for all Licenses

- 8.01 A Standard, Ancillary, or Administrator License shall be a renewable license, valid for a period of five (5) years. Except as provided below, a license shall become effective January 1 of the year it is issued and shall expire December 31 of the fifth year.

- 8.01.1 Regardless of when it is issued, an Administrator License shall reflect the same beginning and expiration dates as the licensee's Standard License.
- 8.01.2 The beginning date of a license renewal shall be January 1 of the year following the expiration date of the old license, unless the old license was expired more than one (1) year.
- 8.01.3 The beginning date of the renewal of a license that had been expired for more than one (1) year shall be January 1 of the year renewed.
- 8.01.4 Addition of an endorsement, licensure content area, or level of licensure to a license shall not affect the beginning and expiration dates of the license.
- 8.02 A Provisional License shall become effective on the licensee's first contracted day with the public school district, open-enrollment public charter school, or other agency or organization.
- 8.03 A Standard, Ancillary, or Administrator License may reflect the highest earned degree awarded to the licensee in:
 - 8.03.1 Education, if the degree was awarded by an accredited teacher education program;
 - 8.03.2 Educational Leadership, if the degree was awarded by an accredited college or university;
 - 8.03.3 Speech-Language Pathology, if the degree was awarded by an accredited speech-language pathology program;
 - 8.03.4 School Psychology, Psychology, or Counseling, if the degree was awarded by an accredited school psychology program; or
 - 8.03.5 A licensure content area, if the degree was awarded by an accredited college or university.
- 8.04 Notwithstanding any provision to the contrary, an applicant for licensure who holds a teaching license from outside the United States, or whose post-secondary degree is from a non-accredited college or university outside of the United States, may satisfy degree and accredited program requirements as follows:
 - 8.04.1 The applicant shall have his or her credentials evaluated by a Department-approved credential evaluation agency located in the United States.
 - 8.04.2 The credential evaluation agency shall:

- 8.04.2.1 Complete a course-by-course evaluation of the applicant's transcript;
 - 8.04.2.2 Indicate the applicant's major area of study;
 - 8.04.2.3 Document whether the applicant's out-of-country degree is equivalent to one that would have been completed at an accredited college or university;
 - 8.04.2.4 Document whether the out-of-country professional preparation program is equivalent to one that would have been completed at an accredited teacher preparation program or accredited speech-language pathology or school psychology program;
 - 8.04.2.5 Indicate the areas of licensure represented by the out-of-country license; and
 - 8.04.2.6 Document which areas of licensure on the out-of-country license are equivalent to the areas of licensure approved by the State Board.
- 8.04.3 The evaluation performed by the credential evaluation agency shall determine eligibility for licensure in Arkansas.
- 8.05 Every individual holding a license issued by the State Board shall complete the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133, Ark. Code Ann. § 6-17-709, and the Department's Rules Governing Professional Development
- 8.06 The Office of Educator Licensure may issue a duplicate of a current license upon application of a current license holder, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 8.07 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered. Any license issued as a result of a violation of this Section 8.07 will be null and void.
- 8.08 The Office of Educator Licensure, as authorized by the State Board, reserves the right to amend or rescind any license that has been issued in error.

Mentoring Requirements for Novice Teachers and Beginning Administrators

- 8.09 Every novice teacher and beginning administrator employed in a public school, open-enrollment public charter school, or other public educational setting shall participate in mentoring for no less than one (1) year.

- 8.09.1 Mentoring for a novice teacher shall consist of a licensed, certified mentor providing support and focused feedback with regard to instructional skills, classroom management, and professional behaviors.
- 8.09.2 Mentoring for a beginning administrator shall consist of a certified mentor providing support and focused feedback with regard to skills, management, and professional behaviors.
- 8.09.3 Mentors, novice teachers, and beginning administrators shall attend all Department-mandated training, orientation, or informational meetings.
- 8.09.4 A beginning administrator working under an ALCP shall participate in mentoring for the duration of the ALCP.
- 8.09.5 A novice teacher in a licensed pre-kindergarten setting may in the alternative participate in mentoring offered pursuant to rules promulgated by the Arkansas Department of Human Services.
- 8.10 Every Arkansas public school district, open-enrollment public charter school, or other public educational setting that employs a novice teacher or beginning administrator shall:
 - 8.10.1 Notify the Office of Educator Effectiveness, no later than September 1 of each year, of the appointment of an induction project director who will act as the liaison for the program to the Department;
 - 8.10.1.1 Induction project directors are responsible for coordination of mentor assignments, oversight of mentor funding appropriations, adherence to state rules and guidelines related to mentoring, and all written and fiscal reporting and communications to the Department;
 - 8.10.1.2 Induction project directors must attend the annual Project Director Update meeting sponsored by the Office of Educator Effectiveness, in order to have access to the Department's online data system and to be qualified to pair a novice teacher or beginning administrator with a certified mentor;
 - 8.10.1.3 As funds are available, induction project directors shall be compensated with a stipend via a sliding scale (not to exceed \$1,000) based on the number of novice teachers and beginning administrators in the school or district;
 - 8.10.2 Submit to the Office of Educator Effectiveness via the Office's online data system:

- 8.10.2.1 No later than September 30 of each year, a register of all novice teacher/mentor pairs and beginning administrator/mentor pairs employed by the school or district; and
 - 8.10.2.2 No later than September 30 of each year, an assurance statement, signed by the induction project director, district superintendent, or charter-school director, that the school or district is in compliance with these Rules regarding mentoring.
- 8.10.3 Assign to each novice teacher, within three (3) weeks of the novice teacher's first contract day of the school year, a certified, licensed mentor teacher who is located in the same building, and who:
- 8.10.3.1 Has a compatible background in licensure content area and level of licensure;
 - 8.10.3.2 Is trained and certified in the state-adopted mentoring model; and
 - 8.10.3.3 Has at least three (3) years of successful teaching experience under a non-provisional license;
 - 8.10.3.4 The Office of Educator Effectiveness may grant exceptions to these requirements on a case-by-case basis, including the requirement that the mentor teacher be located in the same building;
 - 8.10.3.5 Only one (1) novice teacher may be assigned to each mentor teacher, except as allowed by the Office of Educator Effectiveness;
- 8.10.4 Assign to each beginning administrator, within three (3) weeks of the beginning administrator's first contract day of the school year, a certified, licensed administrator mentor who has been certified in the state-adopted mentoring model;
- 8.10.5 Release the following persons for training, orientation, or informational meetings:
- 8.10.5.1 Mentors and induction project directors to attend the initial mentor training and any mandatory statewide orientation or informational meetings held by the Department; and

- 8.10.5.2 Beginning administrators to attend induction training and any mandatory statewide orientation or informational meetings held by the Department;
- 8.10.6 Provide released time during the contract day for a novice teacher and mentor to work together on the mentoring modules;
- 8.10.7 Assist a novice teacher and mentor to schedule focused observations and professional development activities, and provide activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development.
 - 8.10.7.1 Mentor teachers shall perform a minimum of one(1) formal classroom observation per semester for each novice teacher and shall provide feedback focused on increased professional growth.
 - 8.10.7.2 Novice teachers shall observe the mentor in the mentor’s classroom a minimum of one (1) observation during the first semester;
- 8.10.8 Notify the Office of Educator Effectiveness, via the Office’s online data system, within fifteen (15) days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate); and
- 8.10.9 Submit, via the Office’s online data system, the end-of-year budget report reflecting mentor stipend expenditures, no later than July 15 of each year.
 - 8.10.9.1 Mentor stipends shall be distributed and disbursed within the parameters established by the Department.
- 8.11 The Office of Educator Effectiveness will monitor the quality of each public school or district’s mentoring program by reviewing all mentoring documentation.
 - 8.11.1 All required mentoring and observation documentation shall be uploaded to the Office’s online data system and verified by the induction project director.
 - 8.11.2 Mentoring observational information shall not be utilized in any way for employment or evaluation decisions unless students are at risk, either physically or emotionally.

8.12 School districts or open-enrollment public charter schools that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for this purpose includes without limitation:

8.12.1 Failure to register all mentors, novice teachers, and beginning administrators with the Office of Educator Effectiveness;

8.12.2 Failure to comply with established guidelines for assignment, support, and monitoring of mentors and novice teachers or beginning administrators; and

8.12.3 Failure to submit all appropriate documentation.

9.0 Waivers for Public Schools and School Districts

Contracted Positions (ALP/ALCP)

9.01 Except as specifically allowed by law or regulation, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued to the school pursuant to this Section 9.0.

9.01.1 Schools shall aggressively seek to employ in licensed positions individuals who are licensed and highly qualified (when required) for the grade level and licensure content areas assigned.

9.01.2 When a school cannot employ a qualified individual licensed at the grade level or for the licensure content area being assigned, the school shall actively recruit a licensed individual who will work under an ALP or ALCP towards becoming licensed and highly qualified (when required) for the grade level assigned or for the specific licensure content area assigned.

9.01.3 Notwithstanding the other provisions of this Section 9.0, if the State Board or the Commissioner of Education order the suspension or removal of a superintendent or school board under authority granted under Title 6 of the Arkansas Code, the State Board or Commissioner may appoint, subject to state law and for no more than three (3) consecutive school years, one (1) or more individuals in out-of-area positions as district-level administrators for that public school district.

9.01.4 This section 9.01 shall not apply to :

9.01.4.1 Non-degreed vocational-technical teachers; or

- 9.01.4.2 Those persons approved by the Department to teach the grade level or subject matter of the class in the Department' distance learning program.
- 9.02 The Office of Educator Licensure may grant a public school, agency, or organization a one (1)-year waiver of the requirements of Section 9.01 if it imposes an undue hardship in that a school is unable to timely fill a vacant position with a qualified individual licensed in the required licensure content area and level of licensure.
- 9.03 A request for waiver shall be submitted by the superintendent of the public school district or director of the open-enrollment public charter school and shall include:
 - 9.03.1 A listing of all licensed employees employed by the district or charter school, including for each licensed employee:
 - 9.03.1.1 Social Security number;
 - 9.03.1.2 Current licensure area(s);
 - 9.03.1.3 Whether the employee is currently employed in an out-of-area position, and if so, whether the position requires a highly-qualified teacher;
 - 9.03.1.4 Any prior completed Additional Licensure Plan(s) (ALP); and
 - 9.03.1.5 All prior school years in which the employee was employed in an out-of-area position;
 - 9.03.2 A justification for the waiver documenting the efforts of the district or charter school to find a fully licensed, highly qualified employee. Districts will not have to verify re-advertising for the second and third years for a position, as long as the individual holds a valid ALP or ALCP;
 - 9.03.3 A written plan with timelines for completion of the ALP or ALCP requirements; and
 - 9.03.4 If a waiver was granted for the same position in the prior school year, evidence that the ALP or ALCP plan timelines are being met in accordance with Sections 5.06.2, 5.06.3, or 6.04.4.
- 9.04 A school, district, agency, or organization shall annually apply for renewal of the waiver each additional year the employee is working under an approved ALP or ALCP. The one (1)-year waiver may be renewed two (2) times, for a maximum of three (3) years of waiver for the same position, so long as the ALP or ACLP

issued to the employee remains valid and the employee meets the ALP or ALCP plan timelines.

- 9.05 The district superintendent or charter school director shall send written notice of the assignment of an employee to an out-of-area position to the parent or guardian of each student in the employee's classroom no later than thirty (30) school days after the date of the assignment.

9.05.1 Parental notice is not required for the out-of-area assignment of a counselor, library media specialist, or administrator.

- 9.06 The final decision regarding the granting of a waiver rests with the State Board.

Substitute Teachers

- 9.07 Since it is sometimes necessary to utilize the services of substitute personnel, public schools should select competent individuals who can be entrusted with the instructional responsibilities of the school. As much care should be given to the recruitment, selection and utilization of those who will be used as substitutes as is given to licensed personnel.

9.07.1 A person employed as a temporary substitute for a licensed teacher in a public school shall:

9.07.1.1 Be a high school graduate; or

9.07.1.2 Hold a graduate equivalent degree (G.E.D.).

9.07.2 No class of students in any public school shall be under the instruction of a substitute teacher for more than thirty (30) consecutive school days in the same class during a school year unless the substitute teacher instructing the class has:

9.07.2.1 A bachelor's or higher degree awarded by an accredited college or university; or

9.07.2.2 An educator license issued by the State of Arkansas.

9.07.3 A public school shall request a waiver to employ a substitute teacher whenever a class of students will be receiving instructions from a substitute teacher or teachers for longer than thirty (30) consecutive days unless the substitute is fully licensed in Arkansas for areas in which the substitute is employed.

- 9.07.4 A public school may not avoid a waiver request by terminating the services of a substitute teacher(s) prior to the thirty-first (31st) day of instruction.
- 9.07.5 A substitute teacher or teachers possessing a bachelor's degree shall continue to teach the class from at least the thirty-first (31st) consecutive day after the regular teacher is absent from the class until the return of the regular teacher to that class.
- 9.07.6 The district superintendent or charter school director shall send written notice of the assignment of a substitute teacher to an out-of-area position to the parent or guardian of each student in the teacher's classroom no later than thirty (30) school days after the date of the assignment.
- 9.07.7 This section 9.07 shall not apply to non-degreed vocational-technical teachers.
- 9.08 The superintendent of a public school district or director of an open-enrollment public charter school may apply for a waiver from the Arkansas State Board of Education if the requirements set forth in Section 9.07 impose an undue hardship on the school or district.
- 9.08.1 A written application for waiver shall be submitted to the Department as soon as an undue hardship is determined by the superintendent or charter school director. The application letter shall include:
- 9.08.1.1 A justification of need for the waiver;
- 9.08.1.2 Documentation that a degreed or properly-licensed individual is not available to be employed;
- 9.08.1.3 Instructional area that will be assigned to the substitute teacher, and
- 9.08.1.4 The length of time the substitute will be employed.
- 9.08.2 Waivers for use of a substitute teacher for longer than thirty (30) days may be granted for only one (1) semester but may be renewed for a second (2nd) semester. Such waivers are to be submitted immediately once the substitute has been in the classroom for thirty-one (31) days.
- 9.08.3 Applications for waivers shall be reviewed by the Department and presented to the State Board of Education for its decision.
- 9.08.4 The final decision regarding the granting of this waiver will rest with the State Board of Education.

9.08.5 Any school district or open-enrollment public charter school granted this waiver will be reported in the Department's annual school district or school report card.

10.0 Conversion of Existing Initial or Provisional Licenses

10.01 A licensee holding a current Initial Teaching License issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) may obtain a Standard License upon the submission of the following:

10.01.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and

10.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation.

10.02 A licensee holding an expired Initial Teaching License issued by the State Board pursuant to any of the Department's prior Rules may obtain a Standard License by complying with the provisions of Section 3.01 of these Rules.

10.03 A licensee holding a current Provisional Teaching License issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) or pursuant to the Department's Rules Governing Teacher Licensure by Reciprocity (eff. Sept. 2009 or June 2012) may obtain a Standard License upon the submission of the following:

10.03.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

10.03.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

10.03.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical or content-area assessments as mandated by the State Board;

10.03.4 For applicants seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the

successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university; and

- 10.03.5 Documentation of the successful completion of any professional development required to meet renewal requirements.
- 10.04 A licensee holding a current Initial Administrator License issued by the State Board pursuant to the Department's Rules Governing Initial and Standard/Advanced Level Administrator and Administrator – Arkansas Correctional School Licensure (eff. August 2003 or November 2010) may obtain a Standard Administrator License upon the submission of the following:
 - 10.04.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
 - 10.04.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation; and
 - 10.04.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrator licensure assessment as mandated by the State Board.
- 10.05 Any licensee who, as of the effective date of these Rules, is working under a current Additional Licensure Plan (ALP) or Administrator Licensure Completion Plan (ALCP) issued pursuant to any prior Department rules, shall continue under and complete the Plan in accordance with the terms of the Plan as approved by the Department, and in accordance with the prior rules under which the Plan was approved.
- 10.06 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2014, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART FOR TESTING OUT

INITIAL LICENSURE LEVEL	LICENSURE LEVEL TO TEST OUT OF					
	B-K	K-6	4-8	4-12	7-12	K-12
B-K		X				
P-4*		X	X			
K-6		X	X			
1-6		X	X			
4-8		X	X	X	X	
4-12		X	X	X	X	
7-12			X	X	X	
P-8		X	X	X	X	
K-12			X	X	X	X

* The reference to P-4 here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.

EDUCATORS WITH AN INITIAL LEVEL OF LICENSURE IDENTIFIED UNDER INITIAL LICENSURE LEVEL MAY TEST OUT OF OTHER STANDARD AREAS AND LEVELS OF LICENSURE MARKED WITH THE "X".

EDUCATORS MAY TEST OUT OF LICENSURE AREAS THAT ARE ONE GRADE LEVEL ABOVE OR BELOW THEIR INITIAL LICENSURE AREA AND LEVEL. AREAS OF LICENSURE BEING ADDED BY TESTING OUT SHALL HAVE A SUBJECT SPECIFIC ASSESSMENT TO BE ELIGIBLE FOR TESTING OUT. AREAS OF LICENSURE TO THE INITIAL LICENSURE AREA CANNOT BE USED TO EXPAND THE LEVELS OF LICENSURE THAT CAN BE ADDED BY TESTING OUT. EDUCATOR LICENSURE WILL ADD THE NEW AREA OF LICENSURE ONCE IT HAS RECEIVED A COMPLETED APPLICATION WITH A COPY OF THE PRAXIS SCORE REPORT REFLECTING A PASSING SCORE.

EXCEPTION AREA ENDORSEMENTS, SPECIAL EDUCATION, EDUCATIONAL LEADERSHIP & SUPERVISION, ANCILLARY LICENSES, AND CAREER AND TECHNICAL AND ADULT EDUCATION CANNOT BE ADDED BY TESTING OUT. THEY CAN BE ADDED ONLY BY COMPLETING COURSEWORK AND THE REQUIRED PRAXIS ASSESSMENT.

EDUCATORS INTERESTED IN ADDING AN ADDITIONAL AREA OF LICENSURE ARE ENCOURAGED TO REFER TO THE RULES GOVERNING EDUCATOR LICENSURE AS ADOPTED BY THE STATE BOARD OF EDUCATION.

WHEN TESTING OUT OF ELEMENTARY K-6 THE EDUCATOR SHALL DOCUMENT SIX (6) HOURS OF INSTRUCTION IN READING THAT INCLUDES AT A MINIMUM THEORIES AND STRATEGIES FOR TEACHING READING, DIAGNOSIS OF READING DIFFICULTIES, INTERVENTION STRATEGIES FOR STRUGGLING READERS, AND DISCIPLINARY LITERACY, AND EITHER A 3-HOUR COURSE IN DISCIPLINARY LITERACY OR A 45-HOUR PROFESSIONAL DEVELOPMENT PIECE IN DISCIPLINARY LITERACY THROUGH ARKANSAS IDEAS.

WHEN TESTING OUT OF MIDDLE CHILDHOOD 4-8, THE EDUCATOR SHALL DOCUMENT THE COMPLETION OF EITHER A 3-HOUR COURSE IN DISCIPLINARY LITERACY OR A 45-HOUR PROFESSIONAL DEVELOPMENT PIECE IN DISCIPLINARY LITERACY THROUGH ARKANSAS IDEAS.

NOTE: PROGRAMS OF STUDY RELATED TO NEW/REVISED LEVELS AND AREAS OF LICENSURE WILL BE IMPLEMENTED BEGINNING FALL 2014.

Appendix A: LEVELS AND AREAS OF LICENSURE

EXCEPTION AREA ENDORSEMENTS	ADD-ON TO A STANDARD LICENSE				
	Pre-K	K-6	5-6	8	K-12
LIBRARY MEDIA SPECIALIST					X
READING SPECIALIST					X
GUIDANCE & COUNSELING					X
GIFTED & TALENTED					X
ENGLISH AS A SECOND LANGUAGE					X
EDUCATIONAL EXAMINER					X
COACHING					X
INSTRUCTIONAL FACILITATOR					X
GRADE 5-6 ENDORSEMENT (FOR 7-12 TEACHER LICENSED IN A CORE CONTENT AREA(S) OF MATH, SCIENCE, LANG ARTS OR SOCIAL STUDIES)			X		
AGE 3-4 ENDORSEMENT (FOR TEACHERS HOLDING AN ELEMENTARY K-6 LICENSE)	X				
CONTENT SPECIALIST (FOR MATH, SCIENCE AND LITERACY FOR TEACHERS HOLDING A K-6 LICENSE)		X			

EXCEPTION AREA ENDORSEMENTS CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT. THESE AREAS OF LICENSURE SHALL BE ADDED TO A STANDARD TEACHING LICENSE BY MEETNIG ALL REQUIREMENTS AS IDENTIFIED ON THE ADDITIONAL LICENSURE PLAN AND IN THESE RULES FOR THE AREA BEING ADDED. ENDORSEMENTS CANNOT BE USED AS PLATFORMS FOR TESTING OUT OF OTHER AREAS AND LEVELS OF LICENSURE. EDUCATORS ADDING THE GRADE 5-6 ENDORSEMENT TO A 7-12 LICENSURE CONTENT AREA OF MATH, SCIENCE, ENGLISH, OR SOCIAL STUDIES SHALL DOCUMENT SUCCESSFUL COMPLETION OF EITHER A 3-HOUR COURSE IN DISCIPLINARY LITERACY OR A 45-HOUR PROFESSIONAL DEVELOPMENT PIECE IN DISCIPLINARY LITERACY THROUGH ARKANSAS IDEAS.

EDUCATIONAL LEADERSHIP & SUPERVISION	P-12
DISTRICT ADMINISTRATOR	X
BUILDING ADMINISTRATOR	X
CURRICULUM PROGRAM ADMINISTRATOR	X

THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT. THESE AREAS OF LICENSE SHALL BE ADDED TO A STANDARD LICENSE BY MEETING ALL REQUIREMENTS AS IDENTIFIED IN THESE RULES AND ON THE ADDITIONAL LICENSURE PLAN FOR THE AREA BEING ADDED.

	INITIAL AREA OF LICENSURE OR ADD-ON TO A STANDARD LICENSE
ANCILLARY STUDENT SERVICES	K-12
SCHOOL PSYCHOLOGY SPECIALIST	X
SPEECH LANGUAGE PATHOLOGY	X

AN ANCILLARY LICENSE MAY BE OBTAINED AS AN INITIAL AREA OF LICENSURE OR MAY BE OBTAINED AS AN ADD-ON TO A STANDARD LICENSE. THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT.

NO OTHER AREA OF LEVEL OF LICENSURE CAN BE ADDED TO AN ANCILLARY LICENSE BY TESTING OUT.

REQUIREMENTS FOR ANCILLARY LICENSURE CAN BE FOUND IN THE RULES GOVERNING EDUCATOR LICENSURE.

Appendix A: LEVELS AND AREAS OF LICENSURE

LICENSURE CONTENT AREA	AS AN INITIAL LICENSURE AREA							AS AN ADD-ON TO STANDARD LICENSE						
	B-K	K-6	4-8	7-12	K-12	4-12	PS	B-K	K-6	4-8	7-12	K-12	4-12	PS
*ECH/SP.ED INTEGRATED	X							X						
ELEMENTARY		X							X					
MIDDLE CHILDHOOD (MATH, SCIENCE, LANG ARTS, SOCIAL STUDIES) MUST CHOOSE ANY TWO OF THE FOUR CONTENT AREAS LISTED FOR INITIAL LICENSURE. ANY AREA MAY BE ADDED INDIVIDUALLY TO A STANDARD LICENSE.			X							X				
LIFE SCIENCE				X							X			
PHYSICAL SCIENCE				X							X			
EARTH SCIENCE											X			
ENGLISH LANG ARTS				X							X			
SOCIAL STUDIES				X							X			
PHYSICS/MATHEMATICS				X							X			
MATHEMATICS				X							X			
BUSINESS TECHNOLOGY						X							X	
MARKETING TECHNOLOGY				X							X			
AGRICULTURE SCIENCE & TECH				X							X			
FAMILY & CONSUMER SCIENCE				X							X			
INDUSTRIAL TECHNOLOGY				X							X			
DRAMA				X							X			
SPEECH				X							X			
JOURNALISM											X			
ART					X				X		X			
VOCAL MUSIC					X				X		X			
INSTRUMENTAL MUSIC					X				X		X			
DRAMA / SPEECH					X							X		
PHYSICAL EDU / HEALTH					X				X		X			
* SPECIAL EDUCATION					X							X		
* VISUAL SPECIALIST					X							X		
* HEARING SPECIALIST					X							X		
FOREIGN LANGUAGES					X				X		X			
* GUIDANCE & COUNSELING					X							X		
*ADULT EDUCATION							X							X

* THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT.

NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY

Public Comment Matrix – Proposed Rules Governing Educator Licensure
 Public Comment Period Ending: 8/16/13

Date	Respondent	Comment	ADE Response
7/22/13	Don McGohan, Bryant Public Schools	<p>1) In Sections 3.01.6 and 3.02.7, language is being proposed to add the words “Early Childhood (P-4)”. It has been my understanding that the ECE P-4 license is being phased out and, in looking at Appendix A of these rules, the ECE P-4 license is no longer included as either an Initial License or as an Add-On to a Standard License. However, we continue to make reference to this license, and it is my understanding that, while it will be maintained until all college students who started this program of study (prior to the rules change from P-4 to K-6 was approved) are able to complete the program, it is my concern that continuing to list the P-4 license in the Rules will give the impression that it is still an available license for future teachers. Is it not true that the colleges are already supposed to be making the transition to K-6 programs and that, once their programs are in place, will no longer accept P-4 students?</p> <p>If the final determination is made that this language is still required in the Rules, would it be possible to clarify it in such a way as to clearly indicate that it only applies to those education students who have already started</p>	<p>1) Comment considered. Changes were made to address this concern by clarifying that the P-4 reference applies only to education students who started a P-4 program before Fall 2015 in 3.01.6.1, 3.02.7.1, 5.03.7, and Appendix A, Levels and Areas of Licensure, Chart for Testing Out.</p>

Date	Respondent	Comment	ADE Response
		<p>a P-4 program of study and that it does not indicate a continuing area of licensure for future teachers?</p>	
		<p>2) The proposed language in Section 8.10.7.2 is confusing to me. In Section 8.10.7.1, it indicates minimum requirements for mentor teachers to observe novice teachers – very clear. However, a “first-read” of 8.10.7.2 seems to indicate that the novice teacher will then conduct a similar observation of the mentor teacher – a task for which the novice is neither trained or qualified for. What I <u>think</u> this intends to say is that the novice teacher will have the opportunity to observe in the mentor teacher’s <u>classroom</u> and gain the perspective of observing the performance of an experienced teacher, the learning environment, the actions of the students, etc. Perhaps no one else is reading this proposed language the way I am (and perhaps I am completely missing the point), but if I am reading this the same was [sic] that you are intending, I think it should be clarified to indicate the difference between a “classroom observation” and a “teacher observation”.</p>	<p>2) Comment considered and change made to clarify that the mentee is observing the mentor in the mentor’s classroom in 8.10.7.2.</p>

Date	Respondent	Comment	ADE Response
8/2/13	Kim Level, University of Arkansas, Monticello	<p>1) Appendix A: Levels & Areas of Licensure -Chart for Testing Out –</p> <p>a. When testing out of Elementary K-6, it should state that an educator shall document at least six hours of instruction in reading. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy. This wording would then match the wording in the Policies Governing Programs For Educator Licensure Offered By Colleges and Universities in Arkansas policy 4.04.3.</p> <p>b. When testing out of Middle Childhood, (to be consistent with policy 4.04.3) it should state that the educator shall document the completion of either a 3-hour course in Disciplinary Literacy or a 45-hour professional development piece in Disciplinary Literacy through Arkansas Ideas and 3-hours of instruction in reading that includes theories and strategies for teaching reading, diagnosis of reading difficulties and intervention strategies for struggling readers.</p> <p>2) Appendix A: Levels & Areas of Licensure - In the policy for adding the Grade 5-6 Endorsement to a 7-12 licensure, it should state that an educator adding the Grade 5-6</p>	<p>Comments considered. The rule as proposed used names of college courses that may not be named identically at every college or university. Therefore, the requirement has been changed to clarify that six (6) hours of reading instruction that includes at a minimum “theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy”. See the changes in Appendix A – Areas and Levels of Licensure, page 38.</p>

Date	Respondent	Comment	ADE Response
		Endorsement for the content area of English should complete the Disciplinary Literacy along with an additional 3 hours of reading that includes instruction in theories and strategies for teaching reading, diagnosis of reading difficulties and intervention strategies for struggling readers.	
8/12/13	Mary Cameron, Bureau of Legislative Research	On Rule No. 5.05.2.3, “Non-Traditional Licensure Programs” was removed and replaced with “Arkansas Professional Pathway to Educator Licensure.” My question is whether the other “Non-Traditional Licensure Programs” will no longer suffice for the addition of a licensure content area, endorsement, or level of licensure as provided in Rule No. 5.05.	Comment considered and correction made in 5.05.2.3.
8/16/13	Dr. Karen D. Endel, President, Arkansas ASCD	Re: Arkansas ASCD Position Statement on issuing an Initial License for School Counseling, Proposed Licensure Rules: 5.05 - Arkansas ASCD offered testimony last year on the concerns of the licensure recommendation to issue an initial licensure for school counselors. In review of the pending rules, we still caution against offering an initial license to school counselors that would create a pathway for an individual to obtain an administrator license without classroom teaching experience.	Comment considered and no change made.
8/16/13	Tripp Walters, Arkansas Public School Research Center	1) Why is Lifetime Teaching License left out of this revision? Is it because there is another set of rules for that ADE 269? Or should they not be part of the overall revision? Will	1) Comment considered with no change. At this time the Rules Governing the Lifetime Teaching

Date	Respondent	Comment	ADE Response
		<p>ADE 269 still be in effect if they are not addressed?</p> <p>2) Page 2 – Shouldn't there be a definition for reciprocity 1.04.3. It is defined on page 7, 2.21 – should it be included here?</p> <p>3) Page 3, 1.05.3 – Specifically states Teach for America but how about the new U of A similar program and should it include language “and other similar programs including ...”?</p> <p>4) Page 5, 2.08.2 – Specifically addresses open-enrollment public charter schools or other organizations. Why is this necessary?</p> <p>5) Page 6, 2.17.2 – The phrase with aligned performance measures is not clear and needs clarity of what they are seeking to support subject/course.</p> <p>6) Page 11 – The Provisional License does not include a GPA as required on page 8 sections 2.27.1 and 2.27.2. This needs to be included.</p>	<p>License are still separate from the Rules Governing Educator Licensure and are still in effect.</p> <p>2) Comment considered with no change. The definitions section applies to Rule 2.21.</p> <p>3) Comment considered and change made to reflect “accelerated teaching programs” in 1.05.3.</p> <p>4) Comment considered and a change made to indicate “other organizations that serve public schools” in 2.08.2. The inclusion of open-enrollment public charger schools and other organizations is to clarify that the rule is applicable to those entities.</p> <p>5) Comment considered and a change was made to clarify the meaning as being a “subject/court aligned with Department standards/frameworks” in 2.17.2.</p> <p>6) through 9) Comments considered with no change. The term “successful</p>

Date	Respondent	Comment	ADE Response
		<p>7) Same comment as above on page 12 for Speech Therapists</p> <p>8) Same comment on page 16 for counselors</p> <p>9) Page 16, same comment on GPA for ALPs at 5.06.2</p> <p>10) The term “provisional” license may be confusing to both teachers and administrators. (3.03 and 2.20).</p> <p>11) The rules are different depending on whether or not you are going through a traditional track or non-traditional track. If the license name cannot be changed, then it would help to put “does not pertain to Nontraditional” after the statement.</p>	<p>completion” is a defined term and includes a GPA. The definition does not need to be repeated throughout the rules.</p> <p>10) Comment considered with no change.</p> <p>11) Comment considered with no change. If the commenter is referring again to the section on Provisional License, the term “provisional” is a defined term and the definition indicates that the Nontraditional Licensure Programs have a different set of rules and definitions. There is no need to change the name of the license as both an applicant under the Rules Governing Educator Licensure and under the Rules Governing Nontraditional Licensure Programs may seek a standard five-year license, although they have followed a different path to obtain the license.</p>

**ARKANSAS DEPARTMENT OF EDUCATION EMERGENCY RULES GOVERNING
THE DIGITAL LEARNING ACT OF 2013
September 9, 2013**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Emergency Rules Governing the Digital Learning Act of 2013.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Digital Learning Act of 2013.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Act 1280 of 2013 and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 LEGISLATIVE AND REGULATORY INTENT

- 3.01 It is the intent of the General Assembly and of these rules to:
- 3.01.1 Provide for the expansion of digital learning opportunities to all Arkansas public school students; and
- 3.01.2 Remove any impediments to the expansion of digital learning opportunities.
- 3.02 These rules do not authorize a government entity to provide directly or indirectly basic local exchange, voice, data, broadband, video, or wireless telecommunication service except as authorized under Ark. Code Ann. § 23-17-409(b).

4.00 DEFINITIONS

For the purposes of these rules only:

- 4.01 “Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV).
- 4.02 “Highly Qualified Teacher” means a teacher who holds at least a Bachelor’s Degree and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches. A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education.

Note: Federal laws or regulations may require teachers in certain subject areas to hold a teaching license (e.g., special education teachers who teach core academic subjects).

5.00 DIGITAL LEARNING – APPROVED PROVIDER LIST

5.01 Digital learning services may be procured from both in-state and out-of-state digital learning providers.

5.02 The Arkansas Department of Education shall annually:

5.02.1 Publish a list of approved digital learning providers that offer digital learning services; and

5.02.2 Provide a copy of the list of approved digital learning providers to the House Committee on Education and the Senate Committee on Education no later than June 1 each year.

6.00 DIGITAL LEARNING ENVIRONMENT

6.01 A digital learning environment shall be composed of:

6.01.1 Access to quality digital learning content and online blended learning courses;

6.01.2 Tailored digital content designed to meet the needs of each student;

6.01.3 Digital learning content that meets or exceeds the curriculum standards and requirements adopted by the State Board of Education that is capable of being assessed and measured through standardized tests or local assessments; and

6.01.4 Infrastructure that is sufficient to handle and facilitate a quality digital learning environment.

7.00 DIGITAL LEARNING PROVIDERS

7.01 To become an approved digital learning provider a digital learning provider shall submit proof that the provider:

7.01.1 Is nonsectarian and nondiscriminatory in its programs, employment practices, and operations;

7.01.2 Demonstrates or partners with an organization that demonstrates successful experience in furnishing digital learning courses to public

school students as demonstrated by student growth in each subject area and grade level for which it proposes to provide digital learning courses;

7.01.3 Provides digital learning services that meet or exceed the minimum curriculum standards and requirements established by the State Board of Education and ensures instructional and curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which it agrees to provide digital learning courses; and

7.01.4 Utilizes highly qualified teachers to deliver digital learning courses to public school students. A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education.

7.02 The Arkansas Department of Education or State Board of Education shall not require as a condition of approval of a digital learning provider that the digital learning provider limit the delivery of digital learning courses to public schools that require physical attendance at the public school to successfully complete the credit for which the digital learning course is provided.

7.03 To become an approved digital learning provider in Arkansas, a prospective digital learning provider shall complete the application found at Attachment 1 to these rules and provide the completed application to:

ATTN: Digital Learning Provider Applications
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

The Arkansas Department of Education is authorized to create an electronic version of the application found at Attachment 1.

8.00 PILOT PROGRAM – DIGITAL LEARNING COURSES

8.01 Beginning in the 2013-2014 school year, all public school districts and public charter schools participating in a pilot program shall provide at least one (1) digital learning course to their students as either a primary or supplementary method of instruction. Public school districts and public charter schools that wish to participate in the pilot program shall provide a notice of intent to participate in the pilot program to the Arkansas Department of Education at the following address:

ATTN: Digital Learning Pilot Program Notification
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

- 8.02 Beginning in the 2014-2015 school year, all public school districts and public charter schools shall provide at least one (1) digital learning course to their students as either a primary or supplementary method of instruction.
- 8.03 All digital learning courses provided by public school districts and public charter schools shall:
- 8.03.1 Be of high quality;
- 8.03.2 Meet or exceed the curriculum standards and requirements established by the State Board of Education;
- 8.03.3 Be made available in a blended learning, online-based, or other technology-based format tailored to meet the needs of each participating student.
- 8.04 Digital learning courses shall be capable of being assessed and measured through standardized tests or local assessments.
- 8.05 Beginning with the entering ninth grade class of the 2014-2015 school year, each high school student shall be required to take at least one (1) digital learning course for credit to graduate.
- 8.06 The State Board of Education shall not limit the number of digital learning courses for which a student may receive credit through a public school or public charter school and shall ensure that digital learning courses may be used as both primary and secondary methods of instruction.
- 8.07 A public school district or public charter school that offers a digital learning course through an approved digital learning provider shall ensure that each digital learning course offered at the public school district or public charter school has been approved by the Arkansas Department of Education.
- 8.07.1 It is not necessary for a public school district or public charter school to seek approval from the Arkansas Department of Education for courses that have previously been approved by the Arkansas Department of Education.
- 8.07.2 For courses not previously approved by the Arkansas Department of Education, a public school district or public charter school that offers a digital learning course through an approved digital learning provider shall

obtain approval for the course from the Arkansas Department of Education prior to offering the course to students. A public school district or public charter school may seek course approval by contacting the following office:

ATTN: Digital Learning Course Approvals
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

9.00 EMERGENCY CLAUSE

WHEREAS, Act 1280 of 2013 became effective on or about August 16, 2013; and

WHEREAS, Act 1280 of 2013 requires the Arkansas Department of Education to administer a pilot program for digital learning courses in public school districts and public charter schools during the 2013-2014 school year; and

WHEREAS, Act 1280 of 2013 requires the Arkansas Department of Education to adopt rules to implement the pilot program;

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that imminent peril to the welfare of Arkansas public school districts, public charter schools, and public school students will result without the immediate promulgation of these rules.

ATTACHMENT 1



DIGITAL LEARNING PROVIDER APPLICATION

Date of Application: _____

Name of Provider: _____

Provider Point of Contact: _____

Address: _____

City: _____ State: _____ ZIP: _____

E-mail: _____

Website Address (If Applicable): _____

Is the applicant/provider nonsectarian and nondiscriminatory in its programs, employment practices and operations? Yes: _____ No: _____

Explain: _____

Subject areas for which the applicant/provider intends to offer digital learning courses:

Grade levels for which the applicant/provider intends to offer digital learning courses:

Will the applicant/provider partner with any organization in furnishing digital learning courses to public school students? Yes: _____ No: _____

If so, please provide the following:

Name of Partnering Organization: _____

Address: _____

City: _____ State: _____ ZIP: _____

E-mail: _____

Website Address (If Applicable): _____

A prospective digital learning provider must demonstrate or partner with an organization that demonstrates successful experience in furnishing digital learning courses to public school students as demonstrated by student growth in each subject area and grade level for which it proposes to provide digital learning courses. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

A prospective digital learning provider must meet or exceed the minimum curriculum standards and requirements established by the State Board of Education and ensure instructional and curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which it agrees to provide digital learning courses. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

A prospective digital learning provider must use highly qualified teachers to deliver digital learning courses to public school students. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

Digital learning courses shall be capable of being assessed and measured through standardized tests or local assessments. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

ACKNOWLEDGMENT

I certify that the foregoing information is true, accurate and complete. I understand that the requirements for being an approved digital learning provider in Arkansas are governed by Act 1280 of 2013 and the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013. I further understand that failure to comply with the requirements of Act 1280 of 2013 and the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013 could result in denial of this application or withdrawal of approval status.

Name of Applicant

Date

On Behalf Of:

Submit Completed Application To:

ATTN: Digital Learning Provider Applications
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE DIGITAL LEARNING ACT OF 2013**

1.00 PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013.

1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Digital Learning Act of 2013.

2.00 AUTHORITY

2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Act 1280 of 2013 and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 LEGISLATIVE AND REGULATORY INTENT

3.01 It is the intent of the General Assembly and of these rules to:

3.01.1 Provide for the expansion of digital learning opportunities to all Arkansas public school students; and

3.01.2 Remove any impediments to the expansion of digital learning opportunities.

3.02 These rules do not authorize a government entity to provide directly or indirectly basic local exchange, voice, data, broadband, video, or wireless telecommunication service except as authorized under Ark. Code Ann. § 23-17-409(b).

4.00 DEFINITIONS

For the purposes of these rules only:

4.01 “Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV).

4.02 “Highly Qualified Teacher” means a teacher who holds at least a Bachelor’s Degree and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches. A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education.

Note: Federal laws or regulations may require teachers in certain subject areas to hold a teaching license (e.g., special education teachers who teach core academic subjects).

5.00 DIGITAL LEARNING – APPROVED PROVIDER LIST

5.01 Digital learning services may be procured from both in-state and out-of-state digital learning providers.

5.02 The Arkansas Department of Education shall annually:

5.02.1 Publish a list of approved digital learning providers that offer digital learning services; and

5.02.2 Provide a copy of the list of approved digital learning providers to the House Committee on Education and the Senate Committee on Education no later than June 1 each year.

6.00 DIGITAL LEARNING ENVIRONMENT

6.01 A digital learning environment shall be composed of:

6.01.1 Access to quality digital learning content and online blended learning courses;

6.01.2 Tailored digital content designed to meet the needs of each student;

6.01.3 Digital learning content that meets or exceeds the curriculum standards and requirements adopted by the State Board of Education that is capable of being assessed and measured through standardized tests or local assessments; and

6.01.4 Infrastructure that is sufficient to handle and facilitate a quality digital learning environment.

7.00 DIGITAL LEARNING PROVIDERS

7.01 To become an approved digital learning provider a digital learning provider shall submit proof that the provider:

7.01.1 Is nonsectarian and nondiscriminatory in its programs, employment practices, and operations;

7.01.2 Demonstrates or partners with an organization that demonstrates successful experience in furnishing digital learning courses to public

school students as demonstrated by student growth in each subject area and grade level for which it proposes to provide digital learning courses;

7.01.3 Provides digital learning services that meet or exceed the minimum curriculum standards and requirements established by the State Board of Education and ensures instructional and curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which it agrees to provide digital learning courses; and

7.01.4 Utilizes highly qualified teachers to deliver digital learning courses to public school students. A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education.

7.02 The Arkansas Department of Education or State Board of Education shall not require as a condition of approval of a digital learning provider that the digital learning provider limit the delivery of digital learning courses to public schools that require physical attendance at the public school to successfully complete the credit for which the digital learning course is provided.

7.03 To become an approved digital learning provider in Arkansas, a prospective digital learning provider shall complete the application found at Attachment 1 to these rules and provide the completed application to:

ATTN: Digital Learning Provider Applications
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

The Arkansas Department of Education is authorized to create an electronic version of the application found at Attachment 1.

8.00 PILOT PROGRAM – DIGITAL LEARNING COURSES

8.01 Beginning in the 2013-2014 school year, all public school districts and public charter schools participating in a pilot program shall provide at least one (1) digital learning course to their students as either a primary or supplementary method of instruction. Public school districts and public charter schools that wish to participate in the pilot program shall provide a notice of intent to participate in the pilot program to the Arkansas Department of Education at the following address:

ATTN: Digital Learning Pilot Program Notification
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

- 8.02 Beginning in the 2014-2015 school year, all public school districts and public charter schools shall provide at least one (1) digital learning course to their students as either a primary or supplementary method of instruction.
- 8.03 All digital learning courses provided by public school districts and public charter schools shall:
- 8.03.1 Be of high quality;
 - 8.03.2 Meet or exceed the curriculum standards and requirements established by the State Board of Education;
 - 8.03.3 Be made available in a blended learning, online-based, or other technology-based format tailored to meet the needs of each participating student.
- 8.04 Digital learning courses shall be capable of being assessed and measured through standardized tests or local assessments.
- 8.05 Beginning with the entering ninth grade class of the 2014-2015 school year, each high school student shall be required to take at least one (1) digital learning course for credit to graduate.
- 8.06 The State Board of Education shall not limit the number of digital learning courses for which a student may receive credit through a public school or public charter school and shall ensure that digital learning courses may be used as both primary and secondary methods of instruction.
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obtain approval for the course from the Arkansas Department of Education prior to offering the course to students. A public school district or public charter school may seek course approval by contacting the following office:

ATTN: Digital Learning Course Approvals
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

ATTACHMENT 1



DIGITAL LEARNING PROVIDER APPLICATION

Date of Application: _____

Name of Provider: _____

Provider Point of Contact: _____

Address: _____

City: _____ State: _____ ZIP: _____

E-mail: _____

Website Address (If Applicable): _____

Is the applicant/provider nonsectarian and nondiscriminatory in its programs, employment practices and operations? Yes: _____ No: _____

Explain: _____

Subject areas for which the applicant/provider intends to offer digital learning courses:

Grade levels for which the applicant/provider intends to offer digital learning courses:

Will the applicant/provider partner with any organization in furnishing digital learning courses to public school students? Yes: _____ No: _____

If so, please provide the following:

Name of Partnering Organization: _____

Address: _____

City: _____ State: _____ ZIP: _____

E-mail: _____

Website Address (If Applicable): _____

A prospective digital learning provider must demonstrate or partner with an organization that demonstrates successful experience in furnishing digital learning courses to public school students as demonstrated by student growth in each subject area and grade level for which it proposes to provide digital learning courses. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

A prospective digital learning provider must meet or exceed the minimum curriculum standards and requirements established by the State Board of Education and ensure instructional and curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which it agrees to provide digital learning courses. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

A prospective digital learning provider must use highly qualified teachers to deliver digital learning courses to public school students. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

Digital learning courses shall be capable of being assessed and measured through standardized tests or local assessments. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

ACKNOWLEDGMENT

I certify that the foregoing information is true, accurate and complete. I understand that the requirements for being an approved digital learning provider in Arkansas are governed by Act 1280 of 2013 and the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013. I further understand that failure to comply with the requirements of Act 1280 of 2013 and the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013 could result in denial of this application or withdrawal of approval status.

Name of Applicant

Date

On Behalf Of:

Submit Completed Application To:

ATTN: Digital Learning Provider Applications
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

**ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS GOVERNING ETHICAL GUIDELINES AND
PROHIBITIONS FOR EDUCATIONAL ADMINISTRATORS, EMPLOYEES,
BOARD MEMBERS AND OTHER PARTIES**

~~November 14, 2011~~ _____, 2013

1.00 REGULATORY AUTHORITY

- 1.01 These rules and regulations shall be known as the Arkansas Department of Education Rules Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members and other parties.
- 1.02 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-24-101 et seq., and 25-15-201 et seq., ~~and Act 878 of 2011.~~

2.00 PURPOSE

- 2.01 The purpose of these rules is to set forth certain ethical guidelines and prohibitions for educational administrators, employees, board members and other parties which involve contracts, transactions or agreements with Arkansas public school districts, charter schools, educational cooperatives or any publicly supported entity having supervision over public educational entities excluding institutions of higher education.

3.00 DEFINITIONS

Unless otherwise specifically stated herein, the term:

- 3.01 "Administrator" means any superintendent, assistant superintendent or his/her equivalent, open-enrollment public charter school director, school district treasurer, business manager, or other individual responsible for entity-wide purchasing. *The determining factor for being considered an "administrator" for the purposes of these regulations is the actual or implied authority of an individual to make purchases on behalf of the entire organization. This definition excludes many building principals (whose purchasing authority is often limited to their own school), but could include athletic directors or others. Classified employees serving in food services, business/accounting or other capacities may also be considered "administrators" when they exercise autonomous system-wide purchasing authority.*
- 3.02 "Board" means local school boards or other governing bodies of public educational entities;
- 3.03 "Board Member" means any board member, director, or other member of a

governing body of a public educational entity;

- 3.04 “Board of Education” means the State Board of Education;
- 3.05 “Commissioner” means the Commissioner of the Arkansas Department of Education or his or her designee.
- 3.06 “Commodities” means all supplies, goods, material, equipment, computers, software, machinery, facilities, personal property, and services, other than personal and professional services, purchased for or on behalf of a public educational entity;
- 3.07 “Contract” means any transaction or agreement for the purchase, lease, transfer, or use of real property or personal property and personal or professional services, including but not limited to, motor vehicles, equipment, commodities, materials, services, computers or other electronics, construction, capital improvements, deposits, and investments;
- 3.08 “Contract disclosure form” means the form herein incorporated and attached to these rules as Appendix Form B;
- 3.09 “Day” means a working day in which the Arkansas Department of Education is open to transact official governmental business;
- 3.10 “Department” means the Arkansas Department of Education;
- 3.11 “Directly” or “directly interested” means receiving compensation or other benefits personally or to a business or other entity in which the individual has a financial interest or receives other benefits. *See 3.16 “Financial interest.” A direct interest exists even when a management position or ownership interest is merely “on paper,” and is not dependent on the exercise of actual authority or the receipt of actual financial benefits from a business or entity; an individual’s household from the person, business, or entity contracting with the public educational entity;*
- 3.12 “Emergency purchase” means purchases mandated by unforeseen and unavoidable circumstances in which human life, health, or public property is in immediate jeopardy; and the expenditure is necessary to preserve life, health, or public property;
- 3.13 “Employee” means a full-time employee or part-time employee of a public educational entity;
- 3.14 “Employment contract” means an agreement or contract between an employer and an employee in which the terms and conditions of the employment are provided.

- 3.15 “Family” or “family members” means:
- 3.15.1 An individual’s spouse;
 - 3.15.2 Children of the individual or the children of the individual’s spouse;
 - 3.15.3 The spouse of a child of the individual or the spouse of a child of the individual’s spouse;
 - 3.15.4 Parents of the individual or parents of the individual’s spouse;
 - 3.15.5 Brothers and sisters of the individual or brothers and sisters of the individual’s spouse;
 - 3.15.6 Anyone living or residing in the same residence or household with the individual or in the same residence or household with the individual’s spouse; or
 - 3.15.7 Anyone acting or serving as an agent of the individual or as an agent of the individual’s spouse.
- 3.16 “Financial interest” in a business or other entity means:
- 3.16.1 Ownership of more than a five percent (5%) interest;
 - 3.16.2 Holding a position as officer, director, trustee, partner, or other top level management; or
 - 3.16.3 Being an employee, agent, independent contractor, or having any other arrangement in which the individual’s compensation is based in whole or in part on transactions with the public educational entity.
 - 3.16.4 “Financial interest” does not include:
 - 3.16.4.1 The ownership of stock or other equity holdings in any publicly held company; or
 - 3.16.4.2 Clerical or other similar hourly compensated employees.
- 3.17 “Gratuity” means a payment, loan, subscription, advance, deposit of money, travel, services or anything having a present market value of one hundred dollars (\$100) or more unless consideration of substantially equal or greater value is received;

- 3.18 “Indirectly” or “indirectly interested” means that a family member, business, or other entity in which the individual or family member has a financial interest will receive compensation or benefits;
- 3.19 “Initially employed” means:
- 3.19.1 Employed in either an interim or permanent position for the first time or following a severance in employment with the school district; or
 - 3.19.2 A change in the terms and conditions of any existing contract, excluding:
 - 3.19.2.1 Any renewal of a teacher contract under Ark. Code Ann. § 6-17-1506;
 - 3.19.2.2 Renewal of a noncertified employee’s contract that is required by law; or
 - 3.19.2.3 Movement of an employee on the salary schedule that does not require board action.
- 3.20 “Public educational entity” means Arkansas public school districts, charter schools, education service cooperatives, or any publicly-supported entity having supervision over public educational entities. “Public educational entity” does not include institutions of higher education.
- 3.21 “Unusual and limited circumstances” means, without limitation, those circumstances that are uncommon, rare and restricted.
- 3.21.1 For the purposes of employment contracts, unusual and limited circumstances may include without limitation, a shortage of qualified candidates.
 - 3.21.2 For contracts and transactions other than employment contracts, unusual and limited circumstances may include without limitation: the selected vendor being the only vendor within a reasonable distance offering the required services; or the selected vendor offering the lowest bid for prices or services as compared to two (2) or more other bidders.
- 3.22 “Written resolution” means the form herein incorporated and attached to these rules and regulations as Appendix Form C.

4.00 COMPLIANCE WITH OTHER LAWS AND RULES

- 4.01 Nothing in these rules alters or diminishes other statutory or regulatory requirements regarding purchasing, contracting, bidding, disposition of property, or other transactions with public educational entities.
- 4.02 Nothing in these rules alters or diminishes the professional and/or ethical obligations of licensed personnel.

5.00 GENERAL PROHIBITION

- 5.01 No board member, administrator, or employee shall knowingly use or attempt to use his or her official position to secure unwarranted privileges or exemptions for himself or others.
- 5.02 While serving as a board member, administrator, or employee, an individual shall not accept employment, contract, or engage in any public or professional activity that a reasonable person would expect might require or induce him or her to disclose any information acquired by the member by reason of his or her official position that is declared by law or regulation to be confidential.
- 5.03 No board member, administrator, or employee shall knowingly disclose any confidential information gained by reason of his or her position, nor shall the member knowingly otherwise use such information for his or her personal gain or benefit.
- 5.04 Nothing in these rules prohibits board members, administrators, or employees of public educational entities from donating services or property to a public educational entity.

6.00 GENERAL ETHICAL STANDARDS FOR NON-EMPLOYEES

Any effort by a nonemployee to influence a public educational entity board member, administrator, or employee to breach the standards of ethical conduct stated in these rules and Ark. Code Ann. § 6-24-101 et seq. is a breach of ethical standards punishable under the criminal penalties set forth in Ark. Code Ann. § 6-24-101 et seq.

7.00 RESTRICTIONS ON EMPLOYMENT OF PRESENT AND FORMER ADMINISTRATORS

- 7.01 Unless written approval is granted by the Commissioner it is a breach of ethical standards for an administrator to be or become the employee, agent, or independent contractor of any party contracting with the public educational entity

the administrators serve. The Commissioner's approval letter shall be filed with and maintained by the public educational entity employing the administrator.

- 7.02 Unless written approval is granted by the Commissioner it is a breach of ethical standards for administrators to engage in selling or attempting to sell commodities or services to the public educational entity they served or were employed by for one (1) year following the date employment or service ceased.

8.00 GRATUITIES AND KICKBACKS

- 8.01 It is a breach of the ethical standards for any person to offer, give, or agree to give any board member, administrator, or employee a gratuity or an offer of employment in connection with any contract or transaction of a public educational entity.
- 8.02 It is a breach of the ethical standards for any board member, administrator, or employee to solicit, demand, accept, or agree to accept from another person or entity a gratuity or an offer of employment in connection with any contract or transaction of a public educational entity.
- 8.03 It is a breach of the ethical standards for any payment, gratuity, or offer of employment to be made by or on behalf of a person or an entity as an inducement for the award of a contract or transaction with a public educational entity.

9.00 EMERGENCY PURCHASES

- 9.01 Any emergency purchases or contracts with a public educational entity shall be exempt from the prohibitions of these rules.
- 9.02 Emergency purchases shall only be used for the preservation of life, health or public property, and shall not be used to substantially improve the condition of an asset of the public educational entity, the board member, administrator or employee of the public educational entity prior to the emergency.
- 9.03 Each public educational entity shall maintain records and copies of all documentation relating to and supporting a determination that the transactions qualify as emergency purchases.
- 9.04 Any person using emergency purchases to avoid the intent of these rules shall be guilty of violating these rules and shall be subject to the penalties provided for in these rules and in Ark. Code Ann. § 6-24-101 et seq.

10.00 SCHOOL BOARDS

- 10.01 General Prohibition: Except as otherwise provided, it is a breach of the ethical standards for a board member to contract with the public educational entity the member serves if the board member has knowledge that he or she is directly or indirectly interested in the contract.
- 10.02 Employment of Family Members: A board member's family member may not be initially employed by the public educational entity the member serves during the member's tenure of service on the local board for compensation in excess of five thousand dollars (\$5,000) unless the Commissioner issues a letter of exemption and approves the employment contract based on unusual and limited circumstances.
- 10.02.1 The determination of unusual and limited circumstances shall be at the sole discretion of the Commissioner as further defined by these rules.
- 10.02.2 A family member of a school board member who was employed by the public educational entity during the school year immediately preceding the election of the board member may continue employment with the public educational entity under the same terms and conditions of the previously executed contract and any renewal of the contract under Ark. Code Ann. § 6-17-1506.
- 10.02.3 Subject to the local board's written policy, a qualified family member of a board member may be employed as a substitute teacher, substitute cafeteria worker, or substitute bus driver for a period of time not to exceed a total of thirty (30) days per fiscal year for the public educational entity served by the board member.
- 10.02.4 No employment contract that is prohibited under this section is valid or enforceable by any party to the employment contract until approved in writing by the Commissioner.
- 10.02.5 The Commissioner's approval of an employment contract may include restrictions and limitations that are by this section incorporated as terms or conditions of the contract.
- 10.02.6 Excluding any renewal of a contract under Ark. Code Ann. § 6-17-1506, any change in the terms and conditions of an employment contract, a promotion, or a change in employment status for a family member of a school board member employed by a public educational entity that will result in an increase in compensation of more than two thousand five hundred dollars (\$2,500) must be approved in writing by the Commissioner before any change in the

terms or conditions of the employment contract or promotion or changes in employment status are effective, valid, or enforceable.

10.03 Exceptions:

10.03.1 Board Approval: In unusual or limited circumstances, a public educational entity's board may approve a contract, but not an employment contract, between the public educational entity and the board member or the member's family if the board determines that the contract is in the best interest of the public educational entity.

10.03.1.1 In unusual or limited circumstances, a public educational entity's board may approve an employment contract as provided in this section.

10.03.1.2 The approval by the public educational entity's board shall be documented by written resolution (Form C) after fully disclosing the reasons justifying the contract or employment contract in an open meeting. Such disclosure should include without limitation the contract disclosure form (Form B). The resolution shall state the unusual and limited circumstances necessitating the contract or employment contract and shall document the restrictions and limitations of the contract or employment contract.

10.03.1.3 If any proposed contract or employment contract is with a family member of a board member or a board member directly or indirectly interested in the proposed contract or employment contract, then the board member shall leave the meeting until the voting on the issue is concluded, and the absent member shall not be counted as having voted.

10.03.2 Independent Approval: If it appears the total transactions or contracts with the board member or a family member for a fiscal year total, or will total, five thousand dollars (\$5,000) or more, the superintendent or other chief administrator of the public educational entity shall forward the written resolution (Form C) along with all relevant data, including Form B, to the Commissioner for independent review and approval.

10.03.2.1 The written resolution and other relevant data shall

be sent by certified mail, return receipt requested, or other method approved by the State Board of Education to assure that adequate notice has been received by the Department of Education and to provide a record for the school district board of directors sending the request for approval.

- 10.03.2.2 Upon review of the submitted data for any contract, including an employment contract, the Commissioner, within twenty (20) days of receipt of the resolution and other relevant data, shall approve or disapprove in writing the board's request.
- 10.03.2.3 The Commissioner may request additional information or testimony before ruling on a request. If additional data are needed for a proper determination, the Commissioner shall approve or disapprove the contract within twenty (20) days of receipt of the additional requested data.
- 10.03.2.4 If the Commissioner does not respond to the public educational entity within the twenty-day period or request additional time or data for proper review of the contract, the contract shall be deemed to be approved by the Commissioner.
- 10.03.2.5 If approved, the Commissioner shall issue an approval letter stating all the relevant facts and circumstances considered and any restrictions or limitations pertaining to the approval. The Commissioner may grant the approval for a particular transaction or contract, a series of related transactions or contracts, or employment contracts. However, the approval shall not be granted for a period greater than two (2) complete and consecutive fiscal years, excluding employment contracts.
- 10.03.2.6 No contract subject to the Commissioner's review and approval shall be valid or enforceable until an approval letter has been issued by the Commissioner or the Commissioner fails to respond to the public educational entity within the time periods specified in this section.

- 10.04 Records: The Department of Education and the public educational entity shall maintain, under their respective record retention policies, a record and copy of all documentation relating to transactions or contracts with board members or members of their families.
- 10.05 Providing False or Incomplete Information: Any board member or other person knowingly furnishing false information or knowingly not fully disclosing relevant information necessary for a proper determination by the public educational entity or the Commissioner shall be guilty of violating the provisions of these rules and Ark. Code Ann. § 6-24-101 et seq.
- 10.06 School board members should also be mindful of the requirements of Ark. Code Ann. § 6-13-616, which prohibits school board members from being employed by the school district they serve.

11.00 ADMINISTRATORS

- 11.01 Except as otherwise provided, it is a breach of the ethical standards for an administrator to contract with the public educational entity employing him or her if the administrator has knowledge that he or she is directly or indirectly interested in the contract.
- 11.02 Except as otherwise provided, it is a breach of the ethical standards for an administrator to contract with any public educational entity if the administrator has knowledge that he or she is directly interested in the contract.
- 11.03 Family Members as Employees: These rules do not prohibit an administrator's family members from being employed by the public educational entity the administrator serves or any other public educational entity. However, a member of an administrator's immediate family or former spouse may not be initially employed as a disbursing officer of the public educational entity where the administrator is employed unless the public educational entity receives written approval from the Commissioner. Before issuing written approval or denial, the Commissioner shall request the Division of Legislative Audit to review the internal controls, including the segregation of duties, present at the public educational entity. The Division of Legislative Audit shall report its findings to the Commissioner.
- 11.04 Exceptions:
- 11.04.1 In unusual and limited circumstances and only with prior written approval from the Commissioner, an administrator may contract with a public educational entity other than the public educational entity employing him or her.

- 11.04.2 In unusual and limited circumstances and only with prior written approval from the Commissioner, an administrator's family members may contract with a public educational entity employing the administrator.
- 11.04.3 An administrator seeking to contract with other public educational entities, or an administrator's family member seeking to contract with the public educational entity employing the administrator, shall first present the request, with all relevant facts and circumstances justifying approval, to the board currently employing the administrator at an open meeting. Such request should include without limitation the contract disclosure form (Form B).
- 11.04.4 After reviewing the request in an open meeting, the board may, by written resolution (Form C), approve the contract subject to approval by the Commissioner. A copy of the approval resolution (Form C) and all relevant data, including Form B, shall be forwarded by the board president to the Commissioner.
- 11.04.4.1 The written resolution and other relevant data shall be sent by certified mail, return receipt requested, or other method approved by the State Board of Education to assure that adequate notice has been received by the Department of Education and to provide a record for the school district board of directors sending the request for approval.
- 11.04.4.2 Upon review of the submitted data, the Commissioner shall, within twenty (20) days of receipt of the resolution and other relevant data, approve or disapprove in writing the board's request.
- 11.04.4.3 The Commissioner may request additional information or testimony before ruling on a request. If additional data is needed for a proper determination, the Commissioner shall approve or disapprove the contract within twenty (20) days of receipt of the additional requested data.
- 11.04.4.4 If the Commissioner does not respond

to the public educational entity within the twenty-day period or request additional time or data for a proper review of the contract, the contract shall be deemed to be approved by the Commissioner.

- 11.04.4.5 If approved, the approval letter shall state all relevant facts and circumstances considered in the approval and shall state any restrictions or limitations of the approval. The Commissioner may grant an approval for a particular transaction or a series of related transactions. No approval shall be granted for a period greater than two (2) complete and consecutive fiscal years.
- 11.04.5 The Department of Education and the public educational entity shall maintain, under their respective record retention policies, a record and copy of all documentation relating to an exemption from the provisions of these rules.
- 11.04.6 A contract subject to this section is not valid until the Commissioner:
- 11.04.6.1 Approves the contract; or
- 11.04.6.2 Fails to respond to the public educational entity within the time periods specified in this section.
- 11.05 Providing False or Incomplete Information: Any administrator knowingly furnishing false information or knowingly not disclosing relevant information necessary for a proper determination by the public educational entity or the Commissioner shall be guilty of violating the provisions of these rules and Ark. Code Ann. § 6-24-101 et seq.
- 11.06 “Contract” defined: For the purposes of this section only, “contract” does not apply to employment contracts issued to an administrator of a public educational entity for administrative or other duties such as, but not limited to, teaching, bus driving, or sponsorship of clubs or activities.
- 11.07 Compensation for Officiating Athletic Events: Nothing in this section prohibits administrators from receiving compensation for officiating school-sponsored athletic activities with any public education entity.
- 11.08 Compensation for Conducting Seminars: Nothing in this section prohibits

administrators from receiving compensation for conducting seminars for, or making presentations to, public educational entities other than the public educational entity employing them.

12.00 EMPLOYEES

12.01 Except as otherwise provided, it is a breach of the ethical standards for an employee to contract with the public educational entity employing him or her if the employee has knowledge that he or she is directly interested in the contract.

12.02 Exceptions

12.02.1 Approval by Board: In unusual and limited circumstances, a public educational entity's board may approve a contract between the public educational entity and the employee if the board determines that the contract is in the best interest of the public educational entity.

12.02.1.1 The approval by the public educational entity's board shall be documented by written resolution (Form C) after fully disclosing the reasons justifying the contract in an open meeting. Such disclosure should include without limitation the contract disclosure form (Form B). The resolution shall state the unusual circumstances necessitating the contract and shall document the restrictions and limitations of the contract.

12.02.1.2 Any board member directly or indirectly interested in the proposed contract shall leave the meeting until the voting on the issue is concluded, and the absent member shall not be counted as having voted.

12.02.2 Independent Approval: If it appears that the total transactions with an employee for a fiscal year total, or will total, five thousand dollars (\$5,000) or more, the superintendent or other chief administrator of the public educational entity shall forward the written resolution (Form C) along with all relevant data, including Form B, to the Commissioner for independent review and approval.

12.02.2.1 The written resolution and other relevant data shall be sent by certified mail, return receipt requested, or other method approved by the State Board of

Education to assure that adequate notice has been received by the Department of Education and to provide a record for the school district board of directors sending the request for approval.

- 12.02.2.2 Upon review of the submitted data, the Commissioner shall, within twenty (20) days of receipt of the resolution and other relevant data, approve or disapprove in writing the board's request.
- 12.02.2.3 The Commissioner may request additional information or testimony before ruling on a request. If additional data is needed for a proper determination, the Commissioner shall approve or disapprove the contract within twenty (20) days of receipt of the additional requested data.
- 12.02.2.4 If the Commissioner does not respond to the public educational entity within the twenty-day period or request additional time or data for a proper review of the contract, the contract shall be deemed to be approved by the Commissioner.
- 12.02.2.5 If approved, the Commissioner shall issue an approval letter stating all relevant facts and circumstances considered and any restrictions or limitations pertaining to the approval. The Commissioner may grant the approval for a particular transaction or series of related transactions. However, approval shall not be granted for a period greater than two (2) complete and consecutive fiscal years.
- 12.02.2.6 No contract subject to the Commissioner's review and approval shall be valid or enforceable until an approval letter has been issued by the Commissioner or the Commissioner fails to respond to the public educational entity within the time periods specified in this section.

- 12.03 Documentation: The Department of Education and the public educational entity shall maintain, under their respective record retention policies, a record and copy of all documentation relating to transactions with employees.

- 12.04 Providing False or Incomplete Information: Any employee or other person knowingly furnishing false information or knowingly not fully disclosing relevant information necessary for a proper determination by the public educational entity or the Commissioner shall be guilty of violating the provisions of these rules and of Ark. Code Ann. § 6-24-101 et seq.
- 12.05 “Contract” defined: For the purposes of this section only, the term “contract” does not apply to employment contracts issued to public educational entity employees or other transactions for the performance of teaching or other related duties such as, but not limited to, bus driving, sponsorship of clubs or activities, tutoring, summer school duties, or working at school sponsored events.
- 12.06 Technology Employees: All transactions involving the purchase, lease, acquisition, or other use of computers, software, copies, or other electronic devices from family members of an employee responsible for establishing specifications or approving purchases of such equipment shall be approved according to the requirements of this section regarding the purchase from an employee with a direct interest in the transaction.

13.00 REIMBURSEMENT OF EXPENSES

Nothing in these rules prevents board members, administrators, or employees from being reimbursed by the appropriate public educational entity for necessary and documented travel or other job-related expenses in accordance with law and school district policy.

14.00 EDUCATIONAL AWARDS, RECOGNITIONS, GRANTS AND GIFTS

Nothing in these rules prohibits administrators or employees of public educational entities from receiving monetary or other awards, grants, or benefits from entities generally recognized as providing benefits based upon exceptional skills or exemplary contributions to education.

15.00 REGISTRATION, TRAVEL, CONVENTIONS AND SEMINARS

15.01 Board members, administrators and employees of a public educational entity are prohibited from receiving any payment or reimbursement from a vendor for any registration, travel, lodging, food, entertainment or other expenses not directly associated with an educational interest or business interest of the public educational entity.

- 15.02 Board members, administrators and employees of a public educational entity are prohibited from receiving any trip or attending any convention or seminar which is paid for by a vendor when the purpose for the trip or attendance at the convention or seminar is not directly associated to an educational interest or business interest of the public educational entity.
- 15.03 Board members, administrators and employees of a public educational entity are prohibited from receiving any gift or award from any public educational entity except as allowed for by Arkansas law.
- 15.04 All public educational entities shall maintain a record and copy for at least three (3) years of all documentation relating to payments or reimbursements made by a vendor on behalf of a board member, administrator or employee for travel, lodging, food, registration, entertainment, or other expenses when the payments or reimbursements total \$300.00 or more per fiscal year per individual board member, administrator, or employee.
- 15.05 Any board member, administrator or employee of a public educational entity that violates any provisions of these rules may be subject to the penalties and sanctions provided for in Section 17.00 of the rules.

16.00 FILING STATEMENT OF FINANCIAL INTEREST

- 16.01 Every board member, public and charter school superintendent, or executive director of a public school or educational cooperative shall timely file a financial statement of interest as required by Ark. Code Ann. § 21-8-701 et seq. The financial statement of interest and instructions for completing and filing the financial statement of interest can be found on the website of the Arkansas Ethics Commission: <http://www.arkansasethics.com/>.
- 16.02 Any person required to file a financial statement of interest as required under Arkansas law who fails to file said financial statement of interest shall be in violation of the provisions of these rules and regulations and may be subject to the sanctions and penalties provided for in Section 17.00 of these rules.

17.00 ADMINISTRATIVE SANCTIONS AND PENALTIES

- 17.01 The Department of Education may review alleged violations of these rules and of Ark. Code Ann. § 6-24-101 et seq. If the Department of Education reviews the allegations and the Commissioner determines that there is adequate evidence of a violation, the Commissioner may refer the allegations to the State Board of Education for review. If a licensed educator is alleged to have violated these rules or Ark. Code Ann. § 6-24-101 et seq., the Commissioner may refer the allegation(s) against the licensed educator to the Professional Licensure Standards Board in lieu of following the procedures listed below.

- 17.02 Upon the State Board's approval to review the alleged violation and after reasonable notice in writing to all parties, the State Board may schedule a hearing to determine whether an administrator or employee has knowingly violated the provisions of these rules or Ark Code Ann. § 6-24-101 et seq. At the State Board hearing, a member of the Arkansas Department of Education or a member of the Professional Licensure Standards Board staff, as appropriate, shall present the allegations against the administrator or employee.
- 17.03 A hearing by the State Board shall be subject to the following procedures:
- 17.03.1 Each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the Arkansas Department of Education or the Professional Licensure Standards Board. 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.
 - 17.03.2 Each party will be given thirty (30) minutes to present their cases, beginning with the representative of the Arkansas Department of Education or the Professional Licensure Standards Board. 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.
 - 17.03.3 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.
 - 17.03.4 For the purposes of the record, documents offered during the hearing by the Arkansas Department of Education or the Professional Licensure Standards Board shall be clearly marked in sequential, numeric order (e.g. 1, 2, 3).
 - 17.03.5 For the purposes of the record, documents offered during the hearing by the administrator or employee shall be clearly marked in sequential, alphabetic letters (e.g. A, B, C).
 - 17.03.6 The Arkansas Department of Education or the Professional Licensure Standards Board shall have the burden of proving the basis for the violation by a preponderance of the evidence.
- 17.04 After presentation of all evidence, if the State Board determines that the

administrator or employee knowingly violated the provisions of these rules, the State Board may provide any or all of the following administrative remedies:

- 17.04.1 Issue a letter of reprimand; or
 - 17.04.2 Suspend or revoke the administrator's or teacher's Arkansas teaching license for a definite period, or permanently.
- 17.05 After reasonable notice and opportunity for a hearing, a board of a public educational entity may take appropriate administrative remedies against an administrator or employee that has allegedly violated the provisions of these rules. If an administrator or employee of a public educational entity is charged by the prosecuting attorney for a possible violation of this chapter, the public educational entity's board may, after reasonable notice and opportunity for a hearing, place the individual charged on leave, with or without pay, dismiss the individual, or provide any other proper administrative remedy. If the individual is dismissed by the board due to charges being filed for an alleged violation of these rules, any employment contracts with the public educational entity shall be deemed void from the date of the action of the board.

18.00 NOTICE OF POTENTIAL CRIMINAL PENALTIES

- 18.01 Any board member, administrator, employee, or nonemployee who shall knowingly violate the provisions of Ark. Code Ann. § 6-24-101 et seq. shall be guilty of a felony.
- 18.02 Upon pleading guilty or nolo contendere to or being found guilty of violating the provisions of Ark. Code Ann. § 6-24-101 et seq., the court shall order restitution to the public educational entity.
- 18.03 In addition, the court may fine the violator in any sum not to exceed the greater of ten thousand dollars (\$10,000) or double the dollar amounts involved in the transactions, sentence the violator to prison for not more than five (5) years, or impose both a fine and imprisonment.

19.00 REQUEST FOR REVIEW OF TRANSACTIONS

At the request of a board of a public educational entity, the executive administrator at a public educational entity, the Commissioner, or the Legislative Joint Auditing Committee, the appropriate prosecuting attorney shall review contracts or transactions for compliance with the provisions of Ark. Code Ann. § 6-24-101 et seq.

20.00 BOARD POSITION VACANT UPON CONVICTION

If a board member is found guilty of violating the provisions of Ark. Code Ann. § 6-24-101 et seq., the board member shall immediately cease to be a board member, the position is declared vacant, and a replacement shall be named as provided by law.

21.00 ENFORCEMENT OF CRIMINAL SANCTIONS BY THE PROSECUTING ATTORNEY

- 21.01 It shall be the duty and responsibility of the prosecuting attorneys to supervise compliance with Ark. Code Ann. § 6-24-101 et seq. and prosecute violators.
- 21.02 If the prosecuting attorney fails or refuses to enforce this chapter when the facts are known by the prosecuting attorney, or are called to his or her attention, the Attorney General or any citizen of this state may bring mandamus proceedings to compel the prosecuting attorney to perform his or her duties.
- 21.03 All criminal actions related to alleged violations of this chapter shall be filed in circuit court and shall be subject to the criminal rules and procedures of this state.

22.00 FORM PROCEDURES AND REQUIREMENTS

- 22.01 For purposes of these rules the following attached Forms A – C are herein incorporated into these rules as Appendix Forms A – C and supporting documents.
- 22.02 A public educational entity shall use Forms A – C when such form is specifically required by any section of these rules.
- 22.03 A public educational entity seeking independent review and approval from the Commissioner shall submit a separate contract disclosure form (Form B) and written resolution (Form C) of approval for each contract involving a different party or entity.

NOTIFICATION LETTER

(Date)

Dear Board Members, Administrators and Employees:

A.C.A. § 6-24-101 et seq. requires full open disclosure and approval before a school district board member, administrator or employee may enter into contracts or other transactions with the school district where he/she serves or is employed.

A.C.A. § 6-24-101 et seq. does not apply to reimbursements paid for proper work-related expenses. However, in the case of hiring family members of administrators and/or board members, the district must meet all requirements set forth in A.C.A. § 6-24-101 et seq.

A.C.A. § 6-24-101 et seq. applies when the board member, administrator or school employee is “financially interested” or “directly interested” in the transaction. “Financially interested” means ownership or more than 5% interest; holding a position of officer, director, trustee, partner, or top level management; and/or the employee’s compensation is based in whole or in part on transactions with the public education entity. For board members and administrators, restrictions may also apply to family members. “Directly interested” means receiving compensation or other benefits personally or to a ~~business or other entity in which the individual has a financial interest or receives other benefits.~~ an individual’s household from the person, business, or entity contracting with the public educational entity.

Therefore, board members, administrators and employees of this district have an affirmative obligation under A.C.A. § 6-24-101 et seq. to disclose relationships with vendors before the district enters into the contract or before services are performed. Disclosure is to be made to the superintendent of the district. Forms for this purpose will be provided by the district.

All transactions involving the purchase, lease, acquisition, or other use of computers, software, copiers, or other electronic devices from family members of an employee responsible for establishing specifications or approving purchases of such equipment shall be approved according to the requirements of Arkansas law regarding the purchase from an employee with a direct interest in the transaction.

A.C.A. § 6-24-101 et seq. requires proper disclosure and approval of the transaction at an open board meeting. In certain instances, approval by the Commissioner of the Department of Education is required.

Therefore, every district board member, administrator or employee will be required to disclose any potential vendor relationship by completing a disclosure form provided by the district. Failure to fully disclose could result in criminal charges being brought against the board member, administrator or employee. A copy of A.C.A. § 6-24-101 et seq. is available in the central office if you wish to review it. The law may also be viewed at www.arkleg.state.ar.us.

Sincerely,

Superintendent

Please sign below to acknowledge receipt of this notification.

Board Member, Administrator or Employee

Date

Draft

B

CONTRACT DISCLOSURE FORM

Name of Public Educational Entity: _____

Name of Person Disclosing Transaction: _____

***Note: Fully complete this form and return to the administration office.
NO TRANSACTION OR SERVICE MAY BE RENDERED UNTIL THIS
FORM HAS BEEN COMPLETED AND APPROVED. A.C.A. § 6-24-101 et
seq. requires FULL and COMPLETE DISCLOSURE of transactions with
public educational entities. KNOWINGLY FAILING to FULLY DISCLOSE
pertinent information relating to a transaction could result in criminal charges.***

I am a (an) Board Member Administrator Employee

Note: "Board member" means any board member, director, or other member of a governing body of a public educational entity.

"Administrator" means any superintendent or assistant superintendent or his or her equivalent, open-enrollment public charter school director, school district treasurer, business manager, or other individual directly responsible for entity-wide purchasing.

"Employee" means a full-time employee or part-time employee of a public educational entity.

Mailing Address City State Zip

Home Telephone: _____ Work Telephone: _____

Nature of transaction subject to disclosure and approval: _____

Estimated dollar amount of transactions with public educational entity for entire school year:

Total dollar amount of transactions to date for current fiscal year: _____

Check One:

- I have a financial interest in the transaction with the public educational entity.
- A family member has a financial interest in the transaction with the public educational entity.
- Both a family member and I have a financial interest in the transaction with the public educational entity.

Nature of financial interest: (State how you and/or family members are financially interested in the transaction): _____

Justification for Approval: (State reason why you believe the transactions are in the best interest of the public educational entity. State the unusual and limited circumstances involved.)

Check here if Emergency Transaction as defined by A.C.A. § 6-24-101(9) and Ark. Code Ann. § 6-24-109.

PLEASE ATTACH ANY OTHER ADDITIONAL INFORMATION OR DOCUMENTS YOU BELIEVE ARE NECESSARY FOR A FULL, COMPLETE, AND ACCURATE DISCLOSURE OF THE FACTS AND CIRCUMSTANCES OF THE TRANSACTIONS.

SIGNATURE: _____

DATE: _____

FOR OFFICE USE ONLY:

Date completed form received by district: _____

School Official's Signature

Telephone Number

FAX Number

Local Board Action:

APPROVED

DISAPPROVED

Date Presented to Board: _____

Board President's Signature: _____

Required to be presented to the Commissioner of the Department of Education for written approval: YES NO

Written Adopted Resolution Attached: YES NO

Required Additional Documentation: _____

Date Certified to ADE: _____

Date Commissioner's Written Approval received by district: _____

Effective Date: _____

Please return by certified mail to: Office of the Commissioner
Arkansas Dept. of Education
#4 Capitol Mall, Room 304-A
Little Rock, AR 72201

RESOLUTION
A.C.A. § 6-24-101 et seq.

Whereas the _____ School District Board of Directors met in a (regular/special), open, and properly-called board meeting on (MM/DD/YY), in (location).

Whereas (Number) members were present, a quorum was declared by the chair.

Whereas the Board of Directors received a recommendation to adopt a resolution to enter into a contract with _____

Full disclosure of all relationships and interest as required by A.C.A. § 6-24-101 et seq. that are relevant to proposed contract:

Specific facts and reasons for justifying the contract were:

The unusual and limited circumstances necessitating the contract were:

List of relevant data enclosed supporting the unusual and limited circumstances:

Note: For employment contracts, the following information may be necessary to support a finding of unusual and limited circumstances:

- *A copy of the job vacancy announcement or posting;*
- *A description of how/where the job vacancy announcement was posted;*
- *Copies of applications received;*
- *A list of those applicants who were interviewed;*
- *Interview/Applicant score sheets kept by the interviewer or hiring committee;*
- *A copy of the interviewer's or hiring committee's recommendation(s); and*
- *Specific justification of why the selected applicant is the best qualified candidate.*

For contracts and transactions other than employment contracts, the following information may be necessary to support a finding of unusual and limited circumstances:

- *Request for bids (if bids were required);*
- *Copies of bids submitted by interested vendors (if bids were required);*
- *Price lists or quotes by interested vendors;*
- *Number of bidders or interested vendors with names and addresses; and*
- *A list of those vendors offering similar services in the area.*

Whereas _____, board member(s) having declared an interest in the proposed contract, left the meeting prior to the discussion of the contract and did not return to the meeting room until the voting on the contract had been concluded.

Whereas the Board, after serious consideration, moved to approve the contract with:

Whereas the contract was approved with the following restrictions and/or limitations:

Whereas the period of the contract shall be from _____ to _____.

Therefore, due to the specific reasons cited above, it is hereby declared to be the intent of the _____ School District Board of Directors to award this contract to _____

As is required by A.C.A. § 6-24-101 et seq., the contract is contingent upon approval by the Commissioner of the Arkansas Department of Education, if required. If approval is denied, this contract approved by the Board would be null and void.

Superintendent

Board President

Date

Date

Arkansas Department of Education
Rules Governing the School District Educational Excellence Trust Funds

1.00 ~~Legislative Authority~~ PURPOSE

- 1.01 These ~~regulations~~ rules shall be known as Arkansas Department of Education ~~regulations~~ Rules governing the distribution School District of Educational Excellence Trust Fund ~~s to school districts.~~
- 1.02 These ~~regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. 6-11-105 (Repl. 1993) and 6-20-307 (Supp. 1995).~~ The purpose of these rules is to provide the process and procedures necessary to calculate and allocate the Educational Excellence Trust Fund available to school districts.

2.00 ~~Purpose~~ AUTHORITY

- 2.01 ~~The purpose of these regulations to provide the method for allocation of Education Excellence Trust Funds to school districts, beginning with the 1996-97 school year. The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. §§ 6-11-105, 6-5-301 et seq., 6-20-2301 et seq., 19-5-942, and 25-15-201 et seq., and Acts 1138 and 1278 of 2013.~~

3.00 ~~Definitions~~ DEFINITIONS

As used in these rules:

- 3.01 ~~„Educational Excellence Trust Fund„s (Trust Funds) are defined as funds~~ means a fund for the Arkansas Department of Education made available to school districts for teacher's teacher salaries as provided for by Ark. Code Ann. § 6-5-3021 et seq.
- 3.02 ~~State Equalization Funding is defined as the total state equalization funding per student provided to school districts as defined by Ark. Code Ann. § 6-5-303 (19) (Enacted by Act 917 of 1995).~~ „State Foundation Funding„ means the same as the definition set forth in Ark. Code Ann. §6-20-2303(21) and is the amount of state financial aid provided to a school district under Ark. Code Ann. § 6-20-2305 (a).

4.00 ~~Calculation~~ CALCULATION

- 4.01 ~~Calculate the percent Trust Funds are of State Equalization Funding by dividing~~ Divide the Arkansas Department of Education total educational Trust Funds excellence trust fund available for distribution by the state

total distribution of state foundation funding to determine the percentage of state foundation funding that is the educational excellence trust fund. ~~State Equalization Funding.~~

- 4.02 Calculate each district's ~~Trust Funds~~ educational excellence trust fund amount by multiplying the result of Section 4.01 ~~times~~ by each district's state foundation funding amount. ~~State Equalization Funding.~~
- 4.03 Changes to the total educational excellence trust fund available for distribution or changes to the state foundation funding amount in one or more school districts may result in revised educational excellence trust fund amounts.

5.00 ALLOCATION

5.01 To determine if a „salary increase,, is required:

5.01.1 Compare the Trust Fund amount shown on the final State Aid Notice for the current school year with the highest Trust Fund amount since the establishment of the Trust Fund (1991-1992 school year).

5.01.2 If the current school year Trust Fund amount is the highest amount on record since the 1991-1992 school year, subtract the previous highest amount from the current school year amount. The district is obligated to pay this increase in Trust Fund amount in the form of salaries, social security and retirement matching for current licensed personnel positions.

5.01.3 To determine the amount of the increase in Section 5.01.2 to allocate to salaries, social security (FICA), and retirement matching, first determine the current year percentage of social security (FICA) and retirement matching.

5.01.3.1 Using for example, 2012-2013 school year, the social security rate of 7.65% and the retirement matching of 14.00%, the amount of Trust Fund increase to be paid in salaries is the Trust Fund increase less the 7.65% social security and the 14.00% retirement matching. Divide the Trust Fund increase by 1.2165 (1+.0765+.14) to determine the salary obligation, which must be distributed equally to licensed employees.

Example: If Trust Fund increase to be paid in salaries is: \$12,000

12,000 / 1.2165 = \$9,864
FICA 7.65% = 755
RET 14.00% = 1,381
Total obligation: 12,000

5.01.3.2 The difference between the trust fund increase and the calculated salary obligation should be exactly enough to cover the Social Security (FICA) and the retirement obligations.

5.02 If the amount obligated to be paid in salaries is less than the annual increase provided by the district for experience or advanced hours or degrees, there is no obligation to provide an additional salary increase or to change the salary schedule as a result of the Trust Fund increase.

Public Comments – Educational Excellence Trust Funds

Date	Respondent	Comment	ADE Response
July 30, 2013; August 16, 2013	Dr. Bobbie Davis, APSRC Tripp Walter, APSRC	<p>In Section 5.01.3.1 it states "...to determine the salary obligation, which must be distributed equally to licensed employees." In 5.02 it states, "if the amount obligated to be paid in salaries is less than the annual increase provided by the district for experience or advanced hours or degrees, there is no obligation to provide an additional salary increase or to change the salary schedule as a result of the Trust Fund Increase." It seems that these two statements are mutually exclusive. How can the salary obligation be distributed both equally to licensed employees and include the annual increases provided by the district for experience or advanced hours or degrees?</p>	<p>Section 5.03.1 was revised to remove the language "which must be distributed equally to licensed employees"</p>

Vilonia Academy of Service and Technology

Written Report Requested by Arkansas State Board of Education

Response to: A Plan for Expanding Service-Learning to the Vilonia Middle School

August 13, 2013

In response to the Arkansas State Board request for a plan to expand service-learning from the Vilonia Academy of Service and Technology to the Vilonia Middle School, the following portfolio has been created. Throughout this portfolio, projects that have been implemented into the middle school, since the beginning of the charter, will be exhibited. These service-learning programs have been carefully planned to promote student voice and maximize student engagement in learning. In addition to projects presently in place, plans for continued progress will be presented.

Crew

The VMS Library CREW is a hub for service-learning in the middle school. CREW stands for Creative, Responsible, and Energetic Workers. Anyone in grades 5-7 may apply to be a CREW member. They simply pick up an application, fill it out completely and turn it into the media specialist. They also sign a pledge to be of good character, exhibit work ethic, and to do their best. This has been a great way to motivate students to stay out of trouble as well. Through CREW, opportunities are provided for students to take skills they have learned in the classroom and apply them to real life experiences in their own school.

CREW members meet at least once a month in the library during their lunches. Each meeting has a specific focus. The first meeting was an informational meeting to allow all students with interest an opportunity to understand what CREW is and determine their interest level of participation. Other meetings focused on upcoming events such as Literacy Night, Book Fairs, Spring Social Luau, etc. During these meetings students were given opportunities to brainstorm ideas, focus on school needs, design and create projects, and develop plans for implementation.

CREW members serve in the media center assisting with a variety of activities. They shelf books, assist students with check out, and offer recommendations to other students about books to read. Whether it is sponsoring literacy night, creating book trailers about books they have read, or helping with school book fairs; CREW members assist in any way they can to promote literacy throughout the school. They also serve as an information center by writing the monthly "Toilet Paper News".

CREW students participated in several service opportunities from serving in the media center to hosting a school wide social event. The following activities entered into this portfolio depict projects of CREW that were developed throughout the school year.



CREW Members:

- Decide the themes and decor
- Set up/take down
- Spread the word
- Keep the shelves filled
- Suggest titles to customers



Literacy Night

Give the Gift of Reading

- *FREE for All Ages**
- Make your own journal
 - Book Exchange
 - Bookmark It
 - Reader's Theatre
 - AR Parent Challenge
 - BOGO Book Fair
 - Pictures with the Stars
 - Polar Express Room (Snowflakes & Hot Chocolate)
 - Little Christmas on the Prairie (Stockings)
 - 3:15 Room

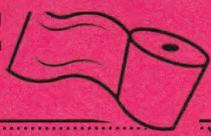




CREW



Toilet Paper News!
December



Warm Up with a Hot Read
Literacy Night
Thursday,
November 29th
6-8pm
Vilonia Middle School
FREE! All Ages Welcome!

BOGO BOOK FAIR
Buy One item and get another item of equal or lesser value for FREE!

BOOK SWAP
Bring in gently used books and swap them out for new-to-you books For FREE!

3:15 Room
Listen, Read and Watch Patrick Carman's twisted tales. One story every 15 minutes!

Polar Express Room
Drink Hot Chocolate while making ornaments and watching Polar Express!

Pictures with the Stars
You and your friends can pose with various literary characters for FREE!

TOYS for TOTS!
Help a child in need this Christmas. Bring a new unopened toy and drop in in the collection bin in the library and make a child smile this Christmas.

50% AR Deadline JANUARY 11th! KEEP READING!!!

Upcoming 7th Grade Basketball Games
lov. 26 Carl Stuart Home 4pm
lov. 29 Beebe Home 4pm
ec. 3 Searcy Away 4pm
ec. 5 Maumelle Home 4pm
ec. 12 Bob Courtway Home 4pm
ec. 17th Greenbrier Home 5pm

5th grade SEMESTER TEST SCHEDULE:

Wednesday, December 19	Thursday, December 20
8:00 - 9:25 1 st period Exam	3 rd period Exam
9:25 - 10:45 2 nd period Exam	4 th period Exam
10:45 - 11:15 LUNCH	LUNCH
11:15 - 3:00 Regular Schedule	Regular Schedule

6th grade SEMESTER TEST SCHEDULE:

Wednesday, December 19	Thursday, December 20
8:00 - 9:10 1 st period Exam	4 th period exam
9:15 - 10:25 2 nd period Exam	3 rd period exam
10:30 - 11:40 3 rd period	1 st period
11:45 - 12:15 LUNCH	LUNCH
12:15 - 1:35 4 th period	2 nd period
1:35 - 3:00 WHEEL/BAND	WHEEL/BAND

7TH grade SEMESTER TEST SCHEDULE:

Wednesday, December 19	Thursday, December 20
8:00 - 9:15 1 st Period Exam	4 th Period Exam
9:15 - 10:30 7 th Period Exam	6 th Period Exam
10:30 - 11:40 2 nd Period Exam	3 rd Period Exam
11:40 - 12:35 5 th Period Exam	5 th Period
12:35 - 1:05 LUNCH	LUNCH
1:05 - 2:05 4 th Period	1 st Period
2:05 - 3:05 6 th Period	7 th Period

*Friday, December 21st will be a makeup day.

CHRISTMAS BREAK December 24th-January 4th

Vilonia is a rural bedroom community with very little social opportunities for middle school students. The school is the heartbeat of the community. Students expressed a desire to have social events available for middle school students. Through student voice, a VMS LUAU was designed and hosted by middle school CREW students. There were approximately 400 students who attended the event. Parents, community members, and local businesses assisted students in making the event a success. Research indicates that meeting the developmental needs of students is one of the greatest student needs at the middle school level. Appropriate social interaction is very important to promote confidence and in assisting students in making good decisions. They must be given opportunities to interact in order to learn how to collaborate with others and respect diversity among their peers.

Not only is the event a great social opportunity, students use skills mastered in the classroom to organize the event. A presentation was developed and presented to the principal to request permission for the event. Students organized themselves into committees, designed activities for the event, and assigned job responsibilities for each activity held at the event. They requested volunteers from a variety of community stakeholders and secured resources needed to ensure that prizes, food, etc. would be available. A mock election was held at the event and students were allowed to vote by computer for a VMS LUAU queen and king per grade level. The evening concluded with prizes and the crowning of the queen and king. This may seem like an unusual event; but it is student created, appropriate, and an awesome opportunity to promote the social development of a middle school child. Parent and student surveys indicated it was one of the greatest events of the year. The VMS LUAU is officially an annual event totally driven by student voice.



VMS LUAU

Annual Social

5-7 Grades Only

-Various Carnival Games with small, fun prizes

-Contests (Limbo, Free Throw, Knock Out, Wii Dance, Best Outfit, & Hula Hoop Challenge)

-Vote on King/Queen of Grade
-Larger prizes given throughout the night donated by parents & community businesses

-CREW plans, sets up, takes down, gets donation, brings cakes/okes for certain games.



Green Ninjas Recycling Service-Learning Class

The Green Ninjas Class is an elective class that meets daily during an enrichment wheel period. The class was originally implemented into the middle school schedule as a recycling class. It has become much more as service-learning projects continue to emerge from student ideas and needs that arise in the community.

Through this class, students operate the recycling program of the entire campus. Students are assigned work areas and daily complete tasks needed for the recycling program to operate efficiently. A county partnership has been created with the county recycling program to encourage community members to recycle as well.

Several projects have emerged since the beginning of the class. This class has learned to recognize opportunities for service and seek ways to improve their school and community. The students collaborate together, create and develop projects, and are confident in their abilities to be problem solvers. They are truly striving to promote a higher quality of life and developing an understanding for the power of service in our society.



The following are examples of specific projects of the Green Ninjas:

- Humane Society and County Recycling Field Trip- Another project has been conducting Caps for Critters. This project was a fundraiser for the Conway Animal Welfare Unit. For a donation of a dollar or two old towels, students were allowed to wear a hat to school. The SLE students collected donations each morning before school. With the help of their classmates, the students raised \$250 and more than 100 towels. The students delivered the donations to the Animal Welfare Unit while visiting the Recycling Center.

- Christmas Food Boxes and Adopt Family Program- Green Ninja students have worked with several different projects to raise money to provide Christmas for needy children in the middle school. Through their efforts this past year, they were able to shop for several families at Christmas and prepare approximately 44 food boxes for families in need. Some of the projects they participated in to raise this money are as follows:
 - **Concessions**- Green Ninjas ran the concessions for the VMS Powder Puff Football Game, VMS Luau, and VMS Faculty/Student Ballgames
 - **Seed Sales**- With the help of local master gardener Mary Wells, students in the Green Ninjas Class harvested seeds from the school's flower garden. They bagged the seeds and sold them at parent-teacher conferences and at the annual chili cook-off.
 - **Food Drives**- The Green Ninjas operated the school food drive this year.

Working Food Drive



Students Shopping at Wal-Mart for Local Families at Christmas



Working Concessions at Powder Puff Football Game





Green Ninjas cleaning up the recycle bins around school



Ecofest 2012

GREEN NINJAS

Cardboard Car Race



Best design



3rd Place Distance



Wellness Fair

In an effort to promote healthy living and wellness, seventh grade middle school students expanded their Family Consumer Science health standards to the community by sponsoring a Vilonia Community Wellness Fair. Students participated through this service-learning project to host the fair in the middle school cafeteria. Several local and out of town businesses participated such as: Baptist Hospital, Whole Foods, Smoothie King, Garden Farm organics, North Pulaski Farms, Pulse Wave Technology, etc. Attendees of the Wellness Fair were treated to food samples, blood pressure checks, and even a foot massage!



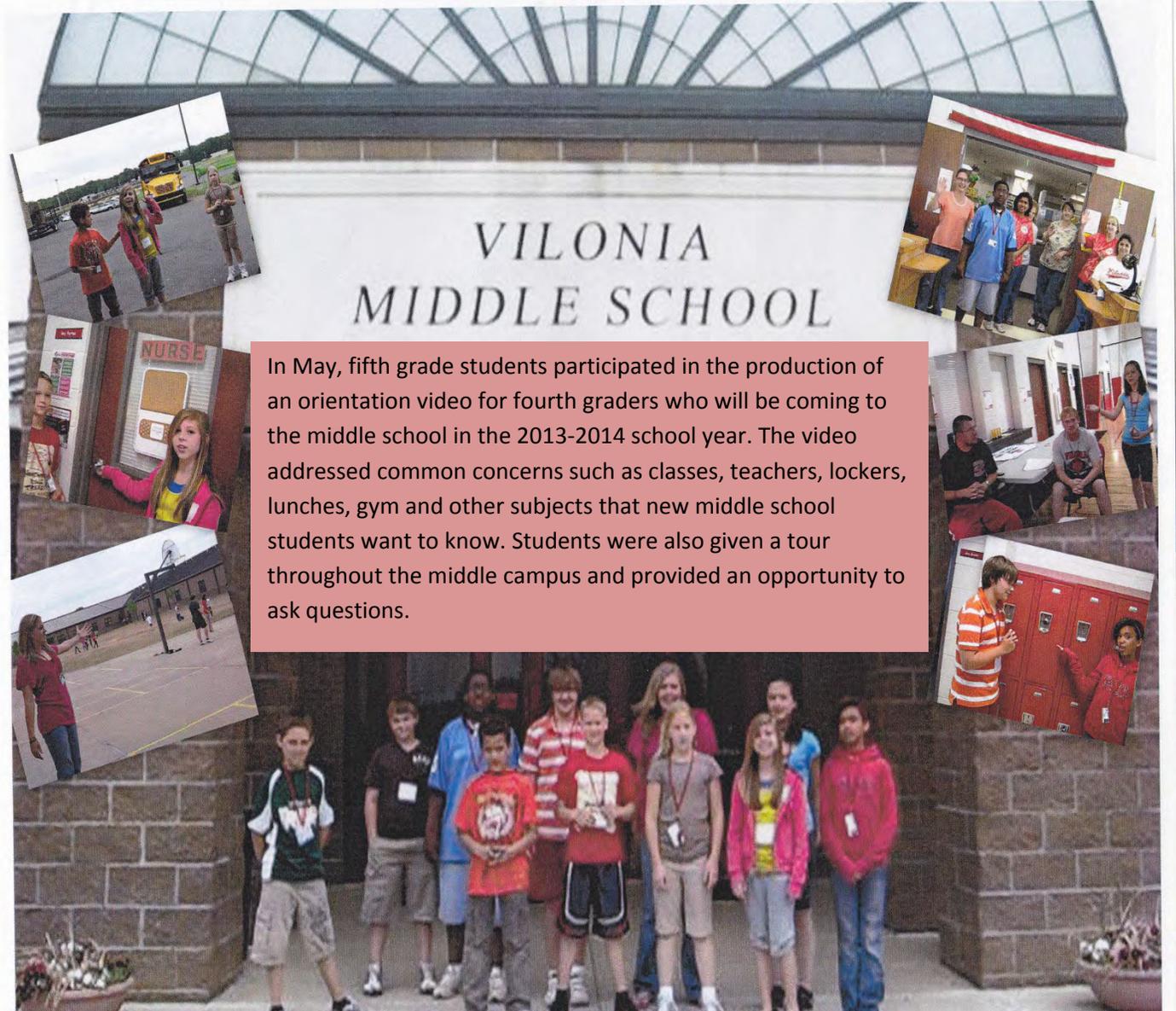


Community Literacy Coffeehouse

The seventh grade PreAP Literacy classes hosted a Community Literacy Coffeehouse. The objective is to promote literacy and inform parents/community members about what students are reading. Students presented original movie media book trailers to introduce their books as they entertained the crowd. They then conducted a question and answer session with the audience.



Fourth Grade Orientation



Powder Puff Game

The Powder Puff Football Project is a prime example of what students can do when given the opportunity. A student approached the principal for permission to plan a powder puff game with a focus on breast cancer awareness. After acquiring a faculty member to sponsor the event, the students were off to plan the event which produced amazing results.

Students recruited several stakeholders to assist with the operations of the event. Coach Roper, and other seventh grade coaches assisted the students during and after school with practice for the event. Seventh grade boys assisted with coaching the two girl teams. Seventh grade cheerleaders assisted with teaching the boys cheers and a routine for the event. The seventh grade band participated and played at the event. The sixth grade Green Ninjas operated the concessions. Parents volunteered to be the game announcer, work the admission gate, and take pictures of the event. The local Vilonia Youth Football Association volunteered to provide referees for the game. The students' advertisement team promoted the event at school and in the community.

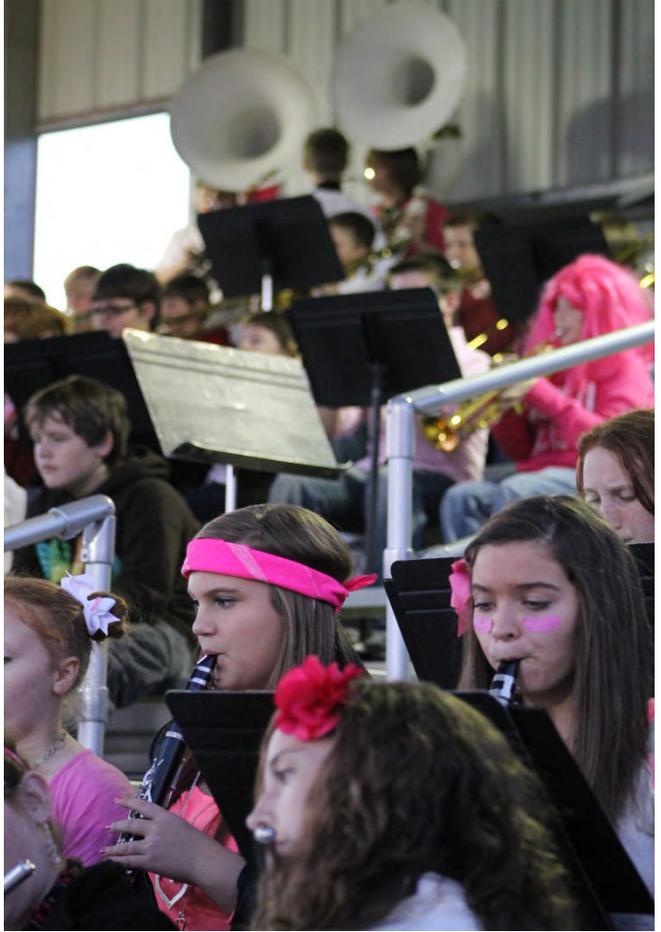
On Monday, October 29, 2012, the Vilonia High School Football Stadium appeared to be a sea of pink. The attendance was so that it actually appeared to be a Jr. High Football Game. These seventh grade students had managed to bring the school and community together for a night of fun while promoting breast cancer awareness. Several ladies in our community have been touched with breast cancer and this was a great event to honor their strength and courage through their struggle. At the end of the game, 20 lanterns were lit and released in memory/honor of those fighting breast cancers.

This project provided an opportunity for students to take the lead and be active citizens. It taught them that they too can make a huge difference with the issues facing today's world. These students will be future leaders of our society and they must be provided opportunities to learn the importance of responsible citizenship and service to their country. Through this event, they raised about 1,800.00 for breast cancer research by charging \$2.00 per person at the gate. This was a great accomplishment, but the greatest was what they learned about themselves and how it made them feel to step up and be a difference maker.











Alternative Learning Environment

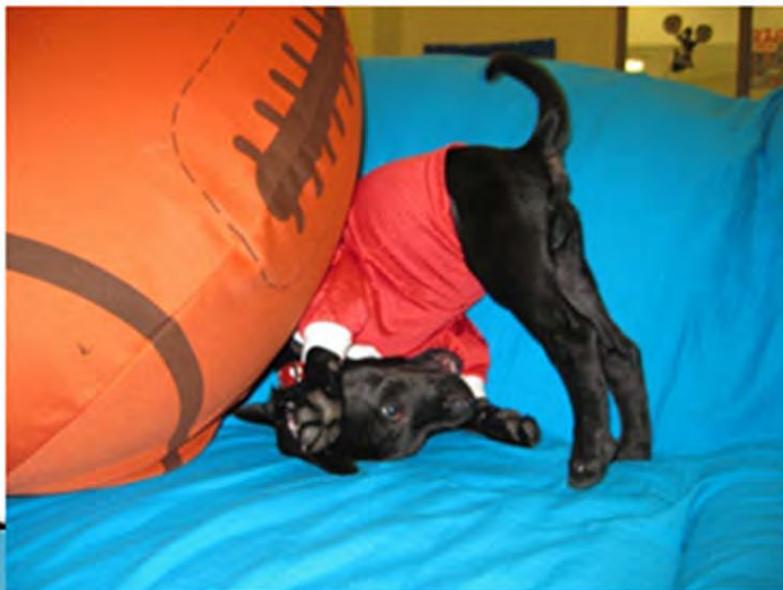
The Alternative Learning Environment strives to provide students with unique opportunities to develop emotionally and socially. The ultimate goal is to ensure that ALE students are successfully integrated back into the general population and academic success for all students. After the Vilonia Academy of Service and Technology Charter School was started, the ALE classroom was the first location service-learning became a major focus as a methodology of instruction in the Vilonia Middle School. Since this method had been so successful in the charter program, the spark was ignited to consider this out of the box approach in the alternative learning environment. During the 10-11 school year, Libby became a part of the ALE classroom. The following is an action research project conducted to examine the effectiveness of having a dog as a therapy tool in the alternative classroom.

Action Research
"Libby"
VILONIA MIDDLE
SCHOOL



LIBERTY BELLE “LIBBY”

- ▶ Libby is a Lab/Basset Hound who joined our Middle School Alternative Program in August.



Action Research Question

Will Libby improve academic and social skills of students in the alternative classroom?



Students Read Daily To Libby



Responsibility: Students provide daily care for Libby, assist in managing funds, and purchasing supplies



Libby is connected to the Curriculum

(Interdisciplinary Lessons – Upper Level Blooms)

Service-Learning Example

- ▶ Students Designed an Outdoor Area for Libby
- ▶ Built a Model of the Outdoor Area
- ▶ Made a Presentation Requesting the Project
- ▶ Assisted in Writing a Learn and Serve Grant to Fund the Project
- ▶ Will Build the Outdoor Exercise Area for Libby

MEET: Erin Wesbecher

Where do you live: I live in Conway, but in the Vilonia School District, with my husband, two daughters and two dogs.

Originally from: Vilonia.

Job: Alternative Learning Environment (ALE) Teacher at Vilonia Middle School.

Pet's name: Liberty Belle, a.k.a. "Libby"

Age: 14 weeks.

Breed: Bassett Hound/Lab mix.

Where/when did you meet your pet: I met Libby this summer during teacher in-service. Our secretary brought several puppies to the school in hopes of giving them away — and she did, within just a few minutes! I had been thinking for some time about the possibility of using pet therapy in my classroom. I work with students who have mood and behavior disorders, and I thought an emotional support animal would be a great addition to our classroom environment. Luckily, I have excellent administrators who were very open to the idea. I

brought Libby home that day — and the rest is history!

Activities you enjoy together: We enjoy reading together, playing outside, snuggling and riding in the car.

Other info: As an emotional support animal, Libby provides therapeutic benefits to those around her through non-judgmental support and companionship. My students are also reading aloud to her weekly. This is wonderful because it improves their reading skills, and Libby loves all the attention! I am also using Libby to teach the students about hygiene, physical health and responsibility. Libby visits classrooms around the school, but enjoys spending time in our special education classes the most! My students are also working on fundraiser ideas to raise money to have Libby trained as a therapy dog, which is turning out to be excellent math/critical thinking practice.



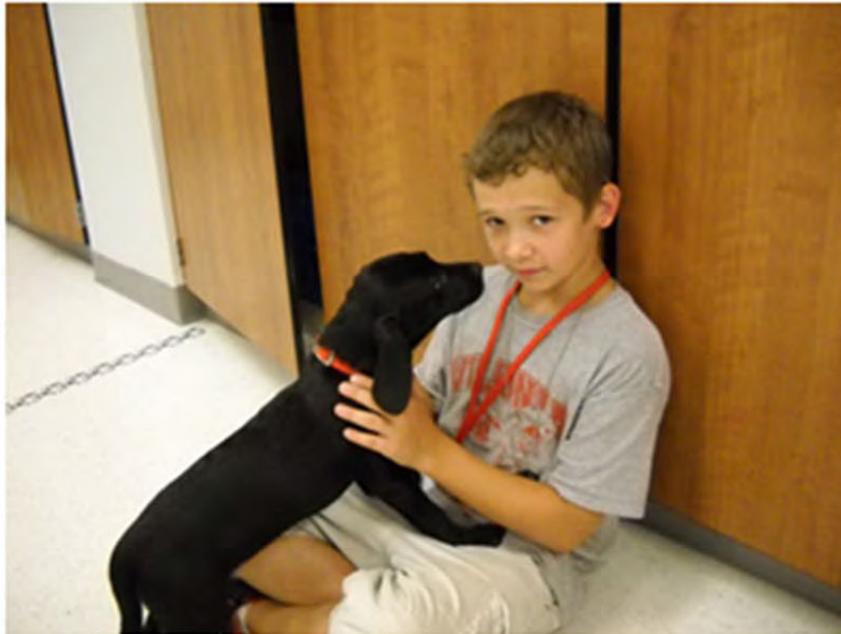
Adam Jenkins (from left), Casey Flack and Erin Wesbecher.

“Where’s Libby?” Any time I leave the classroom without her, I’m asked this question at least five times — by students and other teachers!

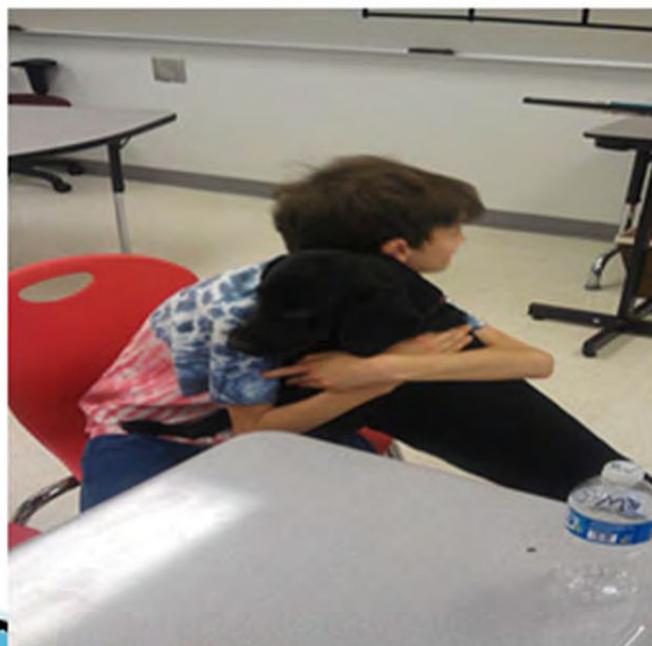


For more information on fundraising efforts to support Libby and the pet therapy program at Vilonia Middle School, please email erin.wesbecher@viloniaschools.org.

LIBBY PROVIDES UNCONDITIONAL LOVE



Alternative Students Learn to Interact and Show Care for Others



SUMMARY OF DATA



Attendance		
Year	09-10 Days Absent	10-11 Days Absent
Student 1	19	4
Student 2	20	5
Student 3		
Student 4	12	5

Discipline Office Referrals		
Year	09-10 Number of Referrals	10-11 Number of Referrals
Student 1	27	6
Student 2	20	0
Student 3		
Student 4	30	15

Academic Improvement		
Year	09-10 Completion of Class Assignments	10-11 Completion of Class Assignments
Student 1	62%	100%
Student 2	65%	97%
Student 3		
Student 4	68%	97%

Year	09-10 Quarterly Assessments	10-11 Quarterly Assessments
Student 1	Basic	Proficient
Student 2	Below Basic	Basic
Student 3		
Student 4	Basic	Proficient

Academic Improvement

- ▶ All students in this program have improve academic performance in the classroom.
- ▶ All students have improved reading fluency.



Quotes From : Alternative Students

- ▶ “Libby is right there beside me and I know she wants me to do good on my work. She just makes me feel better.”
- ▶ “Libby has made it easier for me. When I’m sad or upset, I just think of her, and she calms me down.”
- ▶ “I can’t wait to see Libby everyday. School is great and Libby is our princess.”
- ▶ “Having Libby in the classroom has really helped me. I can’t punch or throw anything around her. I think she has really helped me control my anger.”
- ▶ “Libby has helped me improve my grades by calming me down and helping my attitude.”

CONCLUSIONS

- ▶ Attendance Rates Improved
- ▶ Discipline Referrals Decreased
- ▶ Academic Performance Improved
- ▶ Social Acceptance at School Improved



VMS LOVES LIBBY!



The benefits of having Libby in the alternative classroom proved to be more than could have originally been imagined. She not only has been a great part of our program, she has the heart of all students throughout the school. This year, the alternative classroom paraprofessional has moved and Libby will be retired from the class. She will live as a pet with the paraprofessional's family. Since Libby came to the school program, she has been living with the paraprofessional and coming to work daily. The boys in the class who raised her transitioned to the Jr. High last year. All but one student had a successful year and remains in the general population.

Although Libby will not be in the class this year, a plan for a therapy dog will continue. Contact has been made with the Paws n Prison Program and the alternative classroom will be receiving a new therapy puppy to serve in the classroom. Students will be responsible for all the puppy's needs and will learn the value of unconditional love through this experience. It is a primary goal to offer these students a service experience, such as the experience with Libby, to ensure they too will learn responsible behavior, appropriate social skills, and soon be transitioned back into the general population as successful students.

Alternative Chicken Coop Tractor Project

This year, the alternative classroom expanded its service program to a chicken coop with laying hens. The students researched types of laying hens, created a project proposal, and presented it to the principal for approval. After gaining approval for the project, the students in the classroom worked through math standards as they built the coop. They worked collaboratively together to design just the right coop, purchased the needed materials, and successfully built a coop that would be appropriate for their new laying hens. After the coop was prepared, the hens arrived. They were so excited the first morning they had eggs to gather. Much to their surprise, they soon realized that eggs don't come washed and ready fresh from the hen. So, each morning students rotate chores which include washing the eggs and preparing them to sell. Money raise from the egg sales is used to purchase food for the hens.

Through this project, the students are responsible for caring for the chickens daily. They water, feed, and check the chickens for any health problems that might arise. An amazing fact is that these students even convince their parents over the weekend to bring them to school so they can check on the chickens. Remember, these are students who were not functioning in the classroom setting. Through this project they are being provided opportunities to engage in learning and develop a respect for education.





Faulkner County Master Gardener, Mary Wells, helps students in the Vilonia Middle School garden. Mrs. Wells comes to the school periodically to teach students about the process of maintaining a garden and about native plants found in Arkansas.

The alternative learning classroom students have been working to maintain this outdoor classroom/garden at VMS. They have made many improvements and as you can see have established a beautiful garden to learn about science, work ethic, and to develop intrinsic motivation and pride. Students also grow milkweed in this garden which attracts butterflies. They lay their eggs and science classes watch the chrysalis as it develops to hatch into a butterfly. The students check a rain gauge regularly and report results to the local weather channels. The picture below is provided to show the pride these boys have in this garden. They were so excited to watch the roses, they planted, bloom almost overnight. As the principal, it is great to see them ask with excitement if I noticed how beautiful they were.



Diamond School

This past year, the Vilonia Middle School was designated as an Arkansas Diamond School to Watch. Service-learning has been an integral part in the accomplishment of this designation. Service-learning provided a strong foundation of activities to assist in meeting the criteria for designation. The criteria rubric is as follows:

- High Academic Achievement
- Shared Values
- Commitment to Young Adolescents
- Positive School Climate
- Family and Community Partnerships

The following newspaper article and photos depict the celebration/designation day. The student body and faculty were dressed in T-Shirts representing their teams. A great celebration was held with various student groups leading the program.

Vilonia Middle School celebrates Diamond award

Posted: February 13, 2013 - 9:42pm

Students at Vilonia Middle School celebrate during a ceremony where the school was awarded the status of an Arkansas Diamond School to watch. LINDA HICKS PHOTO

By [Linda Hicks](#)

SPECIAL TO THE LOG CABIN

VILONIA — The staff and students at the Vilonia Middle School were told Tuesday, at an Arkansas Diamond Schools to Watch award ceremony, they have “stepped out onto the national stage” regarding education standards.

The event began at 10 a.m. and lasted almost two hours with more than 1,100 in attendance including nearly 800 students. Although it was held in the Vilonia High School gymnasium, it was an exclusive middle school event.

“You have put Vilonia on the map. I hope you realize this is a momentous occasion and enjoy every moment,” said Dr. Mona Briggs, a representative of the Diamond Schools to Watch program, addressing the VMS students and staff.

The honor, Briggs explained, is part of a program began by the National Forum to Accelerate Middle Grades Reform, founded in 1997 and comprised of an alliance of more than 81 national associations, foundations, researchers and educators. The National Forum identifies high-performing middle schools and highlights their achievements so other schools might benefit from their example.

VMS, Briggs said, is one of the 13 schools in Arkansas named as Diamond Schools to Watch. Only three, including VMS, were named in the state for 2013. Achieving the accomplishment, Briggs said, was labor intensive with several factors taken into consideration,

including academic excellence, developmentally responsive, socially equitable and an infrastructure that promotes teaming and “a sense of belonging. “

The staff and students at VMS have a “passionate desire and a can-do attitude,” she said.

“Today you have stepped out onto the national stage and joined an elite group of teachers and students who are passionate about teaching and learning.”

Charles Green, also a representative of the Diamond Schools to Watch, presented a plaque to Cathy Riggins, VMS principal. His comments seemed to be aimed more at the classroom teachers saying having a “can-do” attitude, is what it takes to make the difference in schools.

“That is what is in the schools that make the difference,” he added. Dedicated teachers “where the rubber meets the road — in the classroom,” is what matters, as well as a strong support system, including encouraging school administrators and a caring Board of Education.

Accepting the award on behalf of the school, Riggins said it is the goal of the VMS to focus on the needs of every student, sometimes looking outside the box for solutions.

“We are proud to serve as a model for other schools in the state and nation,” she said, inviting those in attendance to celebrate.

When speakers weren’t on stage, the air was filled with music including the tune of “Celebration.” Banners lined the walls denoting the different teams in the schools. Names such as Eagle Café Country, Sixth Grade VMS Thunder, VMS FCCLA, Vast Village and Library Crew were on them.

Student Heather Gonzales sang the National Anthem. The VMS seventh-grade cheerleaders performed. The seventh-grade band played.

Serving as the emcee, Riggins handed out awards to many at the school including teachers, office personnel, cafeteria workers, the custodian, the school nurse, coaches, music teachers, classroom aids and assistant principal Rodney Partee. Students clapped, cheered and bestowed standing ovations.

Riggins also recognized a “special member” of the team teacher Beverly McGuire who lost her battle with cancer last year but worked toward the achievement. McGuire had a passion for VMS and excellent education, Riggins said.

“She was part of this award,” Riggins said. On that note, Riggins asked McGuire’s mother and sisters, who were in the audience, to stand in her honor. The women, Riggins said, drove from Hope for the ceremony.

Dr. Frank Mitchell, Vilonia School superintendent, was also a speaker. He joined the speakers before him in touting the praises of Riggins for her leadership, and the staff and students for the parts they played in the achievement. One of the things he has learned, in his position, he said, is to “ stand back, stay out of the way and let good people do a good job. “

“This is something important to know, the recognition today is a voluntary effort. This is something Mrs. Riggins and the staff at the Middle School didn’t have to do,” he said. “They wanted to do this. And, we are proud of them for doing it.”

He talked briefly about the importance of public schools and the missions mandated, including to be responsible for the education of every child—rich or poor.

“We are proud to serve every student in our district,” he said.

Riggins ended the ceremony recognizing audience members referring to them as “stakeholders,” which she defined as parents, business owners, politicians and peers. Looking into the bleachers, Riggins said, she is a Vilonia Eagle and has been proud of being one since she was a small child. She also said she is humbled to work in the school district serving the community she loves and will strive for the school to continue to achieve accolades.

“It’s a great day to be part of VMS,” she concluded. After the ceremony, teachers were provided lunch while volunteers manned the cafeteria.



ADDITIONAL BENEFITS OF SERVICE LEARNING

CLASSROOM COLLABORATION AND POSITIVE CLIMATE

Through the implementation of service projects, a strong collaborative culture has been established at Vilonia Middle School. Student voice is a positive presence and students are more engaged in learning. Through service-learning the traditional classroom fades away and opportunities for real life connections evolve. The following pictures promote the learning environment that exists at Vilonia Middle School.





A

B

C

D

E

Literature Circles:
Throughout the school year the students participate in Literature Circles. Literature Circles help students with their comprehension as well as their social skills working

A collage of four photographs showing students engaged in Literature Circles. Each photo is labeled with a letter in a circular icon: A, B, C, and D. Photo A shows a group of boys reading books, one titled 'Pleasant in Choice'. Photo B shows two girls reading books. Photo C shows a girl reading a yellow book titled 'Sharon Creech Love That Dog'. Photo D shows two girls reading books. Photo E shows a group of girls reading books. The background is a light yellow color.



Reaching out to our community through service-learning has brought a stronger community presence to our classrooms. Classroom instruction is being enriched as community stakeholders partner to bring engaging activities to the classroom.



Classroom Visit:
After completing a contract and other activities on the Mystery genre the students had a visitor from the Sheriff's department. David Hall came out and set up a "crime scene" for the students to "solve". David used the same mystery vocabulary words, (solve, mystery, crime, motive, alibi, etc.) that we had used during our Mystery contract and Literature Circle work. David explained to the students how "real" mysteries are solved. The students were also given an opportunity to ask him questions.

Mr. Steve Fowler, Quail Biologist for the Arkansas Game and Fish Commission, gave a demonstration with live quail to the fifth-grade students and discussed ecosystems and habitats. He is the father of Emma Fowler, a fifth-grade student at Vilonia Middle School



Civil War Reenactment



Robert Swain
 Was a guest speaker for our 6th grade social studies classes. Coach Keith Porie does a great job getting his students involved in hands-on learning.

Plans for Continuation and Expanding Service-Learning

at

Vilonia Middle School

During the upcoming school year a district focus has been placed on student engagement. Vilonia Middle School will strive to continue to offer project based service-learning projects to assist in meeting this district wide objective. The implementation of Common Core will compliment this methodology of learning as students are offered a common curriculum, focused on preparing them with skills, needed for the 21st Century. Some areas the faculty and administration would like to address are as follows:

- Funding for a Vegetable Garden Program- Last Spring, the alternative classroom teacher applied for a grant to assist with this project. Unfortunately the middle school was not funded. It will be a goal to continue with this project idea and seek ways to make this project a reality in the alternative program.
- Access to More Technology- The opportunity for one to one technology has given the Academy of Service and Technology several greater opportunities to incorporate effective project based learning. It is the desire of the middle school program to continue to seek ways to acquire more technology to offer students a greater opportunity to create and implement project based service opportunities. The middle school is striving to transition traditional classrooms into classrooms of the 21st Century.

- Finally, the most important plan for continuation of service-learning is to always value student voice. Many projects that will arise this upcoming school year will be based on the students' responses to needs as they arise. At Vilonia Middle School, we are striving to guide students to becoming responsible citizens. Often they amaze us with their abilities if we support them, and recognize their worth in bringing solutions for problems to the table.