



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA **STATE BOARD OF EDUCATION**

October 8, 2015

Arkansas Department of Education

ADE Auditorium

10:00 AM

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Consent Agenda

C-1 Minutes - September 10, 2015

Presenter: Deborah Coffman

C-2 Minutes - September 11, 2015

Presenter: Deborah Coffman

C-3 Review of Loan and Bond Applications

The members of the Arkansas State Board of Education are requested to review the following: Commercial Bond Application – 5 Second Lien Bonds

With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package: Pursuant to Arkansas Code Annotated § 6-20-1205 concerning school district bonds, a school district shall not sell bonds until the issue is approved by the State Board of Education. Therefore, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district bond application for the full amount of the proposed bond issue, approve the application for a lesser amount than requested, or disapprove the application.

Presenter: Cindy Hollowell and Amy Woody

C-4 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process. The information is needed to measure the effectiveness of the agency's recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require the agency to compile statistical information about applicants for employment.

Presenter: Greg Rogers 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 25 school districts covering a total of 49 waivers. There were also requests for long-term substitutes from 24 school districts requesting a total of 37 waivers for long-term substitutes. These requests have been reviewed, either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: Darrick Williams

C-6 Consideration of the Recommendation of the Professional Licensure Standards Board for Case 15-094 – Terry Lynn Simmons

Violation of Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a two (2) year suspension and assess a \$100.00 fine. Mr. Simmons was notified of the Ethics Subcommittee’s recommendation on July 16, 2015. Mr. Simmons did not respond within the required thirty-day time period.

Presenter: Wayne Ruthven

C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for Case 15-111 - Mary Elizabeth Fitzgerald

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order permanent revocation of Ms. Fitzgerald’s license. Ms. Fitzgerald was notified of the Ethics Subcommittee’s recommendation on July 16, 2015. Ms. Fitzgerald did not respond within the required thirty-day time period.

Presenter: Wayne Ruthven

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case 15-139 – Cathy Sue Nance

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written warning. Ms. Nance was notified of the Ethics Subcommittee’s recommendation on August 11, 2015. Ms. Nance accepted the recommendation on August 14, 2015.

Presenter: Wayne Ruthven

Action Agenda

A-1 Consideration of Resolution for Arkansas School Bus Safety Week

Arkansas School Bus Safety Week is annually observed during the third week of October, which coincides with the observance of National School Bus Safety Week. This year, Arkansas School Bus Safety Week will be observed October 19-23, 2015. Ms. Susie Everett, owner of Everett Buick GMC in Bryant, and Mr. Tom Farmer, transportation director for Bryant School District, have both been tremendously supportive and active in the state’s annual Flashing Red. Kids Ahead. The Board is asked to adopt an Arkansas School Bus Safety Week resolution.

Presenter: Mike Simmons, Senior Transportation Manager, Arkansas Division of Public School Academic Facilities and Transportation

A-2 Consideration of the Little Rock School District Report of Progress

Little Rock School District Superintendent Mr. Baker Kurrus and staff will provide a monthly report of the progress of the six schools identified in academic distress.

Presenter: Baker Kurrus, LRSD Superintendent

A-3 Consideration of Appeal from Denial of School Choice Application – Cleaves

Pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, the Cleaves family appeals the decision of the Palestine-Wheatley School District to deny school choice applications for the 2015-2016 school year. The family resides in the Forrest City School District.

Presenter: Jennifer Davis

A-4 End of Semester Review of Open-Enrollment Public Charter School in the Initial Year of Operation: Exalt Academy of Southwest Little Rock

Pursuant to Ark. Code Ann. §6-23-406, end-of-semester financial and student enrollment data is provided for the initial school year of operation of open-enrollment charter Exalt Academy of Southwest Little Rock.

Presenter: Mary Perry and Alexandra Boyd

A-5 End of Semester Review of Open-Enrollment Public Charter School in the Initial Year of Operation: Quest Middle School of West Little Rock

Pursuant to Ark. Code Ann. §6-23-406, end-of-semester financial and student enrollment data is provided for the initial school year of operation of open-enrollment charter Quest Middle School of West Little Rock.

Presenter: Mary Perry and Alexandra Boyd

A-6 Consideration of Waiver from Repayment Obligations for NBPTS Program Funding - Miranda McDiarmid

Miranda McDiarmid is a licensed educator who received state funding for participation in the National Board for Professional Teaching Standards certification program. Ms. McDiarmid did not complete the certification and is required by law to repay the state funding she received. The State Board may suspend or revoke an educator's license for failure to repay the state funding. Ms. McDiarmid requests that the State Board grant a waiver from the repayment obligation due to extenuating circumstances. The Department recommends that the Board grant the waiver.

Presenter: Cheryl Reinhart

A-7 Consideration of Waiver Request for Teaching License – Lynn D. Lang

Lynn D. Lang has applied for a first-time teaching license. On April 28, 2015, the Department notified Mr. Lang that a background check conducted under Ark. Code Ann. § 6-17-410 revealed a disqualifying offense for licensure. Mr. Lang has requested a waiver of the disqualifying offense. Mr. Lang represents himself.

Presenter: Jennifer Liwo

A-8 Consideration of Waiver Request for Teaching License – Anwar H. Fairley

Anwar H. Fairley is a licensed educator. On August 14, 2015, Mr. Fairley was notified that the Department would seek revocation of his teaching license based on a disqualifying offense for licensure under Ark. Code Ann. § 6-17-410. Mr. Fairley has requested a waiver of the disqualifying offense. Mr. Fairley is represented by attorney Greg Alagood.

Presenter: Jennifer Liwo

A-9 Consideration of Waiver Request for Teaching License – Melanie J. Williams

Melanie J. Williams is a licensed educator. On August 17, 2015, the Department was informed that Ms. Williams' name appears on the Child Maltreatment Central Registry. On August 19, 2015, the Department notified Ms. Williams that she is disqualified from holding a teaching license under Ark. Code Ann. § 6-17-410. Ms. Williams has requested a waiver from the State Board. Ms. Williams is represented by attorney Steve Smith.

Presenter: Jennifer Liwo

A-10 Adoption of State Board of Education Meeting Dates for Calendar Year 2016

Arkansas statute requires that each constitutional board and commission set proposed dates for the next calendar year. The State Board of Education has previously set the second Thursday and Friday of each month as its regular meeting dates.

Presenter: Kendra Clay

A-11 Consideration of High School Partnership for Assessment of Readiness for College and Careers (PARCC) Cut Scores

The Department request approval of the high school PARCC cut scores for Arkansas.

Presenter: Hope Allen

A-12 Consideration to Approve Cut Scores for the National Center and State Collaborative (NCSC) Assessment

The Department requests approval of the cut scores for the National Center and State Collaborative (NCSC) Assessment.

Presenter: Hope Allen

A-13 Consideration of Praxis Test for New Age 3-4 Special Educational Licensure passing score

To address a new Arkansas educator licensure area in Age 3-4 Special Education, Educational Testing Service (ETS) provided the following information from a state test review for the Praxis™ Interdisciplinary Early Childhood Education (5023). The 5023 is currently one of two tests required for the Early Childhood Special Education Integrated (Birth-Kindergarten) license and is the content assessment for the special education components of the B-K license. To support the decision-making process for the Arkansas Department of Education (ADE) with regards to establishing a passing score, or cut score, for the Praxis™ Interdisciplinary Early Childhood Education (5023) test, research staff from ETS designed and conducted a state test review in February 2014 and a follow up meeting in April 2014. The review collected content-

related validity evidence to confirm the importance of the content specifications for entry-level early childhood special education integrated (B-K) teachers. The two hour assessment contains 100 multiple-choice questions covering four content areas: Growth and Development of Young Children Across the Spectrum of Development (24 questions); Educational and Service Requirements for Children with a Range of Abilities and Special Needs (19-20 questions); Curriculum, Instruction, and Assessment for Young Children (26-27 questions); Play and Learning Environment for Young Children (24 questions); Collaboration with Families and Colleagues (14-15 questions); and Professionalism and Growth through Professional Development (11-12 questions). The recommended passing score is provided to help the ADE determine an appropriate operational passing score. For the Praxis™ Interdisciplinary Early Childhood Education (5023), the recommended passing score is 160 (on a 100 - 200 scale). For the Age 3-4 Special Education license, the ADE recommends adopting the Praxis™ Interdisciplinary Early Childhood Education (5023) test with a cut score of 160 effective immediately.

Presenter: Michael Rowland

A-14 Consideration for Final Approval: Arkansas Department of Education Rules Governing Consolidation and Annexation of School Districts

The State Board released these rules for public comment on July 9, 2015. A public hearing was held on August 6, 2015. The public comment period expired on August 14, 2015. Public comments were received, no substantive changes were made. The proposed rules have been approved by the Governor's Office. Arkansas Department of Education staff respectfully requests that the State Board of Education give final approval to these rules pending Legislative Council review.

Presenter: Jennifer Davis

A-15 Consideration for Final Approval: Arkansas Department of Education Rules Governing Professional Development

The State Board released these rules for public comment on August 13, 2015. A public hearing was held on September 2, 2015. The public comment period expired on September 18, 2015. No public comments were received. The proposed rules have been approved by the Governor's Office. Arkansas Department of Education staff respectfully requests that the State Board of Education give final approval to these rules pending Legislative Council review.

Presenter: Jennifer Davis

A-16 Consideration for Final Approval: Arkansas Department of Education Rules Governing Required Training for School Board Members

The State Board released these rules for public comment on July 9, 2015. A public hearing was held on August 6, 2015. The public comment period expired on August 14, 2015. No public comments were received. The proposed rules have been approved by the Governor's Office. Arkansas Department of Education staff respectfully requests that the State Board of Education give final approval to these rules pending Legislative Council review.

Presenter: Jennifer Davis

A-17 Consideration for Final Approval - Arkansas Department of Education Rules Governing College and Career Readiness Planning Programs

The State Board on August 13, 2015, approved for public comment proposed Rules Governing College and Career Readiness Planning Programs. The Department received no comments. Department staff respectfully requests that the State Board approve these rules as final.

Presenter: Cory Biggs

A-18 Consideration for Public Comment: Arkansas Department of Education Rules Governing the Succeed Scholarship Program

Act 1178 of 2015 created the Succeed Scholarship Program, and directed the State Board of Education to adopt rules and develop notices and other documentation necessary to administer the Succeed Scholarship Program that are in the best interest of students. Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: Cory Biggs

A-19 Consideration for Public Comment: Proposed Arkansas Department of Education Rules Governing Schools of Innovation

Act 1136 of 2015 revised Arkansas laws pertaining to Schools of Innovation, adding a requirement that schools comply with state law and rule regarding the education of gifted and talented students. Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: Cory Biggs

A-20 Consideration for Public Comment – Proposed Arkansas Department of Education Policies Governing Educator Preparation Program Approval

The Department recommends changes to the Arkansas Department of Education Policies Governing Educator Preparation Program Approval. These changes are needed to update the rule. The Department staff respectfully requests that the State Board authorize the release of the proposed rules for public comment.

Presenter: Cheryl Reinhart

A-21 Consideration for Public Comment: Arkansas Department of Education Rules Governing Local Education Agency Numbers

Ark. Code Ann. § 25-6-107 addresses local education numbers and allows the State Board of Education to adopt rules necessary to fully implement the issuance of LEA numbers. Arkansas Department of Education staff respectfully requests that the State Board of Education approve the proposed rules for public comment.

Presenter: Jennifer Davis

Minutes
State Board of Education Meeting
Thursday, September 10, 2015

The State Board of Education met Thursday, September 10, 2015, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 10:02 a.m.

Present: Toyce Newton, Chair; Mireya Reith, Vice-Chair; Diane Zook; Joe Black; Dr. Jay Barth; Vicki Saviers; Susan Chambers; Brett Williamson; Charisse Dean; Ouida Newton, Teacher of the Year; and Johnny Key, Commissioner.

Absent: none

Consent Agenda

Ms. Zook moved, seconded by Ms. Reith, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - August 6, 2015
- Minutes - August 13, 2015
- Minutes - August 14, 2015
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-124 – Demetris Donnell Ford
- Consideration of Voluntary Surrender of Teaching License – Professional Licensure Standards Board Case #15-020 – Mary Faith McCormick
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-102 – Russell Anthony Dupwe
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-122 - Darrick Wayne Lowery
- Consideration of Voluntary Surrender of Teaching License – Professional Licensure Standards Board Case #15-156 – Dale Warren Mann
- Education Renewal Zones Program

Action Agenda

A-1 Consideration of the ForwARd Vision and Recommendations

Ms. Kathy Smith, Senior Program Officer for the Walton Family Foundation; Dr.

Sherece West-Scantlebury, president and CEO of the Winthrop Rockefeller Foundation; and Mr. Jared Henderson, managing director of ForwARd Arkansas, requested the Board endorse the vision and recommendations.

Managing Director of ForwARd Arkansas Mr. Jared Henderson reviewed the timeline of events from the partnership creation through the development of a vision and recommendations outlined in the *New Vision for Arkansas Education* available at <http://www.forwardarkansas.org>. Several members of the steering committee were present in support of the work.

Mr. Henderson said the recommendations are grouped into seven focus areas. He said this document was a vision with aspirations and recommendations. He said the plans would be developed in the next stages of the work. He said there would be debate regarding some of the recommendations but the process would engage Arkansans.

Ms. Smith said ForwARd Arkansas would work with the Arkansas Department of Education to consider needs of the agency regarding some of the recommendations.

Chair Newton requested that Dr. Barth serve as the Board representative on the ForwARd committee.

Ms. Zook moved, seconded by Ms. Chambers, to endorse the vision, process, next steps for ForwARd Arkansas, and the appointment of Dr. Barth to serve as the Board representative on the ForwARd committee. The motion carried unanimously.

The Board and the Commissioner expressed their support of the vision and encouraged all Arkansans to get involved.

A-2 Consideration of the Little Rock School District Report of Progress

Little Rock School District Civic Advisory Committee Co-Chairs Dr. Dionne Jackson and Mr. Greg Adams said the committee met on August 27 and heard a report from the J. A. Fair High School administration regarding the implementation of the 7-period day and the changes in the school culture. She said the committee also heard reports from the district administration. She said the committee has requested that a representative from the Hispanic community be added to the committee. Dr. Jackson said the committee meets once a month for two hours.

Dr. Jackson said the committee has planned a retreat that is scheduled for Saturday, September 19. She said the executive planning committee has requested that the retreat be a closed meeting. She said the Arkansas Public

Policy Panel and the Rockefeller Foundation would sponsor Ms. Jennifer Wilson to serve as the facilitator for the retreat.

Little Rock School District Superintendent Mr. Baker Kurrus said the schools are following the recommendations for academic distress schools. He said the staff are working hard and collaborating. He said all of the schools are implementing needed improvements. He said he has asked the Civic Advisory Committee to guide him on facilities. He said consideration of charter schools within the boundaries of LRSD is important to the next steps for the district.

Dr. Barth moved, seconded by Ms. Reith, to approve the Little Rock School District report. The motion carried unanimously.

Video: Arkansas Education Achieving Excellence

The ADE shared a video available on the ADE website at <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/state-standards-review-for-mathematics-and-english-language-arts>.

Commissioner Key said the video was developed in partnership with CJRW through a grant from the Rockefeller Foundation to appeal to educators, parents and the community regarding the State Standards.

Chair Newton said she reflected on her own journey. She said she remembered a caring group of teachers and cafeteria ladies who saw a spark in her, supported her and expected great things for her. She said there are children needing that type of support now. She said there are future chairpersons in our classrooms.

Video: Governor's Asa Hutchinson's Computer Science and Coding Initiative

The video is available at https://www.youtube.com/watch?v=_HnbOhgHU-E. Commissioner Key said the video was an example of the expectations for the Computer Science and Coding Initiative.

A-3 District Request for Waivers Granted to Open-Enrollment Charter: Batesville School District

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allowed a school district to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the school district. She said the district previously submitted a request for waivers at the August 13, 2015, State Board meeting. She said the district had withdrawn a request for a waiver from 15.02.

Batesville School District Deputy Superintendent Mr. Harvey Howard said on

August 13, 2015, the State Board approved the waiver for a planned instructional day for the Batesville School District.

Batesville School District Secondary Curriculum Coordinator Ms. Lisa Huff said the district was requesting two waivers:

1. Class size and teaching load (no more than 165 students total per teacher in Grades 7-12) for five years
2. Licensure for non-core for five years

Ms. Huff said the high school is on a block schedule. She said the intention of the waiver was to provide a 40-minute block of time for interventions, enrichments, mentors, and reading.

Batesville School District Director of Curriculum and Instruction Ms. Jennifer Douglas said the licensure waiver would permit the district to employ experts who may not have an Arkansas teaching license.

Mr. Howard said the district considered these waivers to meet the needs of students. He said the district did consider other alternative pathways. He said the district was only requesting the licensure waiver for educators in the Gateway program.

State Board Actions

1. Ms. Zook moved, seconded by Mr. Williamson, to approve the waiver for class size and teaching load for five years. The motion carried unanimously.
2. Ms. Dean moved, seconded by Ms. Zook, to approve the waiver for licensure for the non-core classes in the Gateway program for five years. The motion carried unanimously.

Two open-enrollment charter waivers were granted to the Batesville School District.

A-4 District Request for Waivers Granted to Open-Enrollment Charters: Gentry School District

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the school district.

Gentry Public School District Superintendent Dr. Randy Barrett said the waivers were a companion to the district conversion charter application that the Board would hear at a later date. He said the district was requesting the following waivers for five years or until their conversion charter is approved, whichever comes first:

1. 6-15-902(a) Grading scale -- Exemptions -- Special education classes.

2. 6-15-1004 Qualified teachers in every public school classroom.
3. 6-16-102 School day.
4. 6-17-908 Teacher's salary fund- Authorized disbursements
5. 6-17-309 Licensure -- Waiver
6. 6-17-401 Teacher's license requirement
7. 6-17-902 Definitions. ("Teacher")
8. 6-17-919 Warrants void without valid license and contract
9. 6-17-1501 et seq. Teacher Fair Dismissal Act
10. 6-18-210. Definitions. (Planned Instructional Time)
11. 6-18-211 Mandatory attendance for students in grades nine through twelve.

Dr. Barrett said the district was working toward a regional technical school experience closer to the district.

Staff Attorney Mr. Cory Biggs recommended the Board take the waivers individually.

State Board Actions

1. Dr. Barth moved, seconded by Ms. Reith, to deny the waiver for 6-15-902(a) Grading scale. Ms. Zook and Mr. Williamson voted no. The final vote was 6-2. The motion carried.
 - a. Ms. Saviers moved, seconded by Ms. Dean, to reconsider the motion above. The motion carried unanimously.
 - b. Mr. Williamson moved, seconded by Ms. Saviers, to approve the waiver for 6-15-902(a) Grading scale for the diesel mechanics course for five years or until the conversion charter is approved, whichever comes first. The motion carried unanimously.
2. Ms. Zook moved, seconded by Mr. Williamson, to approve the waiver for 6-15-1004 qualified teachers in every public school classroom for the diesel mechanics course for five years or until the conversion charter is approved, whichever comes first. Dr. Barth voted no. The final vote was 7-1. The motion carried.
3. Ms. Zook moved, seconded by Mr. Williamson, to approve the waiver for 6-16-102 School day for the diesel mechanics course for five years or until the conversion charter is approved, whichever comes first. Dr. Barth voted no. The final vote was 7-1. The motion carried.
4. Mr. Williamson moved, seconded by Ms. Zook, to approve the waiver for 6-17-908 Teacher's salary fund - Authorized disbursements for the diesel mechanics course (paid from fund 1000) for five years or until the conversion charter is approved, whichever comes first. The motion carried unanimously.
5. Mr. Williamson moved, seconded by Ms. Zook, to approve the waiver for 6-17-309 Licensure for the diesel mechanics course for five years or until the conversion charter is approved, whichever comes first. The motion carried unanimously.

6. Mr. Williamson moved, seconded by Mr. Black, to approve the waiver for 6-17-401 Teacher's license requirement for the diesel mechanics course for five years or until the conversion charter is approved, whichever comes first. The motion carried unanimously.
7. Ms. Dean moved, seconded by Ms. Saviers, to approve the waiver for 6-17-902 Definitions. ("Teacher") for the diesel mechanics course for five years or until the conversion charter is approved, whichever comes first. The motion carried unanimously.
8. Ms. Dean moved, seconded by Mr. Williamson, to approve the wavier for 6-17-919 warrants void without valid license and contract for the diesel mechanics course for five years or until the conversion charter is approved, whichever comes first. The motion carried unanimously.
9. The waiver request for 6-17-1501 et seq. Teacher Fair Dismissal Act was withdrawn from consideration.
10. Ms. Reith moved, seconded by Mr. Black, to approve the waiver for 6-18-210 definitions (Planned Instructional Time) for the diesel mechanics course for five years or until the conversion charter is approved, whichever comes first. The motion carried unanimously.
11. The waiver request for 6-18-211 Mandatory attendance for students in grades nine through twelve was determined to be an invalid request.
12. Ms. Saviers moved, seconded by Ms. Reith, to deny the waivers for 10.2; 10.02.5; and the Rules for Mandatory Attendance. The motion carried unanimously.

A-5 District Request for Waivers Granted to Open-Enrollment Charter: Lee County School District

Division of Learning Services Coordinator Ms. Mary Perry said Action Item #5 was pulled from the agenda.

A-6 Consideration of Waiver Request for Teaching License – Lynn D. Lang

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Mr. Lynn D. Lang has asked for a continuance until the October State Board meeting.

Ms. Saviers moved, seconded by Dr. Barth, to approve the continuance until October for Lynn D. Lang. The motion carried unanimously.

A-7 Consideration of Revocation of Teaching License – Amanda Leigh Reilly

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart

said Amanda Leigh Reilly holds a standard teaching license (expired August 16, 2015). She said on April 27, 2015, Ms. Reilly pled no contest to two criminal offenses that disqualified her under Ark. Code Ann. § 6-17-410 for licensure and employment in a public school. Ms. Reinhart said on July 14, 2015, the Department notified Ms. Reilly's attorney of the disqualification and her right to seek a waiver. Neither Ms. Reilly nor her attorney requested a waiver. The Department recommended permanent revocation of her license.

Mr. Black moved, seconded by Ms. Zook, to approve the revocation of teaching license for Amanda Leigh Reilly. The motion carried unanimously.

A-8 Consideration for Final Approval – Arkansas Department of Education Rules Governing Educator Licensure

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said on July 9, 2014, the Board approved for public comment proposed Rules Governing Educator Licensure. She said the Department received and considered public comments and made some changes to the rules.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said there have been many changes to licensure. She said representatives from higher education were partners in this work. She said the ADE was currently operating under emergency rules that would expire mid-November.

Director of Special Education Ms. Lisa Haley clarified questions from the Board regarding Special Education.

Dr. Barth moved, seconded by Ms. Saviers, to approve the Arkansas Department of Education Rules Governing Educator Licensure. The motion carried unanimously.

Announcement

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said the Arkansas Equitable Assess to Excellent Educators Plan was approved by the USDOE.

Ms. Zook moved, seconded by Dr. Barth, to add Action Item 9 to the action agenda. The motion carried unanimously.

A-9 Department of Education Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds

Staff Attorney Mr. Cory Biggs said the Department submitted these emergency rules that were approved, in part, at the August 13, 2015, State Board meeting. He said an emergency clause had been added, and these rules needed approval so that fiscal year 2015-2016 national school lunch state categorical funds could be disbursed by October 31, 2015, to those school districts that implemented the Community Eligibility Provision during fiscal year 2014-2015.

Ms. Saviers moved, seconded by Ms. Reith, to approve the emergency rule Department of Education Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds. The motion carried unanimously.

Report-7 Learning Services Report

Assistant Commissioner for Learning Services Dr. Debbie Jones said 93 percent of Arkansas seniors participated in the ACT assessment. She said students participating in the Core or more accounted for about a three-point increase in each ACT Benchmark.

Dr. Jones said the Standards Review process and timeline is posted to the ADE website at <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/state-standards-review-for-mathematics-and-english-language-arts>.

Dr. Jones said Arkansas IDEAS launched a new Learning Management System.

Report-8 Education Renewal Zones Report

Assistant Commissioner for Learning Services Dr. Debbie Jones said there were currently six (6) Education Renewal Zones (ERZ) in Arkansas. She said the ERZs submitted a strategic plan that was reviewed by ADE.

Report-9 Update on Content Standards and Assessment

Director of Assessment Ms. Hope Allen said the National Center and State Collaborative (NCSC) met in August to work on standard setting.

Ms. Allen said the ACT Aspire contract was in the final legal review stage. She said she hoped to have a final contract ready for legislative review in October.

Assistant Commissioner for School Accountability Ms. Annette Barnes said her division was working on calculation methods for determining academic distress.

Ms. Allen and Ms. Barnes said they would be meeting with the Technical Advisory Committee (TAC) to discuss calculation methods.

Report-10 Computer Science Report

Director of Computer Science Mr. Anthony Owen said a total of \$1,641,853.74 in computer science initiative grants were granted to Arkansas schools. Mr. Owen said he planned to visit each school. He shared examples of how Hot Springs School District was supporting students.

Mr. Owen said the process has started to develop K-8 Computer Science Standards. He said professional development was available through Lynda.com on ArkansasIDEAS.

Adjournment

Ms. Zook moved, seconded by Ms. Saviers, to adjourn. The motion carried unanimously.

The meeting adjourned at 4:44 p.m.

Minutes recorded by Deborah Coffman.

**Minutes
State Board of Education Meeting
Friday, September 11, 2015**

The State Board of Education met Friday, September 11, 2015, in the Arkansas Department of Education Auditorium. Vice-Chair Mireya Reith called the meeting to order at 9:01 a.m.

Present: Mireya Reith, Vice-Chair; Diane Zook; Joe Black; Dr. Jay Barth; Vicki Saviers; Brett Williamson; Charisse Dean; Susan Chambers; Ouida Newton, Teacher of the Year; and Johnny Key, Commissioner.

Absent: Toyce Newton, Chair

Reports

Report-1 Chair's Report

Ms. Zook said she attended the dedication of the new stadium and Glenview Elementary at the North Little Rock School District.

Ms. Saviers said she spoke with Jonathan Crossley, new principal at Baseline Elementary, and he was seeking community partners. She urged all patrons to reach out to their local schools and volunteer to mentor and support students.

Report-2 Commissioner's Report

Commissioner Johnny Key said Digital Learning Day is February 17, 2016. In Arkansas, Digital Learning Day is everyday. Arkansas iTunesU <http://arkansasitunesu.com> is reaching out to schools and asking them to submit videos for a new collection, Digital Learning Everyday. Commissioner Key introduced a video from Clarendon School District educator Ms. Stacey Caldwell. Commissioner Key said schools may contact Katrina.Craft@arkansas.gov or Donnie Lee at the O.U.R. Co-op to participate in this collection or others on Arkansas iTunesU.

Report-3 Recognition of PAEMST – Brian Leonard and Amanda Jones

Director of Computer Science Mr. Anthony Owen said on July 1, 2015, the White House announced the winners of the Presidential Awards for Excellence in Mathematics and Science Teaching. Ms. Amanda Jones, a science teacher at Poyen High School in Poyen, Arkansas, and Mr. Brian Leonard, a mathematics teacher at Lake Hamilton High School in Percy, Arkansas, were recipients of

the 2013 Presidential Awards for Excellence in Mathematics and Science Teaching. Mr. Owen said this presidential award is the nation's highest honor for mathematics and science teachers for grades K–12. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of mathematics and science education. He said a national committee of distinguished scientists, mathematicians and educators selected 108 teachers from the nation to receive the awards. In addition to a presidential citation, Ms. Jones and Mr. Leonard will each receive a \$10,000 award and a trip to Washington, DC, for professional development activities and an awards ceremony. They will also be recognized at the state level during the 2015 Arkansas Curriculum Conference. Additional information on the Presidential Awards for Excellence in Mathematics and Science Teaching Awards can be found at: <https://www.paemst.org/>

ADE Science Coordinator Ms. Michele Snyder introduced Ms. Jones. Ms. Jones teaches high school science at Poyen High School. She said students in rural schools can excel. She said the rural schools are meeting the needs of the students. Ms. Jones' profile is available at https://recognition.paemst.org/finalist_profile/32417.

Mr. Owen introduced Mr. Leonard. He said Mr. Leonard has served Arkansas as an exceptional teacher and member of ADE committees. Mr. Leonard is a high school mathematics teacher. Mr. Leonard said he is honored to work with students. Mr. Leonard's profile is available at https://recognition.paemst.org/finalist_profile/32257.

The Board congratulated Mr. Leonard and Ms. Jones and thanked them for their dedicated service to Arkansas students.

Report-4 Title I Distinguished Schools

Public School Program Coordinator Ms. Otistene Smith said the National Title I Distinguished School program is an important element in the National Title I Association's efforts to share positive examples of Title I schools making a difference in the educational lives of their students. She said this program has a two-fold benefit: providing much needed attention to successful schools and also helping to remind those in Congress and elsewhere that federal funds designated for Title I are a wise and valuable use of taxpayer dollars. She said the school was chosen by the Arkansas State Department of Education based on outstanding performance in one of these two categories.

- Category1: Schools that have exceeded adequate yearly progress - or alternative accountability criteria for those states with ED-approved ESEA Flexibility Requests - for two or more years. --Des Arc Elementary, Des Arc School District

- Category 2: Schools that significantly closed the achievement gap between subgroups of students. --Seventh Street Elementary, North Little Rock School District

Ms. Smith said only two (2) schools per state can be selected as a National Title I Distinguished School each year. This award is an especially prestigious honor for the school, staff and students.

Des Arc School District Superintendent Mr. Nick Hill introduced Ms. Dena Rooks, Elementary Principal; Ms. Judy Denton, Federal Programs; Ms. Jaime Eans, Math Specialist; Ms. Dianne Tipton, Teacher for Grade 4; and Ms. Courtney Skarda, Teacher for Grade 6. Mr. Hill accepted the plaque on behalf of the staff, students and parents of Des Arc Elementary School. More information is available at <http://www.titlei.org/ds/schools/des-arc-elementary>.

North Little Rock School District Superintendent Mr. Kelly Rodgers introduced Ms. Ruthie White, Seventh Street Elementary School Math Coach; Ms. Rebecca Reed, Seventh Street Elementary School Literacy Coach; Ms. Angie Colclasure, North Little Rock School District Literacy Specialist; Ms. Kristi Ratliff, North Little Rock School District Director of Federal Programs, Professional Development and School Improvement; and Ms. Pamela Wilcox, Seventh Street Elementary School Principal. Mr. Rodgers accepted the plaque on behalf of the staff, students and parents of Seventh Street Elementary School. More information is available at <http://www.titlei.org/ds/schools/seventh-street-elementary>.

Report-5 Stakeholders and Immigrant Parent Forum

Dr. Bradley Scott, Director, IDRA South Central Collaborative for Equity – Equity Assistance Center (EAC) for federal Region VI, described the presentations the EAC will conduct in several communities in Arkansas to support parent leadership, engagement, and parent/school partnership building for immigrant parents to support their children’s public school success in the context of a Quality Schools Action Framework. He said the series of stakeholders and immigrant parent forums will be conducted across Arkansas from September 11-17, 2015. Dr. Scott said the EAC was funded by USDOE to provide technical assistance to schools. The center’s role is to ensure civil rights are protected as students receive a quality education. Two meetings will be conducted in each community. More information is available at <http://arkansas-cradle.org/Home.html>

Report-6 Review the dates and format for quarterly progress reports from Priority and/or Academic Distress schools

Director of School Improvement Dr. Richard Wilde reviewed the dates and format

for quarterly progress reports from Priority and/or Academic Distress schools.

The Board and Commissioner expressed appreciation to the School Improvement Unit for making the reporting forms more efficient and effective. The Board requested more specific information regarding how the districts are supporting the schools.

Report-11 Report from the Special Committee on Academic Distress

Chair of the Special Committee Ms. Vicki Saviers said on Friday, June 12, 2015, the Special Committee on Academic Distress met with Belair Middle School and Pine Bluff High School in the Pine Bluff School District to hear a progress report. She said these schools are identified in Academic Distress. The Special Committee met with the school administrators on Friday, August 14, 2015, to consider the progress toward meeting three recommendations:

1. Members of the local school board and the district leadership team, including the new superintendent, could benefit from trainings to build leadership capacity and to learn strategies to better support schools in Academic Distress and/or Priority School Status. The training could be provided by the ADE School Improvement Unit (SIU) in consultation with the Arkansas School Boards Association.
2. The State Board should direct the School Improvement Unit, Division of Public School Accountability to collaboratively create a strategic plan for district-wide implementation in school year 2015-16.
3. The district leadership team with support from the School Improvement Unit will monitor site/school specific implementation of the plan and report to the State Board quarterly. The ADE School Improvement Unit would then report quarterly on the progress of the district.

The committee expressed concerns related to the Superintendent's provisional certificate status and the district's relationship and use of external providers. The committee requested the Pine Bluff School District prepare a full report of progress to be reviewed as an action item by the State Board in November.

Adjournment

Ms. Zook moved, seconded by Ms. Saviers, to adjourn. The motion carried unanimously.

The meeting adjourned at 10:18 a.m.

Minutes recorded by Deborah Coffman.

Section 1
Second Lien Bonds

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

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

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

**STATE BOARD OF EDUCATION MEETING
OCTOBER 8, 2015
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

5 2nd Lien	\$	24,105,000.00
<hr/>		<hr/>
5	\$	24,105,000.00

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

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Bentonville	Benton	15,457.84	\$20,000,000	15.24%	\$262,670,456	Constructing and equipping a new elementary school; purchasing land; and any remaining funds will be used for purchasing, constructing, refurbishing, remodeling, and equipping school facilities (\$19,514,000); and cost of issuance and underwriter's discount allowance (\$486,000).
Lavaca	Sebastian	857.06	\$530,000	20.60%	\$12,851,718	Constructing and equipping a safe room; and any remaining funds will be used for constructing, refurbishing, remodeling, and equipping school facilities (\$503,980); and cost of issuance and underwriter's discount allowance (\$26,020).
Nettleton	Craighead	3,247.17	\$1,560,000	10.78%	\$46,910,027	Constructing, renovating, and equipping school facilities (\$1,500,000); and cost of issuance and underwriter's discount allowance (\$60,000). Any remaining funds will be used for other construction, renovations, and equipment purchases.
Two Rivers	Yell	793.94	\$1,385,000	13.13%	\$9,305,000	Constructing and equipping new elementary classrooms and offices; constructing and equipping new athletic complex; and any remaining funds will be used for constructing, refurbishing, remodeling, and equipping school facilities (\$1,333,760); and cost of issuance and underwriter's discount allowance (\$51,240).
West Fork	Washington	1,110.60	\$630,000	13.58%	\$8,096,983	Erecting and equipping new school facilities, making additions and improvements to existing school facilities; and any remaining funds will be used for other construction, renovations, and equipment purchases (600,000); and cost of issuance (\$30,000).

NEWLY EMPLOYED FOR THE PERIOD OF August 15, 2015 – September 18, 2015

Joshua Clements – Nutritionist Consultant, Grade C121, Division of Educator Effectiveness/Licensure, Child Nutrition, effective 08/31/15.

PROMOTIONS/DEMOTIONS/LATERALTRANSFERS FOR THE PERIOD OF August 15, 2015 – September 18, 2015

*Wendy Allen – from a Public School Program Advisor, Grade C122, Public School Accountability, School Improvement, to the ADE Assistant to Director, Grade C129, Public School Accountability, Federal Programs, effective 08/31/15.

*Alexandra Boyd – from a Public School Program Advisor, Grade C122, Division of Learning Services, Charter Schools, to a Public School Program Coordinator, Grade C123, Division of Learning Services, Charter Schools, effective 09/14/15.

*Darrick Williams – from a Public School Program Coordinator, Grade C123, Division of Educator Effectiveness/Licensure, Educator Licensure, to an ADE Special Advisor, Grade N908, Division of Educator Effectiveness/Licensure, Educator Licensure, effective 08/24/15.

SEPARATIONS FOR THE PERIOD OF August 15, 2015 – September 18, 2015

Johanna Henderson – Public School Program Advisor, Grade C122, Division of Public School Accountability, Federal and State Monitoring, effective 09/11/15. 1 Year, 9 months, 29 days. 01

*Alisa Jackson – Administrative Specialist III, Grade C112, Division Learning Services, Education Renewal Zone, effective 09/11/15. 1 Year, 6 months, 23 days. 01

*Evonne Rayson – Grants Manager, Grade 121, Division of Educator Effectiveness/Licensure, Child Nutrition, effective 08/28/15. 0 Years, 10 months, 29 days. 01

*Pearlyna Tyous – Administrative Specialist III, Grade C112, Division of Research and Technology, Technical Support, effective 08/21/15. 1 Year, 4 months, 7 days. 01

*Minority

AASIS Codes:

01 – Voluntary

Long Term Substitutes

Month on Board	LEA	District	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted /Denied	Semester Granted	Comment	Posted
Sept 2015		Easter Seals	Tammie Silas	B.S. -UALR	Melissa Silveira	SpEd Instructional Specialist P-4, 4-12	Granted	1st	Resigned end of 2014-15 school year	8/6/2015
Oct 2015	0104	Stuttgart School Dist	Kristen McCormick	BSE-ASU	Sarah Smith	First Grade	Granted	1st	Maternity leave	8/31/2015
Oct 2015	1608	Jonesboro School Dist	Rachel Miller	BS-Hipscomb Univ	None	English	Granted	1st	No Teacher of Record	8/31/2015
Oct 2015	5804	Pottsville School Dist	Jennifer Taylor	BS- ATU	None	5th Grade Science	Granted	1st	No Teacher of Record	8/31/2015
Oct 2015	0201	Crossette School Dist	Ashley Sanders	BA-MSU	None	Math	Granted	1st	No Teacher of Record	8/31/2015
Oct 2015	0201	Crossette School Dist	LaJoyce James	BA-Walden	None	Music/Choir	Granted	1st	No Teacher of Record	8/31/2015
Oct 2015	0201	Crossette School Dist	Debra Harbain	BA- LA @ Monroe	None	Art	Granted	1st	No Teacher of Record	8/31/2015
Oct 2015	0201	Crossette School Dist	Samantha McAlpin	BA- UAM	None	Math	Granted	1st	No Teacher of Record	8/31/2015
Oct 2015	4501	Flippin School Dist	Josh Lynch	BA- ATU	None	Sec Social Studies	Granted	1st	No Teacher of Record	8/31/2015
Oct 2015	4102	Foreman School Dist	Jessica Klitz	BSE-Fayetteville	Lisa Smith	Music K-6	Granted	1st	move to 2nd grade	8/31/2015
Oct 2015	4706	RiverCrest School Dist	Candace Hawkins	BA- Hannibal-LaGrange	None	Music K-6	Granted	1st	Resigned 8/6/2015	8/31/2015
Oct 2015	5204	Camden Fairview SD	Morgan Cole	BA-UAM	None	Sec Science	Granted	1st	No Call No show on 1st day	8/31/2015
Oct 2015	5204	Camden Fairview SD	Brook Morgan	BA-SAU	None	Elem Teacher	Granted	1st	No Teacher of Record	8/31/2015
Oct 2015	1503	Nemo Vista School Dist	Seth Taylor	BSE-Beebe	None	Agriculture	Granted	1st	No Teacher of Record	8/31/2015
Oct 2015	0402	Decatur School Dist	Anne Ball	BA-John Brown	Melissa Mitchell	Gifted & talented	Granted	1st	Maternity leave	8/31/2015
Oct 2015	3302	Melbourne School Dist	Sherry Bailey	BS-ASU	None	6th Grade/GT	Granted	1st	No Teacher of Record	8/31/2015

Additional Licensure Waiver Requests
2015 - 2016 School Year
October State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
1520	ARCH FORD EDUCATIONAL SERVICE	3	CATLETT, SARAH	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			HOWARD, JAMIE	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			SEXTON, KIMBERLY	113-Drama 7-12, 166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
3520	ARK. RIVER EDUC. SERVICE CNTR.	6	BUTLER, SHERICE	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Denied
			CARMICKLE, KANASHA	001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	252	252-ECH/SP. ED. INTEG B-K	15-16	Denied
			DONHAM, SHERYL	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Denied
			MCCLOUD, KAWANA	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Denied
			PARKS, LASHUNDRA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Denied
			WILLIAMS, ASHLEY	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Denied
6091	ARK. SCHOOL FOR THE BLIND	6	BENEDETTI, JENNIFER	107-Grade 5-6 Endorsement (P-4) 5-6, 234-Special Ed Visual Specialist 4-12, 001-Early Childhood Education PK-4, 232-Special Ed Visual Specialist PK-4, 276-Build Level Admin P-12	288	288-Guid & Counseling K-12	15-16	Granted
			JOHNSON, ASHLEY	001-Early Childhood Education PK-4, 253-Elementary K-6	253	253-Elementary K-6	14-15 15-16	Granted
			RING, LAUREN	001-Early Childhood Education PK-4	284	284-Sp Ed Visual K-12	15-16	Granted
			ROGERS, BRANDY	001-Early Childhood Education PK-4	284	284-Sp Ed Visual K-12	14-15 15-16	Granted
			WILLIAMS, TYRONE	001-Early Childhood Education PK-4, 253-Elementary K-6, 247-ESL K-12	232, 234	232-Special Ed Visual Specialist PK-4, 234-Special Ed Visual Specialist 4-12	14-15 15-16 14-15 15-16	Granted Granted

6092	ARK. SCHOOL FOR THE DEAF	1	GREIMAN, JENNIFER	200-Mathematics 7-12, 230-Special Ed Inst Specialist 4-12	288	288-Guid & Counseling K-12	14-15 15-16	Granted
1002	ARKADELPHIA SCHOOL DISTRICT	1	YELVERTON, PATRICIA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
3599	ARKANSAS CORRECTIONAL SCHOOL	1	WASHINGTON, HOSEA	167-Social Studies 7-12, 184-Elementary 1-6	302	302-Building Level Administrator 5-12	14-15 15-16	Granted
	ARKANSAS DIVISION OF YOUTH SERVICES	2	JONES, SHANA	114-Speech 7-12	269, 268	269-Physical Science 7-12, 268-Life Science 7-12	15-16 15-16	Granted Granted
6043	ARKANSAS VIRTUAL ACADEMY	2	KEYS, KELLIE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
			SWAIN, TEAGAN	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
4701	ARMOREL SCHOOL DISTRICT	2	HUGHES, REBECCA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			KORTAN, HUNTER	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	254	254-Middle School Math 4-8	15-16	Granted
4101	ASHDOWN SCHOOL DISTRICT	4	HENRY, ALICIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 413-Career Ser Special Population 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			SURBER, SUSAN	167-Social Studies 7-12, 184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	259	259-Art K-12	15-16	Granted
			WEATHERL, JESSICA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			YORK, KAY	183-Elementary K-6 K-6, 402-Elementary Principal K-9, 506-Library Media Spec Elementary K-9, 522-Guidance Elementary K-9, 001-Early Childhood Education PK-4	276	276-Build Level Admin P-12	15-16	Granted
			ANDERSON, SHELLY	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16	Granted
			HUMPHRY, DANA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	250	250-Business Technology 4-12	15-16	Granted

7301	BALD KNOB SCHOOL DISTRICT	5	MUCKELBERG, STEPHAINE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15 15-16	Granted
			ROBERTS, ASHLEE	159-Middle School Social Studies 5-8, 184-Elementary 1-6	258	258-Special Education K-12	15-16	Granted
			BRYANT, CATHERINE	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4, 239-Curr/Prog Admin (Curr) PK-12	289	289-Gifted & Talented K-12	15-16	Granted
5401	BARTON-LEXA SCHOOL DISTRICT	9	CARR, MELANIE	001-Early Childhood Education PK-4, 254-Middle School Math 4-8	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
			GIBBS, JENNIFER	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	260	260-Art K-6	14-15 15-16	Denied
			MILLER, MONIQUE	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	288	288-Guid & Counseling K-12	14-15 15-16	Granted
			NICHOLS, KYLE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	14-15 15-16	Granted
			PALMER, FRANCES ANN	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	295, 296	295-Lib Media Sci PK-8, 296-Lib Media Sci 7-12	13-14 14-15 15-16	Denied
			POOLE, GREGORY	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	256	256-Middle School Social Studies 4-8	14-15 15-16	Denied
			SMITH, KRISNER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	15-16	Granted
			DIFANI, BRETT	002-Middle Childhood Lang Arts/SS 4-8, 254-Middle School Math 4-8	257	257-Middle School Science 4-8	14-15 15-16	Granted
HEADLEY, SHANA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted			
HUMPHREY, SARAH	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted			

3201	BATESVILLE SCHOOL DISTRICT	5	MCMINN, JAMIE	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted
			PICKETT, SARAH	166-Eng Lang Arts 7-12	286	286-Library Media Spec K-12	14-15 15-16	Granted
5201	BEARDEN SCHOOL DISTRICT	4	BARNER, KELLI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	269	269-Physical Science 7-12	15-16	Granted
			HAMMONDS JR., MARK	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
			MITCHELL, SHARON	184-Elementary 1-6	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 14-15 15-16	Granted Granted
6302	BENTON SCHOOL DISTRICT	2	HINSON, CHRISTOPHER	200-Mathematics 7-12	276	276-Build Level Admin P-12	15-16	Granted
			RAGAN, LUCRETIA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	259	259-Art K-12	15-16	Granted
0401	BENTONVILLE SCHOOL DISTRICT	2	WELSHER, DAVID	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 308-ESL 7-12, 307-ESL PK-8	308	308-ESL 7-12	12-13 13-14 15-16	Denied
			WOODS, JULIA	208-Drama/Speech 7-12	276	276-Build Level Admin P-12	15-16	Denied
0502	BERGMAN SCHOOL DISTRICT	2	SHEARER, MELANIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	15-16	Granted
			SLAY, KELSEY	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Denied
0801	BERRYVILLE SCHOOL DISTRICT	2	MAY-GAMBOA, ANAMARIA	710-Spanish K-12	247	247-ESL K-12	15-16	Denied
			RACIC, NICOLE	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
3001	BISMARCK SCHOOL DISTRICT	1	PALMER, SONJA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
2901	BLEVINS SCHOOL DISTRICT	1	BENIGHT, KRISTY	001-Early Childhood Education PK-4	257	257-Middle School Science 4-8	15-16	Granted

7303	BRADFORD SCHOOL DISTRICT	3	BOATMAN, REGINA	224-Business Tech 4-8, 225-Business Tech 7-12, 7015-American History 5-8, 7020-Contemp Am History 7-8, 7030-World Cult/History 5-8, 226-Business Tech PK-PS, 250-Business Technology 4-12	418	418-Career Development 4-8	15-16	Granted
			HOLLIS, LESLEY	166-Eng Lang Arts 7-12	710, 108	710-Spanish K-12, 108-Journalism 7-12	15-16 15-16	Granted Granted
4801	BRINKLEY SCHOOL DISTRICT	1	BRYANT, CATHERINE	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4, 239-Curr/Prog Admin (Curr) PK-12	289	289-Gifted & Talented K-12	15-16	Granted
5204	CAMDEN FAIRVIEW SCHOOL DISTRICT	4	MAGBY, MEGAN	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
			RENFRO, ELIZABETH	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
			WELCH, TYLER	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	166	166-Eng Lang Arts 7-12	14-15 15-16	Granted
			WYATT, MELISSA	054-Journalism 7-12, 114-Speech 7-12, 166-Eng Lang Arts 7-12	286	286-Library Media Spec K-12	14-15 15-16	Granted
4303	CARLISLE SCHOOL DISTRICT	2	HANKS, CARLA	111-Middle School Mathematics 5-8, 184-Elementary 1-6	286	286-Library Media Spec K-12	15-16	Granted
			WESTERGREN, MICHAEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	15-16	Granted
6802	CAVE CITY SCHOOL DISTRICT	4	ASBERRY, REBEKAH	268-Life Science 7-12, 269-Physical Science 7-12	200	200-Mathematics 7-12	15-16	Granted
			CROUCH, REGINA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			SMITH, LAUREN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	288	288-Guid & Counseling K-12	15-16	Granted
			WINSTON, ELIZABETH	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted

3212	CEDAR RIDGE SCHOOL DISTRICT	2	TRAMMEL, ERICA	056-Middle School English 5-8, 184-Elementary 1-6	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Denied
			WATSON, MISTY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
1702	CEDARVILLE SCHOOL DISTRICT	1	WASHAUSEN, MAX	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
5502	CENTERPOINT SCHOOL DISTRICT	2	KIZER, BRITTANY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16	Granted
			TOPOR, HANNAH	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	257	257-Middle School Science 4-8	15-16	Granted
2402	CHARLESTON SCHOOL DISTRICT	1	MILLIGAN, SHERRY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Denied
4802	CLARENDON SCHOOL DISTRICT	1	MEEK, STEVEN	087-Coaching 7-12, 150-Social Studies 7-12, 271-Coaching K-12	276	276-Build Level Admin P-12	15-16	Granted
3601	CLARKSVILLE SCHOOL DISTRICT	1	YATES, ANGELIQUE	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
1305	CLEVELAND COUNTY SCHOOL DISTRICT	1	DEDMAN, AMY	184-Elementary 1-6	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
7102	CLINTON SCHOOL DISTRICT	1	SOLOMON, DELORES	107-Grade 5-6 Endorsement (P-4) 5-6, 167-Social Studies 7-12, 001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	14-15 15-16	Granted
2301	CONWAY SCHOOL DISTRICT	2	NANCE, ASHLEY	230-PE/Wellness/Leisure 7-12, 235-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-	410, 412	410-Career Academy Endorsement 7-12, 412-Career Preparation Endorsement 7-12	15-16 15-16	Granted Granted
			DORSE, DEBORAH	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			FUQUAY, SHANA	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	15-16	Granted
			JEWELL, SAMANTHA	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16	Granted

5707	COSSATOT RIVER SCHOOL DISTRICT	5	RICHARDSON, JANA	183-Elementary K-6 K-6, 300-Guid & Counseling 7-12, 001-Early Childhood Education PK-4, 299-Guid & Counseling PK-8	276	276-Build Level Admin P-12	14-15 15-16	Denied
			SMITH, ANGELA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	15-16	Granted
0302	COTTER SCHOOL DISTRICT	2	EDMONSON, BRADLEY	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			RISLEY, EMMA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
2403	COUNTY LINE SCHOOL DISTRICT	1	VIGIL, CHRISTOPHER	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 112-Basic Math Endorsement 7-12, 200-Mathematics 7-12, 271-Coaching K-12	500	500-P. E. & HEALTH K-12	15-16	Granted
0201	CROSSETT SCHOOL DISTRICT	2	GIBSON, WENDALL	131-General Science 7-12, 170-Life/Earth Science 7-12, 403-Secondary Principal 5-12	269	269-Physical Science 7-12	15-16	Granted
			ROY, DAWN	167-Social Studies 7-12	250	250-Business Technology 4-12	15-16	Granted
7503	DANVILLE SCHOOL DISTRICT	6	BAGULEY, LISA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			FOWLER, TRESSIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 306-Gift & Talented 7-12, 308-ESL 7-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8, 307-ESL PK-8	286	286-Library Media Spec K-12	14-15 15-16	Granted
			MENDEZ, PATRICIA	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			PFEIFER, BROOKE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			RICHARDSON, JENNIFER	170-Life/Earth Science 7-12, 6530-Chemistry 9-12, 6540-Physics 9-12, 6545-Physical Science 7-12	288	288-Guid & Counseling K-12	14-15 15-16	Granted

			SPIKES, JENNA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Granted
7504	DARDANELLE SCHOOL DISTRICT	3	FAIRBANKS, KAREN	268-Life Science 7-12	258	258-Special Education K-12	15-16	Granted
			HARRISON, JOSH	228-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 227-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16	Granted
			HUNTER, KRISTI	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Denied
5106	DEER/MT. JUDEA SCHOOL DISTRICT	2	ROYCE, SHELLY	001-Early Childhood Education PK-4	166	166-Eng Lang Arts 7-12	15-16	Denied
			WINDEL, NATHAN	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	528	528-Computer Science 4-12	15-16	Denied
6701	DEQUEEN SCHOOL DISTRICT	1	PARSON, JOSEPH	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
5901	DES ARC SCHOOL DISTRICT	3	LEFEVRE, JENNIFER	001-Early Childhood Education PK-4, 166-Eng Lang Arts 7-12, 247-ESL K-12	108, 208	108-Journalism 7-12, 208-Drama/Speech 7-12	15-16 15-16	Granted Granted
			MILHOLEN, DOUGLAS	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Denied
0101	DEWITT SCHOOL DISTRICT	2	ISOM, KRYSTAL	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			MILLER, CHARLEY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
3102	DIERKS SCHOOL DISTRICT	6	HAINEN, JENNIFER	204-Vocal Music 7-12, 203-Vocal Music PK-8, 419-Grade 5/6 Business Tech Endors 5-6	259	259-Art K-12	15-16	Granted
			MANASCO, SAMANTHA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 209-Algebra 1 Endorsement 8-8	200, 268	200-Mathematics 7-12, 268-Life Science 7-12	14-15 15-16	Denied
			NEAL, CRYSTAL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	200	200-Mathematics 7-12	14-15 15-16	Denied
			QUINN, KACI	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			WHITE, JENNIFER	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted

5802	DOVER SCHOOL DISTRICT	1	KELLEY, MEGAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 255-Middle School English 4-8	200	200-Mathematics 7-12	14-15 15-16	Denied
5301	EAST END SCHOOL DISTRICT	1	EVANS, NICOLE	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
5608	EAST POINSETT CO. SCHOOL DIST.	3	HICKS, TERRI	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			WILLIAMS, KATHERINE	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	14-15 15-16	Denied
			WRAY, AIMEE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	13-14 14-15 15-16	Granted
7201	ELKINS SCHOOL DISTRICT	1	HALL, CHARITY	224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	418	418-Career Development 4-8	15-16	Granted
4302	ENGLAND SCHOOL DISTRICT	2	MANEK, SHERI	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Denied
			TALLENT, BRANDY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Denied
6047	ESTEM PUBLIC CHARTER SCHOOL	2	CLUTS, REBECCA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			ERNST, PATRICIA	224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
0802	EUREKA SPRINGS SCHOOL DISTRICT	1	ALLEN, DALE	113-Drama 7-12, 166-Eng Lang Arts 7-12, 200-Mathematics 7-12	289	289-Gifted & Talented K-12	14-15 15-16	Granted
	FIRST STEP, INC.	2	BUCHANAN, LAURA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15 15-16	Denied
			PETTIT, RHONDA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			GILLEY, AMY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	280	280-Curriculum Prog Adm/Curriculum P-12	15-16	Denied

4501	FLIPPIN SCHOOL DISTRICT	5	HUDSON, KELVIN	083-Physical Education K-12, 131-General Science 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 6545-Physical Science 7-12, 6546-Astronomy 7-12, 6547-Geology 7-12, 312-Build Administrator PK-8	277	277-District Administrator P-12	15-16	Denied
			ROBERTSON, CHARLOTTE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			RODRIGUEZ, KRISTEN	004-Spanish 7-12, 169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12, 308-ESL 7-12, 003-Spanish PK-8, 307-ESL PK-8	258	258-Special Education K-12	15-16	Granted
			VANCUREN, CLIFFORD	218-Agri Sci & Tech 7-12	268	268-Life Science 7-12	15-16	Granted
2002	FORDYCE SCHOOL DISTRICT	3	CHILDRESS, GLENDA	184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	282	282-Curr/Prog Admin (Spec Ed) P-12	14-15 15-16	Granted
			LAWSON, RHONDA	184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	312	312-Build Administrator PK-8	13-14 14-15 15-16	Denied
			RICE, NIKKI	166-Eng Lang Arts 7-12, 296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	288	288-Guid & Counseling K-12	15-16	Granted
4102	FOREMAN SCHOOL DISTRICT	5	CODY, KIMBERLY	200-Mathematics 7-12	276	276-Build Level Admin P-12	13-14 14-15 15-16	Granted
			GAULDIN, TRACI	166-Eng Lang Arts 7-12, 412-Career Preparation Endorsement 7-12, 287-Reading K-12	167	167-Social Studies 7-12	15-16	Granted
			LANSDELL, YOLANDA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
			LAWRENCE, TAMMY	001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	250	250-Business Technology 4-12	15-16	Granted

			YOUNG, MICHELLE	200-Mathematics 7-12, 225-Business Tech 7-12, 413-Career Ser Special Population 7-12, 250-Business Technology 4-12	288	288-Guid & Counseling K-12	15-16	Granted
6201	FORREST CITY SCHOOL DISTRICT	1	BOWLES JR, ZRANO	167-Social Studies 7-12, 236-PE/Wellness/Leisure 7-12, 313-Build Administrator 7-12, 417-Driver Education Endorsement 7-12, 227-PE/Wellness/Leisure PK-8, 312-Build Administrator PK-8	277	277-District Administrator P-12	15-16	Granted
	FORRESTER DAVIS DEVELOPMENT CENTER	1	FORREST, ANGIE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
2602	FOUNTAIN LAKE SCHOOL DISTRICT	3	BAKER, TRICIA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			GRAVES, JORDAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	14-15 15-16	Granted
			ROBERTSON, LEANN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15 15-16	Granted
0403	GENTRY SCHOOL DISTRICT	5	DUNCAN, CASSIE	167-Social Studies 7-12	258	258-Special Education K-12	15-16	Granted
			MOSES, JORDAN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			SIMMONS, JO	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			SMITH, CLIFFORD	167-Social Studies 7-12, 230-Special Ed Inst Specialist 4-12	256, 257	256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	14-15 15-16 14-15 15-16	Granted Granted
			ANDREWS, CHARITY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			BROWN, NATAUSHA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted

2807	GREENE COUNTY TECH SCHOOL DISTRICT	13	GAZAWAY, JESSICA	202-Art 7-12, 201-Art PK-8	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			GUNNELS, ELIZABETH	001-Early Childhood Education PK-4	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15 15-16 13-14 14-15 15-16	Granted Granted
			LAMB, LINDSEY		255, 256	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	15-16 15-16	Denied Denied
			LOVINS, BRIAN	167-Social Studies 7-12, 236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Denied
			MITCHELL, MARTIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	15-16	Granted
			NELSON, CHARLES	200-Mathematics 7-12, 302-Building Level Administrator 5-12, 4546-Transitional Math 9-12	302	302-Building Level Administrator 5-12	14-15 15-16	Granted
			SMITH, JORDAN	230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			TYLER, HALEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			YEAGER, KENDRA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
7204	GREENLAND SCHOOL DISTRICT	2	BAXLEY, CORY	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	258	258-Special Education K-12	15-16	Granted
			ROBINSON, PATRIA	001-Early Childhood Education PK-4, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted

6602	GREENWOOD SCHOOL DISTRICT	10	BROWN, BOBBI	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15 15-16	Granted			
			BULL, DEREK	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted			
			CLARK, CHELSEA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted			
			INGE, KELSIE	254-Middle School Math 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted			
			LANGLEY, KRISTI	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16	Granted			
			POOL, JESSICA	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted			
			STANFILL, HAYLEY	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16	Granted			
			WILLIAMS, TATUM	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted			
			WINTERS, CRISTIN	254-Middle School Math 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted			
1003	GURDON SCHOOL DISTRICT	1	ROGERS, MARCIA	004-Spanish 7-12, 247-ESL K-12, 710-Spanish K-12	166	166-Eng Lang Arts 7-12	15-16	Granted			
			0203	HAMBURG SCHOOL DISTRICT	4	BATES, REBECCA	056-Middle School English 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
						EMORY, LAURA	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	258	258-Special Education K-12	15-16	Granted
						ROTHWELL, WILLIAM	271-Coaching K-12, 500-P. E. & HEALTH K-12	200	200-Mathematics 7-12	15-16	Granted
6304	HARMONY GROVE SCH	2	WHITE, JANET	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 001-Early Childhood Education PK-4	418	418-Career Development 4-8	15-16	Granted			
			COLLINS, KIMBERLY	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted			

0504	DIST(SALINE)	4	FITTS, LAUREN	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
0503	HARRISON SCHOOL DISTRICT	6	ARNOLD, MARY	184-Elementary 1-6, 299-Guid & Counseling PK-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			DIRST, SHELLEY	166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12	255	255-Middle School English 4-8	14-15 15-16	Granted
			ELLISON, DORIS	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 276-Build Level Admin P-12	280	280-Curriculum Prog Adm/Curriculum P-12	15-16	Denied
			GRIPKA, AMANDA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
			LIEBLONG, ERIN	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	289	289-Gifted & Talented K-12	15-16	Granted
			MCCOY, DEE ANN	225-Business Tech 7-12, 250-Business Technology 4-12	168	168-Middle Childhood Science/Math 4-8	13-14 14-15 15-16	Granted
5903	HAZEN SCHOOL DISTRICT	4	EDGE, AMBER	001-Early Childhood Education PK-4	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15 15-16	Granted
			MORGAN, LAURA	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	13-14 14-15 15-16	Granted
			THOMPSON, TIFFANY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
1202	HEBER SPRINGS SCHOOL DISTRICT	3	BISE, JEFFERY	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 271-Coaching K-12	500	500-P. E. & HEALTH K-12	15-16	Granted
			GRAVES, ELIZABETH	001-Early Childhood Education PK-4, 247-ESL K-12	258	258-Special Education K-12	15-16	Granted
			MILLER, ANNE	004-Spanish 7-12, 166-Eng Lang Arts 7-12	114	114-Speech 7-12	15-16	Granted

0601	HERMITAGE SCHOOL DISTRICT	7	AVANCE, JOEL	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	254	254-Middle School Math 4-8	15-16	Granted
			ELLIS, ROSALYNDA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
			HANCOCK, SHANDA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			HUITT, GWEN	184-Elementary 1-6	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			MCINTYRE, LEAH	114-Speech 7-12, 268-Life Science 7-12, 269-Physical Science 7-12, 510-P. E. & HEALTH 7-12	255	255-Middle School English 4-8	15-16	Granted
			STRACNER, ELIZABETH	215-Family & Con Sci 7-12, 9051-Career Orn/Voc Fund 7-12	259	259-Art K-12	15-16	Granted
			YORK, AMY	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16	Granted
6804	HIGHLAND SCHOOL DISTRICT	1	SANDERS, KRISTY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	166	166-Eng Lang Arts 7-12	15-16	Granted
2903	HOPE SCHOOL DISTRICT	3	MCBRIDE, MATTHEW	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8, 200-Mathematics 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	410	410-Career Academy Endorsement 7-12	15-16	Granted
			MEEKER, ANTHONY	236-PE/Wellness/Leisure 7-12, 250-Business Technology 4-12	410	410-Career Academy Endorsement 7-12	15-16	Granted
			MULDREW, KELLY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15 15-16	Granted
6703	HORATIO SCHOOL DISTRICT	1	STEWARD, REBECCA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			BOLLING, RYAN	166-Eng Lang Arts 7-12	114	114-Speech 7-12	15-16	Granted

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HUNTSVILLE SCHOOL
DISTRICT

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DAVIS, TAMMI	166-Eng Lang Arts 7-12, 302-Building Level Administrator 5-12, 308-ESL 7-12, 4050-Oral Communications 7-12, 307-ESL PK-8, 312-Build Administrator PK-8	311	311-District Administrator PK-12	15-16	Denied
GILBERTSON, STEPHANIE	001-Early Childhood Education PK-4	215	215-Family & Con Sci 7-12	15-16	Granted
HUFF, KRISTA	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
KIMBALL, AUDRA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	276	276-Build Level Admin P-12	15-16	Denied
MARTIN, KATHERINE	262-Instrumental Music K-12, 265-Vocal Music K-12	258	258-Special Education K-12	15-16	Granted
MCCONE, TONJA	184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4, 312-Build Administrator PK-8	282	282-Curr/Prog Admin (Spec Ed) P-12	15-16	Denied
PARKER, TARA	166-Eng Lang Arts 7-12	114	114-Speech 7-12	15-16	Granted
PARKER, PATRICIA	218-Agri Sci & Tech 7-12, 268-Life Science 7-12	288	288-Guid & Counseling K-12	15-16	Granted
RIDDLE, JANELLE	036-Business Ed/Voc Endors 7-12, 051-Reading 1-12, 166-Eng Lang Arts 7-12, 225-Business Tech 7-12, 4040-Journalism 7-12, 250-Business Technology 4-12	114	114-Speech 7-12	15-16	Granted
SISEMORE, SHEA	001-Early Childhood Education PK-4	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14	Granted
				14-15	
				15-16	
VANHOOK, LAUREN	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	13-14	Granted
				14-15	
WALLACE, SARAH	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
WATKINS, ELIZABETH	166-Eng Lang Arts 7-12	114	114-Speech 7-12	15-16	Granted
WRIGHT, MELISSA	056-Middle School English 5-8, 166-	299,	299-Guid & Counseling PK-8,	13-14	Granted
				14-15	
				15-16	

			WRIGHT, MELISSA	Eng Lang Arts 7-12	300	300-Guid & Counseling 7-12	13-14 14-15 15-16	Granted
3405	JACKSON CO. SCHOOL DISTRICT	2	JONES, PAULA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	14-15 15-16	Granted
			PIKER, JONATHAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16	Granted
6050	JACKSONVILLE LIGHTHOUSE CHARTER	1	GODFREY-MAUPIN, MELANIE	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Denied
2604	JESSIEVILLE SCHOOL DISTRICT	2	BRADLEY, AMANDA	167-Social Studies 7-12, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8, 268-Life Science 7-12	289	289-Gifted & Talented K-12	15-16	Denied
			WATKINS, CANDACE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Denied
1608	JONESBORO SCHOOL DISTRICT	8	BARNETT, KRISTI	166-Eng Lang Arts 7-12, 167-Social Studies 7-12	300	300-Guid & Counseling 7-12	13-14 14-15 15-16	Granted
			CRAFT, CHRISTAL	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	258	258-Special Education K-12	15-16	Granted
			HORTON, KELLY	001-Early Childhood Education PK-4, 284-Sp Ed Visual K-12	258	258-Special Education K-12	15-16	Granted
			JONES, MARCUS	167-Social Studies 7-12	166	166-Eng Lang Arts 7-12	15-16	Denied
			KELLEY, LINDSEY	108-Journalism 7-12, 166-Eng Lang Arts 7-12	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15 15-16	Granted
			MAYBERRY, CHELSEA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted

			SHELTON, CAITLIN	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
7003	JUNCTION CITY SCHOOL DISTRICT	1	BRADY, TERESA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4, 259-Art K-12	289	289-Gifted & Talented K-12	15-16	Granted
5440	KIPP DELTA PUBLIC SCHOOLS	2	BARTON, JOHN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16	Denied
			RIBEIRO, MARY		258	258-Special Education K-12	15-16	Denied
5503	KIRBY SCHOOL DISTRICT	4	FLOWERS, KAYTIE	001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 419-Grade 5/6 Business Tech Endors 5-6	289	289-Gifted & Talented K-12	14-15 15-16	Denied
			HILL, SHERYL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	166	166-Eng Lang Arts 7-12	15-16	Denied
			MINTON, AMANDA	230-PE/Wellness/Leisure 7-12, 230-PE/Wellness/Leisure PK-8, 271-Coaching K-12, 500-P. E. & HEALTH K-12	418, 218	418-Career Development 4-8, 218-Agri Sci & Tech 7-12	15-16 15-16	Denied Granted
3604	LAMAR SCHOOL DISTRICT	9	BALE, NICOLE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
			BROWN, ANTHONY	271-Coaching K-12, 500-P. E. & HEALTH K-12	257	257-Middle School Science 4-8	15-16	Denied
			KYZER, KEVIN	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	15-16	Granted
			LAWRENCE, HEATHER	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	15-16	Granted
			MINCHEW, KRYSTAL	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			ROPER, JESSILYN	167-Social Studies 7-12	255, 257, 256	255-Middle School English 4-8, 257-Middle School Science 4-8, 256-Middle School Social Studies 4-8	15-16 15-16 15-16	Granted Granted Granted
			SHELLY, CHARITY	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			BRIXEY, PHYLLIS	204-Vocal Music 7-12, 203-Vocal Music PK-8, 262-Instrumental Music K-	113, 114	113-Drama 7-12, 114-Speech 7-12	14-15 15-16	Granted

0506	LEAD HILL SCHOOL DISTRICT	4		12			15-16	Granted
			MILLIGAN, THOMAS	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			PAUL, CYNTHIA	184-Elementary 1-6	288	288-Guid & Counseling K-12	14-15 15-16	Granted
7205	LINCOLN SCHOOL DISTRICT	6	DORTON, TYLER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
			HUFFMASTER, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	14-15 15-16	Granted
			JONES, JACKSON		259	259-Art K-12	15-16	Denied
			MCBRIDE, TYLER	108-Journalism 7-12, 166-Eng Lang Arts 7-12	256	256-Middle School Social Studies 4-8	15-16	Granted
			POURMEHDI, MEENA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Denied
			REED, JAMILYN	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Denied
6041	LISA ACADEMY	2	MCMILLAN, MALLORY	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			WALLS, APRIL	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Denied
3003	MAGNET COVE SCHOOL DIST.	3	COUCH, MARY	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Denied
			GIBSON, CARLEE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			GOLDEN, JASON	224-Business Tech 4-8, 225-Business Tech 7-12, 236-PE/Wellness/Leisure 7-12, 250-Business Technology 4-12	258	258-Special Education K-12	15-16	Granted
2501	MAMMOTH SPRING SCHOOL DISTRICT	2	EPPERSON, WHITNEY	001-Early Childhood Education PK-4	258, 231	230-Special Education K-12, 231-Special Ed Ech Inst Specialist PK-4	15-16 15-16	Granted Granted
			JOHNSON, PAULA	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
			NOAKES, ANGELA	184-Elementary 1-6	166	166-Eng Lang Arts 7-12	15-16	Granted

4712	MANILA SCHOOL DISTRICT	1	BUNDREN, AMANDA	002-Middle Childhood Lang Arts/SS 4-8, 107-Grade 5-6 Endorsement (P-4) 5-6, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
1804	MARION SCHOOL DISTRICT	7	CARTER, CHRISTINA	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			COLLINS, CRYSTAL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			GOODBAR, ASHLEY	167-Social Studies 7-12, 268-Life Science 7-12	258	258-Special Education K-12	15-16	Granted
			HUTCHINS, KIMBERLY	111-Middle School Mathematics 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			RIDEOUT, RAYLEUN	225-Business Tech 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 411-Career Orientation Endorsement 7-12, 412-Career Preparation Endorsement 7-12, 250-Business Technology 4-12, 271-Coaching K-12	200	200-Mathematics 7-12	15-16	Denied
			SHRUM, TYLER	167-Social Studies 7-12	256	256-Middle School Social Studies 4-8	19-20	Denied
			WESTERMAN, ASHLEIGH	114-Speech 7-12	250	250-Business Technology 4-12	15-16	Denied
5404	MARVELL-ELAINE SCHOOL DISTRICT	1	BRYANT, CATHERINE	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4, 239-Curr/Prog Admin (Curr) PK-12	289	289-Gifted & Talented K-12	15-16	Granted
2305	MAYFLOWER SCHOOL DISTRICT	2	ALLBRITTON, JOSEPH	167-Social Studies 7-12, 293-Coaching 7-12, 271-Coaching K-12	302	302-Building Level Administrator 5-12	14-15 15-16	Granted
			THOMAS-WALTER, KIM	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	254	254-Middle School Math 4-8	15-16	Granted
			ADAMS, JOANNA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Denied

7403	MCCRORY SCHOOL DISTRICT	3	LUCAS, CASSIDY	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	259	259-Art K-12	15-16	Denied
			ROBERTSON, TEAH	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Denied
2105	MCGEHEE SCHOOL DISTRICT	6	BUZBEE III, RAYMOND	271-Coaching K-12, 500-P. E. & HEALTH K-12	167	167-Social Studies 7-12	15-16	Granted
			HERREN, LEE ANN	184-Elementary 1-6	203, 205	203-Vocal Music PK-8, 205-Instrumental Music PK-8	13-14 14-15 15-16 13-14 14-15 15-16	Granted
			NOBLIN, CHELSEA	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			SIMS, JAMIE	184-Elementary 1-6, 312-Build Administrator PK-8	260	260-Art K-6	14-15 15-16	Granted
			THOMAS, REBECCA	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			KNAPP, JONI	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
3302	MELBOURNE SCHOOL DISTRICT	2	KRATOCHVIL, BETH	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			DOVER, LANDON	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
5703	MENA SCHOOL DISTRICT	3	MCDANIEL, RACHEL	166-Eng Lang Arts 7-12	255	255-Middle School English 4-8	15-16	Granted
			SMITH, JESSICA	166-Eng Lang Arts 7-12	215	215-Family & Con Sci 7-12	15-16	Granted
			PRICE, KATHERINE	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Denied
	METHODIST FAMILY HEALTH	2	WORKS, KATIE	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			GARNER, KHALLI	002-Middle Childhood Lang Arts/SS 4-	254,	254-Middle School Math 4-8, 257-	14-15 15-16	Granted

3211	MIDLAND SCHOOL DISTRICT	4	GARNER, NUBEL	8	257	Middle School Science 4-8	14-15 15-16	Granted
			TAYLOR, BREANNA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			WILLIAMS, ROSE	184-Elementary 1-6	288	288-Guid & Counseling K-12	14-15 15-16	Granted
4902	MOUNT IDA SCHOOL DISTRICT	6	AUSTIN, MELISSA	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15 15-16	Granted
			HAWORTH, CASSADY	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	13-14 14-15 15-16	Granted
			WHITE, SHIRELL	167-Social Studies 7-12, 419-Grade 5/6 Business Tech Endors 5-6	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15 15-16	Granted
			WUICHET, ZACKARY	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	13-14 14-15 15-16	Denied
			GEORGE, BRITTANY	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
2607	MOUNTAIN PINE SCHOOL DISTRICT	3	JANUSH, DANA	306-Gift & Talented 7-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8	280	280-Curriculum Prog Adm/Curriculum P-12	15-16	Denied
			SMITH, LAQUITA	001-Early Childhood Education PK-4	255	255-Middle School English 4-8	15-16	Denied
			HALEY, KAREN	111-Middle School Mathematics 5-8, 184-Elementary 1-6, 402-Elementary Principal K-9, 441-Curriculum Specialist K-12, 419-Grade 5/6 Business Tech Endors 5-6	200	200-Mathematics 7-12	14-15 15-16	Granted
3105	NASHVILLE SCHOOL DISTRICT	1	TEDFORD, BEVERLY	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4, 299-Guid & Counseling PK-8	288	288-Guid & Counseling K-12	15-16	Granted
			BEAN, LINDSAY	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted

1503	NEMO VISTA SCHOOL DISTRICT	4	BLOCKER, DREW	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16	Granted
			DUNCAN, TORI	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			OLIVER, MARY-CATHERINE	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
1611	NETTLETON SCHOOL DISTRICT	7	BARKER, JULIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16	Granted
			BROWN, JENNY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			GOLINE, STEPHEN	500-P. E. & HEALTH K-12	114	114-Speech 7-12	15-16	Granted
			HUGGINS, TY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	114	114-Speech 7-12	15-16	Granted
			LINDSEY, SHIRLEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			RAINWATER, GREGORY	087-Coaching 7-12, 167-Social Studies 7-12, 417-Driver Education Endorsement 7-12, 7070-Psychology 7-12, 7075-Sociology 7-12, 271-Coaching K-12	276	276-Build Level Admin P-12	15-16	Granted
5008	NEVADA SCHOOL DISTRICT	1	TUCKER, JAE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16	Granted
			DAVIS, PENNY	002-Middle Childhood Lang Arts/SS 4-8, 159-Middle School Social Studies 5-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	200	200-Mathematics 7-12	15-16	Denied
0304	NORFORK SCHOOL DISTRICT	1	DOLLARD, CARLA	215-Family & Con Sci 7-12, 411-Career Orientation Endorsement 7-12, 418-Career Development 4-8	288	288-Guid & Counseling K-12	15-16	Denied

0504	OMAHA SCHOOL DISTRICT	3	BRESSLER, LEIGHA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
			BRUFFETT, MARY	265-Vocal Music K-12	262	262-Instrumental Music K-12	15-16	Granted
			JEFFERSON, JAROD	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8	200	200-Mathematics 7-12	15-16	Granted
4713	OSCEOLA SCHOOL DISTRICT	1	LUCIUS, BRANDON	170-Life/Earth Science 7-12	200	200-Mathematics 7-12	15-16	Granted
5706	OUACHITA RIVER SCHOOL DISTRICT	5	HAWKINS, JOHN	131-General Science 7-12, 170-Life/Earth Science 7-12, 6527-Applied Bio/Chem I 7-12, 6530-Chemistry 9-12	257	257-Middle School Science 4-8	14-15 15-16	Granted
			LEDBETTER, KRISTEN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	254	254-Middle School Math 4-8	15-16	Granted
			LYLE, SHANNON	087-Coaching 7-12, 200-Mathematics 7-12, 300-Guid & Counseling 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12, 4546-Transitional Math 9-12, 271-Coaching K-12, 288-Guid & Counseling K-12	276	276-Build Level Admin P-12	15-16	Denied
			STANDRIDGE, CYNTHIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16	Granted
			STROTHERS, DAVELYNN	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	259	259-Art K-12	14-15 15-16	Granted
	OZARK MOUNTAIN		BRUMMUND, KEITH	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted
			BUCKLAND-BRUMMUND, CYNTHIA	002-Middle Childhood Lang Arts/SS 4-8, 254-Middle School Math 4-8, 419-Grade 5/6 Business Tech Endors 5-6	258	258-Special Education K-12	15-16	Granted

6505	OZARK MOUNTAIN SCHOOL DISTRICT	8	BURROW, CASSIE	166-Eng Lang Arts 7-12	114	114-Speech 7-12	15-16	Granted
			HARRISON, BRANDY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math	268, 269	268-Life Science 7-12, 269-Physical Science 7-12	15-16 15-16	Granted Granted
			ROOT, MALISA	139-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	259, 262	259-Art K-12, 262-Instrumental Music K-12	15-16 15-16	Granted Granted
			VANCE, GWENDOLYN	204-Vocal Music 7-12, 203-Vocal Music PK-8, 231-Special Ed Ech Inst Specialist PK-4	262	262-Instrumental Music K-12	15-16	Granted
2404	OZARK SCHOOL DISTRICT	2	ELMS, REBECCA	230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	255	255-Middle School English 4-8	15-16	Granted
			MCCABE, MEREDITH	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
2808	PARAGOULD SCHOOL DISTRICT	1	LAMB, TIMOTHY	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	14-15 15-16	Granted
4203	PARIS SCHOOL DISTRICT	1	TOMPKINS, CHANDRA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
5303	PERRYVILLE SCHOOL DISTRICT	2	MCEWEN, JAMIE	225-Business Tech 7-12, 250-Business Technology 4-12	418	418-Career Development 4-8	15-16	Granted
			RUCKER, LINDSAY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
3505	PINE BLUFF SCHOOL DISTRICT	3	COMBS, SHENA	031-Business Ed/Sect Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	215	215-Family & Con Sci 7-12	15-16	Denied
			DENNIS, TIFFANI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	15-16	Granted
			ROBERTS, CORNELIUS	082-Secondary Physical Education 7-12, 085-Elementary Physical Education K-6, 167-Social Studies 7-12, 403-Secondary Principal 5-12	200	200-Mathematics 7-12	15-16	Granted
	DOCAHONTAS SCHOOL DISTRICT		BARBER, KIMBERLY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			HAUSMAN, EMILY	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 184-	295,	295-Lib Media Sci PK-8, 296-Lib	13-14 14-15 15-16	Granted

6103	FOUNTAINAS SCHOOL DISTRICT	5	FRUSSMAN, EMILY	Middle School Social Studies 5-8, 164-Elementary 1-6	296	Media Sci 7-12	13-14 14-15 15-16	Granted
			THROESCH, COURTNEY	168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	14-15 15-16	Granted
			WRIGHT, CHRISTIE	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15 15-16	Granted
2703	POYEN SCHOOL DISTRICT	1	BARRETT, AMANDA	166-Eng Lang Arts 7-12	257	257-Middle School Science 4-8	15-16	Granted
7206	PRAIRIE GROVE SCHOOL DISTRICT	3	BRONSON, AMY	200-Mathematics 7-12	166	166-Eng Lang Arts 7-12	15-16	Granted
			WALKER, KRISTEN	184-Elementary 1-6	500	500-P. E. & HEALTH K-12	15-16	Granted
			WITT, MANDI	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	255	255-Middle School English 4-8	15-16	Granted
5006	PRESCOTT SCHOOL DISTRICT	4	DICE, KELLEY	296-Lib Media Sci 7-12, 001-Early Childhood Education PK-4, 295-Lib Media Sci PK-8	288	288-Guid & Counseling K-12	15-16	Granted
			EDMONDSON, PAMELA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	258	258-Special Education K-12	15-16	Granted
			GLASS, JEREMY	250-PE/Wellness/Leisure 7-12, 255-PE/Wellness/Leisure PK-8, 271-Counseling K-12	257, 256	257-Middle School Science 4-8, 256-Middle School Social Studies 4-8	15-16 15-16	Granted Granted
1203	QUITMAN SCHOOL DISTRICT	2	HIEGEL, RACHEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	167	167-Social Studies 7-12	15-16	Granted
			WEBB, BETHANY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	15-16	Granted
1106	RECTOR SCHOOL DISTRICT	4	HENDRIX, COBI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	15-16	Granted
			JOHNSTON, CONSTANCE	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	14-15 15-16	Granted
			PELTS, DONNATHA	250-Business Technology 4-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted

			SHAVALIA, KELSEY	254-Middle School Math 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted
4706	RIVERCREST SCHOOL DISTRICT 57	8	BELK, TERESA	001-Early Childhood Education PK-4, 253-Elementary K-6, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	254	254-Middle School Math 4-8	15-16	Granted
			BIRD, SEBREE	036-Business Ed/Voc Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	200	200-Mathematics 7-12	15-16	Granted
			JAYNES, JAMIE	166-Eng Lang Arts 7-12, 4040-Journalism 7-12	114, 113	114-Speech 7-12, 113-Drama 7-12	15-16 15-16	Granted Granted
			LANCASTER, LESLIE	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 001-Early Childhood Education PK-4	296	296-Lib Media Sci 7-12	13-14 14-15 15-16	Granted
			RANSONE, MORGAN	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			RILEY, WANDA	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			WINFORD, ASHLEY	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
			7307	RIVERVIEW SCHOOL DISTRICT	1	WRIGHT, EMILY	001-Early Childhood Education PK-4	258
7310	ROSE BUD SCHOOL DISTRICT	1	THARP, AMANDA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	14-15 15-16	Granted
5805	RUSSELLVILLE SCHOOL DISTRICT	4	GREGORY, TONDA	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			MAGNESS, SHARON	036-Business Ed/Voc Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	412	412-Career Preparation Endorsement 7-12	15-16	Granted
			ROGERS, JENNIFER	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			SHAMSIE, SARAH	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
4204	SCRANTON SCHOOL DISTRICT	1	MURRAY, LAURA	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted

6502	SEARCY COUNTY SCHOOL DISTRICT	1	YARBROUGH, JIMMY	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 167-Social Studies 7-12, 403-Secondary Principal 5-12, 271-Coaching K-12	311	311-District Administrator PK-12	14-15 15-16	Granted
7311	SEARCY SCHOOL DISTRICT	6	FIGLEY, CHRISTYE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Denied
			LITTLE, AMANDA	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Denied
			PILLOW, KOURTNEY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
			SINGLETON, CASEY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
			STAFFORD, CASSANDRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16	Granted
			WHITSETT, KRISTIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Denied
7104	SHIRLEY SCHOOL DISTRICT	5	JOHNSON, MICKEY	200-Mathematics 7-12, 523-Guidance Secondary 5-12, 7070-Psychology 7-12	288	288-Guid & Counseling K-12	15-16	Granted
			KNAPP, KATHRYN	166-Eng Lang Arts 7-12	114	114-Speech 7-12	15-16	Denied
			MANNON, JESSICA	202-Art 7-12, 201-Art PK-8, 286-Library Media Spec K-12, 419-Grade 5/6 Business Tech Endors 5-6	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15	Granted
							13-14 14-15 15-16	Granted
			WARD, RICKY	200-Mathematics 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12	286	286-Library Media Spec K-12	14-15 15-16	Granted
CAMPBELL, AYL A	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted			
			CULVER, SHELBY	167-Social Studies 7-12	256	256-Middle School Social Studies 4-8	15-16	Granted

0406	SILOAM SPRINGS SCHOOL DISTRICT	7	GEORGE, BRITTONI	001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	256	256-Middle School Social Studies 4-8	14-15 15-16	Granted
			HICKMAN, RACHEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			LANEY, EMILY	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
			WELLBORN, TAYLOR	166-Eng Lang Arts 7-12, 167-Social Studies 7-12	258	258-Special Education K-12	15-16	Granted
			WINESBURG, TODD	167-Social Studies 7-12	256	256-Middle School Social Studies 4-8	15-16	Granted
7008	SMACKOVER-NORPHLET SCHOOL DISTRICT	1	BERRY, SHANNON	111-Middle School Mathematics 5-8, 184-Elementary 1-6	200	200-Mathematics 7-12	15-16	Granted
1507	SOUTH CONWAY COUNTY SCHOOL DISTRICT	6	FERGUSON, RACHEL	001-Early Childhood Education PK-4	166, 108	166-Eng Lang Arts 7-12, 108-Journalism 7-12	15-16 15-16	Granted Granted
			HART, STEPHANIE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	258	258-Special Education K-12	15-16	Granted
			LAMB, STEVEN	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8	257	257-Middle School Science 4-8	15-16	Granted
			SULLIVAN, EMILY	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 14-15 15-16	Denied Denied
5504	SOUTH PIKE COUNTY SCHOOL DISTRICT	2	HENDERSON, ANDREW	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8	257	257-Middle School Science 4-8	15-16	Denied
			TURNER, KARA	001-Early Childhood Education PK-4	256	256-Middle School Social Studies 4-8	14-15 15-16	Granted
4003	STAR CITY SCHOOL DISTRICT	1	MCGRAW, BRITTNEY	114-Speech 7-12, 413-Career Ser Special Population 7-12, 250-Business Technology 4-12	254	254-Middle School Math 4-8	15-16	Granted
			DODD, AMBER	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted

	STEPPING STONE - DDTCS FACILITY	4	MOREY, KAMI	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Denied
			RAMEY, AMRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Denied
			VEST, MELANIE	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Denied
7009	STRONG-HUTTIG SCHOOL DISTRICT	1	BROWN, CALANDRA	170-Life/Earth Science 7-12	254	254-Middle School Math 4-8	13-14 14-15 15-16	Granted
4605	TEXARKANA SCHOOL DISTRICT	6	BURDEN, DAVID	166-Eng Lang Arts 7-12, 411-Career Orientation Endorsement 7-12, 250-Business Technology 4-12, 276-Build Level Admin P-12	114	114-Speech 7-12	15-16	Granted
			COOK, PAULA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 269-Physical Science 7-12	288	288-Guid & Counseling K-12	15-16	Granted
			GOFF, DARA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	418	418-Career Development 4-8	15-16	Granted
			SANDERS, JENNIE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16	Granted
			SMITH, EVELYN	002-Middle Childhood Lang Arts/SS 4-8, 111-Middle School Mathematics 5-8, 159-Middle School Social Studies 5-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	200	200-Mathematics 7-12	15-16	Denied
			SMITH, APRIL	001-Early Childhood Education PK-4	257	257-Middle School Science 4-8	15-16	Denied
	The Learning Center of Northeast AR, Inc.	1	MILLER, PACIA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted

7510	TWO RIVERS SCHOOL DISTRICT	1	LASTER, CHRISTINA	167-Social Studies 7-12, 255-Middle School English 4-8	208	208-Drama/Speech 7-12	15-16	Granted
0505	VALLEY SPRINGS SCHOOL DISTRICT	5	EMERSON, TIFFANI	114-Speech 7-12, 167-Social Studies 7-12	288	288-Guid & Counseling K-12	15-16	Granted
			ESTES, CASAUNDR	225-Business Tech 7-12, 250-Business Technology 4-12	418	418-Career Development 4-8	15-16	Granted
			KIMES, KORI	218-Agri Sci & Tech 7-12	267	267-Earth Science 7-12	15-16	Granted
			MCDONALD, MELISSA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16	Granted
			WHITTAKER, WESLEY	113-Drama 7-12, 114-Speech 7-12, 166-Eng Lang Arts 7-12	167	167-Social Studies 7-12	15-16	Granted
1612	VALLEY VIEW SCHOOL DISTRICT	2	CATO, DEREK	169-Phys/Earth Science 7-12	288	288-Guid & Counseling K-12	14-15 15-16	Granted
			TEAT, SHELLEY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	305	305-Gift & Talented PK-8	13-14 14-15 15-16	Granted
	VANTAGE POINT	4	EGOLF, CAROL	225-Business Tech 7-12, 411-Career Orientation Endorsement 7-12, 229-Adult Educ PK-PS, 250-Business Technology 4-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			FOSTER, CYNTHIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			MOHR, CHARLES	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	15-16	Granted
			ROSA-CASTRO, JOHANNA	183-Elementary K-6 K-6, 307-ESL PK-8	258	258-Special Education K-12	15-16	Granted
			AYNES, MARCUS	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	215	215-Family & Con Sci 7-12	15-16	Granted
			BLAIR, ANDREA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			FIELDING, DANIEL	001-Early Childhood Education PK-4, 312-Build Administrator PK-8	276	276-Build Level Admin P-12	15-16	Granted

6401	WALDRON SCHOOL DISTRICT	12	JONES, BAILEY	264-P. E. & HEALTH K-6, 271-Coaching K-12, 510-P. E. & HEALTH 7-12	255, 256, 257	255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	15-16 15-16 15-16	Granted Granted Granted
			LONG, AMANDA	257-Middle School Science 4-8, 268-Life Science 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			OLIVER, ASHLEY	001-Early Childhood Education PK-4	255	255-Middle School English 4-8	15-16	Granted
			PARSONS, MISTY	001-Early Childhood Education PK-4	255	255-Middle School English 4-8	15-16	Granted
			ROFFINE, LACY	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	14-15 15-16	Granted
			STOVALL, NICHOLAS	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 254-Middle School Math 4-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
			WOODCOCK, SAMANTHA	167-Social Studies 7-12, 271-Coaching K-12	259	259-Art K-12	15-16	Granted
7208	WEST FORK SCHOOL DISTRICT	2	FAULKNER, LISA	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Denied
			PORTER, LEA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15 15-16	Granted
1803	WEST MEMPHIS SCHOOL DISTRICT	8	CAPPS, MORGAN		418	418-Career Development 4-8	15-16	Denied
			CHERRY, ALICIA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
			DANIEL, CRYSTAL	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	256	256-Middle School Social Studies 4-8	15-16	Denied
			LOWE, SHAVON	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
			MINK, MATTHEW	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	14-15 15-16	Granted
			NEWCOMB, KIMBERLY	001-Early Childhood Education PK-4, 255-Middle School English 4-8	256	256-Middle School Social Studies 4-8	15-16	Granted

			ROBINSON-BELL, SHERRI	215-Family & Con Sci 7-12, 224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	412	412-Career Preparation Endorsement 7-12	15-16	Granted
			WOOD, COLLIN	167-Social Studies 7-12	258	258-Special Education K-12	15-16	Granted
1204	WEST SIDE SCHOOL DIST(CLEBURNE	1	BARGER, KERRI	214-Family & Con Sci 4-8, 215-Family & Con Sci 7-12, 9035-Gen Coop Education 7-12, 9042-Work Place Readiness 7-12, 9050-Career Orientation 7-12, 9051-Career Orn/Voc Fund 7-12	412	412-Career Preparation Endorsement 7-12	15-16	Granted
1602	WESTSIDE CONS. SCH DIST(CRAIGH	1	ADAMS, WHITLEE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
3606	WESTSIDE SCHOOL DIST(JOHNSON)	2	HOLT, CANDIACE ROBINSON, LAKYN	001-Early Childhood Education PK-4 202-Art 7-12, 201-Art PK-8	258 289	258-Special Education K-12 289-Gifted & Talented K-12	15-16 15-16	Granted Granted
7320	WILBUR D. MILLS EDUC. CO-OP	1	WEATHERFORD, CRYSTAL	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
1905	WYNNE SCHOOL DISTRICT	1	SPENCER, SHERRY	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
	YOUTH HOME, INC.	1	PARKER, RENITA	184-Elementary 1-6	258	258-Special Education K-12	15-16	Granted
151	Total # Districts Requesting Waivers	475	Total # Waivers Requested this month					
						Total # of Waivers Granted	392	
						Total # of Waivers Denied	83	
						Total # of Waivers this month	475	

Additional Licensure Waiver Requests
2015 - 2016 School Year
October State Board Meeting

Total number of waivers requested this month – 475

Total number of waivers granted – 392

Total number of waivers denied – 83

Total number of School Districts requesting waivers – 151

Included in the above mentioned waivers are requests from the Pine Bluff School District, which is classified as being academically distressed by the AR State Board of Education. Those waiver requests are listed below.

Pine Bluff School District	Pine Bluff High School	Shena Combs	F&CS (215) (denied)
		Cornelius Roberts	Math 7-12 (200) (granted)
		Tiffani Dennis	Math 7-12 (200) (denied)

Pine Bluff High School is also listed in the *2014 ESEA Needs Improvement Priority* category. Other schools requesting waivers that fall into this same category are listed below.

Osceola School District	Osceola High School	Brandon Lucius	Math 7-12 (200) (granted)
Texarkana Public School District	Arkansas High School	David Burden	Speech (114) (granted)
		Evelyn Smith	Math 7-12 (200) (denied)

*Arkansas State Board of Education
Resolution*

- WHEREAS*, The Arkansas State Board of Education recognizes that providing Arkansas students with safe school bus transportation is a vital part of our educational system; and
- WHEREAS, In Arkansas, more than 250,000 students are transported to and from school and school-related events each day on more than 6,000 school buses; and
- WHEREAS*, Arkansas school bus drivers travel more than 240,000 route miles each school day; and
- WHEREAS, Arkansas acknowledges school bus safety as a critical issue in school districts across the state; and
- WHEREAS, The Arkansas Department of Education and the Arkansas Division of Public School Academic Facilities and Transportation are committed to raising public awareness about the importance of school bus safety; and
- WHEREAS, This effort is greatly dependent upon the school district partnerships with local business and community leaders, and
- WHEREAS, School bus drivers, mechanics and transportation directors across the state are to be commended for their unwavering commitment to school bus safety; and
- WHEREAS, Concerned citizens and leaders are to be commended as well for devoting their time, talent and resources to promoting school bus safety;

NOW, THEREFORE, BE IT RESOLVED THAT

We, the members of the Arkansas State Board of Education, recognize the week of October 19 through 23, 2015, as Arkansas School Bus Safety Week.

HEARING PROCEDURES

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
 ATTN: Arkansas Public School Choice Act Appeals
 Four Capitol Mall
 Little Rock, AR 72201

- 8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.
- 8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.
- 8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.
- 8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

- 9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.
- 9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.
- 9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

NOTICE LETTER



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

September 18, 2015

State Board
of Education

Kresher Cleaves

Forrest City, AR 72335

Toyce Newton
Crossett
Chair

Jon Estes, Superintendent
Palestine-Wheatley School District

Mireya Reith
Fayetteville
Vice Chair

P.O. Box 790
Palestine, AR 72372

Dr. Jay Barth
Little Rock

**Re: Appeal Under the Public School Choice Act
VIA CERTIFIED AND REGULAR MAIL**

Joe Black
Newport

Everyone:

Susan Chambers
Bella Vista

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, October 8, 2015**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas.**

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.

R. Brett Williamson
El Dorado

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

Diane Zook
Melbourne

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,

Jennifer Davis
Staff Attorney

Arkansas Department of Education
Four Capitol Mall, Room 301-A

Little Rock, AR 72201

(501) 682-4227

(501) 682-4249 (fax)

jennifer.davis@arkansas.gov

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

APPEAL

Office of the Commissioner

ATTN: AR Public School Choice Act Appeals

Four Capitol Mall

Little Rock, AR 72201

**RECEIVED
COMMISSIONER'S OFFICE**

AUG 14 2015

DEPARTMENT OF EDUCATION

I was informed on July 31, 2015, that my daughter's, M [REDACTED] Cleaves, application to attend the Palestine – Wheatley School District was denied. Her admittance was denied, due to the Forrest City School District's declaration of exemption from the provisions of the School Choice Law. The rationale utilized was that the district is tentatively governed by a desegregation order.

However, I respectfully request that the Palestine-Wheatley School District Transfer Appeal Committee will re-consider my daughter's application based on the new information provided in this letter.

Education is defined as an act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment and generally of preparing oneself or others intellectually for mature life. As a parent, it is my duty to ensure that my child receives the best education.

According to a National City ranking of Arkansas schools, Palestine-Wheatley elementary is ranked at 332 of 448 elementary schools in the state of Arkansas. Forrest City School district is ranked 418. This equates to the fact that Palestine-Wheatley elementary offers a higher quality education that would be very beneficial towards my child's future. In addition, my neighbor's children were accepted to attend your school for the year of 2015-2016. They have spoken highly in regards to the educational opportunities that you provide for students.

Lastly, my daughter is an excellent student, and she has done exceptionally well academically in her previous school. She attained the Principal's Honor Roll list, participated in the Gifted & Talented Program, and is a member of the local 4-H program. M [REDACTED] is very smart child, and she is a high achiever. Her teachers all reported that she is intelligent, has a high comprehension level, displays an eagerness to succeed by gaining new knowledge, and possesses excellent citizenship qualities.

In closing, M [REDACTED] would be a great addition to your school. I am hopeful that your school would help me to provide the quality education that she deserves, and the adequate tools necessary for my child's future.

Sincerely,


Kresha L. Cleaves

[REDACTED]
Forrest City, AR 72335

Phone [REDACTED]

**RECEIVED
ATTORNEY'S OFFICE**

AUG 14 2015

**DEPARTMENT OF EDUCATION
GENERAL DIVISION**

Palestine-Wheatley School District

Home Of The Mighty Patriots

July 27, 2015

Dear Kresha Cleaves

I am sorry, but the application you submitted for M [REDACTED] Cleaves has been rejected for the following reason.

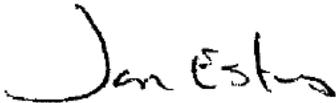
Your child's resident district has declared itself exempt from the provisions of the School Choice Law due to it being under a desegregation order.

Your child's resident district has reached its limitation cap for allowable transfers and we cannot accept any additional school choice transfers from that district.

Lack of capacity, teachers, staff or classrooms

As noted in your original application, you have 10 days from receipt of this notice in which to appeal this decision to the State Department of Education.

Respectfully,



Jon Estes
Superintendent
Palestine-Wheatley School District

ATTACHMENT 1

APPLICATION FOR TRANSFER TO A NONRESIDENT SCHOOL OR SCHOOL DISTRICT UNDER THE ARKANSAS OPPORTUNITY PUBLIC SCHOOL CHOICE ACT

APPLICANT INFORMATION

Student Name: M [REDACTED] *Craves*

Student Date of Birth: [REDACTED] Gender Male Female

Grade: *2nd Grade*

Does the applicant require special needs or programs? Yes No

Is applicant currently under expulsion? Yes No

ETHNIC ORIGIN (CHECK ONE) (For data reporting purposes only)

2 or More Races Asian African-American
Hispanic Native American/
Native Alaskan Native Hawaiian/
Pacific Islander
White

RESIDENT SCHOOL AND SCHOOL DISTRICT OF APPLICANT

District and School Name: County Name: *Forrest City -*

Address: *Ralestine -*

Phone: *Wheatley*

NONRESIDENT SCHOOL/SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District and School Name: *Central Elementary* County Name: *St. Francis*

Address: *801 Deadend Road*

Phone: *870-635-2147*

**Referred by Sara Bass*

*(AK) 5-26-15
11:20.*

ATTACHMENT I

PARENT OR GUARDIAN INFORMATION

Name: Kresha Clear Home Phone: [REDACTED]

Address: [REDACTED] Work Phone: [REDACTED]

Parent/Guardian Signature: Kresha Clear

Date: 5/25/15

Note 1: The race or ethnicity of a student shall not be used to deny the student to attend a school district of choice under the Arkansas Opportunity School Choice Act. This information is gathered for district reporting purposes only.

Note 2: Pursuant to Ark. Code Ann. § 6-18-227, reviewers of this application are hereby notified that a transfer under the Arkansas Opportunity School Choice Act shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or as otherwise provided by law.

Note 3: A school district shall not deny a student the ability to attend school in the student's school district of choice unless there is a lack of capacity at the school in the student's school district of choice as defined by Arkansas law and Arkansas Department of Education rules.

Note 4: Pursuant to Ark. Code Ann. § 6-18-227, a student may only transfer from a public school or school district that has been classified as a public school or school district in academic distress.

DISTRICT USE ONLY

Date and Time Received by Nonresident District:

Resident District LEA #:

Nonresident District LEA#:

Resident School LEA#:

Nonresident School LEA#:

Student's State Identification #:

Application Accepted

Rejected

Reason for Rejection (if Applicable):

Exempt

Date Notification Sent to Parent/Guardian of Applicant:

7-27-15

Kremer changed



Forest City, AR
72335

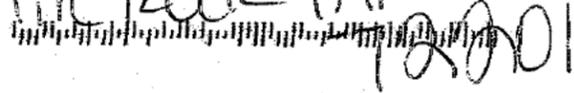
MEMPHIS TN 380

11 AUG 2015 PM 4 L



Office of the Commissioner
ATTN: AIZ Public School choice Act
Four Capitol Mall
Little Rock, AR

72201101304



72201

RESPONSE

ASSOCIATED DOCUMENTS

**BEFORE THE
ARKANSAS STATE BOARD OF EDUCATION**

IN RE: CLEAVES SCHOOL CHOICE APPEAL

RESPONSE OF FORREST CITY SCHOOL DISTRICT

On or about August 14, 2015, Kresher Cleaves appealed the decision of the Palestine-Wheatley School District denying the transfer applications, on behalf of her child, M. Cleaves. The transfer request was made pursuant to the Public School Choice Act of 2015.

I. The Appeal is Deficient.

The appeal is deficient in that the **ARKANSAS DEPARTMENT OF EDUCATION EMERGENCY RULES GOVERNING THE PUBLIC SCHOOL CHOICE ACT OF 2013 2015**, adopted April 9, 2015, state:

“8.01.3 In its written appeal, the student or student’s parent **shall** state his or her basis for appealing the decision of the nonresident district.” (emphasis added)

The appeal as submitted was limited to 3 pages consisting of the application for transfer and the rejection letter of the Palestine Wheatley School District and a cover letter. No basis for appealing the decision as set forth under the act was included. The reasons contained in the letter are not reasons listed as a basis for appeal under the act.

II. Prior Orders

In its Findings of Fact in an August 1, 2013 Order (hereafter the Order attached as Exhibit 1), the Board determined that Palestine-Wheatley denied the 2013 applications from several families to transfer to Palestine-Wheatley because of the exemption declaration of the Forrest City School District. (Order page 1). Forrest City claimed the exemption because it is subject to a federal court desegregation order remedying the effects of past racial discrimination. (Order page 2).

In its Conclusions of Law, this Board determined that the Public School Choice Act of 2013 authorized Forrest City to declare itself exempt from the operation of the act and that it was

not the role of this Board to determine either the validity or invalidity of a desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation. (Order page 3).

A 2014 Order recited the same Facts and Conclusions of law as the 2013 order. This board has acted consistently to deny all such applications under the Act prior to amendment in 2015. The amendment will be addressed below.

This Board heard three similar appeals in August of 2015 and denied all three. No new reasons have been advanced by Cleaves to warrant a different result in this appeal on this issue.

III.

Prior Litigation Between Forrest City School District and Palestine Wheatley

It was previously noted by counsel for this board in the proceedings from last year in the Goodall appeal (Administrative Record Page 114) that Forrest City was contending that other students had illegally transferred under the now repealed School Choice Act. Since that time, the Forrest City School District has located and now attaches as Exhibit 2 the Order of the Circuit Court of St. Francis County dated August 14, 2003 which acts as a permanent injunction regarding transfers under the School Choice Act. As paragraph 2 made plain: “The court further finds that the provisions of A.C.A. § 6-18-206, commonly referred to as School Choice, do not apply as to transfer of students between the Forrest City School District and the Palestine-Wheatley School District. Specifically, the Palestine-Wheatley School District is not eligible to accept students who are residents of the Forrest City School District...”

IV. Current litigation between Forrest City and Palestine Wheatley

As ADE had been previously informed, there is currently ongoing litigation in the Federal Court for the Eastern District of Arkansas, between the two school districts (and another

district) and the applicability of the 2015 school choice act including the exemptions declared by Forrest City are before the court on current motions and should be addressed soon.

V. The Forrest City Desegregation Litigation Prohibits “Choice” Transfers of Any Kind

To the extent that that the Cleaves family is also seeking transfer pursuant to or based upon some other choice act, such as the opportunity school choice act, Forrest City respectfully states that the pertinent orders entered in the *McKisick* case, its desegregation case, prohibit any kind of choice however characterized. In its Order filed January 16, 1970, attached hereto as Exhibit 3, the district court concluded that Forrest City was operating racially identifiable schools as part of a dual school system and had failed to take adequate steps to dismantle that system. In specifying what was required to become a non-dual system, the court specifically stated that: “All vestiges of ‘freedom of choice’ shall be eliminated no later than the beginning of the second semester of the present school year.” Then, the federal court noted it was retaining continuing jurisdiction and reserving the right to approve, modify or reject any plan submitted. This Order was affirmed by the United States Court of Appeals for the Eighth Circuit on June 5, 1970. (See Court of Appeals Order attached as Exhibit 4).

Forrest City submitted a new plan on July 12, 1971. The court ordered it to be revised and it was then approved on August 16, 1971. (See Exhibit 5). Jurisdiction was again retained.

In 1990 the federal court noted that the Forrest City schools were in compliance with the orders of the court since the plan of 1971 and approved a magnet school plan to supplement the court approved plan. (See Exhibit 6). The court again retained jurisdiction. Forrest City continues to operate pursuant to Court Order and has not been declared unitary.

VII. Exemption Under the 2015 Act

In support of its exemption to the 2015 Act, Forrest City supplied the Arkansas Department of Education with the supporting information and orders as required by the Act on April 14, 2015, and has been listed by the Department as a District claiming an Exemption.

Forrest City is neither inviting nor encouraging this Board to scrutinize these orders. Rather, they are offered simply for the proposition that the appellants cannot disprove the fact that Forrest City continues to operate pursuant to a court ordered and approved plan from 1971 which specifically disapproved choice as an element for that plan and which show other conflicts with the federal court orders. Accordingly, choice is not a permissible option for students residing within the Forrest City School District. This Board need not second guess that circumstance but should simply deny any and all appeals for transfer that would otherwise conflict with the *McKisick* orders from Forrest City to any other school district.

As recently as July 17, 2015, the Attorney General of Arkansas in Opinion No. 2015-051 has Opined that once a District has declared an exemption and provided the required documentation there is no further action for the ADE and by extension this board, as follows:

“In my opinion, the ADE is neither authorized nor obligated to take the actions contemplated. As mentioned above, the law is silent on what, if anything, the ADE is supposed to do with the “proof” that a school district submits. The Public School Choice Act, as amended by Act 560, does not charge the ADE to undertake to verify a school district’s claim of exemption^[18] or make a determination as to the sufficiency or truth of the proof submitted.^[19] Nor has my research yielded any other law assigning such a role to the ADE.”

In conclusion, the requested transfer should be denied for the same reasons explained in the 2013 and 2014 Orders and as set forth above.

Respectfully submitted,

MITCHELL, WILLIAMS, SELIG,
GATES & WOODYARD, P.L.L.C.
425 West Capitol Avenue, Suite 1800
Little Rock, Arkansas 72201
Telephone: (501) 688-8800
Facsimile: (501) 688-8807
E-mail: sjones@mvlaw.com

/s/ M. Samuel Jones, III
M. Samuel Jones III (76060)

Beavers & Cline
P.O. Box 924
Forrest City, AR 72336
Telephone: 870-633-3141
Facsimile: 870-633-3594
E-mail brbeavers@sbcglobal.net

/s/ Brad J. Beavers
Brad J. Beavers
Attorneys for Forrest City School District

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

On July 8, 2013, during a regular meeting of the Arkansas State Board of Education, a joint hearing was conducted pursuant to the legal authority and jurisdiction vested in the Board by the Public School Choice Act of 2013 (Act 1227 of 2013) and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013. Before the Board were the appeals of Petitioners, the Goodall, Moffett, and White families, challenging the decisions of the Palestine-Wheatley School District ("Respondent") denying their applications for transfer of their children (Goodall family, four children; Moffett family, one child; White family, one child) under the School Choice Act of 2013. All Petitioners were represented by attorney George Rozzell; the Respondent by Superintendent Jon Estes. Also participating was the Forrest City School District (the Petitioners' resident school district), which was represented by attorneys M. Samuel Jones and Brad Beavers.

FINDINGS OF FACT

1. The Goodall Petitioners are residents of the Forrest City School District. They formerly resided in Respondent Palestine-Wheatley School District, where three of the children attended school and one attended a pre-kindergarten program. The Goodall family moved to the Forrest City School District in 2012.

2. On or about April 3, 2013, the Goodall Petitioners submitted applications to transfer the four Goodall children to Respondent Palestine-Wheatley School District pursuant to the School Choice Act of 2013. On or about June 4, 2013, Respondent denied the applications because the Petitioners' resident school district, the Forrest City



School District, had declared itself exempt from the provisions of the School Choice Act of 2013 stating that it is subject to a federal court desegregation order remedying the effects of past racial segregation.

3. The Moffett Petitioners are residents of the Forrest City School District. On or about April 25, 2013, they submitted an application to transfer one child to Respondent Palestine-Wheatley School District pursuant to the School Choice Act of 2013. On or about June 3, 2013, Respondent denied the application because the Moffett's resident school district, the Forrest City School District, had declared itself exempt from the provisions of the School Choice Act of 2013 stating that it is subject to a federal court desegregation order remedying the effects of past racial segregation.

4. The White Petitioners are residents of the Forrest City School District. On or about May 1, 2013, they submitted applications to transfer one child to Respondent Palestine-Wheatley School District pursuant to the School Choice Act of 2013. On or about June 4, 2013, Respondent denied the application because the White's resident school district, the Forrest City School District, had declared itself exempt from the provisions of the School Choice Act of 2013 stating that it is subject to a federal court desegregation order remedying the effects of past racial segregation.

5. The Public School Choice Act of 2013 took effect on April 16, 2013.

6. The Forrest City School District declared itself exempt from the School Choice Act of 2013 on May 14, 2013. The District notified the Arkansas Department of Education that it was declaring an exemption on or about May 16, 2013.

7. The Forrest City School District notified the Board that it remains subject to a federal court desegregation order in *McKissie et al. v. Forrest City School Dist. No. 7, et*

al., Case No. H-69-C-42 (United States District Court for the Western District of Arkansas), and presented to the Board an order in that case dated December of 1990. Petitioners presented no court orders to the contrary.

CONCLUSIONS OF LAW

8. Because the Forrest City School District was the resident district of the Petitioners, Forrest City's participation in the joint hearings was appropriate and in accordance with the Public School Choice Act of 2013, the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2013, and the Arkansas Administrative Procedures Act (Ark. Code Ann. § 25-15-201 *et seq.*).

9. The Public School Choice Act of 2013, which took effect on April 16, 2013, authorizes a school district to declare itself exempt from the Act if the district is subject to a desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation.

10. It is not this Board's role to determine the validity or invalidity of a desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation.

11. The Public School Choice Act of 2013 provides that a school district must notify the Arkansas Department of Education by April 1 if in the next school year the district intends to declare an exemption. The Act does not identify any sanction for a district's failure to meet this deadline. In particular, the Act does not state that failure to meet the April 1 deadline invalidates a district's exemption. Because the Act did not take effect until April 16, 2013, it would have been impossible for any school district

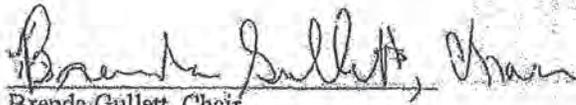
(including Forrest City) to notify the ADE of its intention to declare an exemption by April 1, 2013. Petitioners' argument that no school district may declare an exemption for the 2013-2014 school year because the ADE notification date passed before the Act took effect would contravene legislative intent and lead to absurd results.

12. The Forrest City School District is not foreclosed from declaring an exemption under the School Choice Act of 2013. All transfers under the School Choice Act of 2013 are subject to the limitation of an exemption declared by a school district.

ORDER

13. Because Forrest City declared an exemption under the School Choice Act of 2013, the Board denies the appeals of Petitioners Goodall, Moffett, and White.

Signed this 1 day of August, 2013


Brenda Gullett, Chair
Arkansas State Board of Education

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

On August 14, 2014, during a regular meeting of the Arkansas State Board of Education, a hearing was conducted pursuant to the legal authority and jurisdiction vested in the Board by the Public School Choice Act of 2013 (codified at Ark. Code Ann. § 6-18-1901 et seq.) and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2013. Before the Board was the appeal of the Goodall Family ("Petitioner") challenging the decision of the Palestine-Wheatley School District ("Respondent") denying their application for transfer of their children under the Public School Choice Act of 2013.

FINDINGS OF FACT

1. The Petitioner family resides in the Forrest City School District.
2. On or about June 9, 2014, Petitioner submitted an application to transfer four (4) children to Respondent Palestine-Wheatley School District pursuant to the Public School Choice Act of 2013.
3. On or about June 13, 2014, Respondent denied the applications because the Petitioner's resident school district, the Forrest City School District, declared itself exempt from the provisions of the Public School Choice Act of 2013 stating that it is subject to a federal court desegregation order remedying the effects of past racial segregation.
4. On June 24, 2014, counsel for the Petitioner appealed Respondent's denial to the State Board. Because the Respondent Palestine-Wheatley School District accepted two of the Petitioner's children, A. Goodall (age 10) and A. Goodall (age 12) pursuant to a separate law, the Arkansas Opportunity Public School Choice Act of 2004, the



Petitioner only wishes to proceed with its appeal for the youngest two children, A. Goodall (age 6) and E. Goodall (age 9). Therefore, the State Board will only consider that part of Petitioner's school choice appeal that pertains to A. Goodall (age 6) and E. Goodall (age 9).

5. The Forrest City School District declared itself exempt from the Public School Choice Act of 2013 on March 13, 2014. The Forrest City School District notified the Arkansas Department of Education of the exemption on or about March 18, 2014.

6. The Forrest City School District notified the Arkansas Department of Education that it remains subject to federal court desegregation orders in *McKissick, et al. v. Forrest City School District, et al.*, U.S. District Court for the Eastern District of Arkansas, Case No. H-69-C-42.

CONCLUSIONS OF LAW

7. The Public School Choice Act of 2013 authorizes a school district to declare itself exempt from the Act if the district is subject to a desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation. (Ark. Code Ann. § 6-18-1906).

8. It is not this Board's role to determine the validity or invalidity of a desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation.

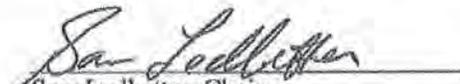
9. The State Board notes that the Petitioner originally filed school choice applications with the Respondent district on June 9, 2014. Pursuant to Ark. Code Ann. § 6-18-1905(a)(3), a school choice application shall be postmarked no later than June 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

Because the Petitioner filed the school choice applications on June 9, the applications were untimely.

ORDER

10. Due to the exemption declared by the Forrest City School District and the Petitioner's untimely filing of the school choice applications, the Petitioner's school choice appeal is hereby denied.

Signed this 27th day of August, 2014


Sam Ledbetter, Chair
Arkansas State Board of Education

IN THE CIRCUIT COURT OF ST. FRANCIS COUNTY, ARKANSAS

IN RE: THE MATTER OF THE
FORREST CITY SCHOOL DISTRICT
and PALESTINE WHEATLEY SCHOOL DISTRICT

No. E-2000-58

AGREED ORDER

On this 14th day of August, 2003, comes to be heard this cause of action on Joint Petition of the parties. The Forrest City School District appearing by and through its attorney, Brad J. Beavers, of Sharpe, Beavers & Cline, P.O. Box 924, Forrest City, AR 72336-0924, and Palestine Wheatley School District appearing by and through its attorney, W. Frank Morledge, P.O. Box 912, Forrest City, AR 72336-0912. The Court, after reviewing all pleadings filed herein, hearing statements of counsel and being well and sufficiently advised, finds that:

1. That the Forrest City School District has been granted Summary Judgment against the Palestine Wheatley School District based upon violation of A.C.A. §6-18-202 for the 1999-2000, 2000-2001, and 2001-2002 school years as to certain students as is more specifically set forth in said Summary Judgment dated the 1st day of July, 2002, and filed the 9th day of July, 2002. The Forrest City School District has been granted Partial Summary Judgment against the Palestine Wheatley School District in the amount of \$45,175.85.

2. ~~The Court further finds that the provisions of A.C.A. §6-18-206, commonly referred to as "School Choice", do not apply as to transfer of students between the Forrest City School District and the Palestine Wheatley School District. Specifically, the Palestine Wheatley School District is not eligible to accept students who are residents of~~



FILED

AUG 14 2003
TIME: 9:55 AM
BETTE S. GREEN, CLERK PS

the Forrest City School District (as defined by the provisions of A.C.A. §6-18-202) under the provisions of A.C.A. §6-18-206.

3. Certain students listed on Exhibit "A" hereto are found to have been enrolled by the Palestine Wheatley School District in violation of both A.C.A. §6-18-202 and §6-18-206 for the school year 2001-2002, under the "School Choice" provisions.

4. The Forrest City School District is, by agreement, granted Judgment against the Palestine Wheatley School District, as a compromised settlement, the amount of \$80,000.00, inclusive of the amount of \$45,175.85 Summary Judgment filed July 9, 2002.

5. Exhibit "A" contains information concerning individual students. Exhibit "A" shall be attached to this Order in the sealed portion of the Court file. Any copy of this Judgment released to any person other than the parties, or open for public inspection, shall not contain Exhibit "A" hereto.

6. ~~Each party is ordered and directed to advise all persons inquiring of the District as to parties to this action under A.C.A. §6-18-206 "School Choice", that the District is not eligible and will not enroll any student residing in the other District for the school year 2003-2004 or any future year, unless eligibility standards shall change or unless the Arkansas Department of Education shall approve participation, and in no event unless the other District shall have been given notice of such intent to participate and ninety (90) days for response.~~

7. The Palestine Wheatley School District shall, within twenty (20) days of entry of this Order, notify the parents, guardians, or other persons in loco parentis, of each student listed on Exhibit "A" currently enrolled, and/or any other student residing in

the Forrest City School District, that Palestine Wheatley School District is not eligible under the provisions of A.C.A. §6-18-206 to participate in School Choice in relation to residents of the Forrest City School District and that the student will not be allowed to enroll for the 2003-2004 school year absent full compliance with applicable law.

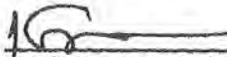
8. Neither District shall enroll any student transferring from the other District unless residency shall be established and verified. Upon such enrollment, the enrolling District shall give notice to the other District within ten (10) days, including all documents and other information provided in relation to verification of residency.

9. The Palestine Wheatley School District shall, within thirty (30) days, pay the Forrest City School District the total amount of Judgment recited herein, \$80,000.00. In the event that such payment shall not be received within said thirty (30) day period, the Forrest City School District shall be authorized to petition the Arkansas Department of Education, pursuant to A.C.A. §6-18-205(a)(1)(3), to satisfy the liability created by this Agreed Order, in the sum of \$80,000.00, with credit for any amount paid, by transferring that amount to the Forrest City School District from funds which the Department would have next distributed to the Palestine Wheatley School District, as the liable school district, until such time as the full liability is paid. The Department is ordered to determine that the amount of the liability is as set forth in this Agreed Order and shall satisfy the liability by such transfer from the next available funds due to the Palestine Wheatley School District. If not paid, the Forrest City School District may collect said Judgment in any way allowed by Arkansas law.

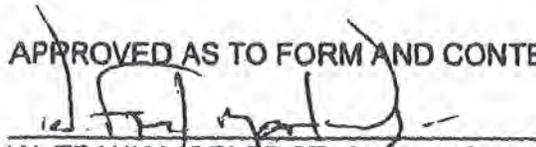
10. The Palestine Wheatley School District has requested dismissal of all pending claims against the Forrest City School District and all such claims are hereby

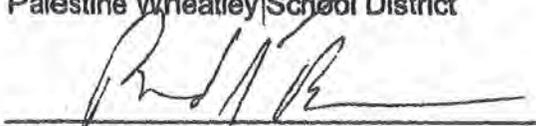
dismissed with prejudice. The Forrest City School District has requested dismissal of all remaining pending claims against the Palestine Wheatley School District (except as reduced to Judgment herein) and all such remaining claims are hereby dismissed.

IT IS SO ORDERED this 14th day of ^{August} ~~July~~, 2003.


KATHLEEN BELL, JUDGE

APPROVED AS TO FORM AND CONTENT:


W. FRANK MORLEDGE, Attorney for
Palestine Wheatley School District


BRAD J. BEAVERS, Attorney for
Forrest City School District

Judge Kathleen Bell
Fourth Division
Bench Trial ~~X~~
Non-Trial

FILED

m JAN 16 1970

IN THE UNITED STATES DISTRICT COURT
EASTERN DISTRICT OF ARKANSAS
EASTERN DIVISION

W. H. McCLELLAN, CLERK
BY: *W.H.*
Dep. Clerk

ERIC MCKISICK, ET AL.,]	
Plaintiffs,]	
]	
v.]	NO. H 69-C-42
]	
FORREST CITY SPECIAL SCHOOL]	
DISTRICT NO. 7, ET AL.,]	
Defendants.]	

O R D E R

On this 14th day of January, 1970, this cause comes on for hearing to the Court as scheduled. The parties filed the complaint against the Forrest City School District on November 6, 1969. It was scheduled for a hearing on January 7, 1969, but due to inclement weather resulting in extremely hazardous conditions of the roads, the case of necessity was postponed and rescheduled this date. The plaintiffs appearing by their attorney, Philip E. Kaplan, of the law firm of Walker, Rotenberry, Kaplan, Lavey & Hollingsworth, and the defendants appearing in person and by their attorneys, E. J. Butler and Harold Sharpe, and the parties announced ready for trial of the case.

From the pleadings, interrogatories, ore tenus testimony, exhibits, statements of counsel, and the entire record, the Court issued its decision from the bench at the conclusion of the trial.

Jurisdiction is admitted and established.

As stated by the Court, at the conclusion of the hearing, the Forrest City Public Schools are presently operating identifiable schools under a traditional policy of dual school systems contrary to law and in violation of the Constitution of the United States. Although, the school district has a planned program of operation



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toward compliance, it has failed to take necessary steps to effectively implement a desegregated unitary school system.

This is the first time the district has been required to act by court decree. The school district contends that it has developed a plan of desegregation in consultation with and in cooperation by the Department of Health, Education and Welfare to be fully, effectively and completely implemented no later than the commencement of the 1970-71 school year. It further contends that to require immediate unitization of their multiple schools, as will be fully accomplished with the beginning of the next school year, would be impractical and detrimental to a well planned and operated school program and would be educationally unsound in that it would make ineffectual the educational processes during the second semester. Such claims shall no longer serve as deterrents to immediate compliance with the constitutional standards. Christian, et al. v. Board of Education of Strong School District No. 83 of Union County, et al., Eighth Circuit, December 8, 1969; Alexander v. Holmes, Supreme Court No. 632, October 29, 1969.

It is the duty of school boards to voluntarily accomplish an end to segregation without judicial prodding. The burden on the school board is to develop and present a plan that promises realistically to work at once. Green v. County School Board, New Kent County, 391 U.S. 438-39, Christian, et al. v. Board of Education of Strong School District No. 83 of Union County, et al., supra. See Brown v. Board of Education, 349 U.S. 294 (1955) Brown II.

In compliance with the ruling of the Court, entered herein at the conclusion of the trial, the Court is of the opinion that

the defendants, Forrest City Special School District No. 7, Superintendent of Schools and the Forrest City School Board, should file with the Court an appropriate plan for immediate conversion of the public schools to a unitary, non-racial system.

IT IS, THEREFORE, CONSIDERED, ORDERED AND ADJUDGED that the Forrest City Special School District No. 7, its officers and members of the board, shall file with the Court within ten days from the date of the hearing a plan to convert the present organization of the district's public schools to a unitary, non-racial system. The plan shall provide as the Court directs herein, inter alia, and be implemented as set forth below:

1. The present system of dual bussing of some students shall be eliminated and a unitary bussing system established no later than beginning with the second semester of the present school year.

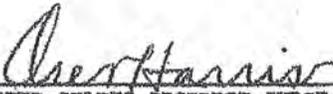
2. The assignment of students to schools and classes therein shall be made without regard to race commencing no later than the beginning of the second semester of the present school year. The assignments and reassignments of students shall continue and the new plan for the attendance of students on a non-racial basis shall be fully implemented no later than the 1970-71 school year.

3. The employment and assignment of faculty and other personnel shall be made without regard to race and color commencing no later than the second semester of the present school year. The plan shall further provide for the transfer of faculty and other personnel on a continuing basis to eliminate all vestiges of segregation and fully implemented no later than the commencement of the 1970-71 school year.

4. All vestiges of "freedom of choice" shall be eliminated no later than the beginning of the second semester of the present school year.

5. The Court retains continuing jurisdiction and reserves the right to approve, modify or reject any plan submitted toward the establishment of an effective and fully implemented unitary, non-racial system of the district's public schools.

DATED: January 15, 1970.


UNITED STATES DISTRICT JUDGE

Copy to Judge Norton

FILED

JUDGMENT

UNITED STATES COURT OF APPEALS
FOR THE EIGHTH CIRCUIT.

JUL 1 1970

W. H. McCLELLAN, CLERK

No. 20143 September Term, 1969

BY: W. H. McClellan
Dep. Clerk

Eric McKisick, Sheleeta Gail)	
McKisick, Sandra McKisick by)	
their mother and next friend, et al,)	
)	Appellants,
)	Appeal from the
)	United States
vs.)	District Court
)	for the Eastern
Forrest City Special School)	District of
District No. 7, et al.)	Arkansas.
)	Appellees.

A-69C-42

This Cause came on to be heard on the original files of the United States District Court for the Eastern District of Arkansas and was argued by counsel.

On Consideration Whereof, it is now here ordered and adjudged by this Court that the order of the said District Court of January 16, 1970 be, and it is hereby, affirmed, in accordance with the per curiam opinion of this Court this day filed herein.

June 5, 1970

A true copy. *Robert C. Tress*
Attest: *Robert C. Tress*
Clerk, U.S. Court of Appeals, 8th Circuit.

June 29, 1970

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*Copies to
Atty. Gen.
& J. Edgar Hoover
for review*

FILED

AUG 16 1971

*M. H. Moulton, CLERK
Bruce Stoddard
Dep. Clerk*

IN THE UNITED STATES DISTRICT COURT
EASTERN DISTRICT OF ARKANSAS
EASTERN DIVISION

ERIC MCKISICK, ET AL.,	}	
Plaintiffs,		
v.		NO. H-69-C-42
FORREST CITY SPECIAL SCHOOL		
DISTRICT NO. 7, ET AL.,		
Defendants.		

MEMORANDUM AND ORDER

This proceeding was originally brought by the plaintiffs against the defendants in their individual capacities and as a class action pursuant to Rule 23(a) (b) (1) (B) of the Federal Rules of Civil Procedure. The plaintiffs and their class they propose to represent are black citizens of the defendant school district. The plaintiffs seek relief by requiring the school district to eliminate its dual system of operation and all vestiges of segregation and to require the defendant school district to operate a unitary system without regard to race.

Jurisdiction having been established, this Court entered an order January 16, 1970, requiring the Defendant Forrest City Special School District No. 7, its officers and members of the board, to submit a plan of operation to a unitary, non-racial system in compliance with constitutional standards.

pursuant thereto, the defendant school district submitted a proposed plan for the operation of its schools on January 24, 1970. In the meantime, the plaintiffs appealed to the Circuit Court of Appeals for the Eighth Circuit the order of the Court entered January 16, 1970. The plaintiffs sought summary reversal

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of the Court's order, which was denied and the Clerk of the Court of Appeals was directed to prepare a briefing schedule for oral argument and submission to the Court of Appeals at its April, 1970 session.

On June 5, 1970, the appeal was heard by the appellate court and on the original files of the United States District Court for the Eastern District of Arkansas, and arguments of counsel, judgment was entered affirming the order of the district court entered January 16, 1970, in accordance with per curiam opinion filed at that time.

Pursuant to the per curiam opinion of the Circuit Court of Appeals, Eighth Circuit, June 5, 1970, this Court entered an order dated July 6, 1970, approving the proposed plan of operation for the public schools of the defendant, Forrest City Special School District No. 7, submitted and entered January 24, 1970.

On timely motion of the plaintiffs to reconsider the court-approved plan of the defendant school district, the Court entered an order denying the plaintiffs' motion for reconsideration on August 21, 1970. The plaintiffs filed timely notice of appeal of this Court's orders dated July 6, 1970, and August 21, 1970, respectively to the United States Court of Appeals for the Eighth Circuit.

In the interim period, the Supreme Court of the United States decided and filed opinions in the following cases: Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1; Davis v. Board of School Commissioners of Mobile County, 402 U.S. 33; North Carolina State Board of Education v. Swann, 402 U.S. 43; McDaniel, Superintendent of Schools v. Barresi, 402 U.S. 39.

Pursuant to the above-mentioned opinions, the Eighth Circuit Court of Appeals vacated this Court's orders of July 6, 1970, and August 21, 1970, and remanded the cause to the district court with directions. As a result, this Court entered an order June 1, 1971, directing the defendant school district to file with the Court a plan for the operation of its elementary schools which complies with the guidelines and teachings of the opinions of the United States Supreme Court in the above-cited cases. The school district was directed to submit the plan no later than July 12, 1971, and the plaintiffs were given ten days after the filing of the plan by the school board to respond or otherwise plead in connection with the proposal. At the same time, the Court scheduled a hearing on the proposal for Tuesday, July 27, 1971.

In compliance with the Court's order, the defendant school district on July 12, 1971, submitted proposed plan adopted by the school board revising the previously desegregation proposal in an effort to comply with the guidelines as previously directed. The plaintiffs filed no formal objection or other response.

As scheduled, the Court held a hearing on the school district's revised plan July 27, 1971. The plaintiffs appeared with their attorney, Honorable Phillip E. Kaplan, and the defendants appeared with their attorneys, Honorable Harold Sharpe and Honorable E. J. Butler. After opening statements of counsel, testimony was presented by Mr. William Irving, Superintendent of Schools, and in addition to the plan proposed by the district in detail, numerous exhibits were presented as an explanation of its operation. Following the testimony and the presentation of exhibits and further statements of counsel, the Court concluded

that the plan proposed failed to meet the guidelines and teachings of the recent opinions of the Supreme Court of the United States. The school board was directed to file a revised plan within ten days that would meet the objection of the Court as shown from the evidence presented during the course of the hearing. In compliance with the Court's order, the school district submitted the revised plan with detailed information as to the distribution of the students in all of its schools, teacher assignment, exhibits showing proposed bus routes and attendance areas adopting a combination of pairing of certain schools and zoning as applicable to its elementary schools.

The plaintiffs filed objections to the defendant's revised plan and contend that the elementary schools of the district would still be racially identifiable and that the plan would not achieve a unitary status. The plaintiffs further contend that since the school district has over 50% black enrollment a racial balance should be required in all of its schools. Further objection is made to the faculty assignment, contending that the proposed faculty distribution remain racially identifiable.

This Court did not propose, and does not do so now, to require the school district to achieve a racial balance. It is not required as a matter of substantive constitutional right.

Swann v. Board of Education, 402 U.S. 1, 24.

On this question the Supreme Court made it clear in Swann that the objective sought does not and cannot embrace all the problems of racial prejudice. The District Court established a norm for the various schools of a 71-29 ratio. It was acknowledged that variations from that norm may be unavoidable. Mr. Justice

Burger stated, commencing at page 24 as follows:

"If we were to read the holding of the District Court to require, as a matter of substantive constitutional right, any particular degree of racial balance or mixing, that approach would be disapproved and we would be obliged to reverse. The constitutional command to desegregate schools does not mean that every school in every community must always reflect the racial composition of the school system as a whole." See also United States v. Watson Chapel School District No. 24, et al., No. 20,699, United States Court of Appeals for the Eighth Circuit, August 7, 1971, pages 9 and 10.

With reference to faculty assignment, the plan calls for 122 teachers, 61 black and 61 white. In addition thereto, the district will have a number of special teachers as speech therapy, art, music, physical education and so forth of both black and white who will serve two or more schools. It appears the school district has sufficiently achieved faculty desegregation and an acceptable assignment of its faculty that reasonably complies with the law.

No question or objection is raised to the school district's proposed operation of the Forrest City High School and the Forrest City Junior High School, grades 7-12. It was stipulated by the parties to the Court this arrangement was acceptable.

There are four rural elementary schools and five city elementary schools which are to accommodate 3167 students, 1829 black and 1338 white. No elementary school has less than 25% white or less than 30% black, except DeRossitt, an elementary school in a remote area of the district with pre-dominantly black population. 8% of the students to be assigned will be white

with a faculty composed of 50% black and 50% white. The Court concludes that from the record, and under the circumstances, this proposed arrangement complies with (No. 2) of the problem areas discussed in Swann, supra, pages 25 and 26. The Court is satisfied that the racial composition of this elementary school is not the result of present or past discriminatory action on the part of the school authorities.

The Court also takes note that due to the proposed teacher assignments, it will be necessary to purchase additional portable buildings by the school district. Additions will be required at Forrest Hills School (2 buildings) and Stewart Elementary (1 building). Ultimately to meet the requirements of the plan, the school district may be required to purchase one or two other portable buildings to serve the needs of the district. In that these additional buildings will be necessary as a part of the plan, it follows that the school district will be required to provide these additional facilities.

It is also noted that the original plan submitted by the district in 1970, effective with the commencement of the 1970-71 school year, had the approval of the Department of Health, Education and Welfare. The instant plan proposed by the district achieves a greater degree of desegregation than did the proposed plan approved by H.E.W.

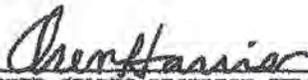
The Court has carefully scrutinized the revised plan submitted herein on August 5, 1971, and pursuant to the record, the Court is of the opinion that the proposed plan submitted by the school board of the Forrest City Special School District No. 7 for its elementary schools complies with the guidelines and teachings of the United States Supreme Court of April 20,

1971, in the Swann and other cases cited hereinabove and should be approved.

IT IS, THEREFORE, CONSIDERED, ORDERED AND ADJUDGED that the plan of operation of the public schools of the Forrest City Special School District No. 7, Forrest City, Arkansas, submitted on August 5, 1971, be and the same is hereby approved.

IT IS FURTHER ORDERED that this Court retains jurisdiction for further consideration of any problem that might arise in connection with the operation of the Forrest City Schools and compliance with the orders of this Court.

DATED: August 13, 1971.


UNITED STATES DISTRICT JUDGE

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FILED
U.S. DISTRICT COURT
EASTERN DISTRICT ARKANSAS

DEC 04 1990

IN THE UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF ARKANSAS
EASTERN DIVISION

CARL F. BHEINIS, CLERK
By: Edw. S. ...
DEP. CLERK

ERIC MCKISSIC, ET AL.

PLAINTIFFS

v. Civil No. H-69-C-42

FORREST CITY SCHOOL DISTRICT NO. 7
(formerly Forrest City Special School
District No. 7), ET AL.

DEFENDANTS

ORDER

The court is in receipt of a petition in this ancient case on behalf of the Forrest City School District No. 7. Jurisdiction of the court in this case commenced in 1969 by the filing of civil rights relief in the name of Eric McKissic et al. v. Forrest City Special School District No. 7 et al., Case No. H-69-C-42. Pursuant to the extended complications in the problems facing the court at that time, the court specifically concluded and ordered that "this Court retain jurisdiction for further consideration of any problems that might arise in connection with the operation of the Forrest City Schools and compliance with the orders of this Court. Dated: August 13, 1971."

The School District has monitored and continued the operation of the Forrest City Schools in compliance with orders of this court since that time. Therefore, the court has had continuing jurisdiction for an indefinite period of time.

This petition of the defendant School District is in relation to the establishment of a "Magnet School proposal" (Magnet School

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(Rev. 8/82)

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Plan) of Forrest City School District No. 7. The plaintiffs named in the complaint originally were at that time students in the Forrest City School. At this time, none of the named plaintiffs are students, parents-next friend, student teachers or employees of the school.

In the petition on behalf of the Forrest City School District No. 7, the School District at this time is seeking approval of a proposed Magnet School Plan. The petition provides that the Plan is to be effective in promoting voluntary desegregation and to generate more positive student activities towards school. The Plan has been approved and will be monitored by the Arkansas State Board of Education.

There is a requirement of the U.S. Department of Education which provides, in part, that grants by U.S. Department of Education to eligible schools in support of magnet schools must be approved by this court in order to modify the court's previously approved plan. The Forrest City School District No. 7 is requesting the approval of the proposed Plan for a magnet school to become a part of the School District program.

After carefully scrutinizing the proposed Magnet School Plan of the Forrest City School District No. 7, it is therefore the order and judgment of this court that the Magnet School Plan be adopted and authorized by appropriate officials of the District,

the Arkansas Department of Education, and the U.S. Department of
Education as requested by the Forrest City School District No. 7.

IT IS SO ORDERED.

Dated this 3rd day of December, 1990.

Oren Harris
UNITED STATES DISTRICT JUDGE

THIS DOCUMENT ENTERED ON DOCKET SHEET IN
COMPLIANCE WITH RULE 58 AND/OR 79(a) FRCP
ON 12/4/90 BY bu

SCHOOL CHOICE STATUTES AND ACTS

1 State of Arkansas
2 90th General Assembly
3 Regular Session, 2015
4

As Engrossed: S2/9/15 S2/17/15

A Bill

SENATE BILL 179

5 By: Senators A. Clark, J. English, G. Stubblefield
6 By: Representatives Cozart, Gates, Baltz, Bell, Deffenbaugh, C. Douglas, Gossage, G. Hodges, Lowery,
7 Ratliff
8

For An Act To Be Entitled

9
10 AN ACT TO REQUIRE A SCHOOL DISTRICT SUBJECT TO A
11 DESEGREGATION ORDER TO NOTIFY THE DEPARTMENT OF
12 EDUCATION AND TO PROVIDE A COPY OF THE DESEGREGATION
13 ORDER; TO AMEND THE PUBLIC SCHOOL CHOICE ACT OF 2013;
14 TO DECLARE AN EMERGENCY; AND FOR OTHER PURPOSES.
15
16

Subtitle

17
18 TO REQUIRE A SCHOOL DISTRICT SUBJECT TO A
19 DESEGREGATION ORDER TO NOTIFY THE
20 DEPARTMENT OF EDUCATION AND TO PROVIDE A
21 COPY OF THE DESEGREGATION ORDER; TO AMEND
22 THE PUBLIC SCHOOL CHOICE ACT OF 2013; AND
23 TO DECLARE AN EMERGENCY.
24
25

26 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:
27

28 SECTION 1. Arkansas Code Title 6, Chapter 13, Subchapter 1, is amended
29 to add an additional section to read as follows:

30 6-13-113. School district desegregation orders – Orders.

31 (a) By January 1, 2016, a school district that is subject to a
32 desegregation order or desegregation-related order shall notify the
33 Department of Education in writing.

34 (b) A school district that is subject to a desegregation order or a
35 desegregation-related order shall include in the written notice to the
36 department:



1 (1) A copy of the desegregation order or desegregation-related
2 order;

3 (2) The case heading and case number of each court case in which
4 the order was entered;

5 (3) The name and location of each court that maintains
6 jurisdiction over the order; and

7 (4) A description of the school choice student transfer
8 desegregation obligations, if any, that the school district is subject to,
9 related to the order.

10 (c) A school district that is released from court supervision related
11 to a desegregation order or desegregation-related order shall promptly notify
12 the department.

13 (d) A school district that fails to meet the requirements of this
14 section is in violation of the Standards for Accreditation of Arkansas Public
15 Schools and School Districts.

16 (e) The department shall post on the department’s website all written
17 notifications received as required by this section.

18
19 SECTION 2. Arkansas Code § 6-18-1901(a), concerning the Public School
20 Choice Act of 2013, is amended to read as follows:

21 (a) This subchapter shall be known and may be cited as the “Public
22 School Choice Act of ~~2013~~ 2015”.

23
24 SECTION 3. Arkansas Code § 6-18-1902(4), concerning the definition of
25 transfer student, is amended to read as follows:

26 (4) “Transfer student” means a public school student in kindergarten
27 through grade twelve (12) who transfers to a nonresident district through a
28 public school choice option under this subchapter.

29
30 SECTION 4. Arkansas Code § 6-18-1903(a)-(d), concerning the public
31 school choice program, are amended to read as follows:

32 (a) A public school choice program is established to enable a student
33 in kindergarten through grade twelve (12) to attend a school in a nonresident
34 district, subject to the limitations under § 6-18-1906.

35 (b) Each school district shall participate in a public school choice
36 program consistent with this subchapter.

1 (c) This subchapter does not require a school district to add teachers,
2 staff, or classrooms or in any way to exceed the requirements and standards
3 established by existing law.

4 (d)(1) The board of directors of a public school district shall adopt
5 by resolution specific standards for acceptance and rejection of applications
6 under this subchapter.

7 (2) The standards:

8 (A) May include without limitation the capacity of a
9 program, class, grade level, or school building;

10 (B) May include a claim of a lack of capacity by a school
11 district only if the school district has reached at least ninety percent
12 (90%) of the maximum authorized student population in a program, class, grade
13 level, or school building;

14 (C) Shall include a statement that priority will be given
15 to an applicant who has a sibling or stepsibling who:

16 (i) Resides in the same household; and

17 (ii) Is already enrolled in the nonresident district
18 by choice; and

19 ~~(G)~~ (D) Shall not include an applicant's:

20 (i) Academic achievement;

21 (ii) Athletic or other extracurricular ability;

22 (iii) English proficiency level; or

23 (iv) Previous disciplinary proceedings, except that
24 an expulsion from another district may be included under § 6-18-510.

25 (3) A school district receiving transfers under this subchapter
26 shall not discriminate on the basis of gender, national origin, race,
27 ethnicity, religion, or disability.

28

29 SECTION 5. Arkansas Code § 6-18-1904(a)-(c), concerning general
30 provisions, are amended to read as follows:

31 (a) The transfer of a student under the Arkansas Public School Choice
32 Act of 1989, § 6-18-206 [repealed], or the Public School Choice Act of 2013,
33 is not voided by this subchapter and shall be treated as a transfer under
34 this subchapter.

35 (b)(1) A student may accept only one (1) school choice transfer per
36 school year.

1 (2)(A) A student who accepts a public school choice
2 transfer may return to his or her resident district during the school year.

3 (B) If a transferred student returns to his or her
4 resident district, the student's transfer is voided, and the student shall
5 reapply if the student seeks a future school choice transfer.

6 (c)(1) A transfer student attending a nonresident school under this
7 subchapter may complete all remaining school years at the nonresident
8 district.

9 (2) A present or future sibling of a student who continues
10 enrollment in the nonresident district under this subsection and applies for
11 a school choice transfer under § 6-18-1905 may enroll in ~~or continue~~
12 ~~enrollment in the nonresident district until the sibling of the transfer~~
13 ~~student completes his or her secondary education,~~ if the district has the
14 capacity to accept the sibling without adding teachers, staff, or classrooms
15 or exceeding the regulations and standards established by law.

16 (3) A present or future sibling of a student who continues
17 enrollment in the nonresident district and who enrolls in the nonresident
18 district under subdivision (c)(2) of this section may complete all remaining
19 school years at the nonresident district.

20
21 SECTION 6. Arkansas Code §§ 6-18-1905 and 6-18-1906 are amended to
22 read as follows:

23 6-18-1905. Application for a transfer.

24 (a) If a student seeks to attend a school in a nonresident district,
25 the student's parent shall submit an application:

26 (1) To the nonresident district ~~with a copy to~~ ,which shall
27 notify the resident district of the filing of the application;

28 (2) On a form approved by the Department of Education; and

29 (3) Postmarked no later than ~~June~~ May 1 of the year in which the
30 student seeks to begin the fall semester at the nonresident district.

31 (b) A nonresident district that receives an application under
32 subsection (a) of this section shall, upon receipt of the application, place
33 a date and time stamp on the application that reflects the date and time the
34 nonresident district received the application.

35 (c) A nonresident district shall review and make a determination on
36 each application in the order in which the application was received by the

1 nonresident district.

2 (d) Before accepting or rejecting an application, a nonresident
3 district shall determine whether one of the limitations under § 6-18-1906
4 applies to the application.

5 (e)(1) By August July 1 of the school year in which the student seeks
6 to enroll in a nonresident district under this subchapter, the superintendent
7 of the nonresident district shall notify the parent and the resident district
8 in writing as to whether the student's application has been accepted or
9 rejected.

10 (2) If the application is rejected, the superintendent of the
11 nonresident district shall state in the notification letter the reason for
12 rejection.

13 (3) If the application is accepted, the superintendent of the
14 nonresident district shall state in the notification letter*

15 ~~(A) A a reasonable deadline by which the student shall~~
16 ~~enroll in the nonresident district and after which the acceptance~~
17 ~~notification is null, and~~

18 ~~(B) Instructions for the renewal procedures established by~~
19 ~~the nonresident district.~~

20

21 6-18-1906. Limitations.

22 (a)(1) If the provisions of this subchapter conflict with a provision
23 of an enforceable desegregation court order or a district's court-approved
24 desegregation plan regarding the effects of past racial segregation in
25 student assignment, the provisions of the order or plan shall govern.

26 (2) If a school district claims a conflict under subdivision
27 (a)(1) of this section, the school district shall immediately submit proof
28 from a federal court to the Department of Education that the school district
29 has a genuine conflict under an active desegregation order or active court-
30 approved desegregation plan with the interdistrict school choice provisions
31 of this subchapter.

32 ~~(1) A school district annually may declare an exemption under this~~
33 ~~section if the school district is subject to the desegregation order or~~
34 ~~mandate of a federal court or agency remedying the effects of past racial~~
35 ~~segregation.~~

36 ~~(2)(A) An exemption declared by a board of directors under this~~

1 subsection is irrevocable for one (1) year from the date the school district
2 notifies the Department of Education of the declaration of exemption.

3 ~~(B) After each year of exemption, the board of directors~~
4 ~~may elect to participate in public school choice under this section if the~~
5 ~~school district's participation does not conflict with the school district's~~
6 ~~federal court ordered desegregation program.~~

7 (3) A school district shall notify the department by April 1 if
8 in the next school year the school district intends to:

9 (A) Declare an exemption under this section; or

10 (B) Resume participation after a period of exemption.

11 ~~(e)(1)(A)~~ (b)(1)(A) There is established a numerical net maximum limit
12 on school choice transfers each school year from a school district, less any
13 school choice transfers into the school district, under this section of not
14 more than three percent (3%) of the ~~school district's three quarter average~~
15 ~~daily membership for the~~ enrollment that exists in the school district as of
16 October 15 of the immediately preceding school year.

17 (B) For the purpose of determining the percentage of school
18 choice transfers under this subsection, siblings who are counted in the
19 numerator as transfer students shall count as one (1) student, ~~and siblings~~
20 ~~who are counted in the denominator as part of the average daily membership~~
21 ~~shall count as one (1) student.~~

22 (C) A student eligible to transfer to a nonresident
23 district under § 6-15-430(c)(1), § 6-18-227, or § 6-21-812 shall not count
24 against the cap of three percent (3%) of the resident or nonresident
25 district.

26 (2) Annually by ~~June 1~~ December 15, the department shall report
27 to each school district the net maximum number of school choice transfers for
28 the ~~current~~ next school year.

29 (3) If a student is unable to transfer due to the limits under
30 this subsection, the resident district shall give the student priority for a
31 transfer in the ~~following~~ first school year in which the district is no
32 longer subject to subdivision § (b)(1) of this section in the order that the
33 resident district receives notices of applications under § 6-18-1905, as
34 evidenced by a notation made by the district on the applications indicating
35 date and time of receipt.

36

1 SECTION 7. Arkansas Code § 6-18-1908 is amended to read as follows:
2 6-18-1908. Effective date.

3 The provisions of this subchapter ~~shall remain in effect until July 1,~~
4 2015 are effective immediately.

5
6 SECTION 8. EMERGENCY CLAUSE. It is found and determined by the
7 General Assembly of the State of Arkansas that public school choice is
8 effective in meeting the needs of students; that the current school choice
9 provisions are about to expire; and that this act is immediately necessary to
10 ensure that students have public school choice options for the 2015-2016
11 school year. Therefore, an emergency is declared to exist, and this act being
12 immediately necessary for the preservation of the public peace, health, and
13 safety shall become effective on:

- 14 (1) The date of its approval by the Governor;
15 (2) If the bill is neither approved nor vetoed by the Governor,
16 the expiration of the period of time during which the Governor may veto the
17 bill; or
18 (3) If the bill is vetoed by the Governor and the veto is
19 overridden, the date the last house overrides the veto.

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/s/A. Clark

APPROVED: 03/20/2015

View ▾[↩ A.C.A. § 6-18-1901 ⇨](#)[Return to Search Results](#)**A.C.A. § 6-18-1901** (Copy w/ Cite)Pages: **2***A.C.A. § 6-18-1901*

Arkansas Code of 1987 Annotated
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*** Legislation is current through the 2014 Second Extraordinary Session ***
*** and updates received from the Arkansas Code Revision Commission ***
*** through December 12, 2014. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 18 Students
Subchapter 19 Public School Choice Act of 2013

A.C.A. § 6-18-1901 (2015)

6-18-1901. Title -- Legislative findings.

(a) This subchapter shall be known and may be cited as the "Public School Choice Act of 2013".

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

HISTORY: Acts 2013, No. 1227, § 6.

View ▾[↩ A.C.A. § 6-18-1901 ⇨](#)[Return to Search Results](#)**A.C.A. § 6-18-1901** (Copy w/ Cite)Pages: **2**

View [↩ A.C.A. § 6-18-1902 ⇨](#)[Return to Search Results](#)**A.C.A. § 6-18-1902** (Copy w/ Cite)

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A.C.A. § 6-18-1902

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Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 18 Students
Subchapter 19 Public School Choice Act of 2013

A.C.A. § 6-18-1902 (2015)

6-18-1902. Definitions.

As used in this subchapter:

- (1) "Nonresident district" means a school district other than a student's resident district;
- (2) "Parent" means a student's parent, guardian, or other person having custody or care of the student;
- (3) "Resident district" means the school district in which the student resides as determined under § 6-18-202; and
- (4) "Transfer student" means a public school student who transfers to a nonresident district through a public school choice option under this subchapter.

HISTORY: Acts 2013, No. 1227, § 6.View [↩ A.C.A. § 6-18-1902 ⇨](#)[Return to Search Results](#)**A.C.A. § 6-18-1902** (Copy w/ Cite)

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Title 6 Education
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A.C.A. § 6-18-1903 (2015)

6-18-1903. Public school choice program established.

(a) A public school choice program is established to enable a student to attend a school in a nonresident district, subject to the limitations under § 6-18-1906.

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d) (1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(C) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under § 6-18-510.

(3) A school district receiving transfers under this act shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

HISTORY: Acts 2013, No. 1227, § 6.

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⌂ A.C.A. § 6-18-1903 ⌂



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A.C.A. § 6-18-1904 (2015)

6-18-1904. General provisions.

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, § 6-18-206 [repealed], is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b) (1) A student may accept only one (1) school choice transfer per school year.

(2) (A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c) (1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection may enroll in or continue enrollment in the nonresident district until the sibling of the transfer student completes his or her secondary education, if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(d) (1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

HISTORY: Acts 2013, No. 1227, § 6.

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A.C.A. § 6-18-1905 (2015)

6-18-1905. Application for a transfer.

(a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

(1) To the nonresident district with a copy to the resident district;

(2) On a form approved by the Department of Education; and

(3) Postmarked no later than June 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

(b) (1) By August 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

(2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.

(3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter:

(A) A reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null; and

(B) Instructions for the renewal procedures established by the nonresident district.

HISTORY: Acts 2013, No. 1227, § 6.

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⌂ A.C.A. § 6-18-1905 ⌂



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A.C.A. § 6-18-1906 (2015)

6-18-1906. Limitations.

(a) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(b) (1) A school district annually may declare an exemption under this section if the school district is subject to the desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation.

(2) (A) An exemption declared by a board of directors under this subsection is irrevocable for one (1) year from the date the school district notifies the Department of Education of the declaration of exemption.

(B) After each year of exemption, the board of directors may elect to participate in public school choice under this section if the school district's participation does not conflict with the school district's federal court-ordered desegregation program.

(3) A school district shall notify the department by April 1 if in the next school year the school district intends to:

(A) Declare an exemption under this section; or

(B) Resume participation after a period of exemption.

(c) (1) (A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the school district's three-quarter average daily membership for the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student, and siblings who are counted in the denominator as part of the average daily

membership shall count as one (1) student.

(2) Annually by June 1, the Department of Education shall report to each school district the net maximum number of school choice transfers for the current school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the following year in the order that the resident district receives notices of applications under § 6-18-1905, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

HISTORY: Acts 2013, No. 1227, § 6.

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A.C.A. § 6-18-1907 (2015)

6-18-1907. Rules -- Appeal -- Data collection and reporting.

(a) The State Board of Education may promulgate rules to implement this subchapter.

(b) (1) A student whose application for a transfer under § 6-18-1905 is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.

(2) (A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under § 6-18-1905.

(B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

(3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.

(c) (1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

(2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

HISTORY: Acts 2013, No. 1227, § 6.

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⬅ A.C.A. § 6-18-1908 ➡



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A.C.A. § 6-18-1908 (2015)

6-18-1908. Effective date.

The provisions of this subchapter shall remain in effect until July 1, 2015.

HISTORY: Acts 2013, No. 1227, § 6.

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⬅ A.C.A. § 6-18-1908 ➡



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SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION EMERGENCY RULES GOVERNING
THE PUBLIC SCHOOL CHOICE ACT OF ~~2013~~ 2015**

~~September 2013~~

April 9, 2015

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of ~~2013~~ 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of ~~2013~~ 2015.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by ~~Act 1227 of 2013~~ Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.

- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
- 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
- 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;
- 4.04.23 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
- 4.04.23.1 Resides in the same household; and
- 4.04.23.2 Is already enrolled in the nonresident district by choice.
- 4.04.34 Shall not include an applicant's:
- 4.04.34.1 Academic achievement;
- 4.04.34.2 Athletic or other extracurricular ability;
- 4.04.34.3 English proficiency level; or
- 4.04.34.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
- 4.04.45 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
- 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
- 4.06.1 Availability of the program;
- 4.06.2 Application deadline; and
- 4.06.3 Requirements and procedure for nonresident students to participate in the program.

5.00 GENERAL PROVISIONS

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
- 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
- 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
- 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in ~~or continue enrollment in~~ the nonresident district ~~until the sibling of the transfer student completes his or her secondary education~~, if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
- 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under

Section 5.03 of these rules may complete all remaining years at the nonresident district.

- 5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.
- 5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.
- 5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.
- 5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

6.00 APPLICATION FOR TRANSFER

- 6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- 6.01.1 To the nonresident district ~~with a copy to~~ , which shall notify the resident district of the filing of the application;
- 6.01.2 On the form that is attached to these rules as Attachment 1; and
- 6.01.3 Postmarked no later than ~~June~~ May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- 6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- 6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- 6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.
- 6.025 By ~~August~~ July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent

and the resident district in writing as to whether the student's application has been accepted or rejected. ~~The notification shall be sent via First Class Mail to the address on the application.~~

6.025.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.

6.025.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.;

~~6.02.2.1 — A reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null; and~~

~~6.02.2.2 — Instructions for the renewal procedures established by the nonresident district.~~

7.00 LIMITATIONS

7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act
Four Capitol Mall
Little Rock, AR 72201

~~7.02 — A school district annually may declare an exemption under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules if the school district is subject to the desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation.~~

~~7.02.1 An exemption declared by a board of directors under Section 7.02 of these rules is irrevocable for one (1) year from the date the school district notifies the Department of Education of the declaration of exemption.~~

~~7.02.2 After each year of exemption, the board of directors may elect to participate in public school choice under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules if the school district's participation does not conflict with the school district's federal court ordered desegregation program.~~

~~7.02.3 A school district shall notify the Department of Education by April 1 if in the next school year the school district intends to:~~

~~7.02.3.1 Declare an exemption under Section 7.02 of these rules; or~~

~~7.02.3.2 Resume participation after a period of exemption.~~

~~7.02.3.3 A school district shall provide the notifications under Section 7.02.3.1 or 7.02.3.2 to:~~

~~Office of the Commissioner
ATTN: Arkansas Public School Choice Act
Four Capitol Mall
Little Rock, AR 72201~~

7.032 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the ~~school district's three quarter average daily membership for the~~ immediately preceding school year.

7.032.1 For the purpose of determining the percentage of school choice transfers under Section 7.032 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student, ~~and siblings who are counted in the denominator as part of the average daily membership shall count as one (1) student.~~

7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-530(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

7.032.23 Annually by ~~June 1~~ December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the ~~current~~ next school year.

7.032.34 If a student is unable to transfer due to the limits under Section 7.032 of these rules, the resident district shall give the student priority for a transfer in the following first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

8.00 APPEAL, DATA COLLECTION AND REPORTING

8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.

8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:

Office of the Commissioner
 ATTN: Arkansas Public School Choice Act Appeals
 Four Capitol Mall
 Little Rock, AR 72201

8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.

8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.

8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.

8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days

after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
 ATTN: Arkansas Public School Choice Act Appeals
 Four Capitol Mall
 Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

~~9.00 — EFFECTIVE DATE~~

~~The provisions of the Arkansas Public School Choice Act of 2013 and these rules shall remain in effect until July 1, 2015.~~

~~109.00 STATE BOARD HEARING PROCEDURES~~

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

~~109.01~~ A staff member of the Arkansas Department of Education shall introduce the agenda item.

~~109.02~~ All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

- 409.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.
- 409.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 409.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 409.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 409.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 409.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 409.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 409.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 409.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

10.00 EMERGENCY CLAUSE

- 10.01 WHEREAS, Act 560 of 2015 contained an emergency clause and became effective on March 20, 2015; and
- 10.02 WHEREAS, Ark. Code Ann. § 6-18-1907 authorizes the State Board of Education to promulgate rules to implement the Public School Choice Act; and
- 10.03 WHEREAS, these rules are immediately necessary to achieve the purposes of Act 560 of 2015 for the 2015-2016 school year;

10.04 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 students, parents and school districts will result without the immediate promulgation of these rules.

ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT
 “ARKANSAS PUBLIC SCHOOL CHOICE ACT OF ~~2013~~ 2015”
 (Must Be Submitted to Non-Resident ~~and Resident~~ Districts)***

APPLICANT INFORMATION

Student Name:

Student Date of Birth:

Gender

Male Female

Grade:

Does the applicant require special needs or programs? Yes No Is applicant currently under expulsion? Yes No **ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races Asian African-American Hispanic Native American/
Native Alaskan Native Hawaiian/
Pacific Islander White **RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015?

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district (with a copy to the resident district) or postmarked no later than June <u>May</u> 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2013 <u>2015</u> for specific procedures on how to file such an appeal).</p>			
DISTRICT USE ONLY			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			

Exalt Academy of Southwest Little Rock

- 1. Initial Year Enrollment Report through May 2015**
- 2. State Aid Notice 2014-2015**
3. Detailed Statement of Changes in Fund Balances
- 4. Demographic Data 2014-2015**

ARKANSAS DEPARTMENT OF EDUCATION CHARTER SCHOOL OFFICE
Fiscal Year 2014-2015

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

MONTHLY ENROLLMENT REPORT

Exalt Academy of Southwest Little Rock, LEA #6055700

Required per Ark. Code. Ann. §6-23-405

Information must be accurate and submitted on or before the first business day of each month.

Grade Levels FY 2014-2015: **K-2**

Enrollment CAP FY 2014 -2015: **180**

FY 2014-2015 Grade Levels	August 25 th Student Enrollment Count	September 25 th Student Enrollment Count	October 25 th Student Enrollment Count	November 25 th Student Enrollment Count	December 25 th Student Enrollment Count	January 25 th Student Enrollment Count	February 25 th Student Enrollment Count	March 25 th Student Enrollment Count	April 25 th Student Enrollment Count	May 25 th Student Enrollment Count	June 25 th Student Enrollment Count	July 25 th Student Enrollment Count
K	54	49	48	49	48	48	48	46	47	47		
1	24	23	23	25	24	24	24	25	25	25		
2	42	40	39	39	38	40	39	39	39	38		
Total	120	112	110	113	110	112	111	110	111	110	0	0
DUE DATE	Sept. 2, 2014	Oct. 1, 2014	Nov. 3, 2014	Dec. 1, 2014	Jan. 5, 2015	Feb. 2, 2015	Mar. 2, 2015	Apr. 1, 2015	May 1, 2015	June 1, 2015	July 1, 2015	Aug. 3, 2015

Sonja Taylor-Larkowski

Superintendent

06/02/15

Name of Person Completing the Report

Title of Person Completing the Report

Date Submitted

SUBMIT ON OR BEFORE THE 1st BUSINESS DAY OF EACH MONTH

Clicking the button below will submit the form via email to the ADE Charter School Office at ade.charterschools@arkansas.gov.

Submit

LEA: Open-Enrollment Public Charter School:

6055700
Exalt Academy

Final
State Aid Notice 2014-15
September 1, 2015

Opening date: 07/2014
Refer to corresponding Commissioner's Memo
for additional information.

DATA									
2012-13 enrollment cap	-	2013-14 enrollment cap	-	2014-15 enrollment cap	180	2014-15 Qtr 1 ADM cycle 3	110.20		
2012-13 grade levels	-	2013-14 grade levels	-	2014-15 grade levels	K-2	Est 2014-15 Qtr 2 ADM	-		
July 1, 2012 enrollment	-	July 1, 2013 enrollment	-	July 1, 2014 enrollment	144	Est 2014-15 Qtr 3 ADM	-		
2012-13 ADM (Qtrs 1-3)	-	2013-14 ADM (Qtrs. 1-3)	-	2014-15 ADM (Qtrs. 1-3)	107.66	Est 2014-15 Qtr 4 ADM	-		
2012-13 ELL students	-	2013-14 ELL students	-	2014-15 ELL students	28	2014-15 Qtr 1 ADM cycle 7	110.20		
Oct 1, 2012 NSL F&R count	-	Oct 1, 2013 NSL F&R count	-	Oct 1, 2014 NSL F&R count	107	2014-15 Qtr 2 ADM cycle 7	108.80		
Oct 1, 2012 NSL F&R %	-	Oct 1, 2013 NSL F&R %	-	Oct 1, 2014 NSL F&R %	96%	2014-15 Qtr 3 ADM cycle 7	103.44		
2012-13 ALE FTEs (Qtrs 1-4)	-	2013-14 ALE FTEs (Qtrs 1-4)	-	2014-15 ALE FTEs (Qtrs 1-4)	-	2014-15 Qtr 4 ADM cycle 7	86.61		
FUNDING									
Funding Category	Funding Rate	New charter, effective date July 1, 2014			Amount	Restricted	Rev Code	SOF Code	
State Foundation Funding (SFF) Aid ¹ Based on FY15 ADM qtrs 1-3	\$6,521	Initial SFF aid - July 1, 2014 enrollment		144.00	\$939,024	No	31700	001	
		Adjusted SFF Aid - FY15 qtr 1 ADM cycle 3		110.20	\$718,614	No	31700	001	
		Final SFF Aid - FY15 ADM qtrs 1-3		107.66	\$702,051	No	31700	001	
Alternative Learning Environment (ALE) Funding	\$4,383	FY14 ALE FTEs qtrs 1-4		-	\$0	Yes	32370	275	
English Language Learners (ELL) Funding	\$317	FY15 identified ELL		28	\$8,876	Yes	32371	276	
National School Lunch (NSL) State Categorical Funding NSL Transition NSL Growth Funding	\$1,549	Oct 1, 2014 free & reduced		107	\$165,743	Yes	32381	281	
	n/a			n/a	n/a	Yes	32381	281	
	n/a	If $\geq 1\%$ per yr, 3-yr avg growth X F&R %		n/a	n/a	Yes	32381	281	
Professional Development (PD) Funding	\$26.67	July 1, 2014 enrollment		144	\$3,840	Yes	32256	223	
Declining Enrollment Funding (DEF) ²	\$6,521	(Avg of FY13 + FY14 ADM) - FY14 ADM		-	n/a	No	31460	218	
Student Growth Funding (SGF) ^{1,2,3,4}									
Est SGF	rate per quarter	n/a	FY15 est qtrly ADM - FY14 ADM qtrs 1-3		-	n/a	No	31450	217
Final SGF	rate per quarter	n/a	FY15 qtrly ADM cycle 7 - FY14 ADM qtrs 1-3		-	n/a	No	31450	217

ADM-average daily membership, avg-average, F&R-free and reduced, FTE-full-time equivalent, LEA-local education agency, Oct-October, Qtr(s)-quarter(s), Est-estimated, Rev-Revenue, SOF-source of fund

- For charter schools funded on current year ADM data, the final determination of state foundation funding is not available until after current year 3-qr ADM is established. Adjustments may be necessary after cycle 7 reporting if changes are made to ADM data. These charter schools are not eligible for student growth funding.
- No open-enrollment public charter school shall receive both declining enrollment funding under A.C.A. § 6-20-2305(a)(3)(A)(i) and student growth funding under A.C.A. § 6-20-2305(c)(2).
- In January, estimated student growth funding is calculated based on current year qtr 1 ADM from cycle 3 and estimates of current year qtrs 2, 3, and 4.
- The final determination of student growth funding is calculated by July 31 pursuant to A.C.A. § 6-20-2305.
- For additional information, see A.C.A. §§ 6-20-2301 et seq., 6-23-501, and AR Department of Education Rules Governing: Public Charter Schools, the Calculation Methods for Declining Enrollment and Student Growth Funding, and Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.
- All enrollment data, ADM data, ADM estimates, and participating student counts used in charter school funding calculations are subject to applicable enrollment caps.

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	.00	.00
1200	CERTIFIED TEACHER FU	.00	.00	205,838.22	.00	205,838.22	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1275	ALT LEARNING	.00	.00	.00	.00	.00	.00
1276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
1281	NSLA	.00	.00	.00	.00	.00	.00
TOTAL TEACHER SALARY FUND		.00	.00	205,838.22	.00	205,838.22	.00
2000	OPERATING FUND	.00	.00	.00	.00	.00	.00
2001	FOUNDATION TRANSFER	.00	702,051.00	52,361.01	728,235.24	.00	26,176.77
2200	OTHER OPERATING FUND	.00	.00	728,235.24	205,838.22	522,363.66	33.36
2223	PROFESSIONAL DEVELOP	.00	3,840.00	.00	.00	2,526.00	1,314.00
2240	SPECIAL	.00	437.64	.00	.00	.00	437.64
2246	PROF QLTY ENHNC TCHR	.00	10,800.00	.00	.00	600.00	10,200.00
2260	STATE MEDICAID MATCH	.00	.00	.00	.00	.00	.00
2275	ALT LEARNING	.00	.00	.00	.00	.00	.00
2276	ENGLISH LANGUAGE LEA	.00	8,876.00	.00	.00	.00	8,876.00
2281	NSLA	.00	165,743.00	.00	.00	159,269.88	6,473.12
2317	AUDIT	.00	.00	.00	.00	.00	.00
2460	PROFESSIONAL QUALITY	.00	.00	.00	.00	.00	.00
TOTAL OPERATING FUND		.00	891,747.64	780,596.25	934,073.46	684,759.54	53,510.89
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
TOTAL BUILDING FUND		.00	.00	.00	.00	.00	.00
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL DEBT SERVICE FUND		.00	.00	.00	.00	.00	.00
6501	CHAPTER I	.00	43,820.65	.00	.00	43,820.65	.00
6520	CHAPTER II	.00	.00	.00	.00	.00	.00
6535	REIMBURSEMENT	.00	174,127.57	.00	.00	168,897.51	5,230.06
6700	VI-B	.00	.00	.00	.00	.00	.00
6702	VI-B PASST	.00	20,110.08	.00	.00	20,110.08	.00
6710	IDEA EARLY CHILDHOOD	.00	.00	.00	.00	.00	.00
6752	MEDICAID	.00	8,407.30	.00	.00	.00	8,407.30
6756	TITLE 2 A	.00	6,450.48	.00	.00	6,450.48	.00
TOTAL FEDERAL GRANTS FUND		.00	252,916.08	.00	.00	239,278.72	13,637.36
7000	ACTIVITY FUND	.00	2,603.52	.00	.00	2,301.36	302.16
TOTAL ACTIVITY FUND		.00	2,603.52	.00	.00	2,301.36	302.16
8200	FOOD PREP 7 DISPENS	.00	73,141.55	.00	.00	73,141.55	.00
8645	SCHOOL FOOD SERVICES	.00	.00	.00	.00	.00	.00
TOTAL FOOD SERVICE FUND		.00	73,141.55	.00	.00	73,141.55	.00
TOTAL		.00	1,220,408.79	986,434.47	934,073.46	1,205,319.39	67,450.41

EXALT ACADEMY OF SOUTHWEST LITTLE ROCK

2014-2015 Enrollment

Enrollment by Grade	
Kindergarten	49
Grade 1	23
Grade 2	40
TOTAL	112

Enrollment by Race	
2 or More Races	0
Asian	0
Black	59
Hispanic	50
Native American/ Native Alaskan	0
Native Hawaiian/ Pacific Islander	0
White	3
TOTAL	112

Quest Middle School of West Little Rock

- 1. Initial Year Enrollment Report through May 2015**
- 2. State Aid Notice 2014-2015**
3. Detailed Statement of Changes in Fund Balances
- 4. Demographic Data 2014-2015**

ARKANSAS DEPARTMENT OF EDUCATION CHARTER SCHOOL OFFICE

Fiscal Year 2014-2015

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

MONTHLY ENROLLMENT REPORT

Quest Middle School of West Little Rock, LEA #6054700

Required per Ark. Code. Ann. §6-23-405

Information must be accurate and submitted on or before the first business day of each month.

Grade Levels FY 2014-2015: **6-8**

Enrollment CAP FY 2014 -2015: **220**

FY 2014-2015 Grade Levels	August 25 th Student Enrollment Count	September 25 th Student Enrollment Count	October 25 th Student Enrollment Count	November 25 th Student Enrollment Count	December 25 th Student Enrollment Count	January 25 th Student Enrollment Count	February 25 th Student Enrollment Count	March 25 th Student Enrollment Count	April 25 th Student Enrollment Count	May 25 th Student Enrollment Count	June 25 th Student Enrollment Count	July 25 th Student Enrollment Count
6	76	74	70	73	72	69	68	69	68	67		
7	58	54	53	53	52	51	50	51	50	50		
8	41	41	43	45	44	43	42	42	44	43		
Total	175	169	166	171	168	163	160	162	162	160	0	0
DUE DATE	Sept. 2, 2014	Oct. 1, 2014	Nov. 3, 2014	Dec. 1, 2014	Jan. 5, 2015	Feb. 2, 2015	Mar. 2, 2015	Apr. 1, 2015	May 1, 2015	June 1, 2015	July 1, 2015	Aug. 3, 2015

Chris Stevens

Campus Director

05/26/2015

Name of Person Completing the Report

Title of Person Completing the Report

Date Submitted

SUBMIT ON OR BEFORE THE 1st BUSINESS DAY OF EACH MONTH

Clicking the button below will submit the form via email to the ADE Charter School Office at ade.charterschools@arkansas.gov.

Submit

LEA:
Open-Enrollment Public
Charter School:

6054700
Quest Middle School-
West Little Rock

Final
State Aid Notice 2014-15
September 1, 2015

Opening date: 07/2014
Refer to corresponding Commissioner's Memo
for additional information.

DATA									
2012-13 enrollment cap	-	2013-14 enrollment cap	-	2014-15 enrollment cap	220	2014-15 Qtr 1 ADM cycle 3	169.53		
2012-13 grade levels	-	2013-14 grade levels	-	2014-15 grade levels	6-8	Est 2014-15 Qtr 2 ADM	-		
July 1, 2012 enrollment	-	July 1, 2013 enrollment	-	July 1, 2014 enrollment	219	Est 2014-15 Qtr 3 ADM	-		
2012-13 ADM (Qtrs 1-3)	-	2013-14 ADM (Qtrs. 1-3)	-	2014-15 ADM (Qtrs. 1-3)	166.29	Est 2014-15 Qtr 4 ADM	-		
2012-13 ELL students	-	2013-14 ELL students	-	2014-15 ELL students	-	2014-15 Qtr 1 ADM cycle 7	169.53		
Oct 1, 2012 NSL F&R count	-	Oct 1, 2013 NSL F&R count	-	Oct 1, 2014 NSL F&R count	24	2014-15 Qtr 2 ADM cycle 7	168.10		
Oct 1, 2012 NSL F&R %	-	Oct 1, 2013 NSL F&R %	-	Oct 1, 2014 NSL F&R %	15%	2014-15 Qtr 3 ADM cycle 7	162.07		
2012-13 ALE FTEs (Qtrs 1-4)	-	2013-14 ALE FTEs (Qtrs 1-4)	-	2014-15 ALE FTEs (Qtrs 1-4)	-	2014-15 Qtr 4 ADM cycle 7	157.24		
FUNDING									
Funding Category	Funding Rate	New charter, effective date July 1, 2014			Amount	Restricted	Rev Code	SOF Code	
State Foundation Funding (SFF) Aid ¹ Based on FY15 ADM qtrs 1-3	\$6,521	Initial SFF aid - July 1, 2014 enrollment		219.00	\$1,428,099	No	31700	001	
		Adjusted SFF Aid - FY15 qtr 1 ADM cycle 3		169.53	\$1,105,505	No	31700	001	
		Final SFF Aid - FY15 ADM qtrs 1-3		166.29	\$1,084,377	No	31700	001	
Alternative Learning Environment (ALE) Funding	\$4,383	FY14 ALE FTEs qtrs 1-4		-	\$0	Yes	32370	275	
English Language Learners (ELL) Funding	\$317	FY15 identified ELL		-	\$0	Yes	32371	276	
National School Lunch (NSL) State Categorical Funding NSL Transition NSL Growth Funding	\$517 n/a n/a	Oct 1, 2014 free & reduced		24	\$12,408	Yes	32381	281	
					n/a	Yes	32381	281	
		If $\geq 1\%$ per yr, 3-yr avg growth X F&R %			n/a	Yes	32381	281	
Professional Development (PD) Funding	\$26.67	July 1, 2014 enrollment		219	\$5,841	Yes	32256	223	
Declining Enrollment Funding (DEF) ²	\$6,521	(Avg of FY13 + FY14 ADM) - FY14 ADM		-	n/a	No	31460	218	
Student Growth Funding (SGF) ^{1,2,3,4} Est SGF Final SGF	rate per quarter rate per quarter	n/a n/a	FY15 est qtrly ADM - FY14 ADM qtrs 1-3		-	n/a	No	31450	217
			FY15 qtrly ADM cycle 7 - FY14 ADM		-	n/a	No	31450	217
			qtrs 1-3						

ADM-average daily membership, avg-average, F&R-free and reduced, FTE-full-time equivalent, LEA-local education agency, Oct-October, Qtr(s)-quarter(s), Est-estimated, Rev-Revenue, SOF-source of fund

- For charter schools funded on current year ADM data, the final determination of state foundation funding is not available until after current year 3-qr ADM is established. Adjustments may be necessary after cycle 7 reporting if changes are made to ADM data. These charter schools are not eligible for student growth funding.
- No open-enrollment public charter school shall receive both declining enrollment funding under A.C.A. § 6-20-2305(a)(3)(A)(i) and student growth funding under A.C.A. § 6-20-2305(c)(2).
- In January, estimated student growth funding is calculated based on current year qtr 1 ADM from cycle 3 and estimates of current year qtrs 2, 3, and 4.
- The final determination of student growth funding is calculated by July 31 pursuant to A.C.A. § 6-20-2305.
- For additional information, see A.C.A. §§ 6-20-2301 et seq., 6-23-501, and AR Department of Education Rules Governing: Public Charter Schools, the Calculation Methods for Declining Enrollment and Student Growth Funding, and Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.
- All enrollment data, ADM data, ADM estimates, and participating student counts used in charter school funding calculations are subject to applicable enrollment caps.

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	.00	.00
1002	WFF	.00	.00	50,917.84	.00	50,917.84	.00
1200	SALARY FUND	.00	.00	396,883.45	.00	396,883.45	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1275	ALT LEARNING	.00	.00	.00	.00	.00	.00
1276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
1281	NSLA	.00	.00	5,654.13	.00	5,654.13	.00
TOTAL TEACHER SALARY FUND		.00	.00	453,455.42	.00	453,455.42	.00
2000	OPERATING FUND	.00	.00	.00	.00	.00	.00
2001	OTHER OPERATING	.00	1,100,412.20	14,745.18	1,112,815.58	2,341.80	.00
2002	WFF	.00	437,233.00	.00	50,917.84	266,987.65	119,327.51
2010	DONATION	.00	1,539.00	.00	.00	539.00	1,000.00
2200	FOUNDATION	.00	.00	1,084,377.00	411,628.63	590,265.23	82,483.14
2223	PROFESSIONAL DEVELOP	.00	5,841.00	.00	.00	4,603.18	1,237.82
2246		.00	400.00	.00	.00	.00	400.00
2275	ALT LEARNING	.00	.00	.00	.00	.00	.00
2276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
2281	NSLA	.00	12,408.00	.00	5,654.13	2,916.98	3,836.89
TOTAL OPERATING FUND		.00	1,557,833.20	1,099,122.18	1,581,016.18	867,653.84	208,285.36
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
TOTAL BUILDING FUND		.00	.00	.00	.00	.00	.00
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL DEBT SERVICE FUND		.00	.00	.00	.00	.00	.00
6501	CHAPTER I	.00	3,116.67	.00	.00	3,116.67	.00
6520	CHAPTER II	.00	.00	.00	.00	.00	.00
6535	TITLE V PART B	.00	343,996.32	.00	.00	343,996.32	.00
6700	VI-B	.00	.00	.00	.00	.00	.00
6702	TITLE VI-B (IDEA)	.00	29,064.85	.00	.00	29,064.85	.00
6710	IDEA EARLY CHILDHOOD	.00	.00	.00	.00	.00	.00
6756	IMPROVING TEACHER QU	.00	.00	.00	.00	.00	.00
TOTAL FEDERAL GRANTS FUND		.00	376,177.84	.00	.00	376,177.84	.00
7000	ACTIVITY FUND	.00	.01	.00	.00	.01	.00
TOTAL ACTIVITY FUND		.00	.01	.00	.00	.01	.00
8200	FOOD SERVICE	.00	11,447.51	28,438.58	.00	39,886.09	.00
TOTAL FOOD SERVICE FUND		.00	11,447.51	28,438.58	.00	39,886.09	.00
TOTAL		.00	1,945,458.56	1,581,016.18	1,581,016.18	1,737,173.20	208,285.36

QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK

2014-2015 Enrollment

Enrollment by Grade	
Grade 6	71
Grade 7	54
Grade 8	41
TOTAL	166

Enrollment by Race	
2 or More Races	0
Asian	13
Black	38
Hispanic	7
Native American/ Native Alaskan	3
Native Hawaiian/ Pacific Islander	1
White	104
TOTAL	166

ARKANSAS STATE BOARD OF EDUCATION
CALENDAR

January 2016 - December 2016

AGENDA ITEMS IDENTIFIED / ITEM DETAILS DRAFTED	ATTACHMENTS / MATERIALS TO BE POSTED ON NOVUSAGENDA DUE	DATE OF SUBMISSION TO WEB	MEETING DATE 2nd Thursday & Friday
December 18, 2015	December 23, 2015	January 4, 2016	January 14-15, 2016
January 15, 2016	January 22, 2016	February 2, 2016	February 11-12, 2016
February 12, 2016	February 19, 2016	March 1, 2016	March 10-11, 2016
March 18, 2016	March 25, 2016	April 4, 2016	April 14-15, 2016
April 15, 2016	April 22, 2016	May 2, 2016	May 12-13, 2016
May 13, 2016	May 20, 2016	June 31, 2016	June 9-10, 2015
June 17, 2016	June 24, 2016	July 1, 2016	July 14-15, 2016
July 15, 2016	July 22, 2016	August 2, 2016	August 11-12, 2016
August 12, 2016	August 19, 2016	August 30, 2016	September 8-9, 2016
September 16, 2016	September 23, 2016	October 3, 2016	October 13-14, 2016
October 14, 2016	October 21, 2016	November 1, 2016	November 10, 2016 (No Friday meeting)
November 10, 2016	November 18, 2016	November 29, 2016	December 8-9, 2016

ARKANSAS STATE BOARD OF EDUCATION MEETING
October 8, 2015

Agenda Topic: Adoption of the Partnership for Assessment of Readiness for College and Careers (PARCC) Threshold Scores

Materials: PowerPoint slides (attachment); Arkansas-specific supporting documents (attachment)

Staff Contact(s): Hope Allen, Director of Student Assessment

Purpose of Agenda Item

The Office of Student Assessment requests the Board to authorize the Department to adopt the PARCC threshold/cut scores approved by the PARCC Governing Board.

Expected Outcome(s) of Agenda Item

It is expected the Board will authorize the State Superintendent to adopt the PARCC threshold/cut scores approved by the PARCC Governing Board.

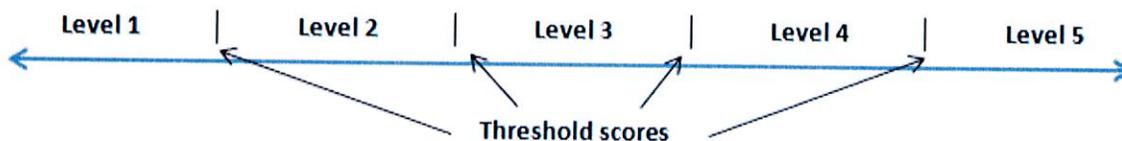
Background Information

PARCC is the state assessment and accountability measure for Arkansas students enrolled in public school districts. PARCC assesses the Arkansas Learning Standards and was administered to all students in grades 3-8 according to their current grade level and at high school according to course enrollment.

Performance Level Setting Process Summary

Arkansas teachers participated in the PARCC performance level setting. Performance level setting is a systematic process that results in recommended threshold scores (i.e., cut scores) for the five performance levels that will be used to report the results of the PARCC assessment (see Figure 1). This process will result in meaningful and comparable assessment information across schools, districts, and states.

Figure 1. Threshold Scores



Arkansas solicited nominations and selected approximately 10 educators and higher education faculty to participate in each performance level setting for high school, grades 7-8, and grades 3-6 (see Table 1). Educators were selected because of their content area expertise and familiarity with the Arkansas Learning Standards. In some cases, experience in the development of other large-scale assessment programs or experience with diverse student populations was also considered.

Table 1. Performance Level Setting Meetings

Mathematics	ELA/Literacy	Meeting Dates
Algebra II/Integrated III	Grade 11	July 27-31, 2015
Geometry/Integrated II	Grade 10	
Algebra I/Integrated I	Grade 9	
Grades 7-8	Grades 7-8	August 17-21, 2015
Grades 5-6	Grades 5-6	August 24-28, 2015
Grades 3-4	Grades 3-4	

During the performance level setting process, educators make recommendations as to what students at each performance level (see Table 2) would be able to demonstrate in terms of their knowledge, skills, and abilities. They do this by evaluating test questions on the PARCC assessments, judging how many points a student would likely earn.

For each assessment item, educators engaged in three rounds of judgments. During each round, educators considered how many points borderline Level 2, Level 3, Level 4, and Level 5 students would likely earn and discussed their judgments as they worked toward a common understanding for each item. After the three rounds of judgments, item estimates for each educator were tabulated. The educators' median values were determined to be the threshold scores for each performance level.

Table 2. PARCC Performance Level Descriptions

Level 1	The student performance demonstrated at this level did not yet meet academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.
Level 2	The student performance demonstrated at this level partially met academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.
Level 3	The student performance demonstrated at this level approached academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.
Level 4	The student performance demonstrated at this level met academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.
Level 5	The student performance demonstrated at this level exceeded academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.

Reliability of the Performance Level Setting Process

The most common standard-setting methods are known as test-centered methods. Using these methods, judgments are made about assessment items. The most widely used test-centered method (i.e., Modified-Angoff Method) was used for the PARCC performance level setting process. This method has been used with assessments such as the American College Test (ACT) and the National Assessment of Educational Progress (NAEP) and ensures that the threshold scores of an assessment are determined empirically, thus meeting the *Standards for Educational and Psychological Testing*.

Educator Experience

Educators engaged in the performance level setting process first took the assessment for their particular content area and grade level to become familiar with the specific test items and their difficulty. Educators were then asked to think about the competencies assessed by each item and reflect on their expectations of student performance.

Educators then reviewed the performance level descriptions for their particular content area and grade level and were asked to note the key differences between performance levels. After reviewing the performance level descriptions, educators were asked to consider what knowledge, skills, and practices describe a borderline student for each performance level and suggest modifications to the performance level descriptions.

Educators then engaged in the first of three rounds of judgment, in which they were asked to consider how many points a borderline student at each performance level would earn for each assessment item. After the first round of judgments, educators received data identifying score distributions for each item and discussed items with the greatest amount of disagreement at each borderline performance level. During the second round of judgments, educators reflected on their individual judgments and the judgments of other educators. During the third round of judgments, educators also took into account the impact of their judgments compared to actual student performance on the assessment (i.e., how many students would fall into each performance level based on their recommended threshold scores).

Educators engaged in intense discussions throughout the performance level setting process as they worked to come to a common understanding. They ultimately reported satisfaction with the rigor of the standard-setting process.

Following this process, the panel recommendations were moved forward to the PARCC Governing Board, which is comprised of the chiefs in each PARCC member state. The chiefs considered the recommendations and made minor adjustments (within the range of panelists' scores) at some grade levels and courses before finalizing their votes to adopt threshold scores for the five performance levels used to report the PARCC assessment results for each grade and course. Each state's higher education representatives on the Advisory Committee on College Readiness (ACCR) also voted on the culminating assessment threshold scores. The adoption of the recommended threshold scores determines the classification of a student's performance into a distinct performance level and ultimately determines how many students fall into each performance level.

Next Steps

Upon Board authorization, Agency staff will proceed with preparations for score release using the approved PARCC threshold/cut scores.



Arkansas State Board of Education

PARCC PERFORMANCE LEVEL SETTING

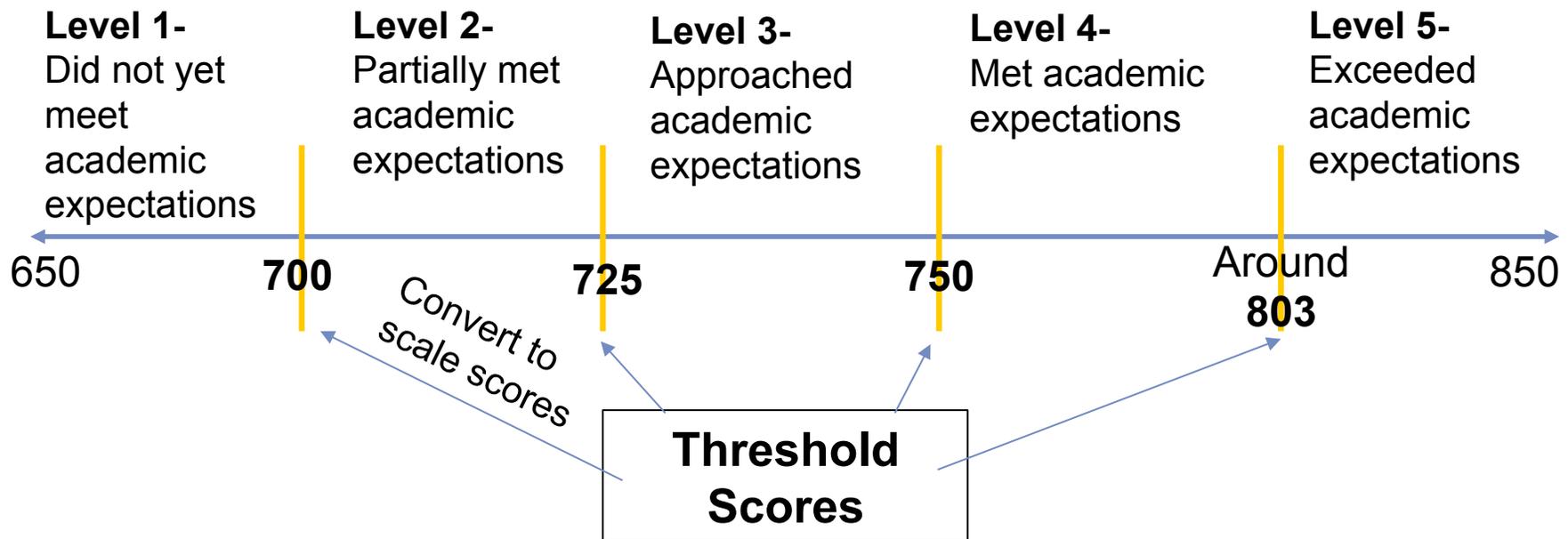
Arkansas State Board of Education

Hope Allen

October 8, 2015

Performance Level Setting

Conduct a systematic process that will result in recommended threshold scores (cut scores) that will form the 5 performance levels that will be used to report the results of the PARCC ELA/Literacy and mathematics assessments.



What is performance level setting?

- A process of deriving levels of performance on educational or professional assessments, by which decisions or classifications of persons will be made (Cizek, 2006)
- Test scores can be used to group students into meaningful Performance Levels
- Performance Level Setting is the process whereby we “draw the lines” that separate the test scores into various Performance Levels

Performance Level Setting Method

- One of a number of approaches available for setting performance levels
 - Judgmental procedure
- The method followed is one of the most widely-used methods for setting performance levels
- Panelists consider characteristics of each item and expectations of students to make item-level judgments that can be aggregated into overall threshold scores for the test form
- Multiple rounds of judgments and delivery of information are designed to optimize decision making

What were panelists asked to do?

- Panelists made recommendations as to what students at each performance level would be able to demonstrate in terms of their knowledge, skills, and abilities.
- Panelists did this by evaluating test questions on the PARCC assessments, and judging how many points a student would be likely to earn.

Item-Level Judgment Task

For every item on the PBA and EOY assessments, read the test question (which may have multiple parts) and considering the knowledge, skills, and abilities needed to successfully respond, ask:

- “How many points would a **borderline**
- **Level 3** student likely earn if they **answered** the question?”

Level 3 for this exercise was defined as a student whose performance is described by the Level 3 PLDs as **adequate** command of CCSS for the grade/course.

Borderline: bottom of the range of Level 3 students (*just-barely a Level 3 student*)

Answered: means 2 out of 3 times (or 2/3rds of the time)

Process

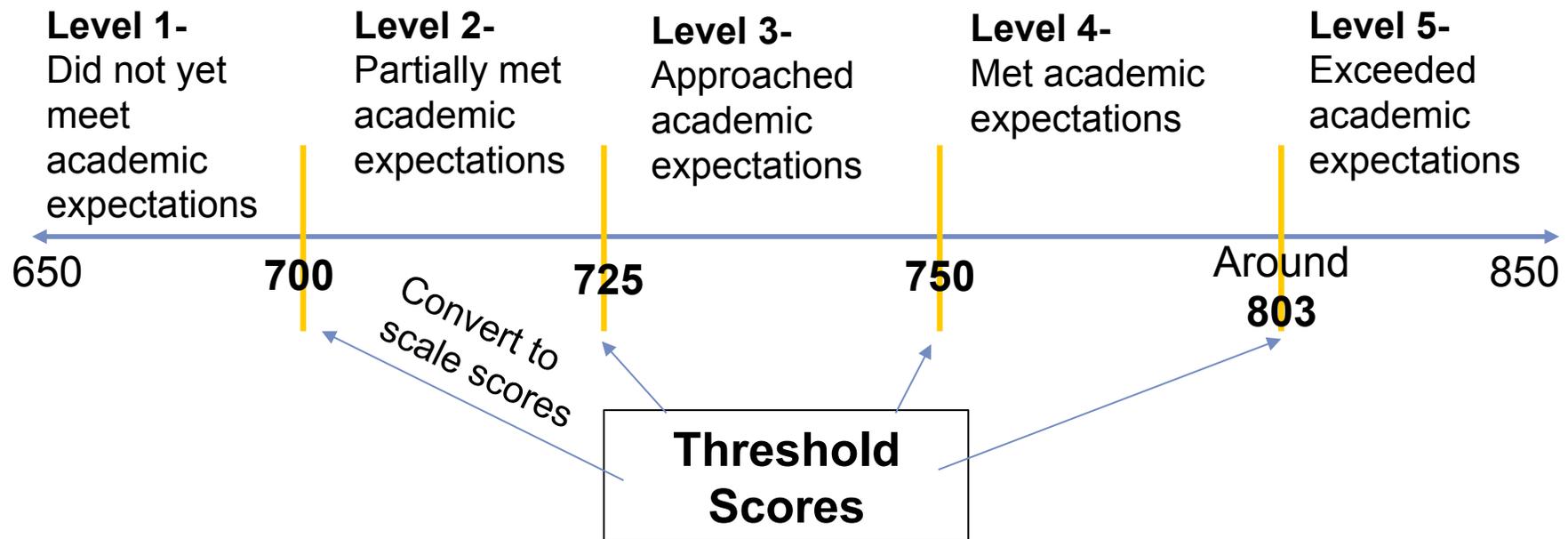
- Panelists engaged in three rounds of this judgment task. Between rounds their judgments were shared and they were provided opportunities for group discussion.
- They were provided information about actual student performance at the item level, and eventually between rounds 2 and 3, they were provided with impact data. This means that they saw the impact of their collective judgments for the form they were evaluating on the assignment of students into performance levels. This sometimes causes them to engage in additional conversation and to make slight adjustments.
- At the end of each week an articulation panel met to consider results between grade levels. They had the ability to make slight adjustments to the recommendations of the individual room panels.

Governing Board

- The panels moved forward recommendations to the PARCC Governing Board, which is comprised of the PARCC state chiefs.
- The Governing Board made minor adjustments within the range of panelists' scores and voted to approve.

Performance Level Setting

Conduct a systematic process that will result in recommended threshold scores (cut scores) that will form the 5 performance levels that will be used to report the results of the PARCC ELA/Literacy and mathematics assessments.



**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS**
September 2014 _____

1.00 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures concerning the consolidation and annexation of school districts; the administrative consolidation and annexation of school districts; and the distribution of consolidation/annexation incentive funding.

2.00 AUTHORITY

- 2.01 The State Board of Education (State Board) enacts these rules pursuant to the authority granted by Ark. Code Ann. §§ 6-11-105, 6-13-1401 et seq., 6-13-1601 et seq., 25-15-201 et seq., ~~Act 1073 of 2013 and annual appropriations of the Arkansas General Assembly and Act 377 of 2015.~~

3.00 DEFINITIONS

- 3.01 “Administrative annexation” means the joining of an affected school district or a part of the school district with a receiving school district;
- 3.02 “Administrative consolidation” means the joining of two (2) or more school districts to create a new single school district with one (1) administrative unit and one (1) board of directors that is not required to close school facilities;
- 3.03 “Affected district” means a school district that:
- 3.03.1 Loses territory or students as a result of annexation or administrative annexation; or
- 3.03.2 Is involved in a consolidation or administrative consolidation.
- 3.04 “Aggrieved district” means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation, administrative annexation, consolidation, or administrative consolidation;
- 3.05 “Annexation” means the joining of an affected school district or part thereof with a receiving district;
- 3.06 “Average daily membership (ADM)” has the same meaning as defined by the Arkansas General Assembly in Ark. Code Ann. § 6-20-2303.

- 3.07 “Consolidation” means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;
- 3.08 “Debt” means a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the school district.
- 3.09 “Receiving district” means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation or administrative annexation;
- 3.10 “Resulting district” means the new school district created from affected districts as a result of consolidation or administrative consolidation.

Source: Ark. Code Ann. §§ 6-13-1401 and 6-13-1601

4.00 CONSOLIDATION AND ANNEXATION AUTHORITY OF THE STATE BOARD

- 4.01 There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board.

Source: Ark. Code Ann. § 6-13-1402

CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

5.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY ANNEX SCHOOL DISTRICTS

- 5.01 The State Board shall consider the annexation of an affected school district or districts to a receiving district or districts under any of the following conditions:
- 5.01.1 The State Board, after providing thirty (30) days’ written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.;
- 5.01.2 The affected district or districts file a petition with the State Board requesting annexation to a particular receiving district or districts, and a

copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;

5.01.2.1 The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and

5.01.2.2 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in Ark. Code Ann. § 6-14-122;

5.01.3 A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in Ark. Code Ann. § 6-14-122; and

5.01.3.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in Ark. Code Ann. § 6-14-122; or

5.01.4 The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and

5.01.4.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in Ark. Code Ann. § 6-14-122.

- 5.02 The State Board may vote to approve, by a majority of a quorum present of the members of the State Board, the annexation of the affected districts into a receiving district:
- 5.02.1 The State Board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or
- 5.02.2 Upon receipt of a valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1403(a) and Section 5.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.
- 5.03 In order for the petition for annexation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to annex a school district or districts upon a motion of the State Board as allowed in Ark. Code Ann. § 6-13-1403(b) and Section 5.02 of these rules.
- 5.04 Upon determination by the State Board to annex a school district or approval of a petition requesting annexation, the State Board shall issue an order dissolving the affected district or districts and establishing the receiving district or districts.
- 5.04.1 The State Board shall issue an order establishing the boundary lines of the receiving district or districts.
- 5.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.

- 5.05 The State Board shall:
- 5.05.1 Issue an order establishing the changed boundaries; and
 - 5.05.2 File the order with the:
 - 5.05.2.1 County clerk of each county that contains school district territory of each affected or receiving district;
 - 5.05.2.2 Secretary of State; and
 - 5.05.2.3 Arkansas Geographic Information *OfficeSystems*.
 - 5.05.3 The county clerk shall make a permanent record of the order.
 - 5.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information *OfficeSystems* shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information *OfficeSystems*.
 - 5.05.5 The boundaries established by the State Board pursuant to Ark. Code Ann. § 6-13-1403(e) and Section 5.05 of these rules shall be the boundaries of the receiving district or districts until changes are made according to the provisions of law.
- 5.06 The State Board shall not annex affected districts into a receiving district or districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:
- 5.06.1 The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or
 - 5.06.2 The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1403, 6-13-1415, & 6-13-1416

6.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY CONSOLIDATE SCHOOL DISTRICTS

- 6.01 The State Board shall consider the consolidation of affected districts into a new resulting district or districts under the following conditions:
- 6.01.1 The State Board, after providing thirty (30) days' written notice to the affected school districts, determines consolidation is in the best interest of

the affected districts based upon failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.01.2 The affected districts file a petition with the State Board requesting that the affected districts be consolidated into a resulting district or districts;

6.01.2.1 A copy of the petition has been filed with the county clerk's office of each county where the affected districts are located;

6.01.2.2 The county clerk's office certifies in writing to the State Board that the petition has been signed by a majority of the qualified electors of the affected districts;

6.01.2.3 A majority of the qualified electors in the affected districts votes to approve consolidation of the affected districts into a resulting district or districts pursuant to a valid election as provided in Ark. Code Ann. § 6-14-122; and

6.01.2.4 The local board of directors votes to approve by resolution of a majority of the members of each local board of education the consolidation of the affected districts into a resulting district or districts.

6.02 The State Board:

6.02.1 After providing thirty (30) days written notice to the affected districts, may consolidate school districts upon its own motion based upon a school district's failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.02.2 May vote to approve by a majority of a quorum present of the members of the State Board the consolidation of the affected districts into a resulting district or districts upon receipt of a valid petition for consolidation after receiving proof from the petitioning party of at least one (1) of the

required conditions set forth in Ark. Code Ann. § 6-13-1404(a) and Section 6.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to consolidate affected districts into a resulting district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

- 6.03 In order for the petition for consolidation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to consolidate a school district or districts on a motion of the State Board as allowed Ark. Code Ann. § 6-13-1404(b) and Section 6.02 of these rules.
- 6.04 Upon consolidation of a school district by the State Board or approval of a petition requesting consolidation, the State Board shall issue an order dissolving the affected districts and establishing the resulting district or districts.
- 6.04.1 The State Board shall issue an order establishing the boundary lines of the resulting district or districts.
- 6.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the resulting district or districts.
- 6.05 The State Board shall:
- 6.05.1 Issue an order establishing the changed boundaries; and
- 6.05.2 File the order with the:
- 6.05.2.1 County clerk of each county that contains school district territory of each affected or resulting district;
- 6.05.2.2 Secretary of State; and
- 6.05.2.3 Arkansas Geographic Information *OfficeSystems*.
- 6.05.3 The county clerk shall make a permanent record of the order.
- 6.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information *OfficeSystems* shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information *OfficeSystems*.

- 6.05.5 The boundaries established under this subsection shall be the boundaries of the resulting district or districts until changes are made according to the provisions of law.
- 6.06 The State Board shall not consolidate affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for consolidation:
- 6.06.1 The consolidation will result in the overall improvement in the educational benefit to students in all the school districts involved; or
- 6.06.2 The consolidation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1404, 6-13-1415, & 6-13-1416

7.00 RESULTING DISTRICT SUCCESSOR IN INTEREST – WHEN PART OF DISTRICT TAKEN

- 7.01 Any receiving or resulting district created under Ark. Code Ann. § 6-13-1407 and Section 7.00 of these rules shall become the successor in interest to the property of the school district dissolved, shall become liable for the contracts and debts of such a school district, and may sue and be sued therefor.
- 7.02 When territory less than the entire school district is annexed or consolidated to a school district, the receiving or resulting district shall take the property of the school district from which the territory was taken, as the State Board shall deem proper, and shall be liable for that part of all indebtedness of the school district from which the territory was taken as shall be assigned to it by the State Board unless otherwise approved by a majority vote of the affected school district's or districts' board or boards of directors.

Source: Ark. Code Ann. § 6-13-1407

8.00 ANNEXATION OR CONSOLIDATION NOT TO NEGATIVELY IMPACT STATE-ASSISTED DESEGREGATION

- 8.01 The State Board shall not order any annexation or consolidation pursuant to Title 6, Chapter 13, Subchapter 14, or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.
- 8.02 Prior to the entry of any order under Title 6, Chapter 13, Subchapter 14, the State Board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to

assist a school district or districts in desegregation of the public schools of this state.

- 8.03 Any order of annexation or consolidation or combination thereof that violates the provisions of Ark. Code Ann. § 6-13-1408 and Section 8.00 of these rules shall be null and void.

Source: Ark. Code Ann. § 6-13-1408

9.00 OTHER STATE BOARD OF EDUCATION DUTIES

- 9.01 The State Board shall have the following duties regarding consolidations and annexations:
- 9.01.1 To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;
 - 9.01.2 To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and
 - 9.01.3 To enact rules and regulations regarding the consolidation and annexation of school districts pursuant to Title 6 of the Arkansas Code.
- 9.02 The millage rate of the electors of an affected district shall remain the same until an election may be held to change the rate of taxation for the resulting or receiving district or districts.

Source: Ark. Code Ann. § 6-13-1409

10.00 APPEAL AND ELECTION

- 10.01 Notwithstanding any other provision of law or rule of the State Board, the decision of the State Board regarding an administrative consolidation, consolidation, administrative annexation, or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Source: Ark. Code Ann. § 6-13-1410

11.00 USE OF FUND BALANCES

- 11.01 Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.
- 11.02 The provisions of Ark. Code Ann. § 6-13-1411 and Section 11.00 of these rules shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., or the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.

Source: Ark. Code Ann. § 6-13-1411

12.00 INVOLUNTARY ANNEXATION OR CONSOLIDATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

- 12.01 Ark. Code Ann. § 6-13-1415 and Section 12.00 of these rules apply to the involuntary consolidation or involuntary annexation of a school district made by a motion of the State Board.
- 12.02 The effective date of an involuntary consolidation or involuntary annexation of a school district shall be the July 1 after the State Board action unless determined otherwise by the State Board.
- 12.03 The State Board shall establish the terms and conditions of the involuntary consolidation or involuntary annexation that shall govern the affected districts, resulting districts, and receiving districts.
- 12.04 If the State Board determines that a new permanent board of directors is necessary, the State Board shall prescribe:
- 12.04.1 The number of members for the new permanent board of directors of the resulting district or receiving district;
 - 12.04.2 The manner of formation of the new permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 and Section 14.00 of these rules; and

- 12.04.3 Whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation. The election for the new permanent school board of directors may take place during the second school election after the effective date of consolidation or annexation only if the State Board determines that additional time is required to implement single-member zoned elections.
- 12.05 If the State Board determines that an interim board of directors is necessary, the State Board shall prescribe:
- 12.05.1 The number of members for the interim board of directors of the resulting district or receiving district;
- 12.05.2 The terms of the members of the interim board of directors of the resulting district or receiving district; and
- 12.05.3 The manner of formation of the interim board of directors of the resulting district or receiving district. The State Board may:
- 12.05.3.1 Allow the affected districts and receiving districts thirty (30) days to establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;
- 12.05.3.2 Appoint an interim board of directors to govern the resulting or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation; or
- 12.05.3.3 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board to govern the resulting district or receiving district.

- 12.06 The State Board may determine that an interim board of directors is not necessary and may order the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.
- 12.07 An interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:
- 12.07.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1415(d)(1)(C) and Section 12.04.3 of these rules; or
 - 12.07.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.
- 12.08 If the State Board allows the local school districts time to establish an interim board of directors, the board of directors of each affected district before the consolidation or each affected district and receiving district before the annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors, subject to approval by the State Board, by:
- 12.08.1 The voluntary resignation of one (1) or more members of the existing board of directors;
 - 12.08.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or
 - 12.08.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.
- 12.09 An interim board of directors shall be established by May 31 of the year preceding the effective date of administrative consolidation or administrative annexation under Ark. Code Ann. § 6-13-1603 if the State Board determines that an interim board of directors is necessary.
- 12.10 A consolidation or annexation order adopted by the State Board shall be filed with the:

- 12.10.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;
 - 12.10.2 Secretary of State; and
 - 12.10.3 Arkansas Geographic Information *OfficeSystems*.
- 12.11 A consolidation or annexation order shall include a map of the boundaries of the resulting district or receiving district.
- 12.12 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information *OfficeSystems* shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information *OfficeSystems*.

Source: Ark. Code Ann. § 6-13-1415

13.00 VOLUNTARY CONSOLIDATION OR ANNEXATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

- 13.01 Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules apply to any petition for consolidation or annexation of a school district submitted to the State Board by a school district.
- 13.02 The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the State Board approves the consolidation or annexation petition unless the State Board approves an alternative effective date or determines otherwise.
- 13.03 Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board of directors present and executed by the president and secretary of each school board of directors.
 - 13.03.1 The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.
 - 13.03.2 The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 or as allowed by law.

- 13.03.2.1 If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.
- 13.03.2.2 The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.
- 13.04 The written agreement may prescribe for the formation of an interim board of directors, including the number of members, the length of member terms, and the manner of formation as follows:
- 13.04.1 Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;
- 13.04.2 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or
- 13.04.3 Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.
- 13.05 If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:
- 13.05.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1416(c)(3)(B) and Sections 13.03.2.1 and 13.03.2.2 of these rules; or

- 13.05.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the written agreement may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.
- 13.06 If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:
- 13.06.1 The voluntary resignation of one (1) or more members of the existing board of directors;
- 13.06.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or
- 13.06.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.
- 13.07 If the written agreement in an administrative consolidation or an administrative annexation under Ark. Code Ann. § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.
- 13.08 An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the State Board.
- 13.08.1 If the written agreement is approved by the State Board, the terms of the written agreement shall be binding upon the affected districts, receiving districts, and resulting districts, including the interim and permanent school boards of directors.
- 13.08.2 A written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules shall not be effective without approval from the State Board.
- 13.09 A consolidation or annexation petition approved by the State Board along with an executed copy of the written agreement shall be filed with the:
- 13.09.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;
- 13.09.2 Secretary of State; and

- 13.09.3 Arkansas Geographic Information *Office Systems*.
- 13.10 An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.
- 13.11 An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information *Office Systems* shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information *Office Systems*.

Source: Ark. Code Ann. § 6-13-1416

14.00 FORMATION OF A PERMANENT BOARD OF DIRECTORS

- 14.01 A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under Ark. Code Ann. § 6-13-604.
- 14.02 The length of the terms of the board of directors may be for the time period prescribed by law and:
- 14.02.1 Prescribed in the written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules; or
- 14.02.2 Determined by the permanent board of directors.
- 14.03 At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.
- 14.04 A vacancy on the board of directors shall be filled as prescribed by law.
- 14.05 If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.
- 14.06 A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:
- 14.06.1 Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;

- 14.06.2 The resulting district or receiving district after consolidation or annexation is required to be zoned under Ark. Code Ann. § 6-13-631 or other state law; or
- 14.06.3 The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the permanent board of directors shall be elected from single-member election zones.
- 14.07 If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:
- 14.07.1 Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;
- 14.07.2 Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and
- 14.07.3 No later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation, file a digital map, in a format prescribed by the Arkansas Geographic Information *Office Systems*, detailing the election zone boundaries of the resulting district or receiving district with the:
- 14.07.3.1 Secretary of State;
- 14.07.3.2 Arkansas Geographic Information *Office Systems*;
and
- 14.07.3.3 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district.

Source: Ark. Code Ann. § 6-13-1417

**ADMINISTRATIVE CONSOLIDATION AND ANNEXATION
OF SCHOOL DISTRICTS**

15.00 ADMINISTRATIVE CONSOLIDATION LIST

15.01 By January 1 of each year, the Department of Education shall publish a:

- 15.01.1 List of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year; and
- 15.01.2 Consolidation list that includes all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1602

16.00 ADMINISTRATIVE REORGANIZATION

- 16.01 Any school district included in the Department of Education's consolidation list under Ark. Code Ann. § 6-13-1602 may voluntarily agree to administratively consolidate with or be annexed to another school district or districts in accordance with the requirements and limitations of Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules.
- 16.02 Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board by March 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement in the petition. If the petition is approved by the State Board, the administrative consolidation or annexation shall be completed by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.
- 16.03 Any school district on the consolidation list that does not submit a petition under Ark. Code Ann. § 6-13-1603(a)(2)(A) or Section 16.02 of these rules, or that does not receive approval by the State Board for a voluntary consolidation or annexation petition, shall be administratively consolidated by the State Board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules unless the school district has been granted a waiver under § 6-13-1613 and Section 29.00 of these rules.

- 16.04 The State Board shall promptly consider petitions or move on its own motion to administratively consolidate a school district on the consolidation list in order to enable the affected school districts to reasonably accomplish any resulting administrative consolidation or annexation by July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.
- 16.05 The State Board shall not deny the petition for voluntary administrative consolidation or annexation of any two (2) or more school districts unless:
- 16.05.1 The provisions contained in the articles of administrative consolidation or annexation would violate state or federal law; or
- 16.05.2 The voluntary consolidation or annexation would not contribute to the betterment of the education of students in the school district.
- 16.06 Any school district required to be administratively consolidated under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules shall be administratively consolidated in such a manner as to create a resulting district with an average daily membership meeting or exceeding three hundred fifty (350).
- 16.07 All administrative consolidations or annexations under Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state.
- 16.08 In the administratively consolidated or annexed school districts created under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules, the ad valorem tax rate shall be determined as set forth under Ark. Code Ann. § 6-13-1409 and Section 9.00 of these rules.
- 16.09 Nothing in Ark. Code Ann. § 6-13-1603 or Section 16.00 of these rules shall be construed to require the closing of any school or school facility.
- 16.10 No administratively consolidated or annexed resulting or receiving school district shall have more than one (1) superintendent.
- 16.11 Any school district not designated as being in academic or fiscal distress for the current school year and previous two (2) school years that administratively receives by consolidation or annexation a school district designated by the State Board as being in academic or fiscal distress at the time of consolidation or annexation shall not be subject to academic or fiscal distress sanctions for a period of three (3) years from the effective date of consolidation unless:

- 16.11.1 The school district fails to meet minimum teacher salary requirements; or
 - 16.11.2 The school district fails to comply with the Standards for Accreditation of Arkansas Public Schools and School Districts issued by the Department of Education.
- 16.12 Noncontiguous school districts may voluntarily consolidate if the facilities and physical plant of each school district:
- 16.12.1 Are within the same county, and the State Board approves the administrative consolidation; or
 - 16.12.2 Are not within the same county, and the State Board approves the administrative consolidation or administrative annexation and finds that:
 - 16.12.2.1 The administrative consolidation or administrative annexation will result in the overall improvement in the educational benefit to students in all of the school districts involved; or
 - 16.12.2.2 The administrative consolidation or administrative annexation will provide a significant advantage in transportation costs or service to all of the school districts involved.
- 16.13 Contiguous school districts may administratively consolidate even if they are not in the same county.
- 16.14 The provisions of Ark. Code Ann. §§ 6-13-1415 through 6-13-1417, and Sections 12.00 through 14.00 of these rules, shall govern the board of directors of each resulting district or receiving district created under this Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules.

Source: Ark. Code Ann. § 6-13-1603

17.00 DEVELOPMENT OF PLAN TO TRACK STUDENT PROGRESS

- 17.01 Following the administrative consolidation or administrative annexation under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 1, 2004, each receiving district or resulting district and the Department of Education shall

develop a plan to track the educational progress of all students from the affected district and the following subgroups of those students:

- 17.01.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
 - 17.01.2 Economically disadvantaged students;
 - 17.01.3 Students from major racial and ethnic groups; and
 - 17.01.4 Specific population groups as identified by the State Board, the Department of Education, the affected district, or the receiving district as target groups for closing the achievement gaps.
- 17.02 The receiving or resulting district shall obtain and retain all student records from the affected district for the five (5) years immediately preceding the administrative consolidation or administrative annexation, specifically including, but not limited to:
- 17.02.1 Individual student records;
 - 17.02.2 Attendance records;
 - 17.02.3 Enrollment records;
 - 17.02.4 Assessment records for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., specifically including benchmark assessments and end-of-course assessments; and
 - 17.02.5 American College Test (ACT) and Standardized Aptitude Test (SAT) results and records.
- 17.03 The school district shall report to the Department of Education information determined by the Department of Education as necessary to track the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:
- 17.03.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
 - 17.03.2 Economically disadvantaged students; and
 - 17.03.3 Students from major racial and ethnic groups.

17.04 By November 1 of each year, the Department of Education shall file a written report with the Governor, the chair of the House Interim Committee on Education, the chair of the Senate Interim Committee on Education, and the secretary of the Legislative Council assessing the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:

- 17.04.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
- 17.04.2 Economically disadvantaged students; and
- 17.04.3 Students from major racial and ethnic groups.

Source: Ark. Code Ann. § 6-13-1606

18.00 RETENTION OF HISTORICAL RECORDS AND DOCUMENTS

18.01 Following the annexations or consolidations under Ark. Code Ann. § 6-13-1601 et seq. effective prior to December 1, 2004, and prior to any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving or resulting school district shall obtain and retain all student and historical records and documents from the affected school district, specifically including, but not limited to:

- 18.01.1 Student transcripts;
- 18.01.2 Graduation records;
- 18.01.3 Minutes and other legal documents of the local board of directors;
- 18.01.4 Maps or boundary documents;
- 18.01.5 Sports records, trophies, and awards;
- 18.01.6 Employee records; and
- 18.01.7 Financial records.

Source: Ark. Code Ann. § 6-13-1607

19.00 AUDIT REQUIRED

19.01 The ~~Division~~ of Arkansas Legislative Audit shall conduct a comprehensive financial review of all the school district's financial matters for any school that is

involved in administrative consolidation or administrative annexation or is otherwise reorganized by the State Board.

- 19.02 The comprehensive financial review shall begin no less than ten (10) days after the earliest of:
- 19.02.1 The publication of the district's name on the consolidation and annexation list under Ark. Code Ann. § 6-13-1602;
 - 19.02.2 The filing of a petition for voluntary administrative consolidation or administrative annexation; or
 - 19.02.3 The adoption of a motion by the State Board to consolidate, annex, or otherwise reorganize a school district designated as being in academic or fiscal distress.
- 19.03 Beginning on the date of publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 16.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require those school districts to have accurate records necessary to close all books within sixty (60) days after the end of the fiscal year.
- 19.03.1 No contract or other debt obligation incurred by a school district for which the department has oversight authority under Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules shall be valid or enforceable against a resulting school district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.
- 19.04 Any school that is involved in an administrative consolidation or administrative annexation shall have an audit started within thirty (30) days of the completion of the closing of the books by the school district.
- 19.05 The Department of Education and the ~~Division~~ of Arkansas Legislative Audit shall jointly develop the scope and details of the comprehensive fiscal review consistent with the requirements of Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules.
- 19.06 A school district may not incur debt without the prior written approval of the Department of Education if the school district is identified by the Department of Education under Ark. Code Ann. § 6-13-1602(1) and Section 15.01.1 of these rules as having fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1608

20.00 PRESERVATION OF HISTORICAL SCHOOL ARTIFACTS

20.01 Following the administrative consolidations or administrative annexations under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving district or resulting district shall obtain, retain, preserve, and, as appropriate, display historical artifacts of the affected district in the same manner as if the historical artifacts were those of the receiving district or resulting district.

Source: Ark. Code Ann. § 6-13-1609

21.00 FINANCIAL RELIEF FOR DEBTS ACQUIRED AS A RESULT OF INVOLUNTARY CONSOLIDATIONS

21.01 As used in Section 21.00 of these rules:

- 21.01.1 “Accounts payable” means a debt owed by a school district on June 30 immediately prior to administrative consolidation, excluding bonded indebtedness or other long-term debt;
- 21.01.2 “Act 60 school district” means a school district that was on the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules and was involuntarily consolidated under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules;
- 21.01.3 “Available funding” means funds that are available to a school district for paying accounts payable or are reasonably expected to be collected and available for payment of accounts payable;
- 21.01.4 “Excess accounts payable” means accounts payable of an Act 60 school district that exceed available funding; and
- 21.01.5 “Improper expenditure exceptions” means an erroneous expenditure of federal or state funds that is noted as an audit exception and has been determined by the Department of Education to require an expenditure of funds by the resulting school district to be correct.

21.02 If on July 1, 2004, or thereafter, the State Board required an involuntary administrative consolidation under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules and the resulting district assumed excess accounts payable or improper expenditure exceptions incurred by the Act 60 school district before the July 1 administrative consolidation date that would have caused deficit spending

if paid from the funds of the Act 60 district, the Department of Education shall provide supplemental funding to the resulting district.

- 21.03 The amount of the supplemental funding provided under Ark. Code Ann. § 6-13-1610(b) and Section 21.02 of these rules shall be equal to the amount of the excess accounts payable and improper expenditure exceptions assumed by the resulting school district.
- 21.03.1 The amount of accounts payable, excess accounts payable, improper expenditure exceptions, and available funding shall be determined by the Department of Education based on information provided in a final audit and other verifiable fiscal information available to the Department of Education.
- 21.03.2 The audit of an Act 60 school district required under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be completed within the time under Ark. Code Ann. § 6-20-1801(d) for school districts in fiscal distress.
- 21.03.3 No supplemental funding shall be paid under this section until after completion of a final audit by the ~~Division of~~ Arkansas Legislative Audit or a private certified public accountant that may conduct school district audits under Ark. Code Ann. § 6-20-1801.
- 21.04 Beginning on the date of the publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require these school districts to have accurate records necessary to close all books within sixty (60) days of the end of the fiscal year.
- 21.04.1 No contract or other debt obligation incurred by a school district for which the Department of Education has oversight authority under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be valid or enforceable against a resulting district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

Source: Ark. Code Ann. § 6-13-1610

22.00 ANNUAL REPORTS

- 22.01 By October 1 of each year, the resulting district or receiving district of any school district that was administratively consolidated or administratively annexed under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] shall file a written report with the House Interim Committee on

Education, the Senate Interim Committee on Education, and the Department of Education indicating:

- 22.01.1 What efforts were made and the results of those efforts for inclusion of parents from the affected district in the receiving district's or the resulting district's activities, including without limitation:
 - 22.01.1.1 Parent-teacher associations;
 - 22.01.1.2 Booster clubs; and
 - 22.01.1.3 Parent involvement committees;
- 22.01.2 The number and percentage of students from the affected districts participating in an extracurricular activity, itemized by each extracurricular activity offered by the school district and, for each activity, which school district the student attended before reorganization; and
- 22.01.3 The employment status of each administrator by name, gender, and race before the administrative annexation or administrative consolidation, which school employed the administrator before administrative consolidation, and his or her employment status in the receiving district or the resulting district.
- 22.02 The Department of Education shall develop or approve a survey to be used by the resulting or receiving districts to capture perceptual data from parents and students regarding their opinions on:
 - 22.02.1 Opportunities for inclusion or participation in the resulting or receiving district; and
 - 22.02.2 The efforts, if any, that were made to include parents from the affected district in the receiving or resulting district's activities, including, but not limited to, parent-teacher associations, booster clubs, and parent involvement committees.

Source: Ark. Code Ann. § 6-13-1611

23.00 ACADEMIC SUPPORT CENTERS

23.01 The purpose of Ark. Code Ann. § 6-13-1612 and Section 23.00 of these rules is to:

23.01.1 Prevent students who attend administratively consolidated or administratively annexed schools from returning home to communities with little or no opportunities for supplemental academic support;

23.01.2 Increase opportunities for access to library materials, academic resource materials, and educational technology for these students within their local communities; and

23.01.3 Help advance academic performance for these students by providing opportunities for homework and tutorial assistance based on the Arkansas curriculum frameworks.

23.02 An academic support center may be established in communities whose schools have been closed by administrative consolidation or administrative annexation under Title 6, Chapter 13, Subchapter 16 of the Arkansas Code to fulfill the objectives identified in Ark. Code Ann. § 6-13-1612(a) and Section 23.00 of these rules.

23.03 The Department of Education shall report annually to the House Interim Committee on Education and the Senate Interim Committee on Education regarding the establishment of academic support centers and their effectiveness.

Source: Ark. Code Ann. § 6-13-1612

CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

24.00 DEFINITIONS APPLICABLE TO CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

For the purposes of Sections 24.00 through 26.00 of these rules, the following definitions apply:

24.01 “Annexation” includes both Annexation and Administrative Annexation as defined in Section 3.00 of these Rules.

24.02 “Consolidation” includes both Consolidation and Administrative Consolidation as defined in Section 3.00 of these Rules.

- 24.03 “Foundation Funding” means an amount of money specified by the General Assembly for each school year to be expended by school districts for the provision of an adequate education for each student.
- 24.04 “Per Student Foundation Funding Amount” means a dollar amount established by the General Assembly to be multiplied by the ADM of the previous school year for the district foundation funding.
- 24.05 “Funding Factor” means a factor established by the Arkansas Department of Education (Department) to ensure that the calculated funding does not exceed the funds available for consolidation/annexation incentive funding.

25.00 GUIDELINES FOR THE DISTRIBUTION OF CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

- 25.01 The distribution of consolidation and annexation incentive funding is dependent upon appropriation and funding by the Arkansas General Assembly.
- 25.02 Consolidation/annexation incentive funding shall be determined as follows:
- 25.02.1 One hundred percent (100%) of the incentive allowance computed as provided in these rules shall be in addition to the school district’s aid the first year of consolidation/annexation. The second year of consolidation/annexation the district shall receive fifty percent (50%) of the consolidation/annexation incentive funding received by the district in the previous year in addition to other state aid. Beginning in the third year and each year thereafter no consolidation/annexation incentive funding shall be provided. The consolidation/annexation incentive is intended to supplement the customary state aid the districts would have received had the consolidation/annexation not occurred.
- 25.02.2 For those school districts not required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).
- 25.02.3 For those school districts required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM

applicable is one hundred (100) and the maximum ADM applicable three hundred (300).

- 25.02.4 For those school districts not required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) districts are annexed to a third school district, multiply the total prior year ADM of the two (2) smaller districts by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is four hundred (400).
- 25.02.5 For those school districts required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) smaller districts are annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable three hundred (300).
- 25.02.6 For those school districts not required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the total prior year ADM of all except the largest district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is five hundred (500).
- 25.02.7 For those school districts required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the prior year ADM of the smaller district by per student the foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).
- 25.02.8 If a district is annexed by multiple school districts, the incentive funding shall be computed as in Sections 25.02.1 through 25.02.7 above. The incentive funding shall then be prorated among the receiving districts based upon the percentage of the annexed district's ADM received by each receiving district.

26.00 GENERAL REQUIREMENTS

- 26.01 Consolidation/annexation incentive funding shall be distributed to either the resulting district(s) established after consolidation or the receiving district(s) after annexation.

26.02 Any district that has received consolidation/annexation incentive funds and subsequently dissolves shall be liable to the Department of Education for the full or apportioned amount of incentive funding received if any of the following conditions result due to the dissolution:

26.02.1 Districts are formed with substantially the same boundaries as the former districts prior to consolidation or annexation;

26.02.2 The ability of any district to desegregate or remain desegregated is inhibited;

26.02.3 The ability of the State to ensure that students are provided a quality education in an efficient manner is inhibited.

26.03 Any repayment due, as required in Section 26.02 above, shall be paid from the assets of the district prior to dissolution of the district. The Department of Education may withhold, from any state funding due the district, the amount of repayment funds or a portion thereof.

26.04 In the event full repayment is not made as required under Section 26.02 above, the Department of Education shall withhold from those districts that are formed as a result of the dissolution, future state funding in the amount of the repayment owed. The repayment shall be apportioned among the districts on a per ADM basis unless the Department of Education determines that such apportionment would be inequitable. In such case, the State Board shall apportion the repayment among the districts upon an equitable basis.

27.00 STATE BOARD HEARING PROCEDURES – VOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

27.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

27.02 The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.

27.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

- 27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 27.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
- 27.08 The State Board shall issue a written order concerning the matter.

28.00 STATE BOARD HEARING PROCEDURES – INVOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

- 28.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 28.02 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.
- 28.03 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.
- 28.04 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.05 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 28.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
- 28.08 The State Board shall issue a written order concerning the matter.

WAIVERS

29.00 MINIMUM SCHOOL DISTRICT SIZE WAIVER

- 29.01 A school district that is placed on the consolidation list published by the Department of Education under § 6-13-1602(2) may annually request a waiver from the average daily membership requirement of three hundred fifty (350) students from the State Board of Education.
- 29.02 A school district shall submit a petition for a waiver to the State Board no later than thirty (30) days after the consolidation list is published. The petition for waiver shall include:
- 29.02.1 The average daily membership of the school district in the current school year;
- 29.02.2 A statement that the school district is not in probationary status for any violation of the Standards for Accreditation of Arkansas Public Schools and School Districts;
- 29.02.3 A copy of the school district's current year budget and any fiscal audit conducted within the previous *two* years; and
- 29.02.4 A statement of assurance that the school district is not currently classified in academic distress, fiscal distress, or facilities distress.
- 29.03 The State Board shall render a decision to either grant or reject a petition for waiver that is received by a school district within forty-five (45) days of receipt.
- 29.04 The State Board shall grant a petition for a waiver if it is demonstrated by the school district that:
- 29.04.1 The school district is not currently classified in academic distress, fiscal distress, or facilities distress;
- 29.04.2 The school district is not in probationary status for a violation of the Standards for Accreditation of Arkansas Public Schools and School Districts;
- 29.04.3 The academic facilities owned and operated by the school district are adequate as evidenced by the school district's facilities master plan; and
- 29.04.4 It is in the best interest of the students in the school district to keep the school district open due to the length of potential time spent on the bus by a student traveling to and from school should the school

district be administratively reorganized, as assured by the school board of directors of the school district requesting the waiver.

29.05 The State Board may revoke a waiver that has been granted to a school district at anytime if it is found that the conditions under § 6-13-1613(b)(2)(A) and Section 29.04 of these rules change. A hearing shall be conducted using the following procedures:

29.05.1 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

29.05.2 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.

29.05.3 The spokesperson(s) for the district shall have a total of twenty (20) minutes to present the district's remarks. The State Board may allow more than twenty (20) minutes if necessary.

29.05.4 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

29.05.5 The spokesperson(s) for the district shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

29.05.6 The State Board shall then discuss, deliberate and vote upon the matter of revoking the school districts' waiver.

29.05.7 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

29.05.8 The State Board shall issue a written order concerning the matter.

29.06 A school district that is granted a waiver shall remain listed on the consolidation list that is published annually by the Department of Education.

Source: Ark. Code Ann. § 6-13-1613

**ATTACHMENTS PERTAINING TO ANNEXATIONS AND CONSOLIDATIONS OF
SCHOOL DISTRICTS (NON-ADMINISTRATIVE)**

MARK-UP

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR ANNEXATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected school district(s) into the petitioning receiving _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the _____ School District(s) into the receiving _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to annex the Petitioners into the receiving _____ School District. Said public notice of intent to annex (was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect ____ local board members in compliance with Ark Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information ~~Office~~ *Systems*.

Respectfully submitted,

_____ School District

_____ County

By:

Superintendent Date

President, School Board Date

_____ School District

_____ County

By: _____

Superintendent

Date

President, School Board

Date

MARKK-UP

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the

affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned consolidation, the resulting _____ School District shall elect ____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, and that there

shall be only one local school board and one local superintendent of the resulting
_____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school districts, which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information ~~Office~~*Systems*.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

MARKK-UP

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, 20____, wherein a quorum was present and a majority of the board membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such.

Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District

of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

EXHIBIT D

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, 20_____.

Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, 20_____.

Notary Public

My Commission expires:

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

MARKK-UP

**ATTACHMENTS PERTAINING TO ADMINISTRATIVE ANNEXATIONS AND
CONSOLIDATIONS OF SCHOOL DISTRICTS**

MARKK-UP

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE ANNEXATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative annexation of the petitioning affected school district(s) into the petitioning receiving _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the _____ School District(s) into the receiving _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to annex the Petitioners into the receiving _____ School District. Said public notice of intent to annex (was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less

than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect _____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

6. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

7. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

8. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

9. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as an isolated school as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

10. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

11. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its

Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

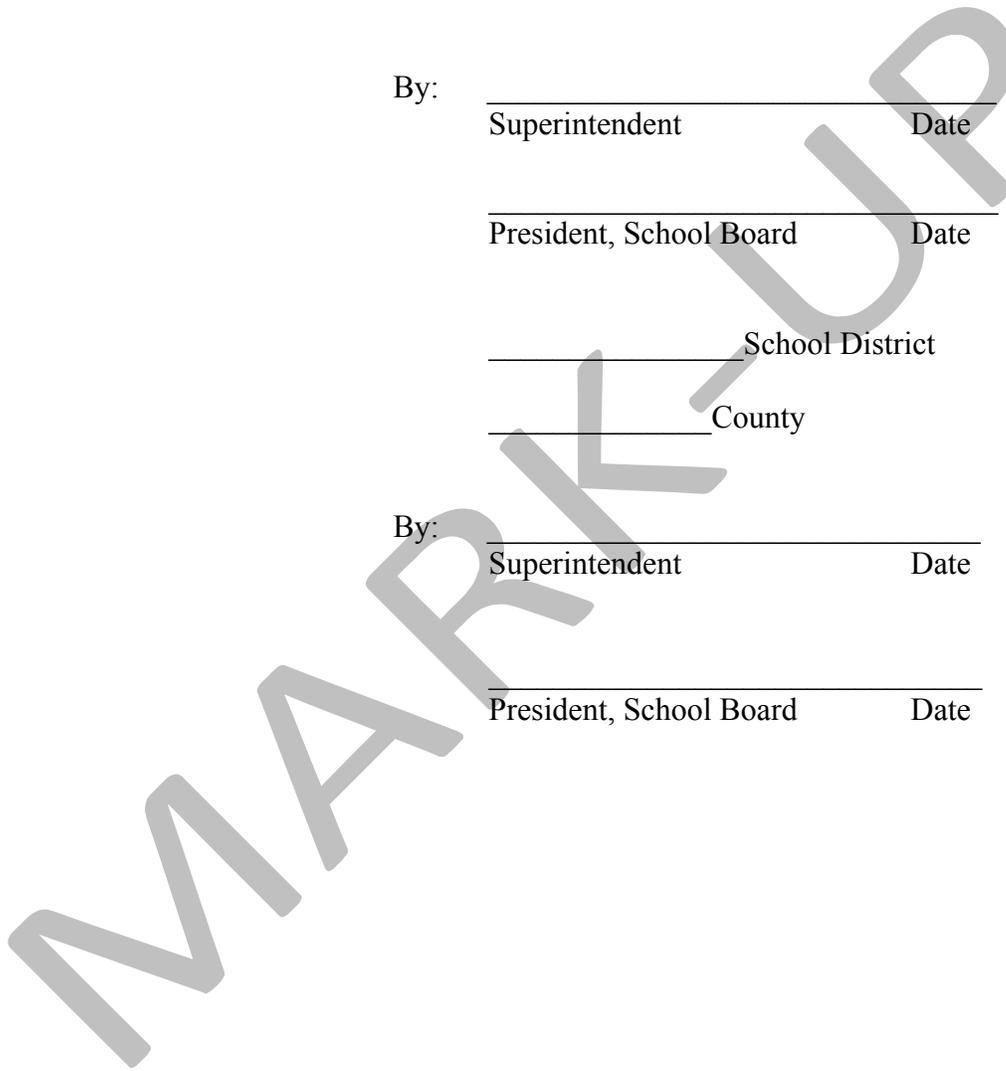
President, School Board Date

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date



BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. Pursuant to Ark. Code Ann. § 6-13-1416, the Petitioners submit that this petitioned consolidation is pursuant to Ark. Code Ann. § 6-13-1602 and that an interim local board of seven (7) board members in accord with Ark. Code Ann. § 6-13-1416 shall be established by _____, and the interim board shall be made up of board members of the affected former districts in proportion to the student's population in the former affected districts.

6. The Petitioners submit that at the first regular school election following the petitioned consolidation, the resulting _____ School District shall elect _____ local board members by zoned elections in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

7. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

8. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

9. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the resulting _____ School District.

10. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as isolated schools as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

11. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district, which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

12. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, the Secretary of State and the Arkansas Geographic Information ~~Office~~ *Systems*.

Respectfully submitted,

_____ School District

_____ County

By:

Superintendent Date

President, School Board Date

_____ School District

_____ County

By:

Superintendent Date

President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, _____, wherein a quorum was present and a majority of the membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such.

Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District
of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

Exhibit C

AFFIDAVIT OF AVERAGE DAILY MEMBERSHIP

COMES NOW the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. The average daily membership (ADM) of the _____ School District, as that term is defined in Ark. Code Ann. § 6-13-1601(4), was _____ students for the _____ school year and _____ students for the _____ school year.

2. The combined average daily membership of the affected school districts was _____ for the _____ school year, an average daily membership meeting or exceeding three hundred fifty (350) total students.

FURTHER, affiant says not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of

Superintendent

County of _____
State of Arkansas

Sworn and subscribed before me, Notary Public, this _____ day of
_____, _____.

Notary Public

My Commission expires:

MARKK-UP

Exhibit E

AFFIDAVIT OF ISOLATED SCHOOL STATUS

Comes the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. My name is _____. I am the Superintendent of the _____ School District.
2. My business address is _____.
3. I am aware that pursuant to Ark. Code Ann. § 6-20-601 a school district must meet four (4) of five (5) criteria to qualify as an isolated school.
4. I am aware that pursuant to Ark. Code Ann. § 6-20-602 an isolated school must qualify as an isolated school district under Ark. Code Ann. § 6-20-601 prior to the administrative consolidation or annexation petitioned for herein.
5. I hereby submit that prior to the effective date of the administrative consolidation or annexation, the _____ School District qualified as an isolated school district and, therefore, is entitled to the rights and privileges conferred on an isolated school pursuant to Ark. Code Ann. § 6-20-602.
6. I hereby declare that the _____ School District qualifies for isolated status because the school district meets the following list of at least four (4) of the five (5) criteria of being an isolated school district: *(circle appropriate responses and provide relevant data in the blanks)*
 - a. There is a distance of twelve (12) miles or more by hard-surfaced highway from the high school of the district to the nearest adjacent high school in an adjoining district. The distance is _____.

b. The density ratio of transported students is less than three (3) students per square mile of area. The density ratio is _____.

c. The total area of the district is ninety-five (95) square miles or greater. The total area is _____ square miles.

d. Less than fifty percent (50%) of bus route miles are on hard-surfaced roads. The percent of bus route miles on hard-surface roads is _____.

e. There are geographic barriers such as lakes, rivers, and mountain ranges which would impede travel to schools that otherwise would be appropriate for consolidation, cooperative programs, and shared services. The geographic barriers are _____.

7. Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

Superintendent

COUNTY OF _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

Notary Public

My Commission expires:

EXHIBIT F

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

Notary Public

My Commission expires:

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

Public Comments – Rules Governing Consolidation and Annexation of School Districts

Date	Respondent	Comment	ADE Response
07/15/2015	Lucas Harder, ASBA	The Geographic Information Office was renamed the Geographic Information Systems by Act 103, and the Division of Legislative Audit was renamed Arkansas Legislative Audit by Act 554.	Comments considered and changes made to reflect new names.
07/24/2015	Mary Cameron, BLR	Typo in Section 29.02.3 – should read “two” instead of “to”	Comment considered and correction made.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PROFESSIONAL DEVELOPMENT**

September 6, 2014 _____

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1.0 Regulatory Authority

- 1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing Professional Development.
- 1.02 Arkansas law requires the following professional development be provided for educators:
 - 1.02.1 School districts shall provide ~~ten (10)~~ no less than six (6) professional development days in the basic contract for educators under Ark. Code Ann. § 6-17-2402;
 - 1.02.2 Higher education shall provide professional development within teacher preparation programs on:
 - 1.02.2.1 Child maltreatment, under Ark. Code Ann. § 6-61-133; and
 - 1.02.2.2 Dyslexia, under Ark. Code Ann. § 6-41-609.
- 1.03 The State Board of Education (SBE) enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-10-122, 6-10-123, 6-11-105, 6-15-1004, 6-15-1703, 6-17-701 et seq., 6-17-402, 6-20-2204, 6-20-2305, 6-41-609, 6-61-133, 25-

15-201 et seq., and ~~Act 2 of the First Extraordinary Session of 2013~~ Act 44 of 2015.

2.0 Purposes

- 2.01 It is the purpose of these Rules to develop a high quality professional development system for all educators.
- 2.02 The purpose of professional development is to improve knowledge and skills in order to facilitate individual, team, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency on the state academic standards.

3.0 Definitions

- 3.01 **ADE** – means the Arkansas Department of Education.
- 3.02 **Approved Professional Development Provider** - means any organization or individual that provides content for professional development credit, whether delivered in a face-to-face or electronic mode of delivery, whose content has been approved by the ADE to meet the annual professional development credit requirements imposed upon educators by Arkansas Statutes and ADE Rules.
- 3.02.1 The following entities and agencies are not required to obtain approval as an Approved Professional Development Provider:
- 3.02.1.1 An Arkansas public school district that provides a professional development program solely to its own personnel;
- 3.02.1.2 An Education Cooperative that provides professional development to districts/schools;
- 3.02.1.3 The Arkansas Department of Education;
- 3.02.1.4 The Arkansas Department of Career Education; and
- 3.02.1.5 The Arkansas Department of Human Services Division of Child Care and Early Childhood Education.
- 3.03 **ArkansasIDEAS** — is Internet Delivered Education for Arkansas Schools, a partnership between the ADE and the Arkansas Educational Television Network (AETN) to provide through the AETN access to high-quality, online professional development for Arkansas licensed educators.

- 3.04 **Arkansas Comprehensive School Improvement Plan (ACSIP)**—a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance and any academic achievement gap as evidenced in the Arkansas Comprehensive Assessment Program as defined in ADE rules.
- 3.05 **Educator** – any individual holding a license issued by the State Board of Education, specifically including without limitation teachers, administrators, library media specialists, and counselors.
- 3.06 **Illness** – means disorder of health of an educator or an educator’s immediate family.
- 3.07 **Immediate family** - means the educator’s:
- 3.07.1 Spouse;
 - 3.07.2 Child;
 - 3.07.3 Parent; or
 - 3.07.4 Any other relative if the other relative lives in the same household as the educator;
- 3.08 **LEADS** – the Leader Excellence and Development System.
- 3.09 **Learning Teams**—a group of educators who meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels.
- 3.10 **Mentoring/coaching** – actions of support and focused feedback designed to increase the capacity for growth of instructional skills and effectiveness of colleagues.
- 3.11 **Professional Development Day** – six (6) hours of professional development equals one (1) professional development day.
- 3.12 **Professional Development Plan** - outlines the professional development program of activities for a district, school, or educator that is based on student data and is aligned to the ACSIP, and incorporates an educator’s professional growth plan.
- 3.13 **Professional Development Program (“Program”)** - means a course of instruction intended to provide content that fulfills the requirement for professional development credit for educators.
- 3.14 **Professional Growth Plan** – is an educator’s plan for professional growth that:

- 3.14.1 Identifies professional learning outcomes to advance the educator's professional skills; and
- 3.14.2 Clearly links professional development activities and the educator's individual professional learning needs identified through TESS or LEADS.
- 3.15 **Study Groups** - a group of educators who meet to learn, implement, and reflect on research-based techniques in a focus area(s). Members read and discuss current research, examine and reflect on effective instruction, or examine student work.
- 3.16 **TESS** – the Teacher Excellence and Support System.

4.0 Professional Development Generally

- 4.01 Professional development is a set of coordinated planned learning activities for educators that:
 - 4.01.1 Improves the knowledge, skills, and effectiveness of teachers, including the ability to apply what is learned;
 - 4.01.2 Improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills, including the ability to apply what is learned;
 - 4.01.3 Leads to improved student academic achievement;
 - 4.01.4 Is research-based and standards-based;
 - 4.01.5 May incorporate educational technology as a component of the professional development, including without limitation taking or teaching an online or blended course; and
 - 4.01.6 May provide educators with knowledge and skills needed to teach:
 - 4.01.6.1 Students with intellectual disabilities, including without limitation Autism Spectrum Disorder;
 - 4.01.6.2 Students with specific learning disorders, including without limitation dyslexia;
 - 4.01.6.3 Culturally and linguistically diverse students; and
 - 4.01.6.4 Gifted students.

- 4.02 The annual professional development requirement must be fulfilled between July 1 and June 30 unless the employing school district approves and documents the professional development year as between June 1 and May 31.
- 4.03 Approved professional development activities that occur during the instructional day or outside the educator's annual contract days may apply toward the annual minimum professional development requirement.
- 4.04 Any educator who misses any part of regularly scheduled professional development activities for any reason (such as illness) must make up that time in other approved professional development activities so that the hours of professional development required annually are earned during the approved time frame required under Section 4.02 of these Rules, except as provided below:
- 4.04.1 If the educator is absent because of illness of the educator or the educator's immediate family, the educator shall be allowed to make up the hours missed during the remainder of the current school year or succeeding school year.
- 4.04.2 An educator shall complete any missed hours of professional development through professional development that is:
- 4.04.2.1 Substantially similar to the professional development missed and approved by the person responsible for the educator's summative evaluation; and
- 4.04.2.2 Delivered by any method, online or otherwise, approved by ADE under these Rules.
- 4.05 Any educator who provides approved professional development may count two (2) hours professional development credit for each one (1) hour of time spent in presenting professional development content.
- 4.06 College Courses
- 4.06.1 A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as fifteen (15) hours of professional development, if the college credit:
- 4.06.1.1 Is related to and enhances the educator's knowledge of the subject area in which the educator is currently employed and is related to the educator's professional growth plan;
- 4.06.1.2 Is part of the requirement for the educator to obtain additional certification in a subject matter that has been

designated by the ADE as having a critical shortage of educators; or

- 4.06.1.3 Is otherwise approved by the ADE as a course eligible for professional development credit.
- 4.06.1.4 No more than half of the hours of professional development required annually for licensure may be met through college credit hours.
- 4.06.2 Graduate level courses in educational leadership are eligible for professional development credit based on approval by the ADE. The focus of the course must specifically relate to the job assignment as approved by the employing educational agency.
- 4.07 An educator may earn up to twelve (12) hours of professional development credit approved by the school or school district, which may be applied toward the professional development requirement for the time period at the beginning of each school year that is used to plan and prepare curriculum or develop other instructional material. Educators shall be entitled to one (1) hour of professional development credit for each hour of approved preparation under this section, provided the educator spends the time:
 - 4.07.1 In his/her instructional classroom, office or media center at the public school;
 - 4.07.2 Prior to the first student teacher interaction day of the school year; and
 - 4.07.3 In the focus areas listed in Section 8.02 of these Rules, and may include but is not limited to time spent in the following areas:
 - 4.07.3.1 Grade level and/or vertical team planning to integrate subject areas;
 - 4.07.3.2 Team work to analyze student data;
 - 4.07.3.3 Team work to develop academic improvement plans (AIP) or individual educational programs (IEP);
 - 4.07.3.4 Developing and/or revising curriculum, including student-centered units and assessments aligned to state curriculum frameworks;
 - 4.07.3.5 Professional book studies;

- 4.07.3.6 Developing intervention strategies to support remediation and/or acceleration;
- 4.07.3.7 Developing and/or revising the Arkansas Comprehensive School Improvement Plan (ACSIP);
- 4.07.3.8 Pursuing study as noted in an educator's professional growth plan;
- 4.07.3.9 ArkansasIDEAS on-line professional development related to ACSIP or the educator's professional growth plan.
 - 4.07.3.9.1 An educator who obtains professional development from ArkansasIDEAS for the purpose of this subsection 4.07.3.9 may also use ArkansasIDEAS to obtain other professional development under these Rules.
- 4.07.8 No professional development credit shall be given for activities under Section 4.07 of these Rules unless those activities meet the criteria and standard requirements under Sections 8.01 and 8.02 of these Rules. Specific activities which do not qualify include without limitation:
 - 4.07.8.1 Making and putting up bulletin boards;
 - 4.07.8.2 Clerical work associated with documents such as ACSIP, AIP and IEPs; and
 - 4.07.8.3 Administrative faculty or team administrative meetings.
- ~~4.07.9 Educators shall be entitled to earn one (1) hour of professional development credit for each hour of approved preparation under this Section 4.07, not to exceed twelve (12) hours.~~
- 4.08 Educators may count up to two (2) professional development days for attendance at instructional professional development sessions conducted by bona fide professional organizations and approved by ADE (under A.C.A. § 6-17-702.
- 4.09 Nothing in this Section 4 shall prevent or restrict a school district from requiring additional in-service training.

5.0 Minimum Annual Requirements

- 5.01 Each educator shall obtain thirty-six (36) hours of professional development annually for renewal of an educator's license.
- ~~5.01.1 Of the sixty (60) hours of professional development required by law or by contract annually for an educator employed with a school district, thirty-six (36) of those hours shall be credited toward renewal of the educator's license.~~
- 5.02 The thirty-six (36) professional development hours under this section shall include, at a minimum:
- 5.02.1 The professional development required in the educator's professional growth plan under the requirements of TESS or LEADS; and
- 5.02.2 Professional development required by law or by rule.

6.0 Scheduled Professional Development

- 6.01 The professional development required under this Section 6 shall include content that is provided by:
- 6.01.1 ADE, including ArkansasIDEAS;
- 6.01.2 An institution of higher education;
- 6.01.3 A provider approved by ADE; or
- 6.01.4 An education service cooperative.
- 6.02 The two (2) hours in each area of professional development required under this Section 6 shall be counted in the school year in which the professional development is taken toward the minimum number of hours of professional development required for educators for that school year.
- 6.03 If an educator obtains additional hours above the minimum requirements of this Section 6, the educator may count those additional hours toward the total minimum hours of professional development required for educators for that school year.
- 6.04 As part of the minimum annual requirement under these Rules, a public school or school district shall make available to the appropriate educator, or an educator not employed by a public school or school district shall obtain, professional development on the following schedule:
- 6.04.1 Child Maltreatment Mandated Reporter

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

6.04.4.1.1 Recognizing the signs and symptoms of child maltreatment;

6.04.4.1.2 The legal requirements of the Child Maltreatment Act, Ark. Code Ann. § 12-18-101 et seq., and the duties of mandated reporters under the Act;

6.04.4.1.3 Methods for managing disclosures regarding child victims; and

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

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

6.04.2 Parent Involvement

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

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

6.04.3 Teen Suicide Awareness and Prevention

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

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

6.04.4 Arkansas History

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

7.0 Requirements for Specific Licensure Areas

7.01 Administrator

7.01.1 For each administrator, the annual professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

7.01.2 This training may include without limitation the Initial, Tier 1, ~~(twelve (12) hours)~~ and Tier 2 ~~(four (4) hours)~~ training required for superintendents and district designees by the Arkansas Department of Education Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

7.01.3 An applicant for a building-level administrator license shall successfully complete the teacher evaluation professional development program.

7.01.3.1 An educator who receives an initial building level administrator's license shall complete the credentialing assessment for the teacher evaluation professional development program either before or after receiving the initial building level administrator's license.

7.02 Athletic Coaches

At least once every three (3) years, each person employed as an athletic coach shall obtain training in recognition and management regarding each of the

following events or conditions that may be encountered by a student during athletic training and physical activities:

- 7.02.1 A concussion, dehydration, or other health emergency;
- 7.02.2 An environmental issue that threatens the health or safety of students; and
- 7.02.3 A communicable disease.
- 7.02.4 The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety.

7.03 Advanced Placement

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

7.04 Adult Education

Educators working solely part time in one of the following settings shall obtain ~~thirty (30)~~ one-half (1/2) of the required hours of professional development annually for licensure.

- 7.04.1 Adult basic education;
- 7.04.2 General adult education;
- 7.04.3 English as a second language for adults; and
- 7.04.4 General Educational Development Test examiners.

8.0 Professional Development Criteria

- 8.01 All approved professional development shall be aligned to the standards developed by the State Board of Education.
- 8.02 Approved professional development activities shall relate to the following Focus Areas:
 - 8.02.1 Content (K-12);
 - 8.02.2 Instructional strategies;

- 8.02.3 Assessment/data-driven decision making;
- 8.02.4 Advocacy/leadership/fiscal management;
- 8.02.5 Systemic change process;
- 8.02.6 Standards, frameworks, and curriculum alignment;
- 8.02.7 Supervision;
- 8.02.8 Mentoring/peer coaching;
- 8.02.9 Next generation learning/integrated technology;
- 8.02.10 Principles of learning/developmental stages/diverse learners;
- 8.02.11 Cognitive research;
- 8.02.12 Parent involvement/academic planning and scholarship;
- 8.02.13 Collaborative learning community;
- 8.02.14 Student health and wellness, which may include but is not limited to:
 - 8.02.14.1 Antibullying policies;
 - 8.02.14.2 Appropriate training for anticipated rescuers in the use of automated external defibrillator or cardiopulmonary resuscitation; and
- 8.02.15 The Code of Ethics for Arkansas Educators.
- 8.03 Approved professional development takes on many forms and may be earned in the following ways:
 - 8.03.1 Conferences/workshops/institutes
 - 8.03.2 Mentoring/peer coaching;
 - 8.03.3 Study groups/learning teams;
 - 8.03.4 National Board for Professional Teaching Standards Certification;
 - 8.03.5 Distance and online learning, to include ArkansasIDEAS;
 - 8.03.6 Internships;

- 8.03.7 State/district/school programs;
 - 8.03.8 College/university course work;
 - 8.03.9 Action research; or
 - 8.03.10 Individually-guided, as noted in an educator's individual professional development plan.
- 8.04 Requirements for ArkansasIDEAS include:
- 8.04.1 The ADE shall determine the content and approve all professional development delivered through the Arkansas On-line Professional Development Initiative that counts toward the annual professional development required under these Rules.
 - 8.04.2 The ADE shall select courses/products, which are research-based and are available from sources, with expertise in technology delivered professional development courses.
 - 8.04.3 Online professional development courses shall include online registration, assessment, course evaluation, and attendance and completion documents.

9.0 School and School District Professional Development Plans

- 9.01 Each school district and school shall develop and implement a professional development plan.
- 9.01.1 Teachers, administrators, and paraprofessionals shall be involved in the design, implementation and evaluation of their respective professional development offerings under the school and school district professional development plan.
 - 9.01.2 An educator may count toward the annual minimum professional development required under these rules each hour of training included in the professional development plan that is mandated by law or by rule, including without limitation in the following areas:
 - 9.01.2.1 School Fire Marshal Program under A.C.A. § 6-10-110;
 - 9.01.2.2 Tornado safety under A.C.A. § 6-10-121;
 - 9.01.2.3 Literacy assessment and/or mathematics assessment under A.C.A. § 6-15-420;

- 9.01.2.4 Test security and confidentiality under A.C.A. § 6-15-438;
 - 9.01.2.5 Emergency plans for terrorist attacks under A.C.A. § 6-15-1302;
 - 9.01.2.6 Anti-bullying policies under A.C.A. § 6-18-514;
 - 9.01.2.7 Teacher Excellence and Support System under A.C.A. § 6-17-2804;
 - 9.01.2.8 Student discipline training under A.C.A. § 6-18-502;
 - 9.01.2.9 Student Services Program under A.C.A. § 6-18-1004;
 - 9.01.2.10 Training required by ADE under academic, fiscal, and facilities distress laws and rules; and
 - 9.01.2.11 Annual active shooter drills under ~~Act 484 of 2013~~ A.C.A. § 6-15-1303.
- 9.02 School Improvement and ACSIP
- 9.02.1 School and district professional development plans shall be included in the Arkansas School Improvement Plan (ACSIP) and shall be reviewed annually by the school/district and the ADE.
 - 9.02.2 The ACSIP will include an assurance statement that each educator in the school/district shall have an individual professional development plan that has been developed in cooperation and collaboration with the educator and the school and/or district consistent with the Teacher Effectiveness and Support System.
 - 9.02.3 ADE may require specific professional development programs for the district or the school designated in school improvement or academic distress.
 - 9.02.4 These requirements may become part of the school district or school improvement plan.

10.0 Provider and Program Approval Process

- 10.01 All professional development providers and programs must be approved by the ADE in order to provide credit toward the annual professional development required under these Rules.

- 10.01.1 A person whose license has been revoked by the State Board is not eligible to be an approved provider of professional development.
- 10.02 At least thirty (30) days before a program is offered to educators, the professional development provider shall provide a detailed description of the entire program including staff qualifications to the ADE in an electronic format prescribed by ADE.
- 10.03 The ADE shall promptly review the content of the program for compliance with all applicable statutes and ADE rules to determine if any or all of the program content shall be deemed to provide professional development credit and shall establish the time period the professional development provider is approved to offer the program.
- 10.04 Upon notification by the ADE of approval of the program (or a part or parts thereof) for professional development credit, the professional development provider may enroll participants in the program and offer the program for professional development credit for the set time period.
- 10.05 The program provider shall be responsible for the preparation and dissemination of proof of completion of the program (or parts thereof) to all attendees. All such proofs, or copies thereof, shall be submitted by the attendees who are employed by an Arkansas school district to the superintendent of the district.

11.00 Funding

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

12.00 Reporting, Monitoring, and Evaluation

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

district or educator whom it finds to be in noncompliance or for dishonesty in reporting under these Rules.

- 12.03.1 Regular monitoring activities of the professional development requirements within these Rules shall occur when the superintendent of the school district provides written assurance to the Commissioner of Education as required by law. However, the ADE may directly monitor the professional development activities of any school or school district to determine compliance with the professional development requirements.
- 12.04 The criteria for evaluating the impact of professional development in a public school or school district ACSIP plan shall be the improvement of student achievement on state-mandated assessments, other related indicators as defined by ACTAAP and next generation assessments, and the evaluations of the professional development offerings. These data shall be used to revise ACSIP and the district, school and individual professional development plans associated with the local improvement plan.
- 12.05 All institutions of higher education shall maintain documentation for employees who wish to meet the professional development hours to maintain a license under these rules.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING REQUIRED TRAINING
FOR SCHOOL BOARD MEMBERS
~~January 16, 2012~~_____

1.00 REGULATORY AUTHORITY

- 1.01 The State Board of Education promulgates this Rule pursuant to Ark. Code Ann. §§ 6-13-629, ~~and 6-11-105~~, and Act 568 of 2015.
- 1.02 This Rule shall be known as the Arkansas Department of Education (ADE) Rules Governing Required Training for School Board Members

2.00 PURPOSE

The purpose of this Rule is to outline the type and amount of training required for new and continuing local school board members.

3.00 DEFINITIONS

- 3.01 “Annual School Performance Report” means the report required to be published by the ADE for each school district annually under Ark. Code Ann. § 6-15-1402.
- 3.02 “Comprehensive School Improvement Plan” means the plan that each local school district must prepare annually under the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public School and School Districts Section 7.04.1.
- 3.03 “Publish” means to provide information to a local newspaper of general circulation and to arrange for placement of the information, including payment of all relevant fees.

4.00 TRAINING HOURS REQUIRED

- 4.01 A member of a local school district board of directors who has served on the board of directors for twelve (12) or more consecutive months shall obtain no less than six (6) hours of training and instruction by December 31 of each calendar year.
- 4.02 A member of a school district board of directors elected for an initial or non-continuous term shall obtain no less than nine (9) hours of training and instruction by December 31 of the calendar year following the year in which the member is elected.
- 4.02.1 The training or instruction under Section 4.02 of this Rule shall be accomplished within the first fifteen (15) months of service on the board of directors.

- 4.03 Hours of training and instruction obtained in excess of the minimum requirements each year may accumulate and be carried forward through December 31 of the third calendar year following the year in which the hours were obtained.

5.00 TRAINING CONTENT

5.01 The training and instruction required under this Rule shall include topics relevant to school laws, school operations, and the powers, duties, and responsibilities of the members of the board of directors, including without limitation:

5.01.1 Legal requirements, including without limitation:

5.01.1.1 The following items listed or required by the Legislative Joint Auditing Committee under Ark. Code Ann. § 6-1-101:

5.01.1.1.1 Audit management letter

5.01.1.1.2 Ethical guidelines

5.01.1.1.3 School elections

5.01.1.1.4 Management of schools

5.01.1.1.5 Revolving loan funds

5.01.1.1.6 School district finances

5.01.1.1.7 School district school bonds

5.01.1.1.8 Teachers and employees

5.01.1.1.9 Teachers' salaries

5.01.1.1.10 Deposit and investments of funds

5.01.1.1.11 Improvement contracts

5.01.1.2 Other financial laws or regulations designated by the Arkansas Department of Education;

5.01.2 Role differentiation;

5.01.3 Financial management, including without limitation how to read and interpret an audit report;

5.01.1.3 The training or instruction on how to read and interpret an audit report shall be conducted by a person who:

5.01.1.3.1 ~~Shall be conducted by a person who is~~ Is licensed to practice accounting by the Arkansas State Board of

Public Accountancy and has prior experience conducting school district financial audit.

5.01.1.3.2 The instructor of the audit training must not be an employee of the Division of Legislative Audit unless the training is conducted for the boards of directors of multiple school districts.

5.01.1.3.3 The instructor must not be the person conducting the annual audit or other financial audit of the school district unless the training or instruction is presented in a large group setting sponsored by a statewide or regional organization that is attended by multiple school districts.

5.01.1.4 Training or instruction shall be conducted under the consultation or supervision of an individual who qualifies under Section 5.01.1.3 of these rules as part of a program that is provided:

5.01.1.4.1 By an institution of higher education located in Arkansas;

5.01.1.4.2 From instruction sponsored or approved by the Department of Education; or

5.01.1.4.3 By an in-service training conducted by or through the Arkansas School Boards Association.

5.01.1.5 5.01.1.3.4The audit training or instruction may be presented by electronic means, in person, or both.

5.01.4 Improving student achievement.

6.00 TRAINING PROVIDERS

6.01 This instruction may be provided to board members by an institution of higher learning in this state, by programs sponsored or approved by the ADE, or by an in-service training program conducted by or through the Arkansas School Boards Association

6.02 Any instruction directly provided to board members by either an institution of higher learning in this state, the ADE, or the Arkansas School Boards Association, which instruction meets the training content requirements of Section 5.00 of this Rule, shall not require pre-approval by the ADE.

6.03 At least thirty (30) days before a training program meeting the content requirements of section 5.00 of this Rule is offered to members of a local school district's board of directors, the provider shall provide a detailed description of the entire program including staff qualifications to the ADE.

- 6.04 The ADE shall promptly review the content of the program for compliance with any and all applicable statutes and department rules to determine if any or all of the program content shall be deemed to provide training and instruction credit and shall establish the time period the training and instruction provider is approved to offer the program.
- 6.05 Upon notification by the ADE of approval of the program (or a part or parts thereof) for training and instruction credit, the provider may enroll participants in the program and offer the program for training and instruction credit for the set time period.
- 6.06 The provider shall be responsible for the preparation and dissemination of proof of completion of the program (or parts thereof) to all attendees. All such proof, or copies thereof, shall be submitted by the board member attendees to the superintendent of the district whose board they serve.

7.00 RECORDS OF TRAINING

- 7.01 A school district shall maintain a record of hours of training and instruction for board members, which may be in the form of an attested, cumulative annual report from the training providers and which shall be subject to verification and inspection during the school district's annual audit
- 7.02 A statement of the hours of training and instruction obtained by each board member in the preceding year shall be:
 - 7.02.1 Part of the school district's comprehensive school improvement plan and goals;
 - 7.02.2 Published in the same way that other components of the comprehensive school improvement plan and goals are required to be; and
 - 7.02.3 Made a part of the annual school performance report required under Ark. Code Ann. § 6-15-1402.

8.00 AUTHORIZATION TO REIMBURSE FOR RELATED EXPENSES

- 8.01 Local school district boards of directors are authorized to pay a reasonable per diem and other necessary expenses from funds belonging to the school district and to reimburse school board directors for expenses incurred in attending in-service workshops, conferences, and other courses of training and instruction required in completing the training and instruction as required under this Rule.

9.00 ENFORCEMENT

- 9.01 A school district shall demonstrate compliance with the requirements of this Rule in addition to complying with the provisions of Section 7.00 of this Rule by causing its superintendent to file a written statement of assurance with the ADE pursuant to Ark. Code Ann. § 6-15-202.

- 9.02 A school district which fails to comply with the provisions of Ark. Code Ann. § 6-13-629 and the procedural requirements articulated in this Rule shall be subject to being placed in probationary status pursuant to Section 24.18 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

MARKK-UP

Exhibit A

ARKANSAS DEPARTMENT OF EDUCATION
REQUEST TO PRESENT A TRAINING PROGRAM TO
SCHOOL BOARD MEMBERS

Please compile the following information and submit it electronically via the Department's website:

<http://www.arpdsam.org/>

Pursuant to Section 6.03 of the Department's Rules Governing Required Training for School Board Members (Rule), program providers must submit a detailed description of the entire program, including staff qualification, to the Department to be received at least thirty (30) days prior to the date of the program. This deadline will allow for departmental review of the program to determine whether training and instruction credit pursuant to Ark. Code Ann. § 6-13-629 and this Rule may be awarded.

1.) Name and Address of Provider: _____

2.) Contact Person for Provider: Name: _____

Address _____

Phone Number: _____

Fax: _____

E-Mail _____

3.) Title and Detailed Description of Program: _____

4.) Please indicate how the program content will apply to Section 5.00, Training Content, of the Rules Governing Required Training for School Board Members

5.) Date(s) program is to be presented: _____

6.) Members of provider's staff who will provide instruction at the program:

a.) Staff Member's Name: _____

Address: _____

Phone Number _____

Fax Number: _____

E-mail: _____

List qualifications to present program (include relevant educational background, work experience, examples of similar programs presented, etc.):

b.) Staff Member's Name: _____

Address: _____

Phone Number _____

Fax Number: _____

E-mail: _____

List qualifications to present program (include relevant educational background, work experience, examples of similar programs presented, etc.):

c.) Staff Member's Name: _____

Address: _____

Phone Number _____

Fax Number: _____

E-mail: _____

List qualifications to present program (include relevant educational background, work experience, examples of similar programs presented, etc.):

d.) Staff Member's Name: _____

Address: _____

Phone Number _____

Fax Number: _____

E-mail: _____

List qualifications to present program (include relevant educational background, work experience, examples of similar programs presented, etc.):

e.) Staff Member's Name: _____

Address: _____

Phone Number _____

Fax Number: _____

E-mail: _____

List qualifications to present program (include relevant educational background, work experience, examples of similar programs presented, etc.):

f.) Staff Member's Name: _____

Address: _____

Phone Number _____

Fax Number: _____

E-mail: _____

List qualifications to present program (include relevant educational background, work experience, examples of similar programs presented, etc.):

- 7.) Please add to this document any other information that you believe would be helpful in assisting the Department in determining whether to grant your request.
- 8.) The ADE shall promptly review the content of the program for compliance with any and all applicable statutes and department rules to determine if any or all of the program content shall be deemed to provide training and instruction credit and shall establish the time period the training and instruction provider is approved to offer the program.
- 9.) Upon notification by the ADE of approval of the program (or parts thereof) for training and instruction credit, the provider may enroll participants in the program and offer the program for training and instruction credit for the set time period.
- 10.) The provider shall be responsible for the preparation and dissemination of proof of completion of the program (or parts thereof) to all attendees. All such proofs, or copies thereof, shall be submitted by the board member attendees to the superintendent of the district whose board they serve.

Submitted by: _____ Date: _____

FOR ADE USE ONLY

Date Provider Information Received _____

Date Reviewed: _____

Request to Present Program: Approved: _____

Denied: _____

Date of decision: _____

Signature of ADE Representative: _____

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING
COLLEGE AND CAREER READINESS PLANNING PROGRAMS**

1.00 REGULATORY AUTHORITY

- 1.01 These regulations are enacted pursuant to the authority contained in Ark. Code Ann. §§ 6-11-105, 6-15-441, 6-16-601 *et seq.*, 25-15-201 *et seq.*, and Acts 989 and 1216 of 2015.

2.00 PURPOSE

- 2.01 The purpose of these rules is to establish guidelines for the implementation of:
- 2.01.1 the Arkansas College and Career Readiness Planning Program; and
- 2.01.2 Postsecondary preparatory programs in Arkansas.

3.00 DEFINITIONS

For purposes of these rules, each term below shall be defined as follows:

- 3.01 “ACT” means the American College Test.
- 3.02 “College and career readiness assessment” means a test that measures student readiness for postsecondary learning and is administered pursuant to these rules or is used by institutions of higher education as part of their admissions, placement, and scholarship processes.
- ~~3.02.1 “College readiness assessment” includes without limitation the EXPLORE, PLAN, and PSAT assessments.~~
- 3.02.1 “College and career readiness assessment” includes any assessment approved by the State Board of Education.
- 3.03 “College and career readiness benchmark” means the minimum score on a college and career readiness assessment in mathematics, English, or reading indicating that a student has a high probability of success in entry level postsecondary education.
- 3.03.1 College and career readiness benchmarks shall be determined jointly by the Arkansas Higher Education Coordinating Board and the State Board of Education.
- 3.04 “Department” means the Arkansas Department of Education.

- 3.05 “Designated College Readiness Course” means a regular instructional course taken during a student’s senior year of high school that is designated by:
- 3.05.1 Local school officials to assist in the improvement of a student’s placement test scores for mathematics, English language arts, or reading; or
 - 3.05.2 The Department of Education and the Department of Higher Education as an appropriate course for college readiness.
- 3.06 “Eligible student” means a public school student in Arkansas who:
- 3.06.1 Is enrolled in or has completed any of grades eight through eleven (8-11) and has not yet begun grade twelve (12) grade eight (8) or enrolled in grades ten through twelve (10-12);
 - 3.06.2 Is identified through a college and career readiness assessment as scoring below a college and career readiness benchmark in mathematics, English, or reading;
 - 3.06.3 Receives the counseling required under Section 4.05 of these rules; and
 - 3.06.4 Desires to enroll in postsecondary education.
- ~~3.07~~ “EXPLORE” means the pre-ACT assessment designed to help students in grade eight (8) explore a broad range of options for their future and focus not only on high school coursework but also on post-high school choices as well.
- ~~3.08~~ 3.07 “Placement test” means a test for entrance to postsecondary education that is either approved by the State Board of Education, or designated by the Department of Higher Education.
- 3.08.1 For the purpose of these rules, “Placement test” includes without limitation the ACT.
- ~~3.09~~ “PLAN” means the pre-ACT assessment for students in grade ten (10) used to help a student focus attention on improved academic achievement, career preparation, and planning for post-high school years.
- ~~3.10~~ 3.08 “Postsecondary preparatory program” means an intensive program approved under these rules that is focused on preparing students for entry-level postsecondary work in the areas of mathematics, English, and reading based on identified needs for college enrollment and placement.

- 3.11 — “PSAT” means the Preliminary SAT/National Merit Scholarship Qualifying Test that provides practice for the SAT Reasoning Test and gives students feedback on individual strengths and weaknesses on college readiness skills.

4.00 COLLEGE AND CAREER READINESS PLANNING PROGRAM – IMPLEMENTATION

- 4.01 Each public school that serves students in grade eight (8) shall administer EXPLORE a college and career readiness assessment approved by the State Board of Education to each student enrolled in grade eight (8) at the public school.
- 4.02 Each public school that serves students in grade grades ten (10) through twelve (10-12) shall administer PLAN or the PSAT a college and career readiness assessment approved by the State Board of Education to each student enrolled in grade ten (10) at the public school before the student graduates from high school.
- 4.03 Funding for the college and career readiness assessments listed in Sections 4.01 and 4.02 of these rules may be provided by the Department using at-risk funding or other funds appropriated and authorized for this purpose.
- 4.04 Each public school district shall use the college and career readiness assessments:
- 4.04.1 To assist students with college and workforce readiness skills, course selection in high school, and improved academic achievement;
 - 4.04.2 To identify students who do not meet the college and career readiness benchmarks in mathematics, English, or reading; and
 - 4.04.3 To provide the basis for the counseling concerning postsecondary preparatory programs as required by Section 4.05 of these rules and Ark. Code Ann. § 6-16-603.
- 4.05 Each public school district shall ensure that every student identified under Section 4.04.2 is counseled by a public school counselor and strongly encouraged to enroll in a postsecondary preparatory program approved under these rules.
- 4.06 The public school district shall make every reasonable effort to involve parents or guardians in student counseling and placement of students.
- 4.07 Each public school shall fully incorporate the results from the college and career readiness assessments into the college and career planning process

for each student. The Department shall monitor the utilization of these assessments to ensure public school compliance.

5.00 POSTSECONDARY PREPARATORY PROGRAMS – APPROVAL

- 5.01 No later than ~~September 30, 2011, and no later than~~ May 1 of each year ~~thereafter~~, any of the listed entities may submit to the Department an application for authorization to operate a postsecondary preparatory program in Arkansas:
- 5.01.1 One or more school districts;
 - 5.01.2 One or more institutions of higher education; or
 - 5.01.3 A partnership of one or more school districts and one or more institutions of higher education.
- 5.02 An application for authorization shall include:
- 5.02.1 A list of the participating school district(s) or institution(s) of higher education;
 - 5.02.2 The number and location of sites at which postsecondary preparatory programs will be offered;
 - 5.02.3 A program description, including identification of the curriculum, content guides, and instructional materials to be utilized;
 - 5.02.4 Staffing and instructor qualifications;
 - 5.02.5 Program schedules;
 - 5.02.6 Guidelines for admission to the postsecondary program, including program eligibility requirements and selection criteria;
 - 5.02.6.1 Admission guidelines should address whether and how the program will admit students in grade twelve (12) under Section 6.03 of these rules;
 - 5.02.7 Disciplinary policies which will govern participants; and
 - 5.02.8 Attendance requirements for participants.
- 5.03 The Department may approve an application for authorization after:
- 5.03.1 Determining that the application meets the criteria established by these rules and Ark. Code Ann. § 6-16-601 *et seq*;

- 5.03.2 Reviewing evidence of the postsecondary preparatory program's past performance and success, as reported under Section 9.0;
 - 5.03.3 Reviewing the postsecondary preparatory program's past compliance with these rules with Ark. Code Ann. § 6-16-601 *et seq.*, and with other relevant state or federal law; and
 - 5.03.4 Giving priority for approval to postsecondary preparatory programs operated by partnerships between one or more school districts and one or more institutions of higher education.
- 5.04 Authorization of an approved postsecondary preparatory program may be for a term defined by the Department of no more than one (1) year.
- 5.05 A postsecondary preparatory program shall not receive authorization under these rules unless the postsecondary preparatory program files an annual application with the Department and the application is approved.
- 5.06 Content guides utilized by a postsecondary preparatory program must be approved by the Department and must:
- 5.06.1 Include the curricular goals in each content area; and
 - 5.06.2 State clearly how the program goals will be met.
 - 5.06.3 Postsecondary preparatory programs may utilize content guides developed by outside parties with the Department's approval.

6.00 POSTSECONDARY PREPARATORY PROGRAMS – ENROLLMENT

- 6.01 An eligible student may enroll in and attend a postsecondary preparatory program at any time between:
- 6.01.1 The first day of school after July 1 of the year in which the student first enters grade eight (8); and
 - 6.01.2 The first day of school after July 1 of the year in which the student first enters grade twelve (12).
- 6.02 An eligible student shall receive priority for enrollment in a postsecondary preparatory program if the eligible student qualifies for free and reduced price meals under the National School Lunch Act, 42 U.S.C. § 1751 *et seq.*, as verified by a signed Free and Reduced Price School Meals Family Application on file with the entity administering the postsecondary preparatory program or by issuance of an Alternate Income Form for special provision schools (e.g., Community Eligibility or Provision 2).

- 6.02.1 If the postsecondary preparatory program is administered by an entity other than the student's home district, the program shall furnish a Free and Reduced Price School Meals Family Application to the student solely for the purpose of determining eligibility under this section.
- 6.02.2 No public school district, public school, or charter school may disclose any student's eligibility for free and reduced price meals to any other entity, including a public school district or institution of higher education administering a postsecondary preparatory program.
- 6.02.3 A postsecondary preparatory program may disclose a student's eligibility for free and reduced price meals to the Department.
- 6.03 Notwithstanding the requirements of Section 6.01, if space and funding are available after all eligible students who applied to attend a postsecondary preparatory program are enrolled, the Department may permit a postsecondary preparatory program to enroll a student in grade twelve (12) or a high school graduate if the student or graduate:
 - 6.03.1 Scores below college and career readiness benchmarks on a college and career readiness assessment or placement test; and
 - 6.03.2 Will enroll in the postsecondary preparatory program no later than three (3) months after graduating from an Arkansas high school.
- 6.04 An eligible student, or a student enrolled under Section 6.03, may enroll in one (1) or more of the curriculum areas in which the student has scored below the college and career readiness benchmark as identified by college and career readiness assessments.

7.00 POSTSECONDARY PREPARATORY PROGRAMS – OPERATION

- 7.01 A postsecondary preparatory program approved under these rules shall:
 - 7.01.1 Provide advice that will better prepare eligible students for entry-level postsecondary work in the areas of mathematics, English, and reading;
 - 7.01.2 Improve diagnostic efforts, counseling, placement, and instruction for eligible students;

- 7.01.3 Provide intensive remedial instruction to eligible students enrolled in the postsecondary preparatory program in one (1) or more of the following curriculum areas:
 - 7.01.3.1 Mathematics;
 - 7.01.3.2 English; and
 - 7.01.3.3 Reading;
- 7.01.4 Effectively use college and career readiness assessments to monitor the progress of participants in the postsecondary preparatory program; and
- 7.01.5 Use innovative teaching and learning strategies that are designed to be effective with participants in the postsecondary preparatory program.
- 7.02 Remedial instruction provided by an approved postsecondary preparatory program shall:
 - 7.02.1 Consist of a minimum of twenty-five (25) hours or more of instruction for each curriculum area offered;
 - 7.02.2 Conform to content guides as approved by the Department of Education, in consultation with the Department of Higher Education;
 - 7.02.3 Conform to individualized plans developed for each student;
 - 7.02.4 Be offered in classes containing no less than ten (10) students and no more than fifteen (15) students; and
 - 7.02.5 Be offered on one or more days from Monday through Saturday, during any hours that participants are not required to attend public school.
- 7.03 A postsecondary preparatory program approved under these rules shall use instructors with appropriate content knowledge and specialized training developed by the Department for instructors of developmental education.
 - 7.03.1 A postsecondary preparatory program may use an instructor who does not hold an Arkansas teaching license only if the non-licensed instructor works together with an instructor who holds a current Arkansas teaching license.

7.03.2 Instructors must hold one (1) of the following:

- 7.03.2.1 A current Arkansas secondary teaching license in the field to be taught;
- 7.03.2.2 A bachelor's degree with an undergraduate major in the field to be taught; or
- 7.03.2.3 A graduate degree in the field to be taught.

7.03.3 Instructors who will assist students with diagnosed reading problems must hold or be eligible to hold a current Arkansas teaching license with the Reading Specialist or Reading endorsement.

7.03.4 Instructors shall attend scheduled in-service training administered by the Department.

7.04 An Arkansas public high school shall award one (1) unit of credit as an elective for successfully completing a postsecondary preparatory program under these rules.

7.04.1 The unit of credit awarded under this section shall not count toward the minimum number of credits required by law for high school graduation.

8.00 POSTSECONDARY PREPARATORY PROGRAMS – FUNDING

8.01 The Department may provide funding for approved postsecondary preparatory programs from at-risk funding or other funds appropriated and authorized for this purpose.

8.01.1 The Department shall give priority for funding to postsecondary preparatory programs operated by partnerships between one or more school districts and one or more institutions of higher education.

8.01.2 Funding provided by the Department may be used by a postsecondary preparatory program only for those costs directly related to the proper administration of the program, including without limitation administrative costs, stipends, instructional materials, and site operational costs.

8.01.3 Funding provided by the Department may not be used to purchase tangible personal property if the property has:

- 8.01.3.1 A useful life of more than one (1) year; and

8.10.3.2 An acquisition cost of \$300 or more per unit.

8.01.4 Any balance of funds provided by the Department and remaining at the conclusion of the program term shall be returned to the Department.

8.02 The opportunity to participate in a postsecondary preparatory program under these rules shall not be interpreted as mandating the Department to fund postsecondary preparatory programs at a cost in excess of the funds appropriated and authorized in the Public School Fund for this purpose.

8.03 An Arkansas public school district may use National School Lunch student categorical funding received under Ark. Code Ann. § 6-20-2305 to operate or support an approved postsecondary preparatory program, subject to the planning and reporting requirements of the Department's Rules Governing the Monitoring of Arkansas Comprehensive School Improvement Plans (ACSIP).

8.04 A postsecondary preparatory program shall not receive funding from the Department unless the postsecondary preparatory program files an annual application with the Department and the application is approved.

9.00 POSTSECONDARY PREPARATORY PROGRAMS – EVALUATION

9.01 A postsecondary preparatory program approved under these rules shall document evidence of its performance and the success of its participants.

9.02 Within ninety (90) days of the end of the approval term specified under Section 5.04 of these rules, each approved postsecondary preparatory program shall submit the following data in a form and manner approved by the Department:

9.02.1 The total number of participants and the number of participants in each grade level;

9.02.2 The number of participants who were eligible for free and reduced-price meals under the National School Lunch Act;

9.02.3 The total number of participants in each curriculum area identified in Section 7.01.3;

9.02.4 The progress of participants monitored in the postsecondary preparatory program through the use of college and career readiness assessments;

- 9.02.5 The number of participants who enrolled in the postsecondary preparatory programs and:
 - 9.02.5.1 Scored lower than the statewide minimum scores established by the Arkansas Higher Education Coordinating Board for college placement; or
 - 9.02.5.2 Scored at or higher than the statewide minimum scores established by the Arkansas Higher Education Coordinating Board for college placement;
 - 9.02.6 Student-specific data for each individual participant, including:
 - 9.02.6.1 Name, gender, grade level, identification number, and other identification data specified by the Department;
 - 9.02.6.2 Free and reduced lunch status;
 - 9.02.6.3 Curriculum area(s) in which the student enrolled; and
 - 9.02.6.4 Placement test scores;
 - 9.02.7 Daily attendance;
 - 9.02.8 The final percentage of participants meeting the attendance requirements contained in the program's application;
 - 9.02.9 An itemization of the source and amount of all funds expended to support the approved postsecondary preparatory program; and
 - 9.02.10 An itemization of the source, payee, amount, and purpose of all expenditures made from funds provided by the Department or by any Arkansas public school district.
- 9.03 The Department of Education, in collaboration with the Department of Higher Education, shall collect and analyze the data reported by approved postsecondary preparatory programs under Section 9.02.
- 9.03.1 The Department shall store all student data in the Arkansas Public School Computer Network.
 - 9.03.2 The Department shall present its data analysis in the annual school performance reports required by Ark. Code Ann. § 6-15-1402.

- 9.04 The Department shall annually release to the General Assembly the following data by the Department:
- 9.04.1 The number and type of postsecondary preparatory programs approved;
 - 9.04.2 For each approved postsecondary preparatory program, the public school district(s) and/or institution(s) of higher education operating the postsecondary preparatory programs approved;
 - 9.04.3 The amount of funding the Department distributed to each postsecondary preparatory program; and
 - 9.04.4 The data collected from each approved postsecondary preparatory programs under Section 9.02, after removing any personally identifiable student information as required by the Family Educational Rights and Privacy Act of 1974.
- 9.05 Data collection shall be maintained by the Department for the purpose of:
- 9.05.1 Increasing college and career readiness skills;
 - 9.05.2 Improving instruction;
 - 9.05.3 Enhancing school improvement plans;
 - 9.05.4 Reducing the college remediation rates of students; and
 - 9.05.5 Developing and implementing postsecondary preparatory programs under these rules.
- 9.06 The Department shall report to the House Committee on Education and the Senate Committee on Education no later than December 31 of each year on the:
- 9.06.1 Implementation and effectiveness of the Arkansas College and Career Readiness Planning Program; and
 - 9.06.2 Statistical analysis of postsecondary preparatory programs under these rules.
 - 9.06.3 The report may be posted on the Department's website with a notification to the Committees.

10.00 PLACEMENT TESTS

- 10.01 An Arkansas public school student enrolled in grade eight (8) or grade ten (10) may take a placement test at no cost to the student at a date, time, and location set by the State Board of Education.
- 10.01.1 Each public school district shall use the placement test scores to identify every student who scores below the statewide minimum scores established by the Arkansas Higher Education Coordinating Board for mathematics, English, or reading.
- 10.01.2 Each public school district shall ensure that every student identified pursuant to Section 10.01.1 is counseled by a public school counselor and strongly encouraged to enroll in a Designated College Readiness Course.
- 10.02 Each public school district shall ensure that every Arkansas public school student enrolled in grade eleven (11) is advised by a public school counselor of the opportunity under Section 10.03 to take a placement test during grade twelve (12) at no cost to the student.
- 10.03 An Arkansas public school student enrolled in grade twelve (12) may take a placement test at no cost to the student at a date, time, and location set by the State Board of Education if:
- 10.03.1 The student successfully completes a postsecondary preparatory program; and
- 10.03.2 The student is enrolled in a Designated College Readiness Course.
- 10.04 At the request of a student, the student's placement test score will be made available to and will be accepted by and recognized toward meeting enrollment requirements of state-supported colleges, universities, and postsecondary vocational schools in Arkansas.
- 10.05 Availability of placement tests under Sections 10.01 and 10.03 shall be dependent on the availability of funds appropriated and authorized for that purpose.

SUCCEED SCHOLARSHIP PROGRAM WAIVER FORM

(Do not modify/revise form)

Arkansas Code Annotated § 6-41-704, requires that parents and guardians of students participating in the Succeed Scholarship Program sign a waiver acknowledging that the State of Arkansas is under no obligation to provide services or education to their children except for funding provided specifically for the Program during the time the parent or guardian chooses to enroll their children in private 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 under no obligation to provide services or education to the child(ren) listed below except for funding provided specifically for the Succeed Scholarship Program during the time I choose to enroll my child(ren) in private school.

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

STUDENT FIRST, MIDDLE, & LAST NAME	DATE OF BIRTH

Signature of Parent/Guardian

Date

Address:

Phone:

Street and/or Route Number

Day Phone (Include Area Code)

City, State ZIP

Night Phone (Include Area Code)

SUCCEED SCHOLARSHIP PROGRAM WAIVER FORM

(Do not modify/revise form)

Arkansas Code Annotated § 6-41-704, requires that parents and guardians of students participating in the Succeed Scholarship Program sign a waiver acknowledging that the resident school district is under no obligation to provide services or education to their children during the time the parent or guardian chooses to enroll their children in private 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 resident school district is under no obligation to provide services or education to the child(ren) listed below during the time I choose to enroll my child(ren) in private school.

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

STUDENT FIRST, MIDDLE, & LAST NAME	DATE OF BIRTH

Signature of Parent/Guardian

Date

Address:

Phone:

Street and/or Route Number

Day Phone (Include Area Code)

City, State ZIP

Night Phone (Include Area Code)

Application for Succeed Scholarship Program

Private School



Complete this form & return to the Arkansas Department of Education.

Name of School: _____

Person Completing Form: _____

Title: _____

E-mail: _____

School Address:

School Phone:

Street and/or Route Number

Voice

City, State ZIP

Fax

A1. Please specify the grade levels and services that your school has available for students with severe disabilities who are participating in the program. **Attach pages if necessary.**

Grades Levels: _____

Types of Services: _____

A2. Please **submit as an attachment** a copy of your school's disciplinary procedures, code(s) of conduct, and parental involvement requirements.

I verify that this documentation is attached. Initial: _____

B1. Please verify that your school meets the accreditation requirements set by the State Board of Education, the Arkansas Nonpublic School Accrediting Association, or another accrediting association recognized by the State Board of Education as providing services to severely disabled individuals.

Accrediting Authority: _____

Initial: _____

B2. Please verify that your school demonstrates fiscal soundness by one (1) of the following methods and **submit as an attachment proof as necessary**:

The school has been in operation for one (1) school year.

Initial: _____

OR

A statement by a certified public accountant is attached confirming that:

- The school is insured; and
- The school has sufficient capital or credit to operate in the upcoming school year.

If statement is necessary, I verify that this documentation is attached.

Initial: _____

OR

A surety bond or letter of credit for the amount equal to the scholarship funds for any quarter has been filed with the Arkansas Department of Education's Fiscal & Administrative Services Division.

If surety bond or letter of credit is necessary, I verify that this documentation is attached.

Initial: _____

B3. Please verify that your school complies with the antidiscrimination provisions of 42 U.S.C. § 2000(d).

I verify that the school is in full compliance. Initial: _____

B4. Please verify that your school meets state and local health and safety requirements and maintains an environment in which the health, safety, and welfare of students is not threatened. It is recommended that each employee and contracted personnel with direct student contact, upon employment, or engagement to provide services, undergo a state and national background screening and that a complete set of fingerprints be taken by an authorized law enforcement agency or an employee of the private school or a private company who is trained to take fingerprints and that employment should be denied or terminated if an employee fails to meet the screening standards.

I verify that the school meets all requirements and maintains such an environment.

Initial: _____

B5. Please verify that your school is academically accountable to the parent(s) or legal guardian(s) of any student(s) participating in the Succeed Scholarship Program for meeting the educational needs of students.

I verify that the school is academically accountable to parents/legal guardians of students participating in the program.

Initial: _____

B6. Please verify that your school employs or contracts with only teachers who hold baccalaureate or higher degrees.

I verify that the school employs or contracts with only teachers who hold such degrees.

Initial: _____

B7. Please verify that your school employs or contracts with at least one (1) teacher who holds a current, valid standard license in special education issued by the Arkansas State Board of Education and **submit as an attachment** proof as necessary. It is recommended that the teacher(s) hold licensure appropriate for the grade level(s) for your school's special education program(s).

I verify that the school employs or contracts with at least one (1) teacher who holds a current, valid standard license in special education issued by the Arkansas State Board of Education, and that if, at any point following the school's approval to participate in the Succeed Scholarship Program, the school no longer employs or contracts with at least one (1) such teacher, I affirm that the school will notify the parents/legal guardians of students participating in the program enrolled in or regularly attending the school within five (5) days and that the school will notify the State Board of Education or its designee within twenty (20) days.

Type of Proof Submitted: _____

Initial: _____

B8. Please verify that your school complies with all state laws and regulations governing private schools.

I verify that the school is in full compliance. Initial: _____

B9. Please affirm that your school will adhere to the tenets of its published disciplinary procedures before an expulsion of a student participating in the Succeed Scholarship Program.

I affirm that the school will adhere to the tenets of its published disciplinary procedures before expelling a student participating in the program.

Initial: _____

C1. Please affirm that your school will administer annually or make provisions for a student participating in the Succeed Scholarship Program to take a nationally recognized, norm-referenced test as established by the State Board of Education and that your school will prepare a portfolio that provides information on a student's progress to the student's parent or legal guardian if a student has an individualized education program that provides for an exemption to standardized testing.

I affirm that the school will administer such standardized tests annually and that the school will accommodate students with IEPs that exempt them from standardized testing.

Initial: _____

C2. Please affirm that your school will notify the State Board of Education or the State Board of Education's designee if any student participating in the Succeed Scholarship Program ceases to be enrolled in or regularly attend the school for any reason.

I affirm that the school will notify the State Board of Education or its designee if any student participating in the program ceases to be enrolled in or regularly attend the school.

Initial: _____

Signature: _____

Date: _____

Arkansas Department of Education
Rules Governing the Succeed Scholarship Program

1.00 Authority

- 1.01 The Arkansas State Board of Education’s authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-11-105, 6-20-2301 *et seq.*, and 6-41-101 *et seq.*, and Act 1178 of 2015.
- 1.02 These Rules shall be known as the Arkansas Department of Education (ADE) Rules Governing the Succeed Scholarship Program.

2.00 Purpose

- 2.01 The purpose of these Rules is to establish guidelines for the implementation of the Succeed Scholarship Program in order to provide a scholarship to a private school of choice for students with disabilities that have an individualized education program in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.*

3.00 Definitions

- 3.01 “Department” or “ADE” is the Arkansas Department of Education.
- 3.02 “Scholarship Payment” is a disbursement to the parent or legal guardian of a student participating in the Succeed Scholarship Program contingent upon appropriation and funding for the purpose of implementing the Succeed Scholarship Program.
- 3.03 “School District” is a geographic area with an elected board of directors that qualifies as a taxing unit for purposes of *ad valorem* property taxes under Title 26 of the Arkansas Code, and whose board conducts the daily affairs of public schools pursuant to the supervisory authority vested in it by the General Assembly and Title 6 of the Arkansas Code. For the purposes of these Rules, all references to “school district” include open enrollment public charter schools, except as waived by the State Board of Education pursuant to Ark. Code Ann. § 6-23-301 *et seq.*
- 3.04 “School Year” is the year beginning July 1 of one calendar year and ending June 30 of the next calendar year.
- 3.05 “Severely Disabled” is an individual that has an individualized education program in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.*

4.00 Student Eligibility

- 4.01 A parent or legal guardian of a public school student with a disability may apply for a Succeed Scholarship to enroll his or her child in a private school if:
- 4.01.1 The student is currently enrolled in a public school district and has attended public school for at least the one (1) full school year immediately prior to the school year for which the scholarship payments would be disbursed:
- 4.01.1.1 If the student is a dependent of an active duty member of any branch of the United States armed forces, Section 4.01.1 does not apply.
- 4.01.2 The student has an individualized education program in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.*; and
- 4.01.3 The student has been accepted for admission into a private school that is eligible to participate in the Succeed Scholarship Program.
- 4.02 The parent or legal guardian shall:
- 4.02.1 Apply for the scholarship at least sixty-five (65) days before the date of the first scheduled scholarship payment for the private school to which the student has been accepted for admission; and
- 4.02.2 Notify the superintendent of the student's current and resident school district(s) within five (5) business days of submitting the application.
- 4.03 If a student is accepted for admission into a private school upon the availability of space, a parent or legal guardian shall notify the student's current and resident school district(s) at least sixty (60) days before the student enrolls in the private school and thereby becomes eligible for scholarship payments for attending that private school.
- 4.04 If the parent or legal guardian of a student already participating in the program wishes to participate in the program in the upcoming school year and to enroll the student for the upcoming school year in a private school from the list of private schools eligible to participate in the program other than the participating private school in which the student is currently enrolled, the parent or legal guardian shall follow the full application process contained in these Rules.
- 4.04.1 Sections 4.01.1, 4.02.2, 4.03 of these Rules shall not apply to a student already participating in the program.

4.04.2 Section 4.01.2 shall be construed as requiring that the student had an individualized education program in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq. upon the student's initial participation in the program.

4.04.3 Approval of an application under Section 4.04 is not guaranteed.

5.00 Private School Eligibility

5.01 A private school shall notify the Department of its intent to participate in the Succeed Scholarship Program.

5.01.1 The notice shall specify the grade levels and services that the private school has available for severely disabled students who are participating in the program.

5.01.2 The notice shall contain a complete description of the private school's disciplinary procedures, code(s) of conduct, and parental involvement requirements.

5.01.2.1 The Department shall maintain a record of the descriptions under Section 5.01.2 and make the record available on the Department's website.

5.02 The Department shall approve a private school as eligible to participate in the program if the private school:

5.02.1 Meets the accreditation requirements set by:

5.02.1.1 The State Board of Education;

5.02.1.2 The Arkansas Nonpublic School Accrediting Association or its successor; or

5.02.1.3 Another accrediting association recognized by the State Board of Education as providing services to severely disabled individuals.

5.02.1.4 The Arkansas Nonpublic School Accrediting Association and any other accrediting association(s) recognized by the State Board of Education under Section 5.02.1.3 shall submit to the Department, on an annual basis, a complete list of private schools currently accredited under the authority of its association.

- 5.02.1.5 The Arkansas Nonpublic School Accrediting Association and any other accrediting association(s) recognized by the State Board of Education under Section 5.02.1.3 shall notify the Department of loss of accreditation of any private school accredited under the authority of its association within thirty (30) days of the loss of accreditation.
- 5.02.2 Demonstrates fiscal soundness by having been in operation for one (1) school year or providing the Department with a statement by a certified public accountant confirming that:
- 5.02.2.1 The private school is insured; and
- 5.02.2.2 The private school has sufficient capital or credit to operate in the upcoming school year.
- 5.02.2.3 In lieu of a statement, a surety bond or letter of credit for the amount equal to the scholarship funds for any quarter may be filed with the Department.
- 5.02.3 Complies with the antidiscrimination provisions of 42 U.S.C. § 2000(d);
- 5.02.4 Meets state and local health and safety requirements and maintains an environment in which the health, safety, and welfare of students is not threatened;
- 5.02.5 Is academically accountable to the parent or legal guardian for meeting the educational needs of students;
- 5.02.6 Employs or contracts with only teachers who hold baccalaureate or higher degrees;
- 5.02.7 Employs or contracts with at least one (1) teacher who holds a current, valid standard license in special education issued by the State Board of Education;
- 5.02.7.1 If, at any point following approval under Section 5.02, an eligible private school no longer employs or contracts with at least one (1) teacher who holds a current, valid standard license in special education, the private school shall notify the parent(s) or legal guardian(s) of any student(s) participating in the program enrolled in or regularly attending the private school within five (5) days.

- 5.02.7.2 If, at any point following approval under Section 5.02, an eligible private school no longer employs or contracts with at least one (1) teacher who holds a current, valid standard license in special education, the private school shall notify the State Board of Education or the State Board of Education's designee within twenty (20) days.
- 5.02.8 Complies with all state laws and regulations governing private schools; and
- 5.02.9 Adheres to the tenets of its published disciplinary procedures before an expulsion of a student participating in the program.
- 5.03 The Department shall maintain a list of private schools eligible to participate in the program and make the list available on the Department's website.
- 5.04 An eligible private school shall administer annually or make provisions for a student participating in the program to take a nationally recognized, norm-referenced test as established by the State Board of Education.
- 5.04.1 A student with an individualized education program that provides for an exemption to standardized testing is not required to take the test required under Section 5.04.
- 5.04.2 An eligible private school shall annually prepare a portfolio that provides information on a student's progress to the student's parent or legal guardian if a student is exempt from standardized testing as permitted under Section 5.04.1.
- 5.05 An eligible private school shall notify the State Board of Education or the State Board of Education's designee if any student participating in the program ceases to be enrolled in or regularly attend the private school for any reason.
- 5.06 The inability of a private school to meet the requirements under these Rules shall constitute a basis for the ineligibility of the private school to participate in the Succeed Scholarship Program as determined by the State Board of Education or the State Board of Education's designee.
- 5.07 Any instance of an owner, operator, superintendent, or principal of, or a person who has equivalent decision-making authority over, a private school participating in the Succeed Scholarship Program operating or having operated an educational institution in Arkansas or in another state or jurisdiction in a manner contrary to the health, safety, or welfare of the public shall constitute a basis for the ineligibility of the private school to participate in the program as determined by the State Board of Education or the State Board of Education's designee.

6.00 Responsibilities of Participating Students

6.01 The parent or legal guardian of a student participating in the Succeed Scholarship Program shall:

6.01.1 Select the private school from the list of private schools eligible to participate in the program that is maintained by the Department;

6.01.2 Fully comply with the parental involvement requirements of the private school unless excused by the school for illness or other good cause;

6.01.3 Sign a waiver that releases the State of Arkansas from any legal obligation to provide services or education to the student participating in the program except for funding provided for the program under these Rules;

6.01.4 Sign a waiver that releases the student's resident school district from any legal obligation to provide services or education to the student participating in the program while the student is not enrolled in the student's resident school district as provided under these Rules;

6.01.5 Notify the State Board of Education or the State Board of Education's designee if the student ceases to be enrolled in or regularly attend the private school for any reason.

6.01.6 Correspond with the Department annually to inform the Department of intent to maintain enrollment in a private school eligible to participate in the program in order to continue the disbursement of scholarship payments.

6.02 A student participating in the program shall:

6.02.1 Attend the private school throughout the school year unless excused by the school for illness or other good cause; and

6.02.1.1 If the parent or legal guardian of a student participating in the program who has ceased to be enrolled in or regularly attend the private school wishes to enroll the student in another private school from the list of private schools eligible to participate in the program prior to the end of the school year, the parent or legal guardian shall:

6.02.1.1.1 Provide proof to the Department that the student has been accepted for admission into another private school that is eligible to participate in the program; and

6.02.1.1.2 Request that the State Board of Education approve a reinstatement of the student's scholarship payments.

6.02.1.1.3 No more than one (1) such request may be made within the same school year.

6.02.2 Fully comply with the code of conduct for the private school.

6.03 The State Board of Education may terminate a scholarship if the student or the student's parent or legal guardian materially fails to comply with the responsibilities under these Rules.

7.00 Scholarship Payments – Funding

7.01 The maximum scholarship available under the Succeed Scholarship Program is the foundation funding amount for the current school year under Ark. Code Ann. § 6-20-2305.

7.02 The amount of the scholarship shall be the amount calculated under Section 7.01 or the amount of tuition and fees for the private school, whichever is less.

7.03 Scholarship payments shall be disbursed to the parent or legal guardian of a student participating in the Succeed Scholarship Program on a monthly basis by the Department or another state agency, person, firm, or corporation designated by the Department to administer and disburse funds.

7.03.1 If the Department designates a third party to administer funds, scholarship payments shall be by individual warrant made payable to the student's parent or legal guardian and delivered by the Department to the third party, and the parent or legal guardian shall restrictively endorse the warrant to the private school of the parent's or legal guardian's choice after which the third party shall deposit the payment into the account of the private school.

7.04 Beginning on July 1, 2015, the Department shall prepare a budget, including cost estimates and projections so that a separate appropriation can be made for the program for the 2016-2017 school year.

7.04.1 For the 2016-2017 school year, the program shall be limited to 100 students.

7.05 The program shall be funded separately from the Public School Fund and other funds or appropriations designated for public schools.

7.06 The program shall not be funded with county, city, or school district tax revenues.

8.00 Rules and Duties

8.01 The State Board of Education shall adopt rules and develop notices and other documentation necessary to administer the Succeed Scholarship Program that are in the best interest of students.

8.02 The State Board of Education shall not:

8.02.1 Become a party to a contract between a participating private school and the parent or legal guardian of a student participating in the program; or

8.02.2 Make payments to the parent or legal guardian of a student after the State Board of Education is notified from either a participating school or a student's parent or legal guardian that the student is no longer enrolled in or attending a participating private school.

8.02.3 Make payments to the parent or legal guardian of a student enrolled in or attending a private school that the State Board of Education has determined is ineligible to participate in the program.

9.00 Autonomy of Participating Private Schools

9.01 A private school that participates in the Succeed Scholarship Program is not considered an agent or instrumentality of the State of Arkansas or a school district.

9.02 The curriculum and education plan for a student with a disability attending a private school is not subject to the regulatory authority of the State Board of Education.

9.03 As a condition of continued participation in the program, each participating private school shall:

9.03.1 Certify under oath, on a semiannual basis, that any student(s) participating in the program is/are and has/have been enrolled and attending the participating private school except for excused absences.

Application for Succeed Scholarship Program

Parent/Legal Guardian



Complete this form & return to the Arkansas Department of Education
NO LESS THAN SIXTY-FIVE (65) DAYS BEFORE DATE OF FIRST SCHOLARSHIP PAYMENT

Name: _____

Date of Birth: _____ **SSN:** _____ - _____ - _____

Address: _____ **Phone:** _____

Street and/or Route Number _____ Day Phone _____

City, State ZIP _____ Night Phone _____

E-mail: _____

1. Please verify that your child/ward meets one (1) of the following:

I verify that _____ is currently enrolled in a
Student's Name
public school and has attended public school for at least the one (1) full school year immediately
prior to the school year for which the scholarship payments would be disbursed and that I am
submitting as an attachment proof of enrollment;

Name of School District: _____

Type of Proof Submitted: _____

OR

I verify that _____ is a dependent of an active
Student's Name

duty member of any branch of the United States armed forces, to whom this enrollment requirement does not apply and that I am **submitting as an attachment** proof of active duty status.

Active Duty Member: _____
PLEASE PRINT NAME

Type of Proof Submitted: _____

OR, BEGINNING WITH THE 2017-2018 SCHOOL YEAR,

I verify that _____ is a student already
Student's Name
participating in the program, to whom this enrollment requirement does not apply.

Name of Private School: _____

2. Please affirm or verify one (1) of the following statements:

I affirm that _____ has an individualized
Student's Name
education program (IEP) in accordance with the Individuals with Disabilities Education Act,
20 U.S.C. § 1400 *et seq.*

OR, BEGINNING WITH THE 2017-2018 SCHOOL YEAR,

I verify that _____ is a student already
Student's Name
participating in the program and that he/she had an individualized education program (IEP) in
accordance with the Individuals with Disability Education Act, 20 U.S.C. § 1400 *et seq.* upon
his/her initial participation in the program.

3. I verify that _____ **has been accepted for**
Student's Name
admission into a private school that is eligible to participate in the Succeed Scholarship Program
and that I am **submitting as an attachment** proof of his/her acceptance.

Name of Private School: _____

Type of Proof Submitted: _____

4. Please affirm or verify one (1) of the following statements:

I affirm that I will notify _____ 's current
Student's Name
and resident school district(s), if he/she is not already participating in the program as noted above, of
this request for a scholarship within five (5) days of submitting this application;

OR

I verify that _____ has been accepted for
Student's Name
admission into the above-named private school upon the availability of space and affirm that I will
notify his/her current and resident school district(s), if he/she is not already participating in the
program as noted above, at least sixty (60) days before he/she enrolls in the private school and
thereby becomes eligible for scholarship payments for attending that private school.

OR, BEGINNING WITH THE 2017-2018 SCHOOL YEAR,

I verify that _____ is a student already
Student's Name
participating in the program, to whom this notification requirement does not apply.

**5. I verify that I will fully comply with the parental involvement requirements of the above-named
private school unless excused by the school for illness or other good cause.**

**6. I verify that I have signed a waiver that releases the State of Arkansas from any legal obligation to
provide services or education to _____ except for
Student's Name
funding provided for the program and that I am **submitting this signed waiver as an attachment.****

**7. I verify that I have signed a waiver that releases _____ 's
Student's Name
resident school district from any legal obligation to provide services or education to him/her while
he/she is not enrolled in the resident school district and that I am **submitting this signed waiver as
an attachment.****

8. I affirm that I will notify the State Board of Education or the State Board of Education's designee if _____ ceases to be enrolled in or regularly attend the above-named private school for any reason.

Student's Name

9. I affirm that I will correspond with the Arkansas Department of Education annually to inform the Department of intent to maintain enrollment in the above-named private school *in order to continue the disbursement of scholarship payments.*

PLEASE READ THE FOLLOWING CAREFULLY:

PURSUANT TO THE INDIVIDUAL WITH DISABILITIES EDUCATION ACT (IDEA) 20 U.S.C. § 1412(a)(10)(A), A CHILD WITH A DISABILITY PLACED BY HIS OR HER PARENT(S) OR LEGAL GUARDIAN(S) IN A PRIVATE SCHOOL DOES NOT HAVE AN INDIVIDUAL RIGHT TO RECEIVE THE SPECIAL EDUCATION AND RELATED SERVICES THAT THE CHILD WOULD RECEIVE IF ENROLLED IN A PUBLIC SCHOOL. PUBLIC SCHOOLS ARE NOT REQUIRED TO PROVIDE A FREE APPROPRIATE PUBLIC EDUCATION TO STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENT(S) OR LEGAL GUARDIAN(S) IN PRIVATE SCHOOL. BY ENROLLING YOUR CHILD IN A PRIVATE SCHOOL, YOU AND THE STUDENT ARE NO LONGER ENTITLED TO THE PROCEDURAL SAFEGUARDS GRANTED BY THE IDEA, INCLUDING NOTICE AND DISCIPLINE PROCEDURES, AND DO NOT HAVE THE RIGHT TO FILE A STATE COMPLAINT OR THE RIGHT TO A DUE PROCESS HEARING FOR ALLEGED VIOLATIONS OF IDEA, EXCEPT FOR CHILD FIND (20 U.S.C. § 1412(a)(10)(A)).

I HAVE READ THE ABOVE EXPLANATION OF RIGHTS. I FULLY UNDERSTAND ITS TERMS AND UNDERSTAND THAT I AM GIVING UP SUBSTANTIAL RIGHTS BY SIGNING BELOW. I HAVE SIGNED IT FREELY AND VOLUNTARILY AND WITHOUT ANY INDUCEMENT, ASSURANCE, OR GUARANTEE BEING MADE TO ME.

Signature: _____

Date: _____

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

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Schools of Innovation Program.
- 1.02 The purpose of these rules is to improve education in Arkansas and to set forth the process and procedures necessary to administer the Schools of Innovation Program.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education's authority for promulgating these rules is pursuant to Ark. Code Ann. §§ 6-11-105 *et seq.*, 6-15-2801 *et seq.*, 25-15-201 *et seq.*, and Act 1136 of 2015.

3.00 DEFINITIONS

- 3.01 "District of innovation" means a public school district with one or more schools of innovation that has:
 - 3.01.1 Developed a school of innovation plan in compliance with Ark. Code Ann. § 6-15-2801 *et seq.* and these rules;
 - 3.01.2 Obtained necessary exceptions from laws, rules, and local policies to improve the educational performance of students from Commissioner of Education in accordance with Sections 8.00 and 10.00 of these rules; and
 - 3.01.3 Been approved as a district of innovation by the Commissioner of Education.
- 3.02 "Eligible employees" means the full-time employees who are employed at a school that is considering being designated as a school of innovation;
- 3.03 "Innovation" means a new or creative alternative to the existing instructional and administrative practices that is intended to improve academic performance and learning for all students;
- 3.04 "School council of innovation" means a body of individuals from a current or aspiring school of innovation composed of teachers, classified employees, the building-level principal or his or her administrative

designee, parents, community members, a minimum of two (2) students from the school of innovation, and other interested parties selected by the council to participate, as referred to in Section 4.00 of these rules.

- 3.04.1 The teacher representatives shall be elected by a majority vote of the school's licensed eligible employees.
- 3.04.2 The classified representatives shall be elected by a majority vote of the school's classified eligible employees.
- 3.04.3 The parent representatives shall be selected by a majority vote of the attendees at a meeting called for the purpose of selecting the school's parent representatives and shall have a child in the school to be eligible to serve on the council.
- 3.04.4 Schools with a ten percent (10%) or greater minority student population shall have minority representation on the council.
- 3.05 “School of innovation” means a school that participates in a district of innovation to transform and improve teaching and learning.
- 3.06 The terms “exemption” and “exception” are used interchangeably in these rules and refer to approval by the Commissioner of Education for a specific district or school of innovation to depart from specific laws, rules or regulations governing public school districts.

4.00 COUNCIL OF INNOVATION

- 4.01 The school council of innovation shall:
 - 4.01.1 Generate innovative ideas and proposals of its own;
 - 4.01.2 Determine a method for requesting innovative ideas and proposals from school employees, community members, and other stakeholders to be submitted to the council;
 - 4.01.3 Receive innovative ideas and proposals from school employees, community members, and other stakeholders;
 - 4.01.4 Consider all innovative ideas and proposals submitted by community members and other stakeholders; and
 - 4.01.5 Determine the content and format of the plan that will be voted on by the eligible employees.

- 4.02 The council may create subcommittees, which may include non-council members, to work on developing portions of the plan; and
- 4.03 A school of innovation's plan is subject to the exceptions approved by the Commissioner of Education.

5.00 DESIGNATION AND REVOCATION

- 5.01 The Commissioner of Education may approve and designate a public school as a school of innovation for the purpose of transforming and improving teaching and learning.
 - 5.01.1 A school of innovation shall be approved and designated for a period of four (4) years and
 - 5.01.2 may be renewed for four-year periods thereafter, at the Commissioner's discretion.
 - 5.01.3 The Commissioner will notify the applicant in writing whether the Plan is approved or denied.
 - 5.01.3.1 If the Commissioner denies the application and declines to designate the applicant as a school of innovation, the Commissioner will include the reasons for the denial.
- 5.02 The Commissioner may revoke the school of innovation designation if a school fails to:
 - 5.02.1 Substantially fulfill the school's innovation plan;
 - 5.02.2 Meet goals and performance targets; or
 - 5.02.3 Comply with applicable laws or rules.
- 5.03 A revocation of the Commissioner's designation of a school of innovation may be made at any time.
- 5.04 The Commissioner's decision to approve or deny an application, or to revoke a school's designation shall be a final decision.
- 5.05 The Commissioner's decision cannot be appealed.

6.00 PROGRAM REQUIREMENTS

- 6.01 Rules subject to exemption or modification for a school of innovation plan, if approved by the Commissioner, are included in Section 10.00 of these rules.
- 6.02 Application, plan review, approval, and amendments
- 6.02.1 The Application shall be in the form of a Plan of Innovation (Plan). Schools must apply online as directed on the Department of Education's website.
- 6.02.2 Instructions for submission of the Plan shall be published on the Department of Education's website.
- 6.02.3 Guidelines for submission of proposed amendments to the Plan shall be published on the Department of Education's website.
- 6.02.4 Guidelines for requesting a four-year renewal shall be published on the Department of Education's website. The review of renewal applications will be based on the school of innovation's own statement of goals and performance targets as required by 7.02 of these rules.
- 6.03 Specific timelines for revisions prior to approval, amendments, and renewals, including any ongoing evaluations of a school of innovation, shall be posted on the Department of Education's website.
- 6.03.1 ~~Beginning in school year 2014-2015,~~ The deadline to submit original applications online is March 1. The deadline to submit final revisions is June 30.
- 6.04 Process for revocation of a designation as a district or school of innovation:
- 6.04.1 The Commissioner will notify the district or school of innovation in writing and include the reasons for the revocation.
- 6.04.2 The Commissioner's decision to revoke a designation will be final.
- 6.05 Reporting requirements and oversight responsibility of the school of innovation and the Department of Education shall be published on the Department's website;

7.00 INNOVATION PLAN

- 7.01 A school district shall submit its school of innovation plan, approved by the school board of directors, to the Commissioner of Education for approval to become a school of innovation.
- 7.02 A school of innovation plan shall address without limitation:
 - 7.02.1 The goals and performance targets for the school of innovation, which may include:
 - 7.02.1.1 Reducing the achievement gap among one (1) or more groups of students by accelerating learning experiences for academically low- achieving students while increasing all student learning through the implementation of highly rigorous standards for student performance;
 - 7.02.1.2 Increasing student participation in curriculum options;
 - 7.02.1.3 Exploring new avenues for expanding students' college and career readiness;
 - 7.02.1.4 Motivating students by exploring innovative teaching and learning choices;
 - 7.02.1.5 Transforming a school's culture and climate in a manner that will lead to transformative teaching and learning;
 - 7.02.1.6 Changes needed in the school that will lead to better prepared students for success in life and career; and
 - 7.02.1.7 Innovative practices to be used in the school of innovation.
- 7.03 The Plan shall include appropriate documentation of:
 - 7.03.1 Evidence of parental, school employee, and community engagement;
 - 7.03.2 Evidence of capacity for the changes proposed by the school of innovation;
 - 7.03.3 Rationale for law, rule, and local policy exception request;
 - 7.03.4 Progress toward goals and performance targets;

- 7.03.5 Evidence of approval of eligible employees of a school of innovation, as required in Section 9.00 of these rules
- 7.03.6 Evidence of teacher collaboration and shared leadership responsibility within each school seeking to become a school of innovation.
- 7.03.7 A detailed budget and related financial information
- 7.03.8 References for research-based practices, and
- 7.03.9 Other information if requested by the Commissioner.

8.00 MANDATORY COMPLIANCE WITH EXISTING LAW

- 8.01 An approved school of innovation shall:
 - 8.01.1 Ensure that the same health, safety, civil rights, and disability rights requirements are in place as those that apply to all other public schools;
 - 8.01.2 Ensure that the high school curriculum offered meets or exceeds the minimum high school graduation requirements adopted by the State Board of Education;
 - 8.01.3 Adhere to financial audits, audit procedures, and audit requirements adopted by the State Board for public school districts;
 - 8.01.4 Require criminal background checks for school employees and volunteers as required by law for public school districts;
 - 8.01.5 Comply with open records and open meeting requirements;
 - 8.01.6 Comply with purchasing limitations and requirements;
 - 8.01.7 Provide instructional time that:
 - 8.01.7 .1 Meets or exceeds the instructional time requirement adopted by the State Board unless granted an exception by the Commissioner of Education.
 - 8.01.7.2 Instructional time may include on-site instruction, distance or virtual learning, and work-based learning on nontraditional school days or hours;

8.01.8 Provide data requested by the Department of Education to generate reports; ~~and~~

8.01.9 Adhere to the Teacher Fair Dismissal Act, § 6-17-1501 *et seq.*; and

8.01.10 Comply with state law and rule regarding the education of gifted and talented students.

9.00 ELECTION BY ELIGIBLE EMPLOYEES

9.01 Before a public school district submits a school of innovation plan to the Commissioner, the eligible employees of each proposed school of innovation shall vote on whether the school shall be designated a school of innovation.

9.01.1 A minimum of sixty percent (60%) of the eligible employees voting in support of the school's designation as a school of innovation is required before the school's innovation plan may be submitted to the school board of directors for approval.

9.01.2 The school council of innovation shall be responsible for conducting the vote required under subdivision 9.01.1 of these rules.

10.00 EXCEPTIONS

10.01 A school of innovation plan may request exemptions from local policies and specific laws and rules approved for exemption or modification by the State Board of Education, to include

10.01.1 Any provision of law or rule governing public school districts which is *required* to implement or to support the Plan of Innovation

10.02 No exemptions will be granted from the Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1501 *et seq.*, or of any provision described in Section 8.00 of these rules.

11.00 NEGOTIATED EMPLOYMENT CONTRACTS

11.01 A public school district with a negotiated employment contract in place shall follow the procedure set forth within the contract that allows the implementation of a school of innovation.

ARKANSAS DEPARTMENT OF EDUCATION
POLICIES GOVERNING EDUCATOR PREPARATION PROGRAM APPROVAL
PROGRAMS FOR EDUCATOR LICENSURE
OFFERED BY INSTITUTIONS OF HIGHER EDUCATION IN ARKANSAS
 December 2014 _____, 2015

1.0 REGULATORY AUTHORITY AND PURPOSE

- 1.01 These rules shall be known as Arkansas Department of Education Policies Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas Educator Preparation Program Approval.
- 1.02 The State Board of Education enacts these policies pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-422, and 25-15-201 et seq.
- 1.03 It is the purpose of these policies to set forth the requirements for Arkansas Department of Education (ADE) approval of educator licensure programs offered by a college or university in Arkansas.
- 1.04 These policies are to be viewed in conjunction with and do not replace the Arkansas Department of Education Rules Governing Educator Licensure. If a conflict exists between these policies and the Rules Governing Educator Licensure, the Rules Governing Educator Licensure shall take precedence over the policies.

2.0 DEFINITIONS

For these policies the following terms are defined:

- 2.01 **Accreditation** of an institution of higher learning, professional education unit educator preparation provider, or program of study is the official recognition granted to the institution of higher learning, professional education unit educator preparation provider or program of study that meets the standards of quality established by the accrediting agency.
- 2.02 **ADE** is the Arkansas Department of Education.
- 2.03 **ADHE** is the Arkansas Department of Higher Education.
- 2.04 **CAEP** is the Council for the Accreditation of Educator Preparation.
- ~~2.05 **Candidacy for Accreditation** means the status granted to a professional education unit that has met CAEP's pre-conditions for accreditation.~~
- 2.05 **Candidate** is an individual who has been admitted into an educator licensure program.

- 2.06 **Data Literacy** means the knowledge and skill in accessing, generating, and analyzing data from a variety of sources to facilitate instruction and decision-making.
- 2.07 **Disciplinary Literacy** means the knowledge and skills in reading, writing, and reasoning processes that are specific to the intellectual beliefs and methods by which scholarship is created in a content field.
- 2.08 **Disposition for Teaching** means the critical dispositions identified in the Arkansas Teaching Standards, including without limitation, the professional attitudes, values, and beliefs of an individual regarding instruction, **and** student learning and development, including beliefs that all students can learn and all teachers can improve their knowledge and skills.
- 2.09 **Distance Learning Technology** means the electronic or digital learning media, including the Internet, e-mail, television, and other audio-visual communication devices used to deliver instruction where the teacher and the students are in separate physical settings.
- 2.10 **Educator Licensure** is the official recognition by the State Board that an individual has met state requirements and has been authorized to practice as a professional educator in Arkansas.
- 2.11 **Educator Preparation Provider** is a college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel, also referred to as “provider”.
- 2.12 **Field Experiences** means the activities for students in professional education that are completed in P-12 school settings candidates in educator preparation programs that allow early and ongoing practice opportunities to apply content and pedagogical knowledge. These include observations, tutoring, assisting teachers and administrators, student teaching, pre-service teaching and internships and practicums.
- 2.13 **General Studies** means the courses and other learning experiences in the liberal arts and sciences that students in degree programs normally complete during the first two years of their higher education experience.
- 2.14 NCATE is the National Council for Accreditation of Teacher Education.
- 2.15 **Nontraditional Educator Licensure Program** at an institution of higher education means a graduate-level preparation program designed for individuals seeking licensure as a teacher who did not complete an undergraduate educator preparation program but which, under the Arkansas Department of Education rules for nontraditional licensure, allows them to serve as teacher of record while enrolled in a program of study.

~~2.15 **Preconditions** are fundamental requirements undergirding CAEP standards that must be met before a professional education unit is permitted to advance to candidacy for initial accreditation.~~

~~2.16 **Professional education unit** is a college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel; also referred to as “unit”.~~

2.16 **PLSB** means the Arkansas Professional Licensure Standards Board.

2.17 **Program or Program of Study** means a curriculum that is aligned with the Arkansas Teaching Standards, and that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement to an educator’s license, a licensure content area, or level of licensure provided by a college or university accredited and approved under these rules.

2.18 **Provisional Teaching License** means a temporary, non-renewable license, which is issued by the State Board to an individual who has met certain requirements but not all of the requirements for a standard license that allows the holder to teach or work in Arkansas public schools.

2.19 **Specialized Professional Association (SPA)** means any of the national associations representing educators of specific subject areas, grade levels or student groups; administrators; or other school professionals that establish standards for candidates preparing for educator licensure.

2.20 **Standard Teaching License** means a five-year renewable license issued by the State Board that allows the license holder to teach in Arkansas public schools.

2.21 **State Board** means the Arkansas State Board of Education.

2.22 **Supervised Clinical Practice** means pre-service teaching or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing; completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel. This includes internships and student teaching.

2.23 **Teacher Effectiveness Support System (TESS)** is an integrated evaluation, feedback, and support system under the Department of Education Rules Governing The Teacher Effectiveness and Support System that encourages teachers to improve their knowledge and instructional skills in order to improve student learning.

2.24 **Teacher of Record** means an individual; (or individuals in a co-teaching assignment;) who has ~~or have~~ been assigned the lead responsibility for a student’s learning in a subject/course with aligned performance measures.

- 2.25 Traditional Program for Educator Licensure** means an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for traditional licensure as a teacher, school counselor, library media specialist, school administrator, or other school professional.
- 2.26 Universal Design for Learning** means a scientifically valid framework for guiding educational practice that (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, and supports, and challenges; and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

3.0 APPROVAL REQUIRED

Any educator licensure program offered by a college or university in Arkansas must be approved by the Arkansas Department of Education (ADE), ~~Office of Educator Licensure (OEL)~~. These policies shall be effective beginning September 1, 2014 ~~2016~~, ~~and they shall supersede any previous ADE policies pertaining to professional education programs offered by colleges or universities in Arkansas~~. As often as may be necessary, these policies will be reviewed by the Professional Licensure Standards Board (PLSB) and approved by the Arkansas State Board of Education (State Board).

4.0 POLICIES FOR INSTITUTIONS OF HIGHER EDUCATION PROVIDING PROGRAMS FOR EDUCATOR LICENSURE

- 4.01 Prior to program implementation, public institutions of higher education in Arkansas and any out-of-state institutions of higher education offering programs (including programs with online coursework) to students in Arkansas shall be approved by the Arkansas Higher Education Coordinating Board to offer certificate and degree programs leading to educator licensure in Arkansas.
- 4.02 Institutions of higher education that offer programs in Arkansas leading to educator licensure shall be accredited by a regional accrediting agency that is recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).

5.0 POLICIES FOR ~~PROFESSIONAL EDUCATION UNIT PROVIDING PROGRAMS FOR EDUCATOR LICENSURE~~ EDUCATOR PREPARATION PROVIDERS

- 5.01 ~~A professional education unit~~ An educator preparation provider accredited by CAEP ~~(or NCATE)~~ and in compliance with all other policies set forth in this document is considered eligible by the ADE to provide professional education programs leading to educator licensure in Arkansas.

5.01.1 If a unit provider is not yet accredited by CAEP, ~~it shall meet all other preconditions for CAEP~~ it must be identified by CAEP either as accreditation eligible or as a candidate for accreditation before the ADE can approve any of its programs for educator licensure.

~~5.01.2 If a unit fails to achieve initial CAEP accreditation, or CAEP accreditation is discontinued, the unit and its individual programs for educator licensure shall forfeit state approval. MOVED TO 9.01~~

~~5.01.3 The unit shall inform current and potential candidates of its standing with regard to CAEP accreditation and state approval of its licensure programs. MOVED TO 9.01~~

6.0 POLICIES FOR ALL PROGRAMS LEADING TO EDUCATOR LICENSURE (TRADITIONAL AND NONTRADITIONAL)

6.01 An educator licensure program proposed by ~~a professional education unit~~ an educator preparation provider that is CAEP accredited may be granted initial state approval upon review by the ADE in accordance with the *Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas*.

6.02 ~~An educator licensure program proposed by a professional education unit that has met all other requirements for candidacy for CAEP accreditation, except having a state-approved licensure program, may be granted provisional state approval until accreditation is achieved or for a period of no longer than five (5) years. The Department may grant provisional state approval upon review by the ADE until accreditation is achieved when an educator licensure program proposed by an educator preparation provider is identified by CAEP either as accreditation eligible or as a candidate for accreditation. If accreditation is not achieved within the 5-year period five (5) years of being identified by CAEP as accreditation eligible or as a candidate for accreditation, the unit's provider's professional education programs will forfeit the provisional state approval, and no new students may be admitted into the programs but the Department may allow existing candidates to matriculate through the program.~~

~~6.03 Continued state approval of an educator licensure program shall be granted if it attains recognition from its affiliated CAEP Specialized Professional Association (SPA), or is accredited by a CAEP recognized organization associated with the field of study, or is recommended for approval based upon results of a CAEP or state review of the program.~~

~~6.03.1 A program for licensure endorsement requiring less than 18 credit hours shall not be required to prepare individual program reports, but the programs must provide candidate performance data from state required licensure assessments in the unit's documentation for CAEP accreditation.~~

- ~~6.03.2 A program having no completers or enrolled candidates during its most recent three (3) years of operation may be declared to be inactive, and therefore shall not be required to prepare a program report in conjunction with preparation for the unit's CAEP accreditation review.~~
- 6.03 Any revisions to an ADE-approved program of study for licensure shall be submitted to the ADE Office of Educator Licensure in accordance with the *Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas*.
- 6.04 Before allowing a candidate to begin a supervised clinical practice, a program shall require candidates to apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and to successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks.

7.0 POLICIES FOR TRADITIONAL EDUCATOR LICENSURE PROGRAMS

- 7.01 ~~All traditional educator licensure programs~~ Programs shall include curriculum that addresses requirements established by Arkansas statutes governing educator preparation and the ADE Rules Governing Educator Licensure, including without limitation, instruction in:
- 7.01.1 The Arkansas Teaching Standards and the appropriate content knowledge and pedagogical competencies for the respective licensure areas;
 - 7.01.2 The *Code of Ethics for Arkansas Educators*;
 - 7.01.3 Data literacy;
 - 7.01.4 Disciplinary literacy;
 - 7.01.5 Universal Design for Learning (UDL);
 - 7.01.6 The Teacher Excellence and Support System, under Ark. Code Ann. 6-17-2801 et seq.;
 - 7.01.7 Child maltreatment, under Ark. Code Ann. § 6-61-133;
 - 7.01.8 Parental involvement, under Ark. Code Ann. § 6-15-1705;
 - 7.01.9 Teen suicide awareness and prevention, under Ark. Code Ann. § 6-17-708; and
 - 7.01.10 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.

- 7.02 ~~All programs~~ Programs that prepare candidates for licensure to teach in grades birth through kindergarten (B-K), kindergarten through grade six (K-6), or grades four through eight (4-8) shall include at least six semester hours of instruction in reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy as identified in the competencies for educator licensure.
- 7.03 ~~Traditional programs~~ Programs that prepare candidates for middle childhood licensure to teach in grades four through eight (4-8) shall require concentrations in at least two content areas to be selected by the candidates from English-language arts, mathematics, science, and social studies. The concentrations shall include at least eighteen (18) semester hours of coursework in each of the selected content areas.
- 7.04 ~~Traditional programs~~ Programs that prepare candidates for secondary licensure to teach in grades seven through twelve (7-12) shall require candidates to have content preparation in a teaching field equivalent to the institutional requirements for an academic major (~~at least 30 semester hours~~). Degree requirements shall be determined by the institution, but the requirements for a student seeking a teaching degree shall not be substantially different from the requirements for a student seeking a non-teaching degree in the same content field.
- 7.05 Programs that prepare candidates as library media specialists, reading specialists, and guidance and school counselors shall lead to a master's degree or higher. For programs that prepare guidance and school counselors, if the candidate's master's degree is in another field of counseling the program shall require the candidate to complete a graduate level program of study in guidance and school counseling.
- 7.06 Programs that prepare candidates for standard or add-on licensure to teach special education in grades K-12, ~~shall include a curriculum of at least twenty-one (21) semester hours in special education content and pedagogy and shall comply with~~ shall meet competencies that are based on the standards of the Council for Exceptional Children (CEC).
- 7.07 Programs that prepare candidates for licensure as school administrators, grades P-12, shall comply with the *Standards for School Administrators in Arkansas* and Educational Leadership Constituent Council (ELCC) standards.
- 7.08 ~~Professional education programs~~ Programs shall engage candidates in ~~direct,~~ substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships).
- 7.08.1 The combination of field experiences and supervised clinical practice shall provide opportunities for a candidate for teacher licensure to teach across the entire grade of the license being sought.

- 7.08.1.1 Field experiences and supervised clinical practice in a program of study for teacher licensure, Birth – Kindergarten (B-K), shall be divided between prekindergarten and kindergarten, with no less than 40% of the total experiences completed in either area.
- 7.08.1.2 Field experience and supervised clinical practice in a program of study for teacher licensure, grades K-6, shall be divided between grades K-3 and 4-6, with no less than 25% of the experiences completed in either grade range.
- 7.08.1.3 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 4-8, shall be divided between grades 4-6 and 7-8, with no less than 25% of the total experiences completed in either grade range, and shall include teaching in each area of concentration selected by the candidate.
- 7.08.1.4 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 4-12, shall be divided between grades 4-8 and 9-12, with no less than 25% of the total experiences completed in either grade range.
- 7.08.1.5 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 7-12, shall be divided between grades 7-9 and 10-12 in the licensure content area(s) with no less than 25% of the total assignment completed in either grade range. If a candidate is seeking licensure in more than one content area, the field experiences and supervised clinical practice shall be divided among the content areas.
- 7.08.1.6 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades K-12, shall be divided between grades K-6 and 7-12 in the licensure content area with no less than 25% of the total experiences completed in either grade range. If no K-6 settings are available in a K-12 licensure area, candidates may complete their experiences within the 7-12 grade range.
- 7.08.2 Programs of study for the first time licensure of teachers shall require candidates to be engaged in supervised clinical practice for a minimum of sixty (60) complete school days (approximately 420 contact hours).
- 7.08.3 Candidates shall be placed only with cooperating teachers or mentors who have received at least a proficient or equivalent rating in their latest TESS performance review or, if applicable, under 7.06.5.2, an equivalent performance review.

- 7.08.4 Programs of study for the licensure of building-level administrators, district-level administrators, curriculum/program administrators, school counselors, school psychologists, library media specialists, and other professional school personnel shall require candidates to complete supervised clinical practice across the grade range for each license being sought by the candidate as [outlined in the Arkansas educator competencies](#).
- 7.08.5 Field experiences and supervised clinical practice in traditional undergraduate or graduate programs for teacher licensure areas that involve grades K-12, or in graduate programs for school administration and other non-teaching licensure areas, shall be completed in:
- 7.08.5.1 Traditional public K-12 school settings that are accredited by the ADE; or
- 7.08.5.2 ~~Traditional in-state or border state~~ [Other](#) private or public school settings where ~~Common Core and other~~ content standards adopted by the State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to TESS.
- 7.08.6 Field experiences and supervised clinical practice in a B-K licensure program shall be completed in:
- 7.08.6.1 An early childhood education setting accredited by the Division of Child Care and Early Childhood Education of the Department of Human Services as a Better Beginnings Level 3 or higher program; or
- 7.08.6.2 ~~A border state~~ [Other](#) early childhood education setting having state accreditation similar to the Arkansas accreditation for a Better Beginnings Level 3 or higher program.
- 7.08.7 Field experience and internship placements for candidates in a traditional program of study for educator licensure shall not include priority schools, public schools or school districts in academic distress, or school districts under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts, unless:
- 7.08.7.1 The candidate is in an administrator licensure program and the state has replaced the administrator in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover; or
- 7.08.7.2 Under an extreme circumstance, ~~based on a recommendation from the Department of Education Director of Educator Licensure, the Assistant Commissioner for Licensure of the Department of Education approves~~ [the ADE may approve](#) the field experience or internship placement in the applicable priority school, public school

or school district in academic distress, or school district under administrative takeover.

- ~~7.08.8~~ Candidates for educator licensure may Programs may allow candidates to complete their supervised clinical practice in instructional settings that employ distance learning technology, but at least 75% of their clinical practice must engage them in face-to-face interaction where the candidate and the students are in the same physical setting.
- ~~7.08.8~~ Professional Programs shall ensure that professional education faculty, including adjunct faculty, and cooperating teachers who teach and/or supervise teacher candidates must be trained in the domains and criteria of TESS. ~~Candidates shall be placed only with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.~~
- 7.09 Programs of study for teacher licensure shall require the following of candidates before ~~completing the program~~ recommending the candidate for licensure:
- 7.09.1 Complete the program of study for the license, including achieving a passing score on the basic skills assessment required by the State Board;
- 7.09.2 Achieve a passing score on state-approved content assessments for the license; and
- 7.09.3 Take the state-approved pedagogical assessment.

~~8.0 POLICIES FOR CANDIDATES IN TRADITIONAL PROGRAMS FOR EDUCATOR LICENSURE~~

- ~~8.01~~ Candidates in programs leading to a baccalaureate degree with educator licensure shall complete, as a minimum, a general studies curriculum similar to that required for other baccalaureate degree programs offered by the institution.
- ~~8.02~~ To qualify for admission as a candidate into a traditional program for first-time educator licensure:
- ~~8.02.1~~ An individual shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.5 (4.0 scale) until Fall 2015 and 2.7 (4.0 scale) beginning in Fall 2015.
- ~~8.02.2~~ An individual shall achieve a passing score, as determined by the ADE, for each of the state approved basic skills assessments, except as noted below.

~~8.02.2.1—In lieu of the state-approved basic skills assessments, an individual seeking entry into a baccalaureate program for first time licensure for teaching may substitute:~~

~~8.02.2.1.1—A minimum composite score of 24 on the ACT and either:~~

~~8.02.2.1.1.1—A minimum score of 22 in each of the Reading, Mathematics, and combined English/Writing sections, or~~

~~8.02.2.1.1.2—For one (1) or more of the Reading, Mathematics, or combined English/Writing sections with a score lower than the minimum, a passing score on the equivalent section of the basic skills assessment approved by the State Board; or~~

~~8.02.2.1.2—A minimum score of 1650 on combined Math and Critical Reading, and Writing, and either:~~

~~8.02.2.1.2.1—A minimum score of 510 in each of the Math, Critical Reading, and Writing sections on the Scholastic Aptitude Test (SAT), or~~

~~8.02.2.1.2.2—For one (1) or more of the Math, Critical Reading, or Writing sections with a score lower than the minimum, a passing score on the equivalent section of the basic skills assessment approved by the State Board.~~

~~8.02.2.2—An individual seeking entry into a post-baccalaureate program for first time educator licensure may substitute passing scores, determined by the ADE, from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state-approved basic skills assessments.~~

~~8.03—A candidate for licensure in teaching shall demonstrate proficiency in oral communications and shall indicate an appropriate disposition for teaching.~~

~~8.03.1—A candidate shall demonstrate proficiency in oral communications as determined by requirements in the candidate's program of study.~~

~~8.03.2 A candidate shall indicate, via interviews or other means determined by the candidate's program of study, an appropriate disposition for teaching.~~

~~8.04 Before entering a classroom to complete a supervised clinical practice, a candidate shall apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and shall successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks and Licensure Revocation.~~

8.0 POLICIES FOR NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS

~~8.01 Nontraditional educator licensure programs~~ **Programs** may be offered at the post-baccalaureate level by institutions of higher education. Such programs may be offered as degree or non-degree programs of study.

~~9.02 A nontraditional educator licensure program may admit and prepare candidates only for ADE approved teacher licensure areas at the middle childhood (grades 4-8) and secondary (grades 7-12 or K-12) levels, not including special education.~~

~~8.02 A nontraditional educator licensure program~~ **Programs** shall include one of the following two tracks or both tracks:

8.02.1 Track 1 allows a candidate to be employed as a teacher of record with a provisional teaching license for the duration of the prescribed program of study; ~~a~~ **A** candidate shall teach only in the content area(s) and grade level(s) indicated on the provisional teaching license. Candidates shall be placed only with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest TESS performance review or, if applicable, under ~~7.08.5.2~~, **8.02.2**, an equivalent performance review.

8.02.2 Track 2 allows a candidate to complete a traditional internship (student teaching) as a culminating experience of the candidate's program of study or obtain a provisional teaching license and be employed as a teacher of record as a culminating experience of the candidate's program of study.

~~8.03 A candidate in a nontraditional educator licensure program~~ **Programs** shall **require candidates to** complete an internship or obtain a provisional license and be employed as a teacher of record only in the area(s) which s/he has passed the state-required content assessment(s).

8.03.5 Programs shall only place candidates with cooperating teachers or mentors who have received at least a proficient or equivalent rating in their latest TESS performance review or, if applicable, under 8.07.2, an equivalent performance review.

8.04 ~~Nontraditional educator licensure programs~~ **Programs** shall include curriculum that addresses requirements established by Arkansas statutes governing preparation for nontraditional educator licensure and ADE rules governing nontraditional educator licensure, including without limitation, instruction in:

8.04.1 The Arkansas Teaching Standards and specific pedagogical competencies for the respective licensure areas;

8.04.2 The *Code of Ethics for Arkansas Educators*;

8.04.3 Data literacy;

8.04.4 Disciplinary literacy;

8.04.5 Universal Design for Learning (UDL);

8.04.6 Arkansas' Teacher Excellence Support System (TESS), under Ark. Code Ann. 6-17-2801 et seq.;

8.04.7 Child maltreatment, under Ark. Code Ann. § 6-61-133;

8.04.8 Parental involvement, under Ark. Code Ann. § 6-15-1705;

8.04.9 Teen suicide awareness and prevention, under Ark. Code Ann. § 6-17-708; and

8.04.10 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.

8.05 ~~Nontraditional educator licensure programs~~ **Programs** that prepare candidates to teach grades four through eight (4-8) shall include at least six (6) semester hours of instruction in reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers and disciplinary literacy as identified in the competencies for educator licensure.

8.06 ~~Candidates completing a nontraditional educator licensure program~~ **Programs** in elementary education (K-6), middle childhood, ~~(grades 4-8)~~, or secondary social studies; ~~(grades 7-12)~~ must require candidates to complete a three semester hour course in Arkansas history; as required by state law; or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.

8.07 ~~Nontraditional educator licensure program~~ **Programs** shall require internships or teaching service to be completed in:

8.07.1 ~~Traditional public K-12~~ **Public** school settings that are accredited by the ADE;
or

8.07.2 ~~Other traditional in-state or border-state~~ private or public school settings where ~~Common Core and other~~ content standards adopted by the State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to TESS.

8.08 ~~Teaching Programs shall ensure that teaching~~ and internship placements for candidates ~~in nontraditional educator licensure programs~~ shall not include priority schools, public school or school districts in academic distress, or school districts under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts.

8.08.1 Under an extreme circumstance, ~~based on a recommendation from the Department of Education Director of Educator Licensure, the Assistant Commissioner for Licensure of the Department of Education~~ the ADE may approve the field experience or internship placement in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover.

8.09 ~~Candidates in nontraditional educator licensure programs may~~ Programs may allow candidates to complete their teaching or internships in instructional settings that employ distance learning technology, but ~~at least 75% of their~~ some of the clinical practice must engage them in face-to-face interaction ~~where candidates and the students are in the same physical setting.~~

8.10 ~~Professional Programs shall ensure that professional~~ education faculty ~~in nontraditional educator licensure programs~~, including adjunct faculty, and cooperating teachers who teach and/or supervise nontraditional teacher candidates must be trained in the domains and criteria of TESS. ~~Candidates shall be paired only with cooperating teachers or mentors who have received at least a proficient or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.~~

~~10.0 POLICIES FOR CANDIDATES IN NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS~~

~~10.01~~ ~~Individuals seeking admission into a nontraditional educator licensure program are subject to the following requirements:~~

~~10.01.1~~ ~~An applicant shall provide an official transcript(s) documenting an earned bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. An applicant who earned a degree from an out-of-country college or university may provide an official college transcript evaluation from a nationally recognized credential evaluation agency~~

~~documenting that their degree is equivalent to a four-year degree from an accredited United States institution of higher learning.~~

- ~~10.01.2—An applicant shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.5 (4.0 scale) until Fall 2015 and 2.7 (4.0 scale) beginning in Fall 2015.~~
- ~~10.01.3—An applicant shall have achieved a passing score, as determined by the ADE, for each of the state approved basic skills assessments, except as noted below:

 - ~~10.01.3.1 An individual seeking entry into a post baccalaureate program for first time educator licensure may substitute passing scores, determined by the ADE, from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state approved basic skills assessments.~~~~
- ~~10.01.4—An applicant seeking licensure in middle childhood, grades 4-8, must achieve passing scores, as determined by the ADE, on at least two of the state required content assessments required for middle childhood licensure.~~
- ~~10.01.5—An applicant seeking licensure in secondary teaching, grades 7-12 or K-12, must achieve a passing score, as determined by the ADE, on the state required content assessment(s) for each level and content area in which licensure is sought.~~
- ~~10.02—A candidate for nontraditional licensure in teaching shall demonstrate proficiency in oral communications and shall indicate an appropriate disposition for teaching.

 - ~~10.02.1—The candidate shall demonstrate proficiency in oral communications as determined by requirements in the candidate’s program of study.~~
 - ~~10.02.2—The candidate shall indicate, via interviews or other means as determined by the candidate’s program of study, an appropriate disposition for teaching.~~~~
- ~~10.03—Before entering a classroom to complete a supervised clinical practice, a candidate for nontraditional licensure shall apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and shall successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks and Licensure Revocation.~~

11.0 PROGRAM AND UNIT ACCOUNTABILITY REQUIREMENTS

~~11.01—An educator licensure program having at least ten (10) program completers during its most recent three year period shall maintain an eighty percent (80%) average candidate pass rate on all assessments required by the state for professional licensure. Programs failing to maintain a three year average pass rate of at least 80% on the assessments will be placed on probation for a period of no more than three (3) years. The probation shall end if an 80% average pass rate is achieved within the 3 year probationary period. A program that fails to achieve an 80% average pass rate by the end of the 3 year probationary period shall forfeit its state approval.~~

~~11.02—A professional education unit shall maintain an eighty percent (80%) pass rate on the state required licensure assessments among all of its candidates for licensure during its most recent three year period. A unit that fails to maintain an 80% pass rate will be placed on probation for a period of no more than three (3) years. The probation shall end if an 80% pass rate is achieved within the 3 year period. A unit that fails to achieve an 80% pass rate by the end of the 3 year probationary period will forfeit its state approval and will no longer be eligible to offer any programs for educator licensure.~~

~~11.03—A professional education unit may be designated as “low performing” as defined in the *Plan for Title II Reporting Requirements of the Higher Education Act* published by the ADE. If a unit is designated as low performing for three consecutive years, state approval for the unit and its programs for licensure will be revoked, and the unit will no longer be eligible to recommend candidates for educator licensure.~~

~~11.04—If a program or unit is designated as “on probation” or “low performing,” current and potential candidates must be advised of the program’s or unit’s standing.~~

9.0 EDUCATOR PREPARATION PROVIDER ACCOUNTABILITY REQUIREMENTS

9.01 State approval of an educator preparation provider is immediately suspended if:

9.01.1 The institution has failed to obtain approval by the Arkansas Higher Education Coordinating Board to offer certificate and degree programs leading to educator licensure in Arkansas, under Section 4.01;

9.01.2 The institution has failed to obtain regional accreditation under Section 4.02, or regional accreditation is discontinued; or

9.01.3 The educator preparation provider fails to achieve initial CAEP accreditation under Section 5.01 or CAEP accreditation is discontinued.

9.02 If state approval is immediately suspended under Section 9.01, the PLSB shall submit a recommendation to the State Board for discontinuance of the authority of the institution to offer a program of study for educator licensure.

- 9.03 Within thirty (30) days of the occurrence of any of the events under 9.01 or 9.02, an educator preparation provider shall inform current students in its programs and shall post on its website the institution's or the provider's accreditation or state approval status.
- 9.04 To ensure that an educator preparation provider's program of study aligns with state and federal standards, laws, and regulations, the ADE shall conduct audits of all Arkansas institutions of higher education with an ADE-approved educator preparation provider program of study.
- 9.04.1 The audits shall use state and/or national standards, laws, and regulations for licensure programs that are identified on the ADE's website.
- 9.04.2 Beginning on July 1, 2016, the ADE will conduct the audits on a seven-year cycle that aligns to each provider's CAEP accreditation cycle. The ADE will provide the audit reports to the PLSB.
- 9.05 The ADE shall notify an institution of higher education of the ADE's audit findings that an educator preparation program does not comply with the audit criteria. After receiving the ADE's audit findings and recommendations, the institution shall:
- 9.05.1 Within two (2) full semesters of receiving the audit findings and recommendations, provide to the ADE for its review and approval a plan to bring the institution's programs into compliance with the audit recommendations; and
- 9.05.2 By the end of the next full academic year following the date of plan approval, submit documentation of compliance to the Professional Licensure Standards Board.
- 9.06 With the assistance of the ADE and the Department of Higher Education, the PLSB shall review the audits.
- 9.07 If an institution of higher education does not bring its program into compliance with audit recommendations, the PLSB shall submit a recommendation to the State Board for discontinuance of the authority of the institution to offer the program, and shall provide notice to the institution of the recommendation.
- 9.08 The institution may request a hearing before the State Board on the recommendation by providing a written request to the PLSB within thirty (30) days of receiving the notice from the PLSB.
- 9.08.1 The written request for a hearing shall be accompanied by the institution's written objections to the recommendation and any evidence the institution will present to the State Board.

- 9.08.2 At the hearing, each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the PLSB. The Chairperson of the State Board may for good cause shown and upon the request of either party allow either party additional time to present their opening statements.
- 9.08.3 Each party will be given twenty (20) minutes to present their case, beginning with the representative of the PLSB. The Chairperson of the State Board may for good cause shown and upon the request of either party allow either party additional time to present their case.
- 9.08.4 Every witness giving oral testimony must be sworn under oath by the court reporter and shall be subject to direct examination and cross examination of the other party, and questioning by the State Board.
- 9.08.5 For the purposes of the record, documents offered during the hearing by a party shall be clearly marked with the party's name and numbered in sequential, numeric order (1, 2, 3).
- 9.08.6 The PLSB shall have the burden of proving by a preponderance of the evidence that cause for the action exists and that the State Board should adopt the recommendation for discontinuance of the authority of the institution to offer the program.
- 9.08.7 While the scope of each party's presentation ultimately lies within the State Board Chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.
- 9.08.8 After both parties have presented their cases, the State Board may allow each party to present limited rebuttal testimony.
- 9.08.9 After making its decision, the State Board shall reduce its decision to writing and shall mail copies of the decision to each party.
- 9.08.10 The State Board's written decision shall constitute the final agency action for purposes of judicial review pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Proposed Arkansas Department of Education Policies Governing Educator Preparation Program Approval

Summary

The proposed changes to the Arkansas Department of Education Policies for Educator Preparation Program Approval are made to reflect the transition of accreditation from National Council for Accreditation of Teacher Education (NCATE) to the Council for the Accreditation of Educator Preparation (CAEP), remove provisions duplicated in other rules, and make technical corrections to the rule.

Highlights of the revisions include:

- The name of the rule is changed to a shorter name that reflects the statutory basis for the policies.
- Language has been revised throughout the rule to transition from NCATE accreditation terminology to CAEP accreditation terminology.
- Sections 5.01.2 and 5.01.3 were deleted and incorporated in a new Section 9.0.
- Section 6.03 and its subdivisions are deleted to remove Specialized Professional Association accreditation as a substitute for state approval. This deletion also removes a provision for placing a program on inactive status, as CAEP accreditation will control this.
- Section 6.04 is added due to the deletion of old Sections 8.0 and 10.0.
- Section 7.05 is added to cover the licensure areas of library media specialist, reading specialist, and guidance and school counselors, as these areas were previously inadvertently omitted from these policies.
- Section 7.06 is revised to remove the minimum number of semester hours to add flexibility for programs.
- Section 7.08.1.4 is added to cover the 4-12 licensure area, previously inadvertently omitted.
- Section 7.08.3 is added to place the provisions of old Section 7.08.8 in a more appropriate place in the policies; therefore, old Section 7.08.8 is deleted.
- Section 7.09 clarifies that this provision relates to recommending candidates for licensure, not identifying them as “completers”, as that is a term of art for Title II and other purposes.

- Old Sections 8.0 and 10.0 have been removed. They were specifically for candidates and are included in the *ADE Rules Governing Educator Licensure*. These policies should focus on the education preparation programs and be usable as the basis for audit criteria.
- Old Section 11.0 regarding program accountability is also removed as it is not needed during the transition to CAEP.
- New Section 9.0 is added to accurately reflect the current accountability provisions for educator preparation program approval by the ADE and PLSB. The provisions reflect what will happen when approval or accreditation is discontinued. It also reflects the changes in audit provisions in Ark. Code Ann. § 6-17-422 (Act 1090). New provisions were included for a State Board hearing process when an institution of higher education challenges a PLSB recommendation to the State Board for removal of authority to offer a program.

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE ISSUANCE OF LOCAL EDUCATION AGENCY NUMBERS**

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Issuance of Local Education Agency Numbers.
- 1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 25-6-107, and 25-15-204.

2.00 REQUIRED REPORTS

- 2.01 The Department of Education is the sole and official issuer of local education agency numbers to educational entities in the State of Arkansas.
- 2.02 These numbers shall be issued, activated, deactivated, or changed according to the annual schedule and in a format established by the Arkansas Department of Education.
- 2.03 An educational entity shall not be recognized as a public school district or entitled to the rights and privileges of a school district solely because the educational entity has been assigned a local education agency number.
- 2.04 All requests for a local education agency number assignment or change must be submitted on a form supplied by the Arkansas Department of Education. School districts must submit such requests by August 1 prior to the beginning of the school year for which the request is made.

Note: For instance, if a school district requests an assignment of, or change to, a local education agency number for the 2015-2016 school year, such a request must be submitted to the Arkansas Department of Education by August 1, 2015.